

PUBLIC SCHOOL CHOICE 3.0

SOUTH EAST HIGH SCHOOL COMPLEX



**LOS ANGELES UNIFIED
SCHOOL DISTRICT**

LOCAL DISTRICT 6

LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

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A. Summary Analysis

1. Mission and Vision

Vision

The South East High School Complex is committed to providing a multidisciplinary and interdisciplinary integrated curriculum to educate, enlighten, and inspire students to explore higher education opportunities. Graduates will be empowered to be responsible citizens who are self-motivated critical thinkers and life-long learners.

Mission

The South East High School Complex will prepare our students to be productive members of society. We provide a rigorous standards-based curriculum across all disciplines. Through thematic and career oriented small schools, we help students achieve personal and academic goals for success in the future. These goals are based on our core beliefs, which are characteristic of teaching and learning in the 21st century.

Core Beliefs and School Values

The South East High School Complex's (*The Complex*) underlying educational core beliefs are that all students must receive a quality education. We believe that all students want to learn and can learn in a safe and nurturing environment. We emphasize this philosophy through our five small schools, which provides multiple pathways for students into college and careers. We believe that:

- All students will become aware and socially responsible citizens who practice ethical behavior, accept civic responsibility, respect and appreciate diversity, and maintain an informed worldview.
- All students will become critical thinkers who analyze and interpret information, utilize effective strategies to solve problems and demonstrate technological literacy.
- All students will become effective communicators who speak confidently, write effectively, read critically and listen reflectively.
- All teachers will use effective research based strategies to provide a rigorous program of instruction.
- All teachers will collaborate and reflect to promote continuous instructional achievement.
- All parents will be provided numerous opportunities to be engaged as partners in their child's education.
- All small schools will build community partnerships to enhance the students' education and ability to compete in the 21st century.

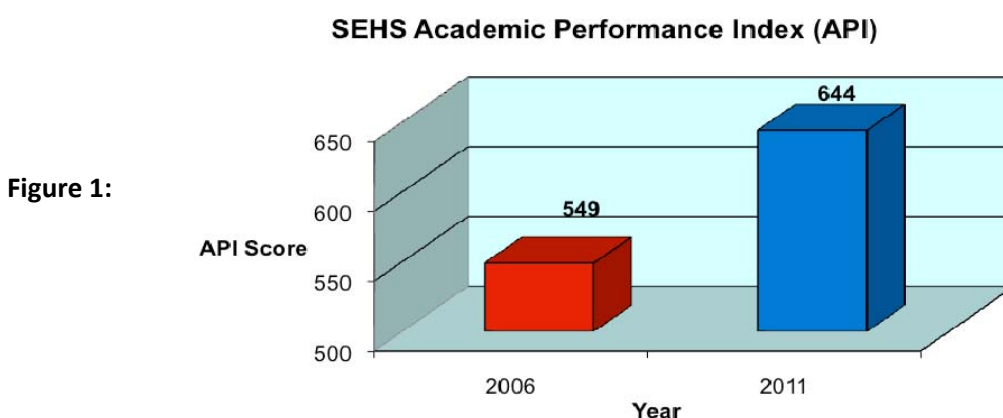
2. School Data Analysis

South East High School is a comprehensive high school in its 7th year of operation in Local District 6 of the Los Angeles Unified School District. It serves approximately 3,000 students in grades 9-12 living in the city of South Gate.

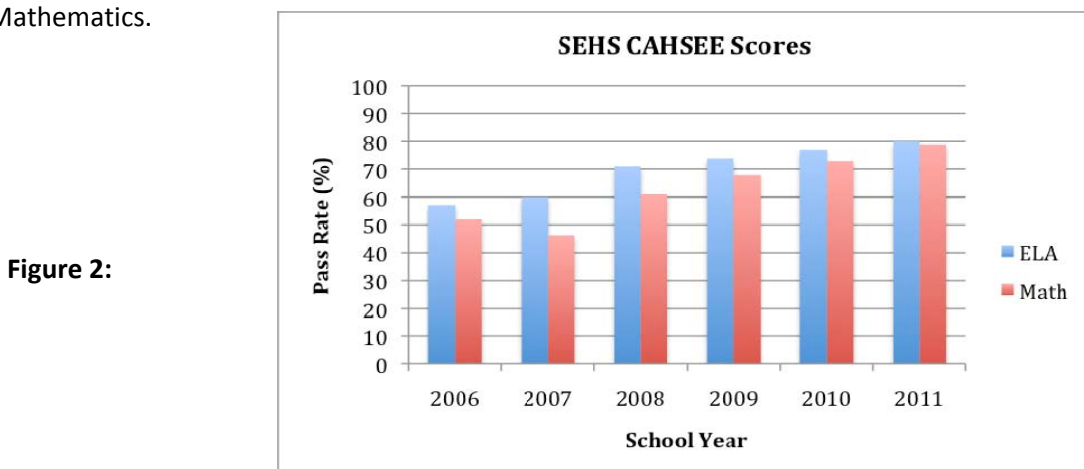
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Although the Los Angeles School District is economically, racially, culturally, and ethnically diverse, South East High School reflects the culture of its community. As evidenced by *Appendix A: School Overview*, the student population at South East High School is 99% Latino. Of this, 26% are English Learners (EL), while approximately 50% of those students have been reclassified as fluent English proficient (RFEP). Approximately 11% of South East students are students with disabilities and another nine percent are identified as gifted/talented through LAUSD's GATE program. 85% of South East High School's students are identified as economically disadvantaged; however, 100% are eligible to participate in the free or reduced lunch program. The student attendance rate average in 2010 - 2011 was 91.8%. Our suspension rate for 2010 was less than 1%, which is one of the lowest in LAUSD. This is due, in part to the efforts of each small school's involvement and ownership of its contiguous space. Our most recent graduating class (2011) had a 77.8% graduation rate, (see *Appendix A: School Overview*).

At present our API is 644 and our students continue to make academic gains. This is most evident in the increased test scores in CAHSEE and CST.



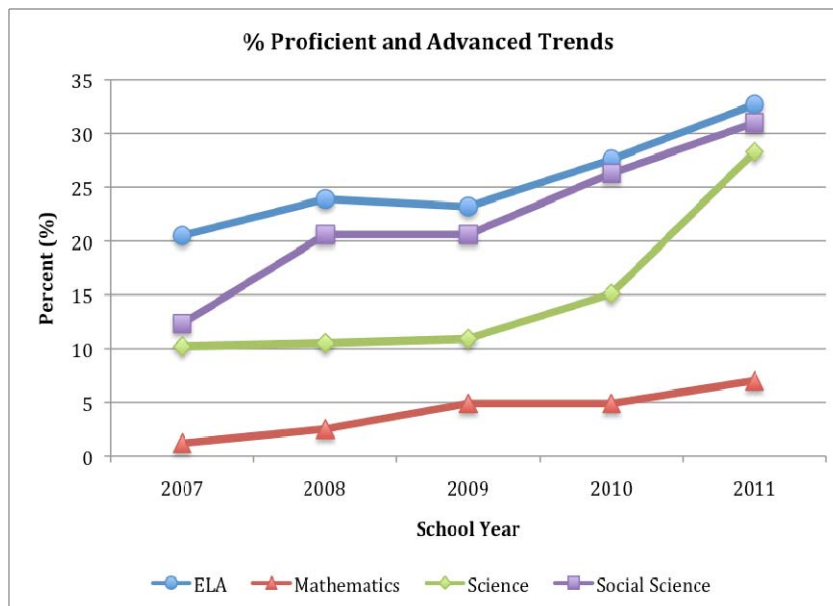
Our 2011 CAHSEE results show that 80% of our 10th grade students passed the ELA section of the test on their first attempt, while 79% passed the mathematics section on their first attempt. Additionally since the opening of our school in 2005-06, our CAHSEE results have increased by 40.4% in ELA and 51.9% in Mathematics.



Over the last five years the percent of students scoring proficient and advanced on the CST has steadily increased. The percent increase throughout the five years for each of the core subjects is as follows: ELA 59.5%, Math 4.8%, Science 1.7% and Social Science 1.5%.

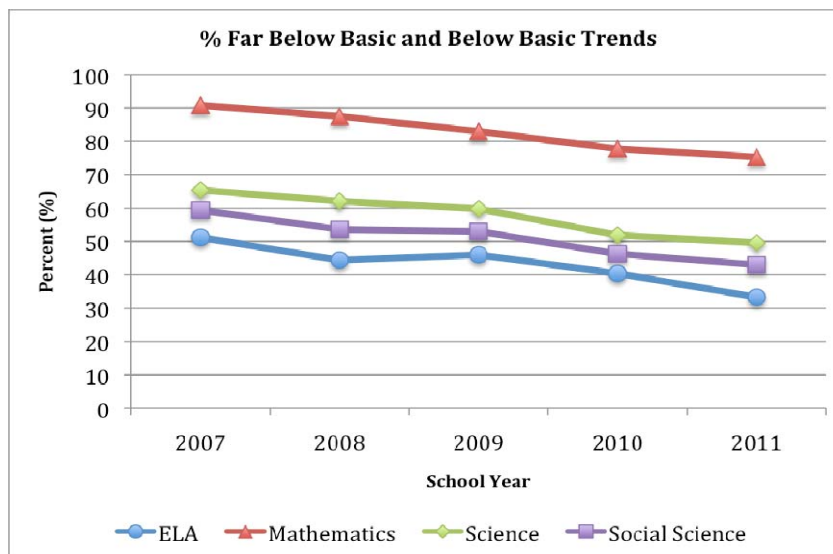
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Figure 3:



Over the last five years the percent of students scoring far below basic and below basic on the CST has also decreased, contributing to our overall academic growth. The percent decrease throughout the five year for each of the core subjects is as follows: ELA 35%, Math 17%, Science 24.2% and Social Science 27.6%.

Figure 4:



Improving instruction remains a major emphasis in our standards-based curriculum and professional development. Through the cycle of continuous improvement, members of the Professional Learning Community (PLC) collaboratively engage in data-driven dialogue and establish the baselines of what students must learn. They utilize progress monitoring to provide timely interventions to ensure students receive the necessary support to lead them towards mastery of the standards. It is through data-driven dialogue that members of a PLC make modifications to each content's scope and sequence and make recommendations for future professional development.

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Our expectations are to continue this trend in growth by addressing the following critical objectives:

- **Academic Rigor**—Through standards-based instruction, research-based strategies and small school interdisciplinary project-based learning we will enhance critical thinking skills for all students, including students with disabilities, gifted students, and English Learners.
- **Curricular Relevance**—Small schools will build on interdisciplinary curriculum related to the small school themes in order to engage students in a meaningful and authentic ownership of their education.
- **Relationships/Personalized Pedagogy**—*The Complex* will implement an advisory period once per week to address the critical academic needs (social emotional and academic needs) of our students. Small school advisories will provide a curriculum that focuses on socio-emotional health, intervention and enrichment, college going culture of high expectations, and character building.

Based on our comprehensive data analysis (*see Performance Plan*), the top priorities for *The Complex* are as follows:

- 1) **Literacy and Numeracy**-Increase literary and numeracy proficiency levels across all content areas so as to meet Adequate Yearly Progress (AYP) and Academic Performance Index (API) goals. Professional development that is focused and meets the needs of teachers.
- 2) **English Learners and Special Education Subgroups**-Provide additional support so there is equity and access. Implementation of student monitoring strategies so that achievement that reflects school wide results.
- 3) **Increase in Graduation Rate**-Increase the number of students that graduate in four years.
- 4) **Decrease in Dropout Rate**-Provide additional support, including purchasing a Diploma Project Counselor, for at-risk students.
- 5) **Social/Emotional/Physical Health**-As identified in the Single Plan, WASC Report, and Public School Choice Plan, resources are allocated to ensure that all students are well balanced and ready to learn.
- 6) **Parent Involvement**-Increase in parental involvement so that there is additional assistance provided by parents both at home and school.
- 7) **Intervention**-Provide resources for intervention during school and after school programs including implementation of the Response to Intervention (RTI) Model to ensure student academic success.
- 8) **Attendance**-Meet the district goals for in-seat student attendance so that students can reach the graduation and college entrance requirements.
- 9) **Academic Engagement**-Increase in the amount of time per day/week students receive quality instruction and are engaged in the subject being taught. Effective implementation of instructional strategies including differentiation, SDAIE, and Marzano's strategies

The objectives will be measurable through a process of continuous self-study, reflection, and the setting of Specific, Measureable, Attainable, Results-oriented, Time-bound (SMART) goals. Quantitative data extracted from a multitude of sources, such as ISIS, SSIS, MyData, Core K-12, DataQuest, The College Board, etc., will be analyzed using the Data-Driven Dialogue Protocol. Progress monitoring benchmarks will be set in order to measure growth toward the SMART goals. *The Complex's* unwavering focus on academic achievement is attributed to a multitude of research-based strategies from Rick DuFour's

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Learning by Doing: a Handbook for Professional Learning Communities at Work, Austin Buffum's *Pyramid Response to Intervention*, Carol Dweck's *Mindset: The New Psychology of Success*, Alan Blankstein's *Failure is Not an Option*, and Robert Marzano's *Classroom Instruction That Works*. The instructional commitments of the Complex can be evidenced by the collaborative efforts of all stakeholders.

3. Applicant Team Analysis.

The Design Team reflects the diverse leadership of the school. It is composed of representatives of each small school from a variety of disciplines, out of classroom personnel, administrators, and a cross section of parent, community, and student representatives. All certificated personnel in the Design Team are highly qualified under the No Child Left Behind (NCLB) legislation and many are National Board Certified Teachers (NBCT). The teachers and staff of *The Complex* have strong ties to the community of South Gate and will continue to strengthen the relationships through small school partnerships and ongoing involvement. Teachers and staff at *The Complex* understand the needs of this community since a number of them have served and lived in the South Gate community for many years. Through *The Complex's* collaborative efforts, this team has made strides in utilizing Professional Learning Communities (PLC) and a personalized environment to inform and improve instruction (see Applicant History Data Sheet).

B. Instructional Plan

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

a. Instructional Program:

Instructional Philosophy

The instructional philosophy of *The Complex* is based on the essential foundational belief that all students can learn at high levels and deserve to be challenged. Our practice will be student-centered, with parents as partners, guided by our core values and beliefs, as well as the current research. Committed to helping our students achieve proficient to advanced performance levels on common core and state standards and A-G requirements, we will prepare all of our graduates through data-driven instruction to go on to college, higher learning and/or the 21st Century global economy. Every student will receive rigorous standards-based instruction committed to a knowledge core, with high thinking demand, and active use of knowledge (*Principles of Learning*; IFL, 2010). This will prepare all students to become 21st century citizens through the attainment of 21st century skills.

Underlying Theory of *The Complex's* Instructional Program

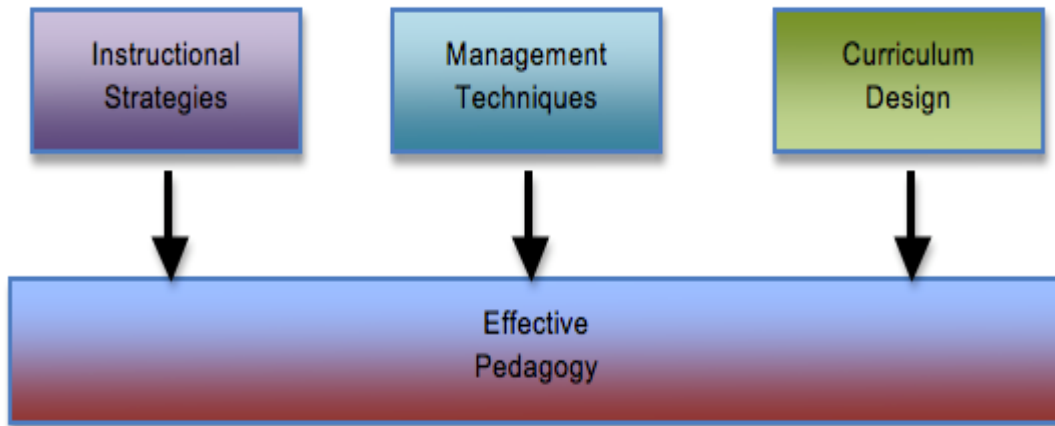
Based on recent brain and cognitive processing research, active learning provides students the vehicle through which their ideas become deeper and more complex (*Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*; John Medina, 2008). Constructivist learning, therefore, sets the foundation for our learning principles:

1. **Development of 21st Century Skills through an Integrated Curriculum**—In order for our students to succeed in today's world, they will apply the seven survival in the 21st Century skills and take ownership of their learning: Critical Thinking and Problem-Solving, Collaboration Across Networks and Leading by Influence, Agility and Adaptability, Initiative and Entrepreneurship, Effective Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination (*The Global Achievement Gap: Why Even Our Best Schools Don't Teach the Survival Skills Our Children Need—and What We can Do About It*; Tony Wagner, 2010).
2. **Real World Relevance and Connections**—Through multidisciplinary and interdisciplinary, theme-based, student-centered projects within each small school, students will see connections between the information that they learn in each content area and synthesize their learning into meaningful understanding of the world around them.
3. **Curriculum that Encompasses the Whole Child**—People are born ready to succeed, but it takes hard work and a growth mindset. Students learn the behaviors that lead to success.
4. **Culturally Relevant and Responsive Education (CRRE)**—Any new knowledge acquired is dependent on the pre-existing conceptual frameworks we already have; personal experiences and values provide building blocks for learning.
5. **Teachers as Leaders and Learners**—Teachers are empowered to lead at all times and our professional development model allows teachers to be researchers and learners.

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Instructional Framework

Effective pedagogy consists of three elements according to Marzano, Pickering, and Pollock (2001):



Instructional Strategies:

We have identified and selected for implementation specific research-based instructional strategies together with specific programs to meet the needs of our diverse student population.

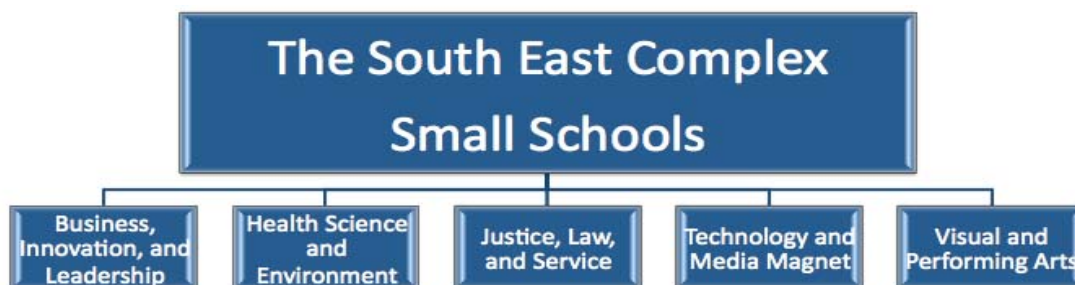
Management Techniques:

We are committed to the socio-emotional and behavioral well being of our students. Based on the Mindset research of Dr. Carol Dweck, we will address the behavioral needs of our learners.

Curriculum Design:

We have a learning program that describes the core curriculum and the assessment materials needed for the course of study.

The Complex is structured into five small schools that provide a more personalized learning environment for students. With parent, student, and teacher feedback paired with research into growing career fields in the 21st Century, we are refining our approach to Small Learning Communities (SLCs) and developing five college and career preparatory small schools:



- **Business, Innovation, and Leadership:** The Business, Innovation, and Leadership small school will provide a rigorous education that prepares students for successful leadership roles in business and leadership positions. Students in this school will take classes that will prepare them

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for higher education and future careers in investment banking, business management, business entrepreneurship, business marketing, sales, and other business related possibilities.

- **Health Science and Environment:** The Health Science and Environment small school helps students understand the real-world connections between personal health, public health, and our natural and man-made environments, as well as their responsibility to get involved as leaders in the health and environmental issues of their community. We provide a rigorous college-readiness curriculum that emphasizes problem-solving and life-long learning as requirements for success in higher education and careers in medicine, health, and the environmental sector.
- **Justice, Law, and Service:** The Justice, Law and Service small school offers a college and career preparation curriculum for students serious about professions in the legal, public services, law enforcement and safety professions. We will provide a rigorous education that will teach students to value diversity, protect the interest of our society and prepare them for challenging and rewarding careers serving individuals, our community and our nation.
- **Technology and Media Magnet:** The Technology and Media University Magnet small school enables students to achieve technological proficiency and media literacy. We provide opportunities for our students to expand and apply their critical thinking and problem solving skills. The Technology and Media University Magnet empowers students, through literacy in technology and media, to become leaders in the 21st Century.
- **Visual and Performing Arts:** Throughout history, societies and cultures have been defined through the arts. It is therefore the mission of *The Complex's* Visual and Performing Arts small school to identify and nurture the artistic instincts within every one of our academy members. Our aim is to provide a holistic education by combining a rigorous academic curriculum within a variety of artistic disciplines to prepare our students to become lifelong learners.

Instructional Program Addresses the Needs of the Student Population

We believe student achievement improves when the faculty has reached consensus not only on the essential standards that all of our students must meet to reach the high expectations of our educational program, but also the specific instructional strategies needed to teach the essential standards. Together, they form a “safety net” curriculum—it is not acceptable for any student to fall through the cracks. The “safety net” approach demands that the failure of any child to reach this minimum be promptly addressed through interventions (*Power Standards: Identifying the Standards that Matter the Most*; Larry Ainsworth, 2003).

Our instructional program will address the needs of our population. We have identified specific instructional strategies and a combination of methodologies that will support all our learners. These strategies and methodologies, together with professional development driven by PLCs and small schools, are well-suited to meet our goals, as described in Section A, to:

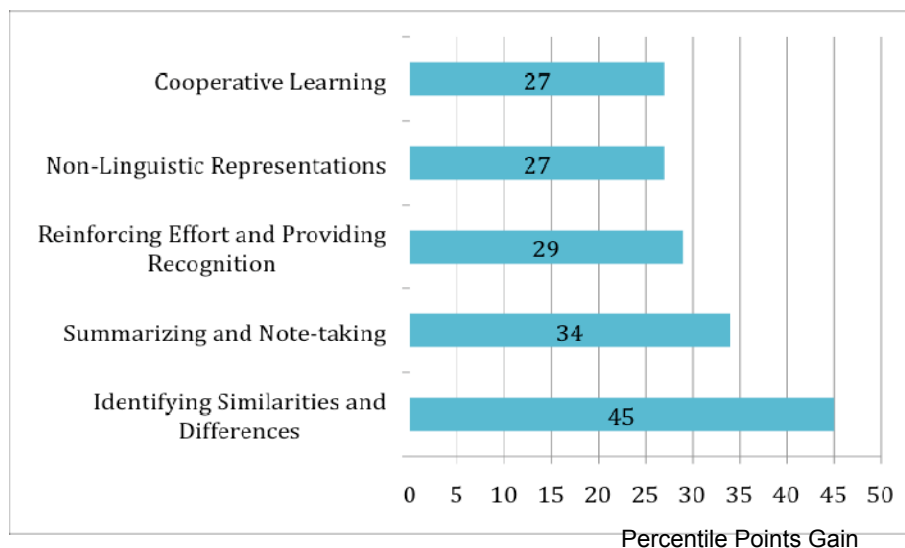
- **Increase:** Literacy and Numeracy, Graduation Rate, Parent Involvement, Academic Engagement Time, Attendance, and Intervention
- **Decrease:** Dropout Rate
- **Strategically Target:** English Learners and Special Education Subgroups; Social/Emotional/Physical Health

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Specific Instructional Strategies

Complex-wide we have identified five high yield research-based instructional strategies from *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* to use consistently (2001). Marzano, Pickering, and Pollock assert that the Coleman Report titled “Equality of Educational Opportunity” found that schools account for about 10 percent of the differences in student achievement. This 10 percent difference turns into a gain of 23 percentile points for students who attend an effective school (2001).

Selected Marzano’s high yield research-based instructional strategies and their percentile point gain:



The Complex’s Methodologies, Strategies, and Supported Student Populations

Methodology	Rationale	Specific Instructional Strategies	Supported Student Populations
Collaborative Learning	Promotes active participation, individual accountability, application of 21 st Century skills, and improvement of social skills.	-Cooperative Learning -Summarizing and Note-taking -Reinforcing and Providing Recognition	All Students
Inquiry-Based Learning and Differentiation	Involves the learner and leading him/her to understand. It promotes them to draw on their skills and attitudes, which allows them to ask further questions and, at the same time, acquire new information.	-Identifying Similarities and Differences -Summarizing and Note-taking -Reinforcing and Providing Recognition	All Students

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Culturally Relevant and Responsive Pedagogy	Provides students the opportunity to draw on their unique cultural experiences to connect to and understand new learning.	-Reinforcing and Providing Recognition -Scaffolding Jane Schaffer™ Writing Program -Accountable Talk® -Non-linguistic Representations via Thinking Maps®	All Students, especially English Learners and Standard English Learners
Specifically Designed Academic Instruction in English (SDAIE)	Allows student access to the English language content supported by carefully planned instruction that strives for comprehensible input. Students receive instruction in English in such a manner that they gain skills in both the subject material and in using English.	-Non-linguistic Representations via Thinking Maps® -Reinforcing and Providing Recognition -Identifying Similarities and Differences -Accountable Talk® -Scaffolding Jane Schaffer™ Writing Program	All Students, especially English Learners

David T. Conley explains that the likelihood for students to be ready to enter college or begin a career is based on their readiness (*Rethinking College Readiness*; 2008). Our instructional program is designed to meet our goal of college and career readiness for 100% of our students; our curriculum and instruction model is designed to ensure that all students pass A-G college preparatory course work with a C or better and to ensure that students feel prepared to tackle college-level course work. All students will complete Individual Graduation Plans (IGP) with their counselor, parent, and teacher, setting goals for themselves and developing a roadmap for success. These IGPs will also be regularly reviewed during our advisory periods, allowing students to set goals and problem solve through any obstacles they encounter.

Throughout their four years at *The Complex*, counselors will continuously meet with students to evaluate their needs, using assessment results and class performance to adjust placement and course selection. Based on statewide testing data along with teacher recommendations, at-risk students will be identified for intervention courses in order to help them succeed in a college-preparatory curriculum. Student progress will be monitored to help ensure their success.

Increasing our expectations for all of our students, the math department is realigning their course sequencing to offer Algebra I, followed by Algebra II, followed by Geometry. This realignment will assure that every student takes three years of math and allow teachers to build an unshakable foundation in algebraic concepts. Ultimately, it reflects our belief in student capabilities as well as our understanding of the essential nature of math literacy in a 21st Century world. Additionally, our yearlong six-period day will allow us to better align our instruction to the CSTs and expand our interdisciplinary projects to all subjects.

High schools in low socio-economic areas are less likely to offer Advanced Placement (AP) courses, higher-level courses, or honors courses than in more affluent areas (*The American Dream and the Public Schools*; Jennifer L. Hochschild and Nathan Scovronick, 2003). Keeping in mind the needs of our student

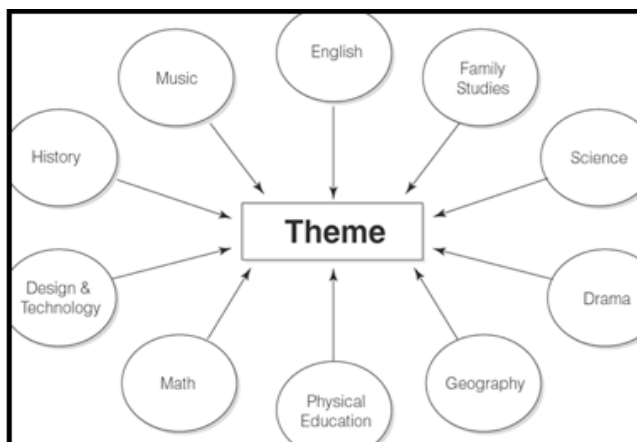
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population, we are continuing to expand our A-G course offerings with new courses in Statistics, AP Biology, AP Statistics, AP Environmental Science, and AP Studio Art IID. All 11th graders are participating in the California State University (CSU) Early Assessment Program (EAP) in English and Mathematics, and faculty at every level knows that college-level rigor is our goal. English teachers will attend EAP trainings to continue to improve instruction in this area, emphasizing not only 11th grade teachers, but also a four-year vertically aligned plan to prepare students to be college-ready. Our rigorous core academic classes supplemented by a robust college-preparatory elective program and extra-curricular opportunities will ensure that our students graduate as well-rounded 21st century citizens ready to compete in an ever-changing global economy.

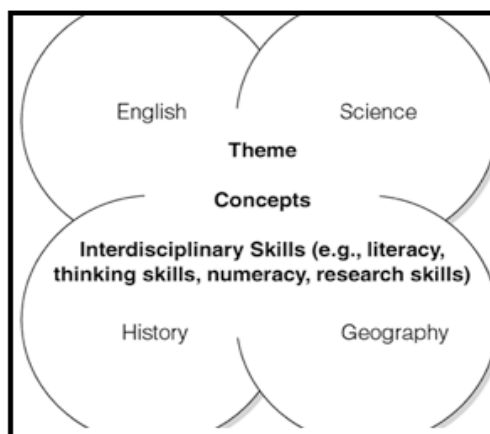
Small Schools

Drake and Burns explain that the need to integrate the curriculum is vital in the 21st century because the growth of knowledge today is exponential and students need relevance in the curriculum (*Meeting Standards Through Integrated Curriculum*, 2004). Each of our small schools will implement an integrated curriculum through their multidisciplinary and interdisciplinary, theme-based curriculum design with real-world relevance to supplement the high expectations of our school-wide standards-based curriculum and commitments. These small schools play a key role in developing the 21st century skills needed to enter the global workforce.

Every classroom is committed to ensuring that students take ownership of their learning and that classrooms are primarily student-centered. Multidisciplinary and interdisciplinary theme-based projects within each small school will help students see connections between the information that they learn in each content area and synthesize their learning into meaningful understanding of the world around them. Each small school will function as a dynamic educational laboratory, where teachers and students share a passion for learning and constant improvement.



Multidisciplinary Curriculum Approach



Interdisciplinary Curriculum Approach

From Meeting Standards Through Integrated Curriculum; Susan M. Drake and Rebecca C. Burns, 2004

Our yearlong, six-period day schedule allows for multidisciplinary projects as students take all four core subjects, as well providing intervention opportunities within the school day and ensuring increased student equity. Each semester's work will culminate in a public showcase of student presentations, showcases, and performances relating to their small school's career-based interdisciplinary themes.

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These projects will provide a chance for students to share their achievements as they explore potential careers, interact with their community as both audience and potential subject of their investigations, and apply 21st century technology in the academic setting. Every culminating project will support our

Western Association of Schools and Colleges (WASC) Expected School-wide Learning Results (ESLRs) efforts to develop students as **Aware and Socially Responsible Citizens, Critical Thinkers, and Effective Communicators**, as well as live up to the vision and mission of *The Complex*.

Additionally, we are scheduling an advisory period once a week as a proactive approach to target behaviors before intervention is necessary. The content of the advisory period will reinforce the work of the small schools to support the whole child as students develop social global awareness and citizenship. Advisory period content will support the social and emotional health of students. One aspect will include working with counselors to discuss student responsibilities and how that extends beyond school and to the real world. The following books have been selected to spearhead our learning about mindset and motivation:

- Carol Dweck's *Mindset: The New Psychology of Success* (2006)
- Richard Carlson's *Don't Sweat the Small Stuff for Teens* (2000)
- Sean Covey's *Seven Habits of Highly Effective Teens* (1998)
- Jack Canfield's et. al *Chicken Soup for the Teenage Soul* (1997)

Alumni guest speakers and professional speakers within the theme of the small school will share their experience beyond high school. Teachers will retain the same advisory group throughout their four years at *The Complex* to build strong relationships with their teacher and peers thereby reinforcing a safe and nurturing learning environment. We will continue to target academic successes and challenges during high stakes exam periods through "Ramp Up" campaigns by providing students with performance data and creating performance goals.

Professional Learning Communities (PLCs)

To support our instructional program, *The Complex* is implementing Rick DuFour's research-based approach to Professional Learning Communities (PLCs), using *Learning by Doing: A Handbook for Professional Learning Communities at Work* (2006), and *Response to Instruction and Intervention (RtI²)* with the *Pyramid Response to Intervention* described by Austin Buffum, Mike Mattos, and Chris Weber (2008). Each department is developing a clear consensus on what constitutes our "safety net" curriculum, and we are committed as a learning institution to ensure that every student achieves proficiency in it. Our faculty knows that we are stronger together than alone, and we will continue to collaborate to improve student achievement.

Using principles from Richard Dufour's PLC Cycle Of Continuous Improvement, our commitment to key essential standards is guiding the creation of department-wide final exams, scope and sequence plans, formative assessments, and regular examination of student achievement data (district-wide periodic assessments, PLC formative assessments, end-of-course summative assessments, CST results, etc.). Accountability for the instructional program will be held through a quarterly curriculum review that include leadership and PLC discussions about quarterly assessments, grade books and scored work samples as advocated by Mike Schmoker in *Results Now* (2006).

To support the PLC and RtI² initiatives of our instructional program, teacher PLCs will have increased common planning time in addition to PD Tuesdays, allowing them to meet at least once a week during their conference period, to design common formative assessments, review student assessment results,

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share instructional practices, and plan student interventions. Instruction and assessment within the PLC will be shared through online collaborative tools such as Google Docs and Wikispaces with the rest of the department. This will allow for increased responsiveness to student needs, leading to increased student achievement.

All stakeholders will conduct classroom observations at least quarterly by utilizing structured and objective observation forms (*see Appendix B: Classroom Observation Tool*). Reflections will be conducted twice per year to examine the successes and challenges of implementing these instructional strategies from the data gathered in the quarterly curriculum review. As instructional leaders, administrators will observe, at minimum, ten classrooms per week and provide feedback and support to teachers through observation forms and/or coaching sessions.

b. Core Academic Curriculum:

The Complex will provide a guaranteed and viable curriculum for all students as a first level factor that works in schools (*What Works in Schools*; Robert J. Marzano, 2003). This will be accomplished through our rigorous college and career preparatory curriculum, our culture of high expectations for students, our commitment to highly qualified teachers, and our leadership. The personalized learning environment of each small school ensures that students establish relationships and are well known by adults, creating a positive, nurturing, college-going culture.

Our curriculum is based on the firm belief that all students can learn and achieve at high levels, along with a commitment to college readiness for all and to the findings of the latest research. Every small school will be organized to ensure that all students are enrolled in a college-preparatory A-G curriculum that will prepare them to enter and succeed in college, higher education, and/or enter the 21st century global workforce:

Course Requirements: Minimum Number of Years

Course	Number of Years
English	4
Mathematics	3
Science	2
Social Science	3
Physical Education	2
World Language	2
Visual/Performing Arts	1
College Preparatory Elective	1

In order to maximize college competitiveness and readiness, all stakeholders encourage students to go beyond the minimum requirements, particularly in the areas of Science and World Languages. An example of how this will be accomplished is by involving students in the analysis of their performance data and goal setting. All A-G courses will meet requirements for entrance to colleges and universities.

Academic Rigor

In order to ensure a common standard of rigor, each department is establishing common essential standards based on the research of Mike Schmoker in *Results Now!* (2006). These essential standards constitute our “safety net” curriculum that is supported by RtI² (*Power Standards: Identifying the*

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Standards that Matter the Most; Larry Ainsworth, 2003). These common essential standards will be followed by the implementation of common end-of-course summative assessments for each subject in each department. This commitment to a common vision for our students guarantees a viable, college-preparatory curriculum for all, while still allowing for teacher autonomy in expanding and differentiating the curriculum to meet the needs of his or her unique students.

Vertical Curriculum Alignment

The curriculum must be vertically aligned so that teachers know what has been introduced to students in the preceding grades and what they must introduce at each grade level to avoid curriculum duplication and gaps (*Achievement Now!: How to Assure No Child is Left Behind*; Donald J. Fielder, 2003). Therefore, teachers of foundational courses mainly in the ninth and tenth grades will scaffold instruction with this college-readiness bar in mind, and will work with eleventh and twelfth grade teachers to vertically align curriculum.

A benchmark for vertical alignment that will be used at *The Complex* is the California State University's Early Assessment Program (CSU EAP). All students in their junior year will take the English section of the CSU EAP, which includes a timed essay. All students enrolled in Algebra II or above will take Mathematics section. Eleventh grade English courses and specific mathematics courses will emphasize preparation for this test, and twelfth grade courses will use the data from this early assessment to determine areas of focus during students' senior year. Additionally, student data from college-readiness exams (PSAT, SAT I, SAT II, ACT, AP) will be collected and analyzed to monitor student preparation for college-level coursework. Students who demonstrate proficiency on CSU standards will be exempt from taking the CSU Placement Test and will be eligible to enroll in CSU courses as regular students before graduation if they choose to attend a CSU campus. These efforts are further supported by the enrichment opportunities provided after school through our partnership with East Los Angeles Community College (ELAC) coursework, as well as adult school for student intervention.

Small Schools: Thematic Curriculum

At the same time, each small school is developing a unique thematic orientation that guides how students experience core academic instruction and as a way to integrate the curriculum (*Meeting Standards Through Integrated Curriculum*; Susan M. Drake and Rebecca C. Burns, 2004). Additionally, each small school will offer specialized electives and/or Career Technical Education (CTE) courses specific to their theme, along with opportunities for internships and community involvement.

The development of globally Aware and Socially Responsible 21st century citizens begins with the small schools, who are working with the community to provide authentic learning experiences for their students, tied to their thematic emphasis. Each small school will have the autonomy to differentiate the district service-learning project to ensure that all graduates have had hands-on experience with the real-life experiences in connection with their small school theme. Small schools will seek to provide opportunities for job shadowing and internships to introduce students to the work world, while weaving community issues into theme-based projects. These authentic theme-based projects, weaving together content from various courses and connecting them to the small school's theme, will be presented to the community and student body at the close of each semester. Each small school will be given a day to devote to student presentations of their work before an audience of peers and professionals. This process reflects our commitment to authentic literacy as described by Mike Schmoker through project-based learning that is interwoven with community involvement, as well as to providing opportunities for

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students to share and be recognized for their academic achievements.

Current students and incoming students will indicate their small school first, second, and third choices; and their placement will be based on their preferences. In order to help students and parents make informed decisions on their small school choice, information is disseminated by multiple methods: brochures, digital presentations and school visits. An orientation prior to the first day of instruction introduces incoming students to the curricular and cultural expectations and opportunities of their small school, as shown:

School of Health Science and Environment



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School of Justice, Law, and Service



Mock Trials

Debate

South Gate Police Academy

Law Day

Career Day

Los Angeles Fire Academy

SCHOOL OF JUSTICE, LAW AND SERVICE

Careers in Legal, Law Enforcement, Public Services and Safety Professions

Priorities for College and Career Opportunities instilling the Values of Integrity, Service Leadership, and Commitment.

School of Visual and Performing Arts

VISUAL AND PERFORMING ARTS



PATHWAY 1
VISUAL ARTS as a CAREER

- INTRODUCTION TO ART A/B
- DRAWING A/B
- PAINTING 1 A/B
- AP - STUDIO 2-D ART DESIGN

This pathway is provided to our students who are interested in a career in the visual arts.

PATHWAY 2
ART APPRECIATION

- ART HISTORY
- INTRO TO ART A/B
- PAINTING 1 A/B

This pathway is for students who appreciate the arts, while still acquiring elective credits for graduation.

CAREERS:

VISUAL ARTS:

- Museum Curator
- Architectural Designer
- Art Educator
- Fine Artist
- Advertising
- Entertainment Design
- Software Publication/Development
- Fashion Design
- Industrial Design
- Furniture Design
- Photography
- Toy Design
- Publication Design
- Graphic Design
- Interior Design

PERFORMING ARTS:

- Singer
- Actor
- Stage Designer
- Director
- Screenwriter
- Choreographer
- Musician
- Performance Artist

PATHWAY 1
PERFORMING ARTS

- BEGINNING THEATRE
- THEATRE WORKSHOP
- ADVANCED DRAMA
- STAGE DESIGN

PATHWAY 2
PERFORMING ARTS

- MUSIC APPRECIATION
- BEGINNING INSTRUMENTS
- GUITAR
- ORCHESTRA
- MARCHING BAND

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Technology and Media Magnet School

- Working with all stakeholders to achieve student success
- Creating a family atmosphere between Magnet parents, students, teachers, and administration
- Providing opportunity for Magnet students to meet the Expected Schoolwide Learning Results
- Maintaining a rigorous curriculum that supports technology industry-standard specifications, California Career-Technical Education Standards and the California State Content Standards
- Establishing a curriculum in articulation with local colleges
- Facilitating inquisitiveness toward technology and media
- Exposing students to the various technological or media-related collegiate majors and careers
- Opening doors of opportunity in technological and media-related fields (through partnerships)
- Encouraging students to compete in technology and media competitions



School of Business, Innovation, and Leadership



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Our student-centered curriculum, which is supported by research-based instructional strategies, works to ensure a rigorous standard for all. At the same time, we also recognize the essential role of differentiation for student needs, whether students are at-risk or accelerated. Instruction is differentiated within the classroom using SDAIE strategies, IEP accommodations, and GATE differentiation approaches. Dedicated to the fundamental right of all students to pursue the most challenging curriculum available, all Advanced Placement (AP) courses will have open enrollment. Departments will vertically align their curriculum to prepare students for the college-level rigor of these courses, thus ensuring college preparedness for all students.

i. **Curriculum Development:** Not Applicable

ii. **Management of Multiple Schools:** Not Applicable

c. **WASC Accreditation**

As outlined in our WASC accreditation plan, *The Complex's* graduates will be expected to be:

- **Aware and Socially Responsible Citizens** who practice ethical behavior, accept civic responsibility, respect and appreciate diversity, and maintain an informed worldview.
- **Critical Thinkers** who analyze and interpret information, utilize effective strategies to solve problems, and demonstrate technological literacy.
- **Effective Communicators** who speak confidently, write effectively, read critically, and listen reflectively.

This commitment to excellence will be promoted with the acronym: **ACE**—we will prepare all *The Complex's* graduates to be **ACEs**. **ACEs** will further support the development and social awareness and citizenship of the students in *The Complex*.

Administrators, small school lead teachers, department chairs, parent and student representatives work together to compose the Leadership Team that coordinates the Western Association of Schools and Colleges (WASC) self-study process, with which we have been highly successful, receiving a six-year accreditation in spring 2009.

Our WASC action plan is designed using a highly collaborative and transparent model, alternating meetings between home (homogeneous) and focus (heterogeneous) groups. The Leadership Team guides the process throughout. The Leadership Team will review the plan and WASC recommendations annually and the findings will be communicated to all stakeholders. As they review the benchmarks that have been reached and those that remain ahead, the plan will guide our work for each school year as action plan items are implemented.

The Critical Areas of Academic Need will be points of reference for the Professional Development Advisory Committee as they plan PD for each year. We recognize that the Focus on Learning process is not a stand-alone obligation completed every few years, but rather an integral part of the continuous development of our school. The timeline for developing and writing the actual plan begins more than a year out, allowing sufficient time for reflection, accountability, and problem-solving. We look forward to our three-year follow-up visit in spring 2012 and are confident that our rigorous A-G college preparatory curriculum, combined with our theme-based curricular offerings and continually reflective professional development, will meet or exceed the standards of the visitation committee.

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The Complex will follow the A-G requirements and objectives as delineated in the LAUSD instructional guidelines and course sequences, using District and state-adopted textbooks and instructional materials. All students will take and pass A-G college course requirements in order to meet graduation requirements at *The Complex*. Students will be given access to a course guide when selecting their course load to ensure that they are aware of the full array of A-G course offerings available to them. Ultimately, all course offerings will be listed online. Small schools and departments will work together with the counseling office to ensure that all students meet A-G requirements and are exposed to Career Technical Education (CTE) pathways and other thematic electives. All curricula are standards-based and meet the requirements for UC/CSU eligibility. Lastly, *The Complex* has ensured a College Board number (053980) and all AP Courses offered to students have been approved by College Board.

d. Addressing the Needs of All Students:

The Complex recognizes that all students possess unique strengths, skills, interests, and needs which must be addressed to ensure that they all achieve at high levels to be prepared to compete in the 21st century. Effective first instruction using universal access instructional strategies will be utilized by all staff and experienced by all learners as part of our “safety net” approach. Similarly, scaffolding, re-teaching opportunities, and after school tutoring will be provided. The small schools structure of *The Complex* allows students to receive thematic, standards-based instruction that is differentiated to address the needs of all learners. Furthermore, we will implement intervention classes for students identified as at-risk of not passing the California High School Exit Exam (CAHSEE) during the school day, and implement an advisory period to provide additional opportunities for enrichment.

Small schools will make use of technology to access content, complete interdisciplinary and multidisciplinary thematic projects, and facilitate communication between students, parents, and teachers. Some examples of the use of technology to access content are Wikispaces, Google Docs, and United Streaming. A long-term goal is for small schools to implement electronic student portfolios to provide evaluation of instruction that meets the needs of students, specifically special populations, through the analysis of student work. The Technology and Media Magnet will pilot this effort.

All students enrolling at *The Complex* will be assessed to determine their English language proficiency via the California English Language Development Test (CELDT) and through a review of student work. Students who indicate they receive services through an Individualized Education plan (IEP) or a 504 plan will be provided with a case carrier who will ensure appropriate implementation of the plan. A meeting to revise and update the IEP or 504 plan will be held within 30 days of the student enrolling.

English Learners (EL)

The Complex is committed to the belief that all students, regardless of home language, can and will achieve at high academic levels and graduate on time. As such, *The Complex* will meet all the requirements detailed in state and federal law pertaining to English Learners’ (EL) equal access to the core curriculum. *The Complex* will assess all new enrollees who indicate a home language other than English using the CELDT to determine their English language proficiency level—Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced. Students scoring at the Beginning and Early Intermediate level of English language proficiency will be placed in sheltered English classes and English as a Second Language classes.

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According to Pauline Gibbons, “it requires more linguistic skills to use academic language for academic purposes than it does to use it in everyday conversations” (*Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, 2002). Recognizing that about one-third of our student population is identified as ELs and that Redesignated Fluent English Proficient (RFEP) students need support for at least two years after reclassification, we are dedicated to ensure their access to the core academic curriculum.

To guarantee this access, all teachers at *The Complex* will continue to be trained in:

- Specifically Designed Academic Instruction in English (SDAIE) Methodology
- Robert Marzano’s high yield strategies with emphasis on Non-linguistic Representations via Thinking Maps®
- Scaffolding writing through Jane Schaffer’s writing program across the curriculum
- Accountable Talk®
- EL instructional strategies emphasized by the *Access to the Core* Grant training

All teachers will have an authorization to teach ELs and be trained to use the California State Standards for English Language Development (ELD Standards). In addition to the use of effective first instruction practices, we will further support our ELs by drawing on the research of Pauline Gibbons’ *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* (2002), and Robin Scarcella’s *Accelerating Academic English: A Focus on the English Learner* (2003). Depending on the proficiency level of the English Learner, there are different stages of language acquisition based on the student’s level of listening, speaking, reading, and writing. Therefore, instruction and assessment will be differentiated to meet their individual needs. During at least one of our quarterly observations, PLCs will use the Language Acquisition Branch’s strategies that support learning for English Learners, see *Appendix C: Key Instructional Strategies*.

Standard English Learners (SEL)

Improving the school achievement of learners of color who presently are not performing well requires:



From *Culturally Responsive Teaching: Theory, Research, and Practice*; Geneva Gay, 2010

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Students who are Standard English Learners (SEL) will be provided with equal access to the core curriculum in a safe learning environment with clear expectations using Culturally, Relevant and Responsive Pedagogy. Teachers at *The Complex* will support SELs by providing an atmosphere that is:

- Respectful and informed of home language and culture
- Provides multiple opportunities for oral presentations and oral responses
- Creates project-based learning opportunities
- Models standard English in the classroom

SELs will be held to the same rigorous standards as Standard English speakers. To ensure this rigorous instruction the staff at *The Complex* will continue to refine their practice of Marzano's high yield strategies, with particular attention to Reinforcing and Providing Recognition, Jane Schaffer's writing program, and Accountable Talk®. During at least one of our quarterly observations, PLCs will use the Academic English Mastery Branch's CRRE Quality Indicators to assess whether instruction is meeting the needs of SEL students, See *AppendixD: CRRE Quality Indicators*.

Gifted and Talented Students (GATE)

Gifted and Talented Education (GATE) students are clustered into groups of 15 to 25. The GATE program provides acceleration and enrichment through Advanced Placement and honors courses. All of these courses are open enrollment, and all interested students are encouraged to take on these challenges. Our Advanced Placement Program has been a particular success. In addition to project-based learning, they will be engaged in an exhibition each year that addresses a global/social 21st century issue that shows the relevance, engagement, and rigorous learning that is expected of a gifted and talented student.

The Complex will increase the identification and classification of potential GATE students through their CST scores (scaled score of 445 or above for ELA and 450 or above for Math) and overall Grade Point Average (3.5 GPA). Student growth will be monitored on a yearly basis and GATE teachers will participate in mandatory, on-going professional development to further develop strategies and best practices that ensure a challenging curriculum for GATE students via GATE standards. In addition to the use of effective first instruction practices, the staff must be informed and trained on indicators for identifying possible GATE students through teacher observations, criteria, and behaviors. Additionally, Carol Ann Tomlinson's *Differentiation in Practice: A Resource Guide for Differentiated Curriculum, Grades 9-12 (2003)* will provide support for GATE teachers.

Students with Individualized Education Plans (IEP)

The Complex will provide an array of special education services to students with Individualized Education Plans (IEPs) including the Resource Specialist Program, Special Day Program, Adapted Physical Education, Language and Speech Services, and Community Based Instruction. To ensure that all students receive a free and appropriate education in the least restrictive environment, *The Complex* will continue to follow a full inclusion model. As such, special education teachers and general education teachers will plan together and work collaboratively to implement the accommodations and modifications detailed in students' IEPs. Special education teachers will meet with the general education teacher once every two weeks during a conference period for co-teaching planning. This will be monitored by a monthly survey that will be submitted via Google Forms.

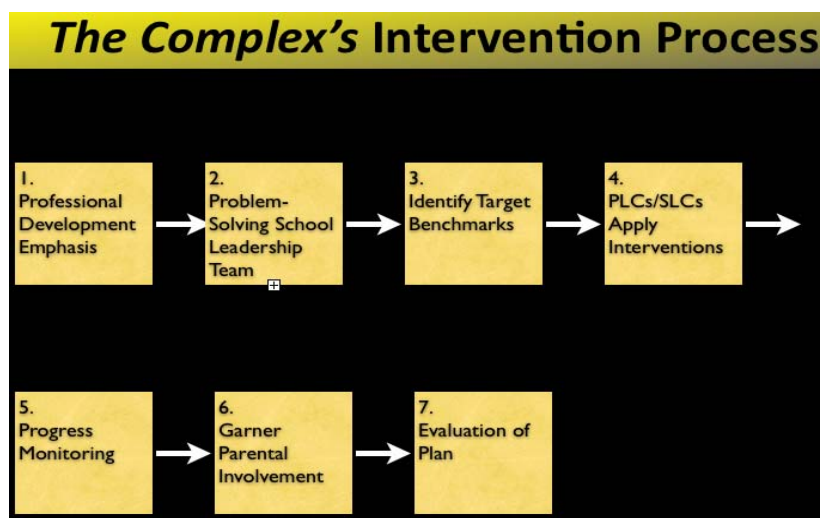
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All teachers of students in the Resource Specialist Program and the Special Day Program will scaffold rigorous, standards-aligned, multi-modal instruction to ensure access to the curriculum. Fully included students who require additional support to be academically successful will receive additional help in the learning center. An Extended School Year program (ESY) will be available to qualifying students with IEPs. In addition to the use of effective first instruction practices, Carol Ann Tomlinson's *Differentiation in Practice: A Resource Guide for Differentiated Curriculum, Grades 9-12 (2003)* will provide support for teachers.

Intervention Program

The Complex is steadfastly committed to providing all students with a challenging, standards-based curriculum that prepares students to be effective communicators, critical thinkers, and socially aware and responsible citizens prepared for post-secondary education and the 21st Century workforce. We have high expectations for all of our learners, and have structures in place to support them when they are struggling to achieve their maximum learning potential.

Our intervention model has a seven-step process that ensures the use of data to inform decision-making, progress monitoring and screening, and garners parental involvement.



Effective first instruction and the use of universal access instructional strategies address the needs of all students, which is the initial step in our response to intervention model. Each small school within *The Complex* will use MyData to identify at-risk students. Reports from the Secondary Alert System will serve as a universal screening tool to proactively determine which students are performing below basic academic expectations and require supplemental intervention. To support students who perform moderately or significantly below grade level, a pyramid response to intervention will be implemented based on Buffum, Matos, and Webber's *Pyramid Response to Intervention: RTI, Professional Learning Communities, and how to Respond When Kids Don't Learn (2008)*. Progress monitoring will happen in the classroom concurrently with effective first instruction. Grouping, peer mentoring, entrance/exit slips are systematically utilized to address students who are not meeting the standards. Progress monitoring

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is embedded in our curriculum, instruction, and assessment system (See page 39 for Nancy Love's *The Data Pyramid: Recommended Assessment Frequency*). An afterschool tutoring program will also continue to be offered to all students in all subject areas.

A California High School Exit Exam (CAHSEE) Saturday program in the spring will continue to be offered for eight Saturdays to all tenth grade students in review and preparation for the test. All students from the eleventh and twelfth who have yet to pass the test are mandated to attend as well. As part of the CAHSEE boot camp, English Learners will continue to be clustered in small groups to further support them in their acquisition of the English language. Furthermore, eleventh and twelfth grade students who have not passed the CAHSEE will continue to have a CAHSEE intervention class during the school day. After school intervention will continue to be offered for eleventh and twelfth grade students who have not passed one or both sections of the CAHSEE during the fall.

An additional period of intervention will continue to be provided during the school day to target ninth grade students who are not demonstrating proficiency in the California Standards Test (CST) in English and/or Algebra I. The *Complex* will continue to provide a CST intervention for ALL students who have scored in the Far Below Basic and Below Basic bands in the prior year's CST. This CST intervention is provided during four consecutive Saturdays before testing for English, Math, Social Science, and Science.

Credit recovery is available for students in need through summer school, online courses through LAUSD, adult school courses, and additional courses through the East Los Angeles College.

e. Vertical Articulation:

At *The Complex*, we recognize that learning is a life-long process of which high school is only four years. Thus, it is essential that we develop connections with both the schools our students come from as well as the schools they later attend, to ensure transitions that are as seamless as possible for our students. Connection with *The Complex's* feeder schools will allow for communication of the core values and beliefs amongst all stakeholders. This communication will also allow our feeder schools to provide a clear message to our future students about the expectations of *The Complex*.

The Complex's vertical articulation plan is supportive and coordinated to ensure a seamless transition of our students from middle school to high school and from high school to college and the 21st Century workforce. This plan guarantees the core of *The Complex's* vision and mission. The thematic approach of each small school is to provide our students the skills necessary to compete in the 21st Century through small school driven areas of expertise. Partnerships are vital components to ensure that our students can and will participate in a multitude of enrichment opportunities. Every core curriculum is developed giving due consideration to both where students are coming from and where they are going.

Additionally, the articulation process allows us to prepare for the remediation and interventions that many of our at-risk and underachieving students will need to succeed as we use information provided by the middle school about student strengths and weaknesses. Common academic and cultural commitments across the middle and high school also allow students to make the transition to high school more smoothly, and for the level of academic rigor to rise every year for students. *The Complex's* commitment to high expectations of our students makes vertical articulation an integral part of our instructional program. *The Complex* has developed a matrix that explains our vertical articulation plan:

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The Complex's Vertical Articulation Matrix

Type	Description	Articulation with <i>The Complex</i>
Elementary Schools	Every fall, fifth grade feeder schools will continue to attend an articulation day at <i>The Complex</i> where the principal is able to share the core beliefs and values of <i>The Complex</i> . Fifth graders and teachers from feeder elementary schools will continue to visit our campus so that they can witness the rigors of high school first-hand. This experience is not only valuable for the elementary students and their teachers, whose future educational goals are reaffirmed, but also for the high school students who are empowered as educational leaders for the youth in their community.	During fifth grade articulation day, students and teachers will: <ul style="list-style-type: none"> • View student performances and presentations • Student-guided tours of classrooms • View small school digital presentations, displayed student work and various interdisciplinary projects • Engage in conversations with teachers and current students • Invitation to attend <i>The Complex's</i> Small School Showcase Night for parents and students
Middle Schools	<i>The Complex's</i> commitment to ensuring a smooth transition for incoming ninth graders is done twice in their eighth grade year—in the Fall and Spring semesters. Middle school parents and their children will be invited to an articulation event in the spring of their child's eighth grade year to learn about <i>The Complex</i> and its small school before making their small school choice.	In the fall, eighth grade students will: <ul style="list-style-type: none"> • View presentations by lead teachers about the vision and mission of their respective small schools • Be exposed to rigorous college and career pathways as related to small school themes • Receive brochures about <i>The Complex</i> and its small schools In the Spring, eighth grade students and their parents will: <ul style="list-style-type: none"> • View small school digital presentations by students and lead teachers, displayed student work and various interdisciplinary projects • Undergo a school tour • Engage in conversations with teachers and current students • Invitation to attend <i>The Complex's</i> Small School Showcase Night for parents and students
Post-Secondary Schools	<i>The Complex</i> will continue to maintain a college-going atmosphere where both students and parents feel informed and included. Ever mindful of post-secondary learning opportunities for our students, we will also coordinate resources and curriculum with local universities and community colleges, including East Los Angeles College, our closest partner.	<i>The Complex</i> will continue to offer: <ul style="list-style-type: none"> • Community college courses to currently enrolled students consistent with student academic needs. • Our Peer College Counselor program to allow students to help each other make the transition to college. • College field trips, presentations by visiting colleges and universities, SAT preparation courses, college essay editing workshops, scholarship information and assistance, and financial aid workshops.
Community Outreach	Parents are an essential part of all that we do, and offering educational opportunities for them is a powerful model to students that learning never ends. We will encourage parents to be a part of the educational experiences occurring on our campus.	The Complex will offer the following workshops and courses: <ul style="list-style-type: none"> • Computers and other technology • Behavior management • Homework support • English as a Second Language

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Southeast Middle School Articulation

The Complex and its prime feeder middle school, Southeast Middle School, will establish a leadership team consisting of high school and middle school department leaders to build, foster, and maintain a collaborative working relationship to ensure a successful vertical articulation.

Teachers will meet twice per year by departments with the middle school, from which the vast majority of our incoming ninth graders matriculate. The leadership team of each respective school will examine its core values and beliefs, find commonalities for the purpose of alignment, and assess together those that will resonate throughout both schools to begin the process of building trust. Co-planning, co-developing, and co-creating will bring ownership of the content and process of the articulation to the teachers. Through this collaborative work, teachers at both levels will make decisions about essential questions that will provide us with a common ground for the work to prepare our students to be successful in the 21st century (*Understanding by Design*; Grant Wiggins and Jay McTighe, 2005).

Through this vertical professional development process, teachers will share student data to inform instruction on both sides, identify student challenges, brainstorm solutions, and develop programs and expectations for students from grade six to twelve to support student achievement. Furthermore, teachers from *The Complex* and middle school will collaborate through parallel curricular disciplines to align content and standards. These meetings will develop a clear vertical alignment of course standards that foster student achievement in the “family” of schools supporting our students and their career objectives. This articulation process will ensure that students are prepared with the skills of the 21st century.

Incoming Ninth Grade Student Support

Once incoming ninth graders are enrolled, the support for their transition will not end. *The Complex* will offer orientation programs designed to acclimate incoming students to both the school as a whole and the culture and expectations of their small school. A mentoring “buddy” system organized by each small school will pair seniors with freshmen to provide another opportunity to welcome incoming students to the culture of *The Complex*. We will use the checklist developed by Elements of Effective Practice, by The National Mentoring Partnership (1991). This checklist identifies ten major components that need to be present in successful mentor programs, see *Appendix E: Elements of Effective Practice Checklist*.

Continuous monitoring that begins in the ninth grade via grade checks, reflective conversations using coaching skills during mentor/mentee meetings, Critical Friends Group protocols during Small School Meetings, and counselor updates will be done. *The Complex’s* wide array of support staff such as academic counselors, psychiatric social workers, psychologist, pupil services attendance counselors, administrators, diploma project adviser, and coordinators will support our at-risk ninth grade students by serving as adult mentors and directly mentoring and monitoring their progress. A focus on mentoring is crucial because the Commonwealth Fund’s survey (McLearn, Colasanto, and Schoen, 1998) reported among its findings that:

- 62% of students improved their self-esteem
- 52% of students skipped less school
- 48% of students improved their grades
- 49% of students got into less trouble in school
- 47% of students got into less trouble out of school

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- 45% of students reduced their substance abuse.

Advisory periods twice a week will also provide students with socio-emotional support that will further support our ninth grade students. Through these efforts, *The Complex* is supporting the child as a whole and is confident that our ninth graders will be successful in the 21st century.

f. Early Care and Education: Not Applicable

g. Service Plan for Special Education:

The Complex will provide all students with disabilities specially designed instruction, at no cost to parents, to meet the unique needs of the child as outlined in the IEP, based on California state standards, in the Least Restrictive Environment, designed to ensure that South East High School students are prepared for success in the 21st century as Aware and Socially Responsible Citizens, Critical Thinkers, and Effective Communicators. Special education services at *The Complex* will be provided in an integrated setting to support rigor and student achievement, which will guarantee that all students will receive equitable access to the core curriculum, and that all students are held to the same high expectations. Co-teaching and co-planning between general education teachers and special education teachers will ensure, to the greatest degree possible, that students with disabilities are educated alongside non-disabled peers in the general education setting.

The curriculum and instructional plan for students using the alternate standards is a focus of the School Integration Support Team (SIST) whose members include General Education teachers, Special Education teachers, the Bridge Coordinator, and the Assistant Principal. This team meets to support the increased participation in general education through the IEP process of students who are Specific Learning Disabled (SLD), who have a Speech and Language Impairment (SLI) and/or are Other Health Impaired (OHI) as appropriate into the General Education setting for a minimum of 40% or more of the instructional day and at least 23% of students who are eligible as Multiple Disability, Orthopedic (MDO) into General Education classes for a minimum of 40% or more of the instructional day.

Additionally, when a student has an IEP and is placed and is on the non-diploma track (sometimes referred to as “alternative curriculum”), SEHS’s instruction plan uses the Functional Performance Indicators (FPI) and Special Education Administrators of County Offices (SEACO) Alternate Curriculum Guide For Students with Moderate to Severe Disabilities grading scale. These programs use the *Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities*. Backward planning is designed by using the alignment matrices linking the state standards to functional skill areas and IEP goals supporting the integration process. In addition, the LAUSD’s “Instructional Best Practices” is referenced and often maximized to create the optimum learning experience for our moderate to severe population.

The needs of individual students, as determined by ongoing assessment, will dictate the accommodations, modifications, supplemental aids, related services and any other supports the student may require to access the general education curriculum and setting.

**See Service Plan for Special Education*

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B-2. Professional Development

a. Professional Culture:

The Complex's Professional Development (PD) culture is reflective of our vision, mission, and core values. We are committed to collaboration, data-driven decision making, and reflection as the driving behaviors that will inform our responsive PD and reinforce our instructional program in order to have our students be socially and globally aware citizens prepared for college and the 21st Century workforce. The process by which these behaviors will continue to be put into practice is the PLC cycle of continuous improvement and the foundation of our PD will continue to emphasize effective first instruction.

According to Schmoker the "effective team-based learning communities are ... the very best kind of professional development"; therefore, the team-based approach is how the professional culture is demonstrated in our school (2006). *The Complex's* professional culture will be evident through the adults' daily behavior in our learning community. These behaviors will in turn serve as model expectations for all students.

Teamwork is vital in the 21st century; virtual group work sessions are no longer the exception but the norm. Geographical physical frontiers are no longer barriers to collaboration thanks to technological advances. Technology facilitates collaboration and the practice of 21st Century skills such as problem-solving and critical thinking, accessing and analyzing information, agility and adaptability, and effective oral and written communication via Web 2.0. The Web 2.0 applications that assist with information sharing, co-operativity, and user-centered design will be incorporated in our PD structure and be part of our PD expectations.

Teachers in *The Complex* will engage in PD that practices 21st century skills and in turn they will serve as facilitators or coaches as students engage in and put these skills into practice through collaborative student group work. Working collaboratively using these 21st Century skills will allow students to learn to lead by influence. As Tony Wagner explains in his book, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do About It*, "kids just out of school have an amazing lack of preparedness in general leadership skills and collaborative skills...they lack the ability to influence." (2008). Collaboration, therefore, is not a 21st century fad; it is a necessity that we, the adults, engage in it as part of our PD culture so that our students are not only college prepared, but also globally equipped.

Collaboration

Collaboration has been emphasized in the past; however, it has distinct meaning in the 21st century. Teamwork is no longer just being collegial, just part of a committee, or just part of operational procedures; it is about having crucial conversations that strive for 21st century thinking and allow for transformation. In a school, these conversations are the foundation for strong learning communities, thus "collaborative conversations call on team members to make public what has traditionally been private...These discussions give every teacher someone to turn to and talk to, and they are explicitly structured to improve the classroom practice of teachers—individually and collectively" (DuFour, 2004).

In *The Five Dysfunctions of a Team*, Lencioni states that collaboration sounds easy in theory, but putting it into practice is really difficult (2002). Therefore, *The Complex's* PD plan includes the following

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framework based on Lencioni's research for which professional expectations of collaboration will continue to be fostered:



Data-Driven Decision Making and Accountability

Our PD and classroom instruction expectations include the 21st century skill of accessing and analyzing data, which will be accomplished through an ongoing data-driven decision-making and accountability process. Quantitative data extracted from MyData, SSIS, ISIS, Core K-12, DataQuest, and common summative and formative assessments will continually be analyzed and classroom instruction will be adjusted for intervention and enrichment. Additionally, data analysis will drive goal setting for both staff and students. *The Complex*, its small schools, PLCs, individual teachers, and students will utilize the results from their data analysis to craft SMART goals to improve instruction, learning, and achievement. Qualitative data gathered from our quarterly classroom observations and surveys will inform us about the perceptions of the effectiveness of instruction.

During PLC sessions, once data is gathered and analyzed using the *Data-Driven Dialogue* protocol adapted from Nancy Love's *Using Data, Getting Results: A Practical Guide for School Improvement in Mathematics and Science* (2002), the identified student and instructional needs will design the professional development and the support of student learning. This behavior of continuous improvement through the analysis of data will be modeled as each teacher engages his/her students in the process of self-assessment so that they are involved in using data to take ownership of their own learning. Students will be provided with timely data that gives them the necessary feedback about mastery of content standards. In our data-driven decision making culture, all stakeholders will be empowered to utilize the information gathered.

Reflection

Reflection is key to our continuing professional development program. Together with collaboration and data analysis, the teachers and students in *The Complex* are dedicated to utilizing reflection as a mean of promoting professional culture and reinforcing the instructional program. Reflective dialogue with colleagues based on observations of instruction, analysis of student work and assessment data all contribute to improvement of the instructional program. Reflection occurs both in PLCs as well as individually by teachers. This process allows the instructors to not only be teachers but also learners because "the ability to think about what one does and why – assessing past actions, current situations,

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and intended outcomes – is vital to intelligent practice, practice that is reflective rather than routine...when teachers stop to think about their work and make sense of it, reflection influences how one grows as a professional by influencing how successfully one is able to learn from one's experiences" (Richert, 1990). Reflection reinforces the instructional program as students are given opportunities to reflect at least weekly through 60 Second PowerWrites, exit/entrance slips, active participation, and other research-based instructional strategies. This cycle of continuous reflection and improvement provides the *The Complex* with the ability to adapt and succeed in the 21st century.

The culture of *The Complex* creates a support network. This is evidenced in our commitment to ongoing PD that incorporates 21st Century collaboration, teaching, learning, and reflecting. Collaboration allows for co-planning, co-developing, and co-creating within the PLCs and small schools bringing ownership of the content and process of professional development and reinforces the sense of belonging, therefore, improving the retention rate of teachers. Each PLC and small school will commit to the core values, beliefs and professional culture as the foundational principles for our PD. Our professional culture will celebrate successes to reinforce our support network. According to Schmoker, celebrating success is important because "this recognition leads to yet more home grown action that leads in turn to more results to more 'tangible evidence' that continues to build confidence and capacity and the 'magic of momentum'" (2006). Through this collaborative work, teachers will make decisions about essential questions that will provide us with a common ground for the work to prepare our students to be successful in the 21st Century (Wiggins & McTighe, 2005).

Initiating and Developing the Professional Culture

Our PD plan is grounded on a professional culture of collaboration, data-driven decision-making, and reflection, school goals, and district goals. According to Garvin, Edmonson, and Gino in their article *Is Yours a Learning Organization*, a "learning organization is not cultivated effortlessly. It arises from a series of concrete steps and widely distributed activities...knowledge must be shared in systematic and clearly defined ways" (2008).

The school leadership, which includes the members of *The Complex's* PD committee, will work collaboratively with content and small school leads to ensure that the expectations are clear and practiced by all faculty members. The professional expectations will be introduced to the staff at the beginning of the school year. This will set the stage for the work that needs to be done to continue to increase student achievement and enhance teacher performance. Initially, these expectations will be disseminated through pre-existing leadership structures—administrators, content, small school, and support personnel leads as well as coordinators. Putting our professional culture into practice is an ongoing process that involves co-planning and co-creating. The professional culture will ultimately be passed on from member to member. The school leadership, through discourse, modeling, and reflections will embody the professional culture. These behaviors, which will be infused in every PD, will set the example for all staff so that they embrace them and begin embodying them as well. The school leadership will also engage in an annual review with all staff to ensure that new staff is informed of *The Complex's* commitment to an ongoing process of self-reflection. Reflection is a vital component in driving the core beliefs, mission, and vision of our learning organization.

According to the National Commission on Teaching and America's Future, teacher turnover is higher than other occupations (2003). Thus it is imperative that *The Complex* continues to retain our teachers through continued data-driven professional development. We want to prepare our students to be

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career and college ready in the 21st Century but in order to do that, our teachers must be committed to do the same in their teaching. Therefore, “all teachers must know their subject areas deeply, understand how children learn and be able to use that knowledge to teach well, use modern learning technologies effectively, and work closely with their colleagues to create rich learning environments” (NCTAF, 2003). Ongoing PD through PLC and small school work that focuses on research based strategies strengthens *The Complex’s* commitment to a supportive learning environment and promotion of life long learning. The high expectations and professional culture of support ensures that teachers do not fall under the radar, but feel supported and validated. These are vital in retaining veteran and incoming teachers. At *The Complex*, teachers will have support through PLCs, classroom observations, professional development opportunities, orientation, and mentorship.

b. Professional Development (PD):

The Complex is a learning organization, and as such, we believe in creating the conditions for a supportive learning environment, engaging in learning processes and practices, and developing leadership that reinforces learning (Garvin et. al., 2008). Therefore, our PD goals are to improve instruction through effective first instruction by utilizing research-based instructional strategies, practicing 21st Century skills, and assessing and adjusting instruction via data analysis to meet the needs of our student special populations. True teacher collaboration is a vital component for increasing student achievement. The framework for engaging in collaboration will be based on the following elements: establishing and maintaining trust; open, safe, and unfiltered discourse, commitment, accountability, and attention to results. This collaborative framework is linked to the organization’s approach to team building and teamwork as explained in Patrick’s Lencioni’s *Five Dysfunctions of a Team* (2002). Crucial conversations through the analysis of data will create an effective culture that strives to improve learning and achievement.

Complex-wide PD: Pullouts are full day PD sessions designed to go in-depth into *The Complex’s* identified research-based instructional goals that span across the curriculum and target effective first instruction:

- Robert Marzano’s research-based strategies from *Classroom Instruction That Works*
- Writing across the curriculum (Jane Schaffer)
- Differentiated instruction for special student populations including EL, SEL, SWD, and GATE with specific training on SDAIE, LRE, CRRE strategies, and Marzano’s Non-linguistic Representations via Thinking Maps®

Instructional support from a wide array of school leaders (content and small school lead teachers, coordinators, administrators, etc.) will be provided to teachers in all curricular areas to ensure that effective first instruction is implemented in the classroom.

PLCs: The PLC, a “systematic process in which teachers work together to analyze and improve their classroom practice,” is the structure that drives the envisioned culture and mission of *The Complex* (Dufour, 2004). PD is supported by allotted common planning periods during the school day and additional after school time for teachers to de-privatize their practice through the PLC cycle of continuous improvement:

- Analyzing data to inform instruction

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- Sharing of best practices that target effective first instruction
- Designing and executing rigorous lessons
- Identifying essential standards
- Analyzing student work
- Establishing SMART goals
- Planning and implementing intervention
- Developing curriculum maps
- Design common formative assessments

The main focus of PLC work is content-based instruction and intervention. PD in PLCs involves creating and revising their work products and sharing the finished work on Google Docs, WikiSpaces, and/or other collaborative web-based sites with the rest of the department, administrators, and other instructional support personnel for ongoing review and reflection. This ensures a highly collaborative process in which all stakeholders may engage in professional dialogue for continuous improvement that is data, accountability, and results driven.

During these PLC sessions, teachers will utilize the data available to them such as student work, MyData, Core K-12/Periodic Assessments, CST, CELDT, EL AMAOs, and common formative and summative assessments. PLCs will use progress-monitoring data to provide timely intervention for students in academic content areas. Ongoing PD support for new and experienced teachers is embedded in the PLC cycle of continuous improvement. Through their work in the PLCs, teachers in every stage of their careers will continue to gain mastery of their content by unwrapping standards, sharing rigorous lessons, revisiting their scope and sequence, peer to peer observations, collectively creating formative and summative assessments, analyzing data, and quarterly curriculum reviews.

Small schools: Small schools PD is supported by time allocations during reverse banked time. Personalization is an important element in our small school structure. Small school PD will include how to design and develop interdisciplinary projects. Leads will guide their small school members to select the theme-based interdisciplinary projects. Teachers will collaborate with at least one other teacher from another curricular area to design the projects that are tied to each small school theme. Since students will be required to apply 21st Century skills in these projects, PD for small school teachers will incorporate these skills.

Small School teachers will continue to receive training in the *Pyramid Response to Intervention* model by Buffum, Mattos, and Weber to implement a systematic method of intervention for students that may need additional academic or behavioral support (2008). Reports generated through ISIS and MyData that monitor attendance, behavior referrals, and other criteria seen in the secondary alert system will be used at small school collaborative sessions as universal screens to identify students who need behavioral and socio-emotional support. Small schools will identify intervention strategies for students who are in need of this assistance and create benchmarks for progress monitoring.

Small school PD will also focus on the socio- emotional and behavioral aspect of the student by initially utilizing Carol Dweck's *Mindset and the New Psychology of Success* for developing an Advisory Curriculum. Small school teachers will be engaged in PD that develops an understanding between fixed and growth mindsets. As a result, they will be able to transfer the research towards creating a collaborative curriculum that focuses on developing the child as a whole.

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Use of the *Critical Friends Group* protocols formulated by the Annenberg Institute of School Reform will facilitate small schools discourse in a manner that maintains a fair and respectful professional environment. Through their work in the small schools, teachers in every stage of their careers will engage in on-going PD by engaging in collaborative problem-solving, sharing best practices, peer to peer observations, student shadowing, analyzing data, and quarterly curriculum reviews.

Departments: Departmental teams are important because "...teachers are experts in their subject matter; this facilitates curriculum on essential standards and common assessments" (*Supporting Differentiated Instruction: A Professional Learning Communities' Approach*; Robin Fogarty and Brian Pete, 2011). As a way to support the PLC work, departments will meet once per month to analyze data and identify department-wide areas of growth and create additional PD training. We believe that although the PLC work is central to our PD in content-specific areas, the PLC work needs additional support in the form of department-wide training in teaching strategies or department-wide sharing of best practices. Also, in order for our students to have access to a guaranteed and viable curriculum, we believe that certain assessments such as benchmark, department finals/summative, and periodic, are best implemented on a department-wide basis.

Differentiated instruction for all students including EL, SEL, SWD, and GATE is a PD focus area for departments. PD supported by the framework based on the book, *Supporting Differentiated Instruction: A Professional Learning Communities' Approach* will be enacted during departmental PD time (Fogarty and Pete 2011). Fogarty and Pete stress that "teachers need a plausible method to put these profound theories of collaboration and differentiation into practice, in short, teachers need a framework in guiding them in fostering differentiated instruction from the PLC to the K-12 classroom...three proven macrostrategies that teachers can effectively use as they plan how to offer a more differentiated approach to instruction are: 1.) Complexity 2.) Resources and 3.) Environment" (2011).

As part of our professional culture of sharing best practices, *The Complex* encourages all stakeholders to continue their PD beyond what is offered at the school site by keeping up to date on research, joining professional organizations, attending professional conferences, furthering their education either through professional readings or classes, and reflecting upon the California State Standards for the Teaching Profession.

Management of Multiple Schools: Not Applicable

c. Teacher Orientation:

The Complex provides a welcoming environment for teachers new to the profession and teachers new to our learning community. We offer a comprehensive teacher induction and orientation process in which teachers are thoroughly prepared for the upcoming school year. To acclimate new teachers to student population, achievement data, culture, and academic expectations, *The Complex* conducts a **New to The Complex Teacher Orientation** institute each summer.

The Complex's core values and beliefs, our PD culture, content standards, curriculum and instruction, school policies, and teacher responsibilities are reviewed to ensure that teachers are aligned with the instructional vision and mission of the school. Items discussed in the two day institute include developing a scope and sequence, organizing a class syllabus, preparing interdisciplinary projects, differentiating instruction and meeting the needs of our student special populations (EL, Gifted, Special

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Education, etc), understanding a Special Education Passport, setting up PLC cycles, reviewing commitments of school-wide research-based instructional strategies as well as examining behavior and discipline policies of *The Complex*. Providing this orientation to new teachers to *The Complex* sets the stage for creating a community of learners which requires on-going attention to team-building, putting into practice our framework for collaborative work, and inclusion of both novice and veteran teacher feedback for improving educational outcomes.

The Complex's leadership will provide initial preparation for new and existing teachers to deliver the proposed curriculum, utilize the instructional strategies, and differentiate instruction. The school leadership will provide training for all teachers to deliver the proposed curriculum as described in the Complex-wide PD description of section B-2 (b). After initial delivery of the proposed curriculum, all teachers will continue to receive PD to collaborate with their peers through our regularly scheduled allotted PD time, including PLC common planning time, small school meeting times, and PD pullouts that focus on school-wide goals.

d. PD Program Evaluation:

PD is “a systematic effort to bring about change – but not just change for the sake of change” (Guskey, 2000). The effectiveness of the PD program will be measured by regular and systematic analysis of qualitative and quantitative data. Teacher observations and reflections on the effectiveness of applying PD instructional practices is one of the best indicators of success.

Teachers will utilize classroom observation forms during quarterly classroom observations that will reflect the Complex-wide, PLC, small schools, and department's academic, learning, and engagement goals, *see Appendix B: Classroom Observation Tool*. Data collected from these observations will be gathered using Google Forms for the purposes of extracting data for objective, quantitative analysis. For example, we will be able to determine how many classrooms were observed and how many of those classrooms had evidence of using school-wide instructional strategies and PD goals.

Using student performance on assessments, work samples, and interdisciplinary projects teachers can evaluate both improvement and mastery of skills. Methods such as quarterly curriculum reviews will help monitor and ensure accountability for reviewing lesson plans, PLC meeting summaries, participation in PLCs and grade-level or teacher-team meetings. According to Guskey, “good evaluations seldom result in inadvertent process...[but] are the result of thoughtful planning, the ability to ask questions, and a basic understanding of how to find valid answers” (2000). Therefore, participants will reflect on the PD at the end of each session based on the following questions:

- A. What is the data telling us?
- B. What is being implemented?
- C. Which benchmarks have we met? Why were we successful?
- D. Which benchmarks did we NOT meet? Why did this happen?

PLCs, departments, and small schools will publish meeting summaries and commitments on Web 2.0 tools such as Wikispaces and Google Docs to ensure transparency and accountability. A PD Learning Convention will be held at the end of the year to continue to learn from student work and the various strategies and best practices teachers developed from their collaboration in PD.

Ultimately, PD success is best monitored through evaluating student progress based on district

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assessments, standardized tests, and common formative and summative assessments, in addition to department finals. *The Complex's* faculty, and administration will review data, identify trends and results, and reflect on what strategies have proved most effective. Based on reflection and feedback, teachers in their PLCs will be able to make adjustments, discuss, compare, and collaborate on increasing the effectiveness of instructional practices and thereby incorporate those findings into improved lesson planning and curriculum development in order to raise student achievement.

B-3. Assessments and School-wide Data

a. Student Assessment Plan:

According to Ainsworth and Viegut in *Common Formative Assessments: How to Connect Standards Based Instruction and Assessment* the main purpose of assessments is to inform instructional decision-making (2006). Therefore, *The Complex's* assessments include both formative and summative assessments throughout the year. Assessment will drive the work of the PLC by providing data indicative of levels of student learning so that PLC members are able to identify strategies and formulate ideas that will build on strengths and determine learning needs.

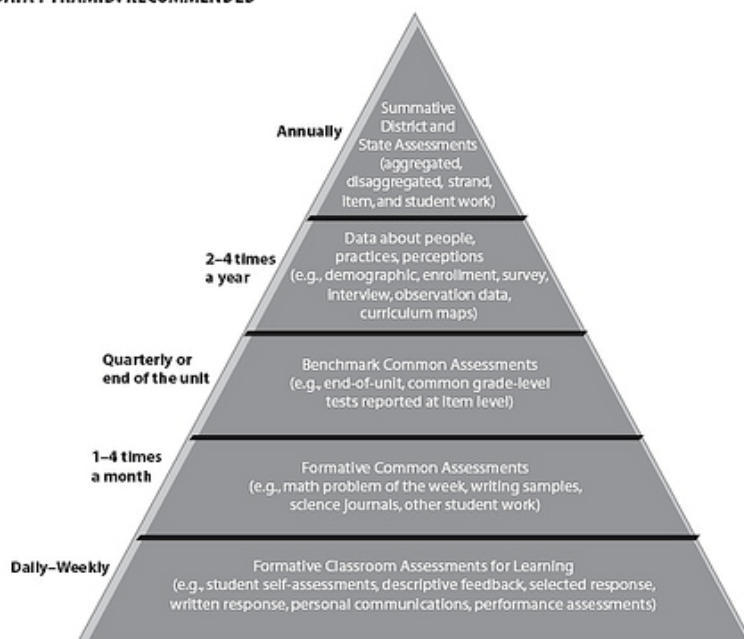
We believe that all students can learn at high levels of cognitive demand. Through the cycle of continuous improvement inherent in the work of our PLCs, we will gather data indicating levels of student learning through the use of multiple assessments such as common formative, periodic, and summative assessments. These assessments are aligned to California State and Common Core Standards, district periodic assessments and instructional guides; they reflect what students need to learn in each of the content areas and also assess the necessary skills for the next level of instruction. *The Complex* believes that assessments and the data they provide play an integral role in determining the types of intervention and/or enrichment that are required for our students to demonstrate proficiency of curriculum standards, and that the data obtained will guide the decisions about the instructional program.

According to *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*, "accountability is often perceived as a coerced response to outside agents ... patterns and practices of responsibility for the learning of all students ... [and] accepting the notion that the way we currently respond to student learning needs produces current results, we come to realize that if we want different results we will have to learn to respond differently" (Wellman, 2004). Therefore, we believe in analyzing data from the standpoint of response-ability instead of responsibility.

Formative assessments are utilized to determine whether or not students have met benchmark goals. The data obtained from these assessments is not only for teachers, but also for students so that students are actively engaged in assessing their own learning. The frequency of assessment depends on the number of standards that teachers in a PLC collectively decide to assess in a given cycle. The assessment frequency at minimum will follow the guidelines suggested by Nancy Love's *The Data Pyramid: Recommended Assessment Frequency*, as follows:

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THE DATA PYRAMID: RECOMMENDED



From: *The Data Coach's Guide to Improving Learning for All Students* by Nancy Love et. al. (2008)

Multiple assessment opportunities are a vital component of an effective, well-balanced instructional and progress monitoring program that supports teachers' ability to plan effectively, monitor student progress in standards-based instruction, determine the efficacy of instruction and intervention matched to student need, and to inform students and parents of their progress. The use of assessments to monitor student progress in standards-based instruction is an integral part of *The Complex's* Response to Intervention (RtI²) framework. The assessment measures that will be used include the following:

Assessment Method	Frequency
State Mandated Standardized Test (CST, CMA, CAPA, CELDT, CAHSEE, etc.)	Yearly, as scheduled by the CA State Department of Education
College Entrance Exams, PSAT, SAT I, SAT II, CSU Entrance/Placement Exam	Yearly, beginning in 9 th grade
LAUSD Assessments: Periodic Assessments (English Language Arts, Mathematics, Social Science, and Science) CAHSEE Diagnostic Algebra I and Geometry End-of-Course Examinations	As scheduled by the Los Angeles Unified School District
Department created End-of-Unit common summative assessments	End-of-Unit common summative assessments agreed upon and scheduled by department members
PLC created formative assessments	Bi-monthly– common formative assessment agreed upon and scheduled by PLC members

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Department Created Common Finals	At the end of each Semester
Teacher created formal and informal assessments	Daily and/or Weekly

State Mandated Test: All state-mandated tests, CST, CAHSEE, CELDT, CMA, and CAPA are administered to determine the degree to which schools are meeting state and federal performance accountability targets. The data obtained from these exams is examined by teachers at the beginning of each school year and is used as a baseline for the purposes of developing SMART Goals inherent in our PLC cycle of continuous improvement.

Measurement for College-Readiness in Partnership with California State University (CSU): Part of the measure in determining readiness for college includes the CSU early assessment and/or placement exams. It's our goal to prepare our students to meet the requirements for college acceptance and prepare them for the demands of college level coursework and provide them with skills necessary to enter the highly competitive 21st century workforce. Results from EAP will be used to identify students' readiness for college. English and Math teachers will analyze the data to inform and address areas of need to improve instruction and reinforce content to ensure college readiness.

District Assessments: The CAHSEE Diagnostic is a formative assessment that is given to all 9th grade students and the results are used to provide intervention in the fall semester. Tenth graders who are in danger of failing either portion of the CAHSEE based on diagnostic test data will again take the Diagnostic approximately four weeks prior to actual testing. The data from the 10th grade administration will be used to design warm-up/review mini lessons that are taught at the start of ELA or Mathematics classes up to the administration of the actual CAHSEE.

The Algebra I and Geometry End-Of-Course Examinations are summative assessments that are administered to all Algebra IB and Geometry B students, including students who take these courses during summer school. The data obtained is used to determine whether or not students have achieved mastery of the content standards, to address gaps in our curriculum, and to determine student placement in mathematics courses.

Periodic Assessments in the core subject areas are utilized as both formative and summative assessments. These assessments are given at the conclusion of an instructional unit and provide feedback on student mastery of the content standards. Data from these assessments is analyzed quarterly; subsequently areas of strength and need are identified and addressed prior to CST testing.

PLC Created Formative Assessments: PLC created formative assessments will include tests, quizzes, homework assignments, essays, small school culminating projects and teacher evaluation of instructional strategies through classroom observations. Common formative assessments will continue to be aligned to California State Standards and district Instructional Guides and serve as benchmarks towards periodic assessments. Data from these assessments will be collected by teachers and compiled by the PLC facilitator. Data gathered from these assessments will allow colleagues to have data-driven conversations about best practices, to identify student areas of need so that these are spiraled into the next formative assessment and to facilitate the conversation between student and teacher around current levels of understanding and goal setting. Under our Response to Intervention model, students will be allowed to retake formative assessments once students have received appropriate intervention.

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Department Created Common Finals: Department finals are standards-based and aligned to CST blueprints where applicable. Data for common department finals will be collected by each individual teacher and compiled by each department chair. Data is analyzed each semester in order to identify the strengths and needs of our curriculum. Data-driven decisions will be made for both modifications to the curriculum and recommendations for professional development in the areas of need.

Table of Assessments by Grade Level:	
Grade	Assessments
9 th	CST, CMA, CELDT, CAPA, PSAT, CAHSEE Diagnostic, Periodic Assessments (ELA, Math, Science, Social Science)
10 th	CST, CMA, CAHSEE Diagnostic, CAHSEE, CELDT, CAPA, PSAT, AP, Periodic Assessments (ELA, Math, Science, Social Science)
11 th	CST, CMA, CELDT, CAPA, SAT, ACT, AP, Periodic Assessments (ELA, Math, Science, Social Science)
12 th	CELDT, SAT, ACT, AP Periodic Assessments (ELA, Math, Science, Social Science)

Autonomy

Terry Lamb and Hayo Reinders argue that in order to promote learner autonomy, teachers must also have some autonomy (*Learner and Teacher Autonomy: Concepts, Realities, and Responses*; 2008). *The Complex* will use autonomy in creating PLC common formative and department-wide common summative assessments. PLCs will have the autonomy to create common formative assessments that will be used as benchmark assessments to measure student progress toward learning goals. Departments will have the autonomy to create summative assessments.

The administration of summative assessments will be department-wide to measure proficiency and serve as an accountability tool. These formative and summative assessments are PLC generated to ensure that the “safety net” curriculum is implemented thus reaching all learners. Data from these PLC created assessments will demonstrate the reliability, validity, and effectiveness of good first teaching and universal access instructional strategies. In analyzing the data, PLC members will be able to adjust instruction on an ongoing basis to ensure student mastery of standards. The data from these assessments will be relevant, timely, consistent over time, and disaggregated to ensure that instruction is informed and that students’ learning needs are met in a timely manner.

Common formative assessments will include spiraling of previously assessed concepts that were identified as areas of need through prior data analysis. According to John Medina, author of *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*, long-term retention and transfer of knowledge is best supported by “repeating to remember and remembering to repeat” (2008). We ensure that we reach all student needs by spiraling the content.

Assessment Development: Not Applicable.

b. Graduation Requirements:

The small schools at *The Complex* will be organized to ensure that students are enrolled in A – G courses that establish eligibility for postsecondary institutions. At minimum students will take 3 years of Social Science, 4 years of English, 3 years of Mathematics, 2 years of Laboratory Science, 2 years of Physical

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Education, 2 years of World Languages, 1 year of visual and performing arts, and 1 year of career technical electives. Through their course of study students will develop and understand their Individualized Graduation Plan (IGP) under the supervision and guidance of counselors and advisory teachers. We understand that it takes the collective efforts of all stakeholders to matriculate students and prepare them for the 21st century workforce. Students must demonstrate competency in English Language Arts, Writing and Mathematics and also pass the California High School Exit Exam, see *Appendix F: Individualized Graduation Plan*.

Our process to ensure that all learners meet graduation requirements follows:

Grade	Student Progress Monitoring
9 th	During the fall semester, counselors will visit the students' advisory and inform them about the A-G requirement. Students are given a copy of their IGP to take home. Counselors also encourage the parents to meet with them during Back to School Night and go over the A-G requirements. A Connect-Ed message is sent home inviting the parents. During the spring semester, counselors meet with the each student individually and review the IGPs and recommend tutoring if needed. Parents are also informed either by phone or in person how the student is doing. Both students and parents sign the IGPs.
10 th	Counselors meet with the students and their parents are invited to review their IGPs. The students that are in need of intervention classes are placed in the classes. Students are encouraged to attend tutoring after school and CAHSEE Saturday school. When the students turn 16 years old, they can sign up for adult school and make up credits.
11 th	Counselors meet with the students and their parents are invited to review their IGPs. The students that are in need of intervention classes are placed in the classes. Students are encouraged to attend tutoring after school. When the students turn 16 years old, they can sign up for adult school and make up credits. Juniors meet with each counselor individually during the spring semester to discuss their credits and to receive information about college requirements.
12 th	Seniors begin their last school year with an assembly encouraging them to pass all their classes so they can have enough credits to graduate. Counselors meet with each student and his/her parent are invited to this meeting to ensure they have enough credits to graduate at the end of the school year.

The following additional support for our at-risk student population will be provided:

- Ninth and tenth grade students who demonstrated proficiency at the Far Below Basic (FBB) or Below Basic (BB) in ELA will be placed in Strategic Literacy/English Language Skills (ELS) intervention classes.
- Students who demonstrated proficiency at the Far Below Basic (FBB) or Below Basic (BB) in Mathematics are scheduled in a Math Tutorial Lab elective for support.

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- 11th and 12th grade students who have not passed either portion of the CAHSEE are scheduled into a CAHSEE preparatory class.
- Special Education students who are RSP or full inclusion SLD and who demonstrated proficiency at the FBB or BB in either English or Mathematics are scheduled in the Learning Center for their elective period for support.
- All students who are struggling in any subject are encouraged to attend tutoring after school on Mondays, Wednesdays and Thursdays.
- Depending on students' total number of credits and if they have reached age 16, they are also encouraged by their counselor to attend adult school.

c. Data Collection and Monitoring:

The Complex will implement assessment and data analysis practices in operation amongst our PLCs in and across all small schools. Data will be gathered and analyzed by teachers, department chairs, coordinators, small school lead teachers, and administrators to measure progress towards district goals and school-wide selected SMART Goals. Continuous data analysis throughout the school year will guide and inform decisions for determining progress and/or need for modification to our curricular program, as seen on the following table:

Data to Be Gathered by	Purpose	Frequency	By Whom
Observing lesson delivery and student engagement.	To observe the delivery of instruction and how it impacts student learning. Data will be used to measure to what degree students are receiving a guaranteed and viable curriculum and to inform professional development needs.	Weekly	Administrators
Classroom Curriculum and Instruction Observations.	To measure the degree of and consistency with which grade appropriate, standards-based instruction is taking place. Data will be used to modify curriculum accordingly and to share best practices.	Quarterly	Teachers Administrators Parents Certificated Out of classroom and Classified support personnel
Shadowing/Accompanying students during their school day.	To experience the school day from the students' perspective and understand how to engage them in their learning through active participation. Use the data gathered from observations to ensure that our school maintains a student-centered focus.	Twice a year	Teachers Administrators Parents Certificated Out of classroom and Classified support personnel

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Data to Be Gathered by	Purpose	Frequency	By Whom
Using Common Rubrics, and Common Formative Assessments to calibrate teacher assessments of student work.	To ensure consistency of high expectations in determining criteria for proficient student work.	Ongoing as part of weekly PLC work.	PLC members
Analyzing the results of parent and student surveys.	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of school.	Annually, during Spring semester	Leadership Team
IEP Benchmarks	To monitor progress towards State Standards.	Four times per year	RSP Teachers and Special ED support personnel
Analysis of Department Finals/Summative Assessments	To evaluate instructional strategies, scope and sequence, and recurring student needs.	Twice a year at the end of each semester	Department Members
Quarterly Curriculum Review	To evaluate the formative assessments, scope and sequences, and grades prior to the summative assessment.	Four times a year	PLC members
Small School theme-based projects	To ensure that culminating projects are reflective of each small school's career orientated vision and mission. Students will demonstrate their acquisition of 21 st century skills.	End of the year	Teachers

Through the cycle of continuous improvement, members of the PLC work collaboratively to clarify what students must learn, monitor student learning on a timely basis, share best practices, provide systematic interventions that ensure students receive additional time and support for learning, and extend and enrich learning when students have already mastered the intended outcomes (Schmoker, 2006). The engaged learner understands where they are and where they want to be in their learning. With the help of their teacher, students will analyze their individual assessment data and will develop a plan to gain mastery of the standards. Each teacher engages his/her students in the process of self-assessment so that they are involved in using data to monitor their own learning. Teachers and students are partners who provide one another with the necessary feedback to continuously adjust instruction and to ensure that students are working towards mastery of content standards.

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Once data is gathered and analyzed the identified student and instructional needs will decide the design of the professional development and the support of student learning. Mastery of content standards will be measured through various forms of summative assessment results. Students who have not reached mastery of content standards will be provided with the appropriate support in our intervention model.

These collaborative efforts amongst General Education teachers, Special Education teachers and students are the foundation of *The Complex's* system of accountability for student learning. Research shows that when educators are united in a common endeavor, when they feel they are contributing to creating a better future for their schools and districts, they are far more likely to see their work as rewarding than the isolated teachers and principals whose interests never extend beyond their individual classrooms or schools (Dufour, 2006).

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

a. Description of Culture

In *Shaping School Culture: The Heart of Leadership* Terrence E. Deal and Kent D. Peterson assert that

“highly respected organizations have evolved a shared system of informal folkways and traditions that infuse work with meaning, passion, and purpose” (1999). Our school culture is driven by our core values of high expectations for all students including the expectation of 100% college and career preparedness for all of our graduating students.

The Complex offers an integrated curriculum to educate, enlighten and inspire students to explore higher education and career opportunities. We will provide a sound educational program for all students through our rigorous college and career preparatory curriculum, emphasis on 21st century skills, culture of high expectations for all students, highly qualified teachers, and leadership behaviors in a small and personalized learning environment where relationships lead students to know their teachers well and in turn students are well known by their teachers. The culture that will support of *The Complex's* vision, mission and core values is based on:

Rigorous Learning Focus

- Our belief that all students can acquire the necessary skills to be lifelong learners who are college and career ready and prepared for the demands of the 21st century.
- Our appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge.
- Real world relevance through participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in *The Complex*, small schools, family, community, and the world.
- A commitment by *The Complex's* faculty to engage our learners in all levels of Bloom's Taxonomy through multidisciplinary and interdisciplinary project-based learning.

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Student Motivation to Succeed

- Strong leadership and community partnership programs through our thematic small schools hosted activities designed to increase lifelong learning skills.
- An understanding by all stakeholders that learning requires effort and a growth mindset as explained by the research of Dr. Carol Dweck in *Mindset: The New Psychology of Success* (2003).
- Respect for the dignity of others to the highest ethical standards; recognizing that all persons are equal and avoiding any behavior that would discriminate, belittle, tease, bully or harass others.
- Goodwill and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
- Intervention for struggling students as well as enrichment opportunities for students who have completed their required academic commitments will be provided to support our college-going culture and career readiness.

Accountability for Personalization and Safety

- Communication among all of *The Complex's* stakeholders is crucial. We will keep all stakeholders informed via a myriad of digital and printed media, including our Jaguar Newsletter, our newspaper the *Jaguar Times*, and our website:
<http://southeast-laUSD-ca.schoolloop.com>
- A Parent/Student/School Compact will be signed and committed to by all three stakeholders.
- *The Complex's* students and staff will wear the student identification badges on small school specific colored lanyards. The primary value of the small school color requirement is that all students wear their small school identification, is the elimination of identification or visual affiliation with any group other than *The Complex* and their small school.
- A complex-wide student code of conduct, a shared safe school plan, and a complex-wide Discipline Plan with expectations for student conduct on campus will be implemented.
- *Thinking For A Change* (T4C) as students establish a foundation of success and self-transformation. Each small school will identify a facilitator, who will complete the necessary training, and implement the T4C ethics policies.

Principal Leadership is Essential to the Culture of the School – *The Complex* will have an exemplary principal who is a capable instructional leader and who demonstrates commitment to the belief that all students can learn successfully. As the instructional leader of *The Complex*, the principal, administrative staff, and teachers will be highly visible throughout the campus. This will include before and after school, and during school activities to help to build a sense of family.

From its inception, South East High School began with Small Learning Communities (SLC) to provide students with a school structure that builds on the sense of family, with personalized, integrated curriculum and opportunities to pursue thematic learning and individual growth. *The Complex* has reorganized our SLCs into five small schools:

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Our complex-wide motto immediately begins to set the culture that we believe in working toward a tangible goal:

GRADUATION STARTS TODAY!

“Rituals, traditions, and ceremonies make the routines of schools symbolize what’s important, valued and significant” (Deal and Peterson, 1999). *The Complex’s* continued implementation and development of its culture and climate will be evident by students’ behaviors and the modeling of those behaviors by the adults in our organization. These will be communicated by:

- Expecting that all adults engage in the practices, routines, and activities that will solidify the traditions of *The Complex*. The practices, routines, and activities will continue to be disseminated through our digital and print communication.
- Mentoring based on the checklist *Elements of Effective Practice* developed by The National Mentoring Partnership will support freshman students.
- Continuously revisiting our rules, policies, routines, and activities during PLC, Department, small school, and faculty meetings to continue our commitment to *The Complex’s* expectations.
- Introducing new hires to our culture during their interview and continuing this induction through our *New To The Complex Teacher Orientation* professional development, which begins with a full two-day program and provides on-going support once per month.
- Introducing our new students and parents to the culture and climate of our school during the freshman orientation and through the student handbook.
- Showing rigorous college and career pathways as related to small school themes occurs for current and future students, parents and community members during our Showcase Night held in the spring semester. Digital presentations, brochures, displayed student work, various interdisciplinary projects, and engaging in conversations with teachers and other students are part of the way that each small school highlights our culture and climate.

Management of Multiple Schools: Not Applicable

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b. Student Support and Success:

The Complex will deliver a consistent educational environment and experience for students by preparing every student with the skills, experience, and knowledge to enter college or a professional career. Students, parents and teachers and staff are all stakeholders in the academic success of our students. Our measure of success for our students is:

Success at South East High School Complex



The Complex will accomplish its educational mission through clear expectations and an intensive focus on student achievement and learning. The Complex is a place where students are encouraged to take ownership of their learning and are motivated to attend and stay in school by:

- **An Individualized Graduation Plan (IGP):** An IGP is an agreed-to plan by student, teacher, parent, and counselor on what the student will learn and his/her course pathway. All stakeholders are accountable for student success and use data to appraise improvement efforts. The IGP will track each student's path to graduation and meeting A-G requirements. IGPs will be available on-line for optimum utilization of action plans, objectives setting, and progress reporting.
- **Regarding Parents as Partners:** Communication with parents regarding student progress and performance on assessments forms a bridge of support toward student success. *The Complex* is committed to communicate information to parents in written form, via telephone or using ConnectED, and through web-based media.
- **Extra-Curricular Opportunities:** A plethora of athletics, academic and social clubs, small school picnics, dances, and community service events according to small school themes offer all students direction and goals for the future.
- **RTI²:** Struggling students will receive intervention according to our Pyramid of Intervention and the RTI² Problem-Solving Model. Tier 1 academic intervention will be provided through each

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subject's department and behavioral/socio-emotional support through their small schools. Tier 2 and Tier 3 intervention services for struggling students will be supported by our support personnel, including but not limited to: Administrators, Deans, Psychiatric Social Worker, Pupil Services Attendance Counselor, School Psychologist, Diploma Project Counselor, College Counselor, and Coordinators.

- **Professional Development:** *The Complex* will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. Understanding that *The Complex* will be responsible for following the California State Standards and Common Core Standards for students in grades 9-12, specific emphasis will be placed on those standards that prepare students for entry into and success in college and a career.
- **Relationships, Motivation, and Success in the Curriculum:** As part of the advisory period curriculum, students will engage in learning about motivation and its intricate relationship to success, particularly around the research of Dr. Carol Dweck. All teachers are encouraged to greet the students at their classroom doors. Administrators are visible and approachable throughout the school day. This helps develop a sense of family and unity.
- **Small School Thematic Projects:** *The Complex*, using its family of small schools, and supported by its PLCs coordinated best practices lessons and activities, will motivate our students to come to school and stay in school. This will occur because of the engaging insights, rewarding achievement, and variety of learning opportunities available to them, especially relevant to our **SEL, SWD, EL, and GATE** students. Our staff, teachers, and former students will make a direct connection from academic achievement and skills acquisition to personal success and satisfaction obvious to our current students.
- **English Learners (EL):** The Complex is committed to a sustained support of our EL population, which accounts for nearly one-third of our students. EL Monitoring Rosters will be reviewed periodically to track each student's progress toward reclassification. The EL Coordinator will work together with students, ESL and English teachers, and parents to motivate students on their path to reclassify as fluent English proficient.
- **Awards/Reinforcing and Providing Recognition:** *The Complex* will continue with our fall and spring awards assemblies for ALL students who demonstrate improvement and effort, outstanding academic achievement, perfect attendance, and excellent community service.

c. Social and Emotional Needs:

Abraham Maslow in his hierarchy of needs explains that needs of Safety and Love and Belonging must be met before humans can function at high cognitive levels (*A Theory of Human Motivation*; 1943). Since *The Complex* is a learning organization that expects all students to engage in their learning at high cognitive levels, including higher levels of Bloom Taxonomy, all staff members are committed to ensure that our students' social and emotional needs are met.

The Complex will have an Advisory program, with assistance from administrators and support staff as needed, that will be part of the strategy to meet the individual, emotional and social needs of our students. Students in each small school will stay with their Advisory teacher and student team for the four years at *The Complex*. The Advisory teacher is in fact a second counselor, invested in, informed about, and accountable for every student's success. Additionally, the Advisory student team is an

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extension of each student's social and emotional family network.

During Advisory, students will engage in readings and discussions about what it takes to be a mentally healthy, active learner. The following books have been selected to spearhead our learning about mindset and motivation, which target the social and emotional needs of our students:

- Carol Dweck's *Mindset: The New Psychology of Success* (2006)
- Richard Carlson's *Don't Sweat the Small Stuff for Teens* (2000)
- Sean Covey's *Seven Habits of Highly Effective Teens* (1998)
- Jack Canfield's et. al *Chicken Soup for the Teenage Soul* (1997)

As part of our *CST Ramp Up* approach, every student in grades nine through eleven will be informed of their previous year CST scores. Students will review these scores with the guidance of the Advisory period instructor at the beginning of the school year. Individualized goals will be set for each student and periodic monitoring of the progress towards realization of these goals will be ongoing and constant. Furthermore, the Advisory program will be tailored at each grade level as follows:

Level	Advisory Program Highlights
Freshmen	Receive mentoring by juniors; emphasis on organization and study skills, time management, and note taking; initialize each student's IGP; progress checks toward 10 th grade advancement.
Sophomores	Receive mentoring by seniors; support and improve proficiency as measure by the CAHSEE; review each student's IGP; progress checks toward 11 th grade advancement.
Juniors	Serve as mentors to freshmen; concentrate on research, writing, and effective oral communications core competencies; support and preparation for CSU EAP; review each student's IGP; progress checks toward 12 th grade advancement.
Seniors	Serve as mentors to sophomores; complete graduation progress checks; complete applications for college, higher education and/or career options; receive information internships, and partnership/mentor programs that explore the opportunities and benefits of real-world tasks available with postsecondary education.

All certificated personnel at *The Complex* will have an Advisory period to ensure the family concept as well as ensure a more personalized size of the Advisories. Through these Advisories, increased communication with the counselor will occur as constant monitoring of the students individualized educational plan will occur.

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d. College and Career Readiness:

According to David T. Conley author of *College and Career Ready: Helping All Students Succeed Beyond High School*, “the new reality is that students need a program that integrates high academic challenge with the exploration of a range of career options and opportunities” (2010); therefore, *The Complex* will promote and support a college going and career ready culture as follows:

- Ninth and tenth grade students and their parents will participate in *The Complex's College Fair* at which specific college and career goals can be formalized based upon current academic and extra-curricular achievements. Student counselors, college counselors, community college and trade school representatives as well as the students' teachers will participate in the goal setting event.
- Eleventh and twelfth grade students will participate in a separate **College Fair**. The focus of the event will be a series of workshops and information meetings focusing on graduation success, scholarships, financial aid, and academic achievement differentiation (AP/Grants) as well as credit recovery opportunities needed for future academic and career accomplishments.
- All students will be able to take AP courses, earn dual credits by taking college-level classes through ELAC and the Virtual Academy (LAUSD).
- Schedule college spirit days where students wear college t-shirt, attend college fairs, and participate in numerous college information sessions.
- All seniors will complete a college application as part of the Advisory program, and will be provided with the support necessary to take advantage of the opportunity of a college or institute of higher education offering.
- College Peer Counselors trained and supervised by *The Complex's* college counselor will individually meet with each student to discuss A-G requirements during the fall and spring semesters.
- *The Complex's* students will have opportunities to visit colleges, meet with college recruiters and learn about options for career programs, scholarships, and financial aid.
- Mentoring using the checklist developed by Elements of Effective Practice, by The National Mentoring Partnership to promote a stay in school culture.
- Provide intervention for struggling students and enrichment opportunities for students who have completed the required academic commitments.

Furthermore, in order to enable faculty to also answer college and career questions and/or guide students towards the appropriate individual, website, and/or reference guide, all faculty will be informed about college and career opportunities, such as:

Summer Exploration Programs: California State Summer School for Mathematics and Science; I'm a Student Exploring Excellence Architecture and Engineering Program

Internships: Constitutional Rights Foundation; Department of Water and Power

Career Opportunities: Bank of America Summer Employment Program

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Each small school will organize a **Career Day** with professionals addressing career possibilities in their field. South East alumni will be invited as guest speaker to serve as models for the students in our community. We will continue to invite representatives from nearby colleges to work with our College/Career Center. All school personnel will be open to questions from students about their college and/or career choice.

To expand our communication with parents and the community, we will continue to make use of our Parent Center, school website, marquee, newsletters, and Connect-Ed. In addition, local business partners, trade schools, corporate representatives, industry experts and former students will be part of our partnership efforts to identify career opportunities and needs, entry level requirements, and potential career paths for our graduates.

e. School calendar and schedule:

The Complex's learners are required to attend school on a traditional 180-day schedule, as required by California State law, and will follow the LAUSD single-track calendar. The regular school day has a total of 379 minutes, and each day is scheduled for six-periods that last 59 instructional minutes each. The students' day begins at 7:30 am and ends at 2:24 pm.

In addition to the regular school day, we have the advisory day schedule on Wednesdays and Banked Tuesdays or shortened days on Tuesdays. This school year, we began implementation of a 25-minute advisory period, which is held once per week (*see Appendix G: Daily Schedules.*).

The faculty will also follow the LAUSD single-track calendar and their workday begins at 7:20 am and ends at 2:24 pm. During Banked Tuesdays, the faculty meets in PLCs and follows the nine-step cycle and the specific instructional strategies identified in the Curriculum and Instruction section to improve student achievement. During shortened Tuesdays, the faculty collaborates in small school teams to meet the needs of their students, especially the socio-emotional and behavioral needs. Furthermore, the entire faculty gathers the last Tuesday of each month to continue to solidify our school's culture and climate.

The Complex has reconfigured from a 4X4 block schedule to a six-period bell schedule that will provide yearlong exposure to all subject areas. This schedule promotes student achievement because yearlong courses allow our teachers to teach the curriculum the entire school year instead of one semester and better prepare our students for end-of the year tests such as CST, AP, and End of Course. The sixth period schedule improves the ability of teachers to identify individuals that would benefit from intervention and to further build our relationship with the parents of our students. Students with special needs will be able to focus better during the shorter periods of instruction and benefit from daily teacher and student interaction. The yearlong schedule permits the building of stronger relationships among teachers, parents, and students.

The six-period bell schedule will provide 59 minutes of daily instructional time in all core subject areas, namely English/Language Arts, Mathematics, Science, and Social Science. In addition to core subject areas, students will be given the opportunity to receive academic intervention within the school day, during afterschool tutoring, and on Saturdays. We will require Mathematics and English intervention classes for students who are performing below and far below grade level in those subjects based on assessment data. If no intervention courses are needed, students will have the opportunity to take

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electives offered within their small school as well as school-wide. Our classes will have a student-to-teacher average ratio as follows: PHBAO 35:1, non-PHBAO 42:1, and magnet is 35:1. Finally, as part of our plan for the School Improvement Grant (SIG), we have agreed to extend the school day by adding a seventh period to give students the opportunity for credit recovery, further intervention, and additional enrichment.

f. Policies:

The Complex will follow all LAUSD policies related to retention, graduation, and student behavior. To support these policies, The Complex has a great team of support services that assist in academic, career, personal, and social development:

- **Counselors-** Provide planning and scheduling of classes, individual parent and student conferences, Individualized Graduation Plans (IGP's), credit checks in ninth and tenth grades and graduation checks in 11th and 12th grade, signing up for adult school credit recovery, maintain mini-cumulative record of student information and records, send out grade demotion and credit letters (all grades), graduation requirement letters (12th grade), fail letters (12th grade), and summer school programming.
- **Diploma Project Counselor-** Provides additional support to the academic counselors by working with students who are lacking credits, are failing classes, and are at-risk of dropping out. Works on the drop out report and does group presentations on credit requirements, CAHSEE, and credit recovery. Dropout prevention and recovery by doing home visits, making referrals to the local community adult and continuation schools. Works with community businesses and organizations to make donations for promoting state testing attendance and success. Conducts parent meeting regarding credit recovery, graduation requirements, attendance and grade monitoring.
- **Psychologist-**Provides psychological assessments, and those needed for IEP evaluations. Provides DIS Counseling.
- **Pupil Services & Attendance Counselor (PSA)** - The PSA is responsible for monitoring student's attendance: tardies, truancies, excessive absences, and implements attendance policies via parent and student conferences, home visits, and SARB. Also provides dropout prevention and recovery by doing home visits, making referrals to the local community adult and continuation schools.
- **Psychiatric Social Worker (PSW)** - Provides crisis counseling and also facilitates the threat assessment meetings when needed. The PSW conducts small psycho-educational groups and parenting classes: Parent Expectations Support Achievement (PESA), Anger Management, depression, cutting, eating disorders, positive parent behavior, and drugs. The PSW also provides individual (clinical therapy) counseling to students and their families as well.
- **College/Career Counselor-**Provides assistance to students regarding SAT's, AP testing, college applications, financial aid, scholarships, and any other things related to college and careers.
- **Transition Teacher-** Provided by district throughout the week. Provides additional support to the Special Ed program in providing transition information and post educational, vocational information, and linkages to community businesses with on the job training.
- **Testing Coordinator-** Purchased full time. Testing Coordinator is in charge of all student testing: planning, organizing, delivery, and post testing duties. The testing coordinator also manages the

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service (elective class) student schedule, work permits, and assists with master schedule.

- **Bridge Coordinator**- Purchased full time. Facilitates all IEP meetings, reviews IEP meetings with Special Ed teachers, and provides Special Ed information to staff and faculty.
- **Intervention Coordinator**- Purchased full time. Facilitates the implementation of RTI², provides professional development on effective first instruction and data analysis to teachers, staff, and parents.
- **EL Coordinator**- Purchased full time. Facilitates the implementation of the Master Plan for ELs, provides professional development EL instruction and data analysis to teachers, staff, and parents, and coordinates and provides parent involvement workshop activities to ensure the compliant functioning of the advisory committee.
- **Categorical Programs Coordinator**- Purchased full time. Coordinates and provides parent involvement workshop activities to ensure the compliant functioning of the advisory committee and coordinates the services for at-risk students.

B-5. Parent and Community Engagement

a. Background:

At The Complex we believe that a school thrives when it is completely integrated into the community. This occurs when students, parents and caregivers, teachers, administrators, community members and organizations are full participants in the educational process. As outlined in Alan M. Blankstein's *Failure Is Not an Option: Six Principles that Guide Student Achievement in High Performing Schools* (2004), it is imperative to successful education that:

- All stakeholders build mutual understanding and empathy.
- As a school we provide effective family and community involvement.
- Administrators, counselors and teachers continuously reach out to families and the community.

Research indicates that fundamental to academic achievement in schools, is increasing support and involvement of students' families and the community (Blankstein, 2004). Greater parental involvement leads to greater student achievement, as does a home environment that encourages learning. As partners with parents and the community, *The Complex* will continuously communicate high and reasonable expectations for achievement and the importance of all stakeholders being involved to create 21st century graduates that are college and career prepared.

The School Community

South East High School (SEHS) is located in South Gate, California on the old General Motors Plant at 2720 Tweedy Blvd. It was established in 2005 by Los Angeles Unified School District, and is part of Local District 6. Due to overcrowding at South Gate Senior High School (established in 1932) the city was in desperate need of a second high school. The school opened in the fall of September 2005 with one principal and four assistant principals. Our current principal, Mrs. Maria Sotomayor, was an assistant principal at the time. From its inception SEHS provided a full athletic program and active organizations including band, leadership, and yearbook. During its opening year, the school serviced grades nine through eleven; the following year twelfth grade was added and SEHS graduated the inaugural class of 2007. South East established the School For Advanced Studies, which is now the only school that is still

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identified as a School For Advanced Studies in LAUSD's local district 6. South East High School is home to approximately 3,000 students.

South Gate is a predominantly Latino and Spanish-speaking urban residential community. According to the 2010 Census Bureau there are approximately 94,396 residents of which 49.3% are foreign born and 86.8% speak a language other than English. South Gate is the sixteenth largest city in Los Angeles County, bordered by Los Angeles and the cities of Lynwood, Bell, Huntington Park and Downey. The median income level of families in South Gate is \$35,695.00 approximately \$11,000 below the statewide average. 19.2% of residents live below the poverty level, the median housing value is \$460,000 and the median gross monthly rental rate is \$797.00. 46.9% of housing units occupied by owners and 53.1% are renter occupied.

According to the 2010-2011 Department of Education Accountability Progress Reporting (APR) School Demographic Characteristics, 99% of students attending South East High School are identified as Latino, with families originally from Latin American countries. 29% are English Learners, while approximately 50% of those students have been reclassified as fluent English proficient (RFEP). Approximately 11% of South East students are students with disabilities and another 8% are identified as gifted/talented through LAUSD's GATE program. 88% of South East's students are considered to be economically disadvantaged and 100% are eligible to participate in the free or reduced lunch program (Title I Program). SEHS students continue to make academic gains. This is most evident in the increased CAHSEE scores. According to LAUSD's MyData scores, the California High School Exit Exam taken by our sophomores has significantly increased from a 57% passing rate in ELA for 2006-2007 to an overall passing rate of 80% in ELA and a 79% passing rate in Math for the 2010-2011 school year. However, increasing our overall graduation rate remains our critical objective. As seen in the Summary Analysis, scores in standardized assessments of learning and Advanced Placement assessments have also increased.

Community Assets, Strengths, and Values

South Gate and the surrounding cities are rich in non-profit community and service clubs, such as the Rotary Club and the South Gate Art Association, *see Appendix H: Community Assets*. There are also commercial and industrial facilities for establishing community partnerships such as Shultz Steel, Sealy

Mattress Inc., Target and many other large and small businesses, *see Appendix I: Community Business Profile*. According to the 2006 Census Bureau, 58.6% of the small businesses in South Gate, such as Rene's Printing Company and El Pescador Mexican Restaurants are Hispanic-owned by current and past residents of the city. These active partners and organizations are interested in educating our youth and offering their time, experience and resources in order to help South East students build and make a difference in the community. In addition, all stakeholders are truly interested in helping SEHS students advance their education and are willing to provide opportunities for professional careers.

The City of South Gate offers educational assets to help our students and community advance their education by providing Early Education and Adult Education classes at South Gate Park and Adult Education classes at both the middle and senior high schools. The city of South Gate is also serviced by three community colleges—Compton, Cerritos, and East Los Angeles (through ELAC's main campus and South Gate satellite campus); one institution of higher learning—Career Colleges of America; and three major surrounding California State Universities—Dominguez Hills, Long Beach and Los Angeles. Schools

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located in South Gate include: 16 public and several parochial schools. The breakdown of the public schools is: twelve elementary, two middle schools, two high schools, one span school that services grades six through twelve, and one continuation high school.

Currently, SEHS has a group of very dedicated parents who actively participate in the Parent Center and the Parent Teacher Student Association (PTSA). According to LAUSD's School Overview Report (see *Appendix A*) there has been an increase in parent and community engagement. These parents meet with the principal on a monthly basis, raise funds for grants and scholarships, and attend school-site educational meetings and parent education conferences. South East Senior High School also has dedicated teachers, who graduated from South Gate City schools or local LAUSD schools and are now teaching in the community that they understand, know, and respect.

Community Critical Needs and Expectations

The South Gate community has specific critical needs that undoubtedly impact all of its residents and businesses. It has educational needs, which if not addressed can affect unemployment, crime, and community involvement rates. Some of these are associated with the educational and economic status of many in the community and the community's urban location. A major need is to continue improving students' performance on California State Standardized Tests, see *Appendix A: School Overview*. Another major need at SEHS is retention of students from 9-12th grades. According to LAUSD's 2010-2011 MyData Report, 66.3% (672) of 1,013 9th graders are on track to graduate, while 588 of those in 12th grade 85.0% (500) actually graduate. A challenge facing parents in this community when it comes to supporting their children with academics at home is their education level. The California Department of Education estimates South East parent education levels as follows:

Education Level of SEHS Parents

Education Level	Percentage
Less than High School	47%
High School Graduate	28%
Some College	14%

Since the median income of South Gate families is 12% lower than that of California, another community issue facing many of our students is the demands placed upon them outside of school, which makes it difficult for them to fully focus on schoolwork. These include the helping supplement the family income and caring for siblings and other relatives during the school day. These demands affect their educational development, since it can be made secondary to the needs of the survival of many of the families.

From the aforementioned statistics, parents of the South Gate community want their children to obtain a higher educational and socio-economic level than they obtained. Therefore, a major expectation from the parents and the community is for the students who graduate from SEHS receive a first class, 21st century education that will prepare them for college, careers, and higher education.

The Complex's teachers have personal experiences and professional expertise in intervening with students in order to help improve their academic performance. We will continue to build upon our use

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and analyses of data, put into practice our RTI² Pyramid of Intervention, and implement our advisory program to help students meet academic goals so that they are college and career prepared to succeed in the 21st century. Through communication, we can establish a welcoming and inclusive educational environment in which the school community and the community at large continue to develop mutual collaboration, respect and understanding of each stakeholder's needs.

The Complex's Alignment with the Community

Based on our experiences serving the South Gate community, all of *The Complex's* stakeholders believe that our students have tremendous potential. Student success requires rigorous expectations, not only for everyone in *The Complex*, but also for our community. We will implement a support system that will create graduates who are prepared, capable, productive, and responsible adults. These efforts will lead to students becoming globally Aware and socially responsible citizens, Critical thinkers and Effective communicators, ACEs, for the 21st century who are college prepared and career ready. All stakeholders will be involved in our students' success.

To accomplish this, *The Complex's* faculty and staff, parents, and the South Gate community will work together in a concerted support system of enrichment and interventions where communication and participation from all stakeholders are key, and they take part in an open dialogue that leads to collaborative and data-driven shared decision-making. *The Complex*, parents, and community have a partnership that will be responsible and accountable for the achievement of its students and the community they will one day serve. This collaboration will help eliminate the school-community gap that is preventing a higher number of students from meeting academic demands and keeping parents and community from being more involved in their children's education.

b. Strategies:

The Complex's faculty and staff have had many years of experience serving this community. When SEHS opened its doors in 2005, many of its faculty and staff were already serving at South Gate High School and transferred to SEHS; therefore, they have served the South Gate community for over seven years. Teachers and staff new to SEHS during its inaugural year have served this community for at least seven years. Since many faculty and staff have served this community, numerous relationships, partnerships, and alliances have been created and established between the school and students, parents, businesses, and the community of South Gate as a whole. Additionally, a number of teachers and staff have been

part of this community all their lives. They are current or former residents of the City of South Gate; many of whom attended the community's public schools and are alumni from either South Gate or South East High School. Furthermore, there are several teachers who are alumni from LAUSD schools as well who attended schools in similar communities. The amount of history and experience that *The Complex's* faculty and staff have acquired in serving the community of South Gate has allowed us to truly and deeply understand, relate to, and collaborate with this school community.

Vision of The Complex and its Community

The Complex and the community will be knowledgeable and active partners in the education of our students. The school and community will continuously communicate with and respect each other to reinforce in every student's mind that both are an integral part of the whole family's life. There is an

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understanding among *The Complex*, parents, and the community that our students are assets toward the future of our school, community, and the world.

Underlying Theory that Supports the Vision

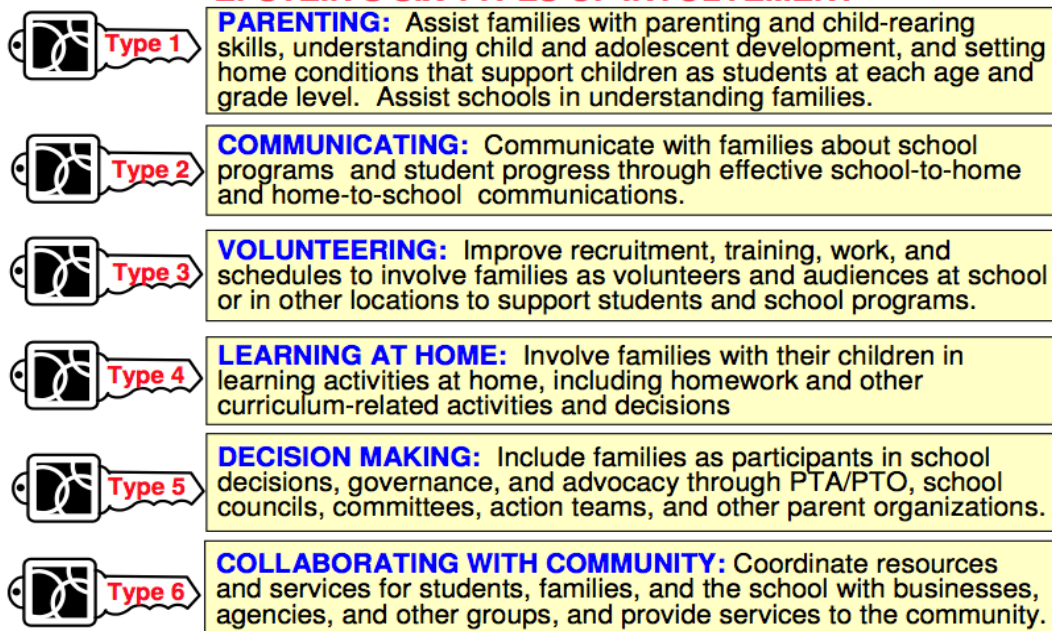
The more parents and community members become engaged in the education of *The Complex's* students, the more *The Complex* and its students will become integrated into their community. Based on decades of research by the National Parent Teacher Association (PTA), when parents and the community are involved, students have:

- Higher grades, test scores, and graduation rates
- Better school attendance
- Increased motivation and better self esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior

The Complex has developed strategies and organizational structures to ensure that its stakeholders are connected to the educational process. *The Complex* will use the six keys of family and community engagement outlined in Joyce Epstein's *Keys to Successful School, Family, and Community* (2002):

Parenting, Communicating, Volunteering, Learning at Home,
Decision-Making, and Collaboration with Community

THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS EPSTEIN'S SIX TYPES OF INVOLVEMENT



LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

1. PARENTING

The Parent Center will work in conjunction with the small schools to help support the Parenting component at *The Complex*. Strategies, seminars, and trainings to help parents communicate with children/teenagers effectively and teaching parents how to motivate their children toward academic achievement will be components of our parent workshops. Parents will also receive training on how to conduct classroom observations, so that they can be effective observers and active participants in their children's education. The purpose of parent visits is so that they are part of the educational process. Qualified parents may have the opportunity to transition from observers to actual participants. This will provide a clearer understanding of the daily responsibilities and expectations of learning and teaching. Parents will also be provided with resources in the community that can support them as they exercise their parenting responsibilities (Blankstein, 2004). Resources and space such as the parent center, computer labs, and conference rooms will be made available to parents.

2. COMMUNICATING

Communicating with families about school programs and student progress is a key area parents and faculty agree needs further improvement. For parents and teachers alike, it is important that open lines of communication continue throughout the year, informing families of academic goals and expectations, of student progress and of school activities. Teachers and parents agree that parent-teacher conferencing and telephone calling will be conducted in a private physical location allocated within the school. This guarantees student privacy and helps build trust between teachers and parents. Because many parents are non-English speakers, adult interpreters must be readily available during conferencing. Bilingual parent volunteers may assist with this if they are comfortable with the process. *The Complex* will establish a parent-to-parent support network through the Parent Center and the PTSA, to help bridge the gap between parents and teachers. As noted through parent surveys, direct calls from teachers, counselors and parent volunteers are an effective way of communicating with students' families. *The Complex* will continue to use ConnectEd phone system, and monthly mailers. A new marquee in the front of the school will announce current events.

In response to parent requests, the following are additional ways in which *The Complex* will continue to increase school-to-home communication:

- A School-Home compact is to be read, signed, and returned to school.
- Teachers will provide information, which will include the hard copy of the class syllabus with an introductory letter to parents in both English and Spanish, complete with updated parent/teacher contact information and conference scheduling.
- Each small school lead will provide an informational newsletter at least once per semester with updates and messages that continue to reinforce expectations.
- Departments/PLCs will provide semester pacing plans and standard-based curriculum outlines via *The Complex's* website.
- A Parent Conference week in addition to the PHBAO parent conferences will be held in the fall and spring semester. At this time, parents of students in danger of failing will meet with teachers during their conference period.

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- Teachers and support personnel will communicate with parents during the school year via phone, in person, through email or first-class mail regarding student progress, in addition to TeleParent ConnectEd.
- Teachers will agree to provide a hard copy of progress reports every 5 weeks to send home with students.
- Advisory teachers will receive grade-monitoring reports from small school counselors after each progress report and will counsel in danger of failing Advisory students.
- Small school leads in conjunction with the Parent Center and the PTSA will identify liaisons for contacting parents and maintaining parents informed of upcoming school and community events held at *The Complex*. Contact methods will include: parent meetings, Teleparent ConnectEd, and digital and print media. Through these parent-to-parent support networks, *The Complex* will continue to cultivate a culture of community and mutual respect, to support our high academic expectations.
- Small schools will communicate with the community to bring in guest speakers, alumni, and career specific speakers.
- Parents will be able to access small school websites through *The Complex's* website. Small school web pages will promote updated activities and provide contact information for parents to make suggestions and address concerns.
- Every small school's student council will be in charge of maintaining each school's bulletin board which promotes the following:
 1. Small School Activities
 2. Community Connections
 3. Guest Speakers
 4. Student Recognition
 5. Monthly Newsletter (also uploaded to their website)
- Each small school will host a Showcase Night to engage parents informally and help improve communication between the school and the community.
- The City of South Gate website (<http://www.sogate.org>) will provide a link to *The Complex's* website for increased communication between the school and the community.

3. VOLUNTEERING

Collaboration provides a way that school staff and others in the community can fully access the resources of schools, communities, and homes (Cobia & Henderson, 2007). We need to improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

From its inception, SEHS has promoted parent involvement. The Parent Center was established as soon as the school opened its doors. At the Parent Center, parents are welcomed to learn about what SEHS is doing for their children; they are encouraged to take their ideas and suggestions to administration. Meetings, workshops, parenting classes, and support groups are also held in the parenting center. One of the main highlights and venue for recruitment of volunteers is our ***Coffee with the Principal*** sessions where the principal updates parents on school information and allows for questions and suggestions from parents.

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The Complex's Parent Center will continue to spearhead volunteering. The Parent Teacher Student Association (PTSA) will be established with the help of the School Site Council and small schools. Each small school will have parent representation in the PTSA and each school will also have a volunteer parent council which will assist with informational mail-outs, telephone calling and/or interpreting for teachers who need to communicate with non-English speaking families, creating, planning and running fundraisers, observing teachers' classrooms, shadowing students, and assisting in the classroom. Parent volunteers will be trained following LAUSD Guidelines.

By welcoming the community into the school, parents in particular, we will establish stronger school, family and community partnerships. In doing so, we will increase feelings of ownership of the school and increase awareness of student progress and how to help students do better.

4. LEARNING AT HOME

The Complex will involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions. Because learning starts at home and continues at home, it is important for *The Complex* to build programs that involve families with their children's learning.

The Complex will provide workshops based on the United States Department of Education's *Helping Your Child Series* and *Help My Child with Academics*. These workshops, which will emphasize helping high school students, will provide parents information about how to:

- Helping Your Child Through Early Adolescence
- Helping Your Child Succeed in School
- Helping Your Child with Homework
- Encouraging Your Child to Read
- Helping Your Child Learn Mathematics and Science
- Helping Your Child Become a Responsible Citizen

Parents can also visit the US Department of Education website at <http://www.ed.gov>, which has publications in both English and Spanish, as well as a Spanish version of the website.

All counselors, other support staff, teachers, and college volunteers will host educational conferences, college fairs, and invite community partners to provide college and career preparedness information throughout the school year.

Psychiatric Social Workers, Guidance Counselors, Pupil Service Attendance Counselors, Diploma Project Advisor, deans, and all coordinators will provide workshops, seminars, and fairs to parents and the South Gate community.

5. DECISION-MAKING

Epstein's research explains: "Decision making activities that bring parents' voices to bear on school decisions help families increase their attachment to the school and help students see that their families are important partners" (2002). We will continue to include families as participants in school decisions, governance, and advocacy through PTSA, school councils, committees, action teams, and other parent organizations. *The Complex* will address this domain as follows:

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- Data-driven decision-making is a key component of our professional culture. Parents will be presented with the latest available data from SSIS, MyData, CDE, etc. at parent and council meetings to make informed decisions that benefit their children.
- School counselors serve as advocates to students and parents and “empower students to achieve at the highest level” (Cobia & Henderson 2007). *The Complex* supports each parent’s involvement to make decisions on their child’s **IGP**.
- Parents are part of the **WASC** Leadership Team and help make decisions about the self-reflection process.
- *The Complex* commits to forming Small School Parent-Community Council (SSPCC) composed of volunteers for each small school with the help of the PTSA, Parent Center, Community Representative and small school leads.
- Parents compose 25% of the School Site Council (SSC), 71% of the English Learner Advisory Committee (ELAC), and 83% Compensatory Education Advisory Committee (CEAC)
- In our continued effort to have more parent/community voices, we are adding small school councils where more parent are invited to become representatives.
- School wide surveys will be given to parents every semester to evaluate communication with parents. Then administrators, leads, chairs, parent councils, and student councils meet to make decisions based on the survey input.
- *The Complex* will continue with the **Coffee with the Principal** meetings to receive feedback and input from parents and the community in order to make decisions.

6. COLLABORATION WITH THE COMMUNITY

According to Brazelton & Greenspan, one irreducible need that contributes to student academic success is “stable, supportive communities, and cultural continuity” (2001). Families and the community are informed via school mailings, phone, school website, and posted flyers. *The Complex* will coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community. For a complete description, please reference the next section—**Section c. Key Community Partnerships**.

c. Key Community Partnerships:

The Complex has done a great job working with its families and communities in that many meetings, trainings, and events have taken place at the local park, community center, and other community facilities. The Public School Choice collaborative meetings involving all stakeholders was able to come together at the civic center and was an all day meeting during which information was collected. RTI² trainings have been held at the parks community center, and teacher trainings are also held at these community venues.

Collaboration between *The Complex* and parents/community furthers the vision and mission of our school. In order to graduate students who are college prepared and career ready 21st century citizens, students need opportunities to interact in genuine, real-world experiences with the communities in which they live.

We will connect students with the community through partnerships that are linked to each small school.

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Students are also given the opportunity through class projects, assignments, athletic teams, and clubs to connect with the community and obtain learning experiences that will benefit them in their future via field trips, guest speakers, group discussions, and in-services.

The Interact Club—Provides its student members the opportunity to do community service and plan and implement events throughout the year.

St. Francis Hospital—Offers volunteer opportunities to students wishing to gain experience in a hospital setting.

High School Tutors—Many of our local middle and elementary schools allow high school students to volunteer their time and gain experience in tutoring and working in a school setting.

South Gate Park Thanksgiving Service—The football team's coach has also inculcated to the team the importance of becoming a productive member in their community. The football team gets together every Thanksgiving morning at the local park and serves free hot meals to those in need in their community.

A Place Called Home (APCH)—Provides educational programs, counseling, mentoring, and scholarships. APCH's goal is to increase the likelihood that students will stay in school and go on to higher education and viable jobs.

Psychiatric Social Services—*The Complex* continues to build on its referral list to offer a variety of service locations to students as needed. Our Psychiatric Social Worker (PSW) works with many students in need of counseling and also refers students to the local LAUSD school mental health clinic or refers out to other community agencies if needed. The PSW also has referrals to drug and alcohol locations, food banks, social service agencies, recreational activities, civic organizations, etc. This list is provided to all staff and faculty to use with students and parents.

Through small schools, *The Complex* will continue to work hard to create positive relationships with resources in the community. As we transition to the small schools model, each one will continue to develop its community partnerships. So far, each small school has partnered with the community as follows:

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SMALL SCHOOL	COMMUNITY PARTNERSHIPS
VISUAL & PERFORMING ARTS	<p style="text-align: center;"><u>Performing Arts:</u></p> <p style="text-align: center;">LAUSD All City District Marching Band Los Angeles Opera Company Grammy Day (Beyond the Bell)</p> <p style="text-align: center;"><u>Visual Arts: MOLAA – Museum of Latin American Art</u></p> <p style="text-align: center;">Participation with MOLA in terms of exhibits of student artwork and art contests from our visual arts students.</p> <p style="text-align: center;">Otis College of Art and Design</p> <p style="text-align: center;">Is a local fine arts college where SEHS students have the opportunities to speak to admissions personnel to find out about college and career opportunities in the creative market. Field trips and tours to the campus are also provided, especially for those students following Pathway 1.</p> <p style="text-align: center;">Pasadena Art Center College of Design</p> <p style="text-align: center;">The partnership with Art Center involves guest speakers coming to our school to discuss the opportunities Art Center has for local students living in the urban areas of Los Angeles. A formal presentation, Q & A and applications are given to students interested in pursuing an art career.</p> <p style="text-align: center;">South Gate Art Association</p> <p style="text-align: center;">The City of South Gate provides a community gallery space for our Advanced Placement students. This opportunity helps students work as artists as they must prepare their work, hang it, price it, organize an art opening, promote it and invite important community members. This is a great opportunity to show future artists “real life” experiences.</p> <p style="text-align: center;">LAUSD Arts Branch</p> <p style="text-align: center;">In 2010, South East Senior High School was honored as a “Arts Banner School” The only one in District 6. The partnerships created with the Arts Branch have given our students the opportunity to exhibit their artwork in Los Angeles and St. Petersburg, through a special exhibit, which sends our students work to Russian Orphanages. The partnership with the Arts Branch also includes professional development for our visual art teachers.</p>

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FIDM – Fashion Institute of Design

Provides “Teacher Day” and a tour of FIDM, which ranges from having past alumni speak about the connections students make to the industry, to showing studios for foundation, to high end retail studios and work spaces. This partnership helps teachers re-connect to this local college, therefore giving students another direct link to the “creative market” and future jobs. Tours are also provided to students interested in this school.

Art Beat - Beyond the Bell
South Gate Art Association
Congressional Arts Contest
LAUSD Arts Branch

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SMALL SCHOOL	COMMUNITY PARTNERSHIPS
JUSTICE, LAW & SERVICE	<p style="text-align: center;"><u>South Gate Police Department</u></p> <p style="text-align: center;">South Gate Police Explorer Program</p> <p>10-week program given to qualified students trained in police work. After the extensive training, students become police explorers and work alongside the police and perform a variety of duties.</p> <p style="text-align: center;">South Gate Youth Academy</p> <p>6-week program in coordination with Santa Ana college. This program allows students an opportunity to experience a “mini” policy academy. Students are exposed to lessons involving police work and physical training. Upon completion of the program students earn college credit from Santa Ana College and entrance into the South Gate Police Explorer Program, if they desire.</p> <p style="text-align: center;"><u>University of Southern California – USC Law School</u></p> <p>Street Law Program – First and Second Year Law students come to South East for 4 sessions per semester and teach students about variety issues of criminal and civil law, such as search and seizure, torts, free speech, etc. Students are taken to USC Law school for “mentor day” and interact with the law students, listen to professors and “experience” the law campus.</p> <p style="text-align: center;"><u>University of Southern California – Center for Active Learning in International Studies/ Teaching International Relations Program (CALIS/TIRP)</u></p> <p>First and second year undergraduate students involved in the CALIS/TIRP program come to South East for 4 sessions each semester and teach students about a variety of issues involving international relations, such as terrorism, ethics, international trade, etc. All sessions involve interactive simulations and critical thinking involvement.</p> <p style="text-align: center;"><u>Federal District Court Law Day Program</u></p> <p>South East students attend Law Day at the U.S. Federal District Courts in Los Angeles, California. During Law Day, students conduct a mock trial in one of the courtrooms in the Federal Court. All students are assigned roles and work with a federal judge, federal attorneys, clerks, etc. Students also hear from a variety of professionals who work with the federal court including U.S. Marshalls, Federal Probation Officers, Attorneys, etc.</p>

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	<p style="text-align: center;"><u>East Los Angeles Community College</u></p> <p style="text-align: center;">Administrative Justice Course</p> <p>Students take an introductory college course on administrative justice. Students learn the basics of law and law enforcement.</p> <p style="text-align: center;"><u>Los Angeles City Fire Academy</u></p> <p>Students are enrolled in the fire academy conducted in Los Angeles Fire Department. Students complete the program and learn about fire science and techniques of combating fires. Upon completion of the program, students then are graduated into the Fire Academy and assigned to work in a fire station, alongside the Los Angeles City Fire Fighters.</p>
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LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

SMALL SCHOOL	COMMUNITY PARTNERSHIPS
TECHNOLOGY & MEDIA MAGNET	<p style="text-align: center;"><u>MEDIA</u></p> <p style="text-align: center;"><u>Los Angeles Times</u></p> <p>Students in journalism are provided with the opportunity to visit and tour the Los Angeles times Headquarters, intern, and engage with guest speakers/writers. This invaluable partnership provides students with hands on experience with copy writing, editing, creating prints, and newsprint media.</p>
	<p style="text-align: center;"><u>Workplace Hollywood</u></p> <p>Students are able to experience career speaker presentations.</p>
	<p style="text-align: center;"><u>Charter Communications Cable</u></p> <p>Students in broadcast journalism create school media that can be broadcasted on public access channels through Charter Communications Cable. Students will also be able provide excellent media coverage in our newspaper and proposed vidcasts, newsmagazine, and closed-circuit television channel, while also providing needed technological business services</p>
	<p style="text-align: center;"><u>TECHNOLOGY</u></p> <p style="text-align: center;"><u>UCLA School of Computer Science and Engineering (CENS)</u></p> <p>CENS EDUCATION focuses on integrating ENS technology into learning opportunities. A visiting professor works closely with our technology teacher and students to ensure advance understanding of the intersections between education, cyberinfrastructure, and digital libraries. Students are invited to attend a summer seminar which students conduct hands-on computer science research, learn more about life as a college student, and prepare for college and future careers.</p>
	<p style="text-align: center;"><u>Cisco Networking Academy</u></p> <p>Students are taught how to design, build, troubleshoot, and secure computer networks for increased access to career and economic opportunities in communities around the world. Networking Academy provides online courses, interactive tools, and hands-on learning activities to help students prepare for ICT and networking careers.</p> <p style="text-align: center;"><u>Field Trip and Guest Speakers</u></p> <ol style="list-style-type: none"> 1. Jet Propulsion Laboratory 2. California Science Center 3. Museum of Tolerance

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SMALL SCHOOL	COMMUNITY PARTNERSHIPS
BUSINESS, INNOVATION, & LEADERSHIP	<p style="text-align: center;"><u>Junior Achievement League</u></p> <p>Junior Achievement (JA) empowers young people to own their economic success. The volunteer-delivered, K-12 programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire kids to dream big and reach their potential. Students in the Business Innovation and Leadership Small school will continue to attend JAL events such as the Finance Park.</p>
	<p style="text-align: center;"><u>LA Youth at Work</u></p> <p>LA Youth at Work is a partnership between The Los Angeles Area Chamber of Commerce, Mayor Villaraigosa’s office, the City of Los Angeles, and the Workforce Investment Board on Hire LA’s Youth, focused on connecting L.A.’s youth to employment opportunities. Business Innovation and Leadership teachers trained by the LA Chamber of Commerce will conduct workshops on Saturdays to help 11th and 12th grade students obtain entry level employment.</p>
	<p style="text-align: center;"><u>Urban Teacher Fellowship</u></p> <p>The Urban Teacher Fellowship is a career pathway into credentialed teaching that includes part-time employment in after-school programs. Piloted in 2008 as a collaboration between the South Bay Center for Counseling (SBCC), LA Harbor College, CSU Dominguez Hills, and after-school providers, the Urban Teacher Fellowship (UTF) is now in place at five community colleges and four CSU’s in Los Angeles County as well as several sites throughout the state including San Diego and the San Francisco Bay Area. Urban Teacher Fellowship actively recruits seniors from the Business Innovation and Leadership.</p>
	<p style="text-align: center;"><u>Wells Fargo Bank</u></p> <p>Wells Fargo Bank employees will continue to provide workshops through their Hands on Banking program designed to educate on consumer banking topics such as credit worthiness, cost of credit and loan terms.</p>

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SMALL SCHOOL	COMMUNITY PARTNERSHIPS
HEALTH SCIENCE & ENVIRONMENT	<p style="text-align: center;"><u>Association for Climate Education</u></p> <p>This organization provides an annual assembly to students about the dangers of climate change and how they can become involved as student leaders in their community. This small school has begun working with the Health Science and Environment Student Council as they work on environmental issues in our community, particularly establishing a community garden on campus. This small school also runs youth leadership trainings; several students have attended, and this year the small school was awarded a \$200 grant for a project.</p>
	<p style="text-align: center;"><u>Tree People</u></p> <p>This organization has partnered with this small school in an effort to help the campus become greener. The group conducted a trash audit of the school as the first step towards developing a comprehensive recycling program (run by students), and are consulting on the development of a community garden. TreePeople also offers trainings on environmental issues to teachers.</p>
	<p style="text-align: center;"><u>PILLAR/LA Chamber of Commerce</u></p> <p>The small school participates in PILLAR's annual Principal for a Day program that partners it with local business leaders who want to become involved in the educational issues of their community. Through this event, relationships with an architect interested in issues of sustainable development and the chair of the South Gate Chamber of Commerce were established. Visitors speak to students, discuss issues with teachers, and help develop plans to improve the program and meet the needs of students.</p>

Complex-wide partnerships will be coordinated and maintained by the various personnel involved, such as athletic coaches, club sponsors, coordinators, counselors, and administrators. Each small school and magnet will create/coordinate partnerships in the community based on the school's theme.

The community plays a critical role in shaping students into productive members of society by collaborating with the school in providing students learning opportunities and experiences. Local businesses, agencies, and post-educational schools must maintain partnerships with *The Complex* and provide additional support to students. The city of South Gate is constantly working with our school. The city provides its input as liaison for the people of the community. Businesses in the community also support the school's athletic and club programs. The local community college lends itself to provide

LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

representation on the school campus to work with students in enrolling for college courses, hold field trips for students to get a tour of the college, and inform our students of their services.

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

B-6. School Governance and Oversight

a. School Type:

As a traditional model small school learning organization, *The Complex* proposes to maintain a governance and advisory structure that integrates stakeholder input of students, parents, community members, teachers, classified employees, and administrators. The traditional model provides a welcoming forum that allows stakeholders to voice their concerns as well as ideas to strengthen student learning. Our governance model has been one of our strengths at SEHS in regards to making decision-making transparent. In addition, the model in place provides the opportunity for leadership meetings within Professional Learning Communities and Small Learning Communities to ensure rigorous instruction. Small schools will be guided by *The Complex's* mission and vision, and standards-based instruction to provide meaningful education to all students. South East High School will implement Mathematics and English language intervention courses that will assist students struggling in addition to their personalized learning plan.

The Complex will adhere to Article XXVII-Shared Decision-Making (SDM) and School-Based Management (SBM) as described in the LAUSD Collective Bargaining Agreements and the Education Code in regards to the development, operation, and procedures of the School Site Council (SSC) to ensure a governance and advisory structure that integrates stakeholder input.

Each small school will work with their designated guidance counselor to create a personalized learning environment for each student. As a complex, each small school will hold a certain amount of autonomy in regards to small school themes as described in each respective small school's mission and vision while aligned to *The Complex's* mission and vision. In addition, while each small school offers an A-G curriculum and thematic electives, small schools will share several services, such as deans, athletics, bell schedule, auditorium, lunch facilities, and arts programs— Drama and Marching Band.

b. School Level Committees:

As mandated by the California Education Code §52852, our SSC has the responsibility to coordinate all necessary resources to improve student achievement as stated in the Single Plan for Student Achievement (SPSA). The 12 members represent all stakeholder groups: 4 teachers, 1 out-of-the-class certificated or classified employee, the Principal, 3 parents, and 3 students. Our SSC meets monthly on the third Thursday of the month for at least the recommended 60 minutes per meeting. The responsibilities of the SSC include: the development of and adaptation of a comprehensive Single Plan for Student Achievement, the responsibility to align the budget in relation to the Single Plan for Student Achievement with an annual revision of the plan, and data-driven decision-making on all matters related to the benefit, well-being, and achievement of our students. Furthermore, The California *Education Code* requires our SSC to:

- ◆ Measure effectiveness of improvement strategies at the school.
- ◆ Seek input from school advisory committees.

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- ◆ Reaffirm or revise school goals.
- ◆ Recommend the approved Single Plan for Student Achievement (SPSA) to the governing board.
- ◆ Monitor implementation of the SPSA.

The Compensatory Education Advisory Committee (CEAC) meets prior to the SSC to advise on the development of an effective educational program aimed at raising the achievement of disadvantaged students. The CEAC is composed of no fewer than five members, which shall adhere to the LAUSD Categorical Advisory Committees and SSC policy found on LAUSD Bulletin 4148.1. CEAC members evaluate and analyze student achievement and ensure parental involvement in the education of students through training and surveyed-based participation.

The English Learner Advisory Committee (ELAC) will adhere to the legally required functions of an advisory group to improve the SPSA for English learners, assist on the development of all school needs, develop the school's language census, and advise on the methods utilized to make parents aware of the importance of regular school attendance. The ELAC's membership will adhere to the LAUSD Categorical Advisory Committees and SCC policy found on LAUSD Bulletin 4148.1

Our Shared-Decision-Making Council (SDMC) adheres to the mandates of the LAUSD/UTLA Collective Bargaining Agreement. The council is comprised of representative members of parents, students, classified staff, teachers, and Principal. The council helps determine the school's professional development focus, student discipline and code of student conduct, special schedules, guidelines for use of school equipment and technology, several general budgets, such as supplemental textbooks, general supplies, Instructional Materials Account (IMA), and other school-determined needs.

At *The Complex*, we believe in a culture of collaboration and in providing multiple venues for stakeholder participation. Positions and attendance to the various decision-making councils (SSC, CEAC, ELAC, SDMC) are open for all those who meet the necessary qualifications and demonstrate a desire to participate. Meetings are open to the public and agendas shall be posted 48 hours prior to the meeting. Minutes will be available for the next scheduled meeting per district policy.

A culture of collaboration is vital to the success of *The Complex*. In order for meaningful decision making to take place, open dialogue is necessary. Shared leadership and decision making is always focused on student achievement to ensure that our students 21st century graduates that are college and career prepared.

c. Governing Council: Not Applicable

B-7. School Leadership

a. Principal Selection:

Under the No Child Left Behind (NCLB) legislation, the Principal selected should be deemed highly qualified. His/her ability to be an instructional, operational, ethical, and collaborative leader is integral to the success of the school. As a leader, he/she must be able to motivate and advocate for student achievement. These characteristics align with *The Complex's* mission and vision to prepare our students for college and careers in the 21st century.

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Maria Sotomayor has served as SEHS Principal for three years and three years as Assistant Principal since the school's inception. Her selection was based on her formal and informal qualifications. The selection process involved representatives from the school's stakeholders. Her mission and vision of *The Complex* corresponds with the needs of the school and community, and were apparent in her positive track record for student achievement and the positive relationships she has built with the community members.

**See Principal's Job Description*

b. Leadership Team:

Research on over 100 schools has found that the connection among high quality school leadership, high student achievement, and effective instruction lies at the core of successful schools (Waters, Marzano, and McNulty, 2006). At *The Complex*, we will continue to solidify these connections through trusting relationships. Our Leadership Team and School Site Council collaboration will reflect our commitment to ensure the necessary services for our students to support their learning experience through our categorical budget allocations.

The leadership positions at SEHS will be multi-tiered and diverse to meet the needs of all stakeholders. These leadership positions will support the mission and vision of *The Complex*. Our Leadership Team is collaborative and inclusive; it involves: the principal, assistant principals, small school lead teachers, department chairs, our School Administrative Assistant, and representatives of certificated out of classroom personnel—coordinators, counselors, etc.

The assistant principals will work in conjunction with the lead teachers of each of their respective small school to ensure that students' needs are met under the SPSA. Collectively, the team will ensure that instructional, operational, and socio-emotional components of *The Complex* meet the needs of all students.

Using a collaborative approach, the Leadership Team will help support and implement an effective instructional program through rigorous standards-based instruction, data-driven decision-making, and SMART goal and benchmark setting to develop student learning. All members will work to ensure the maximum learning and teaching results as well as the safety and well being of all students and employees. The Leadership Team will also be responsible for the monitoring of the budget to ensure its support for our instructional program and its alignment with *The Complex's* mission and vision.

Leadership Team members will focus on improving student achievement by analyzing data and determining areas of need. Leadership members will work to support and improve the quality of instruction through the collaboration of administrators and teachers. *The Complex* will establish SMART goals to ensure attainable and realistic progress monitoring benchmarks, which will be agreed upon by stakeholders. Goals will be developed exclusively for the improvement of student learning and teaching practices. Goals will be created collaboratively to ensure meaningful professional development. Clear goals will provide an opportunity to hold teachers and administrators accountable for student academic outcome. The leadership team will continuously utilize data to accelerate learning to sustain accountability, and provide strategic professional development. In order to ensure accurate evaluation, both quantitative and qualitative data will be employed.

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B-8. Staff Recruitment and Evaluation

a. Staffing Model:

In determining the highly qualified staffing needs, a number of factors based on supporting student achievement will be analyzed. The foci will be fulfilling A-G requirements, implementing RTI support structures, and aligning our needs with the SPSA and WASC action items. To ensure we are meeting our academic and non-academic staffing needs and to ensure the mission and vision of *The Complex* is met, the SSC will purchase additional support personnel in addition to norm staffing ratios. It is estimated that the South East High School Complex will have approximately 2,914 students enrolled. Based on the LAUSD norm table and our categorical funds allocations there will be:

Position	Norm Allocation	Categorical Allocation
Administrators	5	
Highly Qualified Teachers	74	6
Highly Qualified Magnet Teachers	13	
Read 180 Teachers	2	
ESL Teachers	4	
Librarian	1	
Deans		2
Coordinators: EL, Categorical Programs, Bridge, Intervention		4
Academic Counselors	4	1
Clerical	7	2
Other Counselors: PSA, PSW		2
Career Advisor		1
Nurse		1
School Administrative Assistant	1	
Athletic Director	1	
Diploma Project Counselor		1
Parent Representative		1
Education Aides		5
Resource Aide		1

The Complex will adhere to the existing LAUSD/UTLA Collective Bargaining Agreements in regards to staffing and compensation. We will follow the agreed terms between LAUSD and UTLA stated in Article IX (Hours, Duties and Work Year), Article X (Evaluation and Discipline), Article XI (Transfers), Article XII (Leaves and Absence), Article XIII (Reduction in Force and Reinstatements, Probationary Contracts, and Resignation and Reinstatement), and Article XIV (Salaries) as stated in the LAUSD/UTLA agreements.

The Complex's primary goal is to select staff and place current employees in areas that best serve the individual needs of our students. Small schools will utilize all resources to provide a safe learning environment for students and faculty. The small school model at *The Complex* provides for thematic

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focus within each small school, which will be addressed by providing core classes in each small school with the addition of thematic electives to support each small school's focus.

Students in every small school at *The Complex* will have equal access to and be able to obtain support from the multiple support services in existence on site to ensure adequate instruction and services for our special education and EL students. Each small school will house at least one Special Education teacher along with special education assistants who will collaborate to provide effective support along with IEPs to monitor student progress. One full time nurse and a full time school psychologist will help meet the health needs of students. The EL Coordinator will check the EL Monitoring Rosters to ensure proper placement of EL students and to make sure students are reclassifying as fluent English proficient. Along with the EL and Categorical Programs Coordinators, interpreters will provide support for staff in implementing and supporting effective instruction and support for EL students and their parents. Teachers will continue to implement and refine their use of SDAIE instructional strategies and intervention strategies obtained through *The Complex's* PD plan to better support EL students. *The Complex* will incorporate technology such as Smart Boards and mobile computer labs to provide additional education support for EL students.

b. Recruitment and Selection of Teachers:

The Complex will select highly qualified teachers with proven experience who demonstrate a willingness and ability to uphold and further our mission and vision. We will seek teachers that understand the importance of positive change, teachers who bring a strong commitment to student learning and high achievement, individuals with a willingness to work with the community, and team members who contribute to the betterment of the school in an academic and social setting. The Principal along with a lead teacher, the department chair, parents, and small school teachers, will interview potential teacher candidates. Available positions will be posted on the district's and *The Complex's* website to ensure a fair recruiting system and a pool of the best qualified teachers.

Through our interview process, potential teachers will demonstrate a commitment and understanding of *The Complex* mission and vision as mentioned above. In addition, small schools leads and teachers will seek teachers who demonstrate the energy and willingness to advance their respective small school's mission and vision. As each small school and the magnet school offer a distinct focus and theme, potential teachers will demonstrate experience and the necessary qualifications, or willingness to collaborate in order to implement respective small school themes. *The Complex* seeks teachers who are willing to participate in small school activities, work toward the development of their respective small school themes, provide rigorous instruction, and contribute to the development of the partnerships with organizations related to the specific small school.

c. Performance Reviews:

To create a supportive school culture, new teachers are invited to attend the New Teacher's Institute that meets in the beginning of the school year and monthly during the school year to help develop teaching strategies, provide mentoring and support, and acclimate new teachers to the culture and norms of South East.

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The Complex will adhere to Article X (Evaluation and Discipline) LAUSD/UTLA Bargaining Agreement to evaluate and provide assistance for employees to ensure the improvement of the quality of education. As part of Article X, Section 2.0 an evaluation system and form that pertains to the goals of the school and respective small schools will be created to provide support for employees. The proposed evaluation system will include a combination of observation and performance reviews - a comprehensive system that includes all stakeholders.

In addition to Article X (Evaluation and Discipline) of the LAUSD/UTLA Collective Bargaining Agreement, *The Complex* will use teaching observations to provide support and assistance to employees in order to improve the quality of education for all students. In addition, employees will analyze data-driven results and scores from the CAHSEE, CST, Periodic Assessments, formative and summative department assessments and evaluate student learning outcomes.

B-9. Sharing Campus

The Complex has a systematic and organized method in place to request for the use of common facilities such as the gym and auditorium. Administrators meet weekly to calendar items and discuss safety measures for each activity. Lead teachers and out of classroom personnel are invited to attend. Spaces for *The Complex* and the magnet are contiguous and will have access to open labs. This will ensure accessibility to technology.

The Complex will continue to use all LAUSD operational services currently existing at the school site and will adhere to all Collective Bargaining Agreements. Small schools and the various groups will use activity request forms and will follow the academic and activity calendar to ensure equitable access to all indoor and outdoor space, professional development, and safety procedures. All small schools will share the same bell schedule to provide equitable supervision during lunch and passing periods as well as security during class periods.

Professional development for *The Complex* is determined on the master calendar. Agenda items for each professional development day will be equally divided amongst small schools, PLCs, departments, and administrative programs.

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C. Internal Management

C-1. Waivers: Not Applicable

C-2. Budget Development:

Based on a thorough analysis of data, *The Complex's* instructional priorities have been identified as follows:

- 1) Literacy and Numeracy-Increase literary and numeracy proficiency levels across all content areas so as to meet Adequate Yearly Progress (AYP) and Academic Performance Index (API) goals. Professional development that is focused and meets the needs of teachers.
- 2) English Learners and Special Education Subgroups-Provide additional support so there is equity and access. Implementation of student monitoring strategies so achievement reflects school-wide results.
- 3) Increase in Graduation Rate-Increase the percentage of students who graduate in four years.
- 4) Decrease in Dropout Rate-Provide additional support, including purchasing a Diploma Project Counselor, for at-risk students.
- 5) Social/Emotional/Physical Health-As identified in the Single Plan, WASC Report, and Public School Choice Plan, resources are allocated to ensure that all students are well balanced and ready to learn.
- 6) Parent Involvement-Increase in parental involvement so that there is additional assistance provided by parents both at home and school.
- 7) Intervention-Provide resources for intervention during school and after school programs including implementation of the Response to Intervention (RTI) Model to ensure student academic success.
- 8) Attendance-Meet the district goals for in-seat student attendance so that students can reach the graduation and college entrance requirements.
- 9) Academic Engagement-Increase in the amount of time per day students receive quality instruction and are engaged in the subject being taught. Effective implementation of Instructional strategies including differentiation, SDAIE, and Marzano's strategies

The Complex's budgets will be based on student needs derived from an annual comprehensive needs assessment and student achievement results. Elected members of the Compensatory Education Advisory Committee (CEAC), English Learner Advisory Committee (ELAC), and School Site Council (SSC) receive training in all areas under their purview including budget development. Therefore, budget training is provided to all members both at the school-site level and local district level throughout the school year. As the budget development process approaches, the school conducts the Annual Evaluation of the Single Plan for Student Achievement (SPSA). All expenditures are evaluated to assess the effectiveness of the programs and services and to ensure that there is a positive relationship between the expenditure and improved student achievement. Expenditures found to be ineffective based on a thorough analysis of data will be defunded for the next school year.

Once the budget allocations are known, the budget development process begins. A joint meeting of the ELAC and CEAC advisory committees and SSC will be called. At the meeting, the budget development process is discussed along with other budget information. Members are then asked to form a Budget

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Committee.

The Budget Committee reviews expenditures for the actual year. Data including state test results, academic grades, attendance, and graduation rate are also reviewed. The results of the Annual Evaluation are presented. An examination of District instructional priorities, and federal and state mandates also take place. A zero-based budgeting process is followed. That is, the budget is created from the bottom up to ensure that budgeting is based on student need not prior expenditures. Once the Budget Committee submits the budget, the recommendations are taken back to the respective advisory committees. The committees then make recommendations, in writing, to SSC. The council, as a decision-making body, takes into consideration the recommendations and makes final budget approvals.

To ensure there is broad representation from all stakeholders, the Budget Committee is composed of representative members from the ELAC and CEAC advisory committees, and SSC. *The Complex* follows all election regulations so these bodies already represent a cross-section of all stakeholder groups, including parents, students, and staff members. However additional stakeholders, including representatives from each small school, who want to participate are welcome.

Once the Budget Committee submits the budget, all stakeholders will be invited to a meeting where the proposed budget is presented. Attendees will be able to provide input at the meeting. Stakeholders will also have the opportunity to communicate with their representatives in CEAC, ELAC, and SSC. After the budget is finalized by SSC, the budget will be presented to all stakeholder groups.

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D. Operational Management

D-1. Portfolio Development: Not Applicable

D-2. Budget Development: Not Applicable

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PERFORMANCE MEASURES - DATA SUMMARY SHEET

SOUTH EAST SENIOR HIGH
2720 TWEEZY BLVD. SOUTH GATE 90280

Student Demographics (2010-11)

Total Students Enrolled: 3,053	
African American	1%
American Indian	0%
Asian	0%
Hispanic	9%
Latino	9%
Pacific Islander	0%
White (incl. Latino)	9%
English Learners	28%
Redeclared ELs (RFEP)	50%
Students with Disabilities	11%
Economically disadvantaged	85%
Identified Gifted - All	9%
Identified Gifted - African Amer	0%
Identified Gifted - Latino	9%

API

BASE	GROWTH	PTS	MET	STATEWIDE	SCHOOLS
			ALL	RANK	RAKE
2006-07	538	546	8	No	1
2007-08					2
2008-09	591		N/A		3
2009-10	590	622	32	No	1
2010-11	621	644	23	No	2

AYP

Met AYP 2010-11	No
Critica Met	13
Critica Possible	18
PI Year	5
Year Entered PI	2007/2008

College Readiness - A-G Courses

Grade	2009-10	2010-11
% Taking A-G with C or Better	91.8%	90.8%
9th Grade	81.0%	80.5%
10th Grade	79.0%	81.0%
11th Grade	72.2%	81.0%
12th Grade	56.6%	59.2%

GOAL 1: 100% Graduation

CAHSSE Pass Rate (as of May)	2009-10	2010-11	Chg
10th grade	61.1%	66.9%	5.8
11th grade	76.1%	78.4%	1.7
12th grade	86.6%	83.4%	-3.1

Graduation and Dropout Rates

4-year Dropout Rate	2009-10	2010-11	Chg
Graduation Rate (NCLB)	70.4%	77.9%	7.5
4-year Dropout Rate	29.6%	22.1%	-7.5
Four Year Cohort Rate	2009-10	2010-11	Chg
Four Year Cohort Rate	61.0%	60.4%	-0.6

GOAL 3: 100% Attendance

Attendance Rate	2009-10	2010-11	Chg
Staff	92.5%	93.8%	0.9
Student	91.0%	91.8%	0.8
Student tenacity	29.2%	22.0%	-7.2

Percentage with 95% or Higher Attendance

	2009-10	2010-11	Chg
Staff	56.2%	57.3%	1.1
Student	42.3%	44.4%	2.1

GOAL 5: School Safety

Student Suspensions	2009-10	2010-11	Chg
% Students Suspended	0.6%	0.4%	-0.2
AE	0.0%	0.0%	0.0
African American	0.6%	0.4%	-0.2
Latino	2.0%	1.5%	-0.4
SMD	31	16	-15
Instructional Days Lost to Suspension			

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11	Chg
% of Parents that responded	19.2%	0.8%	
% Strong Agree or Agree	93.3%	90.5%	
Opportunities for involvement	88.5%	95.2%	
Feel Welcome at school	32.7%	23.8%	
Talk with Teacher About Child's Schoolwork			

Student Survey

	2009-10	2010-11	Chg
% of Students that responded	79.7%	65.6%	-14.1
% Strong Agree or Agree:			
Feel safe on school grounds	91.9%	86.1%	-5.8

Appendix A

GOAL 2: Proficiency For All

English Learner Progress

2009-10	2010-11	Chg
Scoring Proficient on CELDT	43.5%	42.6%
Scoring Basic or Above on CST ELLA	26.4%	31.6%
Passing English/VLW ESL with "C" or above	32.4%	33.3%
Redeclaration Rate Trend	9.8%	9.9%
	2010-11	7.3%

English Learner Accountabilities

MET	2009-10	2010-11
AMMO 1 - CELDT Annual Growth	No	43.5%
AMMO 2 - Attaining Eng Prof < 5 yrs	No	17.3%
AMMO 3 - Proficiency in ELA	No	20.9%
Proficiency in MA/11	No	28.6%
	No	27.4%
	No	30.1%

Students With Disabilities (SWD)

2009-10	2010-11	Chg
% Basic and Above	13.8%	10.3%
CST ELLA	2.7%	3.3%
CST Math	0.6	

Students With Disabilities (SWD)

2009-10	2010-11	Chg
% Basic and Above	22.2%	11.1%
CMA ELLA		
CMA Math		

CST TRENDS: English Language Arts

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	% Proficient & Advanced	1 yr Change	5 yr Avg per Change
All Students	2073	2011	1980	2152	2256	20.5%	23.9%	23.2%
African American	12	11	14			16.7%	18.2%	28.6%
Asian	2082	1995	1980	2133	2232	20.5%	24.0%	23.3%
Latino	706	653	562	609	554	4.8%	2.6%	2.3%
White	112	207	191	217	185	0.0%	1.9%	1.0%
English Learner	172	207	191	217	185	0.0%	1.9%	1.0%
SWD	1824	1775	1757	1973	2053	21.0%	24.0%	24.0%
Socio-Eco Disadv								

CST TRENDS: Mathematics

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	% Proficient & Advanced	1 yr Change	5 yr Avg per Change
All Students	1930	1915	1972	2154	2257	1.2%	2.5%	4.0%
African American	13	11	14			0.0%	0.0%	0.0%
Asian	1910	1901	1952	2133	2233	1.2%	2.5%	4.0%
Latino	647	609	544	609	551	0.2%	0.7%	1.1%
White	160	191	193	220	183	0.0%	0.5%	0.5%
English Learner	1223	1599	1749	1976	2053	1.1%	2.6%	4.0%
SWD								
Socio-Eco Disadv								

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	% Proficient & Advanced	1 yr Change	5 yr Avg per Change
All Students	961	936	23.1%	31.5%	18.7%	28.8%	33.0%	4.2
ELA/G 9	709	11.1%	21.3%	31.0%	18.8%	27.5%	32.4%	4.9
ELA/G 10	566	13.1%	18.9%	34.3%	17.9%	25.5%	32.6%	7.1
ELA/G 11	662	0.0%	3.5%	13.3%	50.0%	4.8%	3.5%	-1.3
Algebra I	706	0.8%	5.5%	16.8%	48.9%	2.9%	6.2%	3.3
Geometry	519	0.4%	21.9%	32.1%	35.6%	6.8%	10.4%	3.6
Algebra II	229	1.3%	9.8%	22.7%	45.0%	8.9%	11.4%	3.4
HS Math	641	13.1%	15.0%	24.6%	18.4%	25.3%	28.7%	3.4
World History	588	15.9%	18.8%	27.8%	15.5%	22.8%	34.5%	6.7
US History	706	11.2%	17.1%	35.3%	17.7%	24.4%	28.3%	3.9
Life Science	1230	6.6%	15.0%	34.9%	22.6%	18.6%	21.5%	2.9
Biology	771	0.4%	4.3%	24.0%	20.7%	8.6%	4.7%	-3.9
Chemistry	53	0.0%	24.4%	43.4%	26.4%	31.3%	26.4%	4.9
Physics	36	0.0%	0.0%	25.0%	27.8%	0.0%	0.0%	0.0
Int Science								

CST Trends is based on CST results only, not AYP Reports. For detailed information, go to <http://csta.ca.gov>

LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

Appendix B

CLASSROOM OBSERVATION TOOL

Teacher: _____ Room: _____ Grade Level/Subject: _____
 Date: _____ Time In: _____ Time Out: _____

South East High School Complex Walk Through Observation	
Planning and Organization	Comments
<input type="checkbox"/> Standards evident <input type="checkbox"/> ESLR's (Expected School Wide Learning Results) evident <input type="checkbox"/> Safe and supportive environment	<input type="checkbox"/> Objectives evident <input type="checkbox"/> Daily schedule posted
Instructional Strategies (Teacher)	
<input type="checkbox"/> Non-linguistic Representations <input type="checkbox"/> Circle Map <input type="checkbox"/> Flow Map <input type="checkbox"/> Bubble Map <input type="checkbox"/> Multi-Flow Map <input type="checkbox"/> Double Bubble Map <input type="checkbox"/> Brace Map <input type="checkbox"/> Tree Map <input type="checkbox"/> Bridge Map <input type="checkbox"/> Manipulatives <input type="checkbox"/> Visuals/Realia <input type="checkbox"/> Graphs <input type="checkbox"/> Similarities and Differences <input type="checkbox"/> Comparing <input type="checkbox"/> Classifying <input type="checkbox"/> Creating Metaphors/Similes <input type="checkbox"/> Creating Analogies <input type="checkbox"/> Summarizing <input type="checkbox"/> Text _____ <input type="checkbox"/> Learning _____ <input type="checkbox"/> Supporting Academic Language <input type="checkbox"/> Wait time <input type="checkbox"/> Communication Guide <input type="checkbox"/> Word Walls <input type="checkbox"/> Pull Out and Talk/Write <input type="checkbox"/> Backward Buildup/RASP <input type="checkbox"/> Songs/Chants/Poems <input type="checkbox"/> Adding on <input type="checkbox"/> TPS (Think/Pair/Share) <input type="checkbox"/> Simple Recasting <input type="checkbox"/> Corrective Recasting <input type="checkbox"/> Revoicing <input type="checkbox"/> Checks for understanding <input type="checkbox"/> Restating <input type="checkbox"/> Agree/Disagree <input type="checkbox"/> Sentence starters/stems <input type="checkbox"/> Exemplar/Non-exemplar <input type="checkbox"/> Modeling language task <input type="checkbox"/> Ratio of teacher talk to student talk: ____% <input type="checkbox"/> Reinforcing Effort and Providing Recognition <input type="checkbox"/> Providing Feedback <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Active Participation <input type="checkbox"/> Asking Questions	
Student Engagement	
<input type="checkbox"/> Student Talk/Example:	<input type="checkbox"/> On-task/Example:
<input type="checkbox"/> (TPS)/Example:	<input type="checkbox"/> Self-reflect and Evaluate Their Learning/Example:
<input type="checkbox"/> Body Language/Example:	<input type="checkbox"/> Non-linguistic Representation/Example:

Observer: _____ Reflection/Feedback Meeting Date/Time _____



LANGUAGE ACQUISITION BRANCH

Office Of Academic English Mastery And Proficiency Plus

Appendix C

KEY INSTRUCTIONAL STRATEGIES That Support Learning In Standard English Learners, English Learners, Students With Disabilities And All Other Students	
INSTRUCTIONAL STRATEGIES	CLASSROOM OBSERVABLES
<p>Cooperative and Communal Learning Environments: are supportive and motivating environments that promote language acquisition by providing comprehensible input in developmentally appropriate ways. Working collaboratively in small groups with individually assigned roles to achieve an instructional goal, students learn faster and more efficiently, increase time on task, have greater retention, and feel more positive about the learning experience.</p>	<p>CREATING A COLLABORATIVE AND AFFIRMING LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> Introduces the concept of the classroom as a family structure and builds on this concept in ways that affirm high achievement and academic success as an objective for ALL students Encourages students routinely to support each other in learning activities Provides opportunities for students to interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve. Provides opportunities for students to demonstrate their understanding of academic concepts in varied formats that reflect their preferred learning styles and strengths Integrates group learning tasks, discussions, and presentations into daily instruction Emphasizes small group activities to encourage language development and sharing of ideas Allows SELs, ELs, and SwDs to maximize the amount of time available for hearing and using language in low-risk cooperative learning environments Arranges classroom seating to reflect regular collaborative learning opportunities Co-creates classroom norms and other procedures with students
<p>Instructional Conversations: discussion-based lessons carried out with more competent others that help students arrive at a deeper understanding of academic content. ICs develop critical thinking, language, and linguistics by making connections between academic content, students' prior knowledge, and cultural experiences.</p>	<p>STUDENT-CENTERED HIGHER ORDER THINKING & LEARNING</p> <ul style="list-style-type: none"> Weaves together students' prior knowledge with pertinent background information on new material to build deeper understanding of text. Engages students in classroom discussions with each other and with the teacher to advance deeper understandings of core academic concepts Elicits student input while integrating academic content in discussions to promote deeper student inquiry in relation to instructional areas of focus. Promotes use of text, pictures, and reasoning to support an argument or position Uses ICs to integrate oral language development into all curricular areas Co-constructs knowledge with student through interactive discussion, connected turns, and comments that build upon previous ones Acts as a collaborator and encourages students to volunteer or otherwise influence the selection of speaking turns as they work to construct meaning from text Negotiates and clarifies meaning throughout lessons and discussions
<p>Academic Language Development: teaches academic English by connecting it to the conceptual knowledge and vocabulary that students bring from their home and community environments. ALD promotes increased ability in students to communicate their ideas orally and in writing using academic English.</p>	<p>SUPPORT FOR ORAL AND WRITTEN LANGUAGE DEVELOPMENT</p> <ul style="list-style-type: none"> Utilizes the AEMP Personal Thesaurus to support students' oral and written development of academic vocabulary in the context of communicating ideas Focuses on vocabulary development with an emphasis on synonyms, antonyms and suffixes Engages students in the writing process on a daily basis utilizing journals for ungraded writing activities (pre-writes, quick writes, response writing, etc.) Listening Centers that model school language through culturally relevant books on tape Student work reflects appropriate use of academic vocabulary and demonstrates progressive contextual understanding of concepts through accountable talk and oral presentation

LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX



LANGUAGE ACQUISITION BRANCH

Office Of Academic English Mastery And Proficiency Plus

Appendix C

KEY INSTRUCTIONAL STRATEGIES That Support Learning In Standard English Learners, English Learners, Students With Disabilities And All Other Students	
INSTRUCTIONAL STRATEGIES	CLASSROOM OBSERVABLES
<p>Advanced Graphic Organizers: <i>visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, and visualize abstract concepts.</i></p>	<p>ORGANIZE CONCEPTS TO FACILITATE STRATEGIC LEARNING</p> <ul style="list-style-type: none"> Models use of a variety of graphic organizers to build concept relationships Students engage in activities to construct knowledge and synthesize important information Students' written work and oral presentations show effective use of graphic organizers
Additional Strategies for ACADEMIC ENGLISH MASTERY/PROFICIENCY PLUS SCHOOLS	
<p>Making Cultural Connections: <i>Connecting instruction to students' lives to increase motivation, engagement, and learning</i></p> <ul style="list-style-type: none"> Activating Prior Knowledge Infusing the History/Culture of Students Into Core Instruction Understanding and utilizing students' frames of reference Utilizing Culturally Relevant Literature Creating Authentic Learning Experiences 	<p>CONSTRUCTING A REAL WORLD CONTEXT FOR LEARNING</p> <ul style="list-style-type: none"> Provides opportunities for students to make critical connections and give application to meaningful, real-world issues by activating background knowledge Maintains portfolios of authentic student work products and assignments Assesses learning experiences for progress towards meeting Core Content Standards and Academic English Mastery and Proficiency Plus Benchmarks Maintains a classroom library that contains culturally conscious literature, magazines, & newspapers reflective of students' home life, interests, cultural background, and language Students utilize culturally relevant literature and materials in Listening Center and MELD Activities Center in ways that validate real-life experiences Students participate daily in authentic learning experiences giving application to the content Music, movement, and hands-on activities are incorporated into daily instruction
<p>Contrastive Analysis: <i>The systematic study of a pair of languages with a view to identifying their structural differences and similarities. Promotes the acquisition of academic language and helps students become proficient readers, writers, and speakers of Standard American and academic English.</i></p>	<p>SUPPORT FOR ORAL AND WRITTEN LANGUAGE DEVELOPMENT</p> <ul style="list-style-type: none"> Demonstrates knowledge and awareness of the structure of Non-Standard languages Uses literature & samples of students' oral/written language to engage in contrastive analysis Uses the revision phase of the "Writing Process" to edit written work for standard English structure Provides opportunities for students to compare/contrast poetry and songs written in standard and non-standard languages Students' work samples demonstrate an understanding and awareness of the linguistic structures of standard American and academic English Students are able to articulate an understanding of the linguistic requirements of varying communication situations and use language appropriate to different contexts

Los Angeles Unified School District Academic English Mastery/Closing the Achievement Gap Branch

CRRE QUALITY INDICATORS

Guide to Culturally Relevant and Responsive Education

Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.

The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).

This guide provides teachers, administrators, and parents with a "quick-look" at teacher and student CRRE quality indicators and their alignment with the Principles of Learning.


Continues...

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- ☐ The **teacher** incorporates Culturally Responsive Pedagogy into rigorous classroom instruction. (Uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective).
- ☐ All **students** are responding to instruction in productive comfort zones and demonstrating sustained effort in meeting high standards.
- ☐ The **teacher** creates an accepting, affirmative, risk-free classroom environment in which the culture and language of each student is validated, valued, and respected and authentic accomplishments are regularly recognized.
- ☐ The **students** are relaxed, comfortable, eager to learn and willing to take risks and put forth and sustain high levels of effort.
- ☐ The **teacher** infuses culturally relevant literature and instructional materials into academically rigorous curricula organized around concepts that students are expected to know deeply.
- ☐ The **students** engage in active reasoning about important concepts supported by a wide selection of culturally relevant instructional materials, books, and resources.
- ☐ The **teacher** demonstrates knowledge and understanding of issues of language variation in SELs (Standard English Learners) and ELs (English Learners) and incorporates appropriate strategies to support academic English mastery.
- ☐ The **students** are engaged in activities that show understanding and awareness of the linguistic structures of academic language as differentiated from their home language.

Appendix D

CRRE Quality Indicators continue...

- 
- ☐ The **teacher** employs strategies throughout the curriculum- including "contrastive analysis" "personal thesaurus" and "accountable talk" that facilitate the students' mastery of Academic English and use of language that sustains learning.
 - ☐ The **students** are actively engaged in activities that facilitate mastery of standard/academic English, including classroom talk that is accountable to the learning community, to accurate knowledge, and to rigorous thinking.
 - ☐ The **teacher** promotes increased confidence, problem solving behaviors, and the development in students of habits of mind that empower them to achieve their full potential.
 - ☐ The **classroom** is student-centered so that the students have opportunities to problem solve, question, collaborate, explore and to make structured decisions.
 - ☐ The **teacher** demonstrates knowledge of the learning styles and strengths of culturally diverse students and builds upon students' learning strengths to develop self-monitoring and self-management skills to promote academic growth.
 - ☐ The **students** are visibly engaged in rigorous activities which tap into their personal learning styles and are making use of higher-order thinking and metacognitive skills to manage their own learning .
 - ☐ The **classroom** environment is culturally relevant and responsive to the students and sets "clear expectations" by defining what students are expected to learn and displaying criteria and models of work that meet standards.
 - ☐ The **students** make positive connections to high achievers in their culture, set goals for their own effort and learn to see themselves as scholars.

SECTION VII

Checklist of Program Progress: PROGRAM EVALUATION

As you work to ensure program quality and effectiveness as outlined in the *Elements of Effective Practice*, use the checklist below to gauge your progress. Checking off the items on this list indicates that you are putting the proper components in place to grow a quality, sustainable program.

If your program is already well established, you can use the checklist to gauge the soundness of your current policies, procedures and organizational structure.

Note: The design, focus and structure of your program may mean that some of these components will not be applicable or will need to be modified to match your specific program structure.

1. Develop a Plan to Measure Program Process

2. Develop a Plan to Measure Expected Outcomes

Design and implementation of program evaluation

- ☐ Our program understands the importance of conducting a program evaluation.
- ☐ We have identified the processes and outcomes that we would like to measure in our evaluation.
- ☐ We have developed a plan to measure program process.
- ☐ We have selected indicators of program implementation viability and volunteer fidelity, such as training hours, meeting frequency and relationship duration.
- ☐ We have developed a system for collecting and managing specific data.
- ☐ We have specified expected outcomes.

- ☐ We have selected appropriate instruments to measure outcomes, such as questionnaires, surveys and interviews.
- ☐ Our program has carefully considered whether to use an outside evaluator or our staff.
- ☐ We have selected and implemented an evaluation design.
- ☐ We have established a timeline for conducting the evaluation.
- ☐ Our evaluation is being implemented and we are collecting and analyzing evaluation data.

3. Create a Process to Reflect on and Disseminate Evaluation Findings

Use of evaluation data for program enhancement

- ☐ Our program uses evaluation results to improve our internal systems and procedures.
- ☐ Our program uses evaluation results to improve and enhance the desired outcomes for youth.
- ☐ We use evaluation results in marketing the program to prospective volunteers and community partners.
- ☐ We use evaluation results to increase the funding and sustainability of the program.
- ☐ Our program interprets and uses our evaluation results honestly.
- ☐ We have refined the program design and operations based on the findings.
- ☐ We developed and delivered reports to program constituents, funders and the media at least annually.

Adapted from *Checklist of Program Progress*, Oregon Mentors, *Youth Mentoring: A Primer for Funders*, The Connecticut Mentoring Partnership and *Elements of Effective Practice*, Second Edition, MENTOR/National Mentoring Partnership.

LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

Appendix F

LOS ANGELES UNIFIED SCHOOL DISTRICT

SOUTH EAST HIGH SCHOOL COMPLEX

High School Individualized Graduation Plan (IGP)

Name: _____ DOB: _____ SLC: _____ Last Name First Name Student ID: _____ English Learner: <input type="checkbox"/> Yes <input type="checkbox"/> No Placement: _____ IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No Placement: _____										
UC – CSU A – G = 150 credits	Course LAUSD Credits 230	Grade 9		Grade 10 (55 credits)		Grade 11 (110 credits)		Grade 12 (170 credits)		CAHSEE ELA: _____ Math: _____ PSAT: _____
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
A – 2 years	Social Sciences 30			World Hist A	World Hist B	US History A	US History B	Prin Amer Dem	Econ	Post High School Plans UC ____ Military ____ CSU ____ Work ____ CC ____ PVT COL ____ Other _____ Service Learning Date Completed: _____ Fitness Gram Date Completed: _____
B – 4 years	English Language Arts 40	English 9 A ESL 3	English 9B ESL 4	English 10 A	English 10B	American Literature	Contemporary Composition	Expository Composition	World Literature	
C – 3 years	Mathematics 20	Algebra 1A Geometry A Algebra 2A	Algebra 1B Geometry B Algebra 2B	Algebra 1A Geometry A Algebra 2A	Algebra 1B Geometry B Algebra 2B	Math		Math		
D – 2 years	Science 20	Biology A	Biology B	Biology A Chemistry A	Biology B Chemistry B	Science		Science		
E – 2 years	World Languages			Wld Lang A	Wld Lang B	Wld Lang A	Wld Lang B	Wld Lang A	Wld Lang B	
F – 1 year	Visual & Perf. Arts 10									
G – 1 year +	Other Electives 70									
	Physical Education 20	Adv. PE 1A	Adv. PE 1B	Adv. PE 2A	Adv. PE 2B					
	Health /Life Skills/other 5/5	Health	Life Skills/other							
	Applied Technology 10	App. Tech A	App. Tech B	App. Tech A	App. Tech B					
	Interventions (Comments)									

Student's Signature

Date

Counselor's Signature

Date

Parent/Guardian Signature

Dat

LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

Appendix G



Los Angeles Unified School District South East High School



Bell Schedules 2011-2012

Regular Bell Schedule

Breakfast	7:00 a.m.	-	7:20 a.m.	20 Minutes
Passing	7:25 a.m.	-	7:30 a.m.	5 Minutes
Period 1	7:30 a.m.	-	8:29 a.m.	59 Minutes
Passing	8:29 a.m.	-	8:34 a.m.	5 Minutes
Period 2	8:34 a.m.	-	9:33 a.m.	59 Minutes
Passing	9:33 a.m.	-	9:38 a.m.	5 Minutes
Period 3	9:38 a.m.	-	10:37 a.m.	59
MinutesLunch	10:37 a.m.	-	11:12 a.m.	35 Minutes
Passing	11:12 a.m.	-	11:17 a.m.	5 Minutes
Period 4	11:17 a.m.	-	12:16 p.m.	59 Minutes
Passing	12:16 p.m.	-	12:21 p.m.	5 Minutes
Period 5	12:21 p.m.	-	1:20 p.m.	59 Minutes
Passing	1:20 p.m.	-	1:25 p.m.	5 Minutes
Period 6	1:25 p.m.	-	2:24 p.m.	59 Minutes

Reverse Banked Day Bell Schedule

Breakfast	8:35 a.m.	-	8:55 a.m.	20 Minutes
Passing	8:55 a.m.	-	9:00 a.m.	5 Minutes
Period 1	9:00 a.m.	-	9:44 a.m.	44 Minutes
Passing	9:44 a.m.	-	9:49 a.m.	5 Minutes
Period 2	9:49 a.m.	-	10:33 a.m.	44 Minutes
Passing	10:33 a.m.	-	10:38 a.m.	5 Minutes
Period 3	10:38 a.m.	-	11:22 a.m.	44 Minutes
Lunch	11:22 a.m.	-	11:57 a.m.	35 Minutes
Passing	11:57 a.m.	-	12:02 p.m.	5 Minutes
Period 4	12:02 p.m.	-	12:46 p.m.	44 Minutes
Passing	12:46 p.m.	-	12:51 p.m.	5 Minutes
Period 5	12:51 p.m.	-	1:35 p.m.	44 Minutes
Passing	1:35 p.m.	-	1:40 p.m.	5 Minutes
Period 6	1:40 p.m.	-	2:24 p.m.	44 Minutes

Reverse Banked Day Dates:

Tuesday- 9/20/2011 Tuesday-9/27/2011
 Tuesday-10/11/2011 Tuesday-10/25/2011
 Tuesday-11/15/2011 Tuesday-11/29/2011
 Tuesday- 12/6/2011 Tuesday- 12/13/2011
 Tuesday- 1/24/2012 Tuesday- 3/6/2012
 Tuesday 3/20/2012 Tuesday 3/27/2012
 Tuesday- 4/10/2012 Tuesday- 4/24/2012

Advisory Bell Schedule (Wednesdays)

Breakfast	7:00 a.m.	-	7:20 a.m.	20 Minutes
Passing	7:25 a.m.	-	7:30 a.m.	5 Minutes
Period 1	7:30 a.m.	-	8:24 a.m.	54 Minutes
Passing	8:24 a.m.	-	8:29 a.m.	5 Minutes
Period 2	8:29 a.m.	-	9:23 a.m.	54 Minutes
Passing	9:23 a.m.	-	9:28 a.m.	5 Minutes
Period 3	9:28 a.m.	-	10:22 a.m.	54 Minutes
Passing	10:22 a.m.	-	10:27 a.m.	5 Minutes
Advisory	10:27 a.m.	-	10:52 a.m.	25 Minutes
Lunch	10:52 a.m.	-	11:27 a.m.	35 Minutes
Passing	11:27 a.m.	-	11:32 a.m.	5 Minutes
Period 4	11:32 a.m.	-	12:26 p.m.	54 Minutes
Passing	12:26 p.m.	-	12:31 p.m.	5 Minutes
Period 5	12:31 p.m.	-	1:25 p.m.	54 Minutes
Passing	1:25 p.m.	-	1:30 p.m.	5 Minutes
Period 6	1:30 p.m.	-	2:24 p.m.	54 Minutes

Shortened Day Bell Schedule

Breakfast	7:00 a.m.	-	7:20 a.m.	20 Minutes
Passing	7:25 a.m.	-	7:30 a.m.	5 Minutes
Period 1	7:30 a.m.	-	8:18 a.m.	48 Minutes
Passing	8:18 a.m.	-	8:23 a.m.	5 Minutes
Period 2	8:23 a.m.	-	9:11 a.m.	48 Minutes
Passing	9:11 a.m.	-	9:16 a.m.	5 Minutes
Period 3	9:16 a.m.	-	10:04 a.m.	48 Minutes
Lunch	10:04 a.m.	-	10:39 a.m.	35 Minutes
Passing	10:39 a.m.	-	10:44 a.m.	5 Minutes
Period 4	10:44 a.m.	-	11:32 a.m.	48 Minutes
Passing	11:32 a.m.	-	11:37 a.m.	5 Minutes
Period 5	11:37 a.m.	-	12:25 p.m.	48 Minutes
Passing	12:25 p.m.	-	12:30 p.m.	5 Minutes
Period 6	12:30 p.m.	-	1:18 p.m.	48 Minutes

Shortened Day Dates:

Tuesday- 9/3/2011 Tuesday-10/14/2011
 Tuesday 10/18/2011 Tuesday-11/8/2011
 Friday-11/18/2011 Tuesday 11/22/2011
 Friday-12/16/2011 Tuesday- 1/10/2012
 Tuesday- 1/31/2012 Friday 2/3/2012
 Tuesday 2/14/2012 Tuesday- 2/28/2012
 Friday- 3/16/2012 Tuesday- 4/17/2012
 Friday-4/20/2012 Tuesday-6/5/2012
 Thursday-6/21/2012 Friday 6/22/2012

LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

Appendix H

Community Assets

Community Organizations and Service Clubs in the City of

South Gate:

American Legion #335

9535 California Avenue, South
Gate, CA 90280
(323) 566-9128

American Legion Auxiliary #723

11269 Garfield Avenue, South
Gate, CA 90280

American Youth Soccer Association

8993 San Luis Avenue, South
Gate, CA 90280
(323) 563-0123

Beautification Committee, Chamber of Commerce

Tweedy Boulevard, South Gate,
CA 90280
(323) 567-1203

Boy Scouts of America

Scout Huts on Tweedy and
Pinehurst
(213) 413-4400

Eagles/ Eagles Auxiliary

8100 Otis Street, South Gate, CA
90280
(323) 567-4030

GEAR-UP

Gaining Early Awareness and
Readiness for Undergraduate
Programs (GEAR UP)
[www.lausd.net/District_6/Gear
up.htm](http://www.lausd.net/District_6/Gear_up.htm)

Girl Scouts (Angeles Girl Scout Council)

P.O. Box 4030 Santa Monica, CA
90411
(310) 450-3720

Hollydale Senior Citizen's Center

1221 Industrial Avenue, South
Gate, CA 90280
(323) 357-5800

JADE Family Services

9321 State Street, South Gate,
CA 90280
(323) 564-5233

Miss South Gate Pageant, Chamber of Commerce

Tweedy Boulevard, South Gate,
CA 90280
(323) 567-1203

Optimist Club of South Gate

South Gate Park Banquet Room
4900 Southern Avenue
Marie Durflinger (562) 818-5132

Rotary Club of South Gate

South Gate Park Banquet Room
4900 Southern Avenue
Ted Chandler (714) 306-8332

Senior Citizen's Club of South Gate

4855 Tweedy Boulevard, South
Gate, CA 90280
(323) 357-9662

South Gate Art Association

8680 California Avenue, South
Gate, CA 90280 (323) 564-6325

South Gate Civic Center Museum

8680 California Avenue, South
Gate, CA 90280 (323) 357-5838

South Gate Multicultural Women's Club

Women 18 and over

Civic Center, 8680 California
Avenue

Contact: Veronica Lopez at
(323) 835-6059 or
vlopez3445@aol.com

South Gate Toastmasters Club

4024 Tweedy Blvd.
(562) 243-9418.

South Gate Youth Football and Cheerleading

(323) 567-3200
www.sgyf.org

South Gate Women's Club

South Gate Park, Girls Club
House
PO Box 1812, South Gate, CA
90280

Teen Challenge Ministry Institute

[http://www.teenchallenge.com
/tcmt](http://www.teenchallenge.com/tcmt)
(323) 569-2818

V.F.W. Auxiliary #1732

3019 Firestone Boulevard,
South Gate, CA 90280

LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

Appendix I

Community Business Profile

A snapshot of the business environment in the City of South Gate, including major industries and employers.

Industries		# Employees
Agriculture, Forestry and Fisheries		318
Mining		54
Construction		1,953
Manufacturing	Non-Durable Goods	4,659
	Durable Goods	7,7754
Transportation		1,894
Communication and Other Public Utilities		499
Wholesale Trade		2,541
Retail Trade		5,190
Finance, Insurance, and Real Estate Services		1,369
Services	Business and Repair Services	2,212
	Personal Services	1,273
	Entertainment and Recreation	353
Professional and Related Services	Health Services	1,614
	Education Services	1,375
	Other Professional Services	1,013
	Public Administration	517
City of South Gate Industry Profile		

LOCAL DISTRICT 6—SOUTH EAST HIGH SCHOOL COMPLEX

Appendix I

The following table details the major employers in the City of South Gate and number of employees associated with each employer.

Employer	Product or Service	Number of Employees
Koo's Manufacturing	Denim Jeans	900
HUDD Transportation Services	Trucking/Distribution	654
J.B. Hunt Transport, Inc.	Trucking	523
World Oil Co.	Fuel Distribution	450
Hon Industries, Inc.	Office Furniture	340
International Window	Windows/Doors	250
Shultz Steel Company, Inc.	Metal Forging	232
Armstrong World Industries	Floor Tiles	231
Pan Pacific Petroleum	Asphalt Felts	230
Sam's Club	Wholesale/Retail General Merchandise	200
Major Employers (Source: City of South Gate)		

Taxes

The County of Los Angeles is the only agency, which collects property taxes in South Gate. The tax rate is approximately 1.026 per every \$ 100 of taxable value. Sales tax of 9.25 % is broken down as follows: 6 % (State's base rate); 2% (city's local share); .25 % (earthquake); 1 % (transportation - L.A. County only).

Business License Fees

Based on gross sales, current business license fees range from a minimum of \$70 to a maximum of \$3,000.

Industrial Sites

There are two major industrial sites in the City zoned for heavy manufacturing (M-3): the South Gate Business and Industrial Park, adjacent to the Alameda Corridor, which consists of approximately 90 acres (65 % is available for lease and development); and, 19 acres located on Firestone Boulevard, is adjacent to the Los Angeles River.

Land Costs and Lease Rates (source: *Area Brokers and Bank of America Commercial Appraisal Group*)

Industrial and commercial property costs vary based on location and age of improvements, but generally fall within the ranges shown below:

Industrial

- Price per square foot \$6.50-\$9.50 (Unimproved)
- Monthly lease rate per square foot \$.25-\$.50

Commercial

- Price per square foot \$7.00-\$10.00 (Unimproved)

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