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Sylmar High School PSC 3.0

Section A. Summary Analysis

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

Mission:

Our mission is to prepare students for the 21st century by providing them with a well-rounded education that includes a mastery of technology, an awareness of educational and occupational opportunities, and an appreciation for their role in the local and global community. Sylmar High School is committed to serving our students by meeting their academic and social needs through a differentiated and SDAIE-based instructional program that utilizes Project-Based Learning as a method for authentic, real-life learning. Collaboration, communication, and the fostering of positive, productive relationships within and among the school and neighborhood community are paramount to our students' long-term success.

Vision:

Graduates of Sylmar High School will be active, conscientious, and principled individuals who use their talents to benefit not only themselves, but the local and global community as well. Operating from a growth mindset, our students will be intrinsically motivated to participate collaboratively and excel in their chosen professions. Prepared and eager, our students will confront the challenges of the 21st Century with confidence, perceiving these complexities as opportunities for growth.

Core Beliefs:

At Sylmar High School we believe:

- students must take ownership of their success by becoming equal partners in their education. They will develop personal goals for their lives and they will track their educational and personal careers from 9th-12th grade.
- students must be equipped with 21st Century skills in order to be successful in the 21st Century workforce. They need strong skills in analysis, technology, writing competency, the ability to work in a group, an awareness of basic finance, and fluency in language.
- students with a strong understanding of community members' interdependence recognize their role as responsible, contributing members of society through in-depth service in the community.
- All stakeholders must contribute to the success of students. Students, teachers, parents, and community will align with Houses and SLCs so that there can be an emphasis on collaboration, communication, authentic engagement, shared responsibility, and shared accountability.
- students and parents must be informed partners, working with the school to support and prepare students for college admissions and career opportunities. Students, parents, and teachers are all aware of what it takes to get to college and to obtain a career.

Sylmar High School's Values about Teaching and Learning:

We believe that learning is a life-long endeavor, and as such, our instructional program emphasizes an ongoing cycle of inquiry in which practices are continually informed by results. In so doing, teachers and students adopt a learning stance in which knowledge is constructed both inside and outside the classroom. Furthermore, teachers and students must exhibit a growth mindset, in which effort, perseverance, and self-efficacy make all academic endeavors possible. Students are not empty receptacles, but rather they are knowledgeable contributors to every lesson. The teacher, as the facilitator of knowledge, helps guide the student to understanding by applying new knowledge to their already existing knowledge. This practice ensures context and allows the student to make meaning from the new learning. In addition, as students experience successful learning, they become increasingly confident in their ability to acquire and apply knowledge. This attitude of self-efficacy builds upon itself, fortifying students against the frustrations that often accompany rigorous work. Students with high amounts of self-efficacy are better able to see missteps as opportunities, challenge themselves and seek out rigor.

Implicit to the ongoing cycle of inquiry is an emphasis on intervention and enrichment. It is essential that we serve the needs of students by engaging in frequent comprehension checks, so that student progress is continually monitored. In so doing, we will be able to address students' particular areas of strength as well as areas of challenge. Appropriate intervention and enrichment must be provided to students as needed so that their academic and social needs are being adequately addressed at all times. Assessment timelines will be in place, but monitoring must occur continually so that intervention is never overlooked. Additionally, the Response to Intervention and Instruction (RTI2) tiered model will be in place and functioning.

All students are entitled to receive a content rich, academically rigorous education that prepares them for a variety of post-secondary opportunities in the global economic spectrum. The school is committed to meeting the needs of its population including Special Needs students, Gifted and Talented, as well as our English Language Learners. Our core values reflect our commitment to provide students with all they need to be productive, globally aware, 21st Century community participants.

All students, regardless of skill level, will be able to challenge themselves and reach their highest goals. Based on this belief, we strongly encourage students to undertake coursework that piques their interests and passions. This means engaging the student as a holistic individual who is committed to academic and social success. Students should take bold steps toward self-improvement and be confident in their abilities. Teachers should encourage and support students in their attempts to take initiative and challenge themselves. To this end, our four core questions regarding teaching and learning are:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student has difficulty learning?
- What will we do if a student already knows it?

We have learned through research as well as personal experience that all stakeholders benefit from collaborative interactions. Therefore, our teaching and learning model will be collaborative in nature, with professional expertise being shared by colleagues. In this way, all students will be able to take advantage of the collective knowledge of their teachers. This philosophy is aligned with the work of Vygotsky (1978) and his "Zone of Proximal Development" theory. Further, the expertise of all community stakeholders will be welcomed and elicited.

As a school within the Zone of Choice, we look forward to providing students with a program that is worthy of our community and attractive to our students and their families. We will be competitive with the very best schools. As a superior learning organization, our plan is to make students aware of their role in society. We want them to know that they are important contributors to the school, neighborhood, and world community. We emphasize that all learning should be used to benefit the community as well as the individual.

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

Number of Students Enrolled by Ethnicity

The ethnicity of our students reflects the community in which they live. The overwhelming majority are Hispanic/Latino, with all other ethnic groups representing less than 4% of the total population.

	American Indian/ Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic /Latino	African American	White not Hispanic	Multiple/ No response	Total
2004 -05	17	25	2	20	3,372	123	126	0	3,685
2005 -06	18	25	1	13	3,385	138	123	0	3,703
2006 -07	26	20	2	16	3,323	123	108	12	3,630
2007 -08	15	18	4	18	3,362	93	95	19	3,624
2008 -09	13	15	3	18	3,445	72	75	23	3,664
2009 -10	23	13	3	14	3,405	77	77	2	3,625
2009 -10 by %	0.6%	0.4%	0.08%	0.4%	93.9%	2.1%	2.1%	0.06%	100%

Source:SARC and DataQuest for 2009-10

Language Proficiency

Sylmar High has enjoyed a vigorous redesignation rate in the last three years; a trend that has continued for some time. About a quarter of our students are still English Learners, which means that we must intensify SDAIE and Differentiation in instruction, which is at the forefront of our plan's purpose.

	Enrollment	English Learners	Fluent English Proficient	Redesignated (RFEP)
2009-10	3,647	883 (24.2%)	371 (10.2%)	1680 (46.1%)
2008-09	3,658	958 (26.2%)	350 (9.6%)	1,656 (45.3%)
2007-08	3,596	986 (26.2%)	308 (8.6%)	1,553 (43.2%)
2006-07	3.630	1,042 (28.7%)	1,698 (46.8%)	155 (13.4)
2005-06	3,703	1,155 (31.2%)	1,634 (44.1%)	123 (10.9%)
2004-05	3,685	1,128 (30.6%)	1,608 (43.6%)	15 (1.5%)

Source: CDE

Free/Reduced Lunch Status

About two-thirds of our students come from low income-homes. The number of students on free or reduced lunch has declined since last year. We intend to correct this problem by providing computer training to parents as well as computer labs to parents who do not own computers. We will offer assistance in filling out all school forms so that parents are not isolated from the process.

The economic status of our community families makes it imperative that we support students holistically by serving all of their social, emotional, and academic needs. Our commitment to nurturing our students will be evident in the community service learning program, wherein students will experience personalization and daily progress monitoring.

	Number of Students	Percentage of Enrollment
2010-11	2,345	68%
2009-10	2,559	76%
2008-09	2,429	71%
2007-08	2,405	73%
2006-07	2,485	69.6%
2005-04	2,979	81.8%
2004-05	2,774	76.7%

Source: CDE

API Performance

Sylmar High has had an increase in API performance every year for the last four years. We are excited and gratified to have exceeded our growth target for the 2010-11 school year by 27 points. We know that this is due to our hard work and diligent efforts to improve student learning by using data to drive instruction. We will continue to increase our scores by adhering to an instructional program featuring strong SDAIE, Differentiation, and Project-Based Learning. Further, our Essential Learnings, or benchmark skills, are taken from the CST blueprints. All of the Professional Learning Community (PLC) work is framed by the California State Standards, CST blueprints, and CAHSEE blueprints. This has been a school-wide effort, and as the data shows, the results are positive.

Past API Performance

2005 Growth Growth Target	2004 Base	2004-05 Growth Target	2004-05 Growth	Met
614	574	11	40	Yes
2006 Growth Growth Target	2005 Base	2005-06 Growth Target	2005-06 Growth	Met
588	614	9	-26	No
2007 Growth Growth Target	2006 Base	2006-07 Growth Target	2006-07 Growth	Met
587	590	11	-3	No
2008 Growth Growth Target	2007 Base	2007-08 Growth Target	2007-08 Growth	Met
620	587	11	33	Yes
2009 Growth Growth Target	2008 Base	2008-09 Growth Target	2008-09 Growth	Met
622	620	9	2	No
2010 Growth Growth Target	2009 Base	2009-10 Growth Target	2009-10 Growth	Met
635 Yes	621	9		14
2011 Growth Growth target	2010 Base	2010-11 Growth Target	2010-11 Growth	Met
670 Yes	635	8		35

Source: MyData

Though we have not yet made all of our AYP growth targets, we are happy to have met our goals with regard to the subgroups below. Our English Language Learners performed well this year, meeting AYP goals in both ELA and math CST achievement.

Current API Growth Report, Subgroups

Subgroups	Number of Students	Numerically significant	Actual API Change			
			2007-08 Growth Points	2008-09 Growth Points	2009-10 Growth Points	2010-11 Growth Points
All Students at this School	2367	Yes	33	2	15	35
African American	51	No				
American Indian or Alaska Native	10	No				
Asian	6	No				
Filipino	7	No				
Hispanic/Latino	2238	Yes	37	1	15	35
Pacific Islander	1	No				
White, not Hispanic	52	No				
Two or more races	2	No				
Socioeconomically Disadvantaged	1848	Yes	39	2	11	40
English Learners	1253	Yes	37	-3	6	38
Students with Disabilities	275	Yes	41	21	-12	34

Source: LAUSD Summary Data

As indicated by the table, we have met our growth targets in all of the numerically significant subgroups. We are seeing positive gains with our English Language Learners and Students with Disabilities. We will continue this by implementing SDAIE based instruction and differentiation techniques across all subjects. All students benefit from SDAIE strategies, and students from both underperforming populations especially benefit from increased scaffolding of content as well as differentiated instruction. These students may need to demonstrate mastery of content through alternative means, and both SDAIE and differentiation offer innovative and varied opportunities for ensuring student success.

Proficient/Advanced CST Performance

This table displays the percent of students achieving Proficient or Advanced (meeting or exceeding the state standards) on the CST. Still, we remain behind both the district and state in terms of achievement. Additionally, our math scores are low, and this is a major area of concern. We intend to attack this issue by fortifying our Professional Development program. We will strengthen all of the math Professional Learning Communities (PLCs), and provide these teachers the support they need to improve instructional practices through data analysis, common lesson design, and frequent peer observation. In addition, the new focus on SDAIE and differentiation will help improve student achievement.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
ELA	26%	33%	45.4%	38%	43.4%	47%	50%	53.9%	56.2
Mathematics	7%	34.1%	43%	37%	48%	52%	46%	56.3%	58.4

Source: SARC

California High School Exit Exam

We are committed to raising the initial pass rate of 10th grade students. We will also seek to increase the number of students passing with scores of proficient or advanced, especially in math. Our work with the 10th grade math PLC will intensify with a particular emphasis on the CAHSEE and CST.

Year	ELA			Math		
	# Tested	#Passing	% Passing	# Tested	# Passing	% Passing
2009-10	862	601	70%	863	603	70%
2008-09	812	577	71%	806	568	71%
2007-08	862	580	67%	881	562	67%
2006-07	795	533	67%	799	454	67%
2005-06	866	522	60%	813	505	60%
2004-05	912	595	65%	916	504	65%

Source: Summary Data

Graduation Rate

Our graduation rate has been somewhat inconsistent over the past years, but we are dedicated to continuing the forward momentum that we are currently experiencing. Many of our students graduate but take longer than four years to complete their program. Sylmar High is unique in its commitment to support students who need an additional year to complete their high school coursework. Counselors assist students who wish to return and complete their education. In addition there is a high incidence of transience in our community, which accounts for some of the data below. This is an area for improvement and will be addressed through our commitment to hold each student accountable. We will be organizing the 10th grade into Houses, which we believe will help students perform better during what is typically a very difficult year for high school students. In addition, community service learning will take place within an advisory where student progress toward graduation is continually monitored. The eight period schedule also gives students an opportunity to complete coursework early and/or obtain needed interventions to keep them on track to graduation.

	Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Rate for 2009, Class of 2007-08	Rate for 2010, Class of 2008-09*	Rate for 2011, Class of 2009-10
Sylmar HS	77.9%	79.1%	83%	73.2%	76.29%
District	63.9%	67.1%	72.4%	69.6%	68.71%
State	83.4%	80.6%	80.2%	78.6%	80.44%

Source: SARC

*Due to a change in the way the graduation rate is calculated by the state, nearly every school in California shows a drop in the graduation rate for this year.

3. Applicant Team Analysis: *Provide evidence of the team's ability to successfully manage the academic operations of the school. Describe how your team is well-suited to meet the academic needs of the student population. All applicant teams must provide school-level data by completing the Applicant History Data Sheet (Appendix F).*

Our applicant team is comprised of the following members: Freddy Ortiz, Maria Herrera, Tanya Akopoff, Sherry Lincoln, Rosemary Jenkins, Robyn Reagan, Denise Campbell, Alisa Guthrie, Roxanne Klarin, Eugene Hernandez, Betty Ott, Larissa Green, Leslee McGee, Susan Friedman, John Silletti, Derek Martin, Terry Kack, and Don Neal. Our highly qualified team members are a diverse and knowledgeable set of educators. The applicant team has collaboratively analyzed the school data and understands the urgency of increasing student achievement. The works of Murphy (2010) and Fullan (2005), among many others, have been used to help guide and develop our plan. Some of the key strategies are to focus on student needs, diagnose areas of improvement and build capacity school-wide.

Our team is cohesive and prepared to work collaboratively with all stakeholders in order to strengthen our instructional program and increase student achievement. We recognize and embrace the challenges of working in this turnaround environment, and we expect to work hard in the upcoming years in order to achieve our goals. We believe that our ability to communicate, collaborate, and remain flexible and reflective will make

us successful. As a group of colleagues who have known and worked together for many years, we are uniquely qualified to serve the students of Sylmar High. With renewed energy and purpose, we will use our relationships with one another to promote success for our students.

Based on the data, our goal is to increase proficiency levels for all of our subgroups with a focus on our English Language Learner, Special Education, and Gifted populations. As demonstrated by our net API gain, Sylmar High School has made some progress, but a critical analysis of our instructional program has allowed us to reflect on the necessary improvements and changes that need to take place. Instruction will be strengthened through the use of SDAIE techniques, Differentiation, and Project-Based Learning, as well as by an enhancement of our SLC and PLC programs.

We have learned from the data that the 9th grade Houses are an effective way of organizing our first year high school students. Implementation of the Essential Learnings common assessments has created a culture of achievement, and we have made substantive gains on the CSTs. Further, there is a significant discrepancy between 9th and 10th grade matriculation rates. The 9th grade class of 2014 had a nearly 80% matriculation rate versus the 10th grade rate of only 66%. Based on these findings, we plan to expand the Houses to encompass the 10th grade as well. Our intention is to promote self-reflection by having students examine their life goals and explore a wide range of college and career options. The 10th grade is a critical year for high school students in LAUSD, and we believe that the Houses, with their focus on increased personalization, will serve these students and keep them on track for graduation. Students in the 11th and 12th grades will be organized by SLCs, with a particular emphasis on college and career readiness.

4. Informational Summary *(See Attached))*

Category One: Unwavering Focus on Academic Achievement

      B-1. Curriculum and Instruction
          a. Instructional Program: *Provide a thorough description of the proposed instructional framework and the underlying theory that drives it. Describe the specific instructional strategies that will be implemented and explain how they are well-suited to address the needs of the student population and will help attain the goals outlined in Section A.*

Instructional Philosophy:
At Sylmar High School we believe:

- instruction is to be student-centered, emphasizing a "learning" rather than a "teaching" orientation, as supported by the concept of constructivism and consistent with our emphasis on student ownership of success.
- all students are to benefit from the collective expertise of their instructors, as supported by our belief in an integrated and collaborative environment.
- professional collaboration, as supported by DuFour, is a key component of quality instruction that supports the 21st Century learner.
- instructional practices must be focused on providing access to all learning and skill levels. This is especially true for English Language Learners and Special Needs students.
- appreciation for cultural diversity must be infused into all content area studies.
- individual student capacities must be fostered through differentiated and project-based instructional methodologies so that students are college and career ready upon graduation.

Our instructional program will be framed by the tenets of Specially Designed Academic Instruction in English (SDAIE), Differentiation, and Project-Based Learning (PBL). These methodologies have been chosen because they specifically address the needs of our particular student population. As the data analysis indicates, English Language Learners and Special Needs students represent a large and struggling portion of our student body. By employing SDAIE in all lessons, students will benefit from increased scaffolding and will be able to master the content without compromising rigor. Differentiation allows all students, regardless of skill level and/or learning style to learn content and demonstrate mastery. Project-Based Learning provides students with an opportunity to construct their own knowledge and make learning meaningful by applying it to their school and community. Because we are a school concerned with nurturing all aspects of our students' lives, we believe that individual capacities should be celebrated and honed into academic directions.

Because our instructional program adheres to SDAIE methodology, all lessons in all content areas will feature the following elements:

- Transparency of main concepts and teacher expectations
- Standards-based
- Clear content and language objectives for students
- Scaffolded language structures/Language forms
- Academic vocabulary building
- Activation of prior knowledge so that learning can be constructed and made meaningful by the student
- Student friendly language
- Opportunities for frequent accountable talk by students
- Visual supports
- Teacher modeling
- Interaction between students as well as with the teacher
- Teacher facilitation of student learning
- Frequent comprehension checks
- Reflection
- Group collaboration
- Opportunities for writing
- Opportunities for intervention and enrichment

All of the above elements contribute to the students' ability to think critically about the information that they encounter both inside and outside of the classroom. Part of our mission is to prepare students to become productive members of society who are able to process and interpret information. Critical thinking is an essential skill that will be supported by and enhanced through our instructional program. We also want our students to recognize and appreciate the differences among communities and cultures, while seeing everyone as integral members of our world community. Our Community Service Learning advisory will provide students with an understanding of their role in the community. Using Project-Based Learning as the instructional methodology, students will benefit from authentic learning activities that engage student interest and motivation (www.bie.org). We look forward to expanding PBL over the next few years across all content areas.

In an effort to maintain transparency of practices, teachers will invite parents to observe SDAIE lessons within their child's classroom. This practice will give parents' insight as to the kind of instruction their student is receiving. Further, it prepares the parent to better support the academic endeavors of their child. Students engaged in PBL will likewise benefit from the participation of the parent, as these real-life, authentic projects lend themselves to such collaboration.

It is important that our students value themselves as well as one another. Along with this mission, we want our students to see their own infinite potential with regard to their role in the world. Sylmar High School is an environment where students will be encouraged to view their opportunities as limitless.

Sylmar High School values the importance of technology for the 21st Century student. Our Instructional Program will integrate technology and media throughout the content areas. Programs such as Apex, along with many approved textbooks, feature online

multi-media components that support comprehensibility, a key element of SDAIE methodology. We have recently installed interactive whiteboards in every classroom. In addition, we are providing every teacher with a document camera. Classrooms feature internet access and the library has a full computer lab available to students. Further, Sylmar High has three lap-top carts that are used by teachers all over campus; we also have wireless access campus-wide. Students have access to Modular Object Oriented Dynamic Learning Environment (Moodle) for enrichment and intervention, and teachers are able to use Moodle for professional development opportunities. Our intervention and progress monitoring programs, which emphasize effective first teaching, are further supported by Accelerated Reader, Apex Learning, and Moodle. These programs offer increased academic contact with the support provider through online communication. Students will have continuous access to academic support. In addition, students at Sylmar High School will create portfolios over the course of their high school experience. We look forward to implementing the use of digital portfolios as an opportunity for differentiation and personalization.

At Sylmar High School, we are a reflective faculty interested in continually improving our practices so that students will benefit. As we examined our data, it is clear that our current instructional organization is not maximizing the talent of our faculty and students. We have as a result researched alternatives that might better serve our needs.

Grades 9 and 10

Organized by Professional Learning Communities (PLCs), 9th and 10th grade teachers will collaborate according to department and grade level. These PLCs will work together to create common lessons within a prescribed, SDAIE/Universal Access template. Use of this template ensures adherence to SDAIE methodology, which is critical to serving our English Language Learners, Special Needs students, and all general education students. SDAIE instruction invites all students, regardless of skill level or English speaking ability, to participate in their education. With an emphasis on content, making connections, ensuring comprehensibility, and providing opportunities for interaction, SDAIE is the best method by which struggling English speakers and Special Needs students can access content. Our teachers have been trained in SDAIE, and we will continue to intensify the program so that all teachers, within their PLCs are creating common SDAIE lessons across the content areas. Over the course of the 2010-2011 school year the 10th grade English Language Arts PLC worked closely with the Title III Access to Core coach in an effort to infuse SDAIE into their lessons. The results were positive as 10th grade ELA scores on the CAHSEE and CST increased markedly. On the CAHSEE, we went from a 68.1% pass rate (2009-10) to a 75% pass rate (2010-11). On the CST, we moved up four percentage points since the 2009-10 administration. We plan to build upon this success by taking this practice school wide. Sylmar High will continue to offer a CST incentive program in which students are able to increase content area course grades by making progress on CST performance.

All teachers within the PLC will engage in a cycle of inquiry in which they will implement lessons; examine and collect data (student work) from the lessons; confer over and evaluate findings and; modify and adjust lessons as needed. Continual student progress monitoring is embedded in the cycle of inquiry process since all decisions are made depending on student outcomes. This process allows teachers to continually improve their work from a student need perspective.

The conceptual framework of this instructional program is based on the work of scholars Hord (1997) and DuFour (2004). Both researchers are seminal figures in the study of PLCs, as they have contributed greatly to the body of knowledge concerning PLCs, their purpose, structure, organization, and function. Both perceive PLCs as organizations with transformational promise. Seeking to improve teacher practice and enhance student learning, DuFour and Hord posited PLC implementation as a step toward effecting positive, substantive change in education by transforming schools into learning institutions wherein continual learning by inquiry and innovation are emphasized.

The theories of DuFour and Hord promote a learning orientation in which all participating stakeholders; administration, teachers, students, parents, and community members become learners. All of this is done with an interest in moving away from the historic traditions of instructional didacticism and teacher isolation. As a result, change is built into the system, a desirable and necessary outcome emerging from the practice of continual inquiry, and schools become progressive institutions of learning.

As the primary innovator behind the PLC concept, DuFour defined PLCs as organizations that feature an environment that fosters mutual cooperation, emotional support, personal growth, and a synergy of efforts. According to DuFour, the work of effective PLCs reflects the following three Big Ideas:

- An emphasis on student learning
- A collaborative culture
- A results oriented focus.

DuFour's Big Ideas are consistent with our core beliefs, and therefore provide an appropriate framework for our professional development.
Sylmar High School has been working in the PLC format for the past three years, and we intend to further refine, intensify, and broaden the work of our PLCs in order to serve our students more effectively. We have had positive results with our PLCs, and we know that strengthening this organization by increasing teacher accountability, aligning all lessons with SDAIE, and allowing for increased teacher autonomy through differentiated student assessments will transform our school and professional culture toward the learning orientation that we seek.

In our continuing effort to improve student learning and achievement, we have changed our school-wide goals to focus on helping all students pass their classes with a 'C' or better. We have greatly expanded our intervention strategies by implementing 'Essential Learnings" within the PLCs. These Essential Learnings are concise statements and assessments that articulate the most critical aspects of the instructional unit. Students, during frequent formal and informal comprehension checks, are evaluated to make sure that they are on track with their understanding. Interventions are immediately assigned when comprehension is not attained. Moving forward toward our goal, we will increase student opportunities by allowing teachers to assess students in a variety of ways. In so doing, we will not stray from our commitment to prepare students for the realities of CST and CAHSEE. CST style questions will be used as a method of assessment along with differentiated opportunities to demonstrate mastery. We want to continue reminding students of the importance of these standardized tests, and frequent exposure helps build their confidence with regard to negotiating those questions.

Students who have difficulty passing these initial assessments will be allowed to demonstrate their mastery of the Essential Learnings in alternative ways, such as through a presentation, an annotated illustration, a poster-board, or an essay. This practice supports our dedication to serving the individual student by building their academic capacities and ability to think critically, as justified by Gardner's (1999) theory of Multiple Intelligences. In addition, it is our belief that students must have multiple opportunities for success, as this is the foundation of the growth mindset (Dweck, 2006). As students begin to master the Essential Learnings, they begin to recognize their own ability to take control of their learning.

Research shows that academic confidence comes from true achievement. It is the concept of self-efficacy that encompasses qualities such as creativity and independence, as successful experiences increase the individual's confidence in their own abilities. This confidence facilitates creativity, independence, and other correlatives, because, according to Bandura (1986) "Once established, enhanced self-efficacy tends to generalize to other situations" (p. 399). Repeated success, in other words, gives children the confidence to experiment with their interests and engage in the unknown. As practitioners working toward this objective, Colwell and O'Connor (2003) assert that children "need to experience success and to attribute success to something they have actually carried out themselves" (p. 120). Students with high self-efficacy perceive themselves as capable, competent individuals able to undertake and successfully complete most any task. By differentiating instruction, students begin to see their strengths and are allowed to investigate their interests. In evaluating the Essential Learnings, for example, teachers are free to assess students in a variety of ways. Further, student work can take the form of any number of creative and innovative activities. Since all student data is used for student monitoring, these activities will be meaningful indicators of student comprehension. Such variety also benefits all students, as they begin to recognize that content can be internalized, interpreted, and explained in a number of equally valid ways.

Grades 11 and 12

The upper grades will be organized according to the Small Learning Communities (SLC) model. Upon thorough examination of both quantitative and qualitative data, it is clear to us that the 11th and 12th grade students will benefit from an organization that provides a personalized environment, catering to the imminent needs of the college and career ready student. Sylmar High School will have three SLCs devoted to particular student areas of interest. They are: Visual and Performing Arts (VAPA), Public Service (PS), and Business and Technical Education (BTE). Students will have opportunities for internships and apprenticeships in their field of interest, as well information about college and university programs.

Once students have successfully completed the 10th grade, they will be invited to choose an SLC. We have found that many students do not take this decision seriously and sometimes choose SLCs that are not aligned with their competencies and/or areas of interest. We want our students to make good, informed choices regarding an SLC, so we have therefore created a plan that will help ensure that students realize and appreciate the importance of the decision.

Beginning in the 9th grade, students will be informed of the SLCs by their counselors and they will be asked to begin thinking about their life goals and the steps they will need to take in order to achieve them. In preparation, students will create portfolios of their best work from grades 9 and 10, which will serve as an application for admission to their chosen SLC. SLCs will then interview students and review their portfolios in order to determine their admission to the SLC. During this process, students will have the opportunity to self-reflect, preparing goals for themselves and articulating through interview their plans for achieving their objectives. This process will build students' confidence in their ability to take responsibility for their learning and for their ultimate success.

In the interest of providing students with an integrated, linked learning experience, SLCs will offer dual pathways so that all students, college and career minded, will be served. Each SLC will have a college preparatory pathway and a career pathway. Students will be able to take advantage of the various post-secondary opportunities related to their areas of interest. It will be a priority for counselors to make students aware of the array of opportunities before them, and to this end, both college and career objectives will be offered. Students will never be bound to a singular path, as the high school experience will facilitate their evolution of knowledge and personal interests.

Using an interdisciplinary model, SLCs will be organizations that operate by integrating content area curricula. Our SLCs, organized around a theme, will work within themselves to align and integrate curriculum. They will employ the same instructional methodologies as practiced by the PLCs, such as SDAIE, Differentiation, and Project-Based Learning, which is an instructional approach that advocates authentic, real-life, problem based learning. SLCs, working in a cycle of inquiry, will work across content areas and within grade levels to create, implement, examine, and modify their curriculum, focused upon their particular theme. The process is the same as that described in the PLCs, and all curriculum is carefully aligned with California State Standards. Further, the emphasis on authentic, real-life learning aligns with Sylmar High's program of linked learning.

Student Outcomes

We believe that our program of instruction will result in the following student outcomes, all of which are linked to our core beliefs:

- Highly motivated students who take charge of their learning.
- Inquisitive thinkers who seek out knowledge by continually challenging themselves.
- Collaborative learners who know how to work well with others.
- Leaders in the community who recognize injustices and seek to make changes.
- Critical thinkers who analyze, synthesize, and construct knowledge.

Students of Sylmar High School will have the academic and social experiences that mirror a university environment. Undergraduate students (9th and 10th) will be enrolled in a rigorous program of general studies, preparing them for their 11th and 12th grade years by expanding their knowledge and scope of interests. In the same way that college students choose a major to study, matriculating 10th graders will choose an SLC which will offer college preparatory and career pathways.

Overview of the two organizational structures

Houses	Small Learning Communities (SLCs)
Course of Study: General education (A-G)	*Course of Study*: Determined by students' area of interest
Students: Grades 9 and 10	*Students*: Grades 11 and 12
Professional Development: Organized in Professional Learning Communities (PLCs) according to department and grade level for horizontal planning. e.g. 9th grade ELA; 9th grade math; 9th grade science; 10th grade ELA; 10th grade math, etc.	*Professional Development*: Conducted within each SLC. All grade level teachers work across content areas to plan interdisciplinary units and lessons through focused collaboration. e.g. VAPA 10th grade teachers in ELA, math, science, etc. collaborate.
Vertical Articulation: Occurs once monthly; content area teachers from each grade level meet for vertical articulation. PLCs will send the lead teachers from grades 9 and 10, and SLCs will send 11th and 12th grade content area teachers from each department. e.g. 9th, 10th, 11th, and 12th grade ELA; 9th, 10th, 11th, 12th math, etc.	
All students, grades 9-12, will have the opportunity to enroll in the early college option.	

b. Core Academic Curriculum: *Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population that you will serve, and addresses the California State Standards. Discuss how the school will weave community, work-based, and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*

Our core academic curriculum is, first and foremost, aligned with the California State Standards, which are the most rigorous of all state standards. They are in fact, the model for the upcoming National Standards. Using the CST and the CAHSEE as guiding benchmarks, we base all curricula on the frameworks from which these exams are designed. Furthermore, the PLCs, in all content areas, create Essential Learnings that directly correspond to the kinds of skills that are most frequently tested. This results in lessons that are closely aligned to the most rigorous state expectations.

Our curriculum addresses the California State A-G requirements. All students on the college track complete four years of English Language Arts, three years of math, three years of science, two years of Social Studies, two years of foreign language, one year of visual arts, and multiple advanced electives. This adherence to the A-G requirements satisfies WASC requirements as well, and 9th and 10th grade core academic curricula are driven by the blue-prints of the CST.

English Language Arts is separated into three units of study. They are:

- Persuasion
- Exposition
- Literary Analysis

Sets of Essential Learnings are created for each unit and are the focus of instruction throughout the unit. Teachers will adhere to the SDAIE lessons created in their PLCs but will have autonomy with regard to choosing text within that genre. Based on our own data from the ELA Periodic Assessments, as well as the data of other schools, we acknowledge that students typically struggle with expository text. It is for this reason that we are committed to using primarily expository texts within this unit. This is also a concerted step toward better preparing students for college, as graduating high school seniors tend to lack readiness with regard to reading and writing expository text (Conley, 2010).

As a feature of SDAIE, teachers are encouraged to choose high-interest texts that their students will enjoy reading. Since teachers know their students well, we believe that teachers should have freedom with regard to choosing supplementary texts. This practice continues in the 11th and 12th grade ELA programs wherein thematic, interdisciplinary units help determine text.

We are aware of the challenges we face in the area of math. As a team, we have diligently researched alternative programs and methods to help enhance student achievement in this area. Beginning in the 9th grade, we will administer internal placement tests to evaluate students' current skill level. Based on these results, we will be able to assign interventions, such as an additional math course in their daily schedule.

As a measure toward college preparedness, we will work toward eliminating the 'D' option in all core math classes. As a faculty, we have determined that students exiting a core math class with a 'D' grade are not being served adequately. The 'D' grade indicates that they are not ready to move onto the next class in the sequence, and the course will not count toward college credit. Therefore, by removing the 'D' option, students will have an increased sense of urgency with regard to attaining at least a 'C' grade. Utilizing PLC intervention strategies, which align with the RTI2 model, as well as differentiated and multiple opportunities to demonstrate skill mastery, we believe we can effectively boost overall student math achievement. We intend to first implement this policy in math courses only, but we will examine results to see if expanding this program to all core subjects might benefit students.

Establishment of the new 10th grade House will allow the 10th grade math team to work within a PLC, in the same way that the 9th grade House has been functioning. This forum will provide the teachers an ongoing and continual opportunity to monitor student progress and assign interventions. The PLC will intensify the collaboration among 10th grade math teachers, and we believe that this will result in the kinds of positive outcomes we have seen in the 9th grade PLCs.

Another change we will implement is in the area of math course sequence. Many schools have embraced the idea of changing the A-G required math courses from its traditional sequence (Algebra, Geometry, Algebra II). Math leaders within our school have recognized that the Algebra II curriculum no longer includes aspects of geometry. For this reason, changing the sequence to Algebra, Algebra II, and Geometry is a logical alternative to the traditional sequence. Further, as posited by writer and educator David Wees (2011), we agree that "the objective of good math teaching should not be to 'cover the curriculum' but to show students how to explore our fascinating and beautiful world through the lens of mathematics. We must change our focus in math education from a focus on a largely irrelevant and uninteresting set of learning objectives to a focus on making math relevant and engaging for students." By adhering to the four elements of SDAIE (Content, Connections, Comprehensibility, and Interaction) we believe we can make math meaningful to our students.

We will support SDAIE instruction through technology as well. Our math classes provide students with graphing calculators. These calculators give students interactive, hands-on opportunities to engage in the content and make meaningful connections that help build lasting knowledge. Interactive software such as Fathom, Geometers Sketchpad, and GeoGebra are also available to help support instruction, and test generating software such as Kuta and ExamView are available as well.

Our math teachers are concerned about our students' achievement in math. Interested in informing their practice through data analysis, teachers will use technology to help them adapt instruction and identify areas of student need. Re-teaching will be based upon the imperatives gleaned from the data, as well as student reflections that will provide the teacher with information about daily instruction. Teachers will assess student understanding at the end of every class period by requiring students to respond to prompts that are aligned with that day's objective.

Community Service Learning

In addition to our core curriculum, we are excited to begin implementing what we believe to be a key piece in nurturing the whole child as noted in our Core Beliefs. This is the Community Service Learning advisory in which all students will participate throughout grades 9-12. This advisory offers opportunities for leadership, mentorship, personal growth, college readiness, community involvement, intervention, and enrichment. The National Commission of Service Learning defines Community Service Learning as "a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities" (2001). Our community service learning advisory will require a coordinator who will function as a liaison between the school and the community. The Los Angles Educational partnership (LAEP) staff will function in this role, and will establish connections with organizations, maintain appropriate documentation, and facilitate the students' off campus service learning experiences.

According to the Alliance for Service Learning in Education Reform (ASLER), community service learning or service learning "transforms the young person from a passive recipient to an active provider, and in doing so redefines the perception of youth in the community from a cause of problems to a source of solutions. Community Service Learning places curricular concepts in the context of real-life situations and empowers students to analyze, evaluate, and synthesize these concepts through practical problem solving" (service-learningpartnership.org).

Our students and community members are a diverse group of individuals with a variety of social and emotional needs and concerns. Because of this, it is essential that our Community Service Learning program be tailored to meet the specific needs of the community. Students will become connected to the community, acquiring experiences that further solidify their role as active visionaries seeking change and social justice. As integrated members of the community, students will see themselves within the context of their culture and community. ASLER states, "The isolation of young people has resulted in a rift between them and society's institutions. Service-learning involves youth in active roles in the community, and establishes a new relationship between young people and an adult facilitator; hence it can be a powerful force in closing the rift" (service-learningpartnership.org).

We envision a four-tiered program that builds to a final senior project. Scope and depth of the projects will increase as students' interests and abilities develop.

- 9th grade will work on projects that can be done within the school such as collecting canned food for the needy or a clothing drive, beautifying the campus, fundraising for something needed on campus, or performing in school functions as participants. All students in 9th grade Houses will devise a project within their advisories.
- 10th grade will take their projects out into the community. Such projects could be planting trees or beautifying the community, working at a food pantry, fundraising for the non-profit organizations, reading to the elderly in a retirement home, mentoring elementary children, or making gift baskets for the homeless on holidays. Each advisory in the 10th grade will work as a team to devise a project.
- 11th grade will begin to look at bigger problems such as homelessness, etc. and solutions. Students might work with Habitat for Humanity, prevent the closure of a shelter, or environmental problems such as global warming. These are projects that are bigger than just the immediate community. Students must begin to explore solutions by analyzing the history of problems and solutions, by interviewing politicians, business people, and leaders of non-profit organizations to synthesize information and find solutions. This will require outside hours and technology.
- 12th grade will look at global problems and issues. This will culminate in a presentation of a senior project at the end of the year. They will research an issue and experiment with solutions for that particular problem and then implement their findings. Issues can be within the city, state, or nation. Teachers will serve as mentors throughout the year and students will have mentors outside of the school as well. Preferably, students will spend a considerable amount of out of class time using all the techniques and strategies they have learned in previous grades to make an outstanding presentation at the end of the year.

This class will function as an advisory period, occurring during the school day, and there will be faculty mentors at each grade level. In order to keep workloads manageable, all credentialed staff will serve in a supportive capacity. In 9th grade students will work as a 9th grade class on a single project that will be facilitated by their faculty mentors. In 10th grade students will work through their advisory period to develop projects as a team. Each advisory teacher will work with the advisory class. In 11th grade students will form small groups or work individually on a project. Students will choose a teacher to be their mentor and may also choose an outside mentor. Teachers will have several mentees. In 12th grade, each student must work individually. They will each have a faculty and an off campus mentor. They must complete the project to graduate.

Community service learning hours needed to graduate:

9th Grade	10 hrs./yr
10th Grade	10 hrs./yr
11th Grade	20 hrs./yr
12th Grade	30 hrs./yr

Some expected outcomes of service are:

- Help students see the relevance of the academic subject to the real world
- Enable students to help others, give of themselves, and enter into caring relationships with others
- Enhance the self-efficacy of our students
- Develop a partnership among students, faculty and the community
- Impact local and global issues and needs
- Prepare students for careers/continuing education
- Provide cross-cultural experience for students

All students will be required to complete a total of seventy hours of service (over four years) that includes classroom integrated preparation, action, reflection, and demonstration components. Students must complete the seventy hours to graduate and will receive a certificate of completion of service. Students who go beyond the requirement and complete eighty to ninety hours will receive special recognition upon graduation. We will use a log system with authorized signatures from the mentor parties (teachers or community partner) to keep accurate account of the completed hours (See Appendix B). In order for us to implement this program, we will need in-service training for the staff to enable us to have an outstanding program. We will establish a relationship with The National Service-Learning Partnership in order to gain a better understanding of how to establish an ongoing, quality program. We will seek the support of our community partners to give access for our students to resources and a wealth of information. The community service learning component is an essential part of the students' linked learning experience, as post-secondary opportunities will be made available through institutional and community networking.

Linked Learning

All aspects of Sylmar High's instructional and curricular programs reflect the philosophy of linked learning, wherein students participate in a rigorous, authentic program of instruction. This program links real life experiences with school experiences so that students can recognize the inextricable connection between school and real-life. Further, students have multiple and varied opportunities within their discipline of choice, to participate in college and career networking. The Community Service Learning Advisory, Project-Based Learning, and the structures of the Houses and SLCs are all specifically designed to accommodate the kind of in-depth, personalized, student-centered instruction that we believe our students deserve. A strong program of linked learning will bring meaning to the students' high school experience. As they make connections between school and real-life, students will be motivated and excited about new learning.

On Site Continuation School

As a measure toward providing support and ensuring the success of all students, as well as increasing our graduation rate, Sylmar High School will offer an on site continuation school in which students will be able to make up their existing credit deficits. The school would offer the core subjects of math, English, history, and science, and these courses would occur during the first two periods of the day. Students will remain in the program for one semester.

Admission to the program will require that the student pass a reading test, in order to show aptitude for the program's courses. All students, including Resource and ESL, who pass this test, will be eligible for the program. Participating students will complete a contract with every course, assuring that the content of the course is commensurate with the content of similar courses offered through continuation and adult school programs.
The goal of this program is to accommodate struggling students and allow them an opportunity to catch up with their studies on their own school campus, although students could opt to take these courses through Los Angeles Unified School District.

> i. Curriculum Development. Not Applicable
> ii. Management of Multiple Schools. Not Applicable

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

Sylmar High School will open with 9th-12th grade students. In the 9th and 10th grade students will be in Houses that will ensure their academic success through the work of PLCs. In the 11th and 12th grade, students will continue to receive quality instruction by selecting one of the following Small Learning Communities: Public Service (PS), Visual and Performing Arts (VAPA), and Business and Technical Education (BTE). Through these SLC's students will be exposed to various career paths and subject matter of interest to them. All Houses and SLCs will follow the California State Standards and meet A-G requirements. A WASC plan will be developed to achieve accreditation and the school will continue to use the UCOP approved College Board number. (See Appendix C for full WASC course offerings)

A-G Requirements

Current A-G subject requirements are as follows:

Subject Code	A-G Subject Requirements	UC/CSU
A	History	2 years
B	English	4 years
C	College Preparatory Mathematics	3 years (Algebra1, II, Geometry or higher)
D	Laboratory Science (1 physical science, 1 life science)	2 years, 3 years recommended (Biology, Chemistry, Physics, or other approved Laboratory Science
E	World language	2 years, 3 years recommended
F	Visual and Performing Arts	1 year sequential
G	College Preparatory Electives	1 year from A-G

WASC Accreditation

Upon acceptance of this proposal, we will continue with our current accreditation timeline. This process of accreditation will provide opportunities for introspection and growth and provide insight into how to better meet the academic and social needs of our students. All stakeholders will be a part of this collaborative process.
The WASC accreditation will include the following steps:

- Self-Study: Our school community will candidly reflect on our strengths and weaknesses. We will organize committees in order to conduct an in-depth examination of our program as outlined by WASC criteria.
- Full Self-Study: The WASC visiting committee will be hosted by Sylmar High School as they observe and examine our program. This step in the process will include opportunities for the visiting committee to review our internal Self-Study and discuss aspects of our school programs with members of the committee who participated in the Self-Study.
- Commission Action: Once the Full Self-Study is complete, the WASC visiting team shares their experiences with the Commission, and the Commission will make determinations regarding our accreditation status.
- School Follow-Up: Depending upon the Commissions decision, Sylmar High School will integrate the Commissions recommendations into the school-wide action plan. In addition, we will follow the Commission's decision regarding terms of accreditation.

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

Every learner, regardless of skill level, has important capabilities that must be nurtured and interests that must be satisfied. In addition, every student deserves to experience the success of academic achievement attained through hard work and diligent effort. As facilitators of their academic experience, we must be aware of each student on an individual basis, and we must have partnerships with their parents as well. We need to know and respect our students' individual needs, concerns, and circumstances.

Our students are an academically, ethnically, and economically diverse population. These are features of our community that must be used to help inform the choices we make at Sylmar High. We must work within the circumstances of our community to address the needs of the students more effectively. Further, we must celebrate these circumstances and learn from them. In so doing, we will strengthen student-teacher relationships, which according to Marzano (2006) is a keystone for student success. In an effort to foster community relationships on behalf of our students, the school will provide translated materials to make certain that parents understand and participate in the educational experience of their children. In addition, the community will receive newsletters and correspondence by telephone (EdConnect). Parents will be invited to attend meetings regarding the students and the direction of the school. Sylmar High School will implement a number of other outreach strategies, such as counselor and teacher invitations to parents, and activities that will help parents see themselves as their child's academic advocate. We are committed to integrating the community into our day-to day functioning, as we want to serve its students holistically.

The Community Service learning course provides a daily "check–in" in which students are personally appreciated, acknowledged, and valued. Further, the student portfolios and mentorships help strengthen the teacher-student relationship while also helping the students develop an increased sense of self-efficacy. SDAIE, Differentiation, and Project-Based Learning, supported by technology, are all methodologies that maximize student interest and ability. The interdisciplinary nature of our SLCs will give students insight into multi-cultural, global issues and international perspectives, all critical to 21st century college and career preparation.

Creating an inclusive learning environment that holds high standards for students with disabilities, ELL, SEL, students of poverty and gifted students is both socially just and academically sound. Current research on inclusion and Project-Based Learning (PBL) suggests that "mainstreamed groups have the potential to effectively engage in PBL, and that PBL may increase the motivation and social confidence of students with special needs" (Belland, Glazewsk, & Ertmer, 2009). Research also shows that students from all levels and education backgrounds thrive when teachers collaborate which will be our emphasis in professional development (Newmann & Wehlage, 1995).

In order to accommodate the needs of struggling students, Sylmar will use the Response to Instruction and Intervention (RtI2) model. This is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction (e.g. literacy, numeracy, language development, and positive behavior support across

content areas) and intervention that is matched to student need and directed by student outcome data from multiple measures. RtI2 embraces this kind of evidence-based instruction

All of Sylmar's instructional strategies are specifically geared toward supporting our Special Needs, ELLs and gifted students. All of these SDAIE, group-centered strategies are critical to developing the language proficiency required to succeed in gateway coursework and beyond. Thus, students will engage in inquiry-based discussions; literature circles; simulations; web-based projects; authentic, problem-based mathematics; and scientific discovery. All of these are research-based strategies proven to have the greatest benefit to the greatest number of ELLs (Waxman & Tellez, 2002).

Teachers will regularly monitor the progress of ELLs on classroom tests and assignments, as well as standardized tests. ELLs who score at low levels on the CELDT will receive additional instruction that will help them acquire the skills
and vocabulary they need in both oral and written language. Furthermore, the ELLs will be able to self-assess their progress through their portfolio collection. Our goal is that ELLs will become proficient in English, achieve in all their subjects, and be able to participate fully in all the educational and social aspects of their high school experience.

All students identified with Special Needs will have an Individual Education Program (IEPs) that has been created by a committee that includes the special education teacher, the student, and the student's parents or caregiver. For these students, progress monitoring will be bolstered by the additional oversight of the special education teacher. The IEP will serve as the primary document to guide the student's learning plan.

For students with interrupted formal education, the counselor and teachers will conduct extensive assessment of students' skills, identifying deficits and areas of strength, and will guide students to make an Individualized Graduation Plan with the goal of successful completion of A-G college preparatory coursework and on-time high school graduation. Strategic literacy courses will also be available to students who require in-depth language intervention. Parents and caregivers will be involved in this process and school staff will seek community resources to support students' progress toward grade level proficiency and college preparedness.

Below is a list of the services we will provide in order to assure access to all students:

- We will use CELDT scores for ELL students to offer extra support.
- Special education students will have academic and behavior support detailed in their I.E.Ps. All policies and procedures of IDEA and LAUSD will be followed. All teachers and school leaders will place a high priority on the timely completion of all documents related to compliance mandates (IDEA) for Special Education Services. In addition, teachers will provide students with special needs with more frequent monitoring for assurance of learning and behavioral progress.
- During the first week of school we will pretest all students in all of the core academics at their grade level. We will also collect data from the prior year's state tests. This will be done on every student every year. The grade level teams will then assess the data along with the counselor.

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- The team will then target those students who are assessed below grade level standards and assign those students immediately to tutoring, and peer mentoring.
- The counselor will keep academic and behavioral progress data for each student. The data will be used to implement the three tiered intervention plan for each student. The three tier plan includes:
  - Screening to determine if student is making the expected progress both academically and behaviorally.
  - Diagnostic testing to determine what a student can and cannot do.
  - Progress monitoring to determine whether the intervention is producing the desired effect.
- Using interventions from RTI (see Appendix G) we will use a progressive approach to intervention. We will deliver high quality instruction and behavior support for all students to reach proficiency. Those students who are not reaching proficiency will be given additional support and differentiated instruction in small groups.
- If a student continues to struggle s/he will be referred to the counselor to set up a more intensive intervention. This will include:
  - Referral of the student to resources both on and off campus.
  - Counselor collaboration with Coordinated Services Team (COST).
  - Student Success Team (SST) meeting consisting of the student, parents, counselors, and teachers.
- We will serve those students who continue to have significant skill deficits. The interventions will be more intensive and the root causes of poor performance will be explored. We believe that this is essential in order to combat the instances of school suspension, which sometimes occur when a student's needs are not fully understood.
- The School Psychologist and Special Education evaluators will be consulted as needed. Parents will be informed and involved at each step of the intervention.

Accelerated Learning

Students with special academic and artistic gifts are at risk for school failure and failure when their needs for accelerated learning opportunities and independent or self-directed studies are not accommodated by school structures. Sylmar's curriculum will accommodate their needs for creative, self-directed learning. The inquiry-driven nature of instruction facilitates accelerated learners to respond to the curriculum from the vantage point of their specific abilities and talents. Project-Based Learning appeals to the gifted student's need to use self-generated problem-solving and abstract thinking abilities. Honors sections of courses will be offered at all grade levels, while AP classes will be offered to all students who wish to challenge themselves in these college-level courses. In addition, students needing enrichment opportunities will have access to Modular Object Oriented Dynamic Learning Environment (Moodle) course offerings as well as Apex Learning digital curriculum. Both programs allow accelerated students to access differentiated, personalized independent enrichment.

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

Sylmar High School has always enjoyed excellent relationships with the neighboring feeder elementary and middle schools. We wish to continue and intensify our program of articulation over the next few years. In the past, we have hosted many outreach programs inviting students from feeder schools to visit our campus and familiarize themselves with our spirit and our programs. These visitations are always eagerly anticipated by our faculty and student body, and the visiting students always enjoy themselves as well. In addition, many of our teachers have formed relationships with teachers from the feeder schools, and as a result, various opportunities such as mentorships and reading programs have been formed. We intend to continue this work as it has been so successful and satisfying to everyone involved. We have had over 300 students and five teachers participate in these programs over the course of two years.

We will articulate with Olive Vista Middle School, Valley Region Span School #1, Sylmar Elementary, Dyer, and Harrick. Currently we have an excellent program of articulation with Olive Vista in the math and English Language Arts content areas. Teachers meet twice yearly, once in the fall and once in the spring. At the hosting site they spend up to a full day discussing, examining, and designing curriculum. Teachers get to know each other and are able to discuss individual students and monitor their progress as they move from the middle to the high school. Each grade level team from both schools has a chance to share their work and to align it to the work of the other teachers and grade levels. This structure has worked very well for us, and we will continue with the practice. We plan to expand our articulation to accommodate the new area middle schools.

In addition to the collaboration between content area teachers, Sylmar High School reaches out to our middle schools by sending student leaders to help motivate and mentor students. Students from Link crew, an organization of student leaders who help incoming students transition into high school life, as well as students from College Summit, a college admissions support curriculum, visit campuses to promote Sylmar's culture of the 21st Century student who seeks career and college preparedness.

Working in conjunction with professors from CSUN, UCLA, and Mission College, Sylmar High School is partnering with a nearby k-8 design team to establish a vertical articulation plan that spans from kindergarten to college. This collaboration will result in a community-based effort in which students of Sylmar will experience a seamless transition across all grade levels. This vertical articulation team will support Sylmar community students throughout the entire gamut of their academic and social journey.
Within our own school, vertical articulation between grade levels is understood to be a critical part of student success. For our 9th and 10th grade PLCs and 11th and 12th grade SLCs, articulation will occur monthly. The PLC lead teachers from the 9th and 10th grades will meet with content area representatives from the 11th and 12th grade SLCs. Since the SLCs are structured differently, they will not have a PLC lead. Instead, a representative from the content area will be elected to represent the SLC at these vertical articulation meetings. During these meetings each grade level teacher (9-12) in the different content areas will have an opportunity to work with the other grade level content area teachers, to align their curriculum.

We will be dedicated to making sure that our students are supported in their pursuit of higher education. We have an excellent relationship with Mission College, and we offer Mission courses for college credit on our campus. Beginning in the 9th grade, students will be routinely exposed to a "college-going culture" in which higher education is established as an option for all students.

> g. Service Plan for Special Education: *Explain how the school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEPs), and the provision of special education supports and services utilized the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree.*

Within our Zone of Choice, Sylmar High School is unique in its commitment to serving Special Needs students throughout the community. We have a number of programs in place that address the diversity of students with disabilities and we will continue to expand these programs over the next few years. First and foremost, we adhere to the belief in the Least Restrictive Environment (LRE). Students able to integrate successfully into general educated classes are programmed accordingly. We have many students with serious physical illnesses and disabilities who have been successful in the general education environment. These students are provided with assistance as needed, and are supported by special education assistants and general education teachers alike. Our Resource Specialist Program (RSP) serves students who are integrated into general education classes. Students receive the benefits of co-teaching and co-planning from RSP teachers as well as from the general education teacher. Further, special education team monitors these students continuously. Our Special Day Program (SDP) serves students who are not able to fully integrate into an entirely general education curriculum. These students participate in general education courses according to their ability, and are given more support in other content areas through special day classes. The Practical Assessment Exploration System (PAES) is a dynamic curriculum that operates in a simulated work environment. PAES provides our Special Day Program students with real knowledge that is relevant to their lives. Students are encouraged to become independent problem solvers and develop higher order thinking skills. Students become employees; teachers become supervisors. Strict procedures are followed so students get the feel for the real work world, and at the same time they learn and explore new career vocational areas. We are proud to offer a Community Based Instruction (CBI) program for students requiring an alternate educational pathway, as well as classes for emotionally disturbed (ED) students. We hope to broaden our program by servicing students with autism across the spectrum.

Sylmar High School will comply with all special education processes including assessments, Individualized Education Plans (IEPs), the District's Special Education Policies and Procedures manual, and all aspects of the Modified Consent Decree. (See Appendix E).

B-2. Professional Development
  a. Professional Culture: *Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program. Discuss how you plan to initiate and develop the envisioned culture.*

Our mission, vision, values, and goals provide the foundation for the professional culture at Sylmar High School. Our purpose is to serve the students of our community, making sure that they graduate from our school as confident, socially conscientious contributors to the community. Our instructional program, with its emphasis on reaching all students through personalized and varied teaching strategies including but not limited to SDAIE, Differentiation, Project-Based Learning, and Community Service Learning, provides the means by which our objectives will be achieved. The professional culture of Sylmar High School will support these objectives by being steadfast in its unwavering commitment to provide students with a rigorous and dynamic academic environment.

Our professional culture will be both collaborative and reflective. Both the PLCs and the SLCs will work in the cycle of inquiry, as explained by DuFour (2004) and Hord (1997). Within this cycle, teachers work together in a spirit of critical friendship in order to refine and improve their individual practices. PLCs and SLCs will conduct professional development according to the four tenets listed below:

- A shared vision that focuses on the success of students, with an emphasis on frequent knowledge benchmarks to ensure student comprehension
- A collaborative culture, featuring shared and supportive leadership that emphasizes individual accountability for all teachers and students
- A reflective stance in which members engage in continual and public analysis of their practices, such that professional feedback informs all group work and decisions
- Data-driven analysis used to help articulate specific goals and high student/teacher expectations

These tenets are reflected in our core beliefs which emphasize reflection and collaboration in order to foster an interdependent "village" of stakeholders, as well as a culture of student success in which students are prepared for the global complexities of the 21st Century. Using these tenets as a framework for our professional development, teachers in PLCs will work together to create common lessons that can be implemented, observed, and analyzed by the group. In so doing, students will benefit from the shared expertise and the individual talents of all of our teachers. Common lesson planning will facilitate a significant shift away from teacher isolation in our professional development culture. Teachers will become accustomed to collaboration at every stage of the inquiry cycle.

Fundamental to our professional culture is the adoption of a mental model that promotes a learning orientation (Senge, 1990). Teachers will approach collaboration as an opportunity for professional growth. This perspective, also called a "growth mindset" (Dweck, 2006) is essential to meeting our objectives. Teachers must see teaching as a life-long commitment to learning in which continual reflection and collaboration is essential to their efficacy.

Another critical feature of our professional culture will involve frequent opportunities for peer observation. On a rotating basis, teachers from each PLC/SLC will observe a fellow PLC/SLC member in the classroom. During this time, the observer will take notes so that the observation can be debriefed in a timely manner. The observer will be looking for specific activities and actions, all of which will be transparent to the observed. These activities and actions include, but are not limited to the following:

- Teacher talk time vs. student talk time
- Content and language objectives clearly posted
- Student engagement
- Opportunities for listening, speaking, reading, and writing

In addition to the above, teachers being observed will have the opportunity to request specific feedback from their colleague regarding any aspect of the lesson that they wish to enhance or refine.

Our professional culture must serve as a model to our students. By continually engaging in reflection and collaboration, we will show our students what it means to be an active learner coming from a growth mindset perspective. By making our practices transparent, students will clearly see that learning is an ongoing process, and that mastery of any subject or skill requires hard work and effort, as well as a learning orientation in which feedback is a necessary and welcomed component. We want our students to see us learning and growing, making mistakes and learning from them. It is only through this process that our students will gain the confidence and self-efficacy that will allow them to boldly pursue their highest goals.

> b. Professional Development: *Describe what effective PD will look like at your school. Identify the school's goals and strategy for ongoing PD. How are PD strategies tied to the goals identified in Section A and the specific needs of your student population? In the appendix, attach a tentative PD schedule that illustrates you allocation of time for PD activities throughout the year. Discuss how the school calendar, daily schedule, interim assessment process, and staffing plan aligns with the PD schedule.*

Below is a sample of a typical PLC meeting reflective of our vision:

Teachers present: 5
PLC Observation Notes:

A bank of Essential Learnings is displayed on the wall. The display includes the students' names and mastery is indicated by a notation. As the lead gets the desks into a circle for the meeting, she tells me about the display chart. She says that the group felt they needed some kind of public forum, and this is what they came up with. She says the kids seem to love it: "They check it out and look at it all the time." Several teachers come in and get snacks, the chat around the snack table until the lead calls them to order. The lead passes out the agenda and briefly relates some information regarding last week's meeting. The group is working in the ------- unit, and previously discussed lesson planning related to -------. Since the last meeting, peer observations have revealed new problems with the lesson, so today's topic is ------. One teacher has a file folder with two pieces of student work. This teacher would like the group to look over the

work and offer some input regarding helping these students better understand the concept of ------. Once the protocol is finished, the group hastens to wrap it up as work time had ended several minutes ago. One teacher jokingly comments, "We always end up getting out of here late."

Professional Development at our school is consistent with our school's vision, mission, and instructional program. Since we are most concerned with nurturing the academic and social needs of students so that they will emerge from our school as well-rounded, conscientious members of the community, we have aligned our PD to this purpose. PD will be conducted using the cycle of inquiry as the method of lesson study, and the instructional strategies (SDAIE, Differentiation, and Project-Based Learning) will be the techniques that comprise the lessons. Interim assessments, which are embedded in the PLC model, will provide ample data for teacher examination and inquiry. All of our core beliefs and goals are supported by PD in that student achievement is our unwavering focus, with a particular emphasis on working together in a spirit of interdependency.

Based on DuFour (2004) and Hord (1997), we will be working within the cycle of inquiry to continually refine our practice. Both PLCs and SLCs will use this model to facilitate their weekly meetings. Below is a table illustrating Hord's "Five Dimensions of PLCs" and the corresponding attributes that exist when the dimensions are present.

Dimensions	Attributes
Shared and Supportive Leadership	-nurturing leadership among staff -shared power, authority and responsibility -broad-based decision making for commitment and accountability
Shared Values and Vision	-espoused values and norms -focus on students, high expectations -shared vision guides teaching and learning
Collective Learning and Application	-shared information and dialogue -collaboration and problem solving -application of knowledge, skills, and strategies -reflection
Shared Personal Practice	-observation and encouragement -shared outcomes of new practice and provide feedback -analysis of work and related practices
Supportive Conditions	-collegial relationships and structures such as material support and convenient scheduling

In addition to the attributes above, the table below delineates DuFour's "Big Ideas" and includes the behaviors and actions within the PLC that serve as evidence of optimal PLC operation. These are the attributes that will be present in Sylmar High's Professional Development.

Big Idea	Type of Evidence
Big Idea 1: an emphasis on student learning 1. Vision statements need to be focused on student learning 2. PLCs must have specific goals regarding what they expect each student to learn 3. Assessments and benchmarks for learning must be in place 4. Plans must be in place to deal with students who are having trouble learning. Plans must be timely, intervention rather than remediation based, and directive	-a vision statement that includes a reference to the importance of student learning. -dialogue around specific student work -common lesson planning -consistent grading procedures -articulation of curriculum and strategies amongst teachers -recursive instructional practices -a concern with "next steps" -group analysis of lessons
Big Idea 2: a collaborative culture 1. Participants should realize the importance and benefits of collaboration 2. Group expectations must be clear and public 3. Participants should have a role in choosing their PLCs 4. Every member must actively participate 5. PLCs should meet regularly, at least once a week 6. The PLC process should reflect a cycle of inquiry; there should be fluidity from one meeting to the next	-all members are enrolled in the PLC effort—buy in -no unilateral decisions; democratic decision making procedures in place and practiced -all members are present in a timely fashion, prepared to work, and participate fully -instructional practices are made public -classrooms are open to frequent peer visitation -continual reflection

7. PLCs must allow ample time for reflection and inquiry 8. Norms and protocols should be used 9. Group expectations must be clear and public 10. PLCs should produce artifacts that reflect their ongoing work	
Big Idea 3: a results-oriented focus. 1. PLCs should articulate specific and measurable goals 2. Data should be used to inform PLC work 3. All outcomes should be used for further inquiry	-use of data to inform instruction -cycle of inquiry in place and practiced -fully articulated, specific objectives for student learning -published results

Over the course of the past three years, select teachers and administrators at Sylmar High have been trained in the methods and philosophy of PLCs. We will intensify the faculty's current level of understanding so that we can better meet our goals and serve the students.

In an effort to support all of our teachers, we will begin our PD program by making sure that all participants are PLC literate. We believe that in order for the PLCs to work at the optimal level of efficiency, each participant must understand and appreciate the fundamental purpose of the PLC. We will ensure this by providing initial PDs in which faculty will be reminded of the PLC purpose, and be directed in the practices of reflection and peer observation. In addition, they will be assured that they will receive support throughout the PLC experience. Support will include teacher mentoring as well frequent opportunities to observe colleagues. New teachers, during their first semester at Sylmar High will receive mentorship regarding PLC practices.

Sylmar High School will be dedicated to serving the needs of all of our students. To this end, it is critical that all teachers be aware of and sensitive to the processing challenges experienced by Special Needs Students. Many of our special education students are integrated into general education classes. For this reason, all teachers must understand the processing deficits with which these students are dealing. As a faculty, we will screen a film called "F.A.T. (Frustration, Anxiety, Tension) City" which demonstrates these issues from the perspective of a student with a learning disability. This will provide a starting point for ongoing discussion and reflection.

Our Community Service Learning advisory will also require an initial PD for the entire faculty. We will allocate one PD session to informing faculty about the Community Service Learning concept. Throughout the year, advisory teachers will be supported by all credentialed staff and the administrator overseeing the program. It should also be

noted that 9th and 10th grade PDs will devote time to skills directly related to the CAHSEE. In this way, we plan to increase the number of 10th grade students passing the CAHSEE upon initial examination.

Our program of professional development will extend to community stakeholders, who are integral participants in our students' success. Community input regarding our instructional methodologies is important in order to maintain a seamless transition between the home and school domains. To this end, we will provide training and informational materials to parents regarding our instructional methodologies. Informed stakeholders will strengthen the reciprocal relationship that must exist among parents, students, and teachers. By sharing a common purpose, success of the student, all three domains are fortified.

Our PD calendar will reflect optimal use of our PD time. We will meet weekly for approximately one and a half hours. This will occur during the work day and during our allocated PD time. In addition, teachers will periodically observe a PLC/SLC peer. Observation debriefing will occur at a time that is convenient for both teachers. PD will be accommodated by our "early start" school calendar and daily 2x8 block schedule, with five week benchmarks for interim assessments.

> i. Management of Multiple Schools. Not Applicable

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

In order to support incoming teachers effectively, we will utilize the Beginning Teacher Support and Assessment Program (BTSA) as well as our own in-house induction program, wherein new teachers will be assigned a mentor teacher to help negotiate the difficulties of the first two years of service. Mentors will be assigned according to content areas and grade levels. An intense program of training is advocated by Danielson (2010) who asserts that such training ultimately leads to increased student achievement.

Over the past few years, we have invested significant resources in training our faculty in the philosophy and methods of Professional Learning Communities. In the summer of 2008 we sent 27 teachers and administrators to PLC training seminars conducted by Solution Tree. The goal was to build leadership capacity so that each content area on campus would have a trained PLC teacher leader. Seminar attendance was again offered in the summer of 2009 and to date, 41 staff members have received PLC training. Our plan is expand and intensify our already existing PLC initiative. To this end, it is necessary to make sure that our entire staff is PLC literate.

In addition to PLC literacy, new teachers will require training in the areas of SDAIE, Differentiation, and Project-Based Learning. This will be facilitated by the coaches and coordinators, who will provide training and classroom modeling of strategy implementation.

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

At Sylmar High School we will be focused on results, and as such, we strongly believe that professional development must positively impact classroom practice. Our students' academic progress is a reflection of our own progress, making continual monitoring of classroom results the highest priority. All stakeholders must be involved in our commitment to provide quality academic instruction. For this reason, transparency and communication are key factors in our PD program evaluation plan. Lessons and assessments created within the PLC are public and available to all stakeholders for examination. Many lessons and assessments are posted on teacher web-sites, and most materials can be obtained upon request. All participants should be made aware of the work students are doing and the levels of rigor that are being attained.

Further, our program of peer observation will strengthen the professional culture at our school by helping teachers see one another as trustworthy partners in their practice. Just as we promote self-efficacy with our students, teachers must be able to seek support and know that the school is a safe environment in which challenges do not have to be faced in isolation. Peer collaboration, as well as coaching, will help promote the open discourse that is needed to maintain a culture of trust among staff (Showers, Joyce, & Bennett, 1987). Ultimately our professional development program will be assessed monthly according to student data; lesson design, planning and implementation; and individual teacher reflection. In an environment of transparency, all stakeholders, including students, parents, and community members will be invited to comment on Sylmar High's professional development practices. To this end, we will develop surveys with the help of the LAEP. Professional development teams will be established and will function in an oversight capacity. This will ensure that our school is operating in harmony with the needs of the students and community.

B-3. Assessments and School-Wide Data
   a. Student Assessment Plan: *Describe the school-wide assessment plan for the school. Include a table that details specific authentic formative and summative assessments that will be used for each grade level, the timing of their administration, the rationale for their selection, and their intended purpose. If applicable, submit a timeline that outlines plans to develop assessments for the school.*

With an unwavering focus on results, Sylmar High School will implement a varied and rigorous program of student assessment, which features both formal and informal evaluations of student learning. Supported by our program of professional development, it is critical that we use the ongoing cycle of inquiry to refine and modify our instructional program. All of this is done by careful analysis of student data.

Continual progress monitoring is essential in order to provide adequate and timely interventions. Because of this, we will implement frequent comprehension checks. This will be done in a number of ways, including but not limited to:

- Thumbs up/Thumbs down
- Whole class white board responses
- Choral response
- Peer conferencing followed by whole class sharing

In addition to whole class comprehension checks, our lessons, built upon the SDAIE/ Universal Access template, have measures for progress monitoring embedded within them. Guided practice, for example, wherein the teacher observes and facilitates student learning as students engage in the content, provides a significant opportunity for intervention. Teachers are able to assist students negotiate difficult content by supporting them with language forms that will help struggling learners speak and write in the language of the discipline. In addition, SDAIE lessons feature frequent opportunities for peer collaboration, in which students are able to seek the advice of peers. This method has been referred to as "an innovation that can transform students' learning experiences" (Blumenfeld, Marx, Soloway, & Krajcik, 1996, p. 37). SDAIE lessons also feature a reflection and wrap-up component in which students summarize their learning and reflect upon the ways in which the content was learned. This is essential to optimal internalization of content.

During this past year, we have been working diligently to make sure that every student understands and constructs knowledge as instruction is occurring. This is a critical feature of the "first instruction" tier as forwarded by the RTI2 system, and it is therefore our intention to ensure 80% understanding upon initial instruction. Continual progress monitoring through informal and frequent comprehension checks is one of the methods we will use to help us meet our objective. PLCs and SLCs will examine data weekly in their PD meetings. Along with frequent informal comprehension checks, teachers will administer formative assessments at regular intervals. On a regular basis, teachers will choose an assignment to use as a benchmark. This will provide the student data for examination at the weekly PLC/SLC meeting. Based on student achievement of this benchmark assignment, teachers will adapt their lessons as needed. Every five weeks, teachers will administer a formative Essential Learnings assessment. These will be differentiated to help ensure student success and to serve multiple learning modalities.

Furthermore, students will have more than one opportunity to pass the assessment, and they will be able to demonstrate mastery of the skill and/or concept in various ways. We believe it is important to allow students the flexibility to show their knowledge in both traditional and non-traditional ways. Research shows that students who are engaged in activities and lessons that are interesting to them are highly motivated to do well (Meyer & Rose, 1998). It is for this reason that we will offer creative and dynamic ways to demonstrate mastery along with the traditional methods of standardized testing.

In addition to comprehension checks, benchmark assignments, and Essential Learnings assessments, students will also take formative and summative assessments. Teachers will work within their PLCs to create common assessments accounting for some measure of flexibility with regard to the teacher's choice of reading materials. SLC teachers will work in the same way, while also integrating their exams across all content areas in keeping with their interdisciplinary themes. All assignments and assessments will have teacher and/or student generated rubrics to ensure clear expectations. To this end, teachers within PLCs/SLCs will develop common grading practices. This is an important feature of our student assessment program because it promotes consistency throughout the grade level content area, as well as transparency to all community stakeholders.

All students will create portfolios that will be used to gain admission to their selected SLCs. Portfolios will reflect examples of the student's work over the course of their 9th and 10th grade years. SLC admissions teams and counselors will assess these portfolios, and the student will have the opportunity to defend his/her portfolio to the team. Further, in the interest of preparing students for the 21st century, they will be interviewed by the admissions team as part of the admissions process. This process is an authentic learning experience for the student, as they will be expected to present themselves in a professional manner, in preparation for college and career interviews. The admissions process will be a community and campus-wide effort, with all stakeholders participating in the experience. LAEP will partner with teachers to coordinate and organize this process. Equity and access for all students will be ensured throughout this process, as the experience is meant to serve as a learning opportunity for students rather than as a strict admissions process. Students will be accepted to the SLC of their choice, but they will do so by adhering to the admissions process.

The Community Service Learning advisory will feature long-term, authentic, Project-Based Learning assessments that are focused on solving real-life problems that exist in the school and community and world. Students, as active learners will seek and construct knowledge by conducting research and creating action plans in an effort to identify cause and effect circumstances that result in the problems they wish to solve. By engaging in these projects, students will begin to see themselves as active participants in their community. Students will be assessed by their project portfolios, which include journal entries, reflections, mentor reviews and service learning logs. This is essential to their role as 21st century learners who recognize the interdependence between themselves and their community.

To further expand our commitment to serving the community, we will invite parents, caregivers, and all community stakeholders to provide feedback regarding the assessments. This will be done formally through our Parent Center and Community Partnerships, as well as informally through progress monitoring. To this end, data will be publically posted. All stakeholders must be satisfied with the rigor, frequency, and results

of the assessments so that students will be supported in the home, school, and community domains. We will host regular parent and community meetings in which data analysis will be explicated so that all stakeholders can evaluate the school's performance.

Along with all of the above assessments, we will administer all of the compulsory state and federally mandated tests, such as the CST and CAHSEE. All incoming 9th grade students will take a math placement assessment and Advanced Placement tests will be available to students taking AP courses. Language fluency tests will be administered to students as needed and the CELDT will be administered annually to English Language Learners.

Assessment Table

Early Start Calendar, August……………Math Placement Exams to all 9th graders

Early Start Calendar, August……………..Language Fluency Exams as needed

August-June

-**Continuous** Progress Monitoring Through Frequent Comprehension Checks
-**Daily** Classroom Assignments; Formal and Informal
-**Weekly** Graded Assignments
-**Five Week** Progress Reports
-**Regular** Benchmark Assignments
-**Annual** Standardized testing

September...CELDT

October ....CAHSEE 11th and 12th grade

November ....CAHSEE make-ups

March ....CAHSEE 10th grade

April ....CST

May ....AP exams

  b. Graduation Requirements: *Describe the graduation requirements.*

Sylmar High School mandates that all students in grades 9 and 10 take the required A-G subject requirements. Upon matriculation to grade 11, students, together with parents and caregiver meet with school counselors to determine if the student wishes to proceed with the college track or to embark upon a career goal. SLCs are designed to accommodate both pathways, and students benefit from aspects of both college and career readiness. We believe that students have a variety of talents and interests, and it is our responsibility to make sure that all students are served according to their needs.

Current Graduation Requirements and Minimum College Admission Requirements A-G

Subjects	High School Graduation 9-12	University of California A-G Requirements Grades of 'C' or better	California State University A-G Requirements Grades of 'C' or better
Social Studies	30 credits: World History AB US History AB Prin. Am. Democ. Economics	2 years World History, US History, or Princ. Am. Democ.	2 years World History, US History, or Princ. Am. Democ.
English	40 credits: Eng 9, Eng 10, American Lit. & Contemporary Comp., 12th grade Comp. & Eng. elective	4 years college prep English	4 years college prep English
Mathematics	20 credits: college prep math: Alg. 1 & Alg. II or Geometry	3 years Algebra I, Algebra II, and Geometry; more recommended	3 years Algebra I, Algebra II, and Geometry; more recommended
Lab Science (Int/Coor Sci. 1,2,3 meet science college prep requirements)	10 credits: Bio. Sci. (Biology) 10 credits: Phys. Sci. (Chemistry or Physics.	2 years lab science, more recommended (Int/Coor Sci 1 meets elective requirement)	2 years lab science, more (Int/Coor Sci 1 meets elective requirement)
World Languages and Cultures		2 years same foreign language; more recommended	2 years same foreign language; more recommended
Visual/Performing Arts	10 credits: Visual/performing Arts	1 yr course visual and performing arts	1 yr course visual and performing arts
Electives	70 credits	1 year or more advanced courses in math, arts, English, lab science, foreign language, or social sciences	1 year of advanced courses in math, arts, English, lab science, foreign language, or social sciences
Applied Technology	10 credits		
Physical Ed.	20 credits		
Health	5 credits		
Community Service Learning Project	5 credits		

Assessments	California High School Exit Exam	SAT Reasoning Test or ACT Analytical Writing Placement Test	SAT Reasoning Test or ACT Placement exams in English EPT and math ELM (these tests are offered to 11th graders on site)

c. Data Collection and Monitoring: *Describe the school-wide data collection and monitoring plan, including what data the school will collect to measure student progress. Explain how you will analyze data to inform programmatic and instructional decisions and address specific student needs, improve instruction, make adjustments to curricula and other school components, and inform professional development.*

At Sylmar High School, data collection and monitoring will be continuous, as reflected by the cycle of inquiry in which the data is analyzed. We believe that careful and continuous analysis of progress monitoring data will ensure positive data outcomes on high stakes tests. Our data collection and monitoring system is multi-leveled, beginning in the classroom with individual students and ending with graduation.

Level 1: Day to day progress monitoring in the classroom

Teachers will be aware of individual student participation and comprehension of the lessons through use of comprehension checks. This will especially occur during the guided practice portion of the SDAIE lesson, as described in the Instructional program section. Students who are having trouble will immediately receive individualized attention from the teacher who will provide additional instruction "on the spot" to help struggling students. This could take the form of one-on-one re-teaching or small group intervention if necessary. Teachers might also assign peers to help explain concepts to struggling students. After-school tutoring is also an available option.

Teachers will maintain reflective logs which will contain self-assessments with regard to their weekly practice. This will serve as a tool in PLC collaboration as well. Self-Assessment log entries will be guided by the following questions:

- What do I want each student to learn?
- How will I know when each student has learned it?
- How will I respond when a student has difficulty learning?
- What will I do if a student already knows it?

There will be no less than two log entries per week.

Level 2: Class Assignments; Formal and Informal

Teachers will use the data derived from formal and informal assignments to drive their instruction for the weekly graded assignments. Teachers will identify areas of weakness and engage in re-teaching in order to help students master the standard/skill.

Level 3: Weekly Graded Assignments

Teachers will use weekly graded assignments to help inform instruction in preparation for the regular benchmark assignments. Teachers will identify areas of weakness and engage in re-teaching in order to help students master the standard/skill.

Level 4: Progress Reports

These will provide students and parents with information about individual academic standing in the various content areas. Information from progress reports will be used by teachers and counselors to determine needs for intervention or enrichment.

Level 5: Regular Benchmark Assignments

Teachers will use the benchmark assignments as student data to be analyzed in the weekly PLC meetings. Data analysis protocols will be in place to help facilitate the analysis, and teachers will take turns examining their students' work. Results from peer observation will also be used to help individual teachers refine and adapt their lessons. Using the cycle of inquiry, teachers will emerge from the PLC meeting with strategies derived from data analysis to inform their practice.

Level 6: CST and CAHSEE

Data from these tests is collected on MyData, and is used by administration, counselors, and coordinators to help provide interventions such as an additional course in the student's schedule. Administrators work closely with teachers to make these determinations, all in the best interest of the student. Teachers are able to use this data to drive their initial instruction and re-teaching. Teachers are able to identify strands where students are succeeding and struggling, thereby influencing the teacher's practice with regard to those strands. As with all of our practices and as aligned with our philosophy of teaching and learning, data collection and monitoring is cyclical in nature and ongoing.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

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

Over the past several years, Sylmar High School has put forth significant resources and effort to improve the school's culture and climate. UCLA's Center for Mental Health in Schools' 2011 report, "School Engagement, Disengagement, Learning Supports & School Climate" analyzed current practice and research, identifying four key areas where school can proactively impact the learning environment:

1. Enhancing the quality of life at school and especially in the classroom for students and staff
2. Pursuing a curriculum that promotes not only the academic but also social and emotional learning
3. Enabling teachers and other staff to be effective with a wide range of students
4. Fostering intrinsic motivation for learning and teaching

Sylmar will address these areas through its core beliefs in student ownership of success, stakeholders' collaborative contributions, and a focus on building 21st Century skills. We also promote a student-centered approach by providing instruction through SDAIE, Differentiation, and Project-Based Learning. Our students have opportunities to become invested in the ownership of their school, its programs, and resources.

Sylmar High School's culture has been one of Spartan Pride, in which both students and staff exhibit a true sense of community. Since 2009, this culture has been enhanced by the implementation of a full-service community school on campus. The Institute for Educational Leadership (2011) defines community school as "both a place and a set of partnerships between the school and other community resources." Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families, and healthier communities." Through its involvement with LAEP and the work of an on-site coordinator, Sylmar has developed programs, processes, and activities that connect our staff, students, and their families, to leverage resources and build capacity. Examples include the Sylmar Neighborhood Partnership (SNP), the SNP newsletter, which informs stakeholders about school and community events, and a Resource Council that meets monthly to address needs and anticipate challenges that arise during the school year. The California Department of Education favorably recognized and cited the community school approach in its 2011 report, *A Blueprint for Great Schools*.

With a focus on results, achievement of high academic standards will be embedded in our instructional program and curriculum. Essential Learnings provide the framework for core instruction and students are aware of the importance of these Essential Learnings assessments, as it has become embedded in the school's academic culture over the past few years. We will continue to implement these assessments, and believe that

differentiation, data walls, and personalization will further promote student motivation in all academic areas. Additionally, aligning with the A-G subject requirements reflects our commitment to preparing students for the 21st Century. They must be both college and career-ready upon graduation, and to this end, the SLCs provide students with career and networking opportunities.

Currently, Sylmar High has a number of programs in place to promote order and safety on campus, which are critical to achieving high standards of attendance and academics. We believe that students must have an implicit respect for themselves and others and therefore, they must appreciate and follow all rules, routines, and procedures. Some of our campus safety rules and procedures include:

- The 10 Minute Rule: No students out of the classroom the first or last 10 minutes of class.
- Safety Vests: All students out of class must wear the school provided safety vest so that they are easily recognizable as students.
- Staff and Student IDs: All staff and students must have their picture IDs with them at all times.
- Dress code
- Countdown: Students hear a countdown of their time during passing periods to prevent tardiness.
- High School Emergency Plan and Red Cross
- PALS (Peers and Leaders)
- Peer Mediation
- Improve the Mar Day

In addition to these rules and procedures, Sylmar High has recently undergone a campus beautification project that has resulted in a warm, welcoming environment for all staff, students, and community members. We believe that the students and the community deserve a well-maintained campus that reflects our tremendous Spartan pride, and we will continue to forward this belief by enrolling all stakeholders to help in the maintenance of our school environment. Part of this plan includes extending our beautification project to the surrounding community.

It is important to us that our students be acknowledged for the many wonderful contributions they make to our school. For this reason, we have implemented a number of awards ceremonies to congratulate those students who perform well on the CSTs. Students who achieve at advanced levels, as well as those who succeed at "jumping bands" (standardized test levels of proficiency) are awarded wrist-bands as our way of showing them our pride in their accomplishments. Furthermore, we acknowledge and celebrate acts of kindness and good citizenship as well. We want our students to receive as much positive feedback as possible, so our staff is always on the lookout for students who support one another and contribute to the climate of trust and responsibility that we want to foster on our campus. Through frequent acknowledgement of positive behavior and student-centered instruction, Sylmar High will make a concerted effort to significantly lower the incidents of school suspensions.

In the interest of promoting the development of the whole student, Sylmar High School has many clubs and organizations. We encourage students to be active in the pursuit of their interests and to continue to create the kinds of unique clubs and organizations that

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they wish to see on our campus. We also feature a full array of athletic teams, as well as fine, visual, and performing arts programs. Teachers, students, and parents are informed about available programs through newsletters, phone calls, emails, parent conferences, Blackboard ConnectEd, and the school web-site. We will make a concerted effort to further expand and strengthen our outreach in order to achieve maximum impact on the community.

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

Student success is fostered by a climate of high expectations, motivation, and support that comes from a collaborative community of learners. We will endeavor to reach this objective by working in the cycle of inquiry, with special attention on personalization. Students will receive instruction that is meaningful to them, making them motivated to come to school and to succeed. To this end, we have implemented Link Crew, an organization of student leaders who mentor incoming 9th grade students in an effort to create excitement about school participation. We will continue to support and enhance student-led organizations in order to prepare students for leadership roles post high school graduation.

Student success will mean that students are attending school regularly, are active participants in their learning, and have a post-secondary plan prior to graduation. Students will work collaboratively with their peers to construct knowledge both inside and outside the classroom. Students will pass the A-G subject requirements as well as the CSTs and the CAHSEE upon initial examination. Following the RTI2 model, we expect that 80% of our students will achieve these goals upon initial instruction. Students will graduate on time, having completed a substantive Project-Based Learning assignment in their Community Service Learning course. This project will have meaningful impact on the school and/or community. Our English Language Learners will achieve proficiency on the CST and Special Needs students will receive the support they need to compete with general students.

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

Sylmar High School has a significant number of students who are at risk for academic, social, and behavioral problems. As is the case for many communities, our students and their families are impacted by many stressors, including un/underemployment, poverty, acculturation issues, gang involvement, family violence and substance abuse. Another critical factor is that the age of onset for several types of mental illness is later adolescence. These issues have a detrimental impact upon academic performance and attendance at school.

To address the issue of drug use on campus, a group of Sylmar administrators, students, parents, and community partners started the Drug Prevention and Intervention Coalition (DPIC). Instead of responding reactively, the coalition listened to concerns and input from students and families, modeling a community school strategy. Since last year, the DPIC has coordinated Q & A panels with youth from a local rehabilitation facility, hosted drug information summits for families, and held drug-free events on campus and in the community. The coalition has enacted changes in the on-campus referral process, improving communication and ensuring that deans and counselors have up-to-date information to provide for students and families. The DPIC will continue to support students and promote healthy alternatives to drug use.

Sylmar High School purchased a full time school psychologist position specifically to work with this population as the need is tremendous. The students are informally assessed to determine specific needs. Parents are contacted when issues are significant enough to warrant for outside services

School staff is the primary source of referrals as they refer students who portray signs of depression, demonstrate unusual or aggressive behaviors, or are failing academically. In a safe learning environment, students may disclose problems in their written work or drawings or talk to a trusted teacher. Other significant sources of referrals come from the following:

- Counselors
- Deans
- Teacher aides
- Nurse
- PSA
- Parents
- Student Mentors or Link Crew members
- Friends
- Probation Officer (on-site)
- Therapists
- Dept. of Children and Family Services
- Retention Specialist Counselor

Students who are identified as at risk or in crisis are monitored by teachers, who report any concerns to the school psychologist. Students are advised that they can see the school psychologist as needed, or they are given specific days and times to check-in with the school psychologist. Parents are advised of the need for therapeutic services and a list of agencies is provided. If families have difficulty securing an appointment with an agency they are encouraged to contact the school psychologist for assistance.

Students returning from a psychiatric hospitalization meet with the school psychologist to make sure that they have follow-up therapy and medication in place. Teachers allow the student additional time to complete missed work and to advise the school psychologist if there are any significant changes in behavior.

Some special education students have Designated Individual Service (DIS) Counseling. The psychologist who provides DIS Counseling, along with a third school psychologist (paid for by the district) host groups dedicated to emotion regulation and motivation one day a week. This is open to general education students as well as special students. We are planning to integrate a counseling agency on campus in the upcoming year in order to further support students and families experiencing a crisis situation.

The effectiveness of these programs can be measured by improvements in grades and attendance as well as a decrease in referrals to deans and fewer suspensions.

d. College and Career Readiness: *Describe the specific programs that the school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.*

College and career readiness is at the forefront of our mission, vision, and core values. According to the Partnership for 21st Century Skills (2010) every student must have an education that prepares them for participation in a dynamic, global economy. Such an education includes college and career readiness as well as civic participation. We are dedicated to supporting students in all of these areas. Ninth and tenth grade students will be enrolled in the A-G curriculum. To prepare students for the college/career application process, 10th graders will experience the interview process for admission to their chosen SLC. In the 11th and 12th grades, students will be involved in thematic, interdisciplinary SLCs. Currently, 23% of our students matriculate to four year universities and 53% enroll in community colleges. We will increase these percentages through a concerted, collaborative effort to support Sylmar graduates so that they move directly into a college situation.

All students, grades 9-12, will participate in Community Service Learning as part of their compulsory curriculum. This serves the college bound student by providing for the requisite service learning credits as well as providing robust information for the college resume. Career minded students will make connections in the community, which may result in internships and job opportunities. Networking with local post-secondary institutions, community agencies, and local employers will create invaluable linked learning pathways to college and careers. LAUSD has instituted a Multiple Pathways Resolution, and the CDE's *Blueprint for Successful Schools* recommended linked learning as a key strategy for secondary students.

Sylmar High School has a college and career center where students can go to obtain information about higher education and job opportunities. This center conducts programs such as facilitating college campus visits, bringing college admissions personnel to our campus, providing tutors, and assisting students through the financial aid process. Sylmar High School also celebrates "College Spirit Week" during the critical month of November, when application deadlines for admissions to CSU and UC campuses are due. During the week, students enjoy a variety of college and career-related activities that result in an ongoing awareness of college and career possibilities.

In addition, Sylmar High School funds the College Summit Program. College Summit works with educators to embed a postsecondary planning structure and resources into the school, including a for-credit College Summit class with detailed curriculum. Regular teacher training and online tools to manage online applications are included in the College Summit Program. Central to the program is peer leadership. College Summit trains a cohort of influential students to help build a student-led college going culture. They attend a four-day summer workshop on a nearby college campus where they learn how to effectively write a personal statement, meet one-on-one with a guidance counselor, learn the basics of financial aid, and gain skills in self-advocacy. College Summit tracks student progress and delivers the data to educators. By sharing ongoing measurement and analysis, College Summit empowers educators to innovate and make course corrections. This emphasis on data-driven instruction aligns with our philosophy of teaching and learning.

Sylmar High School has multiple college access providers on campus, but has found that they work in isolation, do not have the capacity to serve all students, and often have overlapping caseloads. Last year, SNP and The Voice, a student-led group, adopted a strategy of collective impact. Over a three week period, each partner was responsible for preparing certain activities to inform, promote, and support a college going culture on campus.

Sylmar High School currently enjoys a number of college articulation agreements to give our students a head start to their college education. In the industrial arts, we have an agreement with Pierce College in Woodland Hills. Our culinary arts program is affiliated with Mission College in San Fernando, where our students enjoy dual enrollment, earning high school and college credit simultaneously. In addition, our culinary arts program is involved with the Careers through Culinary Arts Program (CCAP) in which our students compete nation-wide for scholarships. To date, our students have been awarded nearly $800,000 in scholarships. We will continue to support these partnerships and we will seek out new partnerships in the upcoming year.

We are looking forward to implementing an early college option for our students. Students will be able to enroll in college courses as a part of their instructional day. The early college effort will feature an environment that emphasizes leadership, self-respect, and community pride. We will establish relationships with local junior colleges and universities, primarily Mission College and California State University at Northridge (CSUN). Students will also have access to Los Angeles' rich cultural opportunities through the schools' partnerships with the business community. Students opting for the early college plan will follow a schedule that integrates their high school curriculum with college courses to be held on campus or at nearby Mission College. The curriculum will reflect the table below as an example:

Concurrent enrollment classes that can be taken at the community college, earning both high school & college credit

Requirements	9th Grade	10th Grade	11th Grade	12th Grade
History	World History	U.S. History	Government	Economics*
English	English 9	English 10	English 101*	English 103*
Math	Algebra I or Algebra II	Algebra II or Geometry	Geometry or Math Analysis	Math Analysis or Calculus*
Lab Science	Earth Science	Biology	Chemistry or Physics*	Chemistry or Physics*
Foreign language	Spanish I	Spanish I or Spanish for Spanish Speakers*	Spanish I or Spanish II*	Spanish II* or Spanish III* or Spanish IV*
Fine/Tech Arts	Drama*, Art*, or Music*	Drama*, Art*, or Music*	Technical Arts*	Drama*, Art*, or Music*
College Prep	Elective VAPA BTE PS	Elective VAPA BTE PS	Elective VAPA BTE PS	Elective VAPA BTE PS
Other Electives	Advisory	Advisory	Advisory	Advisory
	P.E.	P.E.	Health	Health
College Credits Earned Each Year	3-5 summer credits	3-5 credits, & 3-5 summer credits	10 credits, & 3-5 summer credits	10-15 credits

Within our Zone of Choice, Sylmar High School distinguishes itself as a school dedicated to serving those students who wish to take a career path post-high school graduation. We offer a full array of courses in the industrial arts, and we will continue to grow these programs over the next few years. We want all students to be able to identify a career path of interest and pursue it with support from instructors who know the industry and can therefore assist the student with internships and job placement.

e. School Calendar/Schedule: *Describe the school calendar and daily schedule. Discuss how students and faculty will be grouped for instruction, the target class sizes and teacher-student loads, and how the proposed schedule promotes student achievement. Attach a copy of the school year calendar as well as the daily schedule for both faculty and students.*

Our school calendar will feature an early start to the school year along with 2x8 block periods, an advisory, a zero and ninth period. We believe that this schedule maximizes instructional time and student learning. Further, this schedule is most conducive to our instructional program of SDAIE, Differentiation and Project-Based learning, as the extended periods allow for greater, in-depth instruction. These instructional methodologies work best when instructional periods are extended and students have an opportunity to study curriculum in-depth. Block scheduling, according to Marchant and Paulson (2001) is an "innovative alternative to traditional scheduling" as it encourages teachers and students to delve further into content, explore alternative perspectives, and apply learnings to real-life experiences (13). Students will also benefit from intervention and intervention opportunities through their advisory and from the RTI2 model. Class sizes will follow district mandates, and teachers will be expected to teach the agreed upon schedule per semester, with opportunities for collaboration during PD times and peer observation on a rotating schedule.

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

Sylmar High School will comply with all LAUSD policies regarding retention, graduation, and student behavior.

Retention: Students who do not meet the credit requirements for advancement to the next grade or course may be retained in their current grade. These students will continue taking classes according to their expected graduation year, and will have to make up the courses they failed. They may be able to make up these courses during interventions throughout the school day. The counselors will assist students and meet with parents regarding the opportunities to obtain more credits. The students can take after school classes with the Kennedy-Adult School on campus. There are Credit-Recovery classes being offered on campus Through Mission College. Students who have been retained and continue to Perform poorly will be referred to the COST team and possibly the SST team for assessments in accordance with the procedures detailed in the Special Education Section

Graduation: The Sylmar High School diploma indicates that the recipient has been found worthy in character and citizenship and has satisfactorily completed the required curriculum. Each student must meet the LAUSD high school graduation requirements. They must also have a post-secondary plan.

Student Behavior: Section 300 of Title 5 of the California Code of Regulations requires pupils to follow school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language. Education Code Section 44807 states that every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. California law prohibits the use of corporal

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punishment (i.e., infliction of physical pain) against students. However, a teacher, assistant principal, principal, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. The provisions of this section are in addition to and do not supersede the provisions of Section 49000.

All students and parents have the right to due process. The Governing Board of the Los Angeles Unified School District ("District") recognizes that the District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve complaints at the local level. The District shall follow uniform complaint procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination or failure to comply with the law in Adult Education, Career Technical Education, Child Development, Consolidated Programs, Indian Education, Migrant Education, Nutrition Services, Special Education and laws regarding unlawful discrimination on the basis of race, sex, sex orientation, race ethnic group orientation, color, ancestry, national origin, age, gender identity, religion, mental and physical disability by a local agency that is funded directly or receives any state or federal financial assistance. Complainants are notified that matters listed under "Referring Complaint to Appropriate Agencies" are not issues covered by these procedures.

A written complaint of alleged noncompliance with a federal or state law or regulation governing education programs must be filed with the compliance officer. When the subject matter of a complaint is not covered by this policy, the complainant shall be advised. An individual or specific of individuals who allege that he/she or they personally suffered unlawful discrimination may file complaints alleging unlawful discrimination. The complaint must be filed no later than six (6) months from the date of the alleged discrimination or when the complainant first obtained knowledge of the facts of the alleged discrimination. For good cause, the State Superintendent of Public Instruction may grant an extension of up to ninety (90) days upon written request of the complainant. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, District staff shall assist in filing the complaint. The Complaint Procedure Forms are available upon request.

B-5. Parent and Community Engagement

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

Sylmar High School serves the students, parents, and community members of the Sylmar, San Fernando, and Pacoima neighborhoods. We are proud to be within the "Zone of Choice" where parents and students are able to choose the school that best suits their needs. We hope to serve this community and offer a program of college and career readiness that will set us apart from the other school options. This neighborhood is rich with history, culture and community pride. Many of these families have worked hard and struggled to obtain opportunities for themselves and their children. This is a population committed to attaining social justice, and we want to be a part of that courageous fight for equal opportunity.

<u>Demographics</u>

City	Population	Latino	Spanish Speaking	High School Diploma	Bachelors Degree	Income Per Capita
Sylmar	84,121	71%	56%	60%	12%	$17,224

Source: 2007 Zip Code Data Book (Most current data available)

As indicated by the data, a change needs to occur to improve the high school and college graduation rates. Since 2009, we have collaborated with Los Angeles Education Partnership (LAEP) to thoroughly analyze the strengths, assets, and values of the Sylmar community. Because of this, the school's agenda aligns with the community to address needs, meet expectations, and create change. We intend to do this by employing a community school strategy.

A major strength of the Sylmar community is the value it places on community partnerships, school-community interdependence, and cooperation, as evidenced by the many Sylmar students who return after college to become life-long Sylmar residents. Our belief that "it takes a village" is consistent with the community school strategy, which has helped us begin to form a network of support and information that we will continue to develop in order for students to thrive.

LAEP facilitated the creation of the Sylmar Neighborhood Partnership (SNP)—an ongoing collaborative comprised of students, staff, parents, and partners who work in youth development, college and career readiness, parent engagement, and academic support. The SNP addresses the needs and expectations of the community by building relationships and leveraging resources to support the success of our students and their families.

The following are some highlights of the SNPs work:

◊ As mentioned in the School Culture section, the Drug Prevention and Intervention Coalition of parents, students, law enforcement, elected officials, community partners, and school staff, developed strategies to address the issue of drug use on campus.

◊ When the Chemistry PLC and Visual and Performing Arts SLC wanted to provide RTI2 interventions, the SNP located community partners from local universities to provide enrichment and intervention during the school day. Similarly, when the Geometry PLC wanted to reach out to parents, the SNP helped the Intervention Coordinator partner with student and parent leaders to provide supports and services.

◊ To create a college-going culture for all Sylmar students, the SNP facilitated meetings between our college access providers and student leadership and mentors. Together, they provided three, week-long programs in which each partner took a role, applying their expertise and resources collectively to impact a larger group than they could have individually.

◊ To strengthen relationships between parents and teachers, the SNP partnered 11th and 12th grade parents with the parents of struggling 9th grade students. They created a parent support network that allowed teachers and parents to dialogue and learn from each other how to support students.

◊ SNP anticipated the challenge of having mandatory furlough days three weeks into the fall semester. Over the summer, students, school staff, parents, community and faith-based organizations, and elected officials met to network, plan and promote activities. Sylmar students took the lead in doing outreach, securing resources, and recruiting other organizations to participate. These students took ownership of their own success, and the result was a productive week away from school for many students and families.

Our vision is to create a culture of achievement that serves the social, education, and recreational needs of the community as a whole. In doing so, Sylmar students will develop the 21st Century skills of cultural literacy, problem-solving, social competence, and a sense of personal responsibility for our community. Sylmar High School has an open-door policy to promote trust and collaboration while providing youth programming, health and social services, family support groups, music and cultural groups, college readiness, and any supplemental resources our families tell us they need.

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

Sylmar High School has been serving this community for exactly 50 years. We have a long tradition of reaching out to parents and stakeholders and we will intensify this program, making it a cornerstone of our school's purpose, mission, and vision. As a faculty and administration, we are deeply rooted in this community. Many of us are in fact residents of Sylmar and graduates of Sylmar High School, and some of our students have generations of family from this area. Currently, there are over 20 instructional and

clerical staff members who are graduates of Sylmar High. We seek to model Spartan pride and have that pride reflected throughout the community.

Our vision for engaging the community, parents, and guardians is informed by four key theories—*Collective Impact* (John Kania and Mark Kramer), *The Community Agenda* (Coalition for Community Schools), The Harvard Family Research Project, and the *PELP Coherence Framework* (Childress, Elmore, Grossman, Akinola). For students to thrive, our school must focus on instructional core, or rather, the interconnection between students, teachers, and rigorous content. Yet, everything impacts that triangular relationship. As such, we will implement a community school strategy that works with the interconnected needs of students and families, both in and out of the classroom; resources and partners are integrated into the school structure and culture, responding to mutually identified, data-driven concerns on which we will collaborate and coordinate. In other words, the work to support the instructional core is driven by all stakeholders with the aim of making sure that all individuals in the community are empowered and engaged towards continual improvement.

To that end, we believe there are four core elements to the work of engaging both the community and parents. First, we must build strong relationships, because the connection between people allows for growth and support. Second, we must ensure equitable access to all services and programs, using Sylmar High School as a hub. Third, we must have a solid emphasis on communication; all written, verbal or electronic communication to school staff, families and the community should be timely and accurate. Lastly, programs appropriate and necessary to the community must be present and ongoing. If these four elements are in place through the help of a community school coordinator and a partner organization, we can serve the needs of students and they can thrive.

These elements become especially important when it comes to authentically and meaningfully engaging parents and guardians. We believe, as research indicates, that most parents "care intensely, but many misunderstand what is expected of parents in US schools or do not know how to become involved" (Sobel & Kugler, 2007, p. 63). While we acknowledge that we must support parents in overcoming the "unspoken norm" that it is the teachers' job to educate students, and that parents who transgress upon this norm are undermining the efforts and expertise of the educational institution (Sobel & Kugler, 2007, p.63), we also acknowledge that parents and students come with funds of knowledge and rich cultural experiences that add tremendous value to learning that happens inside classrooms. Still, parents may lack the skills and knowledge to participate in academic and school-related operations. Larry Decker, author of *The Hard to Reach Parent,* explains "Lack of knowledge about how to help can't be equated with lack of interest" (qtd. in *NEA Today,* p. 6). All parents, despite cultural differences have the same fundamental goals when it comes to raising their children.

To support parents and guardians, Sylmar High offers many programs and resources. We have recently beautified and enhanced our Parent Center, which hosts monthly ELAC/CEAC meetings run by the Title One Coordinator and the Bilingual Coordinator. Our Parent Center is open to parents throughout the school day. Counselors and other certificated staff host various workshops for parents such as "Life Beyond High School," "Parenting the Teenager," family math classes, and computer literacy classes. We intend to expand this program to include classes generated by the ideas and needs of the community. Further, we will implement a practice in which teachers will extend

invitations to parents in order to encourage participation. According to Anderson and Minke (2007), "teacher invitations had the strongest relationship with parents' involvement behaviors…" (p.319). It is our intention to provide parents and community members a central hub for their education needs. To date, the Parent Center has partnered with PIQUE and Planned Parenthood, which has built our capacity enough that now we are prepared to establish our own Parent University, where parents will have an opportunity to take workshops during the morning or evening in an academic setting.

Much of our parent outreach will be concerned with helping parents better understand their role as their child's academic advocate. Anderson and Minke refer to this as "role construction" (p. 312) which is an ongoing process in which parents are integral participants in their students' academic efforts. To help facilitate this parental role, Sylmar High School will host a minimum of four large-scale parent events per year. These events will bring parents and teachers together for conversation, articulation of shared expectations and skill building. This is all in an effort to achieve transparency and integrate our mission with the needs and concerns of the community.

We have had success implementing parent meetings and student-led conferencing as part of our outreach and instructional practices. Sylmar High School is building an ambitious but achievable plan to use technology to reach parents. We will make all student academic expectations and accomplishments available online, as well as provide information about school and community events, local resources and governance information. Parents will be encouraged to take advantage of computer classes to develop their own technological skills. SLCs will reach out to parents through grade-level parent representatives who will facilitate communication between teachers and families. In addition, these representatives, as equal partners, will provide feedback concerning meetings, governance, and planning events.

Lastly, it is important for us to recognize that parents may need additional supports. We are committed to the good health of our students and their families, and we recognize the correlation between good health and learning. To this end, we work closely with Mission City Community Network, an organization that provides support and health education to students and community members. We intend to provide the community with health support by establishing a permanent community school-based clinic on our campus. In cooperation with the DPIC, Hathaway-Sycamores, and The Village, we provide mental health care services to students and families as part of our mission to serve the community. We look forward to enhancing these services with the addition of a community health clinic on campus.

c. Key Community Partnerships: *Discuss the specific ways in which community members will be included in the ongoing success of the school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships.*

Including community members is essential to Sylmar High's success. The following chart identifies our existing community partners.

Organization	Length of Partnership	Description of organizational programs
Narconon	2 year	Provide drug education programming
EduCare Foundation	2 year	Provide tutoring program, enrichment activities, summer bridge program support, college preparation resources and staffing, leadership training
City of Angels	1 year	An LAUSD Independent Study school on campus
North Valley Occupational Center	Ongoing	Adult School
Pacoima Skills Center	Ongoing	Adult School
Kennedy-Rinaldi	Ongoing	Adult School
UCLA/EAOP	4 years	Provide college access and awareness programming to students and parents through on campus case management, university-based parent trainings, and information distribution
College Summit	3 years	College admission facilitation program,
Tia Chuchas Centro and Cultural Bookstore	2 years	Offers pro-community cultural activities, youth development programs, family programs, access to technology, arts, music, and empowerment programming for at-risk youth. Linked to mental health and wellness providers such as El Nido.
Mission College	4 years	Local community college
Youth Policy Institute	2 years	Provide tutoring, afterschool programs
Educational Talent Search	4 years	Provide college access and awareness programming to students and parents through case management, parent trainings, and community collaboration efforts
LAEP	4 years	Community schools consultation, KnowHow2Go College Access and Awareness Network, Interdisciplinary Professional Development and Grants
Pacoima Beautiful	2 years	Environmental

Cal State Northridge	2 years	Teacher Prep Candidates—student teachers, Professional Development
Heroes of Life	3 years	Youth program,
Total Family Support Clinic	2 years	Provide drug intervention and health services to students and families
CalArts	2 years	Art programs
PACE	3 years	Art programs
Sylmar Parent Center	8 years	On our campus
LAPD & LASP	Ongoing	Local law enforcement
Sylmar Neighborhood Partnership	3 years	Community outreach partner facilitating transparency between the community and school.
Mission City Community Network	2 years	Comprehensive health care and health education provider
LA County Recreation & Parks	3 years	Provides all resources related to area parks.
Sylmar Chamber of Commerce	3 years	Sylmar business association
Sylmar Neighborhood Council	2 years	Elected officials of the Sylmar area

In addition, we are part of the following collaboratives and workgroups, all cultivated and coordinated with the help of Sylmar Neighborhood Partnership and the Community School Coordinator provided by LAEP: Sylmar Neighborhood Partnership, Drug Prevention Intervention Coalition, Valley Neighborhood Collaborative, College Access Workgroup, and the Know How 2 Go Network. We are committed to these partnerships because our success depends upon the participation and support of the community. Community stakeholders will be involved in all decisions related to serving our students. We are dedicated to ensuring that students and families have access to basic needs as well as enrichment and learning opportunities. These partnerships underscore Sylmar's presence as a community school with the flexibility to adapt our methods to and redirect resources as needs in the schools and community change.

The overarching goal of Sylmar High School is to increase the number of college and career ready graduates so that post high school success is the expectation for *all* students and parents. In order to accomplish this goal, Sylmar High School must be aligned with the needs of the community and its stakeholders. We must provide resources and meet the needs of the community's children and families. It is only by reaching out to the community that we can adequately support our students' academic and social needs and further our mission and vision. The cultivation of these partnerships relies on our community school strategy. We will continue to partner with LAEP to have a community school coordinator on campus that will help us manage these partnerships.

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

B-6. School Governance and Oversight

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

Sylmar High School is a public high school within the Los Angeles Unified School District (LAUSD). In collaboration with LAUSD, Local District 2, and other District offices, Sylmar High School seeks to implement the Public School Choice 3.0 proposal for governance. Fundamental to our purpose is to increase student academic achievement through our core values. Sylmar High will prepare all students to be college and career ready, with 21st Century skills, upon graduation. To this end, Sylmar High School, as a learning organization, will feature an environment in which decisions are made democratically at the school level. The PSC 3.0 plan will require the school to transition into a local governance, using a decision-making model along with additional school and classroom level accountabilities. Such accountabilities will lead to improved student learning outcomes.

Currently, Sylmar High School functions through a school-based management model, or "School Site Council." The intention is to move this governing body into an Expanded School-Based Management Model (ESBMM) as per the model agreed upon by LAUSD and UTLA, in order to maximize the potential of the school's operation. The ESBMM governing body will be based on the Six Elements of School-Based Management. They are:

- increased funding to the local school site based on the State ADA and Categorical Funding Framework
- control over its financial resources (per pupil funding)
- control over the selection of administration, certificated, and classified employees, including any District placements, subject to Section VC4A of the model agreement.
- control over curriculum
- control over professional development
- control over bell schedules and school calendars

Aligned with the above elements as well as with California Education Code provisions encouraging school-based management, Sylmar High's school-based management proposal seeks to facilitate improved staffing practices, budget management, and parent involvement. Sylmar High School will implement all aspects of ESBMM consistent with applicable laws and the terms of existing and future collective bargaining agreements.

Sylmar High School will allocate financial and staffing resources to best serve the needs of the students and the community. Reflecting the core values, Sylmar High's

governance will support a campus in which students are actively engaged in learning. Instructional programs will be funded such that all students will graduate from Sylmar High School both college and career ready, with an informed and involved network of school, home, and community partners providing support.

A primary financial goal is to re-direct excess funds into the instructional program and/or the school's infrastructure. Administrators, Department Chairs, Lead Teachers, and the Chapter Chair will be trained in effective funds management so that all stakeholders will be critical partners. This training will be developed and implemented by the school site in collaboration with Local District 2 and other District offices using resources that may be requested by the school's council.

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

The Sylmar High School Governance, including organizational structure, composition of governing councils and committees, and roles and responsibilities, will be in keeping with all legal requirements. Governance functions include but are not limited to the following tasks: setting the school vision, approving the annual budget, and selecting the school leader. ESBMM schools shall form a School Leadership Council and this Council will function according to Article XXVII, Sections 2.0-2.9 of the LAUSD-UTLA collective bargaining agreement, unless otherwise provided for herein. The Council will participate in shared decision-making on all of the matters provided in Section 2.4. To the extent permitted by applicable laws, regulations, and collective bargaining agreements, members of the School Leadership Council will be actively involved in selection of personnel, evaluations of teacher and administration performance, and design and conduct of professional development. The School Leadership Council will establish a committee comprised of the school principal, chapter chair, teachers, parents, and classified staff for the purpose of selecting personnel in accordance with District Staffing policies and procedures. All members of this committee shall sign a Non-Disclosure Agreement regarding applicant information. For the purpose of selecting a school principal, the Superintendent/designee will appoint a representative to serve on the selection committee. The committee will select personnel by consensus. ESBMM schools shall also have properly formed advisory committees and School Site Councils. Refer to District Bulletin Number 4148, Advisory Committees and School Site Councils, dated April 15, 2009, for complete information regarding policies and state guidelines related to the composition of School Site Councils. During initial implementations, the current rules of Sylmar's existing School Site Council will be maintained and the new Leadership Council will be organized by the Planning Design Team at a later date as per tenets of the contract.

1. **Personnel**
   a. The Leadership Council shall have authority over the selection of all staffing personnel including teachers, administrators, and classified employees. The Leadership Council shall have authority to determine the roles and functions of all certificated and classified personnel as well as determine the need for additional certificated and classified staff as per the contract.

2. **Instruction, Curriculum, and Assessment**
   a. The Leadership Council shall have the authority over curriculum, instruction, and assessment.

3. **Budgets**
   a. The School Site Council shall have authority over all budgets allowable by state or federal law (categorical funds).

4. **Professional Development**
   a. The Leadership Council shall have authority over the scheduling, content, and design of professional development. It shall also have the authority over local budgetary matters.

5. **Student Discipline**
   a. The Leadership Council shall have the authority to make policies and procedures in regards to student discipline, in accordance with all applicable laws.

6. **Scheduling**
   a. The Leadership Council shall have the authority to set the yearly calendar and the school day schedule.

7. **Campus Environment**
   a. The Leadership Council shall have the authority over any additions, improvements, or changes to the physical campus and shall have the power to authorize and fund campus improvement projects. The Leadership Council shall also review safety procedures for the school.

8. **Use of School Equipment**
   a. The Leadership Council shall have the authority to make policies and procedures concerning the use and allocation of school equipment.

In order to carry out these responsibilities, the Leadership Council shall have the power to create committees. These committees shall be charged with making recommendations to the Leadership Council. Every attempt should be made to have all stakeholders represented on each committee. All committee meetings shall be open to the public. The Leadership Council shall have the following standing committees:

1. **Leadership Team**
   a. The Leadership Team shall be composed of the Principal, administrators, department chairpersons, UTLA chairperson, lead teachers, classified personnel, counselors, coordinators, and an at large community member. Leadership Team will advise the Leadership Council on areas concerning academics, curriculum, professional development, assessment, campus environment, and student discipline.

2. **Budget**
   a. The Budget Committee shall advise the Leadership Council on all local budgetary items.

3. **English Learners Advisory Council (ELAC)**
   a. The ELAC will follow all appropriate state and federal guidelines and will advise the Leadership Council on WASC, EL education and budget.

4. **Compensatory Education Advisory Council (CEAC)**
   a. The CEAC will follow all appropriate state and federal guidelines and will advise the Leadership Council on SSC, Title I education and budget.

5. **Gifted and Talented Education (GATE)**
   a. The GATE will follow all appropriate state and federal guidelines and will advise the Leadership Council on GATE education and budget.

6. **Personnel**
   a. The Personnel Committee will advise the Leadership Council on hiring of counselors, teachers, administrators, and classified employees as well as the hiring of independent contractors. The committee shall also make recommendations on the need for fewer or additional teachers, administrators, and/or classified employees. In addition, the committee will advise the Leadership Council on employee evaluation tools as per the UTLA contract. The Leadership Council shall have authority to create any ad hoc committees or new standing committees as it sees fit.

7. **Community Outreach**
   a. A Community Outreach Committee shall be assembled, made up of select community and campus members. The purpose of this committee is to promote interdependence and ensure clear and continual communication between the school and the community regarding all matters relevant to both or either entities. The committee will work to create a symbiosis between the concerns of the school and the concerns of the committee so that all actions are in the best interest of all stakeholders.

B-7. School Leadership

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

The principal of Sylmar High School must lead in the transformation of the school's culture by modeling the beliefs and behaviors reflected in the school's mission, vision, and core beliefs. The principal, as the leader of the school must represent and embody the learning orientation that is the foundation of Sylmar High's focus on teaching and learning in a cycle of inquiry. This requires that the principal be a collaborative leader, an effective communicator with high expectations for the staff and students, and an instructional innovator, flexible and open to new ideas and strategies to optimize learning.

Vision, credibility, and visibility are three of the most critical qualities of effective school principals according to Education World (2000). In addition, the principal must assume the role of resource provider with a keen awareness regarding the needs of the staff and students (Smith and Andrews,1989). This means that a principal must proactively support teachers in their mission to provide student-centered instruction that is authentic, meaningful, and aligned with the demands of the 21st Century.

It is essential that the principal of Sylmar High School have the following qualities and attributes in order to be an effective leader of this purposeful and superior learning community:

- The principal is aware and responsive to the needs of the staff and students, and is continually and actively engaged in addressing and anticipating those needs.
- The principal is knowledgeable about current best practices and is capable of implementing those practices in a classroom situation.
- The principal communicates and operates from a perspective of strong ideology that is consistent with the school's mission, vision, and core beliefs.
- The principal supports and participates in a collaborative professional culture that values a learning orientation in which all school staff members engage in continuous reflection and inquiry.
- The principal communicates effectively with staff and students, providing constructive feedback and receiving such feedback as well.
- The principal promotes an educational atmosphere that advocates creativity and personalization as well as monitoring and memorialization of outcomes for future analysis.
- The principal demonstrates a strong dedication to a safe learning environment in which teachers and students are free from distractions and supported in their efforts to teach and learn.

Sylmar High will adhere to the guidelines for staff selection under the ESBMM governance model. Principal candidates will be reviewed by the Leadership Team in terms of the above criteria to determine candidate suitability. The Leadership team will select a candidate by consensus. Please see Appendix for complete principal job description.

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

In keeping with the tenets of the ESBMM, all of Sylmar High's leadership entities will promote a democratic environment in which all voices are heard, recognized, and addressed. Decisions will be made by consensus and will always align with the best interests of the students, staff, and community of Sylmar High School, as described in the school's mission, vision, and core beliefs. In all instances, members of these organizations will represent the gamut of stakeholders so that the most comprehensive and effective leadership can take place. Sylmar High will be governed by the following organizations:

1. *Leadership Council*: The Leadership Council will be the primary governing body of Sylmar High School overseeing the following: personnel; instruction, curriculum, and assessment; local budgetary matters; professional development; student discipline; scheduling; campus environment; and use of school equipment. School Site Council will serve as the interim governing body until the Leadership Council is elected.

2. *School Site Council*: This committee will handle all matters related to categorical funding.

In addition to these two primary councils, Sylmar High School will have a number of committees dedicated to the various needs of the students, staff, and Sylmar community. These committees will be created by the Leadership Council and are named and described in the School Level Committees section.

A system of checks and balances is in place in each of these committees, as participation is to be shared among a diverse membership. Working collaboratively with the Principal, these groups will provide a forum for all voices, ensuring parity with regard to all decisions. Councils will have bi-monthly meetings in which goals will be articulated and memorialized for future review. Every meeting will begin with a review of the previous goals and an assessment of current standing. Meetings will adjourn with a reflection and an emphasis on next steps. All council members are accountable for any work that they are assigned. The staff must demonstrate personal responsibility and high expectations as part of their commitment to the school's success and culture of achievement.

B-8. Staff Recruitment and Evaluation
    a. Staffing Model: *Discuss the academic and non-academic staffing needs of the school from start-up through year three. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and instructional program. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

Sylmar High School will open with a 9th and 10th grade House, the Magnet school, and three SLCs (VAPA, PS, BTE). We will start with all of our teachers and their PLC/SLC collaborative teams in place, but we will revisit our staffing and budget every year as part of a continual effort to lower class sizes and teacher-student ratios. This will be part of our mission to personalize instruction in an effort to maintain a student-centered orientation.

In order to achieve the "village" we envision frequent teacher collaboration is necessary. Students will experience linked learning through their teachers' collaborative efforts to provide authentic, meaningful learning experiences that apply to life both inside and outside the classroom. By collaborating in PLC and SLC teams, teachers will create common lesson plans driven by shared enduring understandings, data, and the California standards across disciplines. Interdisciplinary units, featured in the SLCs, provide students with opportunities to access content from multiple perspectives and through multiple modalities. Lessons based on enduring understandings that provide real-world connections and have authentic assessments produce independent and creative thinkers. The goal is for every child at SHS is to have equal access to a rigorous and culturally relevant education rooted in high expectations. All staff will be dedicated to providing the requisite support to students, so that each student will achieve those high expectations. To this end, all staff will support our English language learners by organizing curriculum around relevant themes, building on a students' background knowledge and experiences, and planning collaborative activities that scaffold instruction and build academic proficiency.

Teachers will build on student experiences, cultures, and languages by building personal relationships with students and their families. Teachers will explicitly teach, model, and provide guided practice in a variety of strategies, including SDAIE, think-alouds, cognitive strategies, and meta-cognitive reflections. English learners will benefit from an increased focus on using background knowledge to build academic proficiency, SDAIE, and project-based learning to increase oral language proficiency. All teachers will incorporate Sylmar High's core beliefs into their teaching to reinforce student success.

Our Resource Specialist will work with general education teachers to implement strategies that ensure effective methods to reach students with learning challenges. Some strategies include co-teaching, small group instruction, co-planning, and individualized pre/re-teaching of concepts across disciplines in order to build prior knowledge and reinforce learning, respectively. This creates an environment in which students with processing difficulties, deficits in attention and memory, etc. can be active participants during classroom instruction. The Resource Specialist will ensure that all teachers are aware of and are using accommodations detailed in the student's IEP. This is necessary to provide what is needed for students to be on par with their peers.

Table of Staffing Needs

Academic Staffing	Non-Academic Staffing
English Teachers (19)	Principal (1)
Math Teachers (13)	Assistant Principal (3)
Science Teachers (15)	9th Grade Coordinator (1)
Social Studies Teachers (10)	10th Grade Coordinator (1)
Foreign Language Teachers (6)	Deans (2)
Art Teachers (5)	Librarian (1)
Music Teachers (3)	SAA (1)
Physical Education Teachers (7)	Nurse (1)
Elective Teachers (9)	Intervention Coordinator (1)
Special Education Teachers (11)	Bilingual Coordinator (1)
Read 180 Teacher (1)	Title I Coordinator (1)
ELL Teachers (2)	Psychologist (1)
Counselors (9)	Plant Manager (1)
Title III Access to Core Coach (1)	Administrative Assistant (1)
Resource Specialist (6)	PSA (1)
	Special Education (Bridge) Coordinator (1)
	Testing Coordinator (1)
	Custodial (5)
	Bathroom Attendant (2)
	Student Store Manager (1)
	Drop-Out Prevention Coordinator (1)
	9th Grade Attendance Counselor (2)
	Instructional Specialist (2)
	College Counselor

b. Recruitment and Selection of Teachers: *Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. If you are a traditional, pilot, ESBMM, or network partner team requesting autonomy, explain how you will use the autonomy.*

The vision and goals of Sylmar High School are based upon the philosophy that all students can learn and will thrive if provided with quality instruction and the appropriate support. Our teachers must share this philosophy and be willing to do the work necessary to achieve the goal of preparing each student at the school for life beyond high school. Our population of English language learners and Special Needs students are an important part of student body, and all teachers must be adequately prepared to support the critical needs of these populations as well as those of gifted and general education students.

This dedication to our diverse student population is the basis for our criteria for selecting teachers. Applicants selected to teach at Sylmar High School will:

- demonstrate mastery of their discipline content (with single-subject credential), and a familiarity with content standards.
- be willing to collaborate with colleagues to develop, implement, and regularly evaluate the success of standards-based, backwards-planned, and responsive curricula and instructional strategies.
- have or are willing to develop a reflective practice in which they take responsibility for the learning of their students.
- be willing to work in a full inclusion environment, and provide the interventions and accelerations necessary to support struggling students and keep advanced students challenged (through in-class differentiation and facilitating a learning lab).
- be comfortable with project-based learning both for formative and summative assessments.
- demonstrate experience with or interest in SDAIE, differentiation, and thinking maps.
- be eager to actively engage students, their parents, and the community in the learning process.
- demonstrate an interest in engaging with students beyond the core curricula through participation in an everyday advisory class.
- agree to work under the extended school based management model.

It is critical to have an excellent pool of highly qualified applicants from which to select our teachers. Thus, we will recruit applicants through posting on the LAUSD website, asking for recommendations from our contacts in teacher education programs at universities such as CSUN, and reaching out to known current and former quality teachers within LAUSD. The hiring team for teachers will include PLC and SLC lead teachers, a student representative, a parent representative, and the principal. The process will involve a review of submitted resumes and a reference check on selected resumes. This will be followed by an interview and sample lesson for those with selected resumes and positive reference checks. The hiring team will review the above referenced criteria prior to commencing the hiring process and will use the language of the criteria when discussing the qualifications and suitability of the applicant for the position.

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

In order for Sylmar High School to become the learning organization of superior quality that we envision, we must have teachers, administrators, and certificated staffs members that perform according to the highest standards of the profession. To that end, our performance reviews will be varied and ongoing, culminating in an annual evaluation. Our methodology for performance review is consistent with our mission and vision in that all staff will receive support in areas pertaining to the school's instructional plan. All staff will be well-versed in SDAIE, Differentiation, and Project-Based Learning so that students will be supported campus-wide. This will further the culture of achievement that we seek to establish. Like the students, our staff will be collaborative, reflective, and continually constructing knowledge. The staff of Sylmar High School will be life-long learners, modeling those habits and behaviors, and making them explicit to the students.

Staff will be evaluated according to the following domains that appear in the LAUSD Frameworks for Teaching and Learning Rubrics:

Planning and Preparation

Content and Pedagogy: Performance in the classroom provides evidence of teachers' knowledge of content and pedagogy. Teachers must have mastery of the content in order to facilitate student learning. Pedagogy must be aligned with demands of the content area, and teacher must model life-long learning by engaging in continual reflection, collaboration, and inquiry. Teachers must be mindful of the needs of the 21st century student in terms of skills, cultural implications, and global concerns.

A highly effective teacher in this area reflects the following criteria:

Teacher displays extensive knowledge, application, and analysis of the concepts in the discipline and the content standards associated with the grade level course. Teacher builds upon and relates concepts and standards to one another, to other disciplines, and to 21st Century skills. Teacher's plans and practice include a wide range of effective research-based pedagogical approaches in the discipline, including authentic application, use of appropriate media, technology, and 21 Century skills.

Criteria will be measured by observation, professional conversations, and artifacts.

Knowledge of Students: Teachers must establish personal relationships with every student. Teachers must know their students' strengths and weaknesses as well as their language ability and home circumstances. Teachers must use this knowledge to inform all planning of instruction while also incorporating the appropriate 21st Century skills. (This applies to all staff)

A highly effective teacher in this area reflects the following criteria:

Teacher tracks and understanding of individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information, including information from parents, in order to determine growth over time. Teacher displays current and extensive understanding of how students learn, including pattern exception that may arise. Teacher applies appropriate 21st Century skills knowledge to individual students. Teacher has pertinent information about student, such as home circumstances and medical needs. Teacher knows parents and uses them as a resource to support the students. Teacher appreciates individual students' family and cultural heritage as well as unique student interests.

Criteria will be measured by observation, professional conversations, and artifacts.

Establishing Instructional Outcomes: Teacher is results-focused and achievement oriented. Teacher must clearly articulate student outcomes that are consistent with school-wide objectives. Teachers must include 21st century skills among their intended student outcomes. Teachers collaborate to create and strengthen these outcomes.

A highly effective teacher in this area reflects the following criteria:

All instructional outcomes are clearly stated in terms of student learning outcomes. They represent high expectations and rigor, focus on important grade level content standards, essential learnings, and academic language objectives. Teachers use differentiated methods of assessment. Outcomes are connected to content sequence and interdisciplinary themes when appropriate, as well as 21st Century skills. Personalization is evidenced by differentiation of instruction and assessments.

Criteria will be measured by professional conversations and artifacts.

Designing Coherent Instruction:

Teachers make instruction meaningful to students by establishing context and making personal connections. All lessons include opportunities for interaction and integration of 21st Century skills. Lessons include teacher input and modeling, guided practice, independent practice, evaluation, and reflection. Communication and media tools, as well as all available resources are used when appropriate to supporting comprehensibility.

A highly effective teacher in this area reflects the following criteria:

Learning activities are highly suitable for diverse learners and directly support the instructional outcomes. They are designed to engage all students in high-level cognitive activities that reflect 21 Century skills, and are differentiated to meet individual student needs. Teacher's knowledge of resources for classroom use is extensive and informs communication with students. Parents and community stakeholders participate in providing resources for students. Students participate in selecting or adapting materials. Instructional groups are varied and reflect student selection as well as support learning outcomes. Lessons are clear and logical, as well as relevant to the needs of 21st century students. Teachers anticipate student misconceptions and provide differentiation

opportunities to achieve objectives. Progression of activities is coherent with appropriate time allocations.

Criteria will be measured by professional conversations and artifacts.

Designing Student Assessments: Content standards, concepts, and principles are considered in planning and designing of lessons. Teachers collaborate to design and analyze assessments, and provide students with ongoing continual progress monitoring .Teachers use multiple measures to demonstrate student growth over time.

A highly effective teacher in this area reflects the following criteria:

All formal and informal assessments are selected and designed purposefully so that they are closely aligned to instructional outcomes in both process and content. Assessment methods may be adapted for individual students. Standards and criteria of assessments are clear, and students contribute to their development. Formative assessments are designed to help inform instruction such that students' strengths and weaknesses are measured. Teacher consistently uses multiple measures of student growth including both formative and summative data including student work to demonstrate a high level of learning.

Criteria will be measured by professional conversations and artifacts.

The Classroom Environment

An Environment of Respect and Rapport: Student learning outcomes are enhanced by personal connections and positive teacher/student relationships.

A highly effective teacher in this area reflects the following criteria:

Teachers' interactions with students reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Students appear to trust the teacher and to be comfortable dialoguing with the teacher in a variety of contexts. Students demonstrate genuine caring for each other and monitor the treatment of their peers. Students are respectful and demonstrate personal responsibility. The environment is a safe and conducive to sharing ideas without hostility or inappropriate challenges. Students are willing to challenge themselves and are not afraid of reprimand for making mistakes.

Criteria will be measured by classroom observation.

A Culture for Learning: Academic pursuit and inquiry are at the forefront of the students' purpose in the classroom. High expectations are in place, and teacher and students see the content as important. Students are proud of their work and consistently making an effort to achieve.

A highly effective teacher in this area reflects the following criteria:

Through active participation, students demonstrate curiosity and take initiative to learn the core content. Teacher and student make learning meaningful by linking content to real-life applications, essential questions, and long-range goals. Content is made culturally relevant and applicable to students' lives. All activities convey an understanding of high expectations. Teacher makes personal learning transparent so that students see a life-long learning model. Students monitor their own learning and set goals as objectives are reached. Students share their work with peers, teachers, parents, and wider audiences. Work should be displayed so that growth can be observed over time. The classroom is safe and accessible. Technology is available and students and teachers use all resources in the classroom easily, without obstacles.

Criteria will be measured by classroom observation.

Managing Classroom Practices: The classroom functions smoothly. Procedures and routines are in place and practiced and internalized by the students. Time is managed effectively with regard to transitions and house-keeping issues.

A highly effective teacher in this area reflects the following criteria:

Transitions are seamless, with students assuming appropriate roles to facilitate smooth functioning. Instructional time is maximized. Materials are prepared and ready prior to the lesson. Teachers and students work together to fluidly handle all classroom responsibilities so that instruction can take place. All support providers (parents, para-professionals, tutors) receive instruction from the teacher prior to class so that everyone functions effectively, making substantive contributions to the class.

Criteria will be measured by classroom observation.

Managing Student Behavior: There must be clear teacher and student informed standards of behavior and consequences.

A highly effective teacher in this area reflects the following criteria:

Standards of conduct are clear to all students and parents and appear to have been developed with the students. Teacher and students always model expectations. Teacher subtly monitors in order to prevent misbehavior. Students self-monitor and pay appropriate attention to the behavior of their peers. Teacher provides opportunities for student choice and does not make prejudicial judgments about misbehavior. Positive behavior is continually acknowledged and congratulated.

Criteria will be measured by classroom observation.

Instruction

Communicating with Students: Students must be engaged in order to learn. Lessons must be presented clearly and coherently. Context must be established, and the lesson's purpose must be clear.

A highly effective teacher in this area reflects the following criteria:

The purpose of the lesson or unit is clear to students and parents, including where the lesson connects to broader authentic learning. Lessons are linked to student interests. Learning expectations are deeply aligned with grade level content standards, language objectives, 21st Century skills and assessment criteria to meet the need of all students. Students are able to communicate learning expectations to parents, peers, and the community. Students hold high expectations for themselves. Teacher's directions and procedures are clear, and complete, reflecting rigor. Teacher continually checks for understanding in a variety of ways. English Language Learners receive SDAIE support to access complex directions. Teacher's explanation of content is clear, accurate, innovative, and connects with students' prior knowledge, experience, and 21st Century skills. Students explain directions to each other and support each other's learning. Teacher models and students correctly use academic language in speaking and writing without prompting.

Criteria will be measured by classroom observation.

Using Questioning and Discussion Techniques: Effective teachers design questions that provide cognitive challenge and provoke discussions among students, promoting interaction. Students need to be encouraged to develop their own cognitively challenging question as well because such inquiry makes learning more meaningful.

A highly effective teacher in this area reflects the following criteria:

Teacher's questions challenge students to think, inviting students to demonstrate understanding through reasoning. Students formulate their own questions demonstrating depth of understanding. English Language Learners are supported as necessary in order to access information. Inquiry-Based discussions are used to promote student ownership of discussion. Students demonstrate innovative thinking. Through the use of various strategies students engage in intellectually challenging teacher-to-student interactions. Teachers and students assist English language learners and Special needs students in making discussions comprehensible to all students. Teacher functions as facilitator using instructional and questioning techniques that engage all students in discussion. Students participate in ensuring a balance of ideas and voices.

Criteria will be measured by classroom observation.

Engage Students in learning: Teachers intellectually challenge students so that students actively construct new knowledge 21st Century skills. Teachers' effective use of activities and assignments, grouping of students, available instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning.

A highly effective teacher in this area reflects the following criteria:

Instructional projects, activities, and assignments are rigorous, cognitively engaging and culturally relevant. Students construct knowledge by initiating ideas. Students have opportunities to interact and use language. Group structures are transparent, flexible, and purposeful for the students. Differentiation and support are provided to English language Learners and Special Needs students. Multiple strategies are used and available resources and technology are used. Students' preferences and interests inform their choices with regard to method of learning and assessment. The projects or lesson's structure is highly coherent, allowing for on-going student reflection. Pacing of instruction is intentional and varies to accommodate each student.

Criteria will be measured by classroom observation.

Using Assessment in Instruction to Advance Student Learning: Assessments are an important part of instruction, and they must be varied and ongoing. Assessments are formative, summative, formal, informal, and differentiated so that multiple measures are in place.

A highly effective teacher in this area reflects the following criteria:

Teacher ensured that students are fully aware of and can accurately articulate the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Students know and understand which standards they have mastered and which standards they need to continue learning. English Language Learners are considered in the creation of the assessments. Teacher monitors student progress continually through formative and summative assessments. Teacher modifies and adjusts instruction to help fill in gaps in learning and ensure mastery of standards for each student. Teacher confers with student frequently and keeps students accountable by encouraging that they take personal responsibility for their progress. Reflection is encouraged and learning is considered understood to be life-long process.

Criteria will be measured by classroom observation.

Demonstrating Flexibility and Responsiveness: Effective teachers continually use data and student feedback to inform their practice.

A highly effective teacher in this area reflects the following criteria:

Teacher successfully addresses students' questions, interests and learning styles. Teacher recognizes and takes advantage of teaching opportunities. Teacher engages in continual reflection so that their practice is always improving.

Additional Professional Responsibilities

These include: maintaining accurate records, communicating with families, and demonstrating professionalism at all times.

Criteria will be measured by professional conversations and artifacts.

Professional Growth

Participating in a Professional Community: Participation in a professional community requires active involvement in the promotion of collaboration and inquiry. This supports a learning orientation and a culture of learning. Relationships with colleagues are critical to the ongoing cycle of inquiry. (This applies to all staff)

A highly effective teacher in this area reflects the following criteria:

Relationships with colleagues are supportive and cooperative. Everyone takes leadership initiative in an effort to support a learning orientation and the cycle of inquiry.

Teachers and out of classroom staff will be evaluated per the contract by designated administrators and colleagues. Out of classroom, elected certificated staff will be annually evaluated. Criteria used to assess out of classroom certificated staff and administrators will reflect the same general criteria as specified for teachers, as applicable. In addition, out of classroom certificated staff and administrators will be assessed according to the responsibilities of their positions.

The principal will be evaluated by teachers continuously throughout the year. Teachers will assess the principal according to the designated responsibilities explained in the job description. Principals will receive constructive feedback from teachers and stakeholders, making them accountable to the campus and community. Students and parents will also have a voice in regard to the principal's performance. This will be in the form of a short questionnaire to be created in conjunction with the community. In addition, the Principal will engage in self-reflection, in keeping with the school's culture of life-long learning through inquiry.

Removal of a principal will require a two-thirds majority vote for two consecutive years. After the first year of no confidence, the Personnel Committee will begin a conflict resolution process. This process will continue until the second year vote, when final actions when will be determined.

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FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION	
Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):* **Jan Lyons, Principal**	
Address: **13050 Borden Ave., Sylmar, CA 91342**	**Phone Number:** **(818) 833-3700**
Website *(if applicable)* www.**sylmar**hs.org	**Email Address:** **jlyons@lausd.net**

School site for which your team is submitting a Letter of Intent:	**Sylmar High School**
Grade configuration of your school:	**9-12**
School model for which you are applying:	☐ **Traditional**　　　　☐ **Pilot** ☒ **ESBMM**　　　　　　☐ **Network Partner** ☐ **Affiliated Charter**　☐ **Independent Charter**
Please respond: 　1. Are you planning to operate more than one school on the campus? 　2. If yes, how many schools are you proposing to operate? 　3. If yes, will they all operate under separate CDS codes?	**1. Yes** **2. Two-We currently have a Magnet School on campus that will continue to operate.** **3. No**
School calendar-- please provide the following dates: 　1. First and last date of instruction? 　2. Winter recess dates 　3. Spring recess dates	**1. August 15, 2011 through June 1, 2012** **2. Dec. 19, 2011 through Jan. 6, 2012** **3. April 2, 2012 through April 6, 2012**

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Jan Lyons		(818) 833-3714	jlyons@lausd.net	Sylmar High School
2. Harold Boger		(818) 833-3733	Harold.boger@lausd.net	Sylmar High School

3. Denise Campbell		(818) 833-5107	dcampbel@lausd.net	**Sylmar High School**
4. Wayne Simpson		(818) 335-7611	listenclose@sbcglobal.net	**Community Member**

(Please add lines and pages as necessary)

Printed Name	Signature	Phone	Email address	School/Affiliation
5. Tina Hargett		(661) 312-3492	thargett@lausd.net	Sylmar High School
6. Pat Evans		(818) 634-0663	Pae2701@lausd.net	Sylmar High School
7. Marco Durazo		(805) 379-0736	mdurazo619@gmail.com	Educare
8. Jose Luis Rodriguez		(818) 252-5403	jose.l.rodriguez@lausd.net	Local District 2
9. Freddy Ortiz		(818) 833-3712	Fxo8969@lausd.net	Sylmar High School
10. Marcela Abarca		(818) 833-3714	mabarca@lausd.net	Sylmar High School

PSC 3.0
Commitments and Expectations Form

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

We agree to:

- Serve students and the community to the best of our ability;

- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;

- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;

- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;

- Openly seek input from the community during the development of our application;

- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;

- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;

- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;

- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;

- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;

- Ensure that no electioneering occurs on school campuses;

- Abide by all guidelines set forth for the Advisory Vote process; and

- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

PSC 3.0
Commitments and Expectations Form

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

Applicant Team Name/Organization	Sylmar High School
Name of Team Representative	Jan Lyons, Principal
Signature of Team Representative	

Design Team Member Name	Signature
Jan Lyons	
Harold Boger	
Denise Campbell	
Wayne Simpson	
Tina Hargett	
Pat Evans	
Marco Durazo	
Jose Luis Rodriguez	
Freddy Ortiz	
Marcela Abarca	
Don Neal	
Laura Tracy	
William Winkes	
Oscar Vazquez	
Roxana Klarin	
Derek Martin	

Appendix C
Sylmar High School Service Learning Log

Student Name _____

Grade _____   Advisory Teacher Name _____

Agency or Project _____

Agency Address _____

Date	Time In	Time Out	Service Activities Performed	Supervisor's Printed Name	Supervisor's Signature	Supervisor's Phone Number	Daily Hours

Total Hours _____

Parent Signature _____

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

☐ Traditional ☐ Pilot ☐ Network Partner ☒ ESBMM

☐ Independent Charter ☐ Affiliated Charter

Name of School **Sylmar Senior High School**   Name of Applicant Group/Applicant Team **Sylmar Teachers**

Lead Applicant Jan Lyons   Title of Lead Applicant Principal

Mailing Address 13050 Borden Ave., Sylmar, CA 91342

Phone Number 818-833-3700   Fax Number 818-364-1037

Email Address   jlyons@lausd.net   Website (if available) www.sylmarhs.org

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. **Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity**

   Please check one of the following statements:.

   ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.

   ☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

   ☒ The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).

   ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. **Assurance that an Applicant Organization is Solvent** *(For External Organizations Only)*

   Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. **Assurance of Enrollment Composition Compliance**

   The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. **Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".**

   In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process

procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. **Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement**

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. **Resident Enrollment and Attendance Boundary Compliance**

(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

 If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. **Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education**

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant <u>Jan Lyons</u>   Title of Lead Applicant <u>Principal</u>

Signature of Lead Applicant _____   Date : 11/14/11
Name of Board President*

Signature of Board President* _____   Date _____

*The additional name and signature of the Board President is only applicable to organizations with a Board.

LOS ANGELES UNIFIED SCHOOL DISTRICT
SERVICE PLAN FOR STUDENTS WITH DISABILTIES

All LAUSD schools are responsible for providing services to students with disabilities in their service area. Providing appropriate legally mandated services is a school's obligation under the Individuals with Disabilities Education Act, 2004 and Section 504 of the Rehabilitation Act of 1973. Further, as you operate an LAUSD school you are obligated to abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree*. The plan you will develop must be designed to ensure you meet both your legally mandated obligations and the Modified Consent Decree requirements.

The plan is divided into three parts:
1. Part One - Instructions for completing the plan
2. Part Two - Assurances Page with signature(s)
3. Part Three - Services Plan

To assist you, the "Public School Choice Descriptors Rubric" is included as an attachment. These descriptors will be used in evaluating the plan in terms of completeness. It is suggested that the rubric be reviewed to ensure all major points are covered. Writing to the rubric ensures the minimal legally mandated obligations and Modified Consent Decree requirements are met. Schools are encouraged to expand upon the content to incorporate operational, staffing and instructional concepts of importance within the broad concepts framing the vision and mission of the school.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN

Federal Requirement, District publications and forms are available	**Search and Serve**	Sylmar High School will have search and serve procedures to identify students attending and enrolling in the school who have or are suspected of having a disability and need special education and related services. Through training at the beginning of every school year and periodically throughout the year for those new to our school, we will assure that all staff members are aware of these procedures.
		
		 We will implement three search and serve strategies:
		 • At the beginning of the school year we will distribute the following brochures to all parents/guardians:
		   o Are You Puzzled by you Child's Special Needs
		   o "Section 504 and Students with Disabilities"
		 • Upon enrollment all parents will complete the District's Student Enrollment Form. If the parent/guardian answers "yes" to any question in section 10, we will complete the Special Services Follow-up Section of the form.
		 • We will review each student's IEP in the Welligent system, the 504 Plan or the GATE plan, and promptly provide services under the appropriate plan.
		 • If a student with an IEP transfers into Sylmar High from another school district in California, we will consult with parents/guardians and promptly provide comparable services pending an LAUSD, IEP review (within 30 days).
		 • If a student transfers in with an IEP from another school district outside California, we will consult with parents/guardians, as well as staff from the previous school and promptly provide comparable services until a new evaluation is completed (within 30 days) to determine eligibility based on California eligibility criteria for special education.
		 • If Sylmar HS does not have the appropriate program per the IEP, we will consult with the Support Unit to determine where the student should enroll.
		 The following publications and forms will be maintained in the Main office and made available to parents and staff upon request:
		 • Are You Puzzled by Your Child's Special Needs? Brochure
		 • Student Enrollment Form
		 • Request for Special Education Assessment Form
		 • A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION

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		Sylmar will also prominently display the Parent Resource Network poster in the Main office, the Special Services offices, and all SLC offices in order to better provide parents/guardians with information about where to call if they have questions or complaints concerning special education services. • Sylmar High School will have procedures for all staff members to identify and promptly serve students who require or may need special services when they enroll in school: • All faculty and staff will be prepared to answer any questions parents may have and we will assist parents in completing forms and, when appropriate, refer them to the appropriate parent resource unit or committee per the District's Policy and Procedures Manual (PPM). • Sylmar staff will also be oriented as to the initial assessment process described in the PPM that is required for students suspected of having a disability or for a request to have an assessment. • Sylmar High will have a written process for referring students who may be eligible for Special Education Services for assessment. All Sylmar staff will be aware that students suspected of having a disability cannot be assessed without parent permission, unless otherwise authorized under the law. Once parent permission is obtained, the school's Bridge Coordinator will identify any students in need of a pre-referral intervention plan, and work with the faculty to establish a Student Study Team for that student. The student's potential need for special education services will be screened from available data (e.g., school based and standardized assessments, attendance, behavior interventions, teacher observation, parental input, grades, etc.) regarding the student's progress or lack thereof within the general education program. A Student Study Team, composed of the student requiring intervention services, the student's parent or guardian, a general education teacher, the counselor, the School Psychologist, and an administrator will be responsible for identifying the student's needs and developing a plan to enable the student to be successful. Strategies may include individual tutoring, supports, strategies, and techniques to enhance the student's ability to be successful in the general education program. After the pre-intervention plan has been implemented for a pre-determined time period, if the Student Study Team finds that it is not sufficient to help the student make adequate academic or behavioral progress, they will recommend the student for a formal special education assessment and an assessment plan will be generated to evaluate the student in all areas of suspected disabilities

Los Angeles Unified School District
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APPENDIX E

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		Sylmar may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them. A highly qualified bilingual staff member will be available in the Special Services office to answer parent's questions. Due process procedures will be explained to parents and assistance will be given to them to fill out any necessary forms.
Outcome 2	**Intervention Programs**	Sylmar High School will ensure a safe school environment and make effective use of programs aimed at identifying and monitoring the various needs of its student population. Indicators used to identify needs for intervention will include, but not be limited to, a student's academic performance, social and emotional output, behavior, health, culture, attendance, and family. Sylmar High School will minimize the need for intervention through effective, accessible, and well-planned curricula as well as built-in opportunities for extending learning. We will have intervention classes built-in to our eight period schedule for all students who are struggling in mathematics and English language arts. We will also have after school and weekend intervention classes available to all students. Sylmar 's academic intervention for all students will be systematic, focused, and individualized to provide additional instruction and practice that will enable students at risk to attain mastery in all core subjects (ELA, Math, Science, and Social Sciences) and to provide additional help that any student might need before, rather than after, they have failed. The following approach will also provide targeted interventions that supplement and support the School's and District's base literacy program: RtI2 Three Tiers of Intervention: • Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies that are culturally responsive and relevant. Instructional practices and supports are differentiated and aligned to grade level standards and benchmarks to support all students in the core curriculum (ELA, Math, Science, and Social Sciences) • Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction (ELA, Math, Science, and Social Sciences) and behavior supports to groups of targeted students who need additional time and intensity in instructional and/or behavior support. • Tier 3 consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction (ELA, Math, Science, and Social Sciences) with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for individual

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students using the Problem-Solving Process. Students receiving Tier 3 level support may or may not be eligible for specially designated instruction and related services in accordance with IDEA.

As part of the overall school plan to provide 9th and 10th grade students with the additional support we believe they need to achieve academic success, students receiving Resource Specialist services in the 9th and 10th grades will generally be enrolled for one period each day in the Learning Center Developmental Reading Skills in Content Areas class. We will attempt to place students with the SESAC carrying RSP teacher so that the teacher will know the students well and be better able to monitor their progress. In the Learning Center class, students will receive assistance not only in English language arts and mathematics, but in all of their subjects. These classes will be taught by credentialed RSP Teachers, will be supported by at least one Special Education Adult Assistant, and have 15 or fewer students.

Curricular Materials utilized in the Developmental Reading Classes will include the following:
- Accelerated Reading
- Read 180
- Solo Writing Coach
- My Access
- Learning Strategies program by Dr. Myron Dembo, Ph.D.
- English-Language Arts Study Guide-California High School Exit Examination
- Mathematics Study Guide-California High School Exit Examination
- Math Go Figure
- Interactive Notebooks
- The Math Blaster Series
- Dragon NaturallySpeaking Voice Recognition software
- Career Choices curriculum for and life planning

Access Strategies will include:
- Pre-teaching
- Re-teaching
- Graphic Organizers
- Small-Group Instruction
- One-to-One tutoring and support
- Use Interactive Smart Board and Interactive Epson White Board
- Document Reader/Camera

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SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

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		Students in the 11th and 12 grades will be programmed into the Developmental Reading class as needed based on the following information : • Current grades in content instruction • History of student success (Individual Culmination Plan or Individual Graduation Plan) • Current performance level of student in reading, writing, and/or Mathematics • Ongoing progress monitoring curriculum probes in reading, writing, and/or mathematics • Documented need for specific social skill instruction • Individualized Education Program (IEP) These students will generally be placed in the class with the SESAC carrier assigned to their Small Learning Community (SLC). Students in the Special Day Program (SDP) will receive instruction in small classes of 20 or fewer students with teachers and Special Education Assistants who are trained to implement strategies to meet the specific needs of their students. These students also have access to intervention classes during the day, after school, and on weekends which will be specifically tailored to meet their needs. These intervention classes will be taught by credentialed Special Education teachers. All Special Education teachers (RSP and SDP) will consult with credentialed Core subject area teachers (ELA, Math, Social Studies, Science) in order to assure alignment with curriculum in the general education classes. Sylmar High School will a institute Community Service Advisory classes for all 9th and 10th grade students in the 2012-2013 academic year which will provide further opportunities for students, with and without special needs, to receive support and develop stronger connections with specific faculty members and recognize their role in the larger community. The Link Crew program, which will be available to 9th and 10th grade students, will allow us to utilize the skills of our 11th and 12th grade students to provide mentoring, help educators to identify individual needs, and provide individualized attention to the 09th and 10th grade students. Mentoring is a very powerful way to reach students and help them feel better about school and connect with someone. For students with disabilities (SWD), the Resource Specialist or Special Day Program teachers will ensure that their academic, vocational, and social-emotional needs are met by weaving goals into the curricula

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		throughout the school year. In addition, all general education teachers will receive the necessary training needed to implement accommodations and supports and provide the differentiated instruction that these students need.

As we identify needs for intervention, the counselors, teachers, and parents will document student progress in order to provide professional development to the support staff. This will allow staff to maintain or create the type of learning environment that will best support students.

Specific Supports for Students with Special Needs:

Resource Specialist Program (general education setting) :
- Instructional accommodations implemented in Gen. Ed. curriculum
- Co-planning/monitoring Adult Assistant or Sp. Ed. Intern in class Monitoring Adult assistant
- Co-teaching/direct instruction Resource teacher and General Ed. Teacher
- Learning Center Developmental Reading Class

Special Day Program for students using grade level standards (mainstreaming to greatest extent possible in general education setting):
- Intensive Instructional accommodations implemented in Gen. Ed. curriculum
- Co-planning/Monitoring by SPD Teacher/Adult Assistant

Special Day Program for Students using Alternate Curriculum:
- Intensive instructional accommodations for these students in general education classes as appropriate
- Inclusion in SDP classes with replacement curriculum aligned with state standards and as appropriate

Instruction of students with Moderate to Severe Disabilities will be based on the Curriculum Guide for Students with Moderate to Severe Disabilities/Core Content Access. The goal of instruction is to weave a Standards-Based Core curriculum (ELA, Math, Social Science, Science) as well as California Department of Education (CDE) Curriculum Frameworks in Health, Physical Education, and Visual and Performing Arts, with the following Functional Skills Areas:
1. Communication
2. Self-Care/Independent Living

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		3. Motor Skills/Mobility 4. Functional Academics 5. Vocational 6. Social/Emotional 7. Recreation/Leisure We will provide necessary instructional interventions to assure that all students in the Alternate Curriculum program meet their goals related to these Standards and Functional Skills.
Outcomes 5, 17 and 18 **LAUSD Board Policy**	**Discipline Foundations Plan and Behavior Support**	The staff of Sylmar High School knows that having an effective School-Wide plan to handle disciplinary issues is essential to creating a safe, nurturing, and effective learning environment for all students. **Prevention:** We will have positively stated rules, which are taught, enforced, advocated, and modeled. To promote a positive behavioral and social environment, teachers will co-construct a clear set of classroom rules and social expectations with the students. Positively stated behavior expectations will be posted in classrooms, hallways, and offices. These expectations will be explicitly taught, modeled, and reinforced. Appropriate replacement behavior will be taught to students. Sylmar staff will actively seek to reward students for good behavior and will encourage students to take responsibility for their own actions and be an integral part of maintaining a safe, positive, and inviting learning environment. Assertive Discipline will be based on the proposition that teachers have the right to teach and students have the right to learn. The system will be designed to: • Provide for the teaching of school rules, that are positively stated, as well as social-emotional skills • Provide for teacher training on the use of effective classroom management • Provide for parent/caregiver collaboration for discipline problems • Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, mentorship, and detentions We expect that students will: • Demonstrate respect for peers and adults by using respectful language and actions • Demonstrate acceptance of individual differences between people • Come to school regularly, on time and prepared to learn • Be engaged and active participants in the classroom and other academic settings.

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		• Help to maintain a clean and aesthetically pleasing campus • Report unsafe, unhealthy conditions and bullying to an administrator Sylmar High School will celebrate success with academic assemblies designed to recognize students for improvement and achievement in academics and behavior. Attendance will also be recognized monthly to emphasize the importance of staying in school. In the event of misconduct, Sylmar High will provide prompt and effective negative consequences for students who choose to interfere with the rights of other students to learn and the rights of teachers to teach. Consequences may include: • Conferences with parents • Conferences with Counselor • Conferences with the BICM or Dean • Saturday Detention • After school detention • Lunch Detention Prompt positive consequences for improvement of behavior will be provided through collaboration and partnering with after-school programs and outside agencies when appropriate. On-going monitoring will be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner. We will use positive intervention as a means of correction other than suspension, transfer, or expulsion to resolve disciplinary issues whenever possible. **Intervention:** We believe that our school-wide discipline program based on Positive Behavior support will greatly reduce the need for more intensive intervention. However, we must be prepared to effectively deal with various degrees of behavioral challenges in order to support our students, particularly those with special needs. Sylmar High School will provide the following supports to help students access the curriculum and social environment of the school: Tier 1: Most students in the RSP program in the 9th and 10th grades will receive additional behavioral support in the Developmental Reading class in the Learning Center. In the 11th and 12th grade, the SESAC carrying teacher will be available to provide behavioral support as needed to students. Students in the SDP program

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		will receive extra support from their SDP teachers. Supports for all of these students will include: • Social Skills training • Teaching School behavior expectations • Active supervision and monitoring of behavior • Positive reinforcement systems • Firm, fair and correct discipline • Peer Supports (including Link Crew for 9th and 10th grade) Tier 2: Includes all supports from Tier I in addition to: • Individualized social skill training • Self-management programs (self-monitoring of attention and behavior) • Parent training and collaboration • Adult mentors • Behavior Support Plan (BSP) • Assessment may include individualized data collection, observations and interviews, Functional Behavior Assessment (FBA). Tier 3: Includes all supports form Tiers 1 and 2 in addition to: • More intensive social skills training • Individualized support plans • Multi-agency collaboration (wrap-around services) • Assessment at this level will include individualized data collection, observations and interviews, Functional Analysis Assessment (FAA), which may result in a Behavior Intervention Plan (BIP) or a BSP. All students with disabilities (SWD) who have eligibilities of Emotional Disturbance (ED) or Autism (AUT) will automatically have a Behavior Support Plan (BSP) included in their IEPs. Before the initial IEP the Student study team will gather data and make recommendations for pre-referral interventions including documentation of behavior and accommodations, prior to an eligibility of Emotional Disturbance (ED). The team will collect data and make recommendations for support for students displaying difficulties with more serious behavior problems. A Behavior Intervention Case Manager (BICM) will organize the collection or supervise the Functional Behavioral Assessment (FBA). If a more extensive assessment is required, the BICM will carry out a Functional Analysis Assessment (FAA) and then develop the proposed Behavior

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		Intervention Plan (BIP) and present it to the IEP team. Behavior support plans will be included in the IEPs of students with other eligibilities as needed. The RSP or SDP teacher, in conjunction with the IEP team, will develop the BSP for students with less severe behavioral challenges. In cases of more serious behavioral issues, the BICM will conduct the FAA and work with the IEP team to develop the BSP. A functional behavioral assessment (FBA) will be conducted in order to determine the need for, and appropriate offer for, BIT services. A functional behavioral assessment (FBA) or other appropriate assessment will be necessary to prepare for a triennial review for a student who currently receives BIT. Sylmar High will use the Welligent service tracking system to monitor the provision of services. Designated staff will be accountable to ensure that all staff develop and maintain IEPs on the Welligent IEP System and to use the management capabilities of the system to maintain compliance with the IEP process for provision of BIT. **Crisis Plan** Sylmar High School has one full-time and two part-time School Psychologists on staff to provide services for students who may be in crisis. Students who are identified as at risk or in crisis are monitored by teachers, who report any concerns to the School Psychologist. Students are advised that they can see the School Psychologist as needed, or are given specific days and times to check in with the School Psychologist. Parents are advised of the need for therapeutic services and a list of agencies is provided. If families have difficulty securing an appointment with an agency they are encouraged to contact the School Psychologist for assistance. Students returning from a psychiatric hospitalization meet with the School Psychologist to make sure that they have follow-up therapy and medication in place. Teachers allow the student additional time to complete missed work and to advise the School Psychologist if there are any significant changes in behavior. If a SWD is receiving Pupil Under Counseling (PUC) services, and is experiencing a behavioral/emotional crisis, he or she will be sent to our PUC Psychologist or to the School Psychologist if the PUC Psychologist is not on campus that day.

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		All referred students are advised that they can come and speak to the School Psychologist whenever they need to. If necessary, the School Psychologist contacts parents and advises them of significant mental health issues and will assist them with securing therapeutic services through their insurance or provide the CHAMP number for them to apply for Medi-Cal services. The parents are asked to sign a release of information, so that the School Psychologist can provide the counseling agency with important information about the student in question. The School Psychologist will consult with the outside therapist regarding strategies to assist the student at school and will provide his/her teachers with pertinent information as needed. The School Psychologist will also advocate for a referral to Sylmar High's on-site mental health clinic if the student has Medi-Cal services. After interviewing a student who may be in crisis, the School Psychologist will send notes to teachers if the student is experiencing significant issues, advising them to allow the student to come and talk to him/her if they request to do so. The School Psychologist also asks the teachers to provide students with extra time to complete assignments or make up missing assignments. If appropriate, the School Psychologist will ask the teacher to advise him/her if they see sudden behavior changes either positive or negative in nature. If the School Psychologist believes that a student is a danger to him/herself or others, he/she will contact Valley Coordinated Children Services first and then the LAPD Abused Child Unit or DCSF, if appropriate. The Psychiatric Mobile Response Team (PMRT) will make a determination as to whether or not the student will be hospitalized and the School Psychologist will stay with the student until he/she leaves campus.
Necessary for Planning, will be provided	**Description of Student Population**	Sylmar High School serves and will continue to serve students with a wide variety of special needs. In order to ensure that we are fully aware of the specific needs of all of our students, before the school year begins, Sylmar High School will utilize Welligent reports to review the school's special education program to determine information about our students with disabilities. We will determine the following: • The total number of students with IEPs per program (RSP, SLD/SDP, ED, MRM) • The disabilities of the students along with their eligibility for program and Itinerant services • Percentages of time Out of General Education for programming classes We will determine the needs of identified students by referring to the Welligent system for assessment plans and IEP team meeting notices. We will also use Welligent to:

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		• Develop and print IEPs during IEP meetings • Enter and make timely updates of mandated information in all special education Student Information Systems (SIS) fields • Ensure that Resource Specialist Teachers and all Related Service Providers maintain service logs that document the frequency of contact and total number of minutes of service provided per week or month. **Currently Sylmar High School serves students with the following eligibilities:** • Specific Learning Disabilities (SLD) • Emotional Disturbance (ED) • Other Health Impairment (OHI) • Hard of Hearing (HOH) • Orthopedic Impairment (OI) • Traumatic Brain Injury (TBI) • Mild Mental Retardation (MRM) • Autism (High Functioning /Mild/Moderate) • Multiple Disabilities

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Outcome 2	Special Education Program Description	Sylmar High School is aware that Special Education law requires that public entities provide equal access for students regardless of any disability. We understand that while special education should be offered to students who have identified needs studies have consistently concluded that students with disabilities have better access to education if they are routinely evaluated and "mainstreamed" to a general education setting where appropriate.
		Sylmar High School will comply with the federal mandate of the "least restrictive environment," meaning that the school will make every attempt to educate students with disabilities (SWD) along with their non-disabled peers according to their individual needs.
		All SWD who have an instructional plan using grade level standards will use district adopted and approved curricular materials. Students in the RSP program will be enrolled in A-G requirement courses in general education classes for the entire day, with the exception, for some, of the Developmental Reading class in the Learning Center which is a class designed specifically for students in the RSP program to support them in all of their classes. Students in the Special Day Program will be enrolled in A-G classes in the general education setting or in SDP classes, according to their specific needs.
		The IEP team will be responsible for determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based upon deep knowledge of student strengths, interests, and the ability to meet previously set goals. Teachers will support SWD by continuous, focused attention on specific students in weekly professional development. Special Education teachers and General Education teachers will offer students a variety of ways to demonstrate mastery of course content and skills, and will acknowledge and accommodate different learning styles of all students with and without disabilities.
		Placement of students will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services, and will be driven by the unique needs of the individual student. Students in the RSP program will be mainstreamed and enroll in A-G requirement courses in general education classes. Students with disabilities will be taught alongside their general education peers to the greatest extent possible, with supports and services being provided within the general education setting. There will be collaboration between general and special educators that includes co-planning and co-teaching. The RTI2 framework

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		will be utilized to assess and monitor students. The problem solving approach will identify students that are in need of specific interventions. Interventions will be offered on a Tier III basis depending on the level of student need. Frequent and ongoing progress monitoring will be used to check progress. Students in the Special Day Program will be mainstreamed to the best of their abilities. The IEP team will be responsible for determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Sylmar's model will be one of "Collaborative Teaching" whereby the general education teacher and Special Education teacher collaborate to develop teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the learning environment of the school. In addition, the Advisory class and Developmental Reading classes in the Learning Center will provide regular time for progress monitoring, and planning support for SWD. Sylmar High will use operational guidelines provided by the Los Angeles Unified School District's Special Education Division to require a Learning Center designed to assist students with special needs in meeting their IEP goals, improving their academic skills, and improving overall academic achievement. The Learning Center will be designed for SWD, who have struggled academically, to receive individualized instruction in core classes (ELA, math, science, and social sciences). The Learning Center will include a Resource Teacher, teaching assistants as well as the collaborative services of the math and English language art teachers. **The purpose of the Learning Center is to explicitly:** • Teach strategies for learning (access strategies) • Extend the learning in the general education classroom • Provide targeted intervention • Monitor progress of students

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		Our programs will be as follows: **Resource Specialist Program (RSP)** It is essential to create and maintain a learning environment that holds high standards for SWD for both academic and ethical reasons. Students with disabilities have the right to access the same curriculum as their non-disabled peers. All students in the RSP program will be monitored and supported by a Resource Specialist Teacher and other staff members such as Special Education Adult Assistants. Students in the 9th, 10th grades will generally be placed into the Developmental Reading class in the Learning center for an elective. This class will generally be taught by the SESAC carrying RSP Teacher to assure that the case carrier has regular contact with his/her students. Students in the 11th and 12 grades will be programmed into the Learning Center classes as needed based on academic progress and specific needs. All students in the RSP program will have the option of taking the Developmental Reading elective. Students will be placed with the same SESAC carrier for the 9th, 10th, grades in order to permit a strong connection between RSP teachers and students. In the first year, teachers will be assigned to students by grade level (9th, 10th) and then 10th grade RSP teachers will work with 9th graders the following year as the 9th grade RSP teachers move to 10th grade with their students. Students in the 11th and 12th grade will be assigned to the RSP teacher who works with each SLC (BTE, VAPA, and Public Service) and remain with these teachers until they graduate. The RSP teachers for the ninth grade students will focus on helping their students learn the following: • goal setting strategies - academic, personal, career • identify how they learn most effectively • identify their specific strengths and challenges • reading and math skills • study and organizational skills RSP teachers in the tenth grade will continue the above supports and include: • strengthening foundations • teaching self-advocacy skills

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The focus for the 11th grade will be:
- developing greater independence
- developing a sense of responsibility within the school and larger community
- becoming familiar with and utilizing available resources both in the school and larger community to become career and college ready

12th Teachers will continue to focus on skills for 11th grade while helping to assure that all students:
- are on-track to graduate by the end of their fourth year
- have a specific and detailed plan to enroll in some type of post-secondary educational program (2-year, 4-year, vocational training, etc.)
- have access to and utilize resources in the College/Career center at SHS as well as at other educational/career institutions (financial aid, scholarships, internships, work-study programs, etc.)

These services will continue for students with disabilities up to the age of 22 who require additional time in order to obtain their diploma or certificate of completion.

Throughout their four years, the individual needs of students will determine the type and level of focus they receive. RSP teachers will continue to work with all general education teachers to assure the implementation of accommodations and strategies so that students have the best possible access to the general education curriculum and all other services available to their non-disabled peers.

Special Day Program (SDP Grade Level Standard Curriculum)
Students receiving support in the SDP Program will take standards-based classes geared towards completing their high school diploma. They will be programmed in general education classes to the greatest extent possible according to their specific needs and will receive extra support in their classes as stated in their IEP. A qualified special education teacher and special education assistants will support them.

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		Mainstreaming of Students in SDP Program (Grade-Level Curriculum) Pilot Program In the first year of operation under this plan, we will begin a pilot program in which one or two SDP teachers will function in a similar manner to RSP teachers with his/her students being fully mainstreamed in the general education program. These students will be placed in general core education classes with one elective Developmental Reading class to be taught by the SESAC carrying SDP teacher. The SDP teacher will co-plan/co-teach with the general education teachers in the core subjects (ELA, math, science, social studies) and provide support for other classes (academic and other electives). Special Education Adult Assistants and other support providers will also provide assistance in the general education classes. Based on results of the first year (i.e. matriculation rates, GPA, CST and CAHSEE scores) this program will be expanded and/or modified to meet the individual needs of our students. **Special Day Program (Alternate Curriculum)** The role of RSP and SDP teachers and the programs are subject but not limited to: • Provide instruction and services to pupils based on the IEP • Provide information and assistance to students and their parents • Coordinate special education services with the general education teachers • Monitor pupil progress on a regular basis and refer pupils who do not make appropriate progress to the IEP team • Emphasize career and vocational development, and preparation for adult life Sylmar High School special education staff will present various delivery options including: • Problem Solving • Co-Teaching • Co-Planning and strategizing with general education staff • Individualized support • Intervention Electives • Social skills support • Consistent observation and assessments of learning styles for multi-modal applications

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		Sylmar High School has created several classes and implemented other supports for students with a wide variety of abilities and needs. These include: For students in the RSP/SDP Programs: • Read 180 • Solo Writing Coach • My Access • Kaplan test taking strategies • Learning Strategies program by Dr. Myron Dembo, Ph.D. • Interactive Notebooks • The Math Blaster Series • Dragon NaturallySpeaking Voice Recognition software • Work experience through the District Office of Transitions (DOTS) for students with IEPs • Job Shadowing program to increase work opportunities and connections with the community • Field trips through the DOTS program • Career Choices curriculum for and life planning For students in the SDP Programs: • An SDP Geology class as an option for students struggling in Chemistry • An SDP Spanish class where are students can access grade-level curriculum in a smaller class. • An ED program which provides a safe environment for student with social/emotional challenges for part of the day while they are included in the General Education classes to the greatest extent possible • An SDP Reading class specifically designed for students who are reading significantly below grade-level using • System 44 and Accelerated Reading • A smaller SDP program class which is entirely self-contained for students in the SDP program who need a smaller setting which provides a higher level of support to access grade-level curriculum.

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		For Students Using Alternate Curriculum • PAES (Practical Assessment Exploration System) • SANDI Assessment School Based Enterprise (SBE) • Teaching to Standards Math
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	Every child who is assessed by the school and qualifies for special education services under the IDEA will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, Sylmar High School will provide those services according to the student's IEP. Students with disabilities will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. **Procedures to monitor IEP meeting dates and notification requirements:** The Modified Consent Decree (MCD) Clerk, in conjunction with the Resource Specialist and Special Day Program teachers, will utilize the Welligent e-mail, calendar and alert system to provide the following actions and follow up procedures: • Provide a copy of the IEP for all service providers • Referral for additional assessment • Notification of all stakeholders, DIS service providers, assessors, and outside agencies • Mailing paperwork (notifications, assessment plans, etc.) • Scheduling and opening of IEPs

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		• Documenting parent notification The IEP team will consist of the following individuals: • The parent or legal guardian of the student for whom the IEP was developed • Student • Administrative Designee • A General Education teacher who is familiar with the student and the curriculum appropriate to that student • Special education professionals qualified to interpret assessment results • A District representative, as appropriate • Others familiar with the student At Sylmar High School, we view the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone. A copy of the IEP will be given to the parent. Once the parent or guardian's written consent is obtained, the IEP will be implemented. The IEP will include all required components and be written on the LAUSD SELPA forms. The IEP will include all necessary components and be held on time according to federal guidelines. The RSP and SDP teachers will be responsible for monitoring progress in accordance with the goals in the IEP. All meetings and documents are kept confidential, and meetings will be held in a location where confidentiality can be assured. Each student who receives special education services will have a special education folder (green). Sylmar High will carefully review the records received for students entering from out of the District or state to ensure that all students requiring special education services are identified and provided with the appropriate services. All appropriate staff will have access to a current copy of the IEP. Every teacher who has SWD on his/her roster will be provided a red folder in which the following information will be provided for each student: • Eligibility (SLD, OHI, etc.)

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		• Area of Deficit (Visual Processing, Attention, etc.) • Instructional Accommodations • Any health alerts (Hard of Hearing, Asthma, etc.) • Behavioral Support Plan (if applicable) Other staff members providing services to students with disabilities, such as classroom assistants, may have access to the portions of the IEP that enable them to successfully exercise duties with regard to the implementation of the IEP. The IEP and all other educational records will be maintained to ensure complete confidentiality. If it is determined at the IEP meeting, that a student is not eligible for special education services, all records (including the completed IEP, Request for Special Education Assessment, Assessment Plan and Parent Notification of Meeting, and related documents) will be filed in the student's cumulative folder.
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	Sylmar High School will follow a very specific process to identify and assess students who may have a disability which would make them eligible for Special Education services. A multidisciplinary team will monitor, assess and evaluate any student who, after RTI has been implemented and thoroughly tested through multiple cycles and levels of intervention, continues to demonstrate inadequate academic, social, or behavioral growth. Such students will be evaluated by the school's Student Study Team (SST). After the recommendations of the SST have been implemented with fidelity and tried for a reasonable amount of time without significant progress for the student, a student may be recommended for special education evaluation. A special education assessment plan is to be developed and provided to the parents: • within 15 calendar days from the date of receipt of a written request for an initial special education assessment • within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services • prior to conducting a reassessment of a student receiving special education and related services • when a change in a student's eligibility for special education or related services is being considered Prior to the referral for assessment, students will be evaluated to ensure that the cause for intervention is not the result of language acquisition or any of the exclusionary factors such as lack of instruction in reading, or

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		math. The District's Special Education Assessment Plan Form in the Welligent IEP system will be provided to the parents in the language of the home. Forms in all of the major languages are available. Sylmar High will ensure that the initial IEP be held within 60 days from the date the assessment plan is signed. In order to assure that all areas of suspected disability are addressed, Sylmar High School will: - Select and administer tests and other assessment materials that are not racially, culturally, or linguistically discriminatory. - Administer tests and other assessment materials in the language and form most likely to yield accurate information about a student's academic developmental and functional skills. - Select and administer tests and other assessment materials to assess English Language Learners that truly measure the extent to which the student has a disability and needs special education, rather than the student's English language skills. - Select tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient. - Utilize a variety of assessment tools and strategies to gather functional and developmental information about the student. - Utilize information provided by the parent/guardian. - Obtain information about how the student is progressing in all classes. - Assure that needs for Assistive Technology are adequately assessed. Sylmar High school is aware that Intelligence Quotient (IQ) tests may not be administered for the purpose of determining eligibility for Special Education services. We are aware that not only may they not be administered by school districts, but findings from intelligence tests administered elsewhere may not be considered or contained in student records. Sylmar High will have a system in place to monitor referrals by ethnicity. We will regularly check data to ensure the ethnic breakdown of SWD is aligned with the breakdown for the overall school's population. If the data is not proportional, the Modified Consent Decree team will meet to review data, determine reasons for the discrepancy, and develop strategies to reduce any discrepancy.

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Currently, the ethnic make up students in our Special Education program closely reflects that of the overall population of Sylmar High School, as noted in the table below:

	American Indian/ Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic/Latino	African American	White not Hispanic	Multiple/ No response	Total
All Students									
2009-10 by %	0.6%	0.4%	0.08%	0.4%	93.9%	2.1%	2.1%	0.06%	100%
2009-10 by %	0.6%	0.4%	0.08%	0.4%	93.9%	2.1%	2.1%	0.06%	100%
Students With Disabilities									
2010-11 by %	0.9%	0.2%	0%	0%	89%	4.4%	5%	.6%	100%

Source:SARC and DataQuest for 2009-10 and Students Information Systems (SIS)

Of the nine students at Sylmar High School with an eligibility of ED, eight are Hispanic (89%) and one is Caucasian (11%).

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| Outcome 2 | Instructional Plan for students using grade level standards | Sylmar High School is committed to serving the needs of ALL students. We believe that our instructional program, with its emphasis on reaching all students through personalized and varied teaching strategies (SDAIE, Differentiation, and Project-Based Learning) will help achieve our goal that all of our students will graduate from Sylmar High with the skills, confidence, and social conscientiousness to become active and positive participants in the local and global communities.

This goal pertains to all of our students, with and without disabilities. Our instructional program is based on our core beliefs that:
Students must take ownership of their success by becoming equal partners in their education with teachers and parents.
Students should have a strong understanding of community members' interdependence. The Community Service Learning course will feature long-term, authentic, Project-Based Learning assessments that are focused on solving real-life problems that exist in the school and community.
All stakeholders must contribute to the success of students. Students, teachers, parents, and community will align with Houses and SLCs so that there can be an emphasis on collaboration, communication, authentic engagement, shared responsibility, and shared accountability.
Students and parents must be informed partners, working with the school to support and prepare students for college admissions and career must be equipped with 21st Century skills in order to be successful in the 21st Century workforce. This includes strong skills in analysis, technology, writing competency, the ability to work in a group, an awareness of basic finance, and fluency in language.
Accountability for student learning is a shared responsibility between parents, advisors, teachers and students. All stakeholders will create learning plans that define personal and academic goals, create and maintain a formative portfolio to measure growth, look at data to modify goals, and use on-going formative assessments to adapt instruction and personalize learning. Portfolios will reflect examples of the student's work over the course of their 9th and 10th grade years.

Sylmar High School will always use grade level materials that will be accommodated and/or modified and we will provide Specially Designed Instruction (SDI) as described in the IEP, to meet the unique needs of each student.

In the General Education program (RSP) content may be differentiated or adapted. Various teaching methodologies may be implemented, and delivery of instruction may be provided in multiple modalities in |

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		order to address the unique needs of each student and to ensure that each student has full access to the grade-level curriculum. Instruction in the Special Day Program (SDP) curriculum will align with the standards-based instruction provided in the General Education Program, but will be offered in SDP classes which have fewer students and additional adult assistants to provide more support and individual attention for students with greater needs. Students with disabilities will have equal and full access to grade-level curriculum. Sylmar High School will adhere to the District requirements of a tiered approach (RTI2) to instruction, intervention, and services for students with Mild/Moderate (M/M) Disabilities that is aligned and linked to the California Content Standards for secondary students. A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This is a research-based approach based on the expectation that all secondary students with disabilities will participate in rigorous standards-based curriculum with accommodations as developed in the IEP. This Tiered approach does not determine placement in a program. The IEP teams will consider the level and type of support that is appropriate for the individual student, where that support can be best offered, and the amount of instruction needed outside of the general education classroom (if applicable). Consistent with this tiered approach, all students with M/M disabilities will participate in the general education classroom with appropriate supports provided within that environment. In general, students will be removed from this environment only when there is significant evidence to indicate that the student's needs cannot be met in this environment even with supplemental supports and services. One exception to this practice will be that, in order to provide the extra support we believe our 9th and 10th grade students need, we will typically enroll these students in the Developmental Reading class Learning Center for one elective period. This will permit regular contact with the SESAC carrying teacher and better monitoring and support of students so that they can succeed in all of their courses. Sylmar High is committed to providing a continuum of services in the Least Restrictive Environment for students with disabilities and envisions services delivery models composed of several levels of special education services. All students with disabilities, regardless of program placement or service delivery model may be offered the following instructional accommodations depending on their individual needs.

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		Instructional accommodations for students with disabilities may include, but are not limited to:
		• provide a model of end product,
		• provide written and verbal direction with visuals if possible
		• break long assignments into small sequential steps
		• monitor each step
		• highlight to alert student attention to key points within the written direction of the assignment
		• number and sequence steps in a task
		• provide outlines, study guides, copies of overhead notes
		• explain learning expectations to the student before beginning a lesson
		• allow students to use tape recorders, computers, calculators and dictation
		• allow oral administration of test and extended time for assignments
		
		Layered Supports Within the General Education Program:
		Layer 1:Instructional Accommodations within the general education classroom
		Layer 2:Co-planning between the special and general education teachers.
		Layer 3:Co-teaching between special and general education teacher/DIS Support (integrated)
		Layer 4: Direct instruction non-intensive within the general education classroom
		
		Layered Support Outside the General Education Program:
		Layer 1: Pull out for instruction in the Learning Center to address short and long-term goals
		Layer 2: Learning Center Elective (Developmental Reading) for 9th, 10th grade students (RSP)
		      11 and 12th grade (determined by individual needs of student)
		Layer 3: Special Day Program classes for part of the day (1 or more core classes English, Math,
		      Science Social Studies, Academic Electives)
		Layer 4: Special Day Program for a majority of the day (all core classes, academic electives)
		
		When special education services are needed outside the general education setting, all courses will continue to be based on grade level content standards and expectations. In order for this to occur, students will be enrolled in classes with one grade and one subject, unless that is not feasible. Multiple grade levels and/or multiple subjects will not be programmed into a single class.
		
		Some students may require alternative instruction related to the core curriculum based on ongoing monitoring and will be provided opportunities for accelerated learning, intervention, and provision of immediate and corrective feedback in the Learning Center or smaller SDP classes with enhanced supports

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		such as additional adult assistance and modified curriculum. The Learning Center will be utilized as a dynamic, flexible setting where students will have opportunities to receive either short or long term intervention(s) based on individual needs and take assessments using accommodations. Students in RSP Program in 11th and 12th grade will be programmed into the learning center for an elective in the area in which the IEP team has determined that the student needs require direct and intensive intervention. **Sylmar will use the following types of data to make decisions regarding differentiation of instruction, grouping of students, instructional procedures, and assessment:** • Assessments that allow students to show what they know (oral, dictated, tape recorded, pictorially, etc.) • Authentic assessments to understand what our students know and can do. • Portfolios • Formative assessments including: student journals and self-assessments, peer reviews, teacher observations, student-led conferences, diagnostic probes and diagnostic teaching, work samples, and product analysis based on rubrics • Standards Based Essential Learning Assessments • Informal Assessments • Standardized Assessment Tools (Kaufman Test of Educational Achievement, Woodcock Johnson)
Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	Sylmar High School has a long history of successfully providing support to students with Moderate/Severe Disabilities that impede their ability to access the general education curriculum using grade-level standards. Sylmar High will use the District's Curriculum Guide for Students with Moderate to Severe Disabilities to enable its students with disabilities to access the core curriculum outlined in the California Frameworks. Our course of study will align functional skills with standards-based core curriculum. The basis of all courses for students instructed in the alternate curriculum is a subset of the California standards in English/language arts, mathematics, science, and history/social science as provided in the LAUSD Reference Guide #4160.0. **Modifications for these students may include, but are not limited to:** • shortened assignments/assessment individualized expectations and materials • same standard with different task and expectations • focus on the same, but fewer targeted grade-level standards within subject area

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		Students using Alternate Curriculum will participate in General Education electives based on their strengths and interests. They will be included in general education elective courses throughout their high school years according to their strengths. They will be able to receive elective credit by doing services throughout the school, i.e., work in the cafeteria, work with the grounds crew, assist with school activities, or assist with the school newspaper. They will participate in P.E. with their non-disabled peers unless their IEP indicates Adaptive P.E (APE). APE services will be provided within the general education P.E. class whenever possible. We will continue to use the booklet, Community Based Instruction: An Experimental Manual for Teaching Life Skills in the Community which provides an instructional approach for using the community as the primary learning environment for high school students with moderate to severe disabilities. The primary focus will be to successfully transition into the adult world. The reauthorization of the Individuals With Disabilities Education Act (IDEA) in 2004 shifted the focus of CBI to provide for a seamless transition to employment, independent life skills, or education and training. CBI instruction will consist of an individualized, coordinated set of classroom and community activities that are based on student needs and interests. CBI activities will be designed to support instruction in employment and independent living skills for students with moderate to severe disabilities on the alternate curriculum. The activities begin in the eleventh grade and continue until a student masters the expected learning or reaches the age of 22. The activities will be individualized and will take place within a small group of no more than four students assigned to one adult for instruction at school or in the community. CBI Activities will differ from field trips in that they will involve ongoing instruction in the context of the natural environment. CBI instructional activities will focus on individual needs and targeted skills in a variety of learning environments. **Practical Assessment Exploration System (PAES)** Sylmar is proud to be able to offer our students with Moderate/Severe disabilities the opportunity to use the PAES program. We are the only school in the East San Fernando Valley to have this program on our campus. This dynamic curriculum operates in a simulated work environment. PAES provides students on Alternate curriculum with real knowledge that is relevant to their lives. Students are encouraged to become independent problem solvers and develop higher order thinking skills. Students become employees; teachers become supervisors. Strict procedures are followed so that students experience a realistic work experience while they explore new career vocational areas.

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| Outcome 13 | Plan to provide Supports & Services | Sylmar High School will follow all California state and LAUSD guidelines and procedures to provide evidence of provision of services to our students with disabilities. In order to maintain accountability of Special Education Resource Specialist Services and Related Services, our Resource Specialist Teacher and Related Service Providers will accurately complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the frequency and duration of services in each student's IEP. At the end of each month the RSP Teachers and any Related Service providers will complete, print, and sign the Welligent monthly service report, which will be reviewed and signed by the site administrator in charge of Special Education.

Sylmar High will maintain appropriate special educational records at our school site. The Welligent System is linked to our Student Information System (SIS), which helps us to maintain a master IEP monthly calendar in order to monitor the provision of services required in all IEPs.

• All DIS service providers will log the services provided to students with the same frequency and duration as listed in their IEPs.
• Administrators will collect and monitor the service logs monthly to ensure all students are getting services
• Programming of students with disabilities will be done prior to programming other students to ensure that they have access to all services that they require. Students with disabilities will be clustered appropriately to allow for effective programming
• Any changes that occur at an annual or triennial evaluation will be promptly made and all involved personnel will be notified of changes |
| Outcome 9 (For programs with students 14 and older) | Transition Planning Strategies | The staff of Sylmar High School recognizes the importance of providing all of our students with the tools necessary to transition successfully from high school to post-secondary education and employment. The school as a whole will have many programs in place to help our students connect with post-secondary educational institutions and organizations that can help them acquire training and employment during high school and after they have completed their education with us.

One program that we will implement will be a Service Learning Advisory class for all students in grades 9-12. This class will function as an advisory period, occurring during the school day, and there will be faculty mentors at each grade level who will work as advisors to help them feel more connected to the school community while they also work to understand their role in the larger community. In 9th grade, students will work as a whole class with several faculty mentors. In 10th grade, students will work through their advisory period to develop projects as a team. Each advisory teacher will work with the advisory class. In 11th |

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		grade, students will form small groups or work individually on a project. Students will choose a teacher to be their mentor and may choose an outside mentor. Teachers will have several mentees. In 12th grade, each student must work individually. They will each have a faculty and an off campus mentor. They must complete the project to graduate. The purpose of these Community Service Advisory classes are to: • Help students see the relevance of the academic subject to the real world • Enable students to help others, give of themselves, and enter into caring relationships with others • Enhance the self-efficacy of our students • Develop a partnership among students, faculty and the community • Impact local and global issues and needs • Prepare students for careers/continuing education • Provide cross-cultural experience for students Sylmar High School currently enjoys a number of college articulation agreements to give our students a head start with their college education. In the industrial arts, we have an agreement with Pierce College in Woodland Hills, whereby our students are able to utilize their comprehensive facilities. Our culinary arts program is affiliated with Mission College in San Fernando, where our students enjoy dual enrollment, earning high school and college credit simultaneously. In addition, our culinary arts program is involved with the Careers through Culinary Arts Program (CCAP) in which our students compete nation-wide for scholarships. We will continue to support these partnerships and we will seek out new partnerships in the upcoming years. We are looking forward to implementing an early college option for our students. Students will be able to enroll in college courses as a part of their instructional day. The early college effort will feature an environment that emphasizes leadership, self-respect, and community pride. We will establish relationships with local junior colleges and universities, primarily Mission College and California State University, Northridge. Students opting for the early college plan will follow a schedule that integrates their high school curriculum with college courses to be held on campus or at nearby Mission College. Within our Zone of Choice, Sylmar High School distinguishes itself as a school dedicated to serving those students who wish to take a career

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		path post-high school graduation. We offer a full array of courses in the industrial arts, and we will continue to grow these programs over the next few years. We want all students to be able to identify a career path of interest and pursue it with support from instructors who know the industry and can therefore assist the student with internships and job placement. We also provide the following school-based services for all students: • College Counselor • Vocational Counselor • Retention Specialist • Career Technology Advisor **Transition Services for Students with Special Needs** Sylmar High School will use the LAUSD DOTS/Bridge Collaborative Best Practices document as a reference to help the school meet outcome 9 of the MCD. The Individual Transition Plan (ITP) within each student's IEP will describe the appropriate transition instruction and services that will be part of his or her special education program. The ITP will be based on individual student needs, strengths, preferences, and interests determined through the process of age appropriate assessment, and will include instruction, related services, community experiences, the development of employment and other post-school adult living objectives including, when appropriate, acquisition of daily living skills and functional evaluation. Services may include: • Coordinate and/or conduct assessment, instruction, and services, to enable transition age students to access various community agencies or work based learning. • Implement legal mandates for the provision of compliant transition planning and service delivery. • Provide students, families, and classroom teachers with transition planning tools. • Coordinate community links for secondary special education students in work/career and independent living. • Identify, prepare, and enroll students in work based learning experiences.

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		• Implement required activities related to Modified Consent Decree (MCD) Outcomes 3 and 4 (High School Graduation and Completion) • Coordinate activities to connect students, parents, and staff with community agencies, post high school options, occupational centers, career and transition centers, and Centers for Advanced Transition Skills. We will assure that: • All students who receive Special Education services 14 years and older will have an Individual Transition Plan (ITP) included in their IEP. • All students complete a commercially produced transition assessment with our DOTS teacher before they turn 16 such as Interest Determination, Exploration and Assessment System, Job Survival, Career Cruising or Success Scale • A timeline of dates will be kept and transition instruction will be presented to students, parents, and staff so that students will have a successful transition for post- secondary goals. • The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. • Students will have completed a "Senior Inventory" and "Summary of Performance" and they will obtain a copy for future reference. • All students leaving Sylmar High School will have an exit IEP. • Students who have either graduated, earned a certificate of completion, or aged out of Sylmar High, will be contacted at least once per year for the two years following their graduation/completion. Our Transition teacher will provide resources for these "leavers" to assist them with post-secondary education, vocational training, and outside agencies (Regional Center, Department of Rehabilitation). Sylmar High School has a Transition Teacher who, with support of LAUSD's transition services and special education teachers, will show students how to research post- secondary training and education. We are also proud to offer the School Based Business Enterprise program for students on Alternate Curriculum. This program allows them to develop their own business and learn related business skills which include: • Economics • Sales/Retail

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		• Partnership/Collaboration
		
		Agencies contracted through LAUSD which provide services for students with special needs at our school site include:
		• Department of Rehabilitation Counselor
		• Transition Partnership Program (TPP) Teacher
		• Marriot Bridges Program provides pre and post-secondary employment opportunities for students
		
		Other agencies which provide services for students with Moderate/Severe Disabilities:
		• Regional Center
		  o Funding and coordination of services for students with a variety of disabilities
		  o Parent Community Fair to showcase post-secondary career opportunities for students
		• Careers and Transition Services (Los Angeles Mission College)
		• Tierra Del Sol – supported employment/vocational courses
		• New Horizons – supported employment
		• Nexxus – College opportunities
		
		All of our SWD who graduate with a diploma will have a Summary of Performance (SOP) on file in their records and will be provided with a copy to use as future reference. The SOP will provide students with a summary of their academic achievement and their functional performance that includes recommendations on how to assist them in meeting their postsecondary goals. The SOP will also assist students in the transition from high school to higher education, training, and/or employment. The SOP will also help establish student's eligibility for reasonable accommodations and supports in postsecondary settings.

Federal requirement	**Access to Extra-Curricular/Non academic activities:**	Sylmar High School is committed to equitable access to all programs and activities for all students. We will ensure that all students, with and without disabilities have the opportunity to, and are encouraged to participate in the many extra-curricular and non-academic programs available at Sylmar High. Students with disabilities often need more support and encouragement than their typical peers, so our staff will communicate with students and parents regarding the opportunities available at the school site, both during the school day and after school in the following ways: 1. SESAC carriers and Special Education teachers will talk to their individual students about extra-curricular activities during class or individually. 2. The general education counselor will inform students in the RSP program about electives classes and extra-curricular activities available to them.

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		3. The Special Education Counselor will discuss with students in the SDP program (both using grade-level and alternate curriculum) the types of electives that meet their interests and particular needs. 4. During IEP meetings, parents will be informed about non-academic electives extra-curricular activities. Students with special needs have participated successfully in all of the following, among others: • Link Crew - mentors for 9th grade students • Leadership Class • Athletics • Clubs- Examples: Key Club, Anime, Dance • Performing Arts- Examples: Chorus, Jazz Band, Marching Band, Instruments • Fine arts – Examples: Drawing, Paining, Sculpture, Animation • College field trips – UCLA, UCSB, CSUN, Pierce College, Mission College, Santa Monica CC • Community-based projects • Football games, dances, prom, pep rallies, grad night, assemblies, etc. Students will receive support in the elective classes through the accommodations detailed in their IEPs. The SESAC carrier will ensure that services and assistance in monitoring progress on assignments is adequate and will provide extra time or accommodations to complete assignments. Daily check-ins with the teachers and the Advisor will ensure that the students' needs are being met in the general education elective classes.
Federal requirement	**Providing Extended School Year**	Sylmar High School will provide Extended school year (ESY) services to students with disabilities in excess of the traditional school year, in accordance with each student's IEP. We will refer to the district published reference guide that discusses criteria for ESY eligibility and procedures for application. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. Services will be coordinated with the LAUSD Division of Special Education. Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist SWD to maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services. The collection of student data will be used to determine a student's eligibility for ESY. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program. IEP teams will use the following information to determine if ESY is appropriate for a student: the severity of disability, critical areas of learning, extent of regression in learning, recoupment rate, and

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		availability of alternative resources such as general education and intervention programs.
		The IEP teams will determine the type of ESY program, related services and transportation, if needed, for eligible students. The IEP teams will ensure that ESY services are part of the FAPE summary offer on page 12 of the IEP.
		The Division of Special Education will provide the budget for ESY. As an LAUSD school, Sylmar High will be part of LAUSD's internal structure and therefore, will seek and secure budget information for LAUSD's proposed budget.
		If the IEP team determines that the student is not eligible for ESY, the student may be referred to the general education summer school program. Our summer school program will be open to all students, including those with disabilities.
Federal Court requirement	**MCD Outcomes (to be woven among others)**	The following components are interwoven into our special education plan, and all teachers are aware of the MCD outcomes: • All students will Participate in Statewide Assessments such as the CST, CAHSEE, CMA and CAPA • Standards-based, rigorous instruction, differentiated to meet individual need will be presented to all students to increase the percentage of students scoring Advanced, Proficient and Basic on the CST, CAHSEE, CMA, and CAPA • This will lead to more students graduating with diplomas or earning certificates of completion. • There will be a Reduction in Suspensions with the use of the School wide Positive Behavior Support System. Students will be encouraged and reinforced for doing the right things. • All students, regardless of their eligibility, will be educated in the environment that is the least restrictive in allowing them to be successful. This will be determined on an individual basis. Students will be programmed into general education programs or mainstreamed as appropriate. • We will strive to meet the needs of all students on our campus through collaboration and differentiation. We will seek alternative placement only after all other attempts to meet the student's needs have been exhausted. • Every student aged 14 and above will have an Individual Transition Plan (ITP) included in their IEPs each year. The ITP will address goals for the students to help prepare them for life after high school. • IEPs will be held within the mandated time-line. • All service providers will ensure delivery of service that meets the frequency and duration indicated in

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		the student's IEP. All mandated service providers will complete their logs weekly or bi-weekly. • Every effort to have parents attend their child's IEP meeting will be made. If a parent is unable to attend, the school will offer to hold the IEP on a conference call with the parent so that they may still have meaningful participation in the IEP. • Behavioral Support Plans will be written for students with Autism or Emotional Disturbance when there is a behavioral challenge that impedes their success and progress toward IEP goals. • Initial IEPS or comprehensive evaluations of African American students identified with Emotional Disturbance will follow all mandated requirements necessary to determine ED eligibility.
All	**Professional Development**	The Sylmar High instructional program for all students, with its emphasis on reaching all students through personalized and varied teaching strategies (SDAIE, Differentiation, and Project-Based Learning) will be the basis for professional development for Special and General Education teachers. The professional culture of Sylmar High School is committed to providing all students, including SWD, with a rigorous and dynamic academic environment. Our professional culture will be both collaborative and reflective. Both the Professional Learning Communities (PLCs) and the Small Learning Communities (SLCs) will work in the cycle of inquiry, as explained by DuFour (2004) and Hord (1997). Within this cycle, teachers work together in a spirit of critical friendship in order to refine and improve their individual practices. The cycle of inquiry operates according to the four domains which are listed below: • A shared vision that focuses on the success of students, with an emphasis on frequent knowledge benchmarks to ensure student comprehension • A collaborative culture, featuring shared and supportive leadership that emphasizes individual accountability for all teachers and students • A reflective stance in which members engage in continual and public analysis of their practices, such that professional feedback informs all group work and decisions • Data-driven analysis used to help articulate specific goals and high student/teacher expectations Using the four domains as the framework for our professional development, teachers will work together to create common lessons that can be implemented, observed, and analyzed by the group, thus allowing students to benefit from the shared expertise and the individual talents of all of our teachers.

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		Another critical feature of our professional culture will involve frequent opportunities for peer observation. Once a week, teachers from each PLC/SLC will observe a fellow PLC/SLC member in the classroom. During this time, the observer will take notes, which he/she will share with the teacher being observed during a debriefing session in a timely manner. The observer will be looking for specific activities and actions, all of which will be transparent to the observed. These activities and actions include the following: • Teacher talk time vs. student talk time • Content and language objectives clearly posted • Student engagement • Opportunities for listening, speaking, reading, and writing All teachers in the Special Education Department will continue to meet as a Small Learning Community (SLC). SDP teacher will meet frequently with their Professional Learning Community (PLC) groups in the 9th and 10th grade to get information on specific core instruction. RSP teachers who serve 9th and 10th grade students will continue to meet together during some PLC Professional Development meetings. During these meetings, RSP teachers will work to familiarize themselves with the curriculum and Essential Learnings for all of their students' classes. They will also work together to find ways to better support and monitor their students' progress in these classes, share and discuss student data (EL results, grades, etc.) and plan based on this data. Special Educators will meet with the General Educators who work with the students on their SESAC caseloads in the following ways on an on-going basis to plan curriculum, collaboration, and daily accommodations: • RSP/SDP teacher with individual General Education teachers • RSP/SDP teacher with a small group of teachers within the same PLC/SLC Special Educators at Sylmar High School realize that in order to help our students with and without disabilities achieve academic and social success, we must be familiar with the most current research in the fields of neuroscience, cognitive psychology, and related fields which will provide insight into how students learn well and why they sometimes struggle. We will explore the possibility of incorporating the All Kinds of Minds approach to teaching and learning which will offer us the opportunity to learn about brain-based research and provide us with research-based strategies to both assess and understand how our students learn best as well as to use strategies to help them learn better. All Kinds of Minds uses a neurodevelopmental framework that serves as an organizing

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		structure to help educators understand learning and learners. All Kinds of Minds has articulated a set of five beliefs that support the kind of learning environment that enables all kinds of learners to thrive, succeed, and reach their full potential. They are: - Inspire optimism in the face of learning challenges - Discover and treasure unique learning profiles - Eliminate humiliation, blaming, and labeling of students - Leverage strengths and affinities - Empower students to find success We will use materials from the Schools Attuned training during Special Education Professional Development meetings. Select Special Educators will then provide training to General Education Teachers during PLC and/or SLC meetings. Additionally, select Special and General Educators as well as experts in the field of Special Education from local Universities (CSUN, CSULA, UCLA) and organizations (Council for Exceptional Children) will provide training to Special Education and General Education faculty members on an on-going basis throughout the year. This will occur during both PLC and SLC PD time and General and Special Educators will work together to both teach and learn from each other with the aim of creating a culture of collaboration between General and Special Educators which will better meet the needs of all students. Professional Development Topics may include (but are not limited to): - SPED identification process - Co-teaching/co-planning - Accommodations and how they can be most efficiently provided in the general education class - Eligibilities of students (ED, AUT, OHI) that Gen. Ed. Teachers will commonly have in their classes - Specific information about Learning Disabilities - Targeted accommodations and strategies for addressing different processing deficits - Differentiation in the classroom - Understanding the special needs of parents - Implementing RTI through co-teaching - Teaching specific reading strategies to students with mild to moderate disabilities

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		• Paraprofessionals' role in inclusive setting • Positive Behavior Support (PBS) At least one of our Special educators will belong to the Council for Exceptional Children and will have access to further professional development resources for our faculty. • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of all students. • Collaborative practices between general educators and special educators are embedded within all professional development activities. • All professional development activities will include ways to differentiate to meet the needs of all students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address the tiered layers of both instruction and behavior. • All school staff will learn to utilize the problem solving process in collaborative teams to improve their abilities to identify problems and seek solutions that work.
Outcomes 6, 8, 16	**Staffing/Operations**	Teachers will be recruited by contacting local universities or state college's special education programs to contact alumni who are appropriately credentialed to serve our student population. We will post on the LAUSD employment board and contact principals and coordinators at other school sites for recommendations. The school administrator who can verify credentials from the Commission on Teacher Credentialing will handle credential verification and monitoring. We will hire special education staff based on the requirements of LAUSD policy. All special educators will be appropriately credentialed for the program they are hired to teach. The SESAC carrier and the office clerk will provide the clerical support required to appropriately monitor and service student needs. The Bridge Coordinator will be responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP. The Bridge Coordinator and/or any other appropriate school personnel will attend staff development, in-services, and/or training sponsored by LAUSD in compliance with IDEA regulations, California Education Code, and LAUSD's SELPA guidelines. The Bridge Coordinator will: • Ensure that all aspects of the IEP are followed.

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		- Oversee compliance with special education law/services. - Arrange for a general education teacher of the child to attend the team meetings. - Communicate with parents about progress made toward attaining the goals stated on the child's IEP, and inform them of due process procedures and rights. - Complete the required paperwork, updating, and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress and appropriate provision of any/all test modifications as stipulated in the IEP. - Oversee all aspects of professional development in the special education department. - Supervise all special education assistants and trainees. - Communicate with general education teachers and the SLC to schedule collaboration classes. - Oversee provision of special education services. - Ensure special education staff maintains proper paperwork and communicates progress to the parents made toward attaining goals on the child's IEP. - Arrange for all pertinent staff and family members to attend IEP meetings. - Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines. The Special Education Department Chair/Coordinator will assist the Bridge Coordinator in these duties. A highly qualified, bilingual Modified Consent Decree Clerk will provide the clerical support needed to assure that all of these duties are carried out effectively. We have a plan for maintaining specialized equipment in collaboration with Itinerants such as Assistive Technology (AT), Least Restrictive Environment Counselor (LRE), Augmentative Speech, Adaptive Physical Education (APE), and the School Nurse. The School Nurse and the Health Care Assistants will stay current with all Health Protocols required for students with specific health care needs and assure that those protocols are specifically followed to ensure students' health and safety.
	Fiscal	As part of LAUSD, we will follow all the fiscal policies and procedures of the District.

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Outcome 14	Parent Participation	Sylmar High School has been serving the Sylmar community for 50 years. We have a long tradition of reaching out to parents and stakeholders and we will intensify this program, making it a cornerstone of our school's purpose, mission, and vision. The faculty and administration are deeply rooted in this community. Many faculty members are in fact residents of Sylmar as well as graduates of Sylmar High School, and some of our students have generations of family from this area.
		We will focus on four core elements to engage the community and parents: 1. Strong Relationships 2. Equitable access to service and programs for all 3. Equitable access to communications (written, verbal, electronic) 4. Programming for students and families catered to the needs of the community
		The staff of Sylmar High School believes that our success depends upon the participation and support of the community. Community stakeholders will be involved in all decisions related to serving our students. We have recently updated and enhanced our Parent Center, which hosts monthly English Learner Advisory Committee (ELAC) and Compensatory Education Advisory Council (CEAC) meetings run by the Title One and Bilingual Coordinators. The Parent Center is open throughout the day. Our Parent center has also partnered with Planned Parenthood and we are preparing to establish our own Parent University.
		Because we are dedicated to making sure that students have access to as many college and career related opportunities as are available, we have forged many relationships with key community partners such as the Community-Based Collaborative, Drug Prevention-Intervention Coalition (DPIC), Sylmar Neighborhood Partnership, EduCare, Los Angeles Education Partnership, among many others. These organizations, driven by the neighboring schools' and communities' needs, are connected to the stakeholders of Sylmar High School, and have a strong positive influence in the community. Partnerships such as these underscore Sylmar's status as a community school.
		We have had success implementing parent meetings and student-led conferencing as part of our outreach and instructional practices. Sylmar High School is building an ambitious but achievable plan to use technology to reach parents. We will make all student academic expectations and accomplishments available online, as well as provide information about school and community events, local resources and governance information.
		Parents of students with disabilities (SWD) will have access to all programs and services available to all

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		students at Sylmar High School. Our staff wants to assure that all parents of SWDs are informed in a timely manner of any issues regarding their child's identification, evaluation, placement, instruction, and re-evaluation for special education services. To assure this, we will survey all parents of SWDs to determine their preferred method of communication with the school. We will communicate via phone calls, letters sent via US mail, notices sent home with students, e-mail, and other methods, depending on the needs of the parents. To assure that parents view themselves as equal partners with the school in their child's education process, parents will have access to information and training from the Special Education department regarding special education services through the Special Services Office and in the Parent Center. The case carrier will call parents/ guardians to inform them of upcoming IEPs. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. We will have bilingual staff members, community partners, and upper level students available to help ensure that all parents have equal access to school events, regardless of the language they speak. On site translation and bilingual school/home communications will welcome parents to participate and be involved the in the Sylmar High community. We believe that parents of SWD offer an important voice and perspective within our school community. Sylmar High staff will continue to assure that these parents are informed and encouraged via IEP meetings, communication with their child's SESAC carrier, the Special Services Office and the Parent Center, to participate in school governance and decision-making groups such as ELAC, CEAC, the Sylmar Neighborhood Partnership, School Site Council, 9th Grade Parent meetings, DPIC, and others. We will also make sure that parents are informed about information meetings and leadership opportunities at the SELPA and state level via phone calls, written communication distributed to students and sent by U.S. mail, e-mail, fliers posted in the Special Services office, and postings on the Sylmar High website. If the parent disagrees with the IEP or raises concerns over what is appropriate for the student, the School will clarify with the parent the areas of agreement and disagreement. The school will document the parents' disagreement on p. 10 of the IEP. An administrator or administrative designee will then review with the parents the options for seeking a resolution of their IEP dispute. These options are described in Reference Guide 1410.3. After the parents select a dispute resolution process, we will proceed with the relevant steps for the selected process. Whenever possible, Sylmar High School will attempt to work out any disagreement within the IEP process. If

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		it is believed that an agreement can be reached, the IEP team will decide what steps will be taken to reach an agreement. The team will document in Section Q of the IEP the elements of agreement and disagreement, and steps that will be taken by the school and/or parent to resolve the disagreement as part of the IEP process. A date will then be chosen for reconvening the IEP team meeting. The IEP team meeting will adjourn and reconvene at the specific date. Sylmar High will assure that the parent has a copy of "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)," which details the various dispute resolution procedures, and that it is explained to them. • Communication with parents will be in their primary language. Parents will be kept aware of their child's progress • Every attempt will be made to ensure parent's attendance at IEP meetings so that they have meaningful participation in the development of the IEP. • Parents will receive all paperwork within the mandated timelines and will be provided with copies of all district brochures, handbooks, communiqués, etc. at the appropriate times during the school year.

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APPENDIX E

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Requirement, District publications and forms are available for use	**Search & Serve**	Processes are developed to ensure: • Students with disabilities are identified upon enrollment. • Staff is aware of the Special Education procedures used by the school site. • An assessment process is available for students suspected of having a disability. • Appropriate publications and forms are maintained at the site. • Parent Support Information is available.	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2	**Intervention Programs**	• Identifies process for determining student participation in intervention Programs. • Includes benchmark and progress monitoring tools. • Describes a multi-tiered approach to interventions, from core program to more intensive instruction. • Identifies programs to be used and purposes for the program. • Discusses progress monitoring and how it will inform instruction.	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and does fully describe an intervention 1- Plan does not describe an intervention process and lacks research-based elements.
Outcome 5, 17, 18	**Discipline Foundations Plan and Behavior Support**	**Prevention** 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce, and correct these expectations.	4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident. 2-Need for structures are acknowledged,

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
		Intervention Tier I structures are in place to promote positive behavior, effective academic support; violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.	planning is incomplete. 1-No structures or planning is evident.
Required for Planning	**Description of Student Population**	As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities: • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students.	4-All three elements are met; organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.
Outcome 2, 3, 4	**Special Education Program Description**	• Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress	4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, multi-leveled instruction, differentiation, and specific strategies for implementation 2- Plan lacks some elements in the description of the Special Education Programs which should

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
		• Provides how a "Learning Center" will be used to support student learning • Reflects the use of supplemental aids and supports to support student learning • Explains how and when students with disabilities will be integrated with their non-disabled peers	include a continuum of placement, multi-leveled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1- Plan does not describe the Special Education Programs
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	A process is planned ensuring: • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	• A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure "all areas of suspected disability are addressed". • Monitoring of referrals by ethnicity is planned.	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes are acknowledged, planning is incomplete. 1-No planning is evident.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 2, 3, 4	**Instructional Plan for students using grade level standards**	- Discusses the use of grade level materials - Provides a description of backward planning, using assessments and standards - Illustrates how accommodations will be used and what modifications can be used for students in core curriculum - Explains planning for multi-grade levels - Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards. 3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards. 2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards. 1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.
Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	- Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. - Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. - Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum - Explains how students in multi-age groups will be taught. - Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards. 3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards. 2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards. 1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 13	**Plan to provide Supports & Services**	• Plan describing how students with support services will have those services provided. • Plan for monitoring the provision of services using the Welligent Tracking Log.	4 - Plan provides an explicit and thorough description of planning for students with support services. 3 - Plan provides a strong description of planning for students with support services. 2- Plan lacks either the service provision or monitoring element. 1- Plan does not describe either service provision or monitoring.
Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	• Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. • All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. • Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and "Summary of Performance" on file in their records and will be provided with a copy for future reference. • Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older. 3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older. 2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older. 1- Plan does not describe instructional planning for students with disabilities 14 and older.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Requirement	**Access to Extra-Curricular/Non-academic activities:**	**Access to Extra-Curricular/Non-academic activities:** • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students' with disabilities have access to? • What additional activities will students have access to?	4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Federal Requirement	**Providing Extended School Year**		4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2- The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is evident.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Court requirement	**MCD Outcomes (to be woven among others)**		Woven Throughout
All Outcomes	**Professional Development**		4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 6, 8, 16	**Staffing/Operations**		
	Fiscal	**Charters** • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year "unaudited actuals of revenues and expenditures" (required end of year report).	4-All four items are planned for. 3-Three items are planned for. 2-Two or fewer are planned for. 1-No planning is evident.
Outcome 14	**Parent Participation**	**Parent Participation**	4- Processes are well described and clear planning is evident to ensure parent's legal rights are acknowledged. 3- Processes are described and some planning is evident to ensure parent's legal rights are acknowledged. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Public School Choice Resolution 3.0

Applicant History Data Summary Sheet

[1]

NAME OF PSC SCHOOL: Sylmar High School

	Demographic								Performance																					
	Size	Ethnicity				Other Groups			API		CST Proficiency																Others				
[2] Applicant Team Name	2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009
School-wide Teams																													
Sylmar HS-Jan Lyons	3670	2%	94%	0%	2%	71%	23%	11%	635	47	32%	6%	7%	0%	4%	1%	6%	2%	33%	7%	32%	7%	13%	11%	12%	14%	22.6	*	79%

INSTRUCTIONS

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

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

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

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

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

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

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

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

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

App

Public School Choice 3.0
Performance Plan

PSC School Site: Sylmar High School   Design Team Name: Sylmar Teachers

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	32.0%	28.2%	22.2%		% Decrease on CSTs	17.2%	13.2%
	English Learners	69.9%	69.4%	66.4%			63.4%	61.4%
	Special Education	81.7%	74.8%	70.8%			67.8%	65.8%
	African American	46.8%	40.0%	36.0%			33.0%	30.0%
	Latino	31.7%	28.2%	22.2%			17.2%	13.2%
	White	37.9%	18.5%	14.5%			12.5%	10.5%
	Asian	NA	NA					
	Economically Disadvantaged	31.5%	28.6%	22.6%			17.6%	13.6%
2	% of all students scoring Prof or Adv	32.2%	32.9%	40.0%		% Increase on CSTs	45.0%	50.0%
	English Learners	6.2%	2.6%	4.8%			6.8%	8.8%
	Special Education	3.6%	3.2%	5.2%			7.2%	9.2%
	African American	12.8%	24.6%	30.6%			35.6%	39.6%
	Latino	32.3%	32.4%	38.4%			43.4%	47.4%
	White	39.7%	53.7%	59.7%			64.7%	68.7%
	Asian	NA	NA					
	Economically Disadv.	32.7%	33.4%	39.4%			44.4%	48.4%
CST MATH								
3	% of all students scoring FBB/BB	75.6%	72.5%	66.5%		% Decrease on CSTs	61.5%	56.5%
	English Learners	88.3%	81.3%	78.3%			76.3%	74.3%
	Special Education	94.2%	93.0%	91.0%			89.0%	87.0%
	African American	86.9%	71.9%	66.9%			61.9%	56.9%
	Latino	75.6%	72.9%	67.9%			62.9%	57.9%
	White	78.2%	64.0%	58.0%			55.0%	50.0%
	Asian	NA	NA					
	Economically Disadv.	75.5%	72.1%	66.1%			61.1%	56.1%
4	% of all students scoring Prof or Adv	6.7%	7.1%	15.0%		% Increase on CSTs	20.0%	25.0%
	English Learners	2.0%	2.2%	4.4%			6.4%	8.4%
	Special Education	1.2%	.8%	2.4%			4.6%	6.6%
	African American	10.9%	10.9%	15.9%			20.9%	24.9%
	Latino	6.5%	6.7%	12.7%			17.7%	21.7%
	White	7.3%	14.0%	20.0%			25.0%	29.0%
	Asian	NA	NA					
	Economically Disadv.	6.7%	7.2%	15.2%			20.2%	24.2%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	14%	13%	20%		Increase in LAUSD reclass. rate	22%	25%
8	% EL Students Scoring Proficient on CELDT	36%	23%	35%		Increase in state CELDT results	40%	43%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	58%	61%	65%		Increase in cohort rate on School Report Card	68%	72%
10	CAHSEE Pass Rate (10th grade)	59%	65%	68%		Increase on CAHSEE State Reports	72%	75%
11	% Students In A-G Courses Receiving Grade of C or Higher (Students on track for meeting A-G requirements/School Report Card)	26%	28%	35%		Increase in students on track for A-G on School Report Card	40%	45%
12	% Graduates Meeting A-G Requirements	23%	26%	30%		Increase in graduates meeting A-G on School Report Card	34%	38%
RETENTION RATE (high schools only)								
	# First Time 9th Graders	916	783	612				
	% Retained 9th Graders	21%	24%	20%		Decrease in % of retained 9th graders	15%	12%
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	93.0%	93.5%	95.0%		Increase in rate in My Data	95.5%	96.0%
14	Attendance Rate for All Staff	93.8%	94.2%	96.0%		Increase in rate in My Data	96.5%	97.0%
15	Number of Suspensions (Instructional Days lost)	404	467	184		Decrease in rate in My Data	170	163
16	School Experience Survey: % Parents Participating	17.5%	29.5%	35%		Increase in % on School Experience Survey	40%	45%
17	School Experience Survey: % Parents Reporting "Often or	27%	26%	30%		Increase in % on School	33%	37%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	Always" in category of "Overall School Involvement"					Experience Survey		
18	*% of students who feel safe on school grounds*	88.2%	77.6%	81.6%		Increase in % on School Experience Survey	85.6%	87.6%
19	*Culture or Mission-Specific Indicator*							
20	*Culture or Mission-Specific Indicator*							

Sylmar Teachers   November 18, 2011

_____   _____

Design Team Name   **Date**

_____   _____

Applicant Team Representative Signature   **Local District Superintendent Signature**

Instructions

1. 3.	**% of Students Scoring FBB/BB on CST (ELA and Math)**	Number of students scoring Far Below Basic/Below Basic divided by the number of students tested. For EL and Special Education students, the School Report Card and Data Summary Sheet provide the percentage of students scoring Basic and Above. The Data are also available via MyData. If you do not have access to MyData, please contact the PSC office.
2. 4.	**% of Students Scoring P/Adv on CST (ELA and Math)**	Number of students scoring Proficient or Advanced divided by the number of students tested. See Data Summary Sheet Boxes 3 and 4.
5.	**Number of First Time 9th Graders**	Number of first time 9th graders who enrolled at the beginning of the year. Do not include students repeating 9th grade.
6.	**% Retained 9th Graders**	Number of first time 9th graders who did not meet all credit requirements to advance to 10th grade status by the end of the school year. See School Report Card page 1.

7.	**Reclassification Rate (EL)**	Number of students reclassified in 2009-10 divided by the total number of EL students from the previous year. See Data Summary Sheet Box 9.
8.	**% EL Students Scoring Proficient on CELDT**	Number of students scoring proficient (Early Advanced and Advanced) on CELDT divided by the total number of students tested. See School Report Card page 4.
9.	**Four Year Cohort Grad Rate**	Number of students who graduated Spring 2010 school year divided by the number of first time 9th grade students who first enrolled in the school Fall 2005, taking into account new enrollees and subtracting students who have left the school but have not dropped out. See School Report Card page 2.
10.	**CAHSEE Pass Rate (10th grade)**	Number of 10th grade students passing both parts (ELA and math) of the CAHSEE divided by the total number of 10th grade students tested. See School Report Card page 1.
11.	**% Students in A-G Courses Receiving Grade of C or Higher**	Number of students receiving a grade of C or higher divided by the number of students enrolled in A-G courses. See Data Summary Sheet.
12.	**% Graduates Meeting A-G Requirements**	Number of graduates meeting A-G requirements divided by the total number of graduates, from the four year cohort. See School Repot Card page 2.
13.	**Attendance Rate for Students**	See Data Summary Sheet Box 10. Days present divided by days enrolled.
14.	**Attendance Rate for All Staff**	See Data Summary Sheet Box 10.
15.	**Number of Suspensions**	See Data Summary Sheet Box 10.
16.	**School Experience Survey: % Parents Participating**	Available in School Experience Survey results. http://reportcardsurvey.lausd.net/surveys/reports.jsp
17.	**School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"**	Provide the overall percentage for the school. Available in School Experience Survey results.
18-20.	**Culture or Mission-Specific Indicators**	Design teams may add their own indicators.

Appendix G

RTI Pyramid Charts
IEP
504 Plan
SST
Counselor- Parent,-Student Conference
Intervention Classes
Intersession credit recovery courses
Mandatory Intervention Program
Counselor-Student Conference
Required Special Program Placement (ESL, Sp. Ed. Gifted etc.)
Curriculum Placement (Houses, Academies)

The Problem Solving Process

Intervention Design: *What are we going to do about it?*

Response to Instruction/Intervention: *Is it working?*

Problem Analysis: *Why is it occurring?*

Problem Identification: *What is the problem?*

The problem solving process is used to determine the foundation of the problem
(building-level, classroom, grade or discipline, or student level). It generally has
four stages, problem identification, problem analysis, intervention design, and
response to instruction/intervention. It is grounded in the use of data to drive
instruction and intervention.

Professional Development Schedule
Sylmar High School
2012-2013

Month	Professional Development	Hours
July & August	Summer PD • SDAIE Training (1 Day) • Project-Based Learning& Service Learning (1 Day) • Differentiated instruction (1 Day)	20 hours
August	Weekly Tuesday PD • PLC Review • Review new State from previous year • 9th & 10th grade PLC meetings (4x/month) • 11th & 12th grade Interdisciplinary SLC meetings (4x/month) • Vertical team Meetings (1x/month)	6 hours
September	Weekly Tuesday PD • Review new State data from previous year • 9th & 10th grade PLC meetings (4x/month) • 11th & 12th grade Interdisciplinary SLC meetings (4x/month) • Vertical team Meetings (1x/month)	6 hours
October	Weekly Tuesday PD • 9th & 10th grade PLC meetings (4x/month) • 11th & 12th grade Interdisciplinary SLC meetings (4x/month) • Vertical team Meetings (1x/month)	6 hours
November	Weekly Tuesday PD • 9th & 10th grade PLC meetings (4x/month) • 11th & 12th grade Interdisciplinary SLC meetings (4x/month) • Vertical team Meetings (1x/month)	6 hours
December	Weekly Tuesday PD • 9th & 10th grade PLC meetings (2x/month) • 11th & 12th grade Interdisciplinary SLC meetings (2x/month) • Vertical team Meetings (1x/month)	3 hours

January	Teacher Post Semester Reflection • Review PLC & SLC Data from Fall Semester • Make adjustments for Spring Semester	3 hours
January	Weekly Tuesday PD • 9th & 10th grade PLC meetings (3x/month) • 11th & 12th grade Interdisciplinary SLC meetings (3x/month) • Vertical team Meetings (1x/month)	6 hours
February	Weekly Tuesday PD • 9th & 10th grade PLC meetings (4x/month) • 11th & 12th grade Interdisciplinary SLC meetings (4x/month) • Vertical team Meetings (1x/month)	6 hours
March	Weekly Tuesday PD • 9th & 10th grade PLC meetings (4x/month) • 11th & 12th grade Interdisciplinary SLC meetings (4x/month) • Vertical team Meetings (1x/month)	6 hours
April	Weekly Tuesday PD • 9th & 10th grade PLC meetings (4x/month) • 11th & 12th grade Interdisciplinary SLC meetings (4x/month) • Vertical team Meetings (1x/month)	6 hours
May	Weekly Tuesday PD • 9th & 10th grade PLC meetings (4x/month) • 11th & 12th grade Interdisciplinary SLC meetings (4x/month) • Vertical team Meetings (1x/month)	6 hours
June	Teacher Post Semester Reflection • Review PLC & SLC Data from Spring Semester • Make adjustments for Fall Semester	3 hours
	Total Hours	83

Appendix I

Principal Job Description

PRIMARY FUNCTION: To provide effective instructional leadership for his/her building and manage those activities that contributes to the effectiveness of the total educational program.

ESSENTIAL FUNCTIONS:

1. The Principal exhibits and utilizes professional knowledge in an effective manner.

    The Principal will:

    a. Demonstrate a working knowledge of the High School Concept of Education.

    b. Assist in the selection and assignment of high school personnel based on knowledge of ability, qualifications, past performance and high school needs.

    c. Demonstrate knowledge of District and high school curriculum.

    d. Lead curriculum development activities providing opportunities and encouragement for increased staff program expertise and involvement.

    e. Implement the District approved curricular scope and sequence in the high school setting.

    f. Administer systematic and effective methods of objectively monitoring student progress.

    g. Utilize test results in analyzing program effectiveness and identifying areas needing improvement.

    h. Demonstrate continued personal growth through participation in professional activities and organizations.

    i. Evaluate progress toward instructional goals and objectives and make needed adjustments.

    j. Provide leadership in identifying and solving issues and problems facing the profession.

2. The Principal utilizes effective strategies and activities in the performance of job responsibilities.

    The Principal will:

    a. Effectively supervise the instructional performance of the professional staff through frequent and ongoing observation and evaluation.

    b. Provide assistance to the professional staff in developing effective classroom management and discipline techniques appropriate to the high school student.

    c. Act as a role model for expected staff behavior by demonstrating leadership, management, and instructional skills.

    d. Implement an effective orientation program for newly assigned personnel.

e. Demonstrate prudent risk taking and vision in the interest of school improvement.

f. Establish and clearly communicate building priorities and long range goals.

g. Administer school budget(s) in accordance with system regulations, board policies, and legal requirements.

h. Implement a fair, consistent, and effective program of teacher evaluation.

3. The Principal is effective in planning and preparation for job responsibilities.

The Principal will:

a. Develop and implement administrative procedures consistent with federal law, state school law, state board of education and local school board policy.

b. Make decisions based on consideration of alternatives, consequences, and applicable research.

c. Promote the incorporation of community resources into the high school program.

d. Provide for the maintenance of accurate and current personnel, student, and fiscal records.

e. Establish and/or maintain safety and security arrangements for school plant facilities and equipment.

f. Supervise the preparation of accurate budgets and effectively monitor expenditures.

g. Ensure the accurate and efficient preparation of required district reports and requisitions.

h. Monitor and audit student activity accounts.

i. Supervise health, guidance, and attendance services to insure the humane treatment of all students.

4. The Principal exhibits effective human relation skills within the educational environment.

The Principal will:

a. Develop and maintain positive staff morale.

b. Personally interact with parent groups to promote positive school-community relations.

c. Encourage parent visits and involvement in school activities.

d. Provide appropriate orientation and induction programs for teachers and staff members.

e. Demonstrate fair and equitable treatment of all teachers, staff and students.

5. The Principal effectively interacts with students.

The Principal will:

a. Demonstrate an understanding of our students' needs.

b. Establish high expectations for student achievement that are directly communicated to students.

c. Maintain adequate student discipline through the implementation of a fair and effective discipline code.

d. Provide for adequate supervision and acceptable student behavior at all high school sanctioned or sponsored activities.

e. Encourage and allow students and student organizations to give meaningful and appropriate input to the operation of the school.

6. The Principal effectively communicates with others.

The Principal will:

a. Define, articulate and promote the internalization of our high school philosophy.

b. Provide for systematic, two-way communication with teachers, staff and the community.

c. Implement an effective method for reporting student progress.

d. Communicate effectively both orally and in writing with the various elements of the school community.

e. Effectively communicate and support management team decisions and school board policies.

f. Effectively interact with management personnel in sharing ideas, problems, expertise, resources and personnel.

7. The Principal manages time effectively.

The Principal will:

a. Ensure that student and teacher schedules are developed which promote school objectives and minimize conflict.

b. Establish clear rules and expectations for the use of time allocated to instruction.

c. Complete assigned tasks on time.

8. Other Responsibilities.

The Principal will:

a. Perform such other tasks and assume such other responsibilities as the Superintendent may assign.

b. Maintain regular attendance.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction; comprehensive knowledge of the methods, materials, procedures, and practices of the specialties assigned to the office; ability to establish and maintain effective working relationships with staff and citizens; ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the office; ability to communicate effectively, both orally and in writing.

Valid state certification in school administration; a master's degree in education or school administration (Ed.S., EdD. or Ph.D. degree preferred); a minimum of five years of progressively more responsible experience in teaching, related education specialty, supervision or administration; or equivalent education and experience.

Language Skills: Ability to read, write and interpret documents such as curriculum guides, budgets, test results, labor contracts, grant applications, statutes and policies. Ability to understand and generate written memorandums, employee evaluations, and correspondence with business and public contacts. Ability to write routine reports and correspondence. Ability to speak effectively to individuals and groups.

Mathematical Skills: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to apply ratio, percent, probability and estimation concepts. Possess an understanding of, and the ability to interpret for others, statistical information.

Reasoning Ability: Ability to apply common sense understanding to potentially technical situations. Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem solving and decision-making skills.

Other Skills and Abilities: Must have a working knowledge of computers and their capabilities.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit, to stand, to walk, to go up and down stairs, to operate foot and hand controls, to use a telephone and to write. Occasionally the employee must lift and/or move up to twenty (20) or more pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

Terms of Employment: Salary based on Principal's salary schedule

Appendix J

Regular Bell Schedule

Example

Alternating Days

Description / Period	Start Time	End Time	Length
Period 1/5	8:00 AM	9:24 AM	84 min
Period 2/6	9:31 AM	10:55 AM	84 min
Advisory	11:02 AM	11:32 AM	30 min
Lunch	11:32 AM	12:02 PM	30 min
Period 3/7	12:09 PM	1:33 PM	84 min
Period 4/8	1:40 PM	3:04 PM	84 min

PD Tuesday

Description / Period	Start Time	End Time	Length
Period 1/5	8:00 AM	9:10 AM	70 min
Period 2/6	9:17 AM	10:27 AM	70 min
Lunch	10:27 AM	10:57 AM	30 min
Period 3/7	11:04 AM	12:14 PM	70 min
Period 4/8	12:21 PM	1:31 PM	70 min
PLC/SLC Collaboration	1:45	3:04 PM	79 min

Appendix K
Discipline Policies

Sylmar High School will comply with all LAUSD policies regarding retention, graduation, and student behavior.

Retention: Students who do not meet the credit requirements for advancement to the next grade or course may be retained in their current grade. These students will continue taking classes according to their expected graduation year, and will have to make up the courses they failed. They may be able to make up these courses during interventions throughout the school day. The counselors will assist students and meet with parents regarding the opportunities to obtain more credits. The students can take after school classes with the Kenny-Adult School on campus. There are Credit-Recovery classes being offered on campus through Mission College. Students who have been retained and continue to perform poorly will be referred to the COST team and possibly the SST team for assessments in accordance with the procedures detailed in the Special Education section.

Graduation: The Sylmar High School diploma indicates that the recipient has been found worthy in character and citizenship and has satisfactorily completed the required curriculum. Each student must meet the LAUSD high school graduation requirements. They must also have a post-secondary plan.

Student Behavior: Section 300 of Title 5 of the California Code of Regulations requires pupils to follow school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language. Education Code Section 44807 states that every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. California law prohibits the use of corporal punishment (i.e., infliction of physical pain) against students. However, a teacher, assistant principal, principal, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. The provisions of this section are in addition to and do not supersede the provisions of Section 49000.

All students and parents have the right to due process. The Governing Board of the Los Angeles Unified School District ("District") recognizes that the District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve complaints at the local level. The District shall follow uniform complaint procedures pursuant to state regulations when addressing complaints alleging unlawful

discrimination or failure to comply with the law in Adult Education, Career Technical Education, Child Development, Consolidated Programs, Indian Education, Migrant Education, Nutrition Services, Special Education and laws regarding unlawful discrimination on the basis of race, sex, sex orientation, race ethnic group orientation, color, ancestry, national origin, age, gender identity, religion, mental and physical disability by a local agency that is funded directly or receives any state or federal financial assistance. Complainants are notified that matters listed under "Referring Complaint to Appropriate Agencies" are not issues covered by these procedures.

A written complaint of alleged noncompliance with a federal or state law or regulation governing education programs must be filed with the compliance officer. When the subject matter of a complaint is not covered by this policy, the complainant shall be advised. An individual or specific of individuals who allege that he/she or they personally suffered unlawful discrimination may file complaints alleging unlawful discrimination. The complaint must be filed no later than six (6) months from the date of the alleged discrimination or when the complainant first obtained knowledge of the facts of the alleged discrimination. For good cause, the State Superintendent of Public Instruction may grant an extension of up to ninety (90) days upon written request of the complainant. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, District staff shall assist in filing the complaint. The Complaint Procedure Forms are available upon request.

Instructional Calendar

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

HOLIDAY
DIA DE FIESTA

Board Approved
4/12/2011

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

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

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

Local District 6 Schools
Jaime Escalante ES
Maywood Academy Senior High
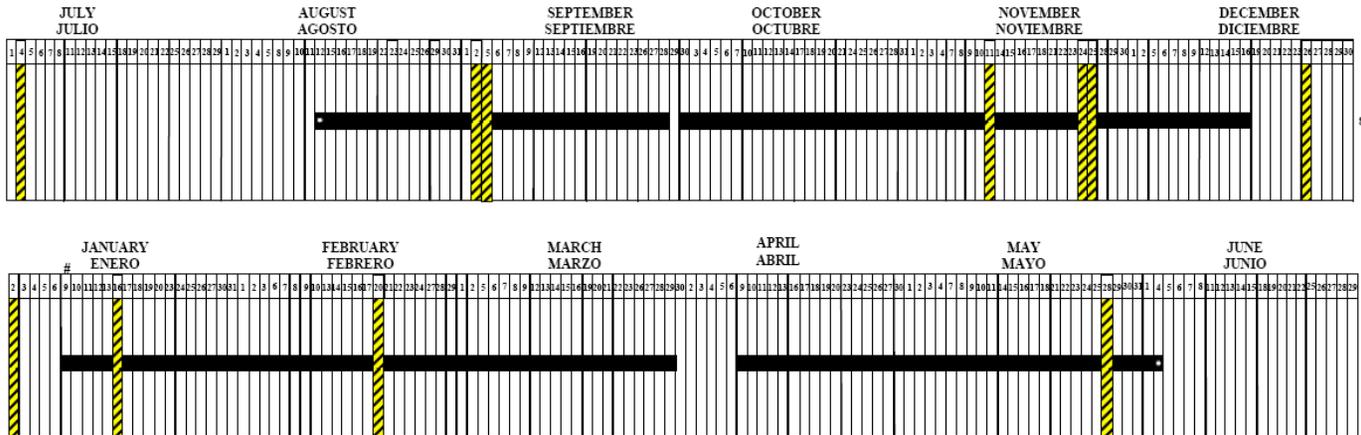
IMPORTANT DATES:

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

The above calendar is a sample of the early start instructional calendar. For the 2012-2013 school year, the approximate start and end dates will be August 13, 2012 and May 31, 2013. The unassigned and/or furlough days are to be determined.

Tentative Important Dates:

08-10-2012	Pupil Free Day	**11-22-2012 & 11-23-2012**	**Thanksgiving Holiday**	02-18-2013	President's Day	**06-03-2013 Pupil**	
08-13-2012	First Day of Instruction	**12-17-2012 thru 01-04-2013**	**Winter Recess**	04-01-2013 thru 04-05-2013	Spring Recess	**Free Day**	
09-03-2012	Labor Day	**01-07-2013**	**Second Semester Begins**	05-27-2013	Memorial Day		
11-12-2012	Veterans Day	**01-21-2013**	**Dr. Martin L. King Jr. Day**	05-31-2013	Last Day of Instruction		

Course List for 2011-12
The following courses meet requirements for admission to the University of California. The 'category' column represents the specific subject requirement fulfilled by the course.

a - History / Social Science - 2 years required
Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Government and Politics United States	AP GOVT & POL	American Government / Civics	AP	Semester
AP United States History	AP US HIST AB	U.S. History	AP	
AP World History	AP WLD HIST AB	World History / Geography / Cultures	AP	
H Principles of Amer. Democracy	H PRIN AM DEMO	American Government / Civics	H	Semester
H US History 20th Century AB	H US HIST 20 AB	U.S. History	H	
H World History, Cult, Geog: Modern WorldAB	H WHG: MOD WLD AB	World History / Geography / Cultures		
Mexican American Studies	MEX AM STU	U.S. History		Semester
Principles of American Democracy	PRIN AM DEMOCR	American Government / Civics		Semester
US History 20th Century AB	US HIST 20TH AB	U.S. History		
World History, Culture Geography: Mod World AB	WHG: MOD WLD AB	World History / Geography / Cultures		

b - English - 4 years required
Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Advanced Composition	ADV COMP	English		Semester
American Literature Composition	AM LIT COMP	English		Semester
American Literature Composition (H)	H AM LIT COMP	English	H	Semester
AP English Language & Composition	AP ENG LANG AB	English	AP	
AP English Literature and Composition	AP ENG LIT AB	English	AP	
Contemporary Composition	CONTEMP COMP	English		Semester
English 10 AB	ENGLISH 10 AB, H ENGLISH 10 AB	English		
English 9 AB	ENGLISH 9 AB	English		
ESL Adv 3	ESL ADV 3	English-ESL/ELD		Semester
ESL Adv 4	ESL ADV 4	English-ESL/ELD		Semester
Expository Composition	EXPOS COMP	English		Semester
H Advanced Composition	H ADV COMP	English		Semester
H Contemporary Composition	H CONTEMP COMP	English	H	Semester
H English 9AB	H ENGLISH 9 AB	English		
H Expository Composition	H EXPOS COMP	English		Semester
Humanities AB	HUMANITIES AB	English		
Literature of Minorities in America	H LIT MINOR AMER	English		Semester
Modern Literature	MODERN LIT	English		Semester
Science Fiction Literature	SCI FI LIT	English		Semester

c - Mathematics - 3 years required , 4 years recommended

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra 1AB	ALGEBRA 1AB, H ALGEBRA 1AB	Algebra 1		
Algebra 2AB	ALGEBRA 2AB, H ALGEBRA 2AB	Algebra 2		
AP Calculus AB	AP CALCULUS AB	Advanced Mathematics	AP	
GeometryAB	GEOMETRY AB	Geometry		
H GeometryAB	H GEOMETRY AB	Geometry		
H Mathematical AnalysisAB	H MATH ANALY AB	Advanced Mathematics	H	
Statistics Probability AB	STAT PROB AB	Advanced Mathematics		
Statistics Probability AB	STAT & PROB AB	Advanced Mathematics		

d - Laboratory Science - 2 years required , 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Advanced Biology	ADV BIO AB	Biological Science		
AP Biology	AP BIO AB	Biological Science	AP	
AP Chemistry	AP CHEMISTRY AB	Chemistry	AP	
AP Environmental ScienceAB	AP ENV SCI AB	Interdisciplinary Science	AP	
AP Physics AB	AP PHYSICS AB	Physics	AP	
BiologyAB	BIOLOGY AB	Biological Science		
Chemistry AB	CHEMISTRY AB	Chemistry		
H BiologyAB	H BIOLOGY AB	Biological Science		
H Chemistry AB	H CHEMISTRY AB	Chemistry	H	
H Marine BiologyAB	H MARINE BIO AB	Biological Science	H	
H Physics AB	H PHYSICS AB	Physics	H	
H PhysiologyAB	H PHYSIOLOGY AB	Biological Science	H	
Marine BiologyAB	MARINE BIO AB	Biological Science		
Physics AB	PHYSICS AB	Physics		
PhysiologyAB	PHYSIOLOGY AB	Biological Science		
PhysiologyAB	PHYSIOLOGY AB	Biological Science		
Zoology	ZOOLOGY	Biological Science		Semester

e - Language Other than English - 2 years required , 3 years recommended

Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
American Sign Language 2AB	AM SIGN LAN 2AB	LOTE Year 2		
American Sign Language 3AB	AM SIGN LAN 3AB	LOTE Year 3		
AP Spanish LiteratureAB	AP SPAN LIT AB	LOTE Year 4+	AP	
French 1AB	FRENCH 1AB	LOTE Year 1		
French 2AB	FRENCH 2AB, H FRENCH 2AB	LOTE Year 2		
French 3AB	French 3AB	LOTE Year 3		
French 4AB	FRENCH 4AB	LOTE Year 4+		
H French 3AB	H FRENCH 3AB	LOTE Year 3	H	
H Spanish 3AB	H SPANISH 3AB	LOTE Year 3	H	
Spanish 1AB	H SPAN 1AB, SPANISH 1AB	LOTE Year 1		
Spanish 2AB	H SPANISH 2AB, SPANISH 2AB	LOTE Year 2		
Spanish 3AB	SPANISH 3AB	LOTE Year 3		
Spanish 4AB	H SPAN 4 AB, SPANISH 4AB	LOTE Year 4+		
Spanish for Spanish Speakers 1AB	SPAN SP 1AB	LOTE Year 2		
Spanish for Spanish Speakers 2AB	SPAN SP 2AB	LOTE Year 3		
Spanish LanguageAB (AP)	AP SPAN LANG AB	LOTE Year 4+	AP	

f - Visual & Performing Arts - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Advanced Acting AB	ADV ACTING AB	Theater Arts (Advanced)		
Advanced BandAB	ADV BAND AB	Music (Advanced)		
Advertising Design 1AB	ADVT DES 1AB	Visual Arts (Intro)		
American Images AB	AMER IMAGE AB	Visual Arts (Intro)		
AP Art History	AP ART HIS AB	Visual Arts (Advanced)	AP	
AP Studio Art: 2 Dimension Design	AP ST ART 2D AB	Visual Arts (Advanced)	AP	
AP Studio Art: Drawing	AP Draw AB	Visual Arts (Advanced)	AP	
Art and History of Floral Design	ART/HISTORY OF FLORAL DES	Visual Arts (Intro)		

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Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Art History and AnalysisAB	ART HIST AN AB	Visual Arts (Intro)		
Cartoon Animation AB	CART/ANIMAT AB	Visual Arts (Intro)		
Ceramics 1AB	CERAMICS 1AB	Visual Arts (Intro)		
Ceramics 2AB	CERAMICS 2AB	Visual Arts (Advanced)		
ChoirAB	CHOIR SH AB	Music (Intro)		
ChoirAB	CHOIR SH AB	Music (Intro)		
ChorusAB	CHORUS SH AB	Music (Intro)		
DesignAB	DESIGN AB	Visual Arts (Intro)		
Digital Imaging 1AB	DIG IMAG SH 1AB	Visual Arts (Intro)		
Digital Imaging 2AB	DIG IMAG SH 2AB	Visual Arts (Advanced)		
Digital Imaging Production AB	DIG IMAG PRD AB	Visual Arts (Advanced)		
DramaAB	DRAMA AB	Theater Arts (Intro)		
DrawingAB	DRAWING AB	Visual Arts (Intro)		
Filmmaking 1AB	FILMMAKING 1AB	Theater Arts (Intro)		
Filmmaking 2AB	FILMMAKING 2AB	Theater Arts (Advanced)		
Filmmaking Production A/B	FILM PROD AB	Theater Arts (Intro)		
GuitarAB	GUITAR SH AB	Music (Intro)		
Instruments AB	INSTRUMENTS AB	Music (Intro)		
Introduction to Art AB	INTRO ART AB	Visual Arts (Intro)		
Jazz EnsembleAB	JAZZ ENS AB	Music (Advanced)		
Keyboard 1AB	KEYBOARD 1AB	Music (Intro)		
Music History, Literature and AnalysisAB	MU HST LT AN AB	Music (Intro)		
Painting 1AB	PAINTING 1AB	Visual Arts (Intro)		
Painting 2AB	PAINTING 2AB	Visual Arts (Advanced)		
Photography 1AB	PHOTO 1AB	Visual Arts (Intro)		
Photography 2AB	PHOTO 2AB	Visual Arts (Advanced)		
Play Production * AB	PLAY PROD AB	Theater Arts (Intro)		
Play Production *AB	PLAY PROD AB	Theater Arts (Intro)		
Play Production *AB	PLAY PROD AB	Theater Arts (Intro)		
Printmaking AB	PRINTMAK AB	Visual Arts (Intro)		
Sculpture 1AB	SCULPTURE 1AB	Visual Arts (Intro)		
Sculpture 2AB	SCULPTURE 2AB	Visual Arts (Advanced)		
Stage DesignAB	Stage DesignAB	Theater Arts (Intro)		
Vocal EnsembleAB	VOC ENS AB	Music (Advanced)		

g - Elective - 1 year required
One year (two semesters), in addition to those required in "a-f" above.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Advanced Physical ScienceAB	ADV PH SCI AB, Advanced Physical Science	Science-Physical		
AP Macroeconomics	AP MACRO ECONO	History / Social Science	AP	Semester
AstronomyAB	ASTRONOMY AB	Science-Physical		
Constitutional LawAB	CONST LAW AB	History / Social Science		
Creative Writing	CREAT WRIT	English		Semester
Economics	ECONOMICS	History / Social Science		Semester
Environmental Horticulture	ENV HORTICULTURE	Science-Biological		
Environmental Horticulture	ENV HORTICULTURE	Science-Biological		
Environmental Studies AB	Environmental Studies AB	Science-Physical		
Exploring Computer ScienceAB	EXP COMP SCI AB	Other		
H Economics	H ECONOMICS	History / Social Science		Semester
Integrated/Coordinated Science 1AB	INTCOOR SCI 1AB	Science-Integrated		
Introduction to Psychology	INTRO PSYCH	History / Social Science		Semester
Journalism 1AB	Journalism 1AB	English		
Journalism 2AB	JOURNALISM 2AB	English		
SpeechAB	SPEECH AB	English		Semester
Virtual Enterprise	VIRTUAL ENTERPRISE	History / Social Science		Semester

Appendix N

PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY
For: Sylmar High School
Proposed By: Sylmar High School Teachers

Mission & Vision of the School
Vision: Graduates of Sylmar High School will be active, conscientious, and principled individuals who use their talents to benefit not only themselves, but the local and global community as well. Operating from a growth mindset, our students will be intrinsically motivated to participate collaboratively and excel in their chosen professions. Prepared and eager, our students will confront the challenges of the 21st Century with confidence, perceiving these complexities as opportunities for growth. Upon graduation from our school, students will know how to assert themselves as positive, contributing members of the community. Students of Sylmar High School will be prepared to enter college and continue into the 21st Century workforce as they will have internalized the importance of life-long learning and positive mental growth. These attributes will make our graduates adaptable to the changing needs of the local and global communities. Our students will be equipped with the knowledge and skills they need to meet the demands of the real world.

Designing Data Driven & Student Centered Instructional Programs

Our students need…
- the social, emotional, and academic support that will be provided through the personalization and daily progress monitoring within our community service program.
- to continue their improvement on standardized test scores, common assessments, and essential learnings.
- flexibility with regard to demonstrating mastery of skills and concepts.
- to see teachers as supportive role models who help make meaning from their learning.
- to explore their interests and passions.
- to connect school to the real world.
- to be ready for the 21st Century.

All instruction, student services and interventions are guided by student needs as determined from continual data analysis and provided by the intervention coordinator. Following best practices, teachers work in Professional Learning Communities and Small learning Communities to collectively gather and analyze student data. Instructional decisions, from intervention to enrichment, are based upon these findings. Some examples of the ways in which student data is used to prepare students for college and career readiness include:
- Re-teaching difficult content
- Demonstrating mastery through differentiated activities
- Implementing the Problem/Solution Response To Instruction and Intervention (RTI 2) Tiered model for student support
- Advisory period in place and functioning to help monitor student progress
- Graduation checks
- College and career counseling

Instructional Program

The instructional program at Sylmar High School is standards-based and designed to serve the diverse needs of all our students. Every student has access to all listed services and programs. Below is a brief overview of the programs and services most commonly associated with each of our subgroups.

Students with disabilities
- Specially Designed Academic Instruction in English (SDAIE)
- Differentiated instruction
- Collaboration between Special Education and General Education teachers
- Personalized learning environment
- Project-based learning
- Access to least restrictive environment
- Individualized Education Program (IEP)
- Individual Transition Plan for post high school
- All accommodations and modifications required as per IEP
- Tutoring and interventions designed for Students with Disabilities through the learning lab

Students with special needs
- Specially Designed Academic Instruction in English (SDAIE)
- Differentiated instruction
- Personalized learning environment
- Project-based learning
- 504 Plan

Socio-economically disadvantaged students
- Access and assistance with college applications and fee waivers
- College and career counseling
- Mentorship
- Social programs through community service
- Networking opportunities through Small Learning Communities
- Access to internships, job-shadowing, and scholarships
- Access to and benefits of local college articulations
- Access to Advanced Placement courses
- Mental health programs and counseling
- Personalized learning environment

Gifted Students
- Access to Advanced Placement courses
- Computer enhanced coursework
- Early-college option
- Opportunities for campus leadership, outreach, and peer modeling
- Project-based learning
- Community service learning
- Personalized learning environment

English Language Learners
- Specially Designed Academic Instruction in English (SDAIE)

- Multiple opportunities for content mastery through differentiation
- Project-based learning
- Tutoring and interventions
- Personalized learning environment
- Student discussion and interaction

Standard English Learners
- Differentiated instruction to develop interests and talents
- Project-based learning
- Opportunities for increased rigor
- Personalized learning environment
- Community Service Learning

School Culture

At Sylmar High School, our culture is one of achievement, pride, and community dedication. Students strive to achieve academically as well as socially by being active participants in their school and community and by taking ownership in their success. Students view their school as an important part of their lives, making the social climate and appearance of the campus a critical concern. Because of this, our students are involved and active in promoting a healthy, wholesome, and welcoming environment for all.

A typical day will begin with greetings and acknowledgements from staff as students enter the campus. After breakfast, students make their way to class and are greeted by teachers, eager to begin the instructional day. Classrooms are cheery, clean, and rich with literature and content related materials as well as data walls for student self-evaluation. Student work is posted along with grading guides so that parent and community visitors have access to understanding the kind of work the students are doing. Throughout the day, students will see agendas and class objectives clearly posted, making expectations clear at all times. Instruction will be student-centered, with an emphasis on student academic interaction and writing. Teachers engage students with probing questions that promote analysis and higher order thinking. In addition, teachers will continually monitor student progress, providing intervention when needed. Upper grade students will enjoy the atmosphere of their small learning communities, in which an interdisciplinary approach reflects real-life learning experiences, preparing these students for their post-high school lives. All students will receive personalized instruction and attention in their advisory periods. During lunch, students have an opportunity to receive tutoring, socialize in clubs or to simply lounge in the quad. Classes commence until the final bell allowing students to attend to extra curricular activities, homework clubs, and socializing.

Extra-curricular activities include:
- Sports
- Band
- Chorus
- Leadership
- Clubs
- Internships
- Service learning

Parent Engagement and Involvement
At Sylmar High School we have recently beautified and enhanced our Parent Center, which hosts monthly ELAC/CEAC meetings run by the Title One Coordinator and the Bilingual Coordinator. Our Parent Center is open to parents throughout the school day. We also host various workshops for parents such as "Life Beyond High School," "Parenting the Teenager," family math classes, and computer literacy classes. We intend to expand this program into a Parent University which will include classes generated by the ideas and needs of the community. Further, we will implement a practice in which teachers will extend invitations to parents in order to encourage participation. Much of our parent outreach will be concerned with helping parents better understand their role as their child's academic and social advocate. We have created a Community Outreach Committee that is specifically dedicated to serving the needs of the Sylmar community. This is all in an effort to achieve transparency and integrate our mission with the needs and concerns of the community. As a community school, Sylmar High is open to parents and guardians, and we welcome the opportunity to provide campus tours and classroom visitations. Our "Welcome Center" is the starting point for visiting parents, guardians, and volunteers. Here, they are greeted, escorted to their destinations, and introduced to key personnel.

Staffing
In order to achieve the "village" that we envision the staff of Sylmar High School will operate with shared core values, all of which support the ideals of a student-centered environment.   The staff at Sylmar High School will: • be open and amenable to evolving their individual practice by participating in a collaborative and transparent culture.   • work together to create a shared academic environment in which students are accountable to themselves as well as to their teachers and peers.   • be committed to the belief that all students can learn and that teachers must be facilitators in that process.   • be respectful toward each other and the students.   • be flexible; willing to share responsibility and leadership duties.   • be eager to serve students throughout their journey toward graduation and beyond, into post-high school life.   • be knowledgeable in our instructional strategies including SDAIE, Differentiation, and Project-Based Learning

Applicant Team Contact Information
Freddy Ortiz, Assistant Principal   Tel: 818-833-3700   Email: fxo8969@lausd.net