

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

IMPLEMENTATION GRANT
CFDA # 84.215L
PR/Award # S215L060084
Grants.gov Tracking#: GRANT00119959

OMB No. 1830-0552, Expiration Date: 04/30/2008
Closing Date: JUN 26, 2006

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Application for Federal Education Assistance



U.S. Department of Education
Form Approved
OMB No. 1890-0017
Exp. 06/30/2008

Applicant Information

1. Name and Address

Legal Name: Los Angeles Unified School District
Address: 333 South Beaudry Street

Los Angeles
City

CA
State

2. Applicant's D-U-N-S Number 075284901

3. Applicant's T-I-N 956001908

4. Catalog of Federal Domestic Assistance #: 84 215L
Title: Implementation Grant

5. Project Director: Paula Tuckerman
Address: 333 South Beaudry Street 24th Floor

Los Angeles CA 90017 - 1456
City State ZIP Code + 4

Tel. #: (213) 241-3336 Fax #: (213) 241-8496

E-Mail Address: PAULA.TUCKERMAN@LAUSD.NET

Organizational Unit

Office of School Redesign Office/Supt of Schools

County 90017 - 1466
ZIP Code + 4

6. Novice Applicant N/A

7. Is the applicant delinquent on any Federal debt? No
(if "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.) F

- A State
- B Local
- C Special District
- D Indian Tribe
- E Individual
- F Independent School District
- G Public College or University
- H Non-Profit College or University
- I Non-Profit Organization
- J Private, Profit-Making Organization
- K Other (Specify):

9. State Application Identifier:

Application Information

10. Type of Submission:

--PreApplication

Non-Construction

11. Is application subject to review by Executive Order 12372 process?

No - Program has not been selected by State for review.

13. Are any research activities involving human subjects planned at any time during the proposed project period? No (Go to item 14.)

13a. Are all the research activities proposed designated to be exempt from the regulations?

Yes (Provide Exemption(s)#):

No (Provide Assurance #, if available):

12. Proposed Project Dates:

Start Date:	End Date:
<u>07/01/2006</u>	<u>06/30/2011</u>

14. Descriptive Title of Applicant's Project:

Los Angeles Unified School District: Cohort 6 Smaller Learning Communities

Estimated Funding

15a. Federal	\$	2,391,375	.00
b. Applicant	\$	(b)(4)	
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. TOTAL	\$		

Authorized Representative Information

16. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative

Roy Romer

b. Title

Superintendent of Schools

c. Tel. #: (213) 241-7000 Fax #: (213) 241-8442

d. E-Mail Address: SUPERINTENDENT@LAUSD.NET

e. Signature of Authorized Representative



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Los Angeles Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 960,297	\$ 913,196	\$ 768,259	\$ 762,319	\$ 652,344	\$ 4,056,415
2. Fringe Benefits	\$ 219,722	\$ 203,564	\$ 180,094	\$ 176,248	\$ 148,883	\$ 928,511
3. Travel	\$ 183,731	\$ 170,720	\$ 135,417	\$ 128,953	\$ 128,953	\$ 747,774
4. Equipment	\$ 141,402	\$ 145,004	\$ 106,698	\$ 101,698	\$ 101,698	\$ 596,500
5. Supplies	\$ 262,305	\$ 235,719	\$ 150,663	\$ 141,321	\$ 146,325	\$ 936,333
6. Contractual	\$ 392,531	\$ 356,945	\$ 308,766	\$ 296,904	\$ 297,554	\$ 1,652,700
7. Construction	\$ 10,000	\$ 5,000	\$ 0	\$ 0	\$ 8,634	\$ 23,634
8. Other	\$ 31,268	\$ 35,569	\$ 22,666	\$ 21,666	\$ 21,666	\$ 132,835
9. Total Direct Costs (lines 1-8)	\$ 2,201,256	\$ 2,065,717	\$ 1,672,563	\$ 1,629,109	\$ 1,506,057	\$ 9,074,702
10. Indirect Costs*	\$ 83,609	\$ 78,387	\$ 62,906	\$ 61,324	\$ 56,901	\$ 343,127
11. Training Stipends	\$ 106,510	\$ 101,533	\$ 66,663	\$ 66,233	\$ 66,232	\$ 407,171
12. Total Costs (lines 9-11)	\$ 2,391,375	\$ 2,245,637	\$ 1,802,132	\$ 1,756,666	\$ 1,629,190	\$ 9,825,000

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Los Angeles Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	(b)(4)					
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Rae Amey	* TITLE Superintendent of Schools
* APPLICANT ORGANIZATION Los Angeles Unified School District	* DATE SUBMITTED 06-23-2006

Standard Form 424B (Rev. 7-97) Back

Tracking Number: GRANT00119959

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid offer application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year quarter date of last report
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known: * Name: Not Applicable * Address: Not Applicable Not Applicable CA: California N/A Congressional District, if known: N/A		5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
6. * Federal Department/Agency: United States Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known:	9. Award Amount, if known:	
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: Not applicable Not Applicable * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: Not Applicable Not Applicable	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		* Signature: Rae Amey * Name: Not Applicable Not Applicable Title: Telephone No.:

	Date: 06-23-2006
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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

2621-LAUSD7GEPA.pdf

Mime Type

application/pdf

Compliance with General Education Provisions Act (GEPA) Section 427

Equity and Access is one of the four key principals underlying all of the District's systemic school improvement strategies. In addition, our student placement process guarantees student access to and participation in this and future SLC projects.

In addition, the response of the District's *Educational Equity Compliance Office (EECO)* to the No Child Left Behind Act (NCLB) has outlined district-wide procedures that serve as a direct response to the General Education Provisions Act (GEPA), Section 4227: Equitable Access and Participation. The focal point of this response identifies district strengths in regards to how students are supported physically, socially, emotionally, intellectually, and psychologically in environments conducive to learning

The EECO monitors district compliance with nondiscrimination statutes, ensuring that there are broad-approved non-discrimination and harassment policies based on all NCLB protected categories which include the GEPA highlighted barriers of *sex, sexual orientation, gender, race, national origin, color, and disabilities*. District strengths regarding student barriers to learning as identified by the EEOC are that the district has:

- an Educational Equity Compliance Office that enforces and monitors nondiscrimination statutes
- identified Title IX and Section 504 designees within each mini-district
- approved a nondiscrimination/harassment policy
- a process for notifying students and other stakeholders of the nondiscrimination policy
- an approved complaint process which identifies the office in which to lodge a complaint
- an annual production and dissemination process for the district's Parent/Student Handbooks which contains the nondiscrimination policy and complaint procedures

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal contract, the awarding of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization

Los Angeles Unified School District

Name of Authorized Representative

Roy Romer

Title

Superintendent of Schools

Signature

Date

06/23/2006

ED 80-0013

03/04

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 2753-LAUDS2abs.doc

ABSTRACT

Facing ever-spiraling school enrollments, the Los Angeles Unified School District (LAUSD), with over 727,000 K-12 students, is struggling with the answers to a complex question: How do we educate each child and lift him/her to a high level of accomplishment. It seems simple, theoretically, but, of course, it is not. The sheer numbers and diversity of students that pass through our classrooms each day create a chaos of needs in overly crowded, impersonal schools that are ill-equipped to transform our struggling learners into successful students. The challenged basic skills and attitudes of the vast majority of these students inhibit their ability to acquire learning in any and all subjects. Many are not proficient in English. So, what do we do?

Superintendent of Schools Roy Romer and the Los Angeles Board of Education have a plan to solve this growing and vexing problem. They have prioritized restructuring the district's large middle and high schools into smaller learning communities (SLCs), and, with the support of community leaders, have laid the foundation for complete district-wide redesign of comprehensive secondary schools over the next few years. In operation since 2003, the Small School Learning Communities (SSLC) initiative targets the existing 53 comprehensive high schools, serving over 167,000 students in 9th -12th grades with SLC conversions, while a massive building campaign is now constructing new schools designed for fewer students and more personalized learning.

As the SSLC initiative organizes around existing SLCs on campuses throughout the district, major stakeholders are setting policy and standards, monitoring progress of these schools and contributing to the conversation of district-wide reform. They include stakeholders from high school communities throughout the district. Shelly Weston, Assistant Superintendent, and her staff from the Office of School Redesign, have responsibility for working with schools to help them develop and implement their plans for wall-to-wall SLC conversions. As barriers in policy, regulations and facilities arise, Dr. Weston then consults with Staff Executive Kathi Littmann and the SLC Operations Committee who help to change policy and provide needed resources. Other stakeholders include the SLC Steering Committee with representatives from Local Districts and LAUSD's central offices, other district personnel with special expertise and/or an oversight position, external consultants and organizational partners. Community partners and city-wide organizations such as the Los Angeles Chamber of Commerce and UNITE-LA, the local school-to-career consortium, are also working to support this effort.

This application for nine large and challenged high schools in LAUSD is a key component of the SSLC initiative. With enrollments between 2,700 and 5,000 students, these schools have serious challenges, including a large pool of striving 9th graders that need academic support in reading/language arts and math. These schools will be offering structures and a variety of support services/interventions to help these students transition to high school and function at grade level.

In this regard, these applicant schools are ready to implement wall-to-wall SLCs on their campuses. Each school (1) has created a wall-to-wall SLC campus design; 2) has developed implementation plans that will be informed by formative evaluation provided during the grant; (3) has assigned most staff positions to their plans; (4) hired external consultants and recruited advisors to help navigate the transition; and 5) organized and involved stakeholders including students, parents and community stakeholders in the design and implementation process.

Each school has made significant progress in building stakeholder support for the proposed wall-to-wall SLC conversion on their campus. As this application documents, they have mapped out a specific plan for the broader SLC implementation, with professional development, SLC structures and strategies, timelines, and personnel. Funding of this grant in the amount of \$9,825,000 will enable these schools to implement a major reform on their campus. These applicant schools are dedicated and ready to implement this grant, and LAUSD has provided the policy framework for this to occur and to ensure increasingly equal opportunities for students throughout the district.

Project Narrative

Project Narrative

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NARRATIVE

Need Statement

Need for the Project. The Los Angeles Unified School District (LAUSD) is the largest school district in the State of California and the second largest in the nation, serving over 727,000 K-12 students. Subdivided into eight Local Districts (1-8), LAUSD struggles to provide enriching instruction and support to its students in overly crowded and under funded schools. LAUSD's very large and old high schools, including the nine presented in this application, are at the crest of demographic and population change in Southern California, the enduring effects of which can be observed in the statistics. While the average high school in the country enrolls 754 students, almost all of this district's 53 comprehensive high schools have enrollments of 1,500 or more students. The nine schools of this application enroll between 2,726 and 5,032 students and five in this application of these resort to year-round schedules to accommodate the numbers. (See Appendix F which describes the district's multitrack year-round academic scheduling.)

To complicate matters, reduced publicfunding has forced LAUSD to increase class sizes. While LAUSD and California have pupil to teacher ratios at 21.1 and 21.2 respectively, these applicant schools have ratios between 23.1 and 27.1 compared to the national ratio of about 15.9:1. Counselors at these schools must contend with extraordinarily high caseloads, ranging from 279.9 to 893.5 students which results in few, if any, opportunities for individualized guidance and support.

The tragic consequence is that many students, particularly those challenged by poverty and language barriers, are left behind in school—with inadequate skills to prepare them for the workforce of the 21st century. Over 76.7% of LAUSD students qualify for Free and Reduced Meals (FRM) compared to 49.9% of the State's students. Approximately 14.4% of LAUSD

families require State financial aid (CalWORKS, a welfare program that gives cash aid and services to needy families) compared to 9.3% of State families. Seven schools in this application have higher FRM rates than both the State and the district. For instance, 95.5% of students at Bell High School are eligible for FRM. In addition, the district serves a student population of 72.8% Hispanic, 11.6% African-American, 9% white and 3.8% Asian. 42.6% of students, many of whom come from immigrant families, struggle with English proficiency, compared to the State's rate of 25.2%. Facing these serious barriers, LAUSD is charged to balance the needs of a student population speaking over 90 languages and dialects.

All of these barriers exacerbate the achievement gap and impede progress toward its elimination. Incoming 9th graders struggle the most, as they must also contend with the frightening experience of transitioning into the high school community and culture. As shown by the school statistics in Appendix B, students in all nine applicant schools are struggling to remain at grade level in reading and other core subject areas. Many are losing the battle, and, eventually, some of them will choose to drop out from the educational system altogether. Last year, the district reported a 62.5% increase in the drop out rate between 8th and 9th grade. The rate almost quadruples by the time students reach 12th grade. *33% of LAUSD high school students dropped out over the course of the last four years.*

With the majority of schools failing to achieve adequate yearly progress, schools in this application have some of the most startling statistics in the district and state. (See Appendix B for data on academic assessments in reading/language arts and mathematics by student subgroup, dropout rates, and gaps in the graduation rate, and disciplinary actions. California law imposes restrictions on tracking graduates, but evaluation to be supported by this grant will provide the capability to track postsecondary matriculation, internships and advanced training in the semester

following graduation.) Complete documentation of school performance, compared to State statistics, may be found in each School Accountability Report Card (SARC) in Appendix A.

School Needs *(Please see Appendix B for detailed data on school need.)*

Bell HS follows a year-round academic calendar. With a total enrollment of 4,914 for 2005-2006, students face the following challenges, sinking into anonymity: English Language Learner (ELL) status (36.6%), poverty (95.5%), high youth violence and self-destructive behavior (i.e. substance abuse). To add to the crisis, each counselor must serve over 890 students at this school. Resulting outcomes are low academic achievement in all grade levels and a high drop-out rate (30.6%) which exceeds California averages.

Chatsworth HS follows a traditional academic calendar with a total enrollment of 3,099 for 2005-2006. From 2002-2003 through 2004-2005 California Standards Test (CST) scores in math, science and social studies have been declining and are below the district and State proficiency averages in math and English. Large disparity in performance persists between ethnic subgroups, and the rate of English Learners reclassification in Chatsworth (0.17%) is far below the district rate (7.72%). Disciplinary issues are evidenced by the approximate 18% suspension rate.

Franklin HS follows a year round academic calendar with a total enrollment of 3,431 for 2005-2006. As a low performing school, Franklin registers the lowest ranking on the California Academic Performance Index at an API-1. (The API measures how well schools are educating their student populations.) 56% and 39% of all students earn Ds and Fs in math and English courses respectively. While motivated to stay in school, Latino students, who represent 87% of the student body, have math and reading test scores that are far below State averages. 28% of the student body still needs to become English proficient.

Locke HS follows a traditional academic calendar with a total enrollment of 3,410 for 2005-2006.

School Needs (Please see Appendix B for detailed data on school need.)

Close to 60% of students give up and drop out of school before their senior year. The motivated who remain are immersed in a school culture distracted from learning: 126 incidents of violence and substance abuse were reported in the same year. 26.5% of students were suspended. ALL students failed the State's math assessment. Only 8% of ninth graders score at or above grade level. Of these only about 38% will graduate, compared to the 85% of students in California, and so, for many, opportunities for postsecondary education are nonexistent.

Monroe HS, with a total enrollment of 4,759 for 2005-2006, follows a year round academic calendar. Students, particularly 9th graders, experience a sense of alienation and academic impotence as a result of the school's overpopulation. On the CST, only 23% of ninth graders, 21% of tenth graders, and 26% of 11th graders scored in the Proficient or Advanced band in Reading/Language Arts. Part of the challenge has been the high rate of limited English proficiency (41.5%), which is significantly greater than the state's 25.2% rate. Within their tenure at Monroe, 29% of students drop out and are left behind.

Polytechnic HS, with a total enrollment of 4,541 for 2005-2006, follows a year round academic calendar, but will soon transition to a traditional calendar. Eight out of 10 students score below grade level on State assessments in reading and math. Only 18% of students have met course requirements for college entrance. In fact, students motivated to take the Scholastic Aptitude Test earned a score of 803 on average, over 200 points less than the State average. Of those who enter their senior year, 30% do not graduate.

Roosevelt HS follows a year round academic calendar with a total enrollment of 5,032 for 2005-2006. The ethnic make-up of the student population is almost entirely Hispanic with 75% among them eligible for free and reduced price meals. Students struggle with grade level proficiency in

School Needs: (Please see Appendix B for detailed data on school need.)

all core subjects. More than 86% of 9th graders perform below grade level on state assessments in reading and math. Student motivation is poorly channeled as evidenced by the 27% suspension rate and the 41% drop out rate.

Van Nuys HS, with a total enrollment of 3,640 for 2005-2006, follows a traditional academic calendar. Van Nuys High School faces the challenge of educating a student population from a community with multiple, interrelated problems of low socioeconomic status (80%), low expectations, youth violence (101 incidents reported in 2003-2004). The most challenged sub-groups are performing well below state averages in math and English, despite noticeable academic gains as students matriculate into higher grades.

Westchester HS, with a total enrollment of 2,729 for 2005-2006, follows a traditional calendar. Over the past ten years, the composition of the student population has shifted such that the minority composition is 45% African American-35% Latino split. Disparity in achievement between ethnic subgroups is clearly evident: Hispanic and African American students score well below the White students in both math and reading. 64% and 37% of all students earn Ds and Fs in math and English courses respectively. Affected by limited opportunities for connecting to education, 28% ultimately decide to leave the school altogether.

Note: Not all schools in LAUSD high school currently collect data on postsecondary education, apprenticeships, or advanced training in the semester following graduation. As part of this grant process, the evaluator will assist all nine schools in establishing data systems to collect this information. The evaluator has successfully accomplished this task with current SLC grantees.

All data in this chart is documented and cited in Appendix B.

How can any student set goals to succeed in this environment?

Foundation for Implementation.

Seeing this challenge, Superintendent Roy Romer and the Los Angeles Board of Education, have prioritized the personalization of education in LAUSD's schools, using smaller learning communities as a critical agent for systemic reform. A bold action was initiated in 2003 to place every secondary student in a SLC under the Small School Learning Communities (SSLC) initiative. In fall 2004, the Board of Education adopted a policy for creating SLCs in the district's middle and high schools. Appendix D details and updates the development of the initiative and summarizes district-wide actions and support systems to develop SLC campuses.

For students to excel, the district must transform its campuses from large industrial-like factories into locally responsive SLCs where students not only have an intimate connection to each other, their teachers and the community, but also have academic support systems to help them achieve their best in school. To this end, the nine schools in this grant application meet the absolute priority of helping all students succeed in rigorous academic courses. Appendix C includes detail about district policies and learning strategies used by applicant schools in reading/language arts and mathematics to attain this goal.

Sufficient Planning and Preparatory Activities. LAUSD has engaged administrators, teachers, and other school staff at all levels of its organizational infrastructure to implement SLCs district-wide. SLC-specific design teams of stakeholders (teachers, school administrators, parents, students and community partners) have been formed at each school, and these teams develop plans for their SLC. These plans are then combined and resources are negotiated into a School SLC Plan with conflict resolution policies/processes and facilities plans to ensure that each campus can accommodate planned SLCs. These SLC design plans and school plans are then submitted to first the school's Local District for review and then a LAUSD Central SLC

Committee of stakeholders, including teacher union representatives and district administrators, for review. This committee then makes final recommendations to Superintendent Romer of which school plans are ready for implementation and which need further work.

The Office of School Redesign (OSR) has added 33 new positions that provide direct service to schools (most are located at Program Improvement year 4 and 5 school sites) to facilitate SLC conversion. (See Appendix D for detail on how OSR provides support to the schools.) The design and implementation process of school SLC plans is under the purview of Assistant Superintendent Shelley Weston, who then coordinates any needs relating to facilities and district policy/governmental regulations with Staff Executive for SLCs, Kathi Littmann, and the SLC Operating Committee. Ms. Littmann and the committee then work to make systemic changes necessary to support SLC implementations.

School staff involvement. All high schools moving to wall-to-wall SLCs have been working closely with their Local District SLC coordinators, the Office of School Redesign and the Central SLC Committee to develop their individual plans, in which they have documented past and future strategies to continually involve school administrators, teachers and other school staff in the planning, development and implementation of the SLC conversion on their campus. Through the above process, all nine schools of this application have documented their stakeholder support for implementation of their SLCs. (See school SLC plans in Appendix D.)

Since the SLC paradigm shift for teachers can sometimes be a challenge, the district requires all schools to work closely with teacher unions and stakeholder groups and document a conflict resolution plan as they develop and implement their SLCs in multifunctional stakeholder teams. Each applicant school has provided a summary of this process as a part of the school plan summary submitted for this application.

Involvement of parents, students and other stakeholders. Under decentralization and forced budget cuts, schools are networking locally more, working with outreach consultants to nurture community partners. Thus, increasingly, applicant schools have made significant strides in developing student and parent support and involvement, as evidenced by the sample signature forms and community partner letters of commitment attached to school plans of this application. Each school has adopted local strategies to continuously involve these stakeholders in planning, developing and implementing SLCs. For instance, Chatsworth High School will be working with CalEd Associates to develop community partners and plan stakeholder involvement.

Advancing State and local initiatives. The Office of School Redesign supervises the alignment of all district and school-based SLC endeavors to State and district initiatives—raising student academic achievement and closing the achievement gap between the various at-risk subgroups of students targeted by this RFA. The chart in Appendix C itemizes and discusses major initiatives of the State and the district, such as the State standards, frameworks and testing; the High Performance High Schools Initiative; the California School Information Service Program; the California Content Standards in Reading/Language Arts; and the Mathematics Framework for California Public Schools. District initiatives include the Mathematics Plan; Memo 1459, which is a standards-based promotion policy for struggling students; Putting Students First, a secondary instructional program; Closing the Achievement Gap; Title III Initiative for English Language Learners and Immigrant Students; Modified Consent Decree for Students with Disabilities; and Memo 2179, which includes the Secondary Literacy Plan.

As a result of the work described herein, the schools of this application are ready to implement wall-to-wall SLCs on their campus within five years and to sustain them beyond the grant term. Schools have included proof of readiness in their plans, and school research and

development has been extensive. Each attached school plan also shows SLC descriptions, staffing, timelines and other aspects of implementation including potential community partnership outreach, professional development, and SLC implementation rollout.

Quality of the Project Design.

Implementing SLC Practice. The goal of applicant schools is to improve academic achievement in high school and enrollment and success in postsecondary education, apprenticeships or advanced training after graduation. To succeed, LAUSD has set a framework for SLC development, which highlights seven core program attributes: 1) unifying vision/identity; 2) personalization; 3) equity and access; 4) professional development to ensure high teaching quality; 5) rigorous standards-based curriculum, instruction and assessment; 6) collaboration/ community engagement; and 7) accountability and distributed leadership. (Appendix D details this framework and the research behind it.) Applicant schools use these attributes to develop and implement research-based structures and strategies that will result in academic gains, in part through improved support and personalization for students. In each case, stakeholders have planned and prepared a school plan which details new SLC-based practice that ultimately will place students in nurturing small learning communities. It is understood that these plans are works-in-progress. They may be modified during the implementation process as the school SLC teams, with feedback from the external evaluator, assess progress. The following chart highlights some of the basic characteristics of school plans.

Summary of School SLC Plans (See more detail on each plan in Appendix D.)
Bell HS, a year round school, will implement 21 SLCs organized around 7 thematic areas, one theme offered on each of three tracks. 12 SLCs are new (Fine Arts/Media/Entertainment, Sports/Health/Recreation, International Relations/Business). 9 will be expanding (9 th Grade

Summary of School SLC Plans (See more detail on each plan in Appendix D.)

Houses, Multilingual Teacher Academies, Liberal Arts Humanitas Academies) with this grant.

* Sample community partners include Getty Museum, UCLA, Tree People, First Robotics, Inner-City Film-makers, Future Teachers of America, Self-Help Graphics. * Sample personalization strategies include orientation, advisories, recognition events, parent center, Life Skills class, Accelerated Reader, Twilight School, tutoring and Summer Bridge programs.

Chatsworth HS, a traditional school, will implement 17 new SLCs organized around thematic areas. They are 6 Freshman and 6 Sophomore Academies with two on each track, Medical/Health Academy, Business/Technology Careers Academy, Visual/Performing Arts Academy, Law/Government Academy, Sports Management/Fitness. * Sample community partners include West Valley Occupational Center, Kiwanis of Chatsworth, Wells Fargo, Safari Printers, Devry University, Fadal Engineering, Los Angeles Police Department, U.S. Dept. of the Navy, 360 Health Club. * Sample personalization strategies include personalized counseling, advisory period, AVID, job shadowing, mentoring, community service projects, electronic portfolios, senior project, tutoring.

Franklin HS, a year round school, will implement 12 SLCs: 9 are new, including three 9th Grade Houses, Business Academy, Media/Graphic Arts, Medicine/Health Science Careers, Health/Human Services, Hospitality/Tourism, Leadership/Law & Social Justice. * Sample community partners include University of Southern California, College Match, North East Pastor Association, State Farm Insurance, Baxter, L.A. District Attorney's Office, Frankel Foundation. * Sample personalization strategies include life skills class, semester projects, portfolios, student newsletters, homeroom advisories, Accelerated Reader, Saturday school, tutoring programs.

Locke HS, a traditional school, will implement 7 SLCs: 2 will be new (Fine Arts/Multimedia &

Summary of School SLC Plans (See more detail on each plan in Appendix D.)

Entertainment, Math/Science) and 5 will be expanding (All Saints Academy of Arts/Technology, Business/ Technology, Global Studies, Social Empowerment, Technological/Professional Careers). * Sample community partners include Fulfillment Fund of Los Angeles, University of Southern California, Careers through Culinary Arts, Mother of Many. * Sample personalization strategies include life skills class, tutoring center, mentoring programs, SLC newsletters, job shadowing, portfolios, personalized learning plan, advisors, Summer bridge program.

Monroe HS, a year round school changing to a traditional calendar, will implement 10 SLCs: 8 are newly organized around 4 thematic concepts. Thematic areas are 9th Grade Freshman Academy (one on each track), Education Academy, Hospitality/Tourism/ Recreation, Media/Visual & Performing Arts, Public Service, Engineering & Design. Two are established and will not receive funding from this grant (Police Academy Magnet, Law/Government Magnet) * Sample community partners include Children's Hospital, LA Community Adult School, Harrison Fund, UCLA management group, Fox Television. * Sample personalization strategies include service learning projects, tutoring/mentor program, internships, differentiated instruction, job shadowing, GEAR UP, Summer bridge, tutoring, Vantage.

Polytechnic HS, a year round school changing to traditional calendar, will implement 18 SLCs: 3 are new (10th Grade Centers) and 12 are expanding (Freshmen Centers, Fine Arts/Media/ Entertainment, Hospitality/Agriculture/ Business/Industrial Tech., SPORT/Education Human Services. 3 are established (one Math/Science Magnet on each track). * Sample community partners include Kaiser Permanente, Neighborhood Legal Services, UNITE LA, Waste Management, Mission Viley Bank, Premiere Radio Networks, Rotary Club, Peter Piper Pizza. * Sample personalization strategies include looping of teachers from 9th to 10th grade, advisories,

Summary of School SLC Plans (See more detail on each plan in Appendix D.)
sub-group interventions (KYDS, Twilight School), advisories, Transition Math/English.
<p>Roosevelt HS, a year round school, will implement 12 expanding SLCs: Creative/Performing Arts, Global Academy, Social Awareness/Leadership (on two tracks), Humanitas, Environmental/Social Policy, Communication, Creative Arts/Human Expression, Math/Science Technology Academy for Youth Advancement, '34/118' Performing Arts, Marine/Environmental Health Sciences. * <u>Sample community partners</u> include Centro de Ayuda, East LA Women's Center, Families in Schools, Girls Inc, LA Center for Law & Justice, Modern Concepts Medical Group, Puente Learning Center. * <u>Sample personalization strategies</u> include attendance incentive program, bridge program, individual educational plan, parent involvement plan/workshops, internships and mentoring, advisories, tutoring.</p>
<p>Van Nuys HS, on a traditional calendar, will implement 9 SLCs: 4 are expanding (School of Health Careers/Nutrition/Culinary Arts, School of Multimedia/Performance/Design, School of Humanities, School of Technical Arts); and 2 are new (9th Grade House; another is to be determined). Three more are established and will not receive funding from this grant (School of Math/Science Magnet, School of Medical Careers, School of Performing Arts).</p> <p>* <u>Sample community partners</u> include Bank of America, Universal Studios, Target, Korean Parents, Coffman Engineers, Industrial Metal Supply, Judge Richard Krishner, Hamburger Grill, Valley College. * <u>Sample personalization strategies</u> include orientation, study strategies, assemblies, advisories, parent conferences, seventh period recovery program, summer bridge, Saturday school, L.A. Virtual Academy.</p>
<p>Westchester HS, on a traditional calendar, will implement 8 SLCs: 6 are new (three 9th Grade PODS, Media/Communication Academy, Math/Science/Environment, Visual/Performing Arts); 1</p>

Summary of School SLC Plans (See more detail on each plan in Appendix D.)

is expanding (Humanitas). The Math/Science Magnet is established and will not receive funding from this grant. * *Sample community partners* include Playa Vista, LAX, Boeing, Neutrogena, African American Museum, Academy of Motion Pictures, Raytheon, Westchester Neighborhood Council, Rotary. * *Sample personalization strategies* include 9th grade SLC Council, portfolio, parent volunteers, cross-age tutoring, student/teacher advisors, new media technologies, student-led classroom discussions and forums, clubs, learning plans, summer bridge, tutoring programs.

The multi-track system for the five year-round schools of this application presents unique challenges in establishing thematic SLCs since each track caters to a different group of students. To provide all students with a better choice of SLCs, schools, as possible, have tried to offer a single SLC “theme” on all three tracks. SLCs on each track, even when sharing a theme, will be independent, serving a unique cohort of students and families with a unique set of staff.

Research-based Strategies. Research-based strategies to increase student achievement occur at two levels at LAUSD. Some services and interventions are district-wide. For example, the Putting Students First initiative restructures the secondary instruction system by adapting highly successful methods previously introduced within the district’s elementary schools. This includes the use of teacher coaches. Other services are school-specific and address specific local needs.

Under the SSLC initiative, LAUSD’s Office of School Redesign has identified structures and strategies that include academic support for struggling students, individualized education and college counseling, opportunities for students to enroll in advanced placement courses and other technical courses for high school and college credit. Each school in this application also has selected specific SLC structures and strategies from this work to use. (See Appendix D, pages 9-11.) The goal is to help increase average daily attendance, freshman transition to the sophomore

year, and graduation rates. For example, unacceptable attendance levels prompted the district to investigate possible interventions, and, based on that research, it began the Count Me Initiative in the 2004-2005 school year. Schools were given monetary awards based on improved attendance, which encouraged schools to develop their own strategies for motivating students to attend.

Accelerated Learning Strategies. LAUSD is committed to providing students, particularly incoming 9th graders and those significantly below grade level, every opportunity to improve their academic standing with special attention on reading/language arts and mathematics skills. The district has several established policies that drive interventions for struggling students: (1) With Memo 2179, the district adopted the Developing Readers and Writers Course (DRWC) to assist incoming 9th graders who read far below basic proficiency and are unable to keep pace with the core English class. Students follow the Language! or Read 180 program every day. (2) The High Point intervention primarily targets English Language Learners to achieve English literacy. (3) With Memo 1539, the district created the Beyond the Bell Branch Extended Learning program after school and weekends to provide intense instruction of the Kaplan program and others. All of these strategies prepare incoming 9th grade students for grade level standards, are age-appropriate and high dosage, and offer training for appropriate personnel. All of these interventions are in operation at the nine applicant schools.

In addition, each school has adopted its own series of accelerated learning strategies that are driven by local needs and aligned with LAUSD's *Closing the Achievement Gap* plan. Almost all schools offer both tutoring and specialized programs. Traditional schools, such as Chatsworth, Locke, Van Nuys and Westchester offer Summer Bridge programs. Popular scientifically-based and age-appropriate strategies for 9th and 10 graders include Accelerated Reader and Vantage in reading/language and in Accelerated Math and Carnegie Cognitive Math Tutor in mathematics. In

addition to participating in district and school-based PD, teachers and other staff will continue to receive specific intervention training by vendors and others.

Professional Development. As the schools of this application implement their unique professional development (PD) agenda they are tapping into a district-wide network of other high schools and resources with expertise in SLC research, planning and implementation. In 2006, the PD agenda is also fully informed by the several years of expert evaluation of the district's Cohort 3 and 4 SLC implementation schools and by the evaluator's coaching.

Office of School Redesign (OSR) and other LAUSD training now exists for all district schools in core academic subjects, research-based instructional strategies, State and district initiatives that address academic performance for all students, SLC implementation, as well as special interventions for students below grade level and subgroups. The nine applicant schools will tap into this training during and beyond the grant term. These school teams have already received OSR training in SLC strategies, planning and implementation as part of the district's SSLC initiative and in preparation for this grant application.

In addition to the PD strategies listed in the district's professional development chart in Appendix C, each school SLC plan in Appendix D shows a sampling of local PD plans for the school's stakeholders. In developing their school plans, each applicant school has identified its technical assistance needs, which are being used by OSR to guide future PD and TA offerings in topics like master scheduling, budgeting, working with unions, developing community partners, and personalization strategies.

Comprehensive LAUSD High School Improvement Strategy. For the past two years, LAUSD has moved steadily towards wall-to-wall SLCs in all secondary schools under the district's Small School Learning Communities initiative (SSLC) with the goal of personalizing

the learning environment for students. All Local Districts submitted drafts of their 5-year strategic plans that encompass strategies for converting schools into more personalized learning environments, and these have been merged into a full district plan. Currently 22 large high schools are at the forefront of the Superintendent's SLC vision and offer *lessons learned* and share *best practices* for other LAUSD schools headed towards SLC conversion.

As Appendix D details, the SSLC initiative organizes around existing SLCs to lead all district schools in this direction. To this end, a Steering Committee of Local District SLC administrators helps to set policies and standards, monitors the progress of schools, and continues contributing to the conversation of district-wide reform. The nine applicant schools in this grant will join this growing network and school redesign effort to increase academic achievement of students, reduce gaps in achievement among subgroups, and prepare students for the workforce.

Sustainability. LAUSD has invested significant efforts and funds into putting the SSLC priority into operation—with the help of existing federal, State and local funds, support from the Bill and Melinda Gates Foundation and myriad smaller private grants and business partnerships. The district uses these and Perkins funds to support career academies, provide professional development and expand school resources. In addition, all nine school applicants have funds provided by ESEA and other federal, State and local programs, as well as in-kind and grant contributions from community partners. Total contributions for all nine schools equal over (b)(4) million for the five-year grant term, but for these high density schools, this equals only about (b)(4) per student per year in transition costs—not much for the deep systemic reform needed to provide every student with a small, stable cadre of teachers, counselors and support staff who know his/her name and story. The 'California Educational Opportunity Report 2006' published by University of California at Los Angeles states, "Adjusting for regional cost differences, California

ranks 43rd among the states in educational spending per student.” LAUSD is the largest school district in the State most affected by this statistic. Therefore, schools will continue to work diligently to develop new partnerships, especially with employers, by working closely with the district, parent/student groups, consultants, existing partners and each other to build fundraising capacity and sustainability at each school. (See Appendix G for details.)

Quality of the Management Plan.

Adequacy of management to implement the SLC project. Implementation of all SLC initiatives is a coordinated process at a number of levels at LAUSD, each providing a different perspective and a different set of resources and capability. With the Superintendent and all central personnel on board for conversion of LAUSD high schools to SLCs, a Central SLC Committee was formed of representatives of a broad array of stakeholders, including union representatives, to monitor school progress towards meeting district SLC initiatives. OSR was reorganized and has recently hired, trained, and assigned 33 School Improvement Facilitators (SIF) to provide technical assistance to schools with an emphasis on Program Improvement schools. Three field coordinators of SLCs were also hired to facilitate the SIFs efforts.

OSR is already managing 22 schools that received federal SLC funds in previous active cohorts, while, under the Career Development Branch, myriad career academies funded by the California Partnership Academy program are coordinated with “in perpetuity” grants of about (b)(4) per year contingent on enrollments. Packaged with funds from other grants and private sources, like the Bill and Melinda Gates Foundation, the district is increasing its resources steadily. During the past several years, the same evaluation team also has been employed to monitor and assess school’s implementation progress, rounding out a tight management team.

Through lessons learned from previous cohorts, the district has streamlined management processes to better serve the schools. Each applicant school in this grant will have access to a well-developed SLC vision, policy direction, standards, a network of technical support and resources already offered to other SLC schools, and *best practices* from throughout the district. The Local Districts that oversee these applicant schools will provide SLC technical assistance, funding and resources, including employers and community-based organizations in the larger geographical area. Finally, schools and their various governing/ advisory boards of teachers, administrators, parents, and local community partners, have autonomous control of local SLC plans and know their school and community intimately.

To show the significant progress that has been made and aggressive advances that are scheduled, a summary of major milestones and timelines for OSR over the years of this grant has been placed in Appendix C for further detail. Also, see individual school PD, community partner and other timelines and milestones with each school plan in Appendix D.)

Appropriate Time Commitments of Key Personnel. The chart below summarizes the responsibilities, expertise and commitment of district experts from the central offices as well as key teams assigned to this grant effort, including those with primary responsibility in PD and technical assistance. (See Appendix D for a detailed discussion of the central team and each school's staff with qualifications.) At the district level, the SLC team collectively has expertise in all major initiatives at LAUSD and has received training for their roles through 1) SLC conferences/ planning retreats; 2) SLC site visits; and 3) Stanford University leadership training on SLCs. At the school level, adequate personnel time, such as release time for teachers, has been allocated to ensure implementation oversight and success.

Roles, Responsibilities & Qualifications	
<p>All individuals in this chart are working on SLC implementation 100% of their time. (See Appendix D for detail on members of these central teams and Appendix E for resumes.)</p>	
LAUSD Central Offices	<p>Key central and Local District administrators are involved in monitoring and providing support for school conversions to grant applicants and responsible for the day-to-day management of SLCs, including coordination under the district SSLC initiative.** Shelley Weston, Assistant Superintendent, Office of School Redesign (OSR), is responsible for implementation of wall-to-wall SLCs in the district's existing secondary schools. She provides the leadership to achieve a coherent implementation consistent with the broader SSLC goals set by the district. She has been in education for 23 years with over 15 years at the high school level, intricately involved in school reform efforts.** Larry Tash, Director, OSR directs the overall day-to-day SLC implementation efforts of district administrators toward SLC conversions. He also develops contacts with outside providers for SLC support. He brings over 30 years of experience with LAUSD as a teacher, assistant principal and principal at various middle and high school to his position .** Catherine Foss, Marilyn Williams, and Sherrie Lopez-Quach, SLC Coordinators in OSR follow through on working with Local Districts and high schools developing SLC plans. Together they bring over 57 years of experience in teaching, administration and a variety of literacy and high school programs.**Paula Tuckerman, Coordinator, USDE Grants, works with schools implementing SLC under federal SLC grants. She has been a teacher, assistant principal, acting principal and acting dean for over 35 years.</p>

Roles, Responsibilities & Qualifications	
All individuals in this chart are working on SLC implementation 100% of their time. (See Appendix D for detail on members of these central teams and Appendix E for resumes.)	
	20 of those working in high schools. **33 School Improvement Facilitators (SIFs) work with secondary schools to provide technical assistance on SLC implementation. Priority has been to assign SIFs as onsite SLC resources for Program Improvement schools.
SSLC Steering Committee (8 members)	SLC Coordinators from Local Districts who will be guiding development and monitoring of the planning grant activity, working with schools to plan and implement wall to-wall SLC conversions on grantee school campuses.
Advisors to ISS (6 advisors)	Individuals who have special expertise and/or an oversight position related to SLCs and/or other district initiatives.
Consultants	External consultants who provide expertise in SLC design and implementation and evaluation. Consultants include the evaluation team Public Works, Inc.
Nine Individual School Teams	Each school team has a strong central team for implementing wall-to-wall SLCs. The school team includes the principal and assistant principals. Each administrator is responsible for oversight of a new, expanding or established SLC. The leadership team for each SLC includes (1) an SLC administrator who monitors the progress, issues and concerns, and serves as a liaison between guidance staff, reviews strategies for curriculum design and assist in staff development; (2) a counselor who recruits, coordinates scheduling and advises students; and (3) the lead teacher who plans and facilitates team meetings and serves as a liaison with stakeholders. Each administrator oversees its SLC students and staff, plans for professional development, and promotes

Roles, Responsibilities & Qualifications	
All individuals in this chart are working on SLC implementation 100% of their time. (See Appendix D for detail on members of these central teams and Appendix E for resumes.)	
	personalization strategies. Each is well qualified with appropriate academic education (i.e. B.A., M.A. and/or PHD) and teaching and/or administrative credentials, and has experience in teaching and program management.

Qualifications of general SLC Personnel. As the preceding chart and the more detailed charts in Appendix D and resumes in Appendix E demonstrate, the qualifications of personnel assigned to the SLC conversions within OSR and at these nine schools are exemplary. These individuals collectively have expertise in teaching; administration at the local school and district levels; secondary education; reading/language arts and math interventions and other academic supports for high school freshmen; and smaller learning communities. Those who have previously taught in SLCs will serve as mentors for those just beginning in SLCs.

Adequacy of Resources. LAUSD is fully committed to ensuring that SLC planning and implementation in our secondary schools is adequately funded, so considerable financial district investments are used to create district-wide support systems or are disbursed to individual schools for SLC planning and implementation. One of the most strategic of leveraged funding pools that assists this effort is the USDE SLC program that currently provides \$17,225,000 through 2010 for administration, teacher involvement, technical assistance, stakeholder recruitment, PD, and evaluation of twelve Cohort 3 and Cohort 4 high schools. Many of the activities, such as PD and technical assistance, are in progress for the prior grantee schools, and the schools of this grant will join in this activity with minimal or no impact on this grant's budget.

Previous to SLC funding, LAUSD has for many years been actively adding career

academies, a highly successful SLC model within the district. Supporting this network of career-based school-within-a-school programs is approximately \$8 to 9 million dollars per year in Carl D. Perkins funds, which are used to build and maintain career-based pathways, and funds from the California Partnership Academy program that grants awards to individual schools.

Approximately (b)(4) per year in State funds also support career academies that fit the highly-structured and effective California Partnership Academies program format. Again, these funds will benefit the nine applicant schools as they participate in mentoring from these pre-existing programs.

Understanding the tenuous position of government funding for education today, LAUSD has begun building a network of private sector partners to assist. The Bill and Melinda Gates Foundation provided the district with (b)(4) to initiate the SSLC culture change. This grant paid for a district SLC inventory and training for administrators throughout the district, including Superintendent Romer and the Local District Superintendents. In 2005, the foundation awarded another (b)(4) that will be used to help transition four needy inner-city high schools. UNITE-LA, LA's school-to-career partnership, includes public and private entities, including major employers and industry groups to help students transition from school to higher education and high-skill jobs. There are other leveraged monies—too numerous to list in this grant application, and some schools aggressively pursue their own funds. (See Appendix G.) As of April 2004, all Local Districts have drafted regional 5-year strategic SLC plans that align to the LAUSD SSLC initiative and include plans for extending local regional resources for schools in each Local District.

Quality of the SLC Project Evaluation.

Thorough, Feasible, and Appropriate Evaluation Methodology. The evaluation of the nine applicant schools is designed to assess the quality/process of SLC implementation and to

examine the impact on student achievement based on disaggregated data. A detailed 5-year work plan is available in Appendix H. To examine the quality and process of the implementation, key qualitative evaluation research questions will be as follows: 1) To what extent has the implementation of SLCs modified the delivery of curriculum and instruction? (2) To what extent has personalization of instruction within SLCs benefited students? (3) To what extent has SLC implementation improved school safety? (4) What kinds of technical assistance and/or support are needed to effectively implement SLCs at large, urban high schools?

The evaluator, *Public Works, Inc.*, will (1) conduct an annual 3-day site visit at each grant school to observe classrooms and conduct interviews and focus groups with teachers, other school staff, and students. Interviews will also be conducted with the regional (local) district liaison with oversight authority over the school, as well as external technical assistance and key business/community partners at each school site; (2) administer annual surveys of school staff (administrators, teachers, and counselors) and students in order to collect and analyze data documenting the perspectives and satisfaction of stakeholders regarding SLC implementation; (3) examine the structures in place to support implementation through a comprehensive review of each school's master schedules; and (4) use an implementation rubric developed to rate each site against LAUSD attributes: *unifying vision, unique identity of each SLC, rigorous standards-based curriculum and instruction, equity and access, personalization, accountability and distributed leadership, parent and community engagement, and professional development.*

In addition to examining instructional changes, the evaluation will document the benefits of SLC participation on other aspects of student development. For example, student surveys will catalog involvement in extracurricular and career exploration activities. Similarly, the evaluation

will examine the impact of implementation on school safety, by collecting data on disciplinary actions (e.g., student suspensions), incidents of violence, drug/alcohol use, and campus crime.

To examine the impact on student achievement, key quantitative evaluation research questions will be: 1) To what extent has SLC implementation improved student achievement? (2) To what extent has the implementation of SLCs increased student eligibility and preparation for postsecondary education and careers? Summative assessment data linked to student outcomes, such as STAR/California Standards Tests and the California High School Exit Exam¹ will be linked to student outcomes.

Collecting and Reporting Accurate, Valid and Reliable Data. Quantitative student-level data will be collected annually from the LAUSD Planning, Assessment and Research Branch (PERB) using 2005-2006 as the baseline against which to measure school progress. All quantitative data will be presented in disaggregated formats so that (1) differential impacts of student subgroups (e.g., major ethnic/racial groups, economically disadvantaged students, and students with disabilities or limited English proficiency), and (2) matched-pair comparisons between grade level cohorts and SLCs can be determined.

Other measures will focus on examining school success in meeting measurable performance targets on key measures of (1) student achievement including average daily school attendance, graduation and year-to-year retention rates; (2) college and career preparation including student enrollment and pass rates in A-G courses² and advanced placement courses; (3) post-graduation (using a follow-up survey) such as percentage of students enrolled in postsecondary education, apprenticeships, or advanced training for the semester following

¹ Used to determine student proficiency in English/Language Arts and Mathematics as part of Federal Adequate Yearly Progress (AYP) goals under No Child Left Behind.

² The sequence of academic courses that leads to eligibility for the University of California and the California State University.

graduation, and percentage of students employed by the end of the first quarter after graduation.

Timely/Regular Feedback and Needed Improvement. To provide regular and timely feedback, the evaluator will (1) compile student outcome data for each site's Annual Performance Report (APR) due each December, with LAUSD central office personnel responsible for delivering the final APRs to the U.S. Department of Education, (2) prepare an annual, summative evaluation report for all implementation sites for each of the five grant years, (3) document progress in implementing SLCs and the impact of SLCs on key measures of student achievement and school performance, (4) deliver an annual presentation to the LAUSD central staff and L.A. Board of Education

To identify areas in need of improvement, the evaluator will meet regularly with Office of School Redesign to update on evaluation activities and school site leaders (administrators and teachers) to share and interpret evaluation findings. Results will be presented and delivered in formats that lend themselves to readability and use by administrators and rank-and-file teachers. Consequently, the evaluation results will be disseminated to those who are in a position to make use of the results (i.e., school instructional leaders and the teachers closest to the students). In addition, the evaluator will train schools to administer a follow-up survey to graduating seniors so that school leaders build capacity to collect, analyze and use data for school planning, resource allocation, and professional development well beyond the SLC implementation grant.

Qualifications of Evaluator. Having evaluated SLC implementation in various districts for the past three years and presented at the SLC Leadership Institute hosted by USDE, Public Works, Inc. (PW) has the experience and knowledge to conduct all aspects of the evaluation plan. (See organization bio in Appendix E.)

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 2670-Mandatory_LAUSD3toc.doc

Attachment 2:

Title: Pages: Uploaded File: 7183-LAUSD25AppI.pdf

Attachment 3:

Title: Pages: Uploaded File: 2161-LAUSD8AppA.pdf

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Attachment 5:

Title: Pages: Uploaded File: 3466-LAUSD11AppD1.pdf

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13. School Redesign Network at Stanford, <http://www.stanford.edu/dept/SUSE/csm/>
14. Small Schools Project, Center on reinventing Public Education, University of Washington, Seattle, WA, <http://www.smallschoolsproject.org/>
15. Small Schools Workshop, University of Illinois at Chicago
<http://www.smallschoolsworkshop.org/>

16. Target Science, Los Angeles Educational Partnership Teachers' Science Network, <http://www.laep.org/target/index.html>
17. Teaching for Understanding, <http://www.projectzero.harvard.edu/>
18. The Algebra Project, <http://www.algebra.org/index.html>
19. Urban Academy, <http://www.urbanacademy.org>
20. *What Kids Can Do!* <http://whatkidscando.org/>

APPENDIX A

School Accountability Report Cards (SARC)

1.	Bell High School SARC	Appendix A, 2
2.	Chatsworth High School SARC.....	Appendix A, 24
3.	Franklin High School SARC	Appendix A, 45
4.	Locke High School SARC	Appendix A, 67
5.	Monroe High School SARC	Appendix A, 89
6.	Polytechnic High School SARC	Appendix A, 111
7.	Roosevelt High School SARC	Appendix A, 133
8.	Van Nuys High School SARC	Appendix A, 155
9.	Westchester High School SARC	Appendix A, 177

Note: The Los Angeles Unified School District publishes School Accountability Report Cards for all of its K-12 schools on its website: <http://notebook.lausd.net/schoolsearch/selector.jsp>. The Report Card is the result of an initiative passed by California voters in 1988 under Proposition 98 and is an annual report for the community to hold schools accountable. In this appendix, we provide the general school report. Some schools publish multiple report cards, listing performance of magnet and/or other schools within a school separately. These reports, while not included in this application, are available upon request.

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent Roy Romer
Prepared by
School Information Branch
Planning, Assessment, and Research
(213) 241-2450

AN ANNUAL REPORT TO THE COMMUNITY

Data for 2004-2005 School Year
Issued February 2006



BELL SENIOR HIGH
ONOFRE DI STEFANO

4328 BELL AVE
BELL, CA 90201
Phone - (323) 560-1800
Fax - (323) 560-7874

Location Code - 8536
CDS Code - 19-64733-1930866

www.bell.k12.ca.us/BellHS/default.html

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each elementary and secondary school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with various parent groups.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

ONOFRE DI STEFANO, Principal

Opportunities for Parental Involvement

- Advisory Council
- Office Volunteer
- Supervision Volunteer

Contact Person Name:	ONOFRE DI STEFANO	Contact Person Phone Number:	(323) 560-1800
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II. Demographic Information

Grade Configuration: 09-12

Student Enrollment - Grade Level
 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	1884
Grade 10	1240
Grade 11	979
Grade 12	609
Ungraded Secondary	202
Total	4914

Student Enrollment - Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	# of Students	% of Students
African American	8	0.2%
American Indian or Alaska Native	13	0.3%
Asian	3	0.1%
Filipino	3	0.1%

Enrollment

Hispanic or Latino	4,840	98.5%
Pacific Islander	5	0.1%
White (Not Hispanic)	42	0.9%
Multiple or No Response		

III. School Safety and Climate for Learning

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 - Prevention Programs	04/13/05	04/13/05
Volume 2 - Emergency Procedures	04/13/05	04/13/05

School Programs and Practices That Promote a Positive Learning Environment

Our school provides a disciplined, stimulating learning climate for all students.

The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities

- Student Achievement
- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

Data reported are the number of suspensions and recommended expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion).

The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for given year.

	School			District		
	2003	2004	2005	2003	2004	2005
# of Suspensions	606	628	647	82,937	80,160	79,690

Rate of Suspensions	12.68	12.94	13.17	10.82	10.51	10.48
# of Expulsions	9	11	10	617	726	674
Rate of Expulsions	0.19	0.23	0.20	0.08	0.10	0.09

IV. School Facilities

School Facility Conditions - General Information

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions - Results of Inspection and Evaluation

Data reported are the determination of good repair based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.fausd-oahs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer		X	***

Playground/School Grounds		X	***
Other	X		

***"No" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11 and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding the CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
English-Language Arts	14%	14%	17%	23%	24%	27%	35%	36%	40%
Mathematics	14%	10%	9%	25%	26%	29%	35%	34%	38%
Science	6%	5%	3%	13%	12%	12%	27%	25%	27%
History-Social Science	16%	18%	19%	17%	18%	20%	28%	29%	32%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	**	**	**	**	17%	**	24%
Mathematics	**	**	**	**	9%	**	15%
Science	**	**	**	**	3%	**	5%
History-Social Science	**	**	**	**	19%	**	13%

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	15%	19%	3%	17%	7%	19%
Mathematics	11%	7%	5%	9%	4%	6%
Science	4%	2%	0%	3%	1%	4%
History-Social Science	21%	17%	4%	19%	6%	6%

California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pfi/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
09	8.3%	8.1%	8.6%	12.9%	11.5%	14.2%	26.7%	25.8%	27.5%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years.

Schools that reach their annual targets are eligible for awards.

Subgroup API's and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographics characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/tafac/api/> or by speaking with the school principal.

API - Schoolwide

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	97	98	Percent Tested	97	98	96
API Base Score	517	565	556	API Growth Score	572	557	589
Growth Target	14	12	12	Actual Growth	55	-8	33
Statewide Rank	1	2	2				
Similar Schools Rank	6	7	6				

API - Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base				API Growth			

Los Angeles Unified School District
 Cohort 6 Smaller Learning Communities
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Score				Score			
Growth Target				Actual Growth			
American Indian Alaskan Native				American Indian Alaskan Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	517	564	556	API Growth Score	571	557	589
Growth Target	11	10	10	Actual Growth	54	-7	33
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

	API Base Data			API Growth Data			
	2002	2003	2004	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
API Base Score	515	565	557	API Growth Score	571	558	589
Growth Target	11	10	10	Actual Growth	56	-7	32

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, currently no data are available to report.

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district.

Note: "N/A" means that the student group is not numerically significant.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	Yes	Yes	Yes	No
Students with Disabilities	No	No	No	No	No	No

Appendix 2 was administered to Spanish-speaking English Learners who were receiving instruction in Spanish and who were enrolled in Basic Bilingual programs. Data provided for most recent three years at each grade level.

Grade Level	Reading			Mathematics			Language		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
09	46	4	47	41	44	40	43	24	51
10	54	23	51	42	32	41	41	14	39
11									

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	1997-1998	2004-2005
Year in Program Improvement (Implementation Level)	5	1
Year exited Program Improvement		
Number of Schools Currently in Program Improvement		201
Percent of Schools Currently in Program Improvement		30.09%

Number of Reclassified English Learners

Year	Total EL	Total Reclassified	Percent Reclassified
2004-05	1565	33	2.11%
2003-04	1512	3	0.20%
2002-03	1412	80	5.67%

Student Performance In Academic Subjects

Department	# Classes Spring 2005	Number & Percent of Grades Issued				
		A	B	C	D	F
English	230	857 (15%)	1260 (22%)	1406 (25%)	906 (16%)	1193 (21%)
Mathematics	150	321 (8%)	563 (13%)	882 (21%)	933 (22%)	1514 (36%)
Science	97	298 (9%)	552 (18%)	643 (20%)	629 (20%)	1023 (33%)
Social Science	105	471 (14%)	783 (23%)	924 (27%)	514 (15%)	748 (22%)

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Enrollment (9-12)	4735	4778	4855	186,984	194,439	199,766	1,772,417	1,830,664	1,876,927
Number of Dropouts	311	340	247	10,706	16,129	15,904	48,454	58,493	61,253
Dropout Rate (1-year)	6.6	7.1	5.1	5.7	8.3	8.0	2.7	3.2	3.3
Graduation Rate	75.8	70.9	71.5	72.0	67.7	65.7	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002-03		2003-04		2004-05	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms

	Size	1-22	23-32	33+	Size	1-22	23-32	33+	Size	1-22	23-32	33+
English	25.7	77	83	52	25.3	93	73	53	23.6	12	76	38
Mathematics	28.2	22	80	37	29.4	23	61	55	30.9	17	59	60
Science	33.5	2	18	56	32.7	4	26	46	34.2	1	28	52
Social Science	35.8	2	19	79	35.2	1	29	83	35.3	3	20	80

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	59.7%
All Schools in District	65.0%
High-Poverty Schools in District	65.4%
Low-Poverty Schools in District	68.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the district.

	2002-03	2003-04	2004-05
Total Teachers	189	198	191
Teachers with Full Credential	154	153	166
Teachers Teaching Outside Subject Area (fully credentialed but teaching outside subject area)*	***	9	97
Teachers in Alternative Routes to Certification (district and university Internship)	9	15	26
Pre-Internship	10	9	6
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	38	24	15
Teachers with Waivers (does not have credential and does	2	0	0

not qualify for an Emergency Permit)			
--------------------------------------	--	--	--

* At the secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments

Data reported are the number of assignments for certificated employees who do not have a legally recognized certificate or credential for the courses that they are assigned. This includes assignments that involve teaching of English Learners. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, misassignment counts are as of October, 2005.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	69	343	342
Total Teacher Misassignments	78	440	429

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	1.1%	1.5%
Master's Degree plus 30 or more semester hours	16.2%	14.9%
Master's Degree	14.1%	11.8%
Bachelor's Degree plus 30 or more semester hours	29.8%	35.7%
Bachelor's Degree	36.7%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of a positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

For the 2003-04 and 2004-05 school years, the data are reported as of April. For the 2005-06 school year, the data are reported as of November, 2005.

	2003-04	2004-05	2005-06
Total Number of Vacant Teacher Positions	3	1	6

Teacher Evaluations

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the school year 110 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departmental meetings

- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

Substitute Teachers

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 7.787 day(s).

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	5.5
Librarian	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	6.7

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment, as reported in the most recent California Basic Educational Data System (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
5.5	693.5

Note: Please contact school principal for updated counts of support staff for this school.

IX. Curriculum and Instruction

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, mathematics, and written language. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators and all first-year principals to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs.

New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers.

New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and

second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Quality and Currency of Textbooks and Other Instructional Materials

The use of the Open Court Reading (Foro Abierto Para la Lectura) Program provides standards-based instruction in science and history/social science for kindergarten through grade three at the elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Science textbooks were purchased for all students in Grades 4 and 5. Health textbooks were purchased for Grades K-5 in spring 2005 for implementation in 2005-06. History/social science textbooks will be adopted in 2005-06.

Beginning in 1998, with the Schiff-Bustamante funding, textbook evaluation committees aligned textbooks in the core subjects to state-content standards for Grades 9-12 on the following schedule:

- 1999 – standards-aligned basic for mathematics textbooks
- 2000 – standards-aligned English for textbooks, history/social science, and science
- 2001 – standards-aligned for history/social science textbooks, as well as additional standards-aligned mathematics and science
- 2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003 – standards-aligned textbooks for English, history/social science, mathematics, science
- 2004 – framework-aligned textbooks for foreign language
- 2005 – framework-aligned textbooks for health

The Grade 9-12 District adoption of history/social science textbooks will be finalized and implemented in 2006.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999 – ESL, history/social science
- 2000 – science
- 2001 – mathematics
- 2002 – reading, intervention, and ESL
- 2003 – English, history/social science, mathematics, science
- 2004 – English, history/social science, mathematics, science
- 2005 – health

The Grade 6-8 District adoption of history/social science textbooks will be finalized and implemented in 2006.

Availability of Sufficient Textbooks and Other Instructional Materials

Sufficient core program textbooks and instructional materials were available in the 2004-2005 school year for on-track students in grades K-12 to support the core curriculum areas of reading/English/English Language Development (ELD), English as a Second Language (ESL),

and/or intervention, history/social science, mathematics, and science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District was not required to have one textbook per off-track student at multi-track schools in classes where homework is assigned during 2004-05, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2004-05, the District allocated \$77,000,000 for the purchase of textbooks: \$36.1 million – State textbook funding; \$35.8 – one-time Williams funding; and \$6 million in carry over Schiff-Bustamante funding.

Reading/language arts and history/social science textbooks were adopted in 1999; science textbooks in 2000; reading program replacements in 2001; reading/language arts/ELD in 2002; science textbooks (Grades 4 and 5) as well as Grades K-5 reading/language arts/ELD, history/social science, and mathematics. Health textbooks were adopted in 2005 with implementation in July and September 2005.

In 2004-05, the District allocated \$7,300,000 to address the continuing need for science laboratory equipment to bring all high schools up to the District standard.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials
 Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. If an insufficiency exists, the percent of pupils who lack sufficient textbooks and instructional materials is included.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	Sufficient - Grades K-12	Required data will be collected for inclusion in the 2005-06 SARC to be published in the 2006-07 school year.
Mathematics	Sufficient - Grades K-12	
Science	Sufficient - Grades K-12	
History-Social Science	Insufficient - New adoption in 2005-06	
Foreign Language	Sufficient - Grades 9-12	
Health	Sufficient - Grades K- 7, 9	
Science Laboratory Equipment (grades 9-12)	Insufficient - Grades 9-12. New materials ordered in spring 2005 with delivery in 2005-06	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,134	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2004-05

	# of Minimum Days	# of Shortened Days
Track A	5	0
Track B	5	0
Track C	5	0

X. Post secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	26
Computer Science			
English	2	11	308
Foreign Language	2	8	200
Mathematics	1	3	58
Science	2	2	49
Social Science	2	9	288

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for the

University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for the UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment in all Courses	Student Enrollment in Courses Required for UC and/or CSU Admission	Percent of Student Enrollment in Courses Required for UC and/or CSU Admission
25,367	18,872	74.4%

Graduates who have Completed all Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates who have Completed all Courses Required for and/or CSU Admission	Percent of Graduates who have Completed all Courses Required for UC and/or CSU Admission
678	223	32.9%

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for totaled grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given a school. Detailed information regarding SAT results may be found at the CDE Web site at

<http://www.cde.ca.gov/ids/sp/ai/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 12 Enrollment	614	667	609	27,253	28,132	29,700	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	47.7%	50.5%	43.5%	48.9%	47.4%	45.7%	36.7%	35.3%	35.9%

Average Verbal Score	381	382	399	437	438	443	494	496	499
Average Math Score	403	417	423	454	455	458	518	519	521

College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores.

Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

Career Technical Education Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal.

The Los Angeles Unified School District-Regional Occupational Centers and Programs offer 365 CTE courses in 40 major campuses in the following Career Pathways:

- | | |
|---|--|
| <p>I. Agriculture
 A. Animal Science
 B. Forestry
 C. Ornamental Horticulture</p> | <p>VII. Health and Medicine
 A. Dental and Vision Services
 B. Diagnostic Services
 C. Health Care Information Services
 D. Medical Office Services
 E. Nursing Services
 F. Support Services
 G. Therapeutic Services</p> |
| <p>II. Arts and Media
 A. Graphic Design
 B. Performing Arts
 C. Photography
 D. Printing
 E. Sign Painting</p> | <p>VIII. Home Economics
 A. Beauty
 B. Fashion
 C. Food Services
 D. Hospitality, Tourism, Recreation
 E. Interior Design</p> |
| <p>III. Education
 A. Foreign Language</p> | |

- IV. Engineering Technology
 - A. Construction
 - B. Drafting
 - C. Electronics Technology
 - D. Information Management

- V. Finance
 - A. Accounting
 - B. Banking
 - C. Entrepreneurship
 - D. Real Estate

- VI. General Business
 - A. Computer Information System
 - B. Customer Service
 - C. General Office
 - D. Retailing

- IX. Industrial Technology
 - A. Automotive
 - B. Aviation
 - C. Custodial Services
 - D. Diversified
 - E. Electrical
 - F. Energy and Transportation
 - G. Manufacturing

- X. Public and Social Services
 - A. Childcare Providers
 - B. Homeland Security
 - C. Human Services

Trade advisory committees exist in every school site for every career pathway or program. For more information, please contact Tessie Castillo, ROCP Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Data

Data reported are intended to measure the performance of the school's career technical education (CTE) programs.

Number of the school's pupils participating in CTE	1,787
Percent of the school's pupils who complete a CTE program and earn a high school diploma	45.45
Percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	<ul style="list-style-type: none"> • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Harbor Community Adult School. • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Venice Community Adult School and West Los Angeles Community College.

	<ul style="list-style-type: none"> • 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center and Pierce College. • 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational Center and Pierce College.
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XI. Fiscal and Expenditure Data

School Site Teacher Salaries (Fiscal Year 2003-04)
 This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$54,201.27	—	—	—	—

Expenditures Per Pupil (Fiscal Year 2003-04)
 This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Percent Difference Between School Site and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources
\$6,183	\$2,476	\$3,708	\$4,003	—	-7.3%	—

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent Roy Romer
Prepared by
School Information Branch
Planning, Assessment, and Research
(213) 241-2450

AN ANNUAL REPORT TO THE COMMUNITY

Data for 2004-2005 School Year
Issued February 2006



School Accountability Report Card

CHATSWORTH SENIOR HIGH

JEFFREY ALAN DAVIS

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Location Code - 8583
CDS Code - 19-64733-1931708

www.lausd.k12.ca.us/Chatsworth_HS/

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each elementary and secondary school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with various parent groups.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

JEFFREY ALAN DAVIS, Principal

Opportunities for Parental Involvement

- Advisory Council
- Governance Council
- PTA/PTO
- Classroom Volunteer
- Office Volunteer
- Fund Raising
- School Beautification
- Other

Contact Person Name:	JEFFREY ALAN DAVIS	Contact Person Phone Number:	(818) 341-6211
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II. Demographic Information

Grade Configuration: 09-12

Student Enrollment - Grade Level
 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System(CBEDS).

Grade Level	Enrollment
Grade 9	823
Grade 10	831
Grade 11	737
Grade 12	567
Ungraded Secondary	141
Total Enrollment	3099

Student Enrollment - Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	# of Students	% of Students
African American	261	8.4%
American Indian or Alaska Native	23	0.7%
Asian	459	14.8%
Filipino	119	3.8%
Hispanic or Latino	1,414	45.6%
Pacific Islander	8	0.3%
White (Not Hispanic)	815	26.3%
Multiple or No Response		

III. School Safety and Climate for Learning

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 - Prevention Programs	10/11/04	02/21/05
Volume 2 - Emergency Procedures	04/06/05	04/17/05

School Programs and Practices That Promote a Positive Learning Environment

Our school provides a disciplined, stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities

- Student Achievement
- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

Data reported are the number of suspensions and recommended expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion).

The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for given year.

	School			District		
	2003	2004	2005	2003	2004	2005
# of Suspensions	577	549	554	82,937	80,160	79,690
Rate of Suspensions	18.06	17.24	17.88	10.82	10.51	10.48
# of Expulsions	4	9	1	617	726	674
Rate of Expulsions	0.13	0.28	0.03	0.08	0.10	0.09

IV. School Facilities

School Facility Conditions - General Information

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions - Results of Inspection and Evaluation

Data reported are the determination of good repair based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

****No" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes

California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11 and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding the CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
English-Language Arts	31%	34%	33%	23%	24%	27%	35%	36%	40%
Mathematics	18%	13%	13%	25%	26%	29%	35%	34%	38%
Science	29%	14%	19%	13%	12%	12%	27%	25%	27%
History-Social Science	32%	26%	26%	17%	18%	20%	28%	29%	32%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	26%	36%	51%	55%	21%	**	44%
Mathematics	4%	24%	28%	30%	6%	**	18%
Science	5%	26%	37%	32%	9%	**	30%
History-Social Science	14%	25%	45%	44%	17%	**	30%

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	30%	37%	7%	25%	11%	**
Mathematics	15%	12%	5%	11%	6%	**
Science	21%	18%	4%	15%	3%	**
History-Social Science	31%	20%	8%	22%	3%	**

California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/ta/pfl>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
09	13.3%	7.3%	19.7%	12.9%	11.5%	14.2%	26.7%	25.8%	27.5%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup API's and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographics characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	97	0	98	Percent Tested	0	98	98
API Base Score	619		666	API Growth Score		655	689
Growth Target	9		7	Actual Growth			23
Statewide Rank	4		5				
Similar Schools Rank	3		4				

API - Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score	521		585	API Growth Score			609
Growth Target	7		6	Actual Growth			24
American Indian Alaskan Native				American Indian Alaskan Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	729		777	API Growth Score			798
Growth Target	7		6	Actual Growth			21
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Hispanic or Latino				Hispanic or Latino			
API Base Score	527		587	API Growth Score			624
Growth Target	7		6	Actual Growth			37
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score	704		736	API Growth Score			743
Growth Target	7		6	Actual Growth			7

API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	554		628	API Growth Score			657
Growth Target	7		6	Actual Growth			29

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, currently no data are available to report.

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district,

or that exception (safe harbor) criteria were met, or that an appeal of the school's or district AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	No	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district.

Note: "N/A" means that the student group is not numerically significant.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	No
Students with Disabilities	N/A	N/A	N/A	No	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		1
Year exited Program Improvement		
Number of Schools Currently in Program Improvement	VIII	201
Percent of Schools Currently in Program Improvement	VIII	30.09%

Number of Reclassified English Learners

Year	Total EL	Total Reclassified	Percent Reclassified
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2004-05	572	1	0.17%
2003-04	526	17	3.23%
2002-03	522	0	0.00%

Student Performance in Academic Subjects

Department	# Classes Spring 2005	Number & Percent of Grades Issued				
		A	B	C	D	F
English	128	619 (21%)	809 (27%)	711 (24%)	411 (14%)	427 (14%)
Mathematics	92	247 (9%)	398 (15%)	584 (22%)	405 (15%)	1040 (39%)
Science	67	431 (18%)	481 (20%)	608 (25%)	370 (15%)	500 (21%)
Social Science	64	452 (21%)	490 (23%)	523 (25%)	342 (16%)	324 (15%)

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Enrollment (9-12)	3214	3195	3185	186,984	194,439	199,766	1,772,417	1,830,664	1,876,927
Number of Dropouts	42	59	43	10,706	16,129	15,904	48,454	58,493	61,253
Dropout Rate (1-year)	1.3	1.8	1.4	5.7	8.3	8.0	2.7	3.2	3.3

Graduation Rate	92.3	87.4	91.3	72.0	67.7	65.7	87.0	86.7	85.1
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VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002-03			2003-04			2004-05					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.9	78	23	37	24.6	56	48	30	24.7	55	40	32
Mathematics	32.5	17	11	54	32.3	13	15	54	33.2	10	14	54
Science	37.8	0	6	62	37.8	1	3	62	39.5	0	2	61
Social Science	36.5	4	8	55	37.4	4	7	58	36.8	2	8	57

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers
This School	67.9%
All Schools in District	65.0%
High-Poverty Schools in District	65.4%
Low-Poverty Schools in District	68.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the district.

	2002-	2003-	2004-
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Los Angeles Unified School District
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	03	04	05
Total Teachers	123	126	121
Teachers with Full Credential	107	105	107
Teachers Teaching Outside Subject Area (fully credentialed but teaching outside subject area)*	***	15	86
Teachers in Alternative Routes to Certification (district and university internship)	5	8	12
Pre-internship	2	5	1
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	20	8	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	0	1

* At the secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments

Data reported are the number of assignments for certificated employees who do not have a legally recognized certificate or credential for the courses that they are assigned. This includes assignments that involve teaching of English Learners. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, misassignment counts are as of October, 2005.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	28	62	70
Total Teacher Misassignments	43	148	134

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	1.7%	1.5%
Master's Degree plus 30 or more semester hours	16.5%	14.9%
Master's Degree	13.2%	11.8%
Bachelor's Degree plus 30 or more semester hours	35.5%	35.7%
Bachelor's Degree	28.1%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of a positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

For the 2003-04 and 2004-05 school years, the data are reported as of April. For the 2005-06 school year, the data are reported as of November, 2005.

	2003-04	2004-05	2005-06
Total Number of Vacant Teacher Positions	0	2	0

Teacher Evaluations

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the school year 71 teachers were evaluated. To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departmental meetings
- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

Substitute Teachers

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 8.333 day(s).

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	8.9
Librarian	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	3.6

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment, as reported in the most recent California Basic Educational Data System (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
8.9	348.2

Note: Please contact school principal for updated counts of support staff for this school.

IX. Curriculum and Instruction

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, mathematics, and written language. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators and all first-year principals to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs. New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a

three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers. New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Quality and Currency of Textbooks and Other Instructional Materials

The use of the Open Court Reading (Foro Abierto Para la Lectura) Program provides standards-based instruction in science and history/social science for kindergarten through grade three at the elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Science textbooks were purchased for all students in Grades 4 and 5. Health textbooks were purchased for Grades K-5 in spring 2005 for implementation in 2005-06. History/social science textbooks will be adopted in 2005-06.

Beginning in 1998, with the Schiff-Bustamante funding, textbook evaluation committees aligned textbooks in the core subjects to state-content standards for Grades 9-12 on the following schedule:

- 1999 – standards-aligned basic for mathematics textbooks
- 2000 – standards-aligned English for textbooks, history/social science, and science
- 2001 – standards-aligned for history/social science textbooks, as well as additional standards-aligned mathematics and science
- 2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003 – standards-aligned textbooks for English, history/social science, mathematics, science
- 2004 – framework-aligned textbooks for foreign language
- 2005 – framework-aligned textbooks for health

The Grade 9-12 District adoption of history/social science textbooks will be finalized and implemented in 2006.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999 – ESL, history/social science
- 2000 – science
- 2001 – mathematics
- 2002 – reading, intervention, and ESL
- 2003 – English, history/social science, mathematics, science
- 2004 – English, history/social science, mathematics, science
- 2005 – health

The Grade 6-8 District adoption of history/social science textbooks will be finalized and implemented in 2006.

Availability of Sufficient Textbooks and Other Instructional Materials

Sufficient core program textbooks and instructional materials were available in the 2004-2005 school year for on-track students in grades K-12 to support the core curriculum areas of reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or intervention, history/social science, mathematics, and science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District was not required to have one textbook per off-track student at multi-track schools in classes where homework is assigned during 2004-05, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2004-05, the District allocated \$77,000,000 for the purchase of textbooks: \$36.1 million – State textbook funding; \$35.8 – one-time Williams funding; and \$6 million in carry over Schiff-Bustamante funding.

Reading/language arts and history/social science textbooks were adopted in 1999; science textbooks in 2000; reading program replacements in 2001; reading/language arts/ELD in 2002; science textbooks (Grades 4 and 5) as well as Grades K-5 reading/language arts/ELD, history/social science, and mathematics. Health textbooks were adopted in 2005 with implementation in July and September 2005.

In 2004-05, the District allocated \$7,300,000 to address the continuing need for science laboratory equipment to bring all high schools up to the District standard.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. If an insufficiency exists, the percent of pupils who lack sufficient textbooks and instructional materials is included.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	Sufficient - Grades K-12	Required data will be collected for inclusion in the 2005-06 SARC to be published in the 2006-07 school year.
Mathematics	Sufficient - Grades K-12	
Science	Sufficient - Grades K-12	
History-Social Science	Insufficient - New adoption in 2005-06	
Foreign Language	Sufficient - Grades 9-12	
Health	Sufficient - Grades K- 7, 9	
Science Laboratory Equipment (grades 9-12)	Insufficient - Grades 9-12. New materials ordered in spring 2005 with delivery in 2005-06	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,040	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2004-05

	# of Minimum Days	# of Shortened Days
Single Track	9	2

X. Post secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	2	2	31
Computer Science			
English	2	7	150
Foreign Language	2	2	42
Mathematics	3	3	70
Science	3	3	56
Social Science	5	8	248

Student Enrollment In Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for the UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment in all Courses	Student Enrollment in Courses Required for UC and/or CSU Admission	Percent of Student Enrollment in Courses Required for UC and/or CSU Admission
18,439	13,217	71.7%

Graduates who have Completed all Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates who have Completed all Courses Required for and/or CSU Admission	Percent of Graduates who have Completed all Courses Required for UC and/or CSU Admission
619	282	45.6%

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for totaled grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given a school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/all/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 12 Enrollment	638	625	567	27,253	28,132	29,700	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	50.8%	48.2%	43.0%	48.9%	47.4%	45.7%	36.7%	35.3%	35.9%
Average Verbal Score	490	473	492	437	438	443	494	496	499

Average Math Score	509	500	510	454	455	458	518	519	521
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College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores. Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

Career Technical Education Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal. The Los Angeles Unified School District-Regional Occupational Centers and Programs offer 365 CTE courses in 40 major campuses in the following Career Pathways:

- | | |
|---|--|
| <p>I. Agriculture
 A. Animal Science
 B. Forestry
 C. Ornamental Horticulture</p> | <p>VII. Health and Medicine
 A. Dental and Vision Services
 B. Diagnostic Services
 C. Health Care Information Services
 D. Medical Office Services
 E. Nursing Services
 F. Support Services
 G. Therapeutic Services</p> |
| <p>II. Arts and Media
 A. Graphic Design
 B. Performing Arts
 C. Photography
 D. Printing
 E. Sign Painting</p> | <p>VIII. Home Economics
 A. Beauty
 B. Fashion
 C. Food Services
 D. Hospitality, Tourism, Recreation
 E. Interior Design</p> |
| <p>III. Education
 A. Foreign Language</p> | <p>IX. Industrial Technology
 A. Automotive
 B. Aviation
 C. Custodial Services
 D. Diversified
 E. Electrical
 F. Energy and Transportation</p> |
| <p>IV. Engineering Technology
 A. Construction
 B. Drafting
 C. Electronics Technology
 D. Information Management</p> | |

G. Manufacturing

- V. Finance
 - A. Accounting
 - B. Banking
 - C. Entrepreneurship
 - D. Real Estate

- X. Public and Social Services
 - A. Childcare Providers
 - B. Homeland Security
 - C. Human Services

- VI. General Business
 - A. Computer Information System
 - B. Customer Service
 - C. General Office
 - D. Retailing

Trade advisory committees exist in every school site for every career pathway or program. For more information, please contact Tessie Castillo, ROCP Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Data

Data reported are intended to measure the performance of the school's career technical education (CTE) programs.

Number of the school's pupils participating in CTE	1,178
Percent of the school's pupils who complete a CTE program and earn a high school diploma	53.85
Percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	<ul style="list-style-type: none"> • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Harbor Community Adult School. • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Venice Community Adult School and West Los Angeles Community College. • 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center and Pierce College. • 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational Center and Pierce College.

XI. Fiscal and Expenditure Data

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$56,474.31	—	—	—	—

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Percent Difference Between School Site and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources
\$6,118	\$2,125	\$3,993	\$4,003	—	-0.2%	—

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent Roy Romer
Prepared by
School Information Branch
Planning, Assessment, and Research
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AN ANNUAL REPORT TO THE COMMUNITY

Data for 2004-2005 School Year
Issued February, 2006



FRANKLIN SENIOR HIGH

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MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each elementary and secondary school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with various parent groups.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

LUIS MANUEL LOPEZ, Principal

Opportunities for Parental Involvement

- Advisory Council
- Governance Council
- PTA/PTO
- Classroom Volunteer
- Office Volunteer
- Supervision Volunteer
- Fund Raising
- School Beautification
- Other

Contact Person Name:	LUIS MANUEL LOPEZ	Contact Person Phone Number:	(323) 254-7104
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II. Demographic Information

Grade Configuration: 09-12

Student Enrollment - Grade Level
 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	1399

Student Enrollment - Racial and Ethnic Subgroups
 Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	# of Students	% of Students
----------------------------	---------------	---------------

Grade 10	797
Grade 11	667
Grade 12	404
Ungraded Secondary	164
Total Enrollment	3431

African American	79	2.3%
American Indian or Alaska Native	17	0.5%
Asian	159	4.6%
Filipino	99	2.9%
Hispanic or Latino	3,007	87.6%
Pacific Islander	8	0.2%
White (Not Hispanic)	62	1.8%
Multiple or No Response		

III. School Safety and Climate for Learning

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 - Prevention Programs	04/18/05	08/26/05
Volume 2 - Emergency Procedures	08/01/03	04/18/05

School Programs and Practices That Promote a Positive Learning Environment

Our school provides a disciplined, stimulating learning climate for all students.

The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities

- Student Achievement
- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

Data reported are the number of suspensions and recommended expulsions (i.e., the total

number of incidents that resulted in a suspension or expulsion).
 The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for given year.

	School			District		
	2003	2004	2005	2003	2004	2005
# of Suspensions	547	574	463	82,937	80,160	79,690
Rate of Suspensions	16.33	16.79	13.49	10.82	10.51	10.48
# of Expulsions	3	1	19	617	726	674
Rate of Expulsions	0.09	0.03	0.55	0.08	0.10	0.09

IV. School Facilities

School Facility Conditions - General Information

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions - Results of Inspection and Evaluation

Data reported are the determination of good repair based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.fausd-oehs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)		X	***
Structural Damage	X		
Fire Safety	X		

Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

***"No" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11 and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding the CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05

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English-Language Arts	15%	19%	22%	23%	24%	27%	35%	36%	40%
Mathematics	2%	4%	4%	25%	26%	29%	35%	34%	38%
Science	10%	7%	8%	13%	12%	12%	27%	25%	27%
History-Social Science	15%	16%	21%	17%	18%	20%	28%	29%	32%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	25%	8%	51%	42%	20%	**	40%
Mathematics	0%	**	27%	11%	3%	**	5%
Science	6%	**	31%	28%	6%	**	21%
History-Social Science	26%	**	61%	34%	17%	**	41%

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	21%	25%	4%	22%	9%	**
Mathematics	5%	4%	3%	5%	6%	**
Science	9%	7%	1%	9%	1%	**
History-Social Science	22%	19%	4%	20%	2%	**

California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pfi/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
09	15.4%	12.9%	17.5%	12.9%	11.5%	14.2%	26.7%	25.8%	27.5%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup API's and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographics characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	97	98	99	Percent Tested	98	99	98
API Base Score	538	525	565	API Growth Score	538	569	587
Growth Target	13	14	12	Actual Growth	0	44	22
Statewide Rank	2	1	2				
Similar Schools Rank	5	2	6				

API - Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

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API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian Alaskan Native				American Indian Alaskan Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			752
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	522	510	553	API Growth Score	524	557	575
Growth Target	10	11	10	Actual Growth	2	47	22
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API - Socioeconomically Disadvantaged Subgroup
 Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	532	520	565	API Growth Score	532	568	590
Growth Target	10	11	10	Actual Growth	0	48	25

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, currently no data are available to report.

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tacl/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	No	No	No	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district.
Note: "N/A" means that the student group is not numerically significant.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	Yes	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	No	Yes	Yes	Yes
English Learners	No	Yes	No	Yes	Yes	No
Students with Disabilities	N/A	Yes	No	No	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	1997-1998	2004-2005
Year in Program Improvement (Implementation Level)	4	1
Year exited Program Improvement		
Number of Schools Currently in Program Improvement		201
Percent of Schools Currently in Program Improvement		30.09%

Number of Reclassified English Learners

Year	Total EL	Total Reclassified	Percent Reclassified
2004-05	881	46	5.22%
2003-04	763	1	0.13%
2002-03	635	0	0.00%

Student Performance in Academic Subjects

Department	# Classes Spring 2005	Number & Percent of Grades Issued				
		A	B	C	D	F
English	165	458 (15%)	644 (21%)	731 (24%)	519 (17%)	655 (22%)
Mathematics	104	319 (12%)	299 (12%)	545 (21%)	567 (22%)	863 (33%)
Science	66	319 (16%)	376 (19%)	509 (26%)	304 (16%)	446 (23%)
Social Science	86	407 (18%)	513 (22%)	520 (23%)	345 (15%)	516 (22%)

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Enrollment (9-12)	3297	3349	3419	186,984	194,439	199,766	1,772,417	1,830,664	1,876,927
Number of Dropouts	13	134	30	10,706	16,129	15,904	48,454	58,493	61,253
Dropout Rate (1-year)	0.4	4.0	0.9	5.7	8.3	8.0	2.7	3.2	3.3
Graduation Rate	83.2	77.6	82.9	72.0	67.7	65.7	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002-03				2003-04				2004-05			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.7	54	55	33	23.4	88	49	26	23.6	80	44	34
Mathematics	33.1	3	31	48	30.0	20	27	45	31.5	14	27	55
Science	31.2	5	28	28	33.1	5	17	32	35.8	3	7	53
Social Science	34.3	5	21	62	32.4	9	33	53	32.4	9	25	61

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/lq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	70.1%
All Schools in District	65.0%
High-Poverty Schools in District	65.4%
Low-Poverty Schools in District	68.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the district.

	2002-03	2003-04	2004-05
Total Teachers	153	146	151
Teachers with Full Credential	116	112	127
Teachers Teaching Outside Subject Area (fully credentialed but teaching outside subject area)*	...	9	54
Teachers in Alternative Routes to Certification (district and university internship)	7	14	27
Pre-internship	14	12	3
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	25	16	14
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	1	0

* At the secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments

Data reported are the number of assignments for certificated employees who do not have a legally recognized certificate or credential for the courses that they are assigned. This includes assignments that involve teaching of English Learners. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, misassignment counts are as of October, 2005.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	53	115	131
Total Teacher Misassignments	62	169	205

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	2.0%	1.5%
Master's Degree plus 30 or more semester hours	14.6%	14.9%
Master's Degree	7.3%	11.8%
Bachelor's Degree plus 30 or more semester hours	36.4%	35.7%
Bachelor's Degree	37.1%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of a positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

For the 2003-04 and 2004-05 school years, the data are reported as of April. For the 2005-06 school year, the data are reported as of November, 2005.

	2003-04	2004-05	2005-06
Total Number of Vacant Teacher Positions	0	1	2

Teacher Evaluations

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the school year 84 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departmental meetings
- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

Substitute Teachers

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 6.557 day(s).

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	9.4
Librarian	0.6
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	5.2

Note: Please contact school principal for updated counts of support staff for this school.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment, as reported in the most recent California Basic Educational Data System (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
9.4	365.0

IX. Curriculum and Instruction

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, mathematics, and written language. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators and all first-year principals to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs.

New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers.

New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Quality and Currency of Textbooks and Other Instructional Materials

The use of the Open Court Reading (Foro Abierto Para la Lectura) Program provides standards-based instruction in science and history/social science for kindergarten through grade three at the elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Science textbooks were purchased for all students in Grades 4 and 5. Health textbooks were purchased for Grades K-5 in spring 2005 for implementation in 2005-06. History/social science textbooks will be adopted in 2005-06.

Beginning in 1998, with the Schiff-Bustamante funding, textbook evaluation committees aligned textbooks in the core subjects to state-content standards for Grades 9-12 on the following schedule:

- 1999 – standards-aligned basic for mathematics textbooks
- 2000 – standards-aligned English for textbooks, history/social science, and science
- 2001 – standards-aligned for history/social science textbooks, as well as additional standards-aligned mathematics and science
- 2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003 – standards-aligned textbooks for English, history/social science, mathematics, science
- 2004 – framework-aligned textbooks for foreign language
- 2005 – framework-aligned textbooks for health

The Grade 9-12 District adoption of history/social science textbooks will be finalized and implemented in 2006.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999 – ESL, history/social science
- 2000 – science
- 2001 – mathematics
- 2002 – reading, intervention, and ESL
- 2003 – English, history/social science, mathematics, science
- 2004 – English, history/social science, mathematics, science
- 2005 – health

The Grade 6-8 District adoption of history/social science textbooks will be finalized and implemented in 2006.

Availability of Sufficient Textbooks and Other Instructional Materials

Sufficient core program textbooks and instructional materials were available in the 2004-2005 school year for on-track students in grades K-12 to support the core curriculum areas of reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or intervention, history/social science, mathematics, and science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District was not required to have one textbook per off-track student at multi-track schools in classes where homework is assigned during 2004-05, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2004-05, the District allocated \$77,000,000 for the purchase of textbooks: \$36.1 million – State textbook funding; \$35.8 – one-time Williams funding; and \$6 million in carry over Schiff-Bustamante funding.

Reading/language arts and history/social science textbooks were adopted in 1999; science textbooks in 2000; reading program replacements in 2001; reading/language arts/ELD in 2002; science textbooks (Grades 4 and 5) as well as Grades K-5 reading/language arts/ELD, history/social science, and mathematics. Health textbooks were adopted in 2005 with implementation in July and September 2005.

In 2004-05, the District allocated \$7,300,000 to address the continuing need for science laboratory equipment to bring all high schools up to the District standard.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials
 Information about the availability of sufficient standards- aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. If an insufficiency exists, the percent of pupils who lack sufficient textbooks and instructional materials is included.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	Sufficient - Grades K-12	Required data will be collected for inclusion in the 2005-06 SARC to be published in the 2006-07 school year.
Mathematics	Sufficient - Grades K-12	
Science	Sufficient - Grades K-12	
History-Social Science	Insufficient - New adoption in 2005-06	
Foreign Language	Sufficient - Grades 9-12	
Health	Sufficient - Grades K- 7, 9	
Science Laboratory Equipment (grades 9-12)	Insufficient - Grades 9-12. New materials ordered in spring 2005 with delivery in 2005-06	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,134	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2004-05

	# of Minimum Days	# of Shortened Days
Track A	9	0
Track B	9	0
Track C	9	0

X. Post secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English	2	10	209
Foreign Language	2	9	194
Mathematics	2	2	57
Science	2	3	75
Social Science	2	7	162

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for the UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment in all Courses	Student Enrollment in Courses Required for UC and/or CSU Admission	Percent of Student Enrollment in Courses Required for UC and/or CSU Admission
19,896	13,886	69.8%

Graduates who have Completed all Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates who have Completed all Courses Required for and/or CSU Admission	Percent of Graduates who have Completed all Courses Required for UC and/or CSU Admission
441	385	87.3%

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for totaled grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given a school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/aif/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 12 Enrollment	424	395	404	27,253	28,132	29,700	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	42.7%	57.5%	45.5%	48.9%	47.4%	45.7%	36.7%	35.3%	35.9%
Average Verbal Score	427	395	411	437	438	443	494	496	499
Average	430	407	412	454	455	458	518	519	521

Math Score									
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College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores.

Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

Career Technical Education Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal.

The Los Angeles Unified School District-Regional Occupational Centers and Programs offer 365 CTE courses in 40 major campuses in the following Career Pathways:

- | | |
|--|---|
| <p>I. Agriculture
 A. Animal Science
 B. Forestry
 C. Ornamental Horticulture</p> | <p>VII. Health and Medicine
 A. Dental and Vision Services
 B. Diagnostic Services
 C. Health Care Information Services
 D. Medical Office Services
 E. Nursing Services
 F. Support Services
 G. Therapeutic Services</p> |
| <p>II. Arts and Media
 A. Graphic Design
 B. Performing Arts
 C. Photography
 D. Printing
 E. Sign Painting</p> | <p>VIII. Home Economics
 A. Beauty
 B. Fashion
 C. Food Services
 D. Hospitality, Tourism, Recreation
 E. Interior Design</p> |
| <p>III. Education
 A. Foreign Language</p> | |

- | | |
|--|---|
| <p>IV. Engineering Technology</p> <ul style="list-style-type: none"> A. Construction B. Drafting C. Electronics Technology D. Information Management | <p>IX. Industrial Technology</p> <ul style="list-style-type: none"> A. Automotive B. Aviation C. Custodial Services D. Diversified E. Electrical F. Energy and Transportation G. Manufacturing |
| <p>V. Finance</p> <ul style="list-style-type: none"> A. Accounting B. Banking C. Entrepreneurship D. Real Estate | <p>X. Public and Social Services</p> <ul style="list-style-type: none"> A. Childcare Providers B. Homeland Security C. Human Services |
| <p>VI. General Business</p> <ul style="list-style-type: none"> A. Computer Information System B. Customer Service C. General Office D. Retailing | |

Trade advisory committees exist in every school site for every career pathway or program. For more information, please contact Tessie Castillo, ROCP Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Data

Data reported are intended to measure the performance of the school's career technical education (CTE) programs.

Number of the school's pupils participating in CTE	1,886
Percent of the school's pupils who complete a CTE program and earn a high school diploma	38.10
Percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	<ul style="list-style-type: none"> 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Harbor Community Adult School. 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Venice Community Adult School and West Los Angeles Community College.

	<ul style="list-style-type: none"> • 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center and Pierce College. • 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational Center and Pierce College.
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XI. Fiscal and Expenditure Data

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$53,626.08	---	—	—	---

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Percent Difference Between School Site and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources
\$7,305	\$2,868	\$4,437	\$4,003	—	10.8%	---

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent Roy Romer
Prepared by
School Information Branch
Planning, Assessment, and Research
(213) 241-2450

AN ANNUAL REPORT TO THE COMMUNITY

Data for 2004-2005 School Year
Issued February 2006



School Accountability Report Card

LOCKE SENIOR HIGH

FRANK WILLIAM WELLS

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Phone - (323) 757-9381
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Location Code - 8733
CDS Code - 19-64733-1935154

www.lausd.k12.ca.us/Locke_HS

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each elementary and secondary school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with various parent groups.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

FRANK WILLIAM WELLS, Principal

Opportunities for Parental Involvement

Contact Person Name:	FRANK WILLIAM WELLS	Contact Person Phone Number:	(323) 757-9381
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II. Demographic Information

Grade Configuration: 09-12

Student Enrollment - Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System(CBEDS).

Grade Level	Enrollment
Grade 9	1451
Grade 10	883
Grade 11	531
Grade 12	295
Ungraded Secondary	250
Total Enrollment	3410

Student Enrollment - Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	# of Students	% of Students
African American	1,255	36.8%
American Indian or Alaska Native	1	0.0%
Asian	1	0.0%
Filipino	2	0.1%
Hispanic or Latino	2,146	62.9%
Pacific Islander	3	0.1%
White (Not	2	0.1%

Hispanic)		
Multiple or No Response		

III. School Safety and Climate for Learning

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 - Prevention Programs		
Volume 2 - Emergency Procedures		

School Programs and Practices That Promote a Positive Learning Environment

Our school provides a disciplined, stimulating learning climate for all students.

The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities

- Student Achievement
- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

Data reported are the number of suspensions and recommended expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion).

The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for given year.

	School			District		
	2003	2004	2005	2003	2004	2005
# of Suspensions	869	858	906	82,937	80,160	79,690
Rate of Suspensions	28.51	27.78	26.57	10.82	10.51	10.48
# of Expulsions	2	23	3	617	726	674

Rate of Expulsions	0.07	0.74	0.09	0.08	0.10	0.09
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IV. School Facilities

School Facility Conditions - General Information

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions - Results of Inspection and Evaluation

Data reported are the determination of good repair based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.

Interim Evaluation Instrument Part	Facility In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation		X	***
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds		X	***
Other	X		

***No* means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or Identified as

a major maintenance or bond project and will be completed as soon as feasible.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11 and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding the CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
English-Language Arts	7%	5%	7%	23%	24%	27%	35%	36%	40%
Mathematics	1%	1%	1%	25%	26%	29%	35%	34%	38%
Science	6%	4%	3%	13%	12%	12%	27%	25%	27%
History-Social Science	5%	3%	4%	17%	18%	20%	28%	29%	32%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	6%	**	**		8%	**	**
Mathematics	1%	**	**		1%	**	**
Science	2%	**	**		4%	**	**
History-Social Science	2%	**	**		5%	**	**

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	7%	9%	2%	7%	3%	0%
Mathematics	1%	1%	0%	1%	2%	0%
Science	3%	3%	1%	3%	0%	**
History-Social Science	5%	3%	1%	3%	1%	0%

California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pl/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
09	2.3%	1.5%	3.3%	12.9%	11.5%	14.2%	26.7%	25.8%	27.5%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup API's and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographics characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	0	0	91	Percent Tested	0	91	
API Base Score			450	API Growth Score		440	
Growth Target			18	Actual Growth			
Statewide Rank			1				
Similar Schools Rank			1				

API - Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score			430	API Growth Score			

Growth Target			14	Actual Growth			
American Indian Alaskan Native				American Indian Alaskan Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score			461	API Growth Score			
Growth Target			14	Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score			456	API Growth Score			
Growth Target			14	Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, currently no data are available to report.

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet

Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ta/ta/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district.

Note: "N/A" means that the student group is not numerically significant.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	Yes	Yes	Yes
African American	No	No	No	Yes	Yes	Yes
American Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	No	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	No	No	Yes	Yes	Yes
English Learners	No	No	No	Yes	Yes	No
Students with Disabilities	N/A	No	No	No	No	No

Appendix 2 was administered to Spanish-speaking English Learners who were receiving instruction in Spanish and who were enrolled in Basic Bilingual programs. Data provided for most recent three years at each grade level.

Grade Level	Reading			Mathematics			Language		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
09	48	14	47	32	43	28	43	43	40
10	55	75	65	44	54	41	48	34	56
11		74			73			71	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	1997-1998	2004-2005
Year in Program Improvement (Implementation Level)	5	1
Year exited Program Improvement		
Number of Schools Currently in Program Improvement		201
Percent of Schools Currently in Program Improvement		30.09%

Number of Reclassified English Learners

Year	Total EL	Total Reclassified	Percent Reclassified
2004-05	860	2	0.23%
2003-04	821	4	0.49%
2002-03	765	0	0.00%

Student Performance in Academic Subjects

Department	# Classes Spring 2005	Number & Percent of Grades Issued				
		A	B	C	D	F
English	134	462 (16%)	490 (17%)	624 (21%)	461 (16%)	889 (30%)
Mathematics	98	281 (12%)	288 (13%)	530 (23%)	424 (18%)	780 (34%)
Science	78	309 (15%)	330 (15%)	426 (20%)	351 (16%)	715 (34%)
Social Science	66	237 (12%)	341 (18%)	482 (25%)	353 (18%)	511 (27%)

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Enrollment (9-12)	2544	3048	3088	186,984	194,439	199,766	1,772,417	1,830,664	1,876,927
Number of Dropouts	383	401	418	10,706	16,129	15,904	48,454	58,493	61,253
Dropout Rate (1-year)	15.1	13.2	13.5	5.7	8.3	8.0	2.7	3.2	3.3
Graduation Rate	47.7	43.8	31.5	72.0	67.7	65.7	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002-03				2003-04				2004-05			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.6	49	54	33	24.9	61	49	28	25.7	63	60	33
Mathematics	32.1	12	9	53	31.3	8	27	34	29.1	17	42	33
Science	34.0	3	13	41	32.1	6	22	36	33.4	9	16	46

Social Science	33.0	5	19	43	33.1	2	23	33	34.8	3	18	51
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VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	45.5%
All Schools in District	65.0%
High-Poverty Schools in District	65.4%
Low-Poverty Schools in District	68.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the district.

	2002-03	2003-04	2004-05
Total Teachers	119	127	142
Teachers with Full Credential	73	81	100
Teachers Teaching Outside Subject Area (fully credentialed but teaching outside subject area)*	***	9	119
Teachers in Alternative Routes to Certification (district and university internship)	8	20	34
Pre-internship	19	13	7
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	35	17	19
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	2	1	0

* At the secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments

Data reported are the number of assignments for certificated employees who do not have a

legally recognized certificate or credential for the courses that they are assigned. This includes assignments that involve teaching of English Learners. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, misassignment counts are as of October, 2005.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	54	85	126
Total Teacher Misassignments	63	204	302

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	1.4%	1.5%
Master's Degree plus 30 or more semester hours	14.8%	14.9%
Master's Degree	16.2%	11.8%
Bachelor's Degree plus 30 or more semester hours	14.1%	35.7%
Bachelor's Degree	47.9%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of a positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

For the 2003-04 and 2004-05 school years, the data are reported as of April. For the 2005-06 school year, the data are reported as of November, 2005.

	2003-04	2004-05	2005-06
Total Number of Vacant Teacher Positions	0	14	3

Teacher Evaluations

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the school year 79 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departmental meetings
- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

Substitute Teachers

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 7.210 day(s).

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	8.4
Librarian	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	5.2

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment, as reported in the most recent California Basic Educational Data System (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
8.4	406.0

Note: Please contact school principal for updated counts of support staff for this school.

IX. Curriculum and Instruction

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules

- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, mathematics, and written language. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators and all first-year principals to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs.

New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers.

New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Quality and Currency of Textbooks and Other Instructional Materials

The use of the Open Court Reading (*Foro Abierto Para la Lectura*) Program provides standards-based instruction in science and history/social science for kindergarten through grade three at the elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Science textbooks were purchased for all students in Grades 4 and 5. Health textbooks were purchased for Grades K-5 in spring 2005 for implementation in 2005-06. History/social science textbooks will be adopted in 2005-06.

Beginning in 1998, with the Schiff-Bustamante funding, textbook evaluation committees aligned textbooks in the core subjects to state-content standards for Grades 9-12 on the following schedule:

- 1999 – standards-aligned basic for mathematics textbooks
- 2000 – standards-aligned English for textbooks, history/social science, and science
- 2001 – standards-aligned for history/social science textbooks, as well as additional standards-aligned mathematics and science
- 2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003 – standards-aligned textbooks for English, history/social science, mathematics, science
- 2004 – framework-aligned textbooks for foreign language
- 2005 – framework-aligned textbooks for health

The Grade 9-12 District adoption of history/social science textbooks will be finalized and implemented in 2006.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999 – ESL, history/social science
- 2000 – science
- 2001 – mathematics
- 2002 – reading, intervention, and ESL
- 2003 – English, history/social science, mathematics, science
- 2004 – English, history/social science, mathematics, science
- 2005 – health

The Grade 6-8 District adoption of history/social science textbooks will be finalized and implemented in 2006.

Availability of Sufficient Textbooks and Other Instructional Materials

Sufficient core program textbooks and instructional materials were available in the 2004-2005 school year for on-track students in grades K-12 to support the core curriculum areas of reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or intervention, history/social science, mathematics, and science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District was not required to have one textbook per off-track student at multi-track schools in classes where homework is assigned during 2004-05, the off-track ratio of textbooks per pupil at multi-track

schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2004-05, the District allocated \$77,000,000 for the purchase of textbooks: \$36.1 million – State textbook funding; \$35.8 – one-time Williams funding; and \$6 million in carry over Schiff-Bustamante funding.

Reading/language arts and history/social science textbooks were adopted in 1999; science textbooks in 2000; reading program replacements in 2001; reading/language arts/ELD in 2002; science textbooks (Grades 4 and 5) as well as Grades K-5 reading/language arts/ELD, history/social science, and mathematics. Health textbooks were adopted in 2005 with implementation in July and September 2005.

In 2004-05, the District allocated \$7,300,000 to address the continuing need for science laboratory equipment to bring all high schools up to the District standard.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials
 Information about the availability of sufficient standards- aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. If an insufficiency exists, the percent of pupils who lack sufficient textbooks and instructional materials is included.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	Sufficient - Grades K-12	Required data will be collected for inclusion in the 2005-06 SARC to be published in the 2006-07 school year.
Mathematics	Sufficient - Grades K-12	
Science	Sufficient - Grades K-12	
History-Social Science	Insufficient - New adoption in 2005-06	
Foreign Language	Sufficient - Grades 9-12	
Health	Sufficient - Grades K- 7, 9	
Science Laboratory Equipment (grades 9-12)	Insufficient - Grades 9-12. New materials ordered in spring 2005 with delivery in 2005-06	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,040	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2004-05

	# of Minimum Days	# of Shortened Days
Single Track	10	0

X. Post secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	10
Computer Science	1	1	21
English	2	4	92
Foreign Language	2	5	131
Mathematics	2	2	57
Science	2	3	60
Social Science	3	3	93

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in

courses required for the UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment in all Courses	Student Enrollment in Courses Required for UC and/or CSU Admission	Percent of Student Enrollment in Courses Required for UC and/or CSU Admission
19,714	13,934	70.7%

Graduates who have Completed all Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates who have Completed all Courses Required for and/or CSU Admission	Percent of Graduates who have Completed all Courses Required for UC and/or CSU Admission
227	25	11.0%

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for totaled grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given a school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/spl/a/i/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 12 Enrollment	292	245	295	27,253	28,132	29,700	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	30.5%	37.6%	37.6%	48.9%	47.4%	45.7%	36.7%	35.3%	35.9%
Average Verbal Score	363	358	357	437	438	443	494	496	499
Average Math Score	370	369	387	454	455	458	518	519	521

College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores.

Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

Career Technical Education Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal.

The Los Angeles Unified School District-Regional Occupational Centers and Programs offer 365 CTE courses in 40 major campuses in the following Career Pathways:

- | | |
|--|---|
| I. Agriculture
A. Animal Science
B. Forestry
C. Ornamental Horticulture | VII. Health and Medicine
A. Dental and Vision Services
B. Diagnostic Services
C. Health Care Information Services
D. Medical Office Services
E. Nursing Services
F. Support Services
G. Therapeutic Services |
| II. Arts and Media
A. Graphic Design
B. Performing Arts
C. Photography
D. Printing
E. Sign Painting | VIII. Home Economics
A. Beauty
B. Fashion
C. Food Services
D. Hospitality, Tourism, Recreation
E. Interior Design |
| III. Education
A. Foreign Language | IX. Industrial Technology
A. Automotive
B. Aviation
C. Custodial Services
D. Diversified
E. Electrical
F. Energy and Transportation |
| IV. Engineering Technology
A. Construction
B. Drafting
C. Electronics Technology
D. Information Management | |

G. Manufacturing

- V. Finance
 - A. Accounting
 - B. Banking
 - C. Entrepreneurship
 - D. Real Estate

- X. Public and Social Services
 - A. Childcare Providers
 - B. Homeland Security
 - C. Human Services

- VI. General Business
 - A. Computer Information System
 - B. Customer Service
 - C. General Office
 - D. Retailing

Trade advisory committees exist in every school site for every career pathway or program. For more information, please contact Tessie Castillo, ROCP Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Data

Data reported are intended to measure the performance of the school's career technical education (CTE) programs.

Number of the school's pupils participating in CTE	1,492
Percent of the school's pupils who complete a CTE program and earn a high school diploma	0.00
Percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	<ul style="list-style-type: none"> • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Harbor Community Adult School. • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Venice Community Adult School and West Los Angeles Community College. • 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center and Pierce College. • 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational

	Center and Pierce College.
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XI. Fiscal and Expenditure Data

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$48,274.21	—	—	—	—

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Percent Difference Between School Site and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources
\$6,927	\$2,977	\$3,950	\$4,003	—	-1.3%	—

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent Roy Romer
Prepared by
School Information Branch
Planning, Assessment, and Research
(213) 241-2450

AN ANNUAL REPORT TO THE COMMUNITY

Data for 2004-2005 School Year
Issued February 2006



School Accountability Report Card

MONROE SENIOR HIGH

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CDS Code - 19-64733-1935865

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MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each elementary and secondary school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with various parent groups.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

LYNDA DIANNE SCHWARZ,
 Principal

Opportunities for Parental Involvement

Contact Person Name:	LYNDA DIANNE SCHWARZ	Contact Person Phone Number:	(818) 892-4311
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II. Demographic Information

Grade Configuration: 09-12

Student Enrollment - Grade Level
 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	1877
Grade 10	1107
Grade 11	859
Grade 12	599
Ungraded Secondary	317
Total Enrollment	4759

Student Enrollment - Racial and Ethnic Subgroups
 Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	# of Students	% of Students
African American	190	4.0%
American Indian or Alaska Native	10	0.2%
Asian	135	2.8%
Filipino	267	5.6%
Hispanic or Latino	3,898	81.9%
Pacific Islander	9	0.2%

White (Not Hispanic)	250	5.3%
Multiple or No Response		

III. School Safety and Climate for Learning

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 - Prevention Programs		
Volume 2 - Emergency Procedures		

School Programs and Practices That Promote a Positive Learning Environment

Our school provides a disciplined, stimulating learning climate for all students.

The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities

- Student Achievement
- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

Data reported are the number of suspensions and recommended expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion).

The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for given year.

	School			District		
	2003	2004	2005	2003	2004	2005
# of Suspensions	496	591	595	82,937	80,160	79,690
Rate of Suspensions	10.13	12.11	12.50	10.82	10.51	10.48

# of Expulsions	2	2	12	617	726	674
Rate of Expulsions	0.04	0.04	0.25	0.08	0.10	0.09

IV. School Facilities

School Facility Conditions - General Information

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions - Results of Inspection and Evaluation

Data reported are the determination of good repair based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	***
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety		X	***
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds		X	***
Other	X		

***"No" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11 and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding the CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
English-Language Arts	18%	19%	23%	23%	24%	27%	35%	36%	40%
Mathematics	8%	6%	8%	25%	26%	29%	35%	34%	38%
Science	8%	7%	7%	13%	12%	12%	27%	25%	27%
History-Social Science	15%	22%	23%	17%	18%	20%	28%	29%	32%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	24%	**	51%	42%	20%	**	54%
Mathematics	7%	**	32%	14%	7%	**	20%
Science	4%	**	29%	15%	5%	**	23%
History-Social Science	22%	**	45%	35%	18%	**	50%

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	23%	24%	5%	22%	8%	**
Mathematics	10%	7%	3%	8%	6%	**
Science	9%	6%	1%	6%	1%	**
History-Social Science	28%	17%	4%	20%	5%	**

California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pl/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
09	10.7%	7.0%	13.7%	12.9%	11.5%	14.2%	26.7%	25.8%	27.5%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years.

Schools that reach their annual targets are eligible for awards.

Subgroup API's and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent or their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographics characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	97	97	Percent Tested	97	97	97
API Base Score	546	561	599	API Growth Score	566	597	619
Growth Target	13	12	10	Actual Growth	20	36	20
Statewide Rank	2	2	3				
Similar Schools Rank	8	6	8				

API - Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base	584	541	563	API Growth	555	565	

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Score				Score			
Growth Target	10	10	8	Actual Growth	-29	24	
American Indian Alaskan Native				American Indian Alaskan Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score	658	680	713	API Growth Score	670	714	740
Growth Target	10	10	8	Actual Growth	12	34	27
Hispanic or Latino				Hispanic or Latino			
API Base Score	519	535	577	API Growth Score	541	574	596
Growth Target	10	10	8	Actual Growth	22	39	19
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score	703	727	735	API Growth Score	733	746	773
Growth Target	10	10	8	Actual Growth	30	19	38

API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

	API Base Data			API Growth Data			
	2002	2003	2004	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
API Base Score	529	543	587	API Growth Score	547	584	610
Growth Target	10	10	8	Actual Growth	18	41	23

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, currently no data are available to report.

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/avl/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district.

Note: "N/A" means that the student group is not numerically significant.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	No	Yes	Yes	No
Students with Disabilities	No	No	No	No	No	No

Appendix 2 was administered to Spanish-speaking English Learners who were receiving instruction in Spanish and who were enrolled in Basic Bilingual programs. Data provided for most recent three years at each grade level.

Grade Level	Reading			Mathematics			Language		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
09	48	74	46	37	93	36	44	64	44
10	65	26	46	44	25	36	58	5	45
11	40			34	53		41	55	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	2001-2002	2004-2005
Year in Program Improvement (Implementation Level)	4	1
Year exited Program Improvement		
Number of Schools Currently in Program Improvement		201
Percent of Schools Currently in Program Improvement		30.09%

Number of Reclassified English Learners

Year	Total EL	Total Reclassified	Percent Reclassified
2004-05	2160	250	11.57%
2003-04	2072	6	0.29%
2002-03	1728	2	0.12%

Student Performance in Academic Subjects

Department	# Classes Spring 2005	Number & Percent of Grades Issued				
		A	B	C	D	F
English	205	619 (14%)	988 (23%)	1048 (24%)	488 (11%)	1148 (27%)
Mathematics	157	335 (9%)	447 (11%)	813 (21%)	663 (17%)	1663 (42%)
Science	118	443 (13%)	659 (20%)	872 (26%)	458 (14%)	887 (27%)
Social Science	122	746 (22%)	724 (22%)	868 (26%)	388 (12%)	596 (18%)

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Enrollment (9-12)	4675	4897	4881	186,984	194,439	199,766	1,772,417	1,830,664	1,876,927
Number of Dropouts	154	327	337	10,706	16,129	15,904	48,454	58,493	61,253
Dropout Rate (1-year)	3.3	6.7	6.9	5.7	8.3	8.0	2.7	3.2	3.3
Graduation Rate	76.1	75.3	71.5	72.0	67.7	65.7	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002-03				2003-04				2004-05			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.5	11	77	40	22.3	15	70	30	23.7	12	60	42
Mathematics	32.2	24	28	86	29.9	23	64	63	30.1	15	62	60
Science	36.9	0	17	79	34.0	2	25	76	34.4	3	27	72
Social Science	33.3	15	34	82	33.1	11	38	72	32.4	13	43	77

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tgl/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	70.7%
All Schools in District	65.0%
High-Poverty Schools in District	65.4%
Low-Poverty Schools in District	68.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the district.

	2002-03	2003-04	2004-05
Total Teachers	200	209	200
Teachers with Full Credential	147	159	171
Teachers Teaching Outside Subject Area (fully credentialed but teaching outside subject area)*	...	23	97
Teachers in Alternative Routes to Certification (district and university internship)	18	23	35
Pre-internship	17	14	5
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	43	24	19
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	1	0

* At the secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments

Data reported are the number of assignments for certificated employees who do not have a legally recognized certificate or credential for the courses that they are assigned. This includes assignments that involve teaching of English Learners. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, misassignment counts are as of October, 2005.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	85	94	134
Total Teacher Misassignments	108	191	202

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	2.0%	1.5%
Master's Degree plus 30 or more semester hours	15.0%	14.9%
Master's Degree	9.0%	11.8%
Bachelor's Degree plus 30 or more semester hours	35.5%	35.7%
Bachelor's Degree	37.5%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of a positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

For the 2003-04 and 2004-05 school years, the data are reported as of April. For the 2005-06 school year, the data are reported as of November, 2005.

	2003-04	2004-05	2005-06
Total Number of Vacant Teacher Positions	2	1	1

Teacher Evaluations

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the school year 103 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departmental meetings
- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

Substitute Teachers

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 7.782 day(s).

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	17.0
Librarian	0.2
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	1.0

Note: Please contact school principal for updated counts of support staff for this school.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment, as reported in the most recent California Basic Educational Data System (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
17.0	279.9

IX. Curriculum and Instruction

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, mathematics, and written language. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators and all first-year principals to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs.

New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers.

New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Quality and Currency of Textbooks and Other Instructional Materials

The use of the Open Court Reading (Foro Abierto Para la Lectura) Program provides standards-based instruction in science and history/social science for kindergarten through grade three at the elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Science textbooks were purchased for all students in Grades 4 and 5. Health textbooks were purchased for Grades K-5 in spring 2005 for implementation in 2005-06. History/social science textbooks will be adopted in 2005-06.

Beginning in 1998, with the Schiff-Bustamante funding, textbook evaluation committees aligned textbooks in the core subjects to state-content standards for Grades 9-12 on the following schedule:

- 1999 – standards-aligned basic for mathematics textbooks
- 2000 – standards-aligned English for textbooks, history/social science, and science
- 2001 – standards-aligned for history/social science textbooks, as well as additional standards-aligned mathematics and science
- 2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003 – standards-aligned textbooks for English, history/social science, mathematics, science
- 2004 – framework-aligned textbooks for foreign language
- 2005 – framework-aligned textbooks for health

The Grade 9-12 District adoption of history/social science textbooks will be finalized and implemented in 2006.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999 – ESL, history/social science
- 2000 – science
- 2001 – mathematics
- 2002 – reading, intervention, and ESL
- 2003 – English, history/social science, mathematics, science
- 2004 – English, history/social science, mathematics, science
- 2005 – health

The Grade 6-8 District adoption of history/social science textbooks will be finalized and implemented in 2006.

Availability of Sufficient Textbooks and Other Instructional Materials

Sufficient core program textbooks and instructional materials were available in the 2004-2005 school year for on-track students in grades K-12 to support the core curriculum areas of reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or intervention, history/social science, mathematics, and science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District was not required to have one textbook per off-track student at multi-track schools in classes where homework is assigned during 2004-05, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical

funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2004-05, the District allocated \$77,000,000 for the purchase of textbooks: \$36.1 million – State textbook funding; \$35.8 – one-time Williams funding; and \$6 million in carry over Schiff-Bustamante funding.

Reading/language arts and history/social science textbooks were adopted in 1999; science textbooks in 2000; reading program replacements in 2001; reading/language arts/ELD in 2002; science textbooks (Grades 4 and 5) as well as Grades K-5 reading/language arts/ELD, history/social science, and mathematics. Health textbooks were adopted in 2005 with implementation in July and September 2005.

In 2004-05, the District allocated \$7,300,000 to address the continuing need for science laboratory equipment to bring all high schools up to the District standard.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials
 Information about the availability of sufficient standards- aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. If an insufficiency exists, the percent of pupils who lack sufficient textbooks and instructional materials is included.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	Sufficient - Grades K-12	Required data will be collected for inclusion in the 2005-06 SARC to be published in the 2006-07 school year.
Mathematics	Sufficient - Grades K-12	
Science	Sufficient - Grades K-12	
History-Social Science	Insufficient - New adoption in 2005-06	
Foreign Language	Sufficient - Grades 9-12	
Health	Sufficient - Grades K- 7, 9	
Science Laboratory Equipment (grades 9-12)	Insufficient - Grades 9-12. New materials ordered in spring 2005 with delivery in 2005-06	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,134	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2004-05

	# of Minimum Days	# of Shortened Days
Track A	7	4
Track B	7	4
Track C	7	4

X. Post secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English	2	11	281
Foreign Language	3	5	91
Mathematics	2	4	75
Science	2	3	73
Social Science	3	9	253

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for the UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment in all	Student Enrollment in	Percent of Student
---------------------------	-----------------------	--------------------

Courses	Courses Required for UC and/or CSU Admission	Enrollment in Courses Required for UC and/or CSU Admission
27,238	19,374	71.1%

Graduates who have Completed all Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates who have Completed all Courses Required for and/or CSU Admission	Percent of Graduates who have Completed all Courses Required for UC and/or CSU Admission
626	272	43.5%

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for totaled grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given a school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/al/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 12 Enrollment	614	637	599	27,253	28,132	29,700	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	42.3%	41.6%	48.4%	48.9%	47.4%	45.7%	36.7%	35.3%	35.9%
Average Verbal Score	418	421	431	437	438	443	494	496	499
Average Math Score	438	434	444	454	455	458	518	519	521

College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores.

Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

Career Technical Education Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal.

The Los Angeles Unified School District-Regional Occupational Centers and Programs offer 365 CTE courses in 40 major campuses in the following Career Pathways:

- | | |
|--|---|
| I. Agriculture
A. Animal Science
B. Forestry
C. Ornamental Horticulture | VII. Health and Medicine
A. Dental and Vision Services
B. Diagnostic Services
C. Health Care Information Services
D. Medical Office Services
E. Nursing Services
F. Support Services
G. Therapeutic Services |
| II. Arts and Media
A. Graphic Design
B. Performing Arts
C. Photography
D. Printing
E. Sign Painting | VIII. Home Economics
A. Beauty
B. Fashion
C. Food Services
D. Hospitality, Tourism, Recreation
E. Interior Design |
| III. Education
A. Foreign Language | IX. Industrial Technology
A. Automotive
B. Aviation
C. Custodial Services
D. Diversified
E. Electrical
F. Energy and Transportation
G. Manufacturing |
| IV. Engineering Technology
A. Construction
B. Drafting
C. Electronics Technology
D. Information Management | X. Public and Social Services |
| V. Finance
A. Accounting
B. Banking
C. Entrepreneurship | |

D. Real Estate

- A. Childcare Providers
- B. Homeland Security
- C. Human Services

- VI. General Business
 - A. Computer Information System
 - B. Customer Service
 - C. General Office
 - D. Retailing

Trade advisory committees exist in every school site for every career pathway or program. For more information, please contact Tessie Castillo, ROCP Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Data

Data reported are intended to measure the performance of the school's career technical education (CTE) programs.

Number of the school's pupils participating in CTE	1,755
Percent of the school's pupils who complete a CTE program and earn a high school diploma	27.78
Percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	<ul style="list-style-type: none"> • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Harbor Community Adult School. • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Venice Community Adult School and West Los Angeles Community College. • 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center and Pierce College. • 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational Center and Pierce College.

XI. Fiscal and Expenditure Data

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$53,629.51	—	—	—	—

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Percent Difference Between School Site and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources
\$6,936	\$2,862	\$4,075	\$4,003	—	1.7%	—

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent Roy Romer
Prepared by
School Information Branch
Planning, Assessment, and Research
(213) 241-2450

AN ANNUAL REPORT TO THE COMMUNITY

Data for 2004-2005 School Year
Issued February 2006



School Accountability Report Card

FRANCIS POLYTECHNIC SENIOR H

JANIS IRENE FRIES MARTINEZ

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Location Code - 8636
CDS Code - 19-64733-1932987

www.lausd.k12.ca.us/Poly_HS

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each elementary and secondary school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with various parent groups.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

JANIS IRENE FRIES MARTINEZ,
 Principal

Opportunities for Parental Involvement

Contact Person Name:	JANIS IRENE FRIES MARTINEZ	Contact Person Phone Number:	(818) 767-4860
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II. Demographic Information

Grade Configuration: 09-12

Student Enrollment - Grade Level
 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System(CBEDS).

Grade Level	Enrollment
Grade 9	1764
Grade 10	954
Grade 11	854
Grade 12	744
Ungraded Secondary	225
Total Enrollment	4541

Student Enrollment - Racial and Ethnic Subgroups
 Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	# of Students	% of Students
African American	85	1.9%
American Indian or Alaska Native	14	0.3%
Asian	70	1.5%
Filipino	128	2.8%
Hispanic or Latino	4,061	89.4%
Pacific Islander	14	0.3%

White (Not Hispanic)	169	3.7%
Multiple or No Response		

III. School Safety and Climate for Learning

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 - Prevention Programs		
Volume 2 - Emergency Procedures		

School Programs and Practices That Promote a Positive Learning Environment

Our school provides a disciplined, stimulating learning climate for all students.

The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities

- Student Achievement
- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

Data reported are the number of suspensions and recommended expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion).

The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for given year.

	School			District		
	2003	2004	2005	2003	2004	2005
# of Suspensions	479	357	394	82,937	80,160	79,690
Rate of Suspensions	12.11	8.65	8.68	10.82	10.51	10.48

# of Expulsions	5	3	0	617	726	674
Rate of Expulsions	0.13	0.07	0.00	0.08	0.10	0.09

IV. School Facilities

School Facility Conditions - General Information

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions - Results of Inspection and Evaluation

Data reported are the determination of good repair based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

****No" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11 and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding the CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
English-Language Arts	14%	17%	19%	23%	24%	27%	35%	36%	40%
Mathematics	5%	4%	4%	25%	26%	29%	35%	34%	38%
Science	7%	8%	6%	13%	12%	12%	27%	25%	27%
History-Social Science	11%	15%	14%	17%	18%	20%	28%	29%	32%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	16%	**	35%	38%	18%	21%	41%
Mathematics	3%	**	17%	12%	4%	21%	8%
Science	5%	**	25%	12%	5%	**	11%
History-Social Science	9%	**	42%	32%	13%	**	22%

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	20%	19%	4%	20%	13%	**
Mathematics	6%	4%	3%	5%	10%	**
Science	8%	4%	1%	6%	1%	**
History-Social Science	18%	11%	3%	14%	3%	**

California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pfi/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
09	2.7%	1.8%	3.4%	12.9%	11.5%	14.2%	26.7%	25.8%	27.5%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years.

Schools that reach their annual targets are eligible for awards.

Subgroup API's and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographics characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tacl/ap/> or by speaking with the school principal.

API - Schoolwide

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	87	97	98	Percent Tested	97	98	98
API Base Score	509	518	574	API Growth Score	524	572	599
Growth Target	15	14	11	Actual Growth	15	54	25
Statewide Rank	1	1	2				
Similar Schools Rank	5	3	7				

API - Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base				API Growth			

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Score				Score			
Growth Target				Actual Growth			
American Indian Alaskan Native				American Indian Alaskan Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			696
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	492	507	564	API Growth Score	513	562	590
Growth Target	12	11	9	Actual Growth	21	55	26
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score	661	611	619	API Growth Score	603	631	652
Growth Target	12	11	9	Actual Growth	-58	20	33

API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

	API Base Data			API Growth Data			
	2002	2003	2004	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
API Base Score	502	517	576	API Growth Score	522	574	596
Growth Target	12	11	9	Actual Growth	20	57	20

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, currently no data are available to report.

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district.

Note: "N/A" means that the student group is not numerically significant.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	No	Yes	Yes	No
Students with Disabilities	No	No	No	No	No	No

Appendix 2 was administered to Spanish-speaking English Learners who were receiving instruction in Spanish and who were enrolled in Basic Bilingual programs. Data provided for most recent three years at each grade level.

Grade Level	Reading			Mathematics			Language		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
09	40	34	52	32	83	36	44	94	45
10	45	65	57	35	73	40	50		48
11		87			93				

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/tafac/ay> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	2001-2002	2004-2005
Year in Program Improvement (Implementation Level)	4	1
Year exited Program Improvement		
Number of Schools Currently in Program Improvement		201
Percent of Schools Currently in Program Improvement		30.09%

Number of Reclassified English Learners

Year	Total EL	Total Reclassified	Percent Reclassified
2004-05	1408	137	9.73%
2003-04	1416	16	1.13%
2002-03	1307	0	0.00%

Student Performance in Academic Subjects

Department	# Classes Spring 2005	Number & Percent of Grades Issued				
		A	B	C	D	F
English	322	1375 (24%)	1330 (23%)	1262 (22%)	741 (13%)	1097 (19%)
Mathematics	209	762 (13%)	981 (17%)	1459 (25%)	842 (15%)	1680 (29%)
Science	127	808 (21%)	930 (24%)	927 (24%)	516 (14%)	633 (17%)
Social Science	138	685 (20%)	768 (22%)	808 (23%)	520 (15%)	694 (20%)

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Enrollment (9-12)	3846	3956	4125	186,984	194,439	199,766	1,772,417	1,830,664	1,876,927
Number of Dropouts	233	302	426	10,706	16,129	15,904	48,454	58,493	61,253
Dropout Rate (1-year)	6.1	7.6	10.3	5.7	8.3	8.0	2.7	3.2	3.3
Graduation Rate	77.8	67.6	66.6	72.0	67.7	65.7	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002-03		2003-04		2004-05	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms

	Size	1-22	23-32	33+	Size	1-22	23-32	33+	Size	1-22	23-32	33+
English	24.1	81	79	40	24.8	79	74	38	28.5	29	62	36
Mathematics	30.1	18	40	48	29.0	21	57	41	33.8	3	29	41
Science	34.8	4	16	48	34.5	6	16	47	32.3	6	18	32
Social Science	32.9	14	18	67	33.5	10	28	58	34.4	6	12	46

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	70.0%
All Schools in District	65.0%
High-Poverty Schools in District	65.4%
Low-Poverty Schools in District	68.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the district.

	2002-03	2003-04	2004-05
Total Teachers	159	167	178
Teachers with Full Credential	124	133	146
Teachers Teaching Outside Subject Area (fully credentialed but teaching outside subject area)*	---	15	162
Teachers in Alternative Routes to Certification (district and university internship)	8	14	35
Pre-Internship	11	11	4
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	24	20	8
Teachers with Waivers (does not have credential and does	2	0	1

not qualify for an Emergency Permit)			
--------------------------------------	--	--	--

* At the secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments

Data reported are the number of assignments for certificated employees who do not have a legally recognized certificate or credential for the courses that they are assigned. This includes assignments that involve teaching of English Learners. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, misassignment counts are as of October, 2005.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	59	337	345
Total Teacher Misassignments	74	499	447

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	2.3%	1.5%
Master's Degree plus 30 or more semester hours	18.0%	14.9%
Master's Degree	12.9%	11.8%
Bachelor's Degree plus 30 or more semester hours	25.8%	35.7%
Bachelor's Degree	38.8%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of a positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

For the 2003-04 and 2004-05 school years, the data are reported as of April. For the 2005-06 school year, the data are reported as of November, 2005.

	2003-04	2004-05	2005-06
Total Number of Vacant Teacher Positions	1	2	2

Teacher Evaluations

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the school year 110 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departmental meetings

- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

Substitute Teachers

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 7.396 day(s).

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	11.8
Librarian	1.5
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	2.3

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment, as reported in the most recent California Basic Educational Data System (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
11.8	384.8

Note: Please contact school principal for updated counts of support staff for this school.

IX. Curriculum and Instruction

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, mathematics, and written language. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators and all first-year principals to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs.

New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers.

New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Quality and Currency of Textbooks and Other Instructional Materials

The use of the Open Court Reading (*Foro Abierto Para la Lectura*) Program provides standards-based instruction in science and history/social science for kindergarten through grade three at the elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Science textbooks were purchased for all students in Grades 4 and 5. Health textbooks were purchased for Grades K-5 in spring 2005 for implementation in 2005-06. History/social science textbooks will be adopted in 2005-06.

Beginning in 1998, with the Schiff-Bustamante funding, textbook evaluation committees aligned textbooks in the core subjects to state-content standards for Grades 9-12 on the following schedule:

- 1999 – standards-aligned basic for mathematics textbooks
- 2000 – standards-aligned English for textbooks, history/social science, and science
- 2001 – standards-aligned for history/social science textbooks, as well as additional standards-aligned mathematics and science
- 2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003 – standards-aligned textbooks for English, history/social science, mathematics, science
- 2004 – framework-aligned textbooks for foreign language
- 2005 – framework-aligned textbooks for health

The Grade 9-12 District adoption of history/social science textbooks will be finalized and implemented in 2006.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999 – ESL, history/social science
- 2000 – science
- 2001 – mathematics
- 2002 – reading, intervention, and ESL
- 2003 – English, history/social science, mathematics, science
- 2004 – English, history/social science, mathematics, science
- 2005 – health

The Grade 6-8 District adoption of history/social science textbooks will be finalized and implemented in 2006.

Availability of Sufficient Textbooks and Other Instructional Materials

Sufficient core program textbooks and instructional materials were available in the 2004-2005

school year for on-track students in grades K-12 to support the core curriculum areas of reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or intervention, history/social science, mathematics, and science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District was not required to have one textbook per off-track student at multi-track schools in classes where homework is assigned during 2004-05, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2004-05, the District allocated \$77,000,000 for the purchase of textbooks: \$36.1 million – State textbook funding; \$35.8 – one-time Williams funding; and \$6 million in carry over Schiff-Bustamante funding.

Reading/language arts and history/social science textbooks were adopted in 1999; science textbooks in 2000; reading program replacements in 2001; reading/language arts/ELD in 2002; science textbooks (Grades 4 and 5) as well as Grades K-5 reading/language arts/ELD, history/social science, and mathematics. Health textbooks were adopted in 2005 with implementation in July and September 2005.

In 2004-05, the District allocated \$7,300,000 to address the continuing need for science laboratory equipment to bring all high schools up to the District standard.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials
 Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. If an insufficiency exists, the percent of pupils who lack sufficient textbooks and instructional materials is included.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	Sufficient - Grades K-12	Required data will be collected for inclusion in the 2005-06 SARC to be published in the 2006-07 school year.
Mathematics	Sufficient - Grades K-12	
Science	Sufficient - Grades K-12	
History-Social Science	Insufficient - New adoption in 2005-06	
Foreign Language	Sufficient - Grades 9-12	
Health	Sufficient - Grades K- 7, 9	
Science Laboratory Equipment (grades 9-12)	Insufficient - Grades 9-12. New materials ordered in spring 2005 with delivery in 2005-06	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,134	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2004-05

	# of Minimum Days	# of Shortened Days
Track A	9	0
Track B	9	0
Track C	9	0

X. Post secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	15
Computer Science	1	1	22
English	1	1	27
Foreign Language	2	4	119
Mathematics	1	2	40
Science	2	2	43
Social Science	3	3	54

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for the UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment in all Courses	Student Enrollment in Courses Required for UC and/or CSU Admission	Percent of Student Enrollment in Courses Required for UC and/or CSU Admission
17,089	11,366	66.5%

Graduates who have Completed all Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates who have Completed all Courses Required for and/or CSU Admission	Percent of Graduates who have Completed all Courses Required for UC and/or CSU Admission
626	113	18.1%

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for totaled grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given a school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/all>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 12 Enrollment	485	559	744	27,253	28,132	29,700	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	43.9%	43.8%	38.2%	48.9%	47.4%	45.7%	36.7%	35.3%	35.9%
Average Verbal	401	410	395	437	438	443	494	496	499

Score									
Average Math Score	420	426	408	454	455	458	518	519	521

College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores.

Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

Career Technical Education Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal.

The Los Angeles Unified School District-Regional Occupational Centers and Programs offer 365 CTE courses in 40 major campuses in the following Career Pathways:

- | | |
|---|--|
| <p>I. Agriculture
 A. Animal Science
 B. Forestry
 C. Ornamental Horticulture</p> | <p>VII. Health and Medicine
 A. Dental and Vision Services
 B. Diagnostic Services
 C. Health Care Information Services
 D. Medical Office Services
 E. Nursing Services
 F. Support Services
 G. Therapeutic Services</p> |
| <p>II. Arts and Media
 A. Graphic Design
 B. Performing Arts
 C. Photography
 D. Printing
 E. Sign Painting</p> | <p>VIII. Home Economics
 A. Beauty
 B. Fashion
 C. Food Services
 D. Hospitality, Tourism, Recreation
 E. Interior Design</p> |
| <p>III. Education
 A. Foreign Language</p> | <p>IX. Industrial Technology
 A. Automotive</p> |
| <p>IV. Engineering Technology</p> | |

- | | |
|--|--|
| <ul style="list-style-type: none"> A. Construction B. Drafting C. Electronics Technology D. Information Management | <ul style="list-style-type: none"> B. Aviation C. Custodial Services D. Diversified E. Electrical F. Energy and Transportation G. Manufacturing |
| <ul style="list-style-type: none"> V. Finance <ul style="list-style-type: none"> A. Accounting B. Banking C. Entrepreneurship D. Real Estate | <ul style="list-style-type: none"> X. Public and Social Services <ul style="list-style-type: none"> A. Childcare Providers B. Homeland Security C. Human Services |
| <ul style="list-style-type: none"> VI. General Business <ul style="list-style-type: none"> A. Computer Information System B. Customer Service C. General Office D. Retailing | |

Trade advisory committees exist in every school site for every career pathway or program. For more information, please contact Tessie Castillo, ROCP Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Data

Data reported are intended to measure the performance of the school's career technical education (CTE) programs.

Number of the school's pupils participating in CTE	2,405
Percent of the school's pupils who complete a CTE program and earn a high school diploma	77.27
Percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	<ul style="list-style-type: none"> 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Harbor Community Adult School. 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Venice Community Adult School and West Los Angeles Community College. 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center

	and Pierce College. <ul style="list-style-type: none"> 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational Center and Pierce College.
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XI. Fiscal and Expenditure Data

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$53,825.33	—	—	—	—

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Percent Difference Between School Site and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources
\$7,246	\$3,086	\$4,160	\$4,003	—	3.9%	—

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent Roy Romer
Prepared by
School Information Branch
Planning, Assessment, and Research
(213) 241-2450

AN ANNUAL REPORT TO THE COMMUNITY

Data for 2004-2005 School Year
Issued February 2006



School Accountability Report Card

ROOSEVELT SENIOR HIGH

CECILIA ACOSTA QUEMADA

456 S MATHEWS ST
LOS ANGELES, CA 90033
Phone - (323) 268-7241
Fax - (323) 269-5473

Location Code - 8829
CDS Code - 19-64733-1937424

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each elementary and secondary school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with various parent groups.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

CECILIA ACOSTA QUEMADA,
 Principal

Opportunities for Parental Involvement

- Advisory Council
- Governance Council
- Classroom Volunteer
- Office Volunteer
- Supervision Volunteer
- Fund Raising
- School Beautification
- Other

Contact Person Name:	CECILIA ACOSTA QUEMADA	Contact Person Phone Number:	(323) 268-7241
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II. Demographic Information

Grade Configuration: 09-12

Student Enrollment - Grade Level
 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	1843

Student Enrollment - Racial and Ethnic Subgroups
 Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	# of Students	% of Students
----------------------------	---------------	---------------

Grade 10	1207
Grade 11	1096
Grade 12	594
Ungraded Secondary	292
Total Enrollment	5032

African American	20	0.4%
American Indian or Alaska Native	7	0.1%
Asian	8	0.2%
Filipino	5	0.1%
Hispanic or Latino	4,979	98.9%
Pacific Islander		
White (Not Hispanic)	13	0.3%
Multiple or No Response		

III. School Safety and Climate for Learning

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 - Prevention Programs	03/01/05	04/26/05
Volume 2 - Emergency Procedures	03/28/05	06/14/05

School Programs and Practices That Promote a Positive Learning Environment

Our school provides a disciplined, stimulating learning climate for all students.

The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities

- Student Achievement
- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

Data reported are the number of suspensions and recommended expulsions (i.e., the total

number of incidents that resulted in a suspension or expulsion).
 The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for given year.

	School			District		
	2003	2004	2005	2003	2004	2005
# of Suspensions	1099	931	1038	82,937	80,160	79,690
Rate of Suspensions	21.73	18.85	20.63	10.82	10.51	10.48
# of Expulsions	1	20	6	617	726	674
Rate of Expulsions	0.02	0.40	0.12	0.08	0.10	0.09

IV. School Facilities

School Facility Conditions - General Information

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions - Results of Inspection and Evaluation

Data reported are the determination of good repair based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.lausd-oahs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)		X	***
Structural Damage	X		
Fire Safety	X		

Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

****No* means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11 and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding the CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05

English-Language Arts	11%	11%	13%	23%	24%	27%	35%	36%	40%
Mathematics	4%	2%	2%	25%	26%	29%	35%	34%	38%
Science	13%	6%	5%	13%	12%	12%	27%	25%	27%
History-Social Science	11%	8%	10%	17%	18%	20%	28%	29%	32%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	7%	**	**	**	13%		**
Mathematics	8%	**	**	**	3%		**
Science	**	**	**	**	5%		**
History-Social Science	**	**	**	**	10%		**

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	11%	15%	3%	14%	6%	12%
Mathematics	3%	2%	2%	3%	6%	1%
Science	6%	4%	1%	5%	1%	8%
History-Social Science	12%	8%	2%	10%	1%	1%

California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pff/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
09	14.2%	14.2%	14.2%	12.9%	11.5%	14.2%	26.7%	25.8%	27.5%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup API's and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographics characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

	API Base Data			API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	92	91	97	Percent Tested	91	97	97
API Base Score	494	523	533	API Growth Score	525	517	539
Growth Target	15	14	13	Actual Growth	31	-6	6
Statewide Rank	1	1	1				
Similar Schools Rank	4	4	4				

API - Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

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API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian Alaskan Native				American Indian Alaskan Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	493	522	532	API Growth Score	524	516	539
Growth Target	12	11	10	Actual Growth	31	-6	7
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API - Socioeconomically Disadvantaged Subgroup
Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	495	524	534	API Growth Score	526	516	546
Growth Target	12	11	10	Actual Growth	31	-8	12

State Award and Intervention Programs

Appendix 2 was administered to Spanish-speaking English Learners who were receiving instruction in Spanish and who were enrolled in Basic Bilingual programs. Data provided for most recent three years at each grade level.

Grade Level	Reading			Mathematics			Language		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
09	34	43	39	32	33	31	37	43	36
10	49	85	56		83	37		65	48
11		58			55			57	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/act/ay> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	1997-1998	2004-2005
Year in Program Improvement (Implementation Level)	5	1
Year exited Program Improvement		
Number of Schools Currently in Program Improvement		201
Percent of Schools Currently in Program Improvement		30.09%

Number of Reclassified English Learners

Year	Total EL	Total Reclassified	Percent Reclassified
2004-05	2042	149	7.30%
2003-04	1916	85	4.44%
2002-03	1572	0	0.00%

Student Performance in Academic Subjects

Department	# Classes Spring 2005	Number & Percent of Grades Issued				
		A	B	C	D	F
English	293	1077 (17%)	1131 (17%)	1367 (21%)	1160 (18%)	1751 (27%)
Mathematics	184	458 (9%)	630 (13%)	920 (19%)	707 (14%)	2225 (45%)
Science	131	439 (11%)	670 (17%)	964 (25%)	743 (19%)	1112 (28%)
Social Science	126	489 (14%)	637 (18%)	710 (21%)	641 (19%)	968 (28%)

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Enrollment (9-12)	5073	5057	4940	186,984	194,439	199,766	1,772,417	1,830,664	1,876,927
Number of Dropouts	315	283	452	10,706	16,129	15,904	48,454	58,493	61,253
Dropout Rate (1-year)	6.2	5.6	9.1	5.7	8.3	8.0	2.7	3.2	3.3
Graduation Rate	65.8	61.4	58.6	72.0	67.7	65.7	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002-03		2003-04		2004-05	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms

	Size	1-22	23-32	33+	Size	1-22	23-32	33+	Size	1-22	23-32	33+
English	22.8	13	89	30	23.5	69	69	18	23.5	66	72	18
Mathematics	28.2	44	51	70	32.3	4	32	43	32.1	8	28	49
Science	31.9	12	31	54	32.7	6	17	33	32.2	4	16	35
Social Science	32.8	12	27	85	33.1	3	30	45	33.3	6	16	46

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers
This School	63.4%
All Schools in District	65.0%
High-Poverty Schools in District	65.4%
Low-Poverty Schools in District	68.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the district.

	2002-03	2003-04	2004-05
Total Teachers	240	220	216
Teachers with Full Credential	189	172	189
Teachers Teaching Outside Subject Area (fully credentialed but teaching outside subject area)*	...	12	90
Teachers in Alternative Routes to Certification (district and university internship)	10	16	30
Pre-internship	19	20	4
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	46	20	12
Teachers with Waivers (does not have credential and does	2	1	2

(not qualify for an Emergency Permit)			
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* At the secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments

Data reported are the number of assignments for certificated employees who do not have a legally recognized certificate or credential for the courses that they are assigned. This includes assignments that involve teaching of English Learners. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, misassignment counts are as of October, 2005.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	67	126	93
Total Teacher Misassignments	79	216	159

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	1.4%	1.5%
Master's Degree plus 30 or more semester hours	12.5%	14.9%
Master's Degree	15.3%	11.8%
Bachelor's Degree plus 30 or more semester hours	32.9%	35.7%
Bachelor's Degree	35.7%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of a positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

For the 2003-04 and 2004-05 school years, the data are reported as of April. For the 2005-06 school year, the data are reported as of November, 2005.

	2003-04	2004-05	2005-06
Total Number of Vacant Teacher Positions	2	1	0

Teacher Evaluations

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the school year 96 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departmental meetings

- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

Substitute Teachers

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 7.862 day(s).

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	13.8
Librarian	0.8
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	6.1

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment, as reported in the most recent California Basic Educational Data System (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
13.8	364.6

Note: Please contact school principal for updated counts of support staff for this school.

IX. Curriculum and Instruction

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, mathematics, and written language. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators and all first-year principals to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs.

New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers.

New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and

second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Quality and Currency of Textbooks and Other Instructional Materials

The use of the Open Court Reading (Foro Abierto Para la Lectura) Program provides standards-based instruction in science and history/social science for kindergarten through grade three at the elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Science textbooks were purchased for all students in Grades 4 and 5. Health textbooks were purchased for Grades K-5 in spring 2005 for implementation in 2005-06. History/social science textbooks will be adopted in 2005-06.

Beginning in 1998, with the Schiff-Bustamante funding, textbook evaluation committees aligned textbooks in the core subjects to state-content standards for Grades 9-12 on the following schedule:

- 1999 – standards-aligned basic for mathematics textbooks
- 2000 – standards-aligned English for textbooks, history/social science, and science
- 2001 – standards-aligned for history/social science textbooks, as well as additional standards-aligned mathematics and science
- 2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003 – standards-aligned textbooks for English, history/social science, mathematics, science
- 2004 – framework-aligned textbooks for foreign language
- 2005 – framework-aligned textbooks for health

The Grade 9-12 District adoption of history/social science textbooks will be finalized and implemented in 2006.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999 – ESL, history/social science
- 2000 – science
- 2001 – mathematics
- 2002 – reading, intervention, and ESL
- 2003 – English, history/social science, mathematics, science
- 2004 – English, history/social science, mathematics, science
- 2005 – health

The Grade 6-8 District adoption of history/social science textbooks will be finalized and implemented in 2006.

Availability of Sufficient Textbooks and Other Instructional Materials

Sufficient core program textbooks and instructional materials were available in the 2004-2005 school year for on-track students in grades K-12 to support the core curriculum areas of reading/English/English Language Development (ELD), English as a Second Language (ESL),

and/or intervention, history/social science, mathematics, and science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District was not required to have one textbook per off-track student at multi-track schools in classes where homework is assigned during 2004-05, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2004-05, the District allocated \$77,000,000 for the purchase of textbooks: \$36.1 million – State textbook funding; \$35.8 – one-time Williams funding; and \$6 million in carry over Schiff-Bustamante funding.

Reading/language arts and history/social science textbooks were adopted in 1999; science textbooks in 2000; reading program replacements in 2001; reading/language arts/ELD in 2002; science textbooks (Grades 4 and 5) as well as Grades K-5 reading/language arts/ELD, history/social science, and mathematics. Health textbooks were adopted in 2005 with implementation in July and September 2005.

In 2004-05, the District allocated \$7,300,000 to address the continuing need for science laboratory equipment to bring all high schools up to the District standard.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials
 Information about the availability of sufficient standards- aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. If an insufficiency exists, the percent of pupils who lack sufficient textbooks and instructional materials is included.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	Sufficient - Grades K-12	Required data will be collected for inclusion in the 2005-06 SARC to be published in the 2006-07 school year.
Mathematics	Sufficient - Grades K-12	
Science	Sufficient - Grades K-12	
History-Social Science	Insufficient - New adoption in 2005-06	
Foreign Language	Sufficient - Grades 9-12	
Health	Sufficient - Grades K- 7, 9	
Science Laboratory Equipment (grades 9-12)	Insufficient - Grades 9-12. New materials ordered in spring 2005 with delivery in 2005-06	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,134	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2004-05

	# of Minimum Days	# of Shortened Days
Track A	6	0
Track B	4	0
Track C	3	0

X. Post secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English	2	4	127
Foreign Language	2	4	124
Mathematics	2	3	76
Science	3	3	62
Social Science	2	2	52

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of

student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for the UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment in all Courses	Student Enrollment in Courses Required for UC and/or CSU Admission	Percent of Student Enrollment in Courses Required for UC and/or CSU Admission
17,983	10,348	57.5%

Graduates who have Completed all Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates who have Completed all Courses Required for and/or CSU Admission	Percent of Graduates who have Completed all Courses Required for UC and/or CSU Admission
623	279	44.8%

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for totaled grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given a school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 12 Enrollment	597	611	594	27,253	28,132	29,700	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	49.4%	52.7%	45.6%	48.9%	47.4%	45.7%	36.7%	35.3%	35.9%
Average Verbal Score	387	391	390	437	438	443	494	496	499
Average Math	418	424	418	454	455	458	518	519	521

Score							
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College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores.

Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

Career Technical Education Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal.

The Los Angeles Unified School District-Regional Occupational Centers and Programs offer 365 CTE courses in 40 major campuses in the following Career Pathways:

- | | |
|---|--|
| <p>I. Agriculture
 A. Animal Science
 B. Forestry
 C. Ornamental Horticulture</p> | <p>VII. Health and Medicine
 A. Dental and Vision Services
 B. Diagnostic Services
 C. Health Care Information Services
 D. Medical Office Services
 E. Nursing Services
 F. Support Services
 G. Therapeutic Services</p> |
| <p>II. Arts and Media
 A. Graphic Design
 B. Performing Arts
 C. Photography
 D. Printing
 E. Sign Painting</p> | <p>VIII. Home Economics
 A. Beauty
 B. Fashion
 C. Food Services
 D. Hospitality, Tourism, Recreation
 E. Interior Design</p> |
| <p>III. Education
 A. Foreign Language</p> | <p>IX. Industrial Technology
 A. Automotive
 B. Aviation
 C. Custodial Services
 D. Diversified</p> |
| <p>IV. Engineering Technology
 A. Construction
 B. Drafting
 C. Electronics Technology</p> | |

- | | |
|--|---|
| <p>D. Information Management</p>

<p>V. Finance</p> <ul style="list-style-type: none"> A. Accounting B. Banking C. Entrepreneurship D. Real Estate

<p>VI. General Business</p> <ul style="list-style-type: none"> A. Computer Information System B. Customer Service C. General Office D. Retailing | <ul style="list-style-type: none"> E. Electrical F. Energy and Transportation G. Manufacturing

<p>X. Public and Social Services</p> <ul style="list-style-type: none"> A. Childcare Providers B. Homeland Security C. Human Services |
|--|---|

Trade advisory committees exist in every school site for every career pathway or program. For more information, please contact Tessie Castillo, ROCP Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Data

Data reported are intended to measure the performance of the school's career technical education (CTE) programs.

Number of the school's pupils participating in CTE	2,757
Percent of the school's pupils who complete a CTE program and earn a high school diploma	47.83
Percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	<ul style="list-style-type: none"> 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Harbor Community Adult School. 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Venice Community Adult School and West Los Angeles Community College. 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center and Pierce College.

	<ul style="list-style-type: none"> 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational Center and Pierce College.
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XI. Fiscal and Expenditure Data

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$55,928.30	---	---	---	---

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Percent Difference Between School Site and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources
\$7,982	\$3,720	\$4,262	\$4,003	---	6.4%	---

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent Roy Romer
Prepared by
School Information Branch
Planning, Assessment, and Research
(213) 241-2450

AN ANNUAL REPORT TO THE COMMUNITY

Data for 2004-2005 School Year
Issued February 2006



School Accountability Report Card

VAN NUYS SENIOR HIGH

HERMAN JAMES CLAY

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VAN NUYS, CA 91411
Phone - (818) 781-2371
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Location Code - 8893
CDS Code - 19-64733-1938968

www.lausd.k12.ca.us/vnhs

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each elementary and secondary school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with various parent groups.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

HERMAN JAMES CLAY, Principal

Opportunities for Parental Involvement

Contact Person Name:	HERMAN JAMES CLAY	Contact Person Phone Number:	(818) 781-2371
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II. Demographic Information

Grade Configuration: 09-12

Student Enrollment - Grade Level
 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	1224
Grade 10	846
Grade 11	741
Grade 12	660
Ungraded Secondary	169
Total Enrollment	3640

Student Enrollment - Racial and Ethnic Subgroups
 Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	# of Students	% of Students
African American	157	4.3%
American Indian or Alaska Native	5	0.1%
Asian	499	13.7%
Filipino	172	4.7%
Hispanic or Latino	2,327	63.9%
Pacific Islander	6	0.2%
White (Not Hispanic)	474	13.0%
Multiple or No Response		

III. School Safety and Climate for Learning

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 - Prevention Programs		
Volume 2 - Emergency Procedures		

School Programs and Practices That Promote a Positive Learning Environment

Our school provides a disciplined, stimulating learning climate for all students.

The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities

- Student Achievement
- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

Data reported are the number of suspensions and recommended expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion).

The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for given year.

	School			District		
	2003	2004	2005	2003	2004	2005
# of Suspensions	926	524	520	82,937	80,160	79,690
Rate of Suspensions	23.96	13.27	14.29	10.82	10.51	10.48
# of Expulsions	1	9	4	617	726	674
Rate of Expulsions	0.03	0.23	0.11	0.08	0.10	0.09

IV. School Facilities

School Facility Conditions - General Information

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions - Results of Inspection and Evaluation

Data reported are the determination of good repair based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)		X	***
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

***"No" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11 and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding the CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
English-Language Arts	31%	29%	29%	23%	24%	27%	35%	36%	40%
Mathematics	19%	17%	17%	25%	26%	29%	35%	34%	38%
Science	29%	16%	15%	13%	12%	12%	27%	25%	27%
History-Social Science	35%	33%	33%	17%	18%	20%	28%	29%	32%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	27%	**	71%	48%	15%	**	54%
Mathematics	14%	**	52%	22%	6%	**	33%
Science	11%	**	44%	27%	5%	**	32%
History-Social	23%		69%	47%	18%	**	57%

Science						
---------	--	--	--	--	--	--

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	27%	32%	4%	22%	7%	
Mathematics	18%	16%	5%	13%	6%	
Science	17%	14%	1%	11%	1%	
History-Social Science	35%	32%	4%	26%	3%	

California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pff/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
09	14.8%	9.8%	19.2%	12.9%	11.5%	14.2%	26.7%	25.8%	27.5%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup API's and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal

size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographics characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	96	97	Percent Tested	96	97	97
API Base Score	611	613	635	API Growth Score	622	635	639
Growth Target	9	9	8	Actual Growth	11	22	4
Statewide Rank	4	3	4				
Similar Schools Rank	9	6	9				

API - Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score		587	637	API Growth Score		641	
Growth Target		7	6	Actual Growth		54	
American Indian Alaskan Native				American Indian Alaskan Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	820	835	843	API Growth Score	822	841	848
Growth Target	A	A	A	Actual Growth	2	6	5
Filipino				Filipino			

Los Angeles Unified School District
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API Base Score	726	729	742	API Growth Score	734	742	766
Growth Target	7	7	6	Actual Growth	8	13	24
Hispanic or Latino				Hispanic or Latino			
API Base Score	507	510	545	API Growth Score	523	546	562
Growth Target	7	7	6	Actual Growth	16	36	17
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score	762	781	772	API Growth Score	780	773	768
Growth Target	7	7	6	Actual Growth	18	-8	-4

API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	545	563	597	API Growth Score	574	595	604
Growth Target	7	7	6	Actual Growth	29	32	7

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, currently no data are available to report.

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	No	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district.

Note: "N/A" means that the student group is not numerically significant.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	No	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	Yes	Yes	Yes	No
Students with Disabilities	No	N/A	N/A	No	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at

<http://www.cde.ca.gov/ta/acl/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		1
Year exited Program Improvement		

Number of Schools Currently in Program Improvement	VIII	201
Percent of Schools Currently in Program Improvement	VIII	30.09%

Number of Reclassified English Learners

Year	Total EL	Total Reclassified	Percent Reclassified
2004-05	1260	112	8.89%
2003-04	1074	45	4.19%
2002-03	868	162	18.66%

Student Performance In Academic Subjects

Department	# Classes Spring 2005	Number & Percent of Grades Issued				
		A	B	C	D	F
English	175	605 (17%)	778 (22%)	886 (25%)	569 (16%)	738 (21%)
Mathematics	116	362 (12%)	473 (16%)	700 (24%)	515 (17%)	924 (31%)
Science	108	444 (16%)	624 (22%)	605 (21%)	413 (15%)	746 (26%)
Social Science	99	603 (24%)	637 (25%)	580 (23%)	368 (14%)	363 (14%)

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Enrollment (9-12)	3795	3865	3948	186,984	194,439	199,766	1,772,417	1,830,664	1,876,927
Number of Dropouts	49	137	304	10,706	16,129	15,904	48,454	58,493	61,253
Dropout Rate (1-year)	1.3	3.5	7.7	5.7	8.3	8.0	2.7	3.2	3.3
Graduation Rate	78.2	78.9	81.4	72.0	67.7	65.7	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002-03				2003-04				2004-05			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.4	76	59	20	23.9	92	70	32	23.8	76	84	22
Mathematics	30.9	9	29	38	30.5	14	38	53	30.0	12	41	42
Science	32.0	7	21	31	31.6	9	34	42	31.8	10	23	45
Social Science	31.0	13	24	40	29.8	16	38	32	31.4	12	32	43

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught

	by NCLB Compliant Teachers
This School	59.2%
All Schools in District	65.0%
High-Poverty Schools in District	65.4%
Low-Poverty Schools in District	68.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the district.

	2002-03	2003-04	2004-05
Total Teachers	135	162	157
Teachers with Full Credential	95	115	135
Teachers Teaching Outside Subject Area (fully credentialed but teaching outside subject area)*	---	18	129
Teachers in Alternative Routes to Certification (district and university internship)	11	16	27
Pre-internship	13	16	5
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	24	22	8
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	1	0

* At the secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments

Data reported are the number of assignments for certificated employees who do not have a legally recognized certificate or credential for the courses that they are assigned. This includes assignments that involve teaching of English Learners. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, misassignment counts are as of October, 2005.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	66	220	186
Total Teacher Misassignments	84	349	280

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	4.5%	1.5%
Master's Degree plus 30 or more semester hours	17.8%	14.9%
Master's Degree	11.5%	11.8%
Bachelor's Degree plus 30 or more semester hours	31.2%	35.7%

Bachelor's Degree	32.5%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of a positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
 For the 2003-04 and 2004-05 school years, the data are reported as of April. For the 2005-06 school year, the data are reported as of November, 2005.

	2003-04	2004-05	2005-06
Total Number of Vacant Teacher Positions	0	1	1

Teacher Evaluations

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the school year 94 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departmental meetings
- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

Substitute Teachers

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 7.453 day(s).

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	17.8
Librarian	1.6
Psychologist	0.0
Social Worker	0.0
Nurse	0.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment, as reported in the most recent California Basic Educational Data System (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

Speech/Language/Hearing Specialist	0.0	17.8	204.5
Resource Specialist (Non-Teaching)	0.0		
Other (Specify)	5.8		

Note: Please contact school principal for updated counts of support staff for this school.

IX. Curriculum and Instruction

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education

classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, mathematics, and written language. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators and all first-year principals to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs.

New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers.

New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Quality and Currency of Textbooks and Other Instructional Materials

The use of the Open Court Reading (Foro Abierto Para la Lectura) Program provides standards-based instruction in science and history/social science for kindergarten through grade three at the elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Science textbooks were purchased for all students in Grades 4 and 5. Health textbooks were purchased for Grades K-5 in spring 2005 for implementation in 2005-06. History/social science textbooks will be adopted in 2005-06.

Beginning in 1998, with the Schiff-Bustamante funding, textbook evaluation committees aligned textbooks in the core subjects to state-content standards for Grades 9-12 on the following schedule:

- 1999 – standards-aligned basic for mathematics textbooks
- 2000 – standards-aligned English for textbooks, history/social science, and science
- 2001 – standards-aligned for history/social science textbooks, as well as additional standards-aligned mathematics and science
- 2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003 – standards-aligned textbooks for English, history/social science, mathematics, science
- 2004 – framework-aligned textbooks for foreign language
- 2005 – framework-aligned textbooks for health

The Grade 9-12 District adoption of history/social science textbooks will be finalized and implemented in 2006.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999 – ESL, history/social science
- 2000 – science
- 2001 – mathematics
- 2002 – reading, intervention, and ESL
- 2003 – English, history/social science, mathematics, science
- 2004 – English, history/social science, mathematics, science
- 2005 – health

The Grade 6-8 District adoption of history/social science textbooks will be finalized and implemented in 2006.

Availability of Sufficient Textbooks and Other Instructional Materials

Sufficient core program textbooks and instructional materials were available in the 2004-2005 school year for on-track students in grades K-12 to support the core curriculum areas of reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or intervention, history/social science, mathematics, and science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District was not required to have one textbook per off-track student at multi-track schools in classes where homework is assigned during 2004-05, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2004-05, the District allocated \$77,000,000 for the purchase of textbooks: \$36.1 million – State textbook funding; \$35.8 – one-time Williams funding; and \$6 million in carry over Schiff-Bustamante funding.

Reading/language arts and history/social science textbooks were adopted in 1999; science textbooks in 2000; reading program replacements in 2001; reading/language arts/ELD in 2002; science textbooks (Grades 4 and 5) as well as Grades K-5 reading/language arts/ELD, history/social science, and mathematics. Health textbooks were adopted in 2005 with implementation in July and September 2005.

In 2004-05, the District allocated \$7,300,000 to address the continuing need for science laboratory equipment to bring all high schools up to the District standard.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials
 Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. If an insufficiency exists, the percent of pupils who lack sufficient textbooks and instructional materials is included.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	Sufficient - Grades K-12	Required data will be collected for inclusion in the 2005-06 SARC to be published in the 2006-07 school year.
Mathematics	Sufficient - Grades K-12	
Science	Sufficient - Grades K-12	
History-Social Science	Insufficient - New adoption in 2005-06	
Foreign Language	Sufficient - Grades 9-12	
Health	Sufficient - Grades K- 7, 9	
Science Laboratory Equipment (grades 9-12)	Insufficient - Grades 9-12. New materials ordered in spring 2005 with delivery in 2005-06	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,134	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-

teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2004-05

	# of Minimum Days	# of Shortened Days
Track A	9	0
Track B	9	0
Track C	9	0

X. Post secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	2	2	24
Computer Science	1	3	50
English	2	7	183
Foreign Language	2	5	103
Mathematics	2	11	277
Science	3	9	222
Social Science	4	16	464

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for the UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment in all Courses	Student Enrollment in Courses Required for UC and/or CSU Admission	Percent of Student Enrollment in Courses Required for UC and/or CSU Admission
20,567	14,658	71.3%

Graduates who have Completed all Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for the University of California (UC) and/or California State University (CSU) admission. The

percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates who have Completed all Courses Required for and/or CSU Admission	Percent of Graduates who have Completed all Courses Required for UC and/or CSU Admission
662	201	30.4%

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for totaled grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given a school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ail>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 12 Enrollment	686	658	660	27,253	28,132	29,700	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	48.4%	45.7%	45.2%	48.9%	47.4%	45.7%	36.7%	35.3%	35.9%
Average Verbal Score	531	517	518	437	438	443	494	496	499
Average Math Score	557	542	546	454	455	458	518	519	521

College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores.

Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

Career Technical Education Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may

participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal.

The Los Angeles Unified School District-Regional Occupational Centers and Programs offer 365 CTE courses in 40 major campuses in the following Career Pathways:

- | | |
|--|---|
| I. Agriculture
A. Animal Science
B. Forestry
C. Ornamental Horticulture | VII. Health and Medicine
A. Dental and Vision Services
B. Diagnostic Services
C. Health Care Information Services
D. Medical Office Services
E. Nursing Services
F. Support Services
G. Therapeutic Services |
| II. Arts and Media
A. Graphic Design
B. Performing Arts
C. Photography
D. Printing
E. Sign Painting | VIII. Home Economics
A. Beauty
B. Fashion
C. Food Services
D. Hospitality, Tourism, Recreation
E. Interior Design |
| III. Education
A. Foreign Language | IX. Industrial Technology
A. Automotive
B. Aviation
C. Custodial Services
D. Diversified
E. Electrical
F. Energy and Transportation
G. Manufacturing |
| IV. Engineering Technology
A. Construction
B. Drafting
C. Electronics Technology
D. Information Management | X. Public and Social Services
A. Childcare Providers
B. Homeland Security
C. Human Services |
| V. Finance
A. Accounting
B. Banking
C. Entrepreneurship
D. Real Estate | |
| VI. General Business
A. Computer Information System
B. Customer Service
C. General Office | |

D. Retailing

Trade advisory committees exist in every school site for every career pathway or program. For more information, please contact Tessie Castillo, ROCP Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Data

Data reported are intended to measure the performance of the school's career technical education (CTE) programs.

Number of the school's pupils participating in CTE	1,388
Percent of the school's pupils who complete a CTE program and earn a high school diploma	51.11
Percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	<ul style="list-style-type: none"> • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Harbor Community Adult School. • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Venice Community Adult School and West Los Angeles Community College. • 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center and Pierce College. • 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational Center and Pierce College.

XI. Fiscal and Expenditure Data
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School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary	Percent Difference Between School Site Average Teacher Salary and
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School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$55,011.32	—	—	—	—

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Percent Difference Between School Site and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources
\$7,191	\$2,640	\$4,551	\$4,003	—	13.6%	—

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent Roy Romer
Prepared by
School Information Branch
Planning, Assessment, and Research
(213) 241-2450

AN ANNUAL REPORT TO THE COMMUNITY

Data for 2004-2005 School Year
Issued February, 2006



School Accountability Report Card

WESTCHESTER SENIOR HIGH

ANITA LOUISE BARNER

7400 W MANCHESTER AVE
LOS ANGELES, CA 90045
Phone - (310) 670-4003
Fax - (310) 410-1067

Location Code - 8943
CDS Code - 19-64733-1939479

www.lausd.k12.ca.us/Westchester_HS

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each elementary and secondary school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with various parent groups.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

ANITA LOUISE BARNER, Principal

Opportunities for Parental Involvement

- Advisory Council
- Governance Council
- PTA/PTO
- Classroom Volunteer
- Office Volunteer
- Fund Raising
- School Beautification
- Other

Contact Person Name:	ANITA LOUISE BARNER	Contact Person Phone Number:	(310) 670-4003
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II. Demographic Information

Grade Configuration: 09-12

Student Enrollment - Grade Level
 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	1143
Grade 10	620

Student Enrollment - Racial and Ethnic Subgroups
 Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	# of Students	% of Students
African American	1,523	55.9%

Grade 11	546
Grade 12	331
Ungraded Secondary	86
Total Enrollment	2726

American Indian or Alaska Native	9	0.3%
Asian	45	1.7%
Filipino	14	0.5%
Hispanic or Latino	954	35.0%
Pacific Islander	8	0.3%
White (Not Hispanic)	173	6.3%
Multiple or No Response		

III. School Safety and Climate for Learning

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 - Prevention Programs	06/13/05	06/21/05
Volume 2 - Emergency Procedures	10/05/04	10/15/04

School Programs and Practices That Promote a Positive Learning Environment

Our school provides a disciplined, stimulating learning climate for all students.

The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities

- Student Achievement
- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

Data reported are the number of suspensions and recommended expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion).

The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for given year.

	School			District		
	2003	2004	2005	2003	2004	2005
# of Suspensions	570	692	582	82,937	80,160	79,690
Rate of Suspensions	22.49	27.19	21.35	10.82	10.51	10.48
# of Expulsions	15	6	9	617	726	674
Rate of Expulsions	0.59	0.24	0.33	0.08	0.10	0.09

IV. School Facilities

School Facility Conditions - General Information

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions - Results of Inspection and Evaluation

Data reported are the determination of good repair based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)		X	***
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)		X	***
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)		X	***

Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms		X	***
Sewer	X		
Playground/School Grounds		X	***
Other	X		

***No" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11 and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding the CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
English-	27%	28%	29%	23%	24%	27%	35%	36%	40%

Language Arts									
Mathematics	7%	4%	5%	25%	26%	29%	35%	34%	38%
Science	22%	10%	10%	13%	12%	12%	27%	25%	27%
History-Social Science	22%	19%	20%	17%	18%	20%	28%	29%	32%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	28%	**	62%	27%	18%	**	79%
Mathematics	3%	**	32%	0%	3%	**	28%
Science	7%	**	34%	18%	4%	**	46%
History-Social Science	15%	**	64%	**	14%	**	69%

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	26%	32%	5%	16%	6%	**
Mathematics	7%	4%	1%	3%	4%	**
Science	11%	8%	2%	3%	2%	**
History-Social Science	23%	17%	6%	11%	5%	**

California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pfi/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
09	7.0%	2.9%	10.3%	12.9%	11.5%	14.2%	26.7%	25.8%	27.5%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup API's and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographics characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/lap/> or by speaking with the school principal.

API - Schoolwide

	API Base Data			API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	94	0	96	Percent Tested	0	96	94
API Base Score	578		617	API Growth Score		608	621
Growth Target	11		9	Actual Growth			4
Statewide Rank	3		3				
Similar Schools Rank	8		8				

API - Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

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API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score	570		609	API Growth Score			627
Growth Target	9		7	Actual Growth			18
American Indian Alaskan Native				American Indian Alaskan Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	509		561	API Growth Score			547
Growth Target	9		7	Actual Growth			-14
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score	736		824	API Growth Score			810
Growth Target	9		A	Actual Growth			-14

API - Socioeconomically Disadvantaged Subgroup
 Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	492		566	API Growth Score			553
Growth Target	9		7	Actual Growth			-13

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, currently no data are available to report.

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district.

Note: "N/A" means that the student group is not numerically significant.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	No	Yes	Yes	Yes
African American	No	Yes	No	Yes	Yes	Yes
American Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	No	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	No	No	Yes	Yes	Yes
English Learners	Yes	No	N/A	Yes	Yes	No
Students with Disabilities	N/A	N/A	N/A	No	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		1
Year exited Program Improvement		
Number of Schools Currently in Program Improvement		201
Percent of Schools Currently in Program Improvement		30.09%

Number of Reclassified English Learners

Year	Total EL	Total Reclassified	Percent Reclassified
2004-05	248	6	2.42%
2003-04	240	2	0.83%
2002-03	160	2	1.25%

Student Performance In Academic Subjects

Department	# Classes Spring 2005	Number & Percent of Grades Issued				
		A	B	C	D	F
English	132	466 (18%)	576 (22%)	597 (23%)	373 (14%)	617 (23%)
Mathematics	91	141 (6%)	211 (10%)	446 (20%)	432 (20%)	962 (44%)
Science	78	207 (10%)	307 (15%)	473 (24%)	332 (17%)	688 (34%)
Social Science	71	321 (16%)	478 (24%)	514 (26%)	300 (15%)	368 (19%)

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Enrollment (9-12)	2304	2534	2545	186,984	194,439	199,766	1,772,417	1,830,664	1,876,927
Number of Dropouts	30	61	144	10,706	16,129	15,904	48,454	58,493	61,253
Dropout Rate (1-year)	1.3	2.4	5.7	5.7	8.3	8.0	2.7	3.2	3.3
Graduation Rate	96.0	90.1	78.2	72.0	67.7	65.7	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002-03				2003-04				2004-05			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.4	42	46	21	23.6	48	55	13	22.5	62	61	11
Mathematics	29.3	19	22	36	27.9	21	21	38	27.9	18	36	31
Science	33.8	2	14	33	31.6	8	12	29	31.3	7	22	33
Social Science	32.2	6	16	34	31.2	5	29	36	30.3	11	31	36

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	62.6%
All Schools in District	65.0%
High-Poverty Schools in District	65.4%
Low-Poverty Schools in District	68.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the district.

	2002-03	2003-04	2004-05
Total Teachers	101	105	114
Teachers with Full Credential	72	75	91
Teachers Teaching Outside Subject Area (fully credentialed but teaching outside subject area)*	***	14	54
Teachers in Alternative Routes to Certification (district and university internship)	3	5	17
Pre-internship	8	9	5
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	25	19	17
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	1	1

* At the secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments

Data reported are the number of assignments for certificated employees who do not have a legally recognized certificate or credential for the courses that they are assigned. This includes assignments that involve teaching of English Learners. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, misassignment counts are as of October, 2005.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	20	41	24
Total Teacher Misassignments	34	95	67

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	2.6%	1.5%
Master's Degree plus 30 or more semester hours	18.4%	14.9%
Master's Degree	18.4%	11.8%
Bachelor's Degree plus 30 or more semester hours	26.3%	35.7%
Bachelor's Degree	32.5%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of a positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

For the 2003-04 and 2004-05 school years, the data are reported as of April. For the 2005-06 school year, the data are reported as of November, 2005.

	2003-04	2004-05	2005-06
Total Number of Vacant Teacher Positions	0	3	1

Teacher Evaluations

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the school year 95 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departmental meetings
- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

Substitute Teachers

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 10.185 day(s).

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	8.2
Librarian	0.4
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	3.6

Note: Please contact school principal for updated counts of support staff for this school.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment, as reported in the most recent California Basic Educational Data System (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
8.2	332.4

IX. Curriculum and Instruction

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, mathematics, and written language. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators and all first-year principals to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs.

New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers.

New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Quality and Currency of Textbooks and Other Instructional Materials

The use of the Open Court Reading (Foro Abierto Para la Lectura) Program provides standards-based instruction in science and history/social science for kindergarten through grade three at the elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Science textbooks were purchased for all students in Grades 4 and 5. Health textbooks were purchased for Grades K-5 in spring 2005 for implementation in 2005-06. History/social science textbooks will be adopted in 2005-06.

Beginning in 1998, with the Schiff-Bustamante funding, textbook evaluation committees aligned textbooks in the core subjects to state-content standards for Grades 9-12 on the following schedule:

- 1999 – standards-aligned basic for mathematics textbooks
- 2000 – standards-aligned English for textbooks, history/social science, and science
- 2001 – standards-aligned for history/social science textbooks, as well as additional standards-aligned mathematics and science
- 2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003 – standards-aligned textbooks for English, history/social science, mathematics, science
- 2004 – framework-aligned textbooks for foreign language
- 2005 – framework-aligned textbooks for health

The Grade 9-12 District adoption of history/social science textbooks will be finalized and implemented in 2006.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999 – ESL, history/social science
- 2000 – science
- 2001 – mathematics
- 2002 – reading, intervention, and ESL
- 2003 – English, history/social science, mathematics, science
- 2004 – English, history/social science, mathematics, science
- 2005 – health

The Grade 6-8 District adoption of history/social science textbooks will be finalized and implemented in 2006.

Availability of Sufficient Textbooks and Other Instructional Materials

Sufficient core program textbooks and instructional materials were available in the 2004-2005 school year for on-track students in grades K-12 to support the core curriculum areas of reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or intervention, history/social science, mathematics, and science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District was not required to have one textbook per off-track student at multi-track schools in classes where homework is assigned during 2004-05, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2004-05, the District allocated \$77,000,000 for the purchase of textbooks: \$36.1 million – State textbook funding; \$35.8 – one-time Williams funding; and \$5 million in carry over Schiff-Bustamante funding.

Reading/language arts and history/social science textbooks were adopted in 1999; science textbooks in 2000; reading program replacements in 2001; reading/language arts/ELD in 2002; science textbooks (Grades 4 and 5) as well as Grades K-5 reading/language arts/ELD, history/social science, and mathematics. Health textbooks were adopted in 2005 with implementation in July and September 2005.

In 2004-05, the District allocated \$7,300,000 to address the continuing need for science laboratory equipment to bring all high schools up to the District standard.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials
 Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. If an insufficiency exists, the percent of pupils who lack sufficient textbooks and instructional materials is included.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	Sufficient - Grades K-12	Required data will be collected for inclusion in the 2005-06 SARC to be published in the 2006-07 school year.
Mathematics	Sufficient - Grades K-12	
Science	Sufficient - Grades K-12	
History-Social Science	Insufficient - New adoption in 2005-06	
Foreign Language	Sufficient - Grades 9-12	
Health	Sufficient - Grades K- 7, 9	
Science Laboratory Equipment (grades 9-12)	Insufficient - Grades 9-12. New materials ordered in spring 2005 with delivery in 2005-06	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,040	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2004-05

	# of Minimum Days	# of Shortened Days
Single Track	2	0

X. Post secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	26
Computer Science			
English	2	6	139
Foreign Language	1	1	16
Mathematics	2	3	41
Science	3	3	43
Social Science	3	6	177

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in

courses required for the UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment in all Courses	Student Enrollment in Courses Required for UC and/or CSU Admission	Percent of Student Enrollment in Courses Required for UC and/or CSU Admission
15,223	10,790	70.9%

Graduates who have Completed all Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for the University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates who have Completed all Courses Required for and/or CSU Admission	Percent of Graduates who have Completed all Courses Required for UC and/or CSU Admission
334	114	34.1%

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for totaled grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given a school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/at/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 12 Enrollment	326	305	331	27,253	28,132	29,700	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	67.2%	65.9%	61.3%	48.9%	47.4%	45.7%	36.7%	35.3%	35.9%
Average Verbal Score	430	447	449	437	438	443	494	496	499
Average Math Score	431	447	443	454	455	458	518	519	521

College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores.

Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

Career Technical Education Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal.

The Los Angeles Unified School District-Regional Occupational Centers and Programs offer 365 CTE courses in 40 major campuses in the following Career Pathways:

- | | |
|--|---|
| I. Agriculture
A. Animal Science
B. Forestry
C. Ornamental Horticulture | VII. Health and Medicine
A. Dental and Vision Services
B. Diagnostic Services
C. Health Care Information Services
D. Medical Office Services
E. Nursing Services
F. Support Services
G. Therapeutic Services |
| II. Arts and Media
A. Graphic Design
B. Performing Arts
C. Photography
D. Printing
E. Sign Painting | VIII. Home Economics
A. Beauty
B. Fashion
C. Food Services
D. Hospitality, Tourism, Recreation
E. Interior Design |
| III. Education
A. Foreign Language | |
| IV. Engineering Technology
A. Construction
B. Drafting
C. Electronics Technology
D. Information Management | IX. Industrial Technology
A. Automotive
B. Aviation
C. Custodial Services
D. Diversified
E. Electrical
F. Energy and Transportation |

G. Manufacturing

- V. Finance
 - A. Accounting
 - B. Banking
 - C. Entrepreneurship
 - D. Real Estate

- X. Public and Social Services
 - A. Childcare Providers
 - B. Homeland Security
 - C. Human Services

- VI. General Business
 - A. Computer Information System
 - B. Customer Service
 - C. General Office
 - D. Retailing

Trade advisory committees exist in every school site for every career pathway or program. For more information, please contact Tessie Castillo, ROCP Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Data

Data reported are intended to measure the performance of the school's career technical education (CTE) programs.

Number of the school's pupils participating in CTE	992
Percent of the school's pupils who complete a CTE program and earn a high school diploma	15.79
Percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	<ul style="list-style-type: none"> • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Harbor Community Adult School. • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Venice Community Adult School and West Los Angeles Community College. • 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center and Pierce College. • 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational

	Center and Pierce College.
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XI. Fiscal and Expenditure Data

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$53,679.60	—	—	—	—

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Percent Difference Between School Site and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources
\$7,445	\$2,817	\$4,627	\$4,003	—	15.5%	—

APPENDIX B

Baseline Data

Gaps in Performance and Graduation Rates

Subject Area	Percent of Students Below Grade Level				Graduation Rate
	English/Language Arts			Mathematics	
	9th Grade	10th Grade	11th Grade	All Grades	
Bell HS					
All Students	82	86	80	84	63.5
Economically Disadvantaged	82	86	80	85	
African American	*	*	*	*	
Asian	*	*	*	*	
Filipino	*	*	*	*	
Hispanic or Latino	83	86	80	85	
White	72	75	*	*	
Disability	97	98	97	*	
Limited English Proficiency ²	97	98	97	*	
Chatsworth HS					
All students	65	65	73	65	92.3
Economically Disadvantaged	72	74	81	70	
African American	71	76	75	*	
Asian	39	51	57	56	
Filipino	41	37	68	*	
Hispanic or Latino	76	81	81	84	
White	52	51	68	71	
Disability	95	94	98	*	
Limited English Proficiency ²	92	93	94	86	
Franklin HS					
All Students	78	81	74	80	86.4
Economically Disadvantaged	78	81	74	81	
African American	75	81	67	*	
Asian	58	51	35	55	
Filipino	62	71	61	*	
Hispanic or Latino	71	84	77	90	
White	75	*	58	*	
Disability	96	99	98	*	
Limited English Proficiency ²	98	99	97	*	
State of California					
All Students	57	64	64	55	84.9
Economically Disadvantaged	74	80	80	70	
African American	73	78	79	83	
Asian	36	44	47	35	
Filipino	40	52	56	67	
Hispanic or Latino	74	80	80	79	
White	39	46	49	53	
Disability	73	80	84	70	
Limited English Proficiency ²	93	97	97	69	

Gaps in Performance and Graduation Rates

Subject Area	Percent of Students Below Grade Level				Graduation Rate
	Reading		Mathematics		
	9th Grade	10th Grade	11th Grade	All Grades	
Locke HS					
All Students	92	94	92	100	37.9
Economically Disadvantaged	93	95	92	100	
African American	95	94	96	100	
Asian	*	*	*	*	
Filipino	*	*	*	*	
Hispanic or Latino	90	94	91	100	
White	*	*	*	*	
Disability	99	100	100	*	
Limited English Proficiency ²	99	100	98	*	
Monroe HS					
All students	77	79	74	83	69.0
Economically Disadvantaged	78	81	78	87	
African American	76	73	83	*	
Asian	32	55	57	75	
Filipino	46	70	59	89	
Hispanic or Latino	81	83	78	80	
White	46	48	47	86	
Disability	97	97	96	*	
Limited English Proficiency ²	96	98	97	*	
Polytechnic HS					
All Students	80	83	83	84	70.7
Economically Disadvantaged	80	83	83	86	
African American	74	90	89	*	
Asian	76	50	45	77	
Filipino	60	65	65	55	
Hispanic or Latino	81	84	84	86	
White	51	76	56	*	
Disability	98	98	98	*	
Limited English Proficiency ²	97	99	99	*	
Roosevelt HS					
All Students	86	89	88	89	69.4
Economically Disadvantaged	85	89	88	89	
African American	*	*	*	*	
Asian	*	*	*	*	
Filipino	*	*	*	*	
Hispanic or Latino	86	89	88	88	
White	*	*	*	*	
Disability	84	88	88	89	
Limited English Proficiency ²	96	100	100	*	
State of California					
All Students	57	64	64	55	84.9
Economically Disadvantaged	74	80	80	70	
African American	73	78	79	83	
Asian	36	44	47	35	
Filipino	40	52	56	67	
Hispanic or Latino	74	80	80	79	
White	39	46	49	53	
Disability	73	80	84	70	
Limited English Proficiency ²	93	97	97	69	

Gaps in Performance and Graduation Rates

Subject Area	Percent of Students Below Grade Level ¹				Graduation Rate
	Reading		Mathematics		
	9th Grade	10th Grade	11th Grade	All Grades	
Van Nuys HS					
<i>All Students</i>	75	69	65	48	79.6
Economically Disadvantaged	80	76	76	57	
African American	68	83	68	*	
Asian	24	29	34	32	
Filipino	54	49	54	55	
Hispanic or Latino	87	84	82	80	
White	51	44	43	50	
Disability	98	97	100	*	
Limited English Proficiency ²	97	97	98	45	
Westchester HS					
<i>All students</i>	74	68	70	72	79.9
Economically Disadvantaged	85	86	80	*	
African American	72	72	75	92	
Asian	*	14	55	*	
Filipino	*	*	*	*	
Hispanic or Latino	84	79	77	*	
White	21	21	21	45	
Disability	99	95	96	*	
Limited English Proficiency ²	93	95	96	*	
State of California					
<i>All Students</i>	57	64	64	55	84.9
Economically Disadvantaged	74	80	80	70	
African American	73	78	79	83	
Asian	36	44	47	35	
Filipino	40	52	56	67	
Hispanic or Latino	74	80	80	79	
White	39	46	49	53	
Disability	73	80	84	70	
Limited English Proficiency ²	93	97	97	69	

¹ Below grade level encompasses all students who scored Basic, Below Basic and Far Below Basic on the California Standardized Test. Significantly Below Grade Level are students who scored Far Below Basic. Additional subject area breakdowns are available in the School Accountability Reports in Appendix A of this application and at the California Department of Education database

² Limited English Proficiency indicates English learners enrolled in California public schools 12 months or more.

Note: The SSLC external evaluator will analyze subgroup trends for year one of the grant term which will provide important district trends. In addition, the State and the District do not track students beyond matriculation. Most schools in the district track seniors' intent to enroll in postsecondary education, apprenticeships, and advanced trainings before they graduate from high school. Provisions have been made with the external evaluator to collect actual post high school education enrollment figures as well.

Source: School Accountability Reports, CDE.

TRENDS IN ACADEMIC NEED AND READINESS FROM 2004 TO 2005

	Bell HS Students	Chatsworth HS Students	Franklin HS Students	Locke HS Students	Monroe HS Students	Polytechnic HS Students	Roosevelt HS Students	Van Nuys HS Students	Westchester HS Students	State
Need Factor	4,914	3,099	3,431	3,410	4,759	4,541	5,032	3,640	2,726	
Achieved Adequate Yearly Progress for Last Year	NO	YES	NO	NO	NO	NO	NO	YES	NO	
2004 API Rank ¹	2	5	1	1	2	2	1	3	2	
Ethnicity ²										
African-American	0.3	8.4	2.3	36.8	4.0	1.9	0.4	4.3	55.9	8.0
Asian	0.1	14.8	4.5	0.0	2.8	1.5	0.2	13.7	1.7	8.0
Filipino	0	3.8	2.9	0.1	5.8	2.8	0.1	4.7	0.5	2.6
Hispanic/Latino	98.5	45.6	87.6	62.9	81.9	89.4	98.9	63.9	35.0	46.8
White	0.9	26.3	1.8	0.1	5.3	3.7	0.3	13.0	6.3	31.3
Low-Income ³	93.0	40.1	79.8	71.5	74.6	89.1	75.2	80.4	31.9	49.9
Limited English Proficiency	38.1	20.7	27.9	31.1	41.5	35.1	41.5	32.0	15.9	25.2
Percent of Graduates Who Have Passed Course Requirements for UC/CSU ⁴	32.9	45.6	87.3	11.0	43.5	18.1	44.8	30.4	34.1	N/A
Percent of 12 th Graders Taking SAT	43.5%	43.0	45.5	37.6	41.6	38.2	45.6	45.2	61.3	35.9
Average SAT Verbal	399	492	411	357	431	395	390	518	449	499
Average SAT Math	423	510	412	387	444	408	418	546	443	521

¹API is a State ranking system of all schools on a 10-point scale. Rank 3 or lower are the lowest performing schools and Rank 8 and higher are the highest performing schools within the State. Blacked out areas indicate that State does not keep this data.

²Ethnicity percentages do not add up to a 100% because other smaller ethnic minorities, such as Pacific Islander or American Indian are not included in this chart.

³Low Income is defined in terms of students eligible in federal free and reduce price meals.

⁴ Graduates who have completed course requirements to meet college entrance requirements in the University of California and California State University systems

Source: California Department of Education (CDE), School Accountability Report Card

TRENDS IN STUDENT BEHAVIOR										
	Beil HS	Chatsworth HS	Franklin HS	Locke HS	Monroe HS	Polytechnic HS	Roosevelt HS	Van Nuys HS	Westchester HS	State
I. Disciplinary Actions (2004-05)										
Suspension Rate	13.17	17.88	13.49	26.57	12.50	8.68	20.63	14.29	21.35	(a)
II. School Incidents of Violence and Substance Abuse (2003-04)										
Assault with a Deadly Weapon (ADW)	3	1	4	11	0	1	9	1	0	
Battery	10	17	6	25	5	2	10	10	17	
Chemical Substance Abuse	39	33	14	10	20	30	24	21	9	
Property Crimes	64	18	60	39	24	39	60	46	39	
Destructive Devices	0	0	0	0	0	0	0	1	1	
Homicide	0	0	0	0	0	0	0	0	0	
Litter Trespass	7	5	8	15	0	1	12	11	5	
Possession of Weapons	3	11	7	16	4	8	3	6	6	
Robbery	1	2	2	17	1	0	4	2	10	
Sex Offenses	1	0	3	3	2	0	3	3	1	
Total Number of Incidents	128	87	104	136	56	81	125	101	88	
III. Student Motivation (2004-05)										
Attendance Rate	91.6	92.1	88.8	87.0	89.9	90.7	87.0	87.1	84.2	
4-Year Drop Out Rate	30.6	5.5	2.9	59.4	29.0	41.3	41.8	29.5	28.1	13.3

TRENDS IN STAFF RESOURCES FROM 2004 TO 2005

	Bell HS	Chatsworth HS	Franklin HS	Locke HS	Monroe HS	Polytechnic HS	Roosevelt HS	Van Nuys HS	Westchester HS	State
Fully Credentialed Teachers	86.9%	88.4	84.1	70.4	85.5	82.0	87.5	86.0	79.8	93.3
Ratio of Pupils to Academic Counselor	893.5	348.2	365.0	406.0	279.9	364.8	364.6	204.5	332.4	N/A
Pupil Teacher Ratio	26.5	26.7	23.1	24.6	24.0	27.1	23.8	24.1	24.8	21.2
Average Class Size	30.2	32.4	29	29.1	29	30.9	29.2	27.5	27.3	27.3

Source: School Accountability Report, California Department of Education

APPENDIX D:

LAUSD Small School Learning Communities (SSLC) Initiative

1. LAUSD District-Wide SLC Plan
2. School Plans
 1. Bell High School
 2. Chatsworth High School
 3. Franklin High School
 4. Locke High School
 5. Monroe High School
 6. Polytechnic High School
 7. Roosevelt High School
 8. Van Nuys High School
 9. Westchester High School

1. LAUSD District-Wide SLC Plan

The critical question before the second largest school district in the nation is:

“How do we serve over 727,000 K-12 students best to enable them to meet high standards of academic and personal achievement?”

The Los Angeles Unified School District (LAUSD) is struggling with answers to a complex question that seems simple, but is not. The sheer numbers and diversity of students that pass through our classrooms each day creates significant barriers to realizing the goal of improving student academic and personal achievement. To complicate matters, many of these students are challenged readers which tragically affects their ability to acquire learning in all subjects. Many are not proficient in English.

To complicate matters, over 37% of LAUSD’s K-12 schools are operating on year-round calendars since the district cannot accommodate all students in the Los Angeles area in existing buildings under traditional school calendars. (See Appendix F: Multi-track System [Year-Round Academic Calendar] for information on how this works.) Under this stressed system, students are not receiving the personalized instruction and support they need to succeed in school.

Small School Learning Communities (SSLC) Initiative: LAUSD Superintendent of Schools Roy Romer, however, developed a plan to solve the growing problem of overly crowded, impersonal schools that are ill-equipped to transform our struggling readers and learners into successful students and citizens. Under the Small School Learning Communities (SSLC) Initiative, he prioritized the restructuring of the district’s large middle and high schools into smaller learning communities (SLCs), and, with support from the Los Angeles Board of Education and community leaders, Superintendent Romer has set the foundation for complete district-wide reform of comprehensive schools over the next few years.

1. First, an ambitious construction plan was set into motion to build new schools with the goal of downsizing new campuses to serve smaller student bodies.
2. Secondly, a campaign was initiated to redesign all existing large secondary school campuses into wall-to-wall smaller learning communities.

The SSLC initiative targets the existing 53 comprehensive high schools, serving approximately 167,700 students in 9th-12th grades, for the first phase. Currently, 22 large high schools have federal SLC implementation grants, that adds to the larger LAUSD focus on SLCs. The district has over 100 career academies and Magnet schools and endless career path programs, as well as other SLC forms, on secondary campuses that have been in operation for a number of years.

I. Origins and Foundation of SSLC Development at LAUSD

Recognizing the importance of developing personalized instruction in secondary schools—i.e., the most crowded schools in the district—LAUSD created a task force in 2000. The task was to study the issue and develop a position paper, and *Small Communities of Learning for Secondary Schools in the Los Angeles Unified School District: A Concept Paper* was published in early 2003 to report findings and make recommendations. (A copy of this report is available on request.) This critical report, was the first step in a long process of SLC

policy decisions, and the chart following provides an overview of the history of a district-wide SLC policy at LAUSD.

The January 2003 concept paper looked at the special power of small learning communities to impact student motivation and achievement and outlined specific characteristics of effective small schools: (a) Vision and Leadership; (b) Personalization; (c) Equity and Access; (d) Teaching Quality; (e) Use of Space; (f) Identity of the Learning Community; and (g) Accountability. (This list later evolved into the SSLC Program Attributes outlined in the chart on page 8 of this appendix.)

The following key recommendations were intended to provoke thought and action at every level of the school district. The recommendations were to:

1. establish an advisory team of national experts;
2. develop and communicate a clear vision and mission;
3. build practitioner support and mobilize accomplished practice;
4. build parent and community support resources;
5. mobilize youth and youth resources;
6. engage political leadership;
7. create incentives and external pressure;
8. provide design assistance;
9. provide support for systemic transformation; and,
10. monitor and evaluate progress.

Since these recommendations were made, the SSLC effort has been integrated into the Office of School Redesign and has focused its plan to follow the features and principles of effective design identified as appropriate for LAUSD use. (The chart following on the next page highlights the major foundational policies and actions taken between January 2003 and the end of 2005. The chart on page 7 of this appendix shows the foundational research-based concepts used to drive LAUSD's SLC vision. The resulting schematic for the local design process can be found on page 8, and the structures and strategies that LAUSD secondary schools are using to create SLC campuses are listed in the chart beginning on page 9.)

The Evolution of Smaller Learning Communities within Los Angeles Unified School District

Time Period/Date	Official Document/Policy or Entity or Action Created to Support SLC Implementation (Copies of all reports/memos are available on request.)	Division Authors or Contact under the direction of Roy Romer, Superintendent of Schools	Involvement of LAUSD & School Administrators, Teachers and Other Local Staff, Students and Parents¹
January 8, 2003	<i>Small Communities of Learning for Secondary Schools in the Los Angeles Unified School District: A Concept Paper.</i>	Instructional Support Services, SLC Study Project Director Kathy Rattay	The development of this study included interviewing and working with teams of teachers, school administrators and SLC experts throughout the district to assess best practices and evaluate receptiveness to the concept of SLC.
2003-2004	Local District SLC Plans which have been merged into a central district plan	Local District Superintendents	To create the Local District SLC plans, each Local District met with principals and other school administrators, teachers, parents, students and other stakeholders to introduce them to the SLC concept and various models. From these discussions they worked with representatives from the schools and the Local District administration to develop Local District plans that are sensitive to the needs of specific schools in these areas.
February 28, 2005	<i>Policies and Procedures Governing the Development and Implementation of Small Learning Communities in Middle Schools and High Schools, Bulletin 1600 (BUL-1600).</i>	Liliam Leis Castillo, Executive Officer to the Superintendent, Office of the Superintendent	This directive has evolved from all of the previous efforts and reflects the input of local stakeholders from schools throughout the district.
March 21, 2005	Letters to Principals, Teachers, Students, Parents and Members of the Community requesting collaboratively developed SLC plans for middle and high schools.	Superintendent Roy Romer and 8 Local District Superintendents (LAUSD reorganized from 11 Local Districts to 8 in 2004.)	This directive is an addendum to Bulletin 1600.

Los Angeles Unified School District
 Cohort 6 Smaller Learning Communities
 Appendix D, 1. LAUSD District-Wide SLC Plan, Page 6

Time Period/Date	Official Document/Policy or Entity or Action Created to Support SLC Implementation (Copies of all reports/memos are available on request.)	Division Authors or Contact under the direction of Roy Romer, Superintendent of Schools	Involvement of LAUSD & School Administrators, Teachers and Other Local Staff, Students and Parents ¹
<p>2000-2005 These plans have evolved from the earliest discussions and research into SLC conversions. Over 50% of the very large high schools in the district have received grants for SLC conversions.</p>	<p>Individual school plans</p>	<p>Each school SLC team and local stakeholders</p>	<p>Per the LAUSD directive BUL-1600 that sets the policies and procedures for development and implementation of SLCs, all school plans must be cooperatively developed by school community teams representing all local stakeholders. (See school plans later in this appendix for detail on how each school of this application has met this requirement.)</p>
<p>April 2005</p>	<p>District reorganization of secondary schools administration to facilitate the transformation of LAUSD secondary education into SLCs dedicated to improving secondary student academic performance and readiness for graduation, higher education and jobs.</p>	<p>Superintendent Roy Romer and The Los Angeles Board of Education</p>	<p>This reorganization is a result of input from school communities throughout the district in a variety of venues, including those associated with the development of SLCs, over the past years since Governor Roy Romer was installed as Superintendent of Schools in June 2000.</p>
<p>2005 on</p>	<p>The Office of School Redesign continues to hold meetings with school community teams to provide ongoing technical assistance and professional development training.</p>	<p>Office of School Redesign (OSR)</p>	<p>Technical assistance and training will be provided to all interested stakeholders as defined by local school teams and as indicated by evaluation feedback.</p>

¹ Documentation of meetings and planning is available on request.

Small Schools Research -- Features and Principles of Effective Design

<i>District</i>	
5 Dimensions for Support (from Jobs for the Future) Caring Relationships Cognitive Challenges Culture of Support Community Connections to high-quality Post-Secondary and Career Opportunities	2 Additional Dimensions Consciousness of self Clarity of academic focus
<i>Linda Darling-Hammond Stanford School Redesign</i>	
Personalization Continuous Relationships Standards and Performance Assessment Authentic Curriculum Adaptive Pedagogy	Anti-Racist Teaching Qualified Teachers Collaboration and Development Family/Community Connections Democratic Decision-making
<i>Bill and Melinda Gates Foundation</i>	
Common Focus High Expectations Personalization Respect and Responsibility Time to Collaborate Performance Based Technology as a Tool	Distributed Leadership Performance Accountability Effective Governance Shared Values Learning Partnerships Staff Development Technology Infrastructure
<i>New England Small Schools Network</i>	
Conditions for Successful Public Schools Smallness Unifying Vision Autonomy Accountability	10 Principles Habits of Mind Personalization Less is More Equity and Access Lower Student-Teacher Ratios Student-as-Worker; Teacher-as-Coach Assessment by Exhibition High Expectation, Trust, Respect and Decency for All Professional Collaborative Communities Flexibility, Autonomy and Shared Governance
<i>Coalition of Essential Schools Principles</i>	
Habits of Mind Focus on Essential Skills – “Less is More” Goals Apply to All Personalization Student as Worker	Authentic Performance Projects Values of Unanxious Expectation – Parent Collaboration Smallness Supported by Budget Non-Discriminatory Democratic Practices

SSLC Local Design Process

Foundational Dimensions of Effective Learning

All children and youth need to be exposed to these dimensions so that they can receive the support they need for academic achievement.

- | | | |
|-------------------------|--|------------------------------|
| 1. Caring Relationships | 4. Community Membership | 7. Clarity of Academic Focus |
| 2. Cognitive Challenges | 5. Connections to Post-Secondary Learning and Career Opportunities | |
| 3. Culture of Support | 6. Consciousness of self as a resourceful and Capable Person | |

SSLC Program Attributes

SSLC programs, to be effective, must incorporate these attributes.

1. Unifying vision/identity
2. Personalization
3. Equity and Access
4. Professional Development to Ensure High Teaching Quality
5. Rigorous Standards-based Curriculum, instruction and assessment
6. Collaboration/Community Engagement
7. Accountability and distributed leadership

State and District Initiatives

(See table in the main narrative of this application.)

Smaller Learning Communities (SLC) Research

(For the bibliography of the research, see Appendix I.)

Elements noted above, combined with research into the needs at LAUSD schools (including the nine of this application) and research on what interventions/actions work, helped to create the template below that, in turn, drives development of the school SLC plans.

Structures and Strategies	SLC Research Linked to Achievement and Other Outcomes
SCHOOL NEED #1: <ul style="list-style-type: none"> • Strategies for all students to improve academic performance • Strategies to accelerate learning of students below grade level • Strategies for economically disadvantaged students • Strategies for racial and ethnic groups • Strategies for students with disabilities • Strategies for limited English proficient students 	<p>(This chart is a sample. See completed full charts on the following pages of this appendix to see the research basis of LAUSD's SSLC initiative and, thus, of the school plans incorporated in this application.)</p> <p>All schools are expected to implement some or all of these strategies, since they are based on solid research and reflect what is known to create successful outcomes.</p>
SCHOOL NEED #2:	
SCHOOL NEED #3:	

LAUSD Structures and Strategies for SLC Implementation in Secondary Schools		SLC Research Linked to Achievement and Other Outcomes
<p>SCHOOL NEED #1: Student Intervention: Lack of effective programmatic interventions that are accessible to ALL students to support struggling students and to counter the lack of motivational interest, the extremely high dropout rates, the low percentage of students transitioning from 9th to 10th grade, and the low average daily attendance and graduation rates at the school.</p> <ul style="list-style-type: none"> • School wide or track specific Freshman Transition, Bridge or House Program for students and their families • Personal counseling, program advisement, parent meetings, information workshop, orientation, articulation. • Expansion and diversification of successful academics, career and/or academic pathways (e.g. Humanities, Perkins, Magnets) • Assurance that programmatic strategies will be based on small student cohorts • Student Advisory groups with adult advocate for solving student problems. • Paired classes aligned with academic/core pathways (e.g. English and World History) • Mentoring, internship and/or after-school/tutorials tutoring support programs, with specific strategies for struggling students • Explicit strategies for English Language Learners or students with special needs which may include reading and/or math intervention programs. • Intervention course offerings to address remedial and enrichment needs • School-wide content literacy strategies • Counseling services based on national models • Align existing supplemental services to match core programming • Development of an exit strategy for all students from school into higher education or a vocational path 	<ul style="list-style-type: none"> • SLCs improve student attitude and behavior (Cotton, 2000) • Close relationship with teachers and mentors reduces feelings of alienation (Klonsky, 1995; Blum&Rinehart,1997) • SLCs improve attendance, credits earned, GPA, dropout rates compared to traditional schooling (Dayton et al. 1992) • Increases students' sense of accomplishment (Crain et al. 1997) • Close relationship with teachers improves GPA, dropout rate (Little,1993) • Disadvantaged students benefit the most (Noguera,2002; Lee&Smith,1993) • SLCs reduce student anonymity and personalizes the learning experience (Buescher,2002) • Students will make more rapid progress toward graduation, and will be more satisfied with smaller schools." (McMullin et al., 1994) 	
<p>SCHOOL NEED #2: Student Intervention: Lack of opportunities and/or knowledge/understanding of the options and requirements for post-secondary education; job training and vocational pathways which includes individualized educational counseling and career/college guidance and expanded opportunities for students to participate in advanced placement courses and technical courses that offer both high school and postsecondary credit.</p> <ul style="list-style-type: none"> • Electronic portfolios which may include transcripts, test data, career work samples, recommendations • Advisory period with trained professionals within or outside of the school system (e.g. industry/adult mentor, trained teachers, counselors) • Mentoring and internship programs • Training on college entrance requirements and on skills expected for graduates to enter the world of work. • Training on the changing face of the workplace and demands for an educated workforce. 	<ul style="list-style-type: none"> • Graduation rates and post secondary enrollment rates are clearly improved in small learning communities which foster positive student attitudes." (Punk and Bailey, 1999) • Low income level students could attend 4 year colleges at same rates as middle income if 1) got at least minimal academic preparation, 2) took entrance exam and 3) submitted application for admission. (Carnevale 1999) 	
<p>SCHOOL NEED #3: Investment in Teachers: Inconsistent teacher qualifications, experience and understandings in classroom management, content standards, and assessment of student work and achievement across grade levels relative to the standards.</p> <ul style="list-style-type: none"> • Teacher training in the interpretation of data to review student progress and inform instruction • Outside experts to advise on mentoring, curriculum development, leadership/counseling strategies, community partnership development and professional development • Workshops and/or customized training for new, experienced or group specific teachers in content specific areas, including vocational specializations, lesson planning, peer tutoring, behavior and classroom management • Workshops or conferences on specific topics related to smaller learning communities including aligning curriculum to standards • Building and expanding capacity of cadres of teacher leaders as part of LAUSD's Secondary Content Literacy plan • Building and expanding capacity of cadres of teachers in mathematics, science and social studies. • School plan to honor self-selection while creating complementary, diverse teams 	<ul style="list-style-type: none"> • SLCs attract, develop and retain qualified teachers (Oxley,1994; Toby, 1993) • "Teachers in smaller school configurations end up being more aware of student performance resulting in higher accountability." (Cappis, 1999) • Teachers learn through observing, being observed, teaching, planning for classroom implementation, reviewing student work, and presencing, leading and writing." (Breau and Wong, 2003) 	

LAUSD Structures and Strategies for SLC Implementation in Secondary Schools	SLC Research Linked to Achievement and Other Outcomes
<p>SCHOOL NEED #1: Investment in Teachers: Lack of time and resources for teacher collaboration with and across departments to address standards and curriculum alignment, best practices, student behavior, the use of data to guide instruction, and the delivery of rigorous, student centered instruction.</p> <ul style="list-style-type: none"> • Stipends, release time, in-service and/or off track time for training and professional development • Tactical support and leadership from local district to bring new, research based approaches to learning and teaching • Strategies for supporting teacher collaborations including common/alternate schedules, lunch periods or planning time by track, academy, career path or house • Mentoring or coaching network for teachers to ensure implementation of standards based instruction <p>SCHOOL NEED #5: Investment in School Leadership: Challenges in school administration causing inefficiencies and impersonal learning environments compounded by large student enrollment</p> <ul style="list-style-type: none"> • Technical support from District's Smaller Communities of Learning Initiative Task Force with information dissemination on SLC trends and best practices nationally, workshops and conferences • External technical assistance provider • Outside experts/consultants including community partners to advise curriculum development, leadership strategies, community partnership development and/or professional development • Creation of smaller strategic teams of school partners and staff to recommend short and long term strategies for troubleshooting implementation issues when they occur • Buy-in from key school management personnel to embrace the concept of distributed leadership to create nested smaller learning communities that will work with the larger school, governance structure • Working with grant evaluator to obtain feedback on implementation process to guide decision making • Direct student input through membership on district and school site committees that will inform leadership, governance, curriculum and instruction <p>SCHOOL NEED #6: Parental and Stakeholder Support: Limited communication, collaboration and shared responsibility between parents and school staff about academic expectations and progress of students.</p> <ul style="list-style-type: none"> • School advisory councils or site based management involvement by parents. • Training, orientation and/or parent meetings with all students and families whose students are enrolled in a Freshman Transition, Bridge or House program to help clarify programmatic choices. • Training, orientation and/or parent meetings with all students and families regarding student work and opportunities • Regular community newsletters, student progress reports, home visitations, school special events, parent workshops, parent/community forums to enhance the awareness parents awareness of smaller learning community policies and interventions, critical skills and services (e.g. computer classes, parent literacy, volunteer options). • Recruitment of parents on strategic teams, volunteer groups related to smaller learning community implementation • Student led conferences with parent participation • Parent College Advisory nights • Creation of a parent handbook • Creation of a Parent Information Center not only to provide outreach to parents but to be a community resource 	<ul style="list-style-type: none"> • "School characteristics that tend to promote increased student learning – such as collegiality among teachers, personalized teacher-student relationships, and less differentiation of instruction by ability – are simply easier to implement in small schools." (Visher et al., 1999) • "In decentralized schools principals have more time to work with teachers, parents and the community to improve the overall curriculum and school community relations. (McComb, 2001) • Schools restructured into smaller communal schools reported improved student learning (Lee & Smith, 1994) • Richard Elmore writes of the concept of "distributed leadership" to create closer connectivity among personnel rather than silos of work. • School-linked services enhance student performance (Golan et al. 1996) • Students with involved parents more likely to get higher grades, enroll in higher level programs, pass their classes, and have better attendance, better social skills, graduate and go on to postsecondary education (Henderson & Mapp 2002) • Schools that involve parent and community in their day-to-day operations have reported lower absenteeism, truancy, and dropout rates." (Marzano, 2003)

LAUSD Structures and Strategies for SLC Implementation in Secondary Schools	
Structures and Strategies	SLC Research Linked to Achievement and Other Outcomes
<p>SCHOOL/NEED #7 - Parental and Stakeholder Support: Limited partnership with community stakeholders; to invest in teacher education and student mentoring</p> <ul style="list-style-type: none"> • School advisory councils or site based management involving community stakeholders in the governance structure and decision making • Collaboration with the community (e.g. businesses, non-profits) to assist with curriculum development, organization/company tours, class guest lecture, student career advisement, sponsorship of student programs. • Collaboration with the community (e.g. businesses, non-profits) to build community service opportunities, and/or assist with internships, mentoring, onsite mentoring, job shadowing opportunities for students. • Regular community newsletters, school special events, community workshops, parent/community forums, website update. • Partnership with higher education institutions in recruitment, course offering/enrollment and college credit requirement fulfillment on school or college campus 	<ul style="list-style-type: none"> * Adult advocate programs improve grades, attendance, and school safety (McPartland & Nettles, 1991). * Channels established to give students work experience improves attitude, and test scores (Dattoms & Creech, 1997) * School-linked services enhance student performance (Goljan et al. 1996)

II. The Community Rallies

In 2003 the Bill and Melinda Gates Foundation made a commitment of (b)(4) to support further development of SSLC at LAUSD. Two major efforts undertaken with the grant are 1) an inventory of all secondary SLCs that existed on LAUSD campuses at the time; and 2) a massive professional development effort that has permeated the entire system to educate administrators, teachers and other staff about the benefits of and issues associated with SLCs. In fact, the Superintendent, along with all Local District superintendents, various administrators and teachers throughout the district have traveled to other cities to see various SLC models in operation. All superintendents read SLC literature and participated in SLC planning retreats, preparing for a deep culture change at LAUSD.

As each Local District superintendent and his/her administrators and teachers returned to their communities, they have, in turn, worked to pass on what they have learned about SLC solutions to their local stakeholders. Many meetings of school staff, parents, students and community stakeholders have been held to discuss how SLCs can be implemented locally.

As local communities organize for SLC conversions at the schools, the district has recruited both volunteer and paid technical assistance to help with coordinating all of the many efforts and linkages that must occur for SLCs to be effective. For example, the LAUSD SSLC team must be in constant dialogue with national SLC experts to stay abreast of implementation issues and *best practices*. Experts familiar with federal, State and local initiatives that support SLCs must be a part of the team, and business groups that can provide the necessary connections to industry mentors for teachers and students, internships and jobs, as well as input into industry standards for curriculum development, are critical. The diagram on page 16 of this appendix shows key components of the LAUSD SSLC external network that brings in experts and community resources to fulfill the mission before us.

III. SSLC in Operation and Evolution

It is now projected that all secondary schools in the district will be wall-to-wall SLCs within the next few years, according to district priorities. Local Districts submitted drafts of their 5-year strategic plans that encompass strategies for converting schools into more personalized learning environments, and these have been merged into a full district plan. (This plan is available on request.) Under the Bulletin 1600 mandate, each secondary school is required to create a SLC plan for their campus and submit to their local site governance teams, their Local District, the OSR and then Superintendent Romer for approval.

Currently, 22 large high schools have federal SLC implementation grants. Three schools of this application (Monroe HS, Polytechnic HS, and Roosevelt HS) were awarded Cohort 3 SLC implementation grants in 2004; one (Bell HS) was awarded a Cohort 2 grant; and one (Locke HS) was awarded a Cohort 1 grant. These schools are at the forefront of the Superintendent's overall vision and serve as pilot programs for the district to gather *lessons learned* and to share best practices with all the remaining schools that have not yet begun implementing wall-to-wall smaller learning communities.

At present the goal is for every existing high school to have a plan for converting to wall-to-wall SLCs by June 2007. Thirty-six new positions—in direct service to and/or located on school sites—have been created to make this happen.

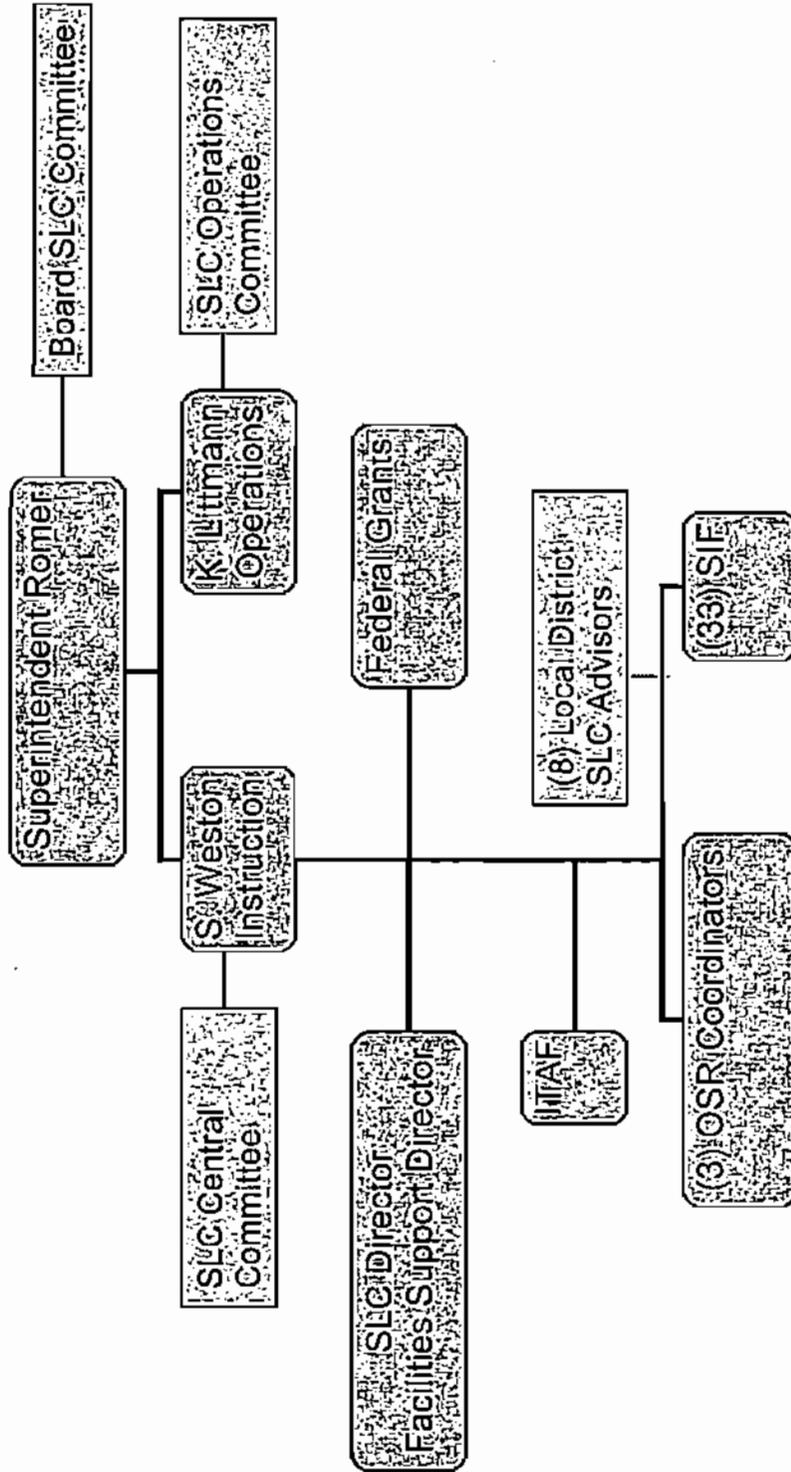
As the SSLC initiative organizes around the existing SLCs to lead all schools in this direction, the following actions have been taken to facilitate the conversions:

- A district level SSLC Task Force was established to set policy and standards, monitor the progress of these pilot schools, and continue contributing to the conversation of district-wide reform. The task force consisted of administrators responsible for day-to-day management of federal SLC grants and coordination with the district SSLC initiative.
- In 2004 after the SSLC initiative was in place and functioning well, the Task Force was disbanded and a Steering Committee of Local District SLC administrators was established to ensure that Local Districts were involved in the development of SLCs in their districts. (LAUSD, due to its size, is divided into eight Local Districts. (See diagram on page 25 of this appendix for enrollments of each LD, and the LD of each of the schools of this grant.)
- District Personnel with special expertise and/or an oversight position that is related to SLCs and/or other district initiatives impacting SLC implementation serve as advisors to OSR. (See resumes in Appendix E.)
- In 2005 a Central SLC Committee was formed of representatives of a broad array of stakeholders, including the assistant superintendent for the Office of School Redesign, representatives from a Board of Education member's office, two district/central level administrators, the director of Adult Education, two members of community partner organizations, a representative of Associated Administrators Los Angeles and five United Teacher Los Angeles teacher representatives. The purpose of the committee is to ensure that schools submitting SLC plans for their campuses meet the requirements of the district as delineated in Bulletin 1600.
- In 2005 and early 2006 the Office of School Redesign reorganized to better support schools converting to wall-to-wall SLCs. (The flow chart on page 15 shows the current organization of the division overseeing SLC implementation at LAUSD.) Several important steps were taken to provide additional support for SLC conversions in the district:
 - Thirty-three School Improvement Facilitators (SIF) were hired, trained, and assigned to work with secondary schools to provide technical assistance on SLC implementation. Priority has been to assign SIFs as onsite SLC resources for Program Improvement schools. (See the Roles and Responsibilities chart in this appendix on beginning on page 17.)
 - Three Coordinators of Smaller Learning Communities were hired for the Office of School Redesign to work with all high schools by directing the efforts of the SIFs in preparing schools for wall-to-wall SLC campuses. It is the task of these coordinators to assist schools meet a June 2007 target date for having SLC implementation plans in place.
 - The division was assigned an Instructional Technology Applications Facilitator (ITAF) to help design and maintain an Office of School Redesign and SLC website and assist the division in data management for the effort.
- OSR efforts also now are coordinated with the Superintendent of School's Staff Executive for Smaller Learning Communities and Innovations, Kathi Littmann. Ms. Littmann works

with the SLC Operating Committee which identifies policies and procedures within various LAUSD operational units that require modification in order to support SLC implementation in the schools. The committee is currently focused on new high schools under construction that are designed to accommodate SLCs. will open in September 2006. An example of its work is that the administrative personnel unit has developed an alternative title and job description for small school principals and leadership that reflect the different functional requirements for these new positions.

- Community-based partners and consultants round out the support team for the key staff assigned at the district level for this effort. The external consultant conducting the third-party evaluation, Public Works, Inc., will provide comprehensive expertise in SLC implementation and evaluation. (See the chart on page 16.)

Los Angeles Unified School District Office of School Redesign



LAUSD Office of School Redesign (OSR)

**Public Works, Inc.
Evaluation Team**

(See organizational bio in Appendix E.)

Institute For Learning (IFL), University of Pittsburgh

Works with LAUSD by assigning IFL fellows to consult with district staff to instill deep knowledge and understanding about how students learn, the design of classroom constructs and strategies that can teach all students, and what this looks like in practice in a standards-based classroom. These "Principles of Learning" have been adopted by the district and will be at the heart of instructional practices in the small learning communities implemented under this grant and through other efforts.

The Institute serves as a liaison between the University of Pittsburgh and working educators in school systems nationwide. It brings to educators the best current knowledge and research about learning processes and principles of instruction. Its mission is to provide educators with the resources and training they need to enhance learning opportunities for all students. The Institute serves as a think tank, a design center and an educator of core groups of school professionals.

(See organizational bio in Appendix E.)

United Network for the Improvement of Training and Education (UNITE-LA)

Will provide technical assistance in the development of school-to-career programming, including building industry partnerships, developing funding sources for sustainability and community promotion.

UNITE-LA is L.A.'s school-to-work partnership. A collaboration of LAUSD, the Los Angeles Community College District, the City of Los Angeles, labor and professional organizations and hundreds of community and private sector partners, it is organized into two basic teams of facilitators and industry consortia that work on connecting schools, teachers and students to employers for work experience, jobs and mentoring for both students and teachers.

(See organizational bio in Appendix E.)

The chart beginning on page 17 of this appendix outlines the roles, responsibilities and qualifications of key people and committees under the purview of the Office of School Redesign that is currently responsible for monitoring and providing support to grant applicants for their school conversions. They include central district personnel, Local District personnel, and external advisors, stakeholder representatives and consultants.

Los Angeles Unified School District
 Cohort 6 Smaller Learning Communities
 Appendix D, I. LAUSD District-Wide SLC Plan, Page 17

Position/Name	Roles & Responsibilities (See resume in application Appendix E for detail on qualifications.)	% of Time	Availability	Release Time
Key Staff of OSR: Administrators responsible for day-to-day management of federal SLC grants and coordination with district SSLC initiative.				
<p>> Assistant Superintendent, Office of School Redesign, LAUSD, Shelley Weston</p>	<p>As the senior officer responsible for designing and implementing the district-wide SSLC initiative in all currently operating middle and high schools, Dr. Weston provides leadership to achieve a coherent implementation that is consistent with the broader SSLC goals set by the district. Dr. Weston and her staff coordinate this effort directly with the superintendent of schools, local district superintendents, local district SLC coordinators, the schools and finally the staff executive for smaller learning communities and innovations to ensure that resources and policies are in place.</p> <p>To this position Dr. Weston brings over 23 years of experience in the educational field, with more than 15 years of direct experience at the high school level, including 7 years as Principal at Murrieta High School and 5 years as Principal at Redondo Union High School. As the Director of Instructional Services for District J Secondary Schools, Dr. Weston provided professional development for all secondary administrators in the areas of Small Learning Communities, Standards-Based Instruction, Language Acquisition, Rigor, Effective Instructional Design and Instructional Leadership. Since 2005, Dr. Weston has served as the Assistant Superintendent, Office of School Reform. In this role, she works with all high schools and middle schools in LAUSD to move to Small Learning Communities as a reform for improved student achievement.</p>	100%	Yes/LAUSD staff	Not applicable
<p>> Director, Office of School Redesign, LAUSD, Larry Tash</p>	<p>Will support the SLC efforts at the central and local districts and at the schools as regards the development and implementation of small learning communities. He provides leadership to district administrators and other district staff as to the vision for implementation of small learning communities. He also develops contacts with outside providers that work with LAUSD to create SLC proof points that will show that all students can improve their academic achievement levels with research-based instructional practices and the development of more personalized educational environments.</p> <p>Mr. Tash brings over 30 years of experience with LAUSD, serving as a Teacher, Assistant Principal and Principal at various middle and high schools. During his tenure as Principal at Walter Reed Middle School, the school was identified as a State Distinguished School and was the first secondary school in the district to meet API targets. Since 2004, Mr. Tash has served as the Director for the Office of School Redesign where he helps to implement the district's Small Learning Communities initiatives. The office focuses on the creation of new small schools and the redesign of existing schools in order to improve student achievement, increase the number of high school graduates, reduce the district's drop out rate, and support the district's efforts to close the achievement gap for poor and minority students.</p>	100%	Yes/LAUSD staff	Not applicable

Los Angeles Unified School District
 Cohort 6 Smaller Learning Communities
 Appendix D, I. LAUSD District-Wide SLC Plan, Page 18

Position/Name	Roles & Responsibilities (See résumé in application Appendix E for detail on qualifications.)	% of Time	Availability	Release Time
<p>> Coordinator Office of School Redesign, LAUSD, Catherine J. Foss</p>	<p>Will work with Local Districts 1, 2 and 4 to assist LD administrators and their secondary schools to develop cohesive plans for transforming their campuses into wall-to-wall SLCs that align to USDE guidelines for SLCs. The plans are expected to be completed by June 2007. In this role, she will collaborate in planning and implementation of the school plans and professional development and act as a liaison between the schools and the central office. She will support the work of School Improvement Facilitators (SIFs) and will coordinate with the two other central coordinators to plan and deliver professional development for the SIFs.</p> <p>Ms. Foss possesses over 17 years of experience working with high schools throughout LAUSD. She has served as a Teacher, Magnet Coordinator, and Assistant Principal and has extensive experience in curriculum development, training programs as well as development of master schedules. As Assistant Principal at Birmingham High School, Ms. Foss coordinated school-wide professional development, focusing on District Principles of Learning, Literacy, small study groups and Curriculum Mapping based on the work of Heidi Hayes-Jacobs. Since 2006, Ms. Foss has served as the Coordinator at LAUSD Office of School Redesign where she is charged with implementation of district-wide Smaller Learning Communities. In this capacity, she serves as the liaison for Central with Local Districts 1, 2 and 4.</p>	100%	Yes/LAUSD staff	Not applicable
<p>> Coordinator, Office of School Redesign, LAUSD, Marylin Williams</p>	<p>Will work with Local Districts 3, 6 and 8 to assist LD administrators and their secondary schools to develop cohesive plans for transforming their campuses into wall-to-wall SLCs that align to USDE guidelines for SLCs. The plans are expected to be completed by June 2007. In this role, she will collaborate in planning and implementation of the school plans and professional development and act as a liaison between the schools and the central office. She will support the work of School Improvement Facilitators (SIFs) and will coordinate with the two other central coordinators to plan and deliver professional development for the SIFs.</p> <p>Ms. Williams possesses over 20- years of direct teaching/teacher training experience and has served as Assistant Principal at Huntington Park and San Pedro High Schools. From 2004 to early 2006, Ms. Williams oversaw all federal SLC grants as the School Redesign/SLC Coordinator. In this role she developed a manual based on a system of templates to help guide schools through the process of developing and implementing their SLC plans. Included in the manual are self-assessment and gap analysis tools to be used by SLCs to track how they are implementing SLC attributes required by the district and defined in this proposal. Previously Ms. Williams was a high school assistant principal responsible for administering California's high school exit exam and the Title One program. She also served as the coordinator for Secondary Literacy with Local District 8 which serves some of the largest and most challenged schools in the district.</p>	100%	Yes/LAUSD staff	Not applicable

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Appendix D, I. LAUSD District-Wide SLC Plan, Page 19

Position/Name	Roles & Responsibilities (See resumé in application Appendix E for detail on qualifications)	% of Time	Availability	Release Time
<p>> Coordinator, Office of School Redesign, LAUSD, Sherrie Lopez-Quach</p>	<p>Will work with Local Districts 5 and 7 to assist LD administrators and their secondary schools to develop cohesive plans for transforming their campuses into walk-to-wall SLCs that align to USDE guidelines for SLCs. The plans are expected to be completed by June 2007. In this role, she will collaborate in planning and implementation of the school plans and professional development and act as a liaison between the schools and the central office. She will support the work of School Improvement Facilitators (SIFs) and will coordinate with the two other central coordinators to plan and deliver professional development for the SIFs</p> <p>Ms. Lopez-Quach possesses over 30 years of experience in the educational field. She has served as a Teacher, Title I Coordinator, Instructional Advisor, Assistant Principal and Principal at various schools throughout Los Angeles County. As the Principal at International Studies 6-12 Span School, Ms. Lopez-Quach collaborated with principals from New York and North Carolina as part of a network of small secondary schools with an emphasis on making special connections to assist students with global opportunities. During her tenure at Span School, she also traveled to Heilongjiang Province in China to set up a sister school program with a Chinese Secondary School. Her strength in implementing ambitious school plans has led her to her current position as Coordinator at the Office of School Redesign where she is charged with converting comprehensive high schools into small learning communities.</p>	100%	Yes/LAUSD staff	Not applicable
<p>> Coordinator, USDE Grant, Office of School Redesign, LAUSD, Paula Tuckerman</p>	<p>Will be responsible for monitoring federal SLC implementation grants, arranging site visitations to SLC schools and organizing new schools working to develop smaller learning communities grant applications for submission to USDE. Dr. Tuckerman will meet with the SLC Steering Committee to address Grant School Issues and to plan Professional Development specific to the Grant School needs and to support their implementation of the grant plans. She will further design and facilitate the professional development. She will meet with the schools on a case by case basis to insure their successful transition through their SLC plans. She will monitor the school budgets and be a liaison.</p> <p>Dr. Tuckerman's career with LAUSD spans over 35 years, including almost 20 years with various high schools throughout the district. She has served as a Mathematics Teacher, English Teacher, Mentor Teacher, Lead Teacher, District Intern Advisor, Traveling Student Coordinator, Assistant Principal, Acting Principal and Acting Dean. Dr. Tuckerman's depth and breadth of experience gives her unique insight into the challenges of the current system and makes her ideally suited to address issues and plan professional development programs suited to each specific grant school. She received her Ed.D. in Education, Policy Planning & Administration from the University of Southern California and belongs to the following professional organizations: Associated Administrators of Los Angeles, Association of California School Administrators and the Association of Supervision and Curriculum Development.</p>	100%	Yes/LAUSD staff	Not applicable

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Cohort 6 Smaller Learning Communities
Appendix D, 1. LAUSD District-Wide SLC Plan, Page 20

Position/Name	Roles & Responsibilities (See résumé in application Appendix E for detail on qualifications.)	% of Time	Availability	Release Time
SSLC Steering Committee:	<i>Representatives from Local Districts and LAUSD central offices who will be guiding development and monitoring of the planning grant activity and working with schools to plan and implement wall-to-wall SLC conversions on grantee school campuses.</i>			
<ul style="list-style-type: none"> > SLC Coordinator for Local District 1, LAUSD, Barbara Garry 	<p>Will represent Local District 1 in SLC development and implementation of wall-to-wall SLCs for the district, working with all secondary schools in District SLC for this purpose.</p> <p>Ms. Garry is Coordinator of High School Programs, which includes SLC conversion. She currently works with schools in her Local District to implement redesign initiatives, support curriculum/program design improvements, and assist schools in accessing funds to improve student achievement through redesign efforts.</p>	10%	Yes/LAUSD staff	Not applicable
<ul style="list-style-type: none"> > SLC Coordinator for Local District 2, LAUSD, Pam Hamashita 	<p>Will represent Local District 2 in SLC development and implementation of wall-to-wall SLCs for the district, working with all secondary schools in District SLC for this purpose.</p> <p>Ms. Hamashita is the Administrative Coordinator for Secondary Redesign with Local District 2. In this role, she is active in organizing the community and building community partnerships in support of redesign efforts, provides input into curriculum and instructional support services, works as a team member to develop and implement professional development for her district.</p>	10%	Yes/LAUSD staff	Not applicable
<ul style="list-style-type: none"> > SLC Coordinator for Local District 3, LAUSD, Alicia Lindheim 	<p>Will represent Local District 3 in SLC development and implementation of wall-to-wall SLCs for the district, working with all secondary schools in District SLC for this purpose.</p> <p>Dr. Lindheim holds a Doctor of Education in Educational Leadership from the University of Southern California. In her current position she supervises 8 high schools and 9 continuation high schools in instructional leadership, management, internal accountability structures and supervision of instruction.</p>	10%	Yes/LAUSD staff	Not applicable
<ul style="list-style-type: none"> > SLC Coordinator for Local District 4, LAUSD, James Kodani 	<p>Will represent Local District 4 in SLC development and implementation of wall-to-wall SLCs for the district, working with all secondary schools in District SLC for this purpose.</p> <p>Mr. Kodani possesses an M.S. in Education from the California Lutheran University and an M. A. degree from the California State University, Los Angeles. He has successfully designed master programs for: High School Directors, Middle School Directors, Local District 1 Principals, Local District 4 Principals, Local District E – APSCS, Local District 4 – Coordinators. Mr. Kodani currently serves as the High School Director for Local District 4.</p>	10%	Yes/LAUSD staff	Not applicable
<ul style="list-style-type: none"> > SLC Coordinator for Local District 5, Myra Fullerton 	<p>Will represent Local District 5 in SLC development and implementation of wall-to-wall SLCs for the district, working with all secondary schools in District SLC for this purpose.</p> <p>Ms. Fullerton's career with LAUSD spans 30 years. She has served as a Teacher, Counselor, Dean of Students, Athletic Director, Assistant Principal and Principal. Ms. Fullerton currently serves as the Director, Support Services High School for Local District 5.</p>	10%	Yes/LAUSD staff	Not applicable

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Position/Name	Roles & Responsibilities (See résumé in application Appendix E for detail on qualifications.)	% of Time	Availability	Release Time
<p>> SLC Coordinator for Local District 6, LAUSD, Catherine Armstrong</p>	<p>Will represent Local District 6 in SLC development and implementation of wall-to-wall SLCs for the district, working with all secondary schools in District SLC for this purpose.</p> <p>Ms. Armstrong currently serves as the Small Learning Communities Advisor for Local District 6. In this role, she works collaboratively with Secondary Directors and the Office of School Redesign in her local district to develop and design tools and resources that will support and build the capacity of Small Learning Communities to function as distinct, caring and personalized learning environments.</p>	10%	Yes/LAUSD staff	Not applicable
<p>> SLC Coordinator for Local District 7, LAUSD, Lynn Snyder</p>	<p>Will represent Local District 7 in SLC development and implementation of wall-to-wall SLCs for the district, working with all secondary schools in District SLC for this purpose.</p> <p>Ms. Snyder holds an M.A. in Administration from the California State University, Dominguez Hills. She has served as the Assistant Principal of Instruction at Mount Vernon Middle School where she provided leadership and the unifying vision for a small learning community called House of Lights. As the Specialist Teacher Coach for Local District H, Ms. Snyder provided professional development for principals and teachers on standards-based instruction, principals of learning, learning walks, professional teacher and leadership standards and literacy and math.</p>	10%	Yes/LAUSD staff	Not applicable
<p>> SLC Coordinator for Local District 8, Barbara Newton</p>	<p>Will represent Local District 8 in SLC development and implementation of wall-to-wall SLCs for the district, working with all secondary schools in District SLC for this purpose.</p> <p>Ms. Newton possesses an M. A. in Educational Administration from California State University, Dominguez Hills as well as an Administrative Services Credential from the State of California. Her career with LAUSD spans over 30 years. She currently serves as Coordinator, Smaller Learning Communities for Local District 8.</p>	10%	Yes/LAUSD staff	Not applicable
<p>Advisors</p>	<p><i>Individuals with the district who have special expertise and/or an oversight position that is related to SLCs and/or other district initiatives that will impact SLC implementation.</i></p>			
<p>> Director of Secondary Literacy, Instructional Support Services, LAUSD, Arzle Galvez</p>	<p>Will advise the task force on implementation of the Secondary Literacy Initiative.</p> <p>Ms. Galvez possesses knowledge and pedagogical expertise in all aspects of a comprehensive standards-based literacy program at the secondary level, particularly in the areas of reading, language arts and history/social sciences. Her broad base of educational experience includes previous positions as a Teacher, Instructional Supervisor/Administrator, Assistant Principal, Principal, Specialist and Administrative Coordinator.</p>	2%	Yes/LAUSD staff	Not applicable
<p>> Director, Secondary Mathematics, LAUSD, Cheryl Guenther</p>	<p>Will advise the task force on implementation of the Secondary Mathematics Initiative.</p> <p>Ms. Guenther has over twenty years experience at LAUSD in teaching, student activities and administration. She now is charged with directing and implementing the secondary mathematics plan at LAUSD; professional development for secondary math coaches, teachers and administrators; and curriculum and assessments for secondary mathematics</p>	2%	Yes/LAUSD staff	Not applicable

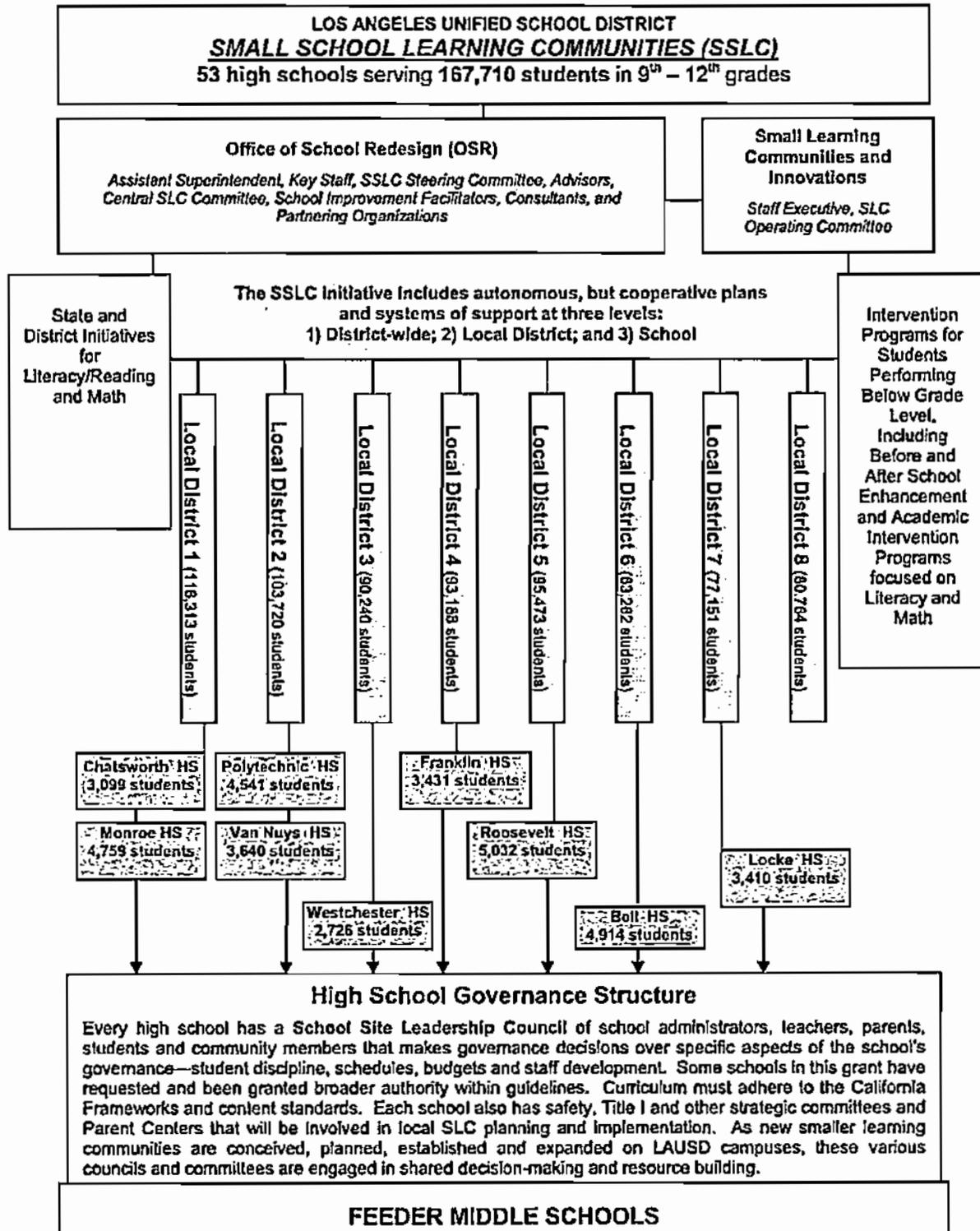
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Appendix D, 1. LAUSD District-Wide SLC Plan, Page 22

Position/Name	Roles & Responsibilities (See résumé in application Appendix E for detail on qualifications.)	% of Time	Availability	Release Time
<p>➤ Director, Academic English Mastery Program and Closing the Achievement Gap Branch, LAUSD, Noma LeMolne</p>	<p>Will advise the task force on issues of access and equity, as well as provide research and strategies on standard English acquisition for speakers of non-standard English, including, but not limited to African American and Chicano youth who make up the largest ethnic/racial student populations.</p> <p>Ms. LeMolne has over twenty years of experience as an administrator with LAUSD and specializes in mastery of academic language and literacy in students for whom Standard English is not native. Her groundbreaking work relating to language and literacy has garnered international attention and has been featured on <i>60 Minutes</i> as well as in educational periodicals such as <i>Education Week</i>.</p>	2%	Yes/LAUSD staff	Not applicable
<p>➤ Director, High School Programs, LAUSD, J. Lloyd "Bud" Jacobs, Jr.</p>	<p>As Director of High School Programs at LAUSD, Mr. Jacobs will be responsible for aligning the SLC implementation with district goals and programs targeted specifically for high schools.</p> <p>Mr. Jacobs' career with LAUSD spans 35 years. He served as Assistant Principal at Bret Harbo Intermediate School, John Muir Middle School and Venice High School and was Principal at Venice High School for eight years. His in-depth knowledge of the day-to-day operations of schools from an insider's perspective will enable him to help guide the SLC project to successful fruition.</p>	2%	Yes/LAUSD staff	Not applicable
<p>➤ Coordinator of Secondary Literacy and Developing Readers and Writers Course (DRWC), LAUSD, Ron Klomp</p>	<p>Will advise on literacy/reading interventions and goals, with a special emphasis on entering 9th graders and bringing all students up to grade level.</p> <p>Mr. Klomp is an expert in reading and literacy with an Ed.D. in Reading from the California Coast University and an M.A.E. in Reading from the California State University Northridge. He has taught many courses on reading, such as <i>Fundamentals of Reading in Secondary Education-CLAD</i>, <i>Teaching Reading to Speakers of Non-Standard English</i>, <i>Diagnosis of Reading Disability in Secondary Schools</i>, and <i>Writing and Reading Across the Curriculum</i>.</p>	5%	Yes/LAUSD staff	Not applicable
<p>➤ Director, Secondary Science Programs, LAUSD, Athaur (Todd) Ullah</p>	<p>Will advise on secondary science programs and curriculum, including helping to identify resources and best practices.</p> <p>Dr. Ullah possesses an Ed.D. in Educational Leadership from the University of California, Los Angeles. From the California State University, Los Angeles, he also possesses an M.A. in Educational Administration, an M.A. in Curriculum and Development and an M.S. in Molecular Biology. Dr. Ullah has published many science-related articles as well as articles on educational reform. He has won numerous honors and awards and sits on many teacher advisory committees. Dr. Ullah has taught math and science classes at high schools and has served as the Director of Secondary Science Programs from 2003 to present.</p>	2%	Yes/LAUSD staff	Not applicable

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Position/Name	Roles & Responsibilities (See résumé in application Appendix E for detail on qualifications.)	% of Time	Availability	Release Time
Central SLC Committee	<p>A broad array of stakeholders, including the assistant superintendent for OSR, and representatives from the Board of Education, district administrators, community partners, the Division of Adult and Continuing Education, Associated Administrators Los Angeles and United Teachers Los Angeles.</p> <p>This committee ensures that school SLC plans meet the requirements of the district's Bulletin 1600 directive.</p>			
School Improvement Facilitators (SIFs) (33)	<p>Will work with secondary schools to provide technical assistance on SLC implementation. Priority has been to assign SIFs as onsite SLC resources for Program Improvement schools.</p>			
Consultants	<p>External consultants who provide expertise in SLC design and implementation and evaluation.</p>			
<ul style="list-style-type: none"> ➤ Public Works, Inc., Evaluation Team 	<p>Will conduct 3rd-party evaluation of the SLC implementation activities, report findings and advise the task force.</p> <p>Public Works, Inc. is currently serving as external evaluator on two federal USDOE SLC grants from the 2003 awards and is working with 5 implementation schools and 3 planning schools. PW specializes in statistical analysis related to student academic and behavioral measures including, but not limited to GPAs, attendance, suspension, high school graduation or equivalency, college entrance and certification and degree completion. PW has worked extensively with LAUSD and is familiar with many of the issues that challenge the school district.</p>	10%	Yes	Not applicable
<ul style="list-style-type: none"> • Mikala Rahn, President, Public Works, Inc. 	<p>Will advise the SR/SLC and the SSLC Initiative teams on issues relating to evaluation in general and the coordination of the third party SLC evaluation that Public Works, Inc. is conducting and the larger national supplemental reading research study.</p> <p>Dr. Rahn has extensive experience related to services provided to children and families, including preK-16 education, smaller learning communities, and academic intervention programs. She is an expert in state and local policy issues, statewide accountability systems, academic content standards implementation, and approved curriculum and intervention programs. She is also an experienced researcher in qualitative and quantitative methods, as well as analyzing and presenting information for professional and lay audiences.</p>	3%	Yes	Not applicable
<ul style="list-style-type: none"> • Michael Butler, Vice President, Public Works, Inc. 	<p>Mr. Butler is widely recognized as a leader in the field of evaluation and research of current California education accountability and school reform issues. While at Public Works, Mr. Butler has directed numerous program evaluation studies and research projects focused on the issues of comprehensive school reform and school accountability with elementary, middle and high schools involved in the Immediate Intervention/Underperforming Schools Program and others. Mr. Butler has led the evaluation efforts of existing LAUSD SLC grants.</p>	5%	Yes	Not applicable

The chart on the next page shows how these district level programs channel through the Local Districts to the schools. To assist in the planning process of the nine schools of this application, LAUSD's central offices and Local Districts are providing myriad services to assist the schools with their campus transformations, including ongoing technical assistance, professional development, funding, district policy analysis and change when needed, and negotiations with stakeholders at the district level, as needed. (See the resulting local school plans following in this appendix. More detailed information is available on request.)



2. School Plans

(These plans are briefly summarized in standardized charts to accommodate the space limitations of this RFA, however, in honoring unique local control over process and approach within district guidelines, each plan is unique and reflects the local efforts of local stakeholder teams. Additional detail on each plan is available on request. Scanned sample signature sheets and community partner letters are included at the end of each school plan. Originals will be provided on request.)

1. Bell High School
2. Chatsworth High School
3. Franklin High School
4. Locke High School
5. Monroe High School
6. Polytechnic High School
7. Roosevelt High School
8. Van Nuys High School
9. Westchester High School

BELL HIGH SCHOOL

Smaller Learning Communities Plan

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This SLC plan is a work in progress. To honor the unique styles and preferences of each school site SLC team, LAUSD has allowed each to develop and package their plans according to local priorities while adhering to district requirements for SLC development and implementation. For the purposes of this grant proposal, we have attempted to build a consistent and reader-friendly outline from one school plan to the next, but there may be minor differences from plan to plan to honor the story each school wishes to tell.

Introduction

Bell High School (BHS) is an aging, large, overcrowded, urban school located in a densely populated, low socio-economic region of Los Angeles. Severe overcrowding over 25 years ago forced the entire K–12 school community in this neighborhood to accept multitrack, year-round scheduling as a *temporary* measure. (See Appendix F for additional discussion of LAUSD's year-round multitrack school calendar.) Since then, enrollment has risen inexorably, and new high schools have not been built at a rate sufficient to reverse or even stabilize the growth in student population at BHS.

Besides overcrowding, BHS students face many additional challenges as they strive for a quality education: (1) a large English Language Learner (ELL) population, (2) low familial and individual literacy levels, (3) poverty, (4) high community crime rates and youth arrests, and (5) other self-destructive personal behaviors. Resulting indicators are low academic achievement and a high degree of attrition between matriculation and graduation. Ninth graders in particular are at risk of not making a successful transition from middle school (where social promotion is practiced) to the more rigorous expectations of high school. In a school with over 4,900 students, many sink into anonymity. If family support is absent or tenuous and if there is no motivation to succeed, a large high school can be a perfect hiding place, a place to lie low, a place of hopelessness and alienation.

In 2002, BHS developed and began to implement a plan for smaller learning communities called Paths to the Future, which was funded in part by a grant from the U.S. Department of Education. The overall vision in this plan involved the complete, wall-to-wall restructuring of the school into eighteen career path academies (CPAs) (6 per academic track) to provide SLCs for all students. The Los Angeles Unified School District (LAUSD) then initiated a plan to implement SLCs in all comprehensive high schools and provided some additional funding and guidance. With this impetus, the BHS SLC planning team added an Academy for all matriculating 9th graders with the goal of improving attendance, providing more timely interventions, and easing the transition between middle school and high school. The school also adopted a timeline for wall-to-wall implementation which envisions all 10th graders enrolled in one of the 18 career path academies at the beginning of the 2006-07 school year, all 10th and 11th graders at the beginning of the 2007-08 school year, and all students at the beginning of the 2008-09 school year.

In accordance with this implementation plan, all BHS students will participate in a program of advisement, aptitude testing, and planning beginning in ninth grade and continuing throughout their high school careers. It is designed to connect them with particular academic or career sequences associated with other students and adults with similar interests. Courses, activities, and affiliation will involve the school and its students with the adult community at large in order to offer a sense of belonging and purpose. Adults (teachers, mentors, and parents) will cooperate to give each child a clear-sighted view of future possibilities.

The provisions of the SLC program fit well with the BHS school-wide action plan that has been developed and refined since the last accreditation visit (2005). SLC implementation funds will be used to strengthen a course of action that is already endorsed and underway in the school community. Additional funds from other sources will also be applied as they become available to make the existing blueprint a complete reality.

I. Description of Smaller Learning Communities

All smaller learning communities on campus seek to enhance students' problem-solving and logical thinking skills so that students are better prepared for post-secondary success.

Underlying strategies that apply to all smaller learning communities will include (1) close student-teacher interaction; (2) personalized educational plans for each student developed by a faculty mentor and parent input; (3) experience learning through integrated coursework in subject-specific classes through theme-based curriculum that stresses critical thinking and real world applications; (4) career exploration through internships, job shadowing and employment positions with public and private sector partners; (5) preparation for college through local college site visits, SAT preparation seminars, and meeting A-G requirements; (6) parent involvement through outreach activities and field trips. Electives include international relations, advanced placement comparative government, advanced placement human geography, Latin American studies, and Asian studies.

The following chart summarizes descriptions of the smaller learning communities and respective maximum student enrollments with highlights of proposed strategies and plan of action. Each smaller learning community has prepared its own SLC plan that documents specific strategies for implementation and address seven attributes for effective implementation: (1) unifying vision; (2) personalization; (3) equity and access; (4) professional development; (5) accountability and distributed leadership; (6) parent and community engagement; (7) rigorous standards based curriculum, instruction and assessment.

#	SLC Name	Description	Status of SLC
1-3	9 th Grade House Academy Tracks A-C	<p>This academy focuses on building and developing the skills needed to be successful in high school, post-secondary study, and the world of work. Major goals of the academy are on-time matriculation to the tenth grade, successful transition to a small learning community/academy, on-time graduation, and student behavioral accountability. Key characteristics of the program include extensive support and guidance to students.</p> <p>Bell High School has 6 houses within its 9th Grade House Academy with 2 on each of three tracks (A, B and C). Each house strives to achieve the following vision:</p> <ul style="list-style-type: none"> • Prepare students to behave responsibly and provide them with the skills necessary to be successful academically and socially. • Support high standards for all students by ensuring equal access to a quality education that is challenging and relevant. The unique contribution of each student will be recognized. <p>Several personalization strategies are and will be in effect to ensure smooth transition from middle school to high school and matriculation into 10th grade. In fact these strategies begin before a 9th grader even begins their tenure at the high school. Bell staff visits each feeder middle school in late Winter to introduce the smaller learning community concept and the 9th grade academy to graduating 8th graders. Students tour the high school campus. Counselors review each student's file and provide an orientation on campus to both students and parents. Parents can begin attending parent meetings planned for every other month.</p> <p>Specific strategies in this smaller learning community include the following:</p> <ul style="list-style-type: none"> • Cluster of space for classes and lunch periods • Student to teacher ratio of 20:1 in English classes; the remaining course ratios vary according to class although the average is 35:1. • Individualized attention from teachers, counselors and paraprofessionals. • At-risk students identified earlier, and targeted interventions made on a much more timely basis than previously to help with on-time matriculation. Programs in place include the twilight school, intersession, ongoing daily tutoring. (Saturday school) • Please see the full list on page 14 of this SLC plan. • Study skills training and counseling support on post-secondary education and career opportunities as students prepare to express their preferences for the six career path academies that await them grades 10-12 • Orientation, field trips, clubs and assemblies to which parents will also participate. 	<p>Expanding SLC</p> <p><u>Student Group:</u> 9th grade</p> <p><u>Current Enrollment:</u> 500/Track</p> <p><u>Maximum Capacity:</u> 500/Track</p>

#	SLC Name	Description	Status of SLC
		<ul style="list-style-type: none"> • Interdisciplinary project based learning activities. English and Life Skills; English and Health, and Math and Science courses will be interconnected. • 9th Grade School Site Council comprised of 6 teachers/counselors, 2 administrators, 2 students and 2 parents who will help improve communication across each house. • Parent involvement through parent training, parent conferences, Saturday Parent fairs and monthly meetings. Every parent commits 10 hours a semester to the 9th Grade House. Restructured parent conference nights where student work will be displayed and presentations made to the entire school community, and school expectations shared. • Parent center for open communication among students, teachers, and parents. • A Parent Center catering more specifically to the needs of 9th Grade House Academy. A conference room will be dedicated specifically for the 9th Grade House Academy teachers, parents, and all stakeholders. The new 9th Grade House Academy newsletter will go far in improving communication with the parents. Student writers will have a voice as well as teachers in maintaining better communication with parents and the community. • Student presentations and performances for parents to attend, parent involvement in fieldtrips, a food fair, specially designed lesson plans that involve parent participation, and parent conference night to be rescheduled to ensure a better explanation of school expectations and distribution of materials. • "Team" teaching and interdisciplinary lesson planning and self-assessment. Teachers have and will continue to take an active role developing professional development opportunities such as trainings, off-site meetings, and common conference period meetings. • Development of advisories. At present, students have access to and share their concerns with their teachers and counselors. At-risk students (those who have entered Bell with low scores – D's/F's - or those who have received at least two fails for the first semester) have been assigned to specific 9th Grade House counselors and the Career Center counselor/advisor. These counselors meet with each at-risk student at least three times per semester. • Student recognition events that acknowledge students who are academically achieving, improving attendance and/or behavior. Students are regularly given recognition for good attendance, improvement of grades and of attendance, and for their behavior. Certificates and prizes are given out and 9th grade picnics occur where faculty and students build relationships. • Life skills class to learn study skills, computer literacy, and time management 	

No. #	SLC Name	Description	Status of SLC
4-6	<p>The Multilingual Teacher Career Academy (MTCA)</p> <p>Tracks: A-C</p>	<p>These students occupy to a large extent their own portion of the campus and are engaged by adults at a much more personal and frequent level.</p> <p>The immediate need for multilingual teachers has created an opportunity for many students, especially Hispanic students, to enter the profession. The LAUSD student body is primarily Hispanic and the bilingual skills of these young people will greatly empower the educational system serving large numbers of ELL students. MTCA, therefore, has a mission to build a community of learners from our student body who will specialize in becoming teachers. The academy is designed to give students the opportunity to explore the teaching profession and understand the place of education in our society. Students learn to identify the intrinsic benefits of teaching, the need of education in society, effective teaching strategies, and lesson planning, good writing and speaking skills, among others. Emphasis is placed on examining the history of educational issues, technology, trends, and practices and on relating them to current needs and problems. Career options include teacher, pediatrician, social worker, care-taker, mentor, counselor, psychologist, school nurse and probation officer.</p> <p>This is an existing academy with a proven record of success. All student subgroups are represented. A mix of interdisciplinary units, standards based lessons and other creative teaching techniques (i.e. Howard Gardner's theory of learning styles) has been integrated into lesson plans. Courses in psychology, drama, exploratory teaching, and minority literature are offered as electives to permit each student to develop a favored aspect of the teaching profession.</p> <p>Students must maintain passing grades are automatically eligible to participate in the tutoring program for elementary school children, as part of a community service project. School counselors work closely with the MTCA teachers to assist students who require intervention. In addition to providing a comprehensive A-G curriculum, the MTCA gives its students the opportunity to explore the teaching profession. Once a week, MTCA students remain on the high school campus where they receive different strategies and instructions to help them become better tutors and teachers. Four times a week, students walk with the MTCA teachers to area elementary schools and implement the ideas and skills they have acquired as tutors for the younger students. In some cases, MTCA students provide peer tutoring for younger Bell High School students and keep journals and self-assessments to reflect on their teaching experiences. The privilege of tutoring at an elementary school is an incentive to motivate faltering students. In fact, many local elementary schools have attributed MTCA as being instrumental in helping raise achievement scores of elementary students who eventually will enter Bell High School better prepared. Many Bell students even volunteer at their former elementary schools and work with their former teachers. Paid</p>	<p>Expanding SLC</p> <p><u>Student Group:</u> 10-12th grade</p> <p><u>Current Enrollment:</u> 210/Track</p> <p><u>Maximum Capacity:</u> 300/Track</p>

SLC Name	Description	Status of SLC
7-9 Liberal Arts Humanitas Academy Tracks: A-C	<p>Internships are offered off-track which makes participating students eligible for scholarships from the district.</p> <p>In addition, MTCA students participate in field trips to surrounding colleges and universities to help MTCA students become more aware of the variety of career choices within the field. Students are introduced to the campus and rigorous environment that exists in a facility of higher education. Guest speakers, from assistant principals to school security personnel, offer their expertise and share their experiences with students. Films related to teaching professions (i.e. Mr. Holland's Opus, Dead Poet's Society) are viewed and discussed to develop students' sense of pedagogy in the classroom which is directly applicable to their tutoring experiences. A Future Teachers of America club is also offered to students. Students have also been exposed to new technology to develop promotional education materials for the academy.</p> <p>Humanitas envisions an SLC whose students acquire necessary academic skills, self-confident character, and a strong sense of community involvement. These students graduate and proceed to post-secondary education from which they will become successful citizens. The academy provides a rigorous standards-based liberal arts education for all students through an interdisciplinary approach that develops strong commitment to social justice, community engagement and social responsibility. The strong liberal arts background provided in this academy prepares students for college or trade schools and enables them to pursue any career they wish.</p> <p>Humanitas teachers work together to offer a curriculum that is centered on providing a broad liberal arts background and developing a strong sense of social responsibility and a commitment to community outreach focusing on social justice. Through thematic interdisciplinary units, pedagogical approaches, and community involvement, this academy works to develop the skills students need to be successful and become contributing members in college, career and community. Students will examine connections between academic subjects and the society around them. Research based literacy strategies and instructional techniques developed by WestEd will enable students to participate actively in the classroom. At each grade level, students are enrolled together in classes that appropriately meet the needs of individual students, while at the same time meeting A-G university requirements. Electives will include creative writing, photography, art, music and speech.</p> <p>Over the course of their high school experience in this Academy, students are expected to demonstrate proficiency in various writing styles (i.e. persuasive writing), public speaking, research, debate, and technology. Classroom instruction and assessments focus on</p>	<p>Expanding SLC <u>Student Group:</u> 10-12th grade <u>Current Enrollment:</u> 200/Track <u>Maximum Capacity:</u> 200/Track</p>

#	SLC Name	Description	Status of SLC
		<p>addressing the needs and strengths of a variety of learners through projects, interactive journals, speeches, structured engagements, collaborative work, inquiry-based lessons, and public exhibitions of student work. Counseling, parent conferencing, teacher and peer tutoring, as well as other accelerated learning strategies offered to all smaller learning communities will be used to keep struggling students on track with their education. Several personalization strategies are in place to ensure students remain in school. They include individual counseling meetings, teachers and advisors that remain with the student throughout high school and assist with finding support and discussing future goals, assistance with course selection, thematic instruction with relevant connections to cultural background, grade level teams, and the senior buddy program where a senior assists a sophomore as a student mentor. To instill social responsibility and commitment to community, students will have opportunities to earn service learning and class credit through creating public art, interning and partnering organizations, taking classes from neighboring colleges, assisting the elderly and mentoring underclassmen.</p> <p>Currently, the extent to which the vision for this smaller learning community has been implemented varies from track to track and grade to grade. Grant funds will allow the academy to expand in the following ways: Teachers will meet off-track to plan upcoming units, review student work, provide pedagogical support, learn instructional technology, share best practices among tracks, plan academy events and improve content expertise and instructional strategies</p>	
10-12	<p>The Fine Arts, Media and Entertainment Academy (FAME) Tracks: A-C</p>	<p>FAME will offer students a rigorous academic curriculum with emphasis on and connection to their interests in art, drama, dance, film, music and journalism. Enrolled students will prepare for careers in art, performance, broadcasting, publishing and graphic arts, film/television production, music and other areas of the entertainment industry.</p> <p>The FAME academy focuses on the following goals:</p> <ul style="list-style-type: none"> • Provide the students with a strong fundamental liberal arts education • Utilize common themes addressed in multiple classes • Focus on media, art, performance and communication, but in the context of a well-rounded college prep education. • Teach practical skills transferable to media careers by drawing links into the curriculum • Give students a voice • Create culminating projects that involve voice, expression, art and multi-media. • Reach other students, parents, community as well as younger students at middle and elementary schools. 	<p>New SLC Student Group: 10-12th grades Current Enrollment: 0 Maximum Capacity: 200/Track</p>

#	SLC Name	Description	Status of SLC
13-15	Science, Computers, Integrated Technology, Engineering Community (SCITEC) Tracks: A-C	<p>With cross-curricular planning and a curriculum built around the fulfillment of the A-G requirements, this academy offers electives (i.e. theater acting or stage craft, film, journalism, vocal and instrumental music, fine art, graphic arts and dance) and supports extra- and co-curricular activities that center around the importance of communication and the various forms of expression that enrich our culture and society. Students will (1) develop a sense of appreciation for beauty and creativity; (2) generate skills in technical writing in the arts; (3) create a well-developed portfolio; (4) integrate arts into other subject areas.</p> <p>Through activities such as the publication of a school newspaper, the production of theatrical events, culminating projects and internships with local entertainment companies, this academy offers students a connection to a world of work that is particularly appropriate in media-rich Southern California. Theme-based learning and project-based instruction are central to this academy. Teachers will incorporate reading and writing strategies into all content areas. Examples of reading strategies will include, but are not limited to, word walls, chunking, read-alouds, anticipation guides, talking to the text, and graphic organizers. Examples of writing strategies will include, but are not limited to, quick-writes, summaries, outlining, and essays.</p> <p>Teachers will meet to discuss possible themes or commonalities across the curriculum and how to integrate them into their lessons. In addition, teachers will use certain academic language words in all classes such as "analyze, predict, infer, and describe" to maintain a sense of strategic academic language coherence so that all students will become familiar with those terms and the tasks associated with them. Mathematics topics such as estimation, measurement, and geometric, algebraic, and trigonometric functions will be introduced and covered in connection with various aspects of stage and video production.</p> <p>SCITEC will prepare students for various career pathways in the physical sciences, life sciences, and technological careers that provide smooth school-to-university and school-to-career transitions. Theoretical, applied and practical experiences in science and technology will be integrated and incorporated in all academic and career technical instruction. The focus will highlight the implementation and impact of science, technology and engineering in society. The physical science strand will include classes that lead to careers as scientists, architects, technicians, and writers. Life Sciences strand will include careers as scientists, doctors, nurses, engineers, writers technicians and environmental professions. Technological sciences will include careers as computer technician, tool and dye makers, technical craftsmen, urban planners, among others.</p> <p>SCITEC will offer a standards-based curriculum to enhance every student's opportunity to pursue higher education, develop a life long learning foundation, adapt and change while</p>	New SLC <u>Student Group:</u> 10-12 th grade <u>Current Enrollment:</u> 0/Track <u>Maximum Capacity:</u> 200/Track

#	SLC Name	Description	Status of SLC
		<p>performing in a global technological era. SCITEC will promote the personal, social and emotional growth of its students by fostering an individualized relationship with all students. Teachers and staff will foster characteristics of accountability and leadership within a student's course of study, extra curricular activities and career preparation. Instructional opportunities will develop students who value life-long learning, leadership, and community service.</p> <p>Parents and community partners will be an integral part of the academy, and all aspects of the academy will be comprehensible to them through in-service, meetings, and classroom involvement. SCITEC will establish and enhance a network of Bell Alumni and concerned community members interested in science, technology and engineering. This will provide information on the choices that are available for academy members, such as career technical education options at college campuses, partnerships with the business community and science and technology related clubs. A commitment of like minds based on the science, technology, engineering and math (STEM) theme will collaborate on formulating student projects.</p> <p>Student projects will be an important component of the curriculum. As an example, one sample student project could be the construction of a radio. These projects will incorporate a collaborative approach. The design will be made using scientific principles. The construction will be in the shops incorporating engineering and technical skills. A report will be written using skills in language arts that describe all aspects of the radio and its fabrication. The Social Studies Department will provide the historical and social implications of the radio on society. Further, parents will be expected to provide ten hours of volunteer time.</p> <p>The academy team will form a committee that will make decisions related to budget, student conduct, classroom management, facilities use, master schedule and student programming and issues of community safety. Centering around a comprehensive standards-based curriculum, this academy will provide its students with additional extra- and co-curricular activities that emphasize on science, engineering and technology.</p> <p>Partnerships with scientific, engineering, and technology-based industries will be sought in order to provide students with mentoring, internships, and job-shadowing opportunities. In addition, as the BHS Robotics program is revived, direct industry contacts in terms of material and technical support will be required in order for the BHS team to participate and compete in the FIRST Robotics regional competitions.</p>	

#	SLC Name	Description	Status of SLC
16-18	<p>The Sports, Health and Recreation Academy (SHRA)</p> <p>Tracks: A-C (2 houses each track)</p>	<p>The SHR Academy is designed for the student interested in pursuing a career in sports, health, or recreation. Our academy accesses a demanding standards-based curriculum, which utilizes a thematic projects approach with an elective system that allows students to examine opportunities in sports and the business of sports. Students will develop a knowledge base on the great variety of sports and health employment fields at school or through internships.</p> <p>Interest in sports and recreation is a natural "hook" for many young people, and this academy intends to exploit that interest by engaging students in project-based learning and culminating activities (i.e. off-site internships) that center around appropriate thematic material. Partnerships and apprenticeship programs provide additional information for students as they prepare to transition from high school to post-secondary schooling or careers.</p> <p>Several strategies are in place to personalize the learning environment for students. Students make real world connections through apprenticeships, internships and project based learning. Students will work on projects that draw on their experiences and the culture of sports in American society. An advisory teacher program will serve to give students one-on-one counseling support and instructional time, to communicate clear expectations for matriculation and develop with the student an action plan that will outline student's post-graduation ambitions and the road to achieve it. Parent involvement will be a centerpiece in ensuring student success. Monthly newsletters, back-to-school nights, conferences and other events will help recruit parents</p> <p>IRBA will prepare students for successful careers in the global community. Students will prepare for careers in international business and banking, trade and development, transportation, and foreign and diplomatic service through cross-curricular instruction. Using standards-based assessments, students will apply problem-solving and logical thinking skills to analyze contemporary problems and understand how human groups relate to one another, how they work together, and how they conflict in a multicultural world.</p> <p>The United States is a relative newcomer in the world community, an increasingly diverse immigrant nation, and a powerful player in the contemporary international arena. These are ample reasons for our nation's students to be knowledgeable about the forces that have, historically, shaped human destiny in the world beyond our borders. IRBA has a particular commitment to examining events—both historical and contemporary—in a context that relates internal developments in a country or world region to those that are external. Priorities also include establishing linkages between historical experience and contemporary affairs, tracing the historical precursors of important contemporary events, examining</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th grade</p> <p><u>Current Enrollment:</u> 0/Track</p> <p><u>Maximum Capacity:</u> 200/Track</p>
19-21	<p>The International Relations and Business Academy (IRBA)</p> <p>Tracks: A-C</p>	<p>IRBA will prepare students for successful careers in the global community. Students will prepare for careers in international business and banking, trade and development, transportation, and foreign and diplomatic service through cross-curricular instruction. Using standards-based assessments, students will apply problem-solving and logical thinking skills to analyze contemporary problems and understand how human groups relate to one another, how they work together, and how they conflict in a multicultural world.</p> <p>The United States is a relative newcomer in the world community, an increasingly diverse immigrant nation, and a powerful player in the contemporary international arena. These are ample reasons for our nation's students to be knowledgeable about the forces that have, historically, shaped human destiny in the world beyond our borders. IRBA has a particular commitment to examining events—both historical and contemporary—in a context that relates internal developments in a country or world region to those that are external. Priorities also include establishing linkages between historical experience and contemporary affairs, tracing the historical precursors of important contemporary events, examining</p>	<p>Expanding SLC</p> <p><u>Student Group:</u> 10-12th grade</p> <p><u>Current Enrollment:</u> 170/Track</p> <p><u>Maximum Capacity:</u> 200/Track</p> <p>Academy (grades 10-12) focusing on business careers, with an emphasis on the global economy—divided by three tracks. As of July 1, 2006, there will be 170-180 10th grade</p>

#	SLC Name	Description	Status of SLC
		<p>historical patterns that have parallels in other world regions and in other time periods, and applying the lessons of historical knowledge and experience to the challenges of life in the modern world.</p> <p>Today Los Angeles is an international city of commerce and art exchange, a vital link in the Pacific Rim economy. Nevertheless, there is a sense of isolation in many sectors of our society that leaves many of our citizens unprepared to understand or to relate constructively to people who live abroad or to representatives of other cultural traditions. IRBA will prepare and encourage teachers and their students to interface with members of other cultural traditions with dignity, respect, and understanding, and attempts to achieve this goal by providing an opportunity for teachers and students to gain knowledge about the histories, languages, belief systems, values, traditions, and institutions of the world's diverse cultures. Such programs help teachers, and ultimately their students, to develop appreciation for the richness and variety of the human community, and to gain a comparative perspective on their own life experience.</p> <p>Enrolled students will prepare for careers in international business and banking, transportation and commerce, foreign and diplomatic services, international organizations, non-governmental organizations and other local, state and national public service groups. Proposed and currently defined electives: International Relations, AP Comparative Government, AP Human Geography, Latin American Studies, and Asian Studies. Upper division students will have an opportunity to take one of these electives. Once per month, students will spend the day on campus at the University of Southern California (USC) and receive instruction from two to three USC School of International Relations faculty. Students will be given specific materials prior to the trips, and will be expected to construct understanding of a topic, issue, or case. Students will then be engaged by the university faculty in focused exercises which ask them to make use of their foundational understandings to form more critical and analytical comprehension of the subject matter. Working with the Center for Active Learning in International Studies (CALIS) and the USC School of International Relations, teachers will construct curricula that incorporate a well-rounded liberal arts focus for all students.</p>	<p>students on C Track and total of 200 per A and B Track.</p>

II. Student Choice

Before coming to Bell, all 8th grade students are visited at least three times at their local school site by Bell 9th grade counselors, Design Team Lead teachers. They are also shown a video presentation of the 9th Grade House. Each year just before the new school year begins, all incoming freshman and their parents are invited to a Saturday 9th Grade Orientation. Here they learn about the school, its policies (behavioral, academic, procedural) and expectations, are given a tour of the school, and visit classrooms in small groups, as well as having an opportunity to dialogue with teachers, counselors, administrators and other school staff. They also meet and speak with Bell High School students. At the Orientation, there are new parent workshops to help support the parents' efforts as collaborative partners. At that time, parents and students are also given separate workshops.

Students in the 9th grade academy are presented with extensive information about each of the career path academies (grades 10-12). They fill out preference sheets by January of their 9th grade year.

Students are assigned to a particular 9th grade academy based on preference. 9th grade counselors provide descriptions of each SLC, student strengths, and potential career options. During student "career" interviews, each student is asked to provide their top three SLC choices. The school makes every effort to ensure that students receive their first choice. The vast majority of students are expected to receive their first preference. In the event that there are too many students who have chosen a particular SLC, then, the students are spoken to by their counselors, and their second choice is honored. During the 2006 – 07 school year, SLCs will work closely with counselors to provide clear descriptions of each SLC's unique features so that students will have a better understanding of their choices.

A personalized learning plan and parent input will help students in their decision-making.

- **Personalized Learning Plan:** "Career Locker," which is an online, Internet career assessment tool for students, and which had been used exclusively for seniors, will soon be used schoolwide beginning with the 9th graders. "Career Locker" provides students with career assessments and career profiles as well as college information such as graduation rates, freshman drop out rates, and other higher education data. It also has a component for building the student's resumé. This online program works well with low level readers and students with special needs since it incorporates pictures and simple level testing.
- **Parent input:** Parents will be notified by mail that the SLC selection process is coming. They are also asked in this mailing if they are willing or want to support their children by helping their child with the selection process, or if they had any questions or concerns.

III. Accelerated Learning Strategies

Bell High School has a significant number of students who are below grade level in key academic subjects like reading/language arts and mathematics. Therefore, in compliance with LAUSD and State policies and local determinations of need, the school implements accelerated learning strategies and interventions that are designed to assist teaching staff trying to help these students. The school's accelerated learning strategies outlined in the chart on the following few pages collectively meet all of the criteria of this RFA to especially help 9th graders reach grade level in English/Language Arts and mathematics by the end of the 10th grade. Appendix C outlines the district's initiatives to improve student academic performance in literacy/reading and math in more detail.

A. Language Arts/Reading Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Language!</p> <ul style="list-style-type: none"> • Students at 3rd grade level in reading and below • Poor test scores in CAHSEE, etc. • Poor grades in English 	<ul style="list-style-type: none"> • The course provides an intensive, comprehensive, integrated research-based literacy intervention program to help students to fill in missing spaces in the mastery of identifying speech sound, spelling, word recognition, vocabulary development and reading fluency. • Based on empirical research findings on reading from the National Reading Panel, the National Council of Teachers of English and the International Reading Association • The district program offered in lieu of core English course. • Phonemic-based instruction for students who are not at the decoding level. • Scripted lessons; teacher picking and choosing activities based on need of students. • Constant assessment: daily, unit, pre/post. • Prescriptive program • Offered on all three tracks • Ongoing professional development offered to teachers throughout the year. 	<p>Yes</p>
<p>High Point</p> <ul style="list-style-type: none"> • English as a Second Language students • Limited English Proficiency at levels 1-4 as determined by previous portfolio 	<ul style="list-style-type: none"> • State-adopted curriculum 'High Point' to address primarily the needs of English Language Learners and English as Second Language students • The district program offered in lieu of core English course. • Students studying English as a second language enrolled in this course. • The scope and sequence of the program: (1) language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and spelling • Cohesive use of strategies across ESL levels learned in staff development: Total Physical Response, Thinking 	<p>Yes</p>

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CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	Maps, Anticipation Guides, Reciprocal Teaching, Cooperative Learning. <ul style="list-style-type: none"> Ongoing professional development offered to teachers throughout the year. 	
Kaplan <ul style="list-style-type: none"> All students regardless of proficiency may enroll. Poor/failing grades in English encouraged to enroll. Poor test scores (e.g. CST) in English encouraged to enroll. Lacking credits Preparation for the California High School Exit Exam for English 	<ul style="list-style-type: none"> The district's Extended Learning Program offered on Saturdays. Students attending a 9-week session. Students in a class setting with a student: teacher ratio of 20:1. Teachers delivering scripted lessons (Kaplan based) that involve students in reading texts. Students engaged in reading texts to utilize test-taking strategies for the CAHSEE. 	Yes
Accelerated Reader Program <ul style="list-style-type: none"> 9th Grade Students 	<ul style="list-style-type: none"> A computer-based independent reading program. Promotes reading achievement levels Students read a book, take a quiz and get a report on their reading level and recommendations for other books to read. This program is available on computers in every lab and in the library. The intervention is completely software based, and does not require interaction with the teacher. Students take a pre-test to determine reading level. Students independently read books that are within the range of their reading level. Students take computer-based quizzes which gauges student understanding of the book. Students accumulate points to meet their class requirements. 	No
Homeroom Reading Program	<ul style="list-style-type: none"> Sustain Silent Reading to meet State requirement for 2 Million word readiness. 	No
Title 1 Language Arts Computer Lab <ul style="list-style-type: none"> All grade levels 	<ul style="list-style-type: none"> Provides supplemental support for targeted students reading below basic and far below basic. 	No
Tutoring Programs <ul style="list-style-type: none"> All students regardless of proficiency may enroll. ESL tutoring 	<ul style="list-style-type: none"> Teacher tutoring one-on-one before or after school. Student self referral or teacher referral After school tutoring provides direct instruction to assist all students in core content areas. Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. 	No
Twilight School	<ul style="list-style-type: none"> An intensive tutoring program. Algebra I and Geometry tutoring sessions have been set-up. 	No

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<ul style="list-style-type: none"> • At-risk 9th Graders 	<ul style="list-style-type: none"> • Each month, counselors review the subject mark grades. Those students who have received Fail marks are referred to the Twilight School. • Twilight School meets twice a week for two and a half hours each session. • Students can bring in their homework and have their questions addressed during the week. • As an incentive, students can also receive elective credits, which can then be applied to their graduation credits (30 hours equals 2.5 credits). 	

B. Math Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Kaplan</p> <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in Math encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for Math 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based). • Students engaged in math exercises to utilize test-taking strategies for the CAHSEE. 	Yes
<p>Carnegie Cognitive Math Tutor</p> <ul style="list-style-type: none"> • Algebra students. 	<ul style="list-style-type: none"> • Students spend about 40% of their class time using the software, and the balance of their time engaged in classroom problem-solving activities. Students work in a traditional classroom three days per week, and receive supplemental, personalized help from a technology-based tutoring program two days a week. • Based on 20 years of research at Carnegie Mellon Univ. • Software & Information Industry Association (SIIA) selected this program as the winner at the annual Codie Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award • Accelerated learning strategy to prepare low achieving Math students to take the CAHSEE. • Combines computer software with collaborative classroom activities. • Computer software and collaborative classroom activities. • Program assesses student ability and tailors the 	Yes

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	curriculum to his/her individual skill level. <ul style="list-style-type: none"> • Students spend three days a week in a traditional classroom and two days a week in tutoring program. 	
Summer Bridge program <ul style="list-style-type: none"> • 9th-10th grade students below grade level 	<ul style="list-style-type: none"> • 60% of instruction is directed teaching and 40% is computer based. Within five years there will be an ELA component. • Designed for the summer to effect successful transition between middle school and high school. • Math Interventions and support and basic study skills (reading, vocabulary, note-taking, organization, etc.) • Orientation to high school for students and their parents on graduation requirements 	No
Summer School <ul style="list-style-type: none"> • All grade levels 	<ul style="list-style-type: none"> • Remediation classes to bring students back to grade level. 	No
Team Teaching Algebra 1 Program:	<ul style="list-style-type: none"> • Assignment of two math teachers per 9th grade Algebra class to provide supplemental support. 	
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. • CST preparatory program is school-wide with the emphasis and the Algebra and Geometry content stands. 	No
Twilight School <ul style="list-style-type: none"> • At-risk 9th Graders 	<ul style="list-style-type: none"> • An intensive tutoring program. Algebra I and Geometry tutoring sessions have been set-up. • Each month, counselors review the subject mark grades. Those students who have received Fail marks in Algebra I and Geometry are referred to the Twilight School. • Parents are notified and students have an opportunity to work on their mathematical problems right away, instead of waiting for the semester to end and then having to take a repeat class. • Twilight School meets twice a week for two and a half hours each session. • Students can bring in their homework and have their questions addressed during the week. • As an incentive, students can also receive elective credits, which can then be applied to their graduation credits (30 hours equals 2.5 credits). 	No

C. Other Subject Specific Interventions

TARGETED STUDENTS	GENERAL INTERVENTION FOR OTHER SUBJECTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Students reading at 3 rd grade level and below	DRWC (Developing Readers and Writers course) uses the is a double period instructional block for students in grades 6, 7, 8 (middle school), and grade 9 (high school) who are reading below the third grade level as determined by the <i>Language1</i> Assessment program. The course provides an intensive, comprehensive, integrated research-based literacy intervention program to help students to fill in missing spaces in the mastery of identifying speech sound, spelling, word recognition, vocabulary development and reading fluency.	Yes
9 th Grade Students	Accelerated Reader is a software program that provides teachers with an easy and effective way to monitor all forms of guided reading practice. Teachers are provided with more detailed, objective data to target instruction and ensure success for every student, regardless of level, from emergent reader to college prep.	No
All students	Title 1 Language Arts Computer Lab provides supplemental support for all students reading below basic and far below basic	No
All students	After school tutoring provides direct instruction to assist all students in core content areas.	No
At-risk 9 th Graders	9 th Grade Twilight School provides supplemental instructional support for students in Algebra and Language Arts	No
Adult School	Adult school offers both English and Math (Algebra) recovery courses.	

IV. Stakeholder Involvement: A Proof of Readiness

The chart below summarizes highlights of how Bell High School has prepared for its SLC campus conversion. The action tasks listed here have been completed with the assistance of a Cohort 2 federal SLC grant. Planning and preparatory activities have built upon the review of published academic research, informal research and observation of successful programs, and professional development efforts throughout the district and Local District 6. Outreach and consultation with and involvement of all school stakeholders, especially teachers needing to be actively involved in the planning and implementation processes, are demonstrated below. The school is continuing to build detailed action plans for the full term of the grant that will involve all stakeholders.

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
October, 2000 – June, 2002	BHS receives USDE SLC Planning Grant; Stakeholder Planning Team formed and begins bi-weekly meeting schedule; SLC coordinator begins periodic presentations on SLCs to faculty during PD.	SLC Coordinator, site administrators, BHS teachers, parent representatives, student leadership
January, 2002	The BHS SLC Implementation Plan is incorporated into the HPSG Action Plan	SLC Coordinator; Action Plan Team (Parents, Community Members, Teachers, Administrators, Students)
October, 2002 – present	BHS receives USDE SLC Implementation Grant; Planning Team continues to meet; Existing SLCs receive additional resources to allow for common planning time for teachers, conference attendance, and visits to other schools. Plans for 6 CPAs are formulated, and each new CPA is defined; the SLC Coordinator makes SLC presentations to teachers, parents, students, and classified staff twice a year.	SLC Coordinator; Site Administration; Teachers; Parents; Student Leadership; Local District Administration
December, 2002	The BHS SLC Implementation Plan is incorporated into the Single Plan for Student Achievement (SPSA)	SLC Coordinator; School Site Council
June, 2003	1 Teacher and 3 Students visit NYC SLCs on Study Tour	BHS Teacher and Leadership Students
July, 2004	Teachers receive initial assignments to SLC planning teams based on preference sheets	SLC Coordinator; Site Administration; BHS Teachers
November, 2004	SLC Study Tour to NYC	SLC Coordinator; Site Administration
February 2005	Local District and school leaders (teachers, Administrators) and community representatives meet to discuss SLC five year roll out plan and the creation of a 9th Grade House; UTLA (teacher union Chair) spokesperson is also involved (ongoing collaboration)	Local District administrators, BHS teachers, UTLA Chair

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
April 2005	Teachers begin self-selection of SLCs	Teachers/Administrators
April 2005 – present	Professional (Staff) Development for SLCs Incorporating the Seven Attributes, preparation of the SLC proposals, School Impact Report, Interdisciplinary planning, Project Based Learning (PBL), Best Practices instructional strategies, monitoring and assessment of school programs through the use of data – API, AYP, CST, CAHSEE etc.	Teachers/Administrators counselors, coordinators
May 2005	Design Team Lead teachers are identified	Teachers/Administrators counselors, coordinators
July 2005	Year 1 of 9th Grade House Implementation	A, B, C Track 9th grade students and teachers
July 2005	(One 9th Grade House Dean and Counselors assigned at a 1:250 ratio; Special 9th Grade House geographic location established)	A, B, C Track 9th grade students and teachers
July 2005	Administrative roles and responsibilities distributed	Principal and Assistant Principals
August, 2005	The BHS SLC Implementation Plan is incorporated into the BHS WASC Accreditation Action Plan	Accreditation Coordinator; SLC Coordinator; Site Administration; Focus Groups (Teachers, students, parents)
August 2005	Conference attendance (New Tech High School in San Diego)	teachers, administrators, Literacy Coaches
October 2005	Conference attendance (New York/Chicago SLC programs)	teachers, administrators, Literacy Coaches
October – December 2005	Conference attendance (Visits to Sacramento and Napa County's High Tech High School/Polytechnic and Birmingham HS SLC programs in LAUSD)	Teachers, administrators
January 2006	Conference attendance (Return visit to Sacramento and Napa County's High Tech High School)	teachers, administrators, students
February 2006	9th Grade House orientation video presented to Local feeder schools (B & C Track 8th grade students)	Teachers, counselors, coordinators
February 27 – March 2, 2006	A-Track Off-Site Teacher Professional Development Institute (SLC Proposal preparation)	A-Track teachers, counselors, administrators
February 2006	Final reshuffling of SLC staffing of teachers by self-selection.	Teachers, counselors, coordinators

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Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved In Task</i>
March 2006	School Improvement Facilitator (SIF) position assigned to Bell High School as the administrator in charge of SLCs	SIF
March 7, 2006	Banked Time Day SLC meeting	Teachers/administrators Parent representatives
March 17, 2006	Design Team Lead teacher (DTLT) meeting	DTLT Teachers/administrators
April 19, 2006	Design Team Lead teacher and Department Chair	DTLT Teachers/Administrators and Department Chairs
April 2006	9th Grade House orientation video presented to Local feeder schools (B & C Track 8th grade students)	Local feeder school
May 2006	School Improvement Facilitator (SIF) three week training at Central District	SIF
May 17, 2006	Design Team Lead teacher meeting	DTLT Teachers/administrators
May 25, 2006	Design Team Lead teacher meeting	DTLT Teachers/administrators
May 30, 2006	Schoolwide SLC meeting	A & B Track Teachers/Administrators

V. Conflict Resolution Plan

This plan is under development. Currently, the School Site Council monitors compliance with the school's Single Plan for Student Achievement (SPSA), whose action plan is built around the establishment and evaluation of small learning communities wall-to-wall by the 2008-09 school year. This council also approves the allocation of some of the funds that are available to supporting this process.

The school is now in the process of reconstituting the School Based Management Council (SBM), composed of teachers, parents, students, administrators, and community members, that will serve as a forum for discussion and consensual resolution of in many areas of resource allocation, including certain operational budgets, technology, student concerns. The SBM charter can be amended to form an "academic senate" for the discussion and resolution of competing interests among the SLCs.

The school's Instructional Leadership Team, composed of department chairs, SLC design team lead teachers, coordinators, and administrators is another forum for the discussion of issues, primarily curricular, which arise or may be expected to arise in the course of SLC implementation.

On an administrative level, each SLC has its own administrator who reports to the school's principal. Administrative staff meetings will serve as the court of last resort for the resolution of those issues that are not amenable to settlement through discussion and consensus by means of the three councils described above.

The school is supported by the local district administration (Superintendent, Director of secondary school services, SLC advisor) who assist Bell High School's administration and its staff with conflict resolution. Just recently, the local district Director arranged for an open forum in which all members of the Bell High School staff were able to express their concerns since the change process into SLCs is a challenging and difficult endeavor for some. The Office of School Redesign has supplied our school with a School Improvement Facilitator (administrator) who has been trained in the Small Learning Community change process and whose responsibility it is to work collaboratively with the Principal and to provide direction and guidance during the SLC implementation process.

The school abides by the UTLA/District Contract and works with the Union Chair during the implementation process. The UTLA membership and Chair have given their approval for the implementation of SLCs on our campus. Just recently, all of our SLC proposals were recommended to the local district and then onto the Central District for final approval. All SLCs are in the process of discussing issues of dispute resolution. They are identifying potential conflicts within each SLC and among SLCs as well as relational concerns with the school administration. A school committee that addresses these issues and which is representative of the SLCs may be formed to handle disputes although this decision making body would have to be voted on.

VI. School Community Partners

Bell High School is committed to building strong community resources and partnerships to help sustain its smaller learning communities over the long-term. Industry partners, for example, are extremely important for providing resources, mentors, internship opportunities, job shadowing and after-school and summer jobs for students. Partners include, but are not limited to, institutions of higher education, local non-profit agencies, local large and small businesses, and faith-based organizations.

A sampling of the school’s existing community partners are noted in the following chart and demonstrate that local community support is broad-based. These lists will be expanded upon over the term of this grant in an aggressive effort to create more resources for the SLCs being implemented and to provide more opportunities for student and teacher mentoring and supports.

Each of Bell’s SLCs is in line with current and projected workforce needs and, thus, will provide significant opportunities with employers seeking to develop their future workforce. Additional community partners will be recruited for each SLC theme. (A few sample partner letters of commitment or signatures have been appended to this school SLC plan.)

A. Existing Community Partners

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	S Value (Annually)	
SCHOOL WIDE PARTNERS (available for all SLCs)				
University of Southern California	Academic trips	Ongoing	(b)(4)	
CSULA	Academic trips	Ongoing		
UCLA	Academic trips	Ongoing		
Getty Museum	Academic trips; enrichment programs	Ongoing		
Los Angeles Times	Student Reading Program	Ongoing		
1-3. 9th GRADE ACADEMY				
Career Locker	On-line Database for Career Information	Ongoing		
4-6. THE MULTILINGUAL TEACHER CAREER ACADEMY (MTCA)				
CSULA	Scholarships	Ongoing		
Corona Avenue Elementary School	Service Training	Ongoing		
Future Teachers of America	Career Affiliation	Ongoing		
7-9. LIBERAL ARTS HUMANITAS ACADEMY				
Urban Education Partnership	Academic trips; enrichment programs	Ongoing		
LACMA	Academic trips; enrichment programs— offers “Evening for Educators” six times a year for	Ongoing		

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value (Annually)	
	\$10.00 a night. This provides teachers with more in depth knowledge of specific exhibits as well as opportunities to learn how to incorporate art in the curriculum.			
Getty Museum	Academic trips; enrichment programs	Ongoing	(b)(4)	
YouThink	Enrichment program	Ongoing		
Self-Help Graphics	Instructional Materials	Ongoing		
Tree People	Enrichment programs	Ongoing		
10-12. THE FINE ARTS, MEDIA AND ENTERTAINMENT ACADEMY (FAME)				
Inner City Film-Makers	Internships	Ongoing		
UC Riverside Film Dept.	Consultation; advice	July, 2008		
13-15: SCIENCE, COMPUTERS, INTEGRATED TECHNOLOGY, ENGINEERING COMMUNITY (SCITEC)				
Jet Propulsion Laboratory	Robotics Support	Ongoing		(b)(4)
FIRST Robotics	Engineering Support	Ongoing		
CSULA	Engineering Tutoring	Ongoing		
16-18. THE SPORTS, HEALTH AND RECREATION ACADEMY (SHRA)				
This academy has not currently secured partnerships.				
19-21. THE INTERNATIONAL RELATIONS AND BUSINESS ACADEMY (IRBA)				
USC-CALIS	Curricular and professional development	Ongoing		
Constitutional Rights Foundations	Professional Development; Web-based Information Exchange	Ongoing		
University of Denver—International Studies School Association	Professional development; Curricular models	Ongoing		

B. Potential Community Partners

Many of the potential partnerships described below are already being cultivated and recruited, even though they are not yet actively supporting the SLCs that are seeking their aid. Since the 9th Grade House is already in place and because all 18 career path academies will be in place (at least for 10th graders) at the beginning of the 2006-2007 school year, there is a push to secure these partnership resources as quickly as possible. As the career academies expand and mature, potential partners will be asked to increase the levels of their support.

During the 2006 – 07 school year, BHS will attempt to form a consortium with its feeder middle schools and at least one university in order to apply for a U.S. Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant for the following year. This will provide BHS students in all SLCs with access to such university services as tutoring, undergraduate classes, and college tours.

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
SCHOOL WIDE PARTNERS (available for all SLCs)		
Apple Computer	Technological Support	September, 2006
LACOE	Technological Support Professional Development	July, 2006
1-3. 9th GRADE ACADEMY		
Cal State University Los Angeles	GEAR UP Partner	September, 2007
USC	Academic Trips	September, 2006
UCLA	Academic Trips; Tutoring	December, 2006
East Los Angeles College	Academic Trips, Tutoring	February, 2007
4-6. THE MULTILINGUAL TEACHER CAREER ACADEMY (MTCA)		
USC School of Education	Curricular Enrichment; Academic Trips	October, 2006
UCLA School of Education	Curricular Enrichment; Academic Trips	July, 2007
7-9. LIBERAL ARTS HUMANITAS ACADEMY		
LA Museum of Contemporary Art	Academic Trips, Curricular Enrichment	October, 2006
Washington Mutual	Internships	July, 2007
Gonzalez Market	Internships	December, 2006
Kaiser Permanente	Internships	July, 2007
La Opinion	Instructional Materials	July, 2008
10-12. THE FINE ARTS, MEDIA AND ENTERTAINMENT ACADEMY (FAME)		
Los Angeles Philharmonic	Curricular Enrichment	October, 2006
California Institute of the Arts	Curricular Enrichment	July, 2007
Recording Industry Association of America	Curricular Enrichment	July, 2007
13-15. SCIENCE, COMPUTERS, INTEGRATED TECHNOLOGY, ENGINEERING COMMUNITY (SCITEC)		
Cerritos College	Curricular Extension	October, 2006
LA Science Museum	Internships	July, 2007
Boeing, Northrup, Hughes	Curricular Extension; Internships	July, 2008
UCLA	Project Research	December, 2006
USC	Project Research	July, 2007
16-18. THE SPORTS, HEALTH AND RECREATION ACADEMY (SHRA)		
YMCA	Service Learning & Internships	July, 2007
Department of Parks & Recreation	Service Learning & Internships	October, 2006

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
19-21. THE INTERNATIONAL RELATIONS AND BUSINESS ACADEMY (IRBA)		
U. S. Dept. of State	Curricular Enrichment	July, 2007
Port of Los Angeles	Curricular Enrichment; Internships	July, 2007
World Health Organization	Curricular Enrichment	July, 2008
California Department of Industrial Relations	Curricular Enrichment	July, 2008

VII. SLC Teams: Roles, Responsibilities and Qualifications

SLCs at Bell are designed and implemented by groups of stakeholders dedicated to each program. The roles, responsibilities and qualifications of the project directors/administrators, support staff, and teachers who will coordinate the smaller learning communities are detailed below. Due to the extremely large and complex organizational structures of LAUSD's large schools, we have not included the roles of parents, students and community stakeholders in these charts since they are not paid for their services. Neither have we attempted to add ALL staff, but have focused on the lead positions. Other components of this proposal, including the Proof of Readiness, Professional Development, Community Partners, Leveraging of Funds, and signature sheets and letters attached, attest to the involvement of these other groups and outline their various roles.

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
CENTRAL ADMINISTRATIVE TEAM				
Dr. Onofre di Stefano, Principal	<p>Roles:</p> <ul style="list-style-type: none"> - Leading the school-wide SLC conversion process in accordance with District policy and the bargaining agreement. - Central areas of responsibilities include: budget oversight, decision making councils, grant monitoring and implementation, District mandates, union contract compliance, personnel selection, student registration, faculty meetings, school data and AYP review. - Ensures rigorous academic programs for all students, recruiting and developing staff, monitoring supplemental programs, school funds. - Oversees community and public relations. <p>Qualifications:</p> <ul style="list-style-type: none"> - 2 years experience as principal - 9 years experience as assistant principal - 1 year experience as Bilingual Coordinator - 12 year Classroom Teacher-Spanish - 5 years Assistant Professor, Occidental College - Doctorate in Spanish Literature - Masters Education Administration - B.A. Spanish - Clear Credential, Single subject Secondary - Professional Clear, Administrative Service 	100%	YES	YES
Tim Malhos Assistant Principal (School Improvement Facilitator)	<p>Roles: Coordinates meetings, works collaboratively with SLC Lead teachers, SLC Teachers, and counselors. Coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the central office administration; maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and</p>	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Jesse Becerra Team Lead	<p>Role: The team leader is responsible: to interface with district representatives, school administration, external entities (such as other schools, other SLCs, other organizations), team members; to delegate functions and responsibilities to team members; collaborate with other SLCs at the school site; maintain vision and focus of the team; assume final responsibility for SLC outcomes; to be the final arbiter for inter and intra SLC issues.</p> <p>Qualifications: 7 years Classroom Teachers English Professional Clear Single Subject Teaching Credential</p>	100%	YES	YES
7-9. LIBERAL ARTS HUMANITAS ACADEMY				
Alex Fuentes Assistant Principal	<p>Role: Assistant Principal will supervise all instructional and support staff involved with the implementation of the school-wide action plan.</p> <p>Qualifications: 2 years Assistant Principal 7 Years Title I Coordinator 2 Years Restructuring Design Coach 9 Years Classroom Teacher Math/Music Preliminary Administrative Service Credential Professional Clear Single Subject Credential Supplemental Single Subject Authorization (Math)</p>	100%	YES	YES
Megan Falls Team Lead	<p>Roles: The team leader is responsible: to interface with district representatives, school administration, external entities (such as other schools, other SLCs, other organizations), team members; to delegate functions and responsibilities to team members; collaborate with other SLCs at the school site; maintain vision and focus of the team; assume final responsibility for SLC outcomes; to be the final arbiter for inter and intra SLC issues.</p> <p>Qualifications: 8 years Classroom Teacher English Professional Clear Single Subject Teaching Credential National Board Certified Teacher</p>	100%	YES	YES
10-12: THE FINE ARTS, MEDIA AND ENTERTAINMENT ACADEMY (FAME)				
Onofre di Stefano, Principal	<p>Role: Principal will supervise all instructional and support staff involved with the implementation of the school-wide action plan.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - 2 years experience as principal - 9 years experience as assistant principal - 1 year experience as Bilingual Coordinator - 12 year Classroom teacher-Spanish - 5 years Assistant Professor, Occidental College - Doctorate in Spanish Literature 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - Masters Education Administration - B.A. Spanish - Clear Credential, Single subject Secondary - Professional Clear, Administrative Service 			
Roy Lansdown Team Lead	<p>Roles: The team leader is responsible: to interface with district representatives, school administration, external entities (such as other schools, other SLCs, other organizations), team members; to delegate functions and responsibilities to team members; collaborate with other SLCs at the school site; maintain vision and focus of the team; assume final responsibility for SLC outcomes; to be the final arbiter for inter and intra SLC issues.</p> <p>Qualifications: 3 years Classroom Teacher Preliminary Single Subject Teaching Credential</p>	100%	YES	YES
13-15. SCIENCE, COMPUTERS, INTEGRATED TECHNOLOGY, ENGINEERING COMMUNITY (SCITEC)				
Cathy McCaughly Assistant Principal	<p>Role: Assistant Principal will supervise all instructional and support staff involved with the implementation of the school-wide action plan.</p> <p>Qualifications: 13 Years Assistant Principal 1 Year Instructional Advisor 2 years Secondary Counselor 21 years Classroom Teacher English Professional Clear Administrative Credential Clear Pupil Services Credential Life Standard Elementary Credential Clear Supplementary Authorization (English)</p>	100%	YES	YES
James Lowe Team Lead	<p>Role: The team leader is responsible: to interface with district representatives, school administration, external entities (such as other schools, other SLCs, other organizations), team members; to delegate functions and responsibilities to team members; collaborate with other SLCs at the school site; maintain vision and focus of the team; assume final responsibility for SLC outcomes; to be the final arbiter for inter and intra SLC issues.</p> <p>Qualifications: 14 years Classroom Teacher Science Professional Clear Single Subject Teaching Credential</p>	100%	YES	YES
16-18. THE SPORTS, HEALTH AND RECREATION ACADEMY (SHRA)				
Rolf Janssen Assistant Principal	<p>Role: Assistant Principal will supervise all instructional and support staff involved with the implementation of the school-wide action plan.</p> <p>Qualifications: 10 Years Assistant Principal</p>	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	3 Years Dean of Students 6 Coordinator 11Years Classroom Teacher Social Studies Clear Administrative Credential Life Single Subject Credential			
William Sune Team Lead	Role: The team leader is responsible: to interface with district representatives, school administration, external entities (such as other schools, other SLCs, other organizations), team members; to delegate functions and responsibilities to team members; collaborate with other SLCs at the school site; maintain vision and focus of the team; assume final responsibility for SLC outcomes; to be the final arbiter for inter and intra SLC issues. Qualifications: 19 years Classroom Teacher Life Skills/P.E. Professional Clear Single Subject Teaching Credential	100%	YES	YES
19-21: THE INTERNATIONAL RELATIONS AND BUSINESS ACADEMY (IRBA)				
Barbara Ledbetter Assistant Principal	Role: Assistant Principal will supervise all instructional and support staff involved with the implementation of the school-wide action plan. Qualifications: 3 year Assistant Principal 8 years Teacher Science/Math Preliminary Administrative Service Credential Clear Single Subject Teaching Credential	100%	YES	YES
Michael Berger Team Lead	Role: The team leader is responsible: to interface with district representatives, school administration, external entities (such as other schools, other SLCs, other organizations), team members; to delegate functions and responsibilities to team members; collaborate with other SLCs at the school site; maintain vision and focus of the team; assume final responsibility for SLC outcomes; to be the final arbiter for inter and intra SLC issues. Qualifications: 4 years Classroom Teacher Social Studies Professional Clear Single Subject Teaching Credential	100%	YES	YES

VIII. Professional Development

Bell High School is currently modifying the method by which we conduct professional development activities for our teachers and support staff. Currently, and in the recent past, each group of teachers by Track (A, B, C) has met and been provided off-track, off-site "Institutes" where a variety of researched-based instructional strategies, project-based learning techniques have been shared including the Jane Shaeffer Method of Writing. A 2005 WASC self-assessment helped us in defining our professional development plan in the context of smaller learning communities. The school now has specific outcomes for all teachers and administrators in monitoring the progress of the PD.

During the next five years, school staff plan to switch from a schoolwide off-track Institute-type of training to an individual SLC academy-type training. This would, with the guidance and direction of the School Improvement Facilitator (SIF), allow SLCs more autonomy to collaboratively plan and strategize their vision and mission goals. This also would be in alignment with school and district goals. At least half of the 30 Banked Time PD Days per year are dedicated to SLCs.

To ensure that the broader implementation plan towards smaller learning communities occurs efficiently, the school's plan includes a strong commitment to professional development that stresses personalization and achievement for students. The chart below provides specifics on sustained and intensive professional development for teachers, administrators and other stakeholders that will prepare them to transform and expand the campus into an SLC campus by focusing on teaching in and managing SLC programs, as well as continuously recruiting community support for sustainability.

In addition to the school level professional development outlined below, school staff participate in SLC professional development provided by the district, which focuses on these seven attributes adopted by LAUSD for successful implementation of small school learning communities: (1) Unifying Vision/Identity; (2) Rigorous Standards-Based Curriculum, Instruction and Assessment; (3) Equity and Access; (4) Personalization; (5) Accountability and Distributed Leadership; (6) Collaboration; (7) Professional Development. Please see the main narrative for the district's professional development program.

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation:				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
1. To advance understanding of teachers, administrators, and other stakeholders of effective research-based instructional strategies for improving student achievement (particularly those below grade level)				
Interdisciplinary Instructional Planning	Teachers, Administrators, Para-professionals	6 hours (3 hours bimonthly)	Monthly 2006-2011	Teachers will create academy specific interdisciplinary student activities, projects, & assessments
Effective Intervention Strategies: Carnegie Math, Jane Schaffer Writing, 6 Traits Writing	Teachers, Administrators, Para-professionals	32 hours	2006-2011 Track A September 2006 Track B October	Teachers and paraprofessionals will incorporate intervention strategies in

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
			2006 Track C November 2006	reading comprehension, writing & math across the content areas for all students.
Parent Institute	Parents	30 hours (3 hours per month)	Monthly 2006-2011	Will provide parents with training with respect to school instructional programs and strategies to assist their child with academic readiness
Research-based strategies in content literacy instruction to be used with students who are far below grade level in English/Language Arts provided by Local District	Administrators, English teachers, Literacy coaches, Title I Coordinator, Bilingual Coordinator	32 hours annually	Annually 2006-2011	Those providing direct instruction and coaching to teachers in SLCs will have increased teaching skills and ability to monitor their instruction for the purpose of enabling students below grade level catch up to grade level standards.
Research-based strategies provided by Local District for teaching math that will enable all students to meet proficiency which is required for graduation	Administrators, Math teachers, Math Coaches, Title I Coordinator, Bilingual Coordinator	32 hours annually	Annually 2006-2011	Those providing direct instruction and coaching to teachers in SLCs will have increased teaching skills and ability to monitor their instruction for the purpose of enabling all students master proficiency in algebra, which is required for graduation
Research-based strategies in personalization that enable students to develop individual and academic growth.	Administrators, teachers, school staff, parents, students and other community stakeholders	Annually, 4 hours per month	2006-2011	New school structures will develop a sense of community and team processes that will lead to increased attendance and academic achievement.

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 Appendix D, School Plans, Bell High School, Page 34

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Provide program training in AVID, Gear-Up, Paraeducators Career Ladder Programs	Faculty, administrators, paraprofessionals	30 hours per year, once per year	Annual 2006-2011	To become "highly qualified" teachers
2.To provide teachers, administrators, other stakeholders with knowledge and skills they need to participate effectively in the development, expansion or implementation of a SLC.				
Stanford School Redesign Network (SRN) serves as a valuable resource for school communities working to improve their schools and restructure into smaller learning communities. SLC planning and strategies for inter-disciplinary design implementation.	Lead Teachers, Administrators, Parents	18 hours (various dates scheduled for conference attendance)	2006-2011	SLC Team Leaders will work within learning collaborative to assist team members in the development of broader knowledge base about school design, teaching and learning, curriculum and assessment, and a deeper understanding of the features of schools that have been successfully in implementing SLC models.
Project-Based Learning	Teachers, Administrators, Para-professionals, Parents	18 hours Once per year	2006-2011	Teachers will learn to incorporate thematic project-based activities for students within SLCs
Continue articulation with feeder schools, as well as community colleges and local state universities	Faculty and staff	Bi-monthly	2006-2011	To become "highly qualified" teachers and to become familiar with each school's instructional programs
Observation of Various SLC Programs throughout the U.S.	Teachers, Administrators, Para-professionals, Parents	20 Days Every year	2006-2011	Parents and Staff will be provided with insight and direction toward building successful SLC programs.

IX. Leveraged Funds

Bell High School is committed to ensuring that its SLCs are able to benefit from existing funding as part of its strategic plan to increase student achievement in secondary education. Leveraging central office and community support for this purpose is critical. The chart below demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs at the school. These grants pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Leveraged Federal, State, and Local Public Funds:			
ESEA Funds	\$1,367,076	Professional Development for Teachers and Coordinators for SLC curriculum and leadership development. Tutoring to support 9 th grade interventions in Literacy and Math. Portable computer lab to support use of the Carnegie Math Program. Accelerated learning strategies in Math and English.	Annual, Ongoing
Advanced Gifted Studies	(b)(4)	Provides high achieving students with supplemental materials and resources and staff development.	Ongoing
Beyond the Bell Program		Supplemental support services/Accelerated learning strategies for students significantly below grade level in literacy and math.	Ongoing
Carl D. Perkins Career Tech Education Program		Support for Career Development Coordinator, technical equipment, curricular enrichment for career development.	Ongoing
Economic Impact Aid/Limited English Proficient		Develop fluency in English and academic proficiency of English Language Funded for Coordinator for limited English proficiency (LEP), teachers assistants for LEP, and classroom supplies	Ongoing
Economic Impact Aid/State Compensatory Education		Help educationally disadvantaged students succeed in the regular program	Ongoing

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
EIA LEP Multilingual Teacher Career	(b)(4)	Support multilingual teacher program Funds for teacher career pathway courses and service learning partnership developments	Ongoing
GIFTED AND TALENTED Education Program		Funds allocated to gifted students in the general school population and in the Gifted Magnet Professional Development for Advanced Placement teachers and enrichment.	Ongoing
Incentive Operational Grant		Provides funding for operating year-round school	Ongoing
Instructional Materials Williams Case K-12		Funding for classroom instructional materials (Science)	Ongoing
LAUSD District Math & Literacy Coaches		Provide support for improving math and literacy instruction.	Ongoing
LAUSD Instructional Materials Account		Provides Materials and supplies for teachers	Ongoing
Parent Title I		Parent training and Operational cost of parent center which supports smaller learning communities on campus	Ongoing
Regional Occupational Programs		Provide teachers for vocational education courses.	Ongoing
Rodríguez Consent Decree		Reduces class size for first year teachers	Ongoing
Safe School Funds		Funding provides staff to patrol and supervise perimeter of school.	Ongoing
SB 813		The school provides extra time for counselors who work with 10 th grade students and parents. Funds pay for supplemental counseling.	Ongoing
School Improvement Grant		Literacy and Math support, technology support, personnel and materials	Ongoing
Title III	Tutoring for English as Second Language in each SLC	Ongoing	

X. Timelines and Milestones

In order to complete implementation of wall-to-wall SLCs at Bell High School on-time and on-budget, a specific implementation plan has been developed. The school has initiated seven new SLCs to add to one expanding SLC. Complete transformation of the school to wall-to-wall SLCs will be completed by the 2010-2011 academic school year, when all SLCs will be institutionalized and operating at full enrollment. Because this is a conversion plan that builds upon the transformation of successful existing academies as well as the creation of new SLCs, each year will witness the addition of new students to each SLC.

The new academies are being rolled out as follows: 06-07 school year, 10th grade only (approximately 145/track/academy); 07-08 school year, 10th & 11th grades only (approximately 180/track/academy); 08-09 school year, 10th-12th grades approx. 200 students per track per academy, except the 9th grade academy with approximately 500 per track.

Smaller Learning Community Name	Traditional or Track(s) Served (A, B, and/or C)	Timeline Expected Start/Expansion Date
EXPANDING SLCs (With Funds from this Grant)		
1-3. 9 th Grade Academy	A, B, and C	2005-06 School Year
4-6. The Multilingual Teacher Career Academy (MTCA)	A, B, and C	1997 – 98 School Year (All Tracks, All Grades)
7-9. Liberal Arts Humanitas Academy	A, B, and C	1990-1991 School Year (C Track, All Grades) 1991-1992 School Year (A Track, All Grades) 2006-2007 School Year (B Track 10 th Grade) 2007-2008 School Year (B Track 10 th – 11 th Grades) 2008-2009 School Year (B Track 10 th – 12 th Grades)
NEW SLCs (With Funds from this Grant)		
10-12. The Fine Arts, Media and Entertainment Academy (FAME)	A, B, and C	2006 – 07 (10 th Grade) 2007 – 2008 (10 th – 11 th Grades) 2008 – 09 (10 th – 12 th Grades)
13-15. Science, Computers, Integrated Technology, Engineering Community (SCITEC)	A, B, and C	2006-2007 School Year (10 th Grade) 2007-2008 School Year (10 th -11 th Grades) 2008-2009 School Year (10 th -12 th Grades)
16-18. The Sports, Health and Recreation Academy (SHRA)	A, B, and C	2006-2007 School Year (10 th Grade) 2007-2008 School Year (10 th -11 th Grades) 2008-2009 School Year (10 th – 12 th Grades)
19-21 The International Relations and Business Academy (IRBA)	A, B, and C	2006 – 07 (10 th Grade) 2007 – 2008 (10 th – 11 th Grades) 2008 – 09 (10 th – 12 th Grades)

Bell is also developing overall detailed timelines and milestones for its SLC implementation, a fluid plan that is flexible enough to meet upcoming challenges. The professional development discussion and chart provided earlier in this school SLC plan and the timelines for recruiting community partners are elements of that larger set of timelines.

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

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Phone: 323-560-1800	SLC Contact Person: Tim Mathos

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
ONDRE Di Stefano	FAME (Principal)	<i>[Signature]</i>
Alex Fuentes, AP	Humanities Administrator	<i>[Signature]</i>
ROLF JANSSEN	SHRA - Administrator	<i>[Signature]</i>
CATHY McLAUGHLIN	SCTECH - Administrator	<i>[Signature]</i>
Nancy Kodama	9 th Grade House Ac. - Administrator	<i>[Signature]</i>
Tim Mathos	SLC Administrator (SIF)	<i>[Signature]</i>
Barbara deebetter	IRBA Administrator	<i>[Signature]</i>
Monte Andrews	FAME coordinator	<i>[Signature]</i>
ANTONIO REVELES	SCTECH - College Counselor / AP. Coord	<i>[Signature]</i>
RON GROVER	FAME Lit. coach	<i>[Signature]</i>
Rudy Huezco	SCITECH - CTE Advisor	<i>[Signature]</i>
Shirley Williams	Ninth Grade House - Literacy Coach	<i>[Signature]</i>
Nery Cuellar	Plant Manager III	<i>[Signature]</i>
Laurel Solon	Career Advisor	<i>[Signature]</i>
Hector NEVAREZ	School security officer	<i>[Signature]</i>
ERICA MAESTRO	OFFICE TECHNICIAN	<i>[Signature]</i>

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Printed Name and Position	Role in SLC	Signature
Blanca Davila	ASST. LOCKER SUPERVISION	<i>Blanca Davila</i>
Tom Campbell	Categorical Program Advisor	<i>Tom Campbell</i>
Yesenia Mojarró	Design Team Lead	<i>Yesenia Mojarró</i>
Tom Albertson	Design Lead	<i>Tom Albertson</i>
Ivonne Gonzalez	Design Lead	<i>Ivonne Gonzalez</i>
Blanca Burrola	Counselor Science, Tech	<i>Blanca Burrola</i>
Juan Gomez	Counselor - Science, Tech	<i>Juan Gomez</i>
Oliver Linares	Counselor	<i>Oliver Linares</i>
Stacia Salanova <small>Library Media Teacher</small>	LMT, 9th Grade House	<i>Stacia Salanova</i>
David Arenas	MTCA Administrator	<i>David Arenas</i>
Katherine Lowe	DHS Teacher's Aide	<i>Katherine Lowe</i>
Evelyn Diaz	Title One T.A.	<i>Evelyn Diaz</i>
Maribel Torres	Bilingual off. T.A.	<i>Maribel Torres</i>
Hermione Perkins	Youth Relation Assistant	<i>Hermione Perkins</i>

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Printed Name and Position	Role in SLC	Signature
Lucia Lowe	Humanities Design Team Lead ^{English}	Lucia Lowe
CAROLYN HONG	SP, I - TEC. ENGLISH DEPT	Carolyn Hong
Michael Keating, Teacher	FAME, SOCIAL STUDIES DEPT.	M. Keating
ALEXIS KOZAKI, TEACHER	FAME, ART DEPT	Alexis Kozaki
Mayra J. Helguera, Teacher	MTCA - RSP Teacher	Mayra Helguera
Kenneth Goodson	Humanities - SP Teacher	Kenneth Goodson
Geny Rosado Mga	Humanities - Social Studies	Geny Rosado
EMILY VONMUNDT	9th Grade House	Emily Vonmunt
Francisco Mercado	9th. Grade House.	Francisco Mercado
PATRICIA SILVEZAR	SHRA - RSP Teacher	Patricia Silvezar
RUBEN PEÑA	9 TH GRADE HOUSE - SOC. STUDIES	Ruben Pena
FREDERA. Pastora	FAME - ART	Fredera Pastora
OWEN JUNG	MTCA	Owen Jung
Angelina Gomez	MTCA - English Teacher	Angelina Gomez
Jesse Becerra	MTCA - Eng. Tchr.	J. Becerra
Trisha Katzmaier	MTCA - English Teacher	Trisha Katzmaier

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Printed Name and Position	Role in SLC	Signature
Jose M. Mercolo	FAME Soc. St.	<i>[Signature]</i>
Florence Kelly	FAME Floristry	<i>[Signature]</i>
R.G. Martinez	FAME For. Lang.	<i>[Signature]</i>
Miguel Jimenez	9th grade Math	<i>[Signature]</i>
Ralph Dronoz	IRBA (A-Track Lead) - Social Studies	<i>[Signature]</i>
Valentin Nicks	SHRA PE	<i>[Signature]</i>
Susan Young	SHRA English	<i>[Signature]</i>
Rosalba Velasquez	IRBA for Lang	<i>[Signature]</i>
Minda Follosco-Edmiston	SciTech Science	<i>[Signature]</i>
Ada Sanchez	FAME ESL	<i>[Signature]</i>
EDWIN ADAMS	SHRA social studies	<i>[Signature]</i>
JAMES LOUIE	SCITPC SCIENCE	<i>[Signature]</i>
Carolina Martinez	IRBA Foreign Language	<i>[Signature]</i>
TRANVA GLOVER	IRBA BUSINESS	<i>[Signature]</i>
JC ROJAS	MTCA MATHEMATICS	<i>[Signature]</i>
Matheu Moreno	Humanitas - Science	<i>[Signature]</i>

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Printed Name and Position	Role in SLC	Signature
Katya Jonsson	MTCA - English Teacher	
Cheryl Mick	IRBA - Social Science Teach	
Dulce B. Casados	MTCA - Spanish teacher	
Yorell Leon	MTCA - English Teacher	
Maniel Somono	FAME - Math Teacher	
Luis Juarez	FAME - Special ed.	
MICHAEL D. MARFIELD	SHRA - MATH INSTRUCTOR	
Eric Klein	Tech. - PE teacher	
RJ MONTYNE	Humanitas - teacher	
William SUNE	SHRA - lead teacher	
Zaul Chaidz	Sci-Tech - SpEd Teacher	
Jose Martinez	9th grade Home - SpEd teacher	
Vince Villalva	HUMANITAS - ENGLISH DEPT	
Gabriel Sanchez	IRBA - mathematics	
Jonathan LaRosa	IRBA - Social Science -	
Joel Tepper	HUMANITAS/Sci-Tech Math INSTRUCTOR	

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Printed Name and Position	Role in SLC	Signature
Ron Sidman Teacher	9th grade House - Teacher	[Signature]
Adriana McBride Teacher	IRBA A-TRK CO-DESIGN LEAD	[Signature]
Howard Yaffe-Teacher	MTCA Mathematics	[Signature]
John Reid	9th grade house - science teacher	[Signature]
Susan Vargas	9th grade House - English	[Signature]
Paul Barker - Teacher	Science	[Signature]
Mami Marroquin	IRBA Japanese	[Signature]
Christian Ortiz	SCITECH MODERN WORLD HISTORY	[Signature]
J. Choi	SHRA Science	[Signature]
N. Nuyve	SHRA Math	[Signature]
Jesus Contreras	IRBA Math	[Signature]
Richard Chur	Humanitas English	[Signature]
Roy Lansdown FAME Lead Teacher	FAME Lead Teacher	[Signature]
D. MCMONIGLE	SCITEC MATH TEACHER	[Signature]
V. Montes - Teacher	MTCA Special Education	[Signature]
Steven A. Soares	Humanitas - English	[Signature]

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Printed Name and Position	Role in SLC	Signature
Henry Santiago	PE teacher	[Signature]
Sandra Robles	Counselor - 9 th Grade	[Signature]
LIGIA CHAVES-BASAS	Teacher - Music	[Signature]
Hideaki Tokunaga	Teacher - Music & Math	[Signature]
Bryant Suite/Teacher	IRB Science	[Signature]
Jeff Jones	IRB English	[Signature]
Mr. Rhyme ^{Teacher}	social studies teacher SCITEC	[Signature]

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PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
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(b)(6)

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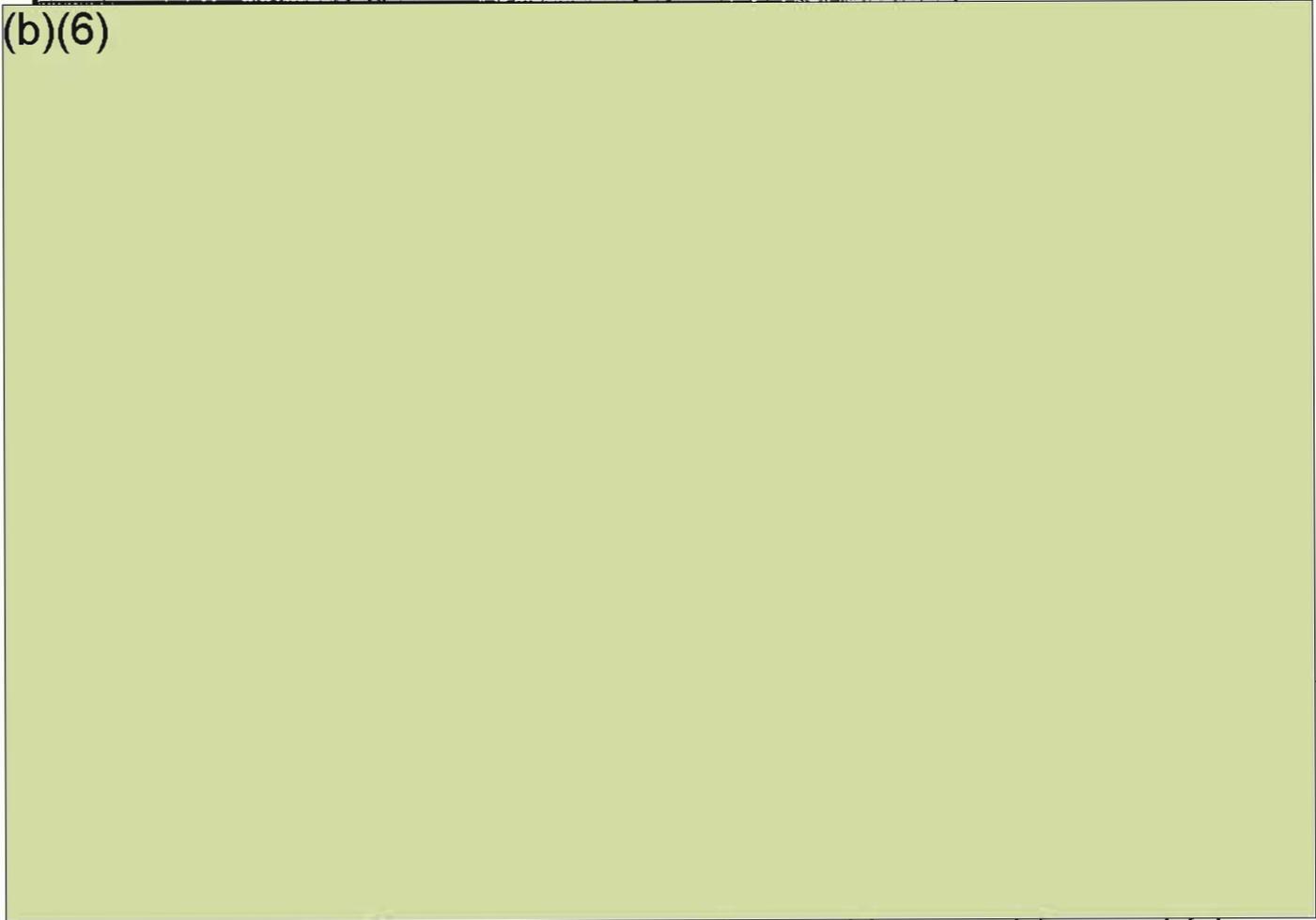
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City, State, Zip Code: Bell, California 90201	
Phone: 323-560-1800	SLC Contact Person: Tim Mathos

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)



Engaging Students in Contemporary Issues and Civic Action Through Art

May 25, 2006

Dr. Onofre di Stefano
Bell High School
4328 Bell Avenue
Bell, CA 90201

Dear Dr. Onofre di Stefano,

This letter is to acknowledge the partnership between the youTHink and the Humanitas Academy at Bell High School.

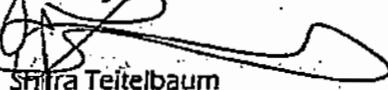
youTHink, an education program of the Zimmer Children's Museum, uses the power of art to foster critical thinking, engage diverse learners, promote literacy, and serve as a tool for social change. youTHink offers School Services which provide arts-based lessons in California's public schools along with professional development opportunities for teachers. youTHink lessons use art as a tool to engage students in contemporary issues analysis, problem solving, and community involvement. youTHink also offers Youth Services providing meaningful leadership and community involvement opportunities outside the classroom and Community Partnerships that offer exhibits of student social commentary art, offer corporate training programs, and provide other opportunities for collaboration and contribution.

We have collaborated with educators at Bell High School for a number of years. The relationship began with a significant group the Humanitas Academy teachers participating in a youTHink teacher continuing education course. As a result, participating teachers requested youTHink lessons offered directly to their students. We have provided continuing Humanitas teacher inservices, and Bell High School teachers have promoted our co-curricular Youth Services programs (providing arts, leadership and community involvement opportunities for Los Angeles youth) among their students.

It has been a pleasure working with the teachers in the Humanitas Academy at Bell High School and we are excited to continue our work together, and to expand our collaboration.

Thank you for your support.

Sincerely,



Shirra Teitelbaum
Director

A program of the Zimmer Children's Museum
6505 Wilshire Boulevard, Suite 100, Los Angeles, CA 90048
Tel.: (323) 761-8987 ♦ Fax: (323) 761-8990
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I: www.urbanedpartnership.org

May 26, 2006

Dr. Onofre di Stefano
Principal
Bell High School
4328 Bell Ave.
Bell, California 90201

Dear Dr. Di Stefano:

Please accept this letter as notice of our support for Bell High School's plans to transition your campus to wall-to-all small learning communities. We fully support your work and look forward to working with you on this transition.

Urban Education Partnership has supported Humanitas on a district-wide basis for the past 20 years, and Bell High School's Humanitas Program has long been a part of our network. We are excited about the prospect of what were teams of teachers united in their method of instruction evolving into the larger concept of personalized small schools. We believe in the importance of "contextualized" learning to support literacy skills. We also believe that education in the humanities provides a context that can link disparate disciplines.

We plan to continue offering "no cost" support in these forms:

- 1.) Urban Education Partnership will continue to provide a network through which Humanitas staff, teachers, and schools can communicate on the important issues that affect student achievement;
- 2.) The Partnership's website will continue to link to Humanitas' data and lessons;
- 3.) Teachers' Centers that provide the instructional methodology foundation for planning interdisciplinary lessons will be provided;
- 4.) Teachers' Institutes that provide content literacy will be held multiple times throughout the year;
- 5.) The Media Literacy Project will continue to be organized by The Partnership.

The total value of this commitment is estimated to be approximately (b)(4) per year, per program.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

A handwritten signature in cursive script that reads "Linda O'Neill".

Linda O'Neill,
Humanitas Director

Oscar Hernandez - *Mayor*
Victor Bello - *Vice Mayor*
George Cole - *Councilman*
Teresa Jacobo - *Councilwoman*
George Mirabal - *Councilman*



6330 Pine Avenue
Bell, California 90201
(323) 588-6211
(323) 771-9473 Fax

CITY OF BELL

June 19, 2006

Bell High School
4328 Bell Avenue
Bell, CA 90201

Subject: Bell High School Sports, Health and Recreation Academy

Dear Bell High School:

The City of Bell, Department of Community Services, is pleased to offer assistance and be an active participant in the Bell High School Sports, Health, and Recreation Academy. The City's Department of Community Services will provide various in-kind services including the use of the Bell Community Center and City-owned facilities, as well as scheduling of the Academy's events and completing minor infrastructure modifications as necessary.

Should any additional information be required, please contact Annette S. Peretz, Director of Community Services at (323) 773-1596.

Sincerely,

Oscar Hernandez
Mayor

CHATSWORTH HIGH SCHOOL Smaller Learning Communities Plan

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This SLC plan is a work in progress. To honor the unique styles and preferences of each school site SLC team, LAUSD has allowed each to develop and package their plans according to local priorities while adhering to district requirements for SLC development and implementation. For the purposes of this grant proposal, we have attempted to build a consistent and reader-friendly outline from one school plan to the next, but there may be minor differences from plan to plan to honor the story each school wishes to tell.

Introduction

The indisputable fact that our high schools are failing our youth creates headlines and heartaches in boardrooms and living rooms across the nation. Frequent media reports about dropout rates, campus violence, and the failure of our schools to prepare students for the workforce clearly reveal that it's not just our students, but the future of our social and economic systems that are at-risk. Chatsworth High School, a SAIT (School Assistance and Intervention Team) school, is no exception. These same alarming problems are evident in our school which provides education to over 3,000 students of which 47.5% are Hispanic/Latino, 9.1% are African American, 24.3% are White and 14.1% are Asian and other ethnicities. A major challenge of our school is that 21% of our students are English Language Learners and nearly half qualify for Free and Reduced meals.

In 2001 the State of California designated Chatsworth to be a "low performing school." Along with that came resources allowing us to spend three years vigorously working to improve achievement for our students. Even though we made substantial gains in our test scores and thought we were doing our best to educate our students, we have looked at the data and now realize that our best isn't good enough. There are still blatant gaps in achievement among our ethnic groups, our socio-economically disadvantaged students, English Learners and Special Education students. We also have a crisis situation under which a substantial percentage of our 9th grade students fail multiple courses and do not earn enough credits to become Sophomores. Statistically speaking, these are the same students who will ultimately join the ranks of the approximately 33% drop out group in our Los Angeles Unified School district.

So, what are we going to do about it? At Chatsworth we belong to the community and the community belongs to us. So, as a community we discussed our problems and also what our school should be. Blame wasn't the issue, responsibility was and all participants were willing to take on the responsibility to work for excellence. Administrators, teachers, parents, students and community leaders hammered out a vision, and then we discussed ideas for the best possible ways of reaching all the members of our diverse student body. We started researching what other high schools were doing, and traveled to local schools that had embarked on a transformation into smaller learning communities. We learned what high performing schools were doing and discussed how these models might fit into a new culture of excellence at Chatsworth.

We heard our learning community say, "Wouldn't it be nice if we could try...?" So, we selected ideas that research reports will work to personalize learning, improve 9th and 10th grade study skills, shift instruction from isolation to collaboration, and at the same time create high interest, career focused academies that will inspire our students to stay in school, earn a diploma and be better prepared for the workforce and post-secondary education. At this time, we think we have a well thought out plan, an enthusiastic team and the support of a community that wants the very best for their children.

There's an old saying that "The future isn't what it used to be because the present has changed." Nothing more aptly describes the intense challenges that our students must meet in order to have a productive future. We know that the traditional factory approach to education has failed our youth. We have learned that smaller learning communities have proven success in meeting the needs of students just like ours. With that knowledge in mind we have created a plan that will, within four years, engage every student and teacher in a smaller learning community. Our focus is on future opportunities, not problems. In the spirit of personalization and the new frontier we are about to embark on, we espouse the following credo to our teachers all of the time: "The kids don't care what you know, until they know that you care."

I. Description of Smaller Learning Communities

Chatsworth High School, which operates on a traditional academic calendar, proposes to have eight SLCs on its campus. Seven are new SLCs and one is an existing SLC that will be expanded under this grant. Two of these will be Freshman and Sophomore Academics broken into houses of approximately 160 students each, and the remaining six SLCs will be career-oriented academies/SLCs to serve junior and senior students. To this end 11 SLCs for 10th through 12th graders will be organized around thematic content that correlates to major industry in the Los Angeles area and vital trends in employment within the State. It is our intent to provide linkages for our students to employment in high skill, high wage careers that are expected to grow in the future in this area, as well as in other parts of the country and world. Los Angeles is a cosmopolitan city that is vibrantly connected to the rest of the world through business and technology, arts and entertainment, a growing culture of health and wellness, social justice and an increasingly shared global vision.

Each smaller learning community at Chatsworth High School has developed its own SLC plan that outlines specific strategies for implementation and that addresses LAUSD's seven attributes for effective SLC implementation: (1) unifying vision; (2) personalization; (3) equity and access; (4) professional development; (5) accountability and distributed leadership; (6) parent and community engagement; (7) rigorous standards based curriculum, instruction and assessment.

All SLCs have been designed to incorporate the following strategies, which have their roots in current research that highlights effectiveness of SLCs, personalization of education and career-focused education that affords a smooth school-to-work transition. These align with the seven attributes of SLC design established by LAUSD for SLC implementation and the structures and strategies identified by the district as appropriate for SLC restructuring. (See Appendix D and the application main narrative.) Other strategies specific to each SLC are described under each of the SLC descriptions that follow in the chart on page 6.

General strategies for all SLCs	
STRUCTURE AND STRATEGIES	RATIONALE OR JUSTIFICATION
Students will have highly personalized Counseling with the same counselor for all four years; personal scheduling and on-going advisement.	Personalization of counseling and teachers in each house or SLC are working with the same counselors and students.
Advisory period 2 times a week with the same teacher for 4 years where student will be tracked for progress provided with study skills, college advice and referred for interventions. Specific curriculum will be provided to teachers to use during Advisory. (see note at end of this chart) To optimize personalization, advisory groups will include one teacher working with 25 students. The groups will meet twice a week, Wednesday and Thursday for 30 minutes (7:45 – 8:15 AM). On the other three days students will meet for Sustained Silent Reading. Students will remain with the same advisory teacher for their four years at Chatsworth High School. Curriculum will be provided to the	Personalization and an effort to track students and provide useful information.

General strategies for all SLCs	
STRUCTURE AND STRATEGIES	RATIONALE OR JUSTIFICATION
teachers and will include materials for : test preparation, study habits, career information, asset building and college information. Advisory periods will begin this Fall, September 2006, and be ongoing.	
Tracking of incoming students using test data and grades to identify students who will be at-risk; use of multiple indicators of all student performance (grades, test scores, student work etc.) on an ongoing basis to measure achievement.	Data will give objective information on student progress and help make instructional decisions to benefit each student.
All students will have access to rigorous A-G curriculum and be prepared for post-secondary education when they graduate.	District requirements and part of creating the college going culture at our school.
AVID (Advancement Via Individual Determination) will continue to be offered as an elective program to middle range students who choose this elective; students may still be in another SLC.	AVID elective program strategies are proven to be successful in preparing middle range students for college admission; much data evidences improved college admission rates for AVID graduates.
All students will be encouraged to take Honors classes and AP courses but these will not be offered through the individual SLCs. They will be treated as "pass port" courses open to all students beginning in the 10 th grade.	Students are capable of advanced learning in challenging courses.
All students will have access to athletic programs, electives such as music, computers, art) regardless of which SLC they might select.	Students need a wide array of options in order to maintain high interest in their learning.
Job shadowing, mentoring, internships and possible summer jobs will be offered to students related to their career field; partnerships with local businesses will provide these opportunities.	On the job training and exposure to career professionals will motivate students and open their eyes to the benefits of certain careers.
Faculty will work with professional experts in their career field to stay abreast of most recent knowledge and practices.	Professional development must include not just teaching strategies but teachers must remain current on developments in career fields.
Teachers will be trained by Special Education staff on methods to improve inclusion of all students in the SLC programs.	Special Ed. students need extra help as they become included in all classes.
Teachers will be trained in SDAIE (Specialy Designed Academic Instruction in English) strategies to enhance learning for English Learner students.	EL students need extra help and specific strategies help them as they transition to regular classes.
Interventions will be provided school wide (see list) as well as individual SLCs will have tutoring for sludents in need of assistance. This will take place after school, during summer, etc.	Interventions will be designed to assist struggling students and catch them before they drop out.
Partnerships will be further developed with local businesses related to the career focus of each SLC	Bringing the community into the education process benefits the entire school and the students who get

General strategies for all SLCs	
STRUCTURE AND STRATEGIES	RATIONALE OR JUSTIFICATION
to provide job training opportunities and to take advantage of expert guest speakers, resources, field trips, donations, etc.	to know the partners. Great public relations vehicle for the school and for resources as well.
Staff members will attend SLC workshops and conferences and District provided SLC trainings to assist in the implementation of their program.	More training and information can only benefit the development of our programs.
School staff to self-select in working with the SLC of their interest.	If people choose their participation they will be more productive.
Recruitment for all SLCs will be open to all students and no criteria based on grades or previous academic performance.	The SLCs can not restrict enrollment based on performance, the purpose is to create opportunities for all students.
Students, parents and community partners will all have representation on the decision making councils for each SLC.	All stakeholders should be part of the decision making process to make it meaningful and have "buy-in."
Each SLC will maintain communication with parents through the school website and SLC newsletters generated by student writers.	Constant communication between the school and home/community is critical and produces better participation and support.
All students will complete a community service project linked to their career focus prior to graduation.	Community service helps the students to learn about the greater community and also educates the public as to what is going on in the schools.
All students will maintain an electronic portfolio of their work (CD).	This portfolio will contain work samples, a resume and can be used in job applications.
All students will produce a senior project of their choice in their chosen career field.	A culminating project is a good way of illustrating learning and skill mastery.
The entire school will cooperate with the external evaluator to provide information on progress of the SLC implementation.	This is a grant requirement and the evaluator can provide good input to improve our implementation process.

The following chart summarizes descriptions of Chatsworth's smaller learning communities, their targeted student groups and respective maximum student enrollments. It includes brief highlights of proposed curriculum and strategies to engage students and meet their learning needs. *New* and *expanding* SLCs in the chart will receive funding through this grant. This school does not have any *established* SLCs that will not be supported or altered with these funds.

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
1	Freshman Academy	<p>This SLC is designed to assist incoming Freshmen make a smooth transition into high school and meet the rigorous high school standards. The Freshman Academy is developed around the concept of a smaller learning community that is organized through interdisciplinary teams of English, Math, Science and Health/life Skills teachers. All incoming Freshmen are connected to a select team of caring Academy staff who will use research-based best practice instructional strategies for teaching the curriculum and addressing student intervention needs more personally. Each team of teachers will share a group of approximately 160 students, a "house," and will employ a common planning time for collaboration and discussion of student progress.</p> <p>One of the 9th grade Houses will be dedicated to incoming students who select to be in the Humanities program. In addition, this same House will now include the most severe Special Education CBI (community based instruction) students who are classified as autistic or mentally retarded. (Other, less severe, Special Education students are placed in the other Houses.) Each team of teachers will also be involved in identifying learning challenges of each student and prescribing the best intervention path to get the student to a successful learning level.</p> <p>The focus of the Freshman Advisory time (meets twice a week) will be on developing and honing the academic and personal skills of these young students while connecting them to the academic and career pathways that will define their later years in high school. Underlying structures and strategies that will be implemented during the grant term include the following:</p> <ul style="list-style-type: none"> • Each year there will be a special orientation program presented at each feeder middle school to familiarize parents and students with our SLC structure and options. • We will have freshman only registration and orientation days in August. • Students will be divided into small houses with designated teachers, a counselor and dean to maintain the highest level of personalization. • Students will have the same counselor for his/her entire progression through grades 9-12. • Mainstreamed special needs students will be assigned to all Houses and supported by the special education instructors. • All students will have advisory 2 days a week with a freshman teacher. • All students will benefit from AVID strategies that will be used in all 9th and 10th grade course work to improve study skills and achievement. 	<p>New SLC</p> <p><u>Student Group:</u> 9th grade</p> <p><u>Current enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 960 (approximately 160 students per house)</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<ul style="list-style-type: none"> • All students will be required to complete one inter-disciplinary project per semester, it will be thematic and weave learning from several subjects. • Students will be able to attend a Freshman Summer Bridge Program for at-risk students in Math and ELA. • There will be a freshman Algebra Readiness Class for students who fall first semester Algebra. • 9th and 10th grade students will have upper classman mentors to help them make the transition. Mentors will be trained to support the younger students. • There will be on-going intensive math, writing and literacy support for struggling students. • A Drop Out Counselor will work with all students but focus on the 9th and 10th graders. • There will be targeted professional development for 9th grade teachers. • House teachers work together for success of house students, collaborate on lessons, review student progress, plan activities, etc. • A 1:20 teacher-student ratio will be maintained in 9th grade English. • Teachers will be using multiple data indicators for careful monitoring of all 9th grade academic performance. • On-going recognition will be provided for all improving 9th grade students. • Students from each Freshman and Sophomore House will participate in campus Leadership roles on Student Leadership Council. • Houses will have award assemblies, activities and identity. • Parents and community members will have representation on Freshman Academy Council. • Students will publish a Freshman Academy Newsletter to keep parents informed. • Humanities students will be in one house along with special needs students from the CBI (community based instruction for students who are mentally retarded or autistic) program. • Freshman houses will each have classroom doors painted with their colors and logos to help create identity for each house. <p>The Freshman Academy will have its own centralized office to handle all freshman related school documents (attendance, interventions, parent communications, etc.) and each house will have a designated counselor.</p>	

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
2	Sophomore Academy	<p>The Sophomore SLC is structured to build on the work accomplished in the Freshman Academy. It will use the same strategies and actions to support students. To maintain consistency and close relationships, students and their families will remain in the same houses with the same counselors and deans as they shared in the 9th grade. Many of the 9th grade teachers will also loop into the 10th grade curriculum in the core areas. The structure and strategies used in the Sophomore Academy for interventions will mirror those used in the Freshman academy. Advisory time will be used to introduce students to a lot of career information so that they will be better equipped to select a career focused academy for their 11th and 12th grades.</p> <p>Underlying structures and strategies that will be implemented during the grant term include the following:</p> <ul style="list-style-type: none"> • Sophomore orientation for students and parents in April of each year • Continuation of support strategies used in 9th grade Academy Houses • Advisory period time used to explore SLC options for 11th-12th grade • Interventions will continue in Math and ELA for struggling students 	<p>New SLC</p> <p><u>Student Group:</u> 10th grade</p> <p><u>Current enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 960 (160 per house)</p>
3	Humanitas Academy	<p>The Humanitas Academy began at Chatsworth in 1986 and is designed to perpetuate students' academic growth and college preparedness, while also getting them involved in their Chatsworth community. Humanitas is a nationally recognized approach to high school instruction. The methodology employs a thematic, interdisciplinary approach to learning, which combines literature, history, science, mathematics and the arts. The thirteen Humanitas teachers work in teams, teach both regular and honors courses, and focus on writing and standards-based instruction. There is a strong emphasis on students continuing into post-secondary education. Twenty-six other high schools in LAUSD have Humanitas programs that serve over 11,000 students. Teachers meet twice each year with these other schools to select the themes for the coming year, share best practices and take part in professional development on Inter-disciplinary Instruction.</p> <p>NOTE: One of the 9th grade houses will be dedicated to incoming students who select to be in the Humanitas program. In addition, this same house will now include our most severe Special Education CBI (community based instruction) students who are classified as autistic or mentally retarded. (Other, less severe, Special Education students are placed in the other houses.)</p>	<p>Expanding SLC</p> <p><u>Student Group:</u> 9-12 graders (See note in column to the left.)</p> <p><u>Current enrollment:</u> 455</p> <p><u>Maximum Capacity:</u> 480</p>

Summary of Smaller Learning Communities			Status of SLC
No.	SLC Name	Description	Status of SLC
		<p>The Humanities Curriculum includes regular and honors level courses in core subjects:</p> <ul style="list-style-type: none"> ▪ 9th grade: English, Algebra I or Geometry, ICS, Health/Life Skills, History and Analysis of Art and P.E. ▪ 10th grade: English, Algebra II or Geometry, Biology, Foreign Language, World History or AP European History, and P.E. ▪ 11th grade: English, U.S. History, Trigonometry or Math Analysis, Foreign Language, Technical Art and an elective (could be 3rd year of science.) ▪ 12th grade: Government and Economics, Expository Composition, American Images, and three electives chosen from: Ethics/Philosophy, Sociology/Psychology, Contemporary Issues, Oceanography/Environmental Science, Advanced Foreign Language, AP Art History, Advanced Math, African American Studies/Latin American Studies, Women Studies and Shakespeare. <p>Specific strategies in this smaller learning community include the following:</p> <ul style="list-style-type: none"> ▪ Humanities students are honored with an awards assembly each semester that is sponsored by the Humanities Student Organization which is their own student governance group. ▪ Students take field trips to museums, historical sites, and community events so they can make their classroom learning "come to life." ▪ Teachers receive on-going training and materials from the Urban Education Partnership that sponsors the Humanities program in LAUSD. 	
4	Medical/Health Careers Academy	<p>The focus of this academy is to respond to a desperate need in the Los Angeles area for health care professionals. Students who want to pursue a career in the various medical and health fields will have access to both highly challenging academic courses and vocational training programs that, because of on-the-job training, will prepare them to enter the work force right out of high school. Students will be required to take specific classes and participate in specific field studies in order to graduate from the SLC. English, science, math and lab components have been modified to provide a relevant application to the medical and health care professions. 11th and 12th grade students will be able to take courses at LAUSD's Regional Occupational Centers which have direct career preparation training modules. (There</p>	<p>New SLC <u>Student Group:</u> 11-12th grade <u>Current enrollment:</u> 0 <u>Maximum Capacity:</u> 300</p>

Summary of Smaller Learning Communities		
iNo.	SLC Name	Description
		Status of SLC
		<p>are three such centers within 10 miles of Chatsworth.) The program will offer rigorous college preparatory curriculum and assessment, open enrollment for all students (regardless of previous performance), career applications for numerous jobs, a large emphasis on community partner support to provide job shadowing and internships, personalization. Teaching staff will work with, and be trained by, professionals from various career fields within the medical/health industries to enhance teacher knowledge and skills so they are current in the classroom.</p> <p>The Medical/health Career Academy curriculum will allow students to take any AP or Honors courses that they may choose. In addition to the University of California-California State University (UC/CSU) admission requirements (A-G courses), students (over 16 years of age) will be able to take advantage of a wide gamut of electives related to the medical-health field through district Regional Occupational Programs (ROC). Certificated programs include (1) Medical Records Program, (2) Medical Office Assistant, (3) Insurance Billing Clerk, (4) Medical Diagnostic Coder (ICD-9) and (5) Medical Transcriber. Other health career programs available to our SLC students include Nurse Assistant, Emergency Medical Technician, Vocational Nursing, and CPR Training. Once students are 18 years of age, the Pharmacy Technician program also will be available. These are all full-credit courses and count toward graduation requirements.</p> <p>Specific strategies in this smaller learning community include the following:</p> <ul style="list-style-type: none"> • Provide vocational training in hospitals and health care facilities to meet health care needs of our community (i.e. Nursing Assistant Saturday Program) • Provide alternatives to traditional curriculum through our Regional Occupational Program (ROP) • Provide partnerships between the private sector and our educational community for mentoring, internships, future jobs, etc. in diverse medical and health situations • Provide field trip visits to all types of medical/health care sites • Provide visits to colleges who offer medical/health career programs • Encourage dual enrollment in community college health career programs • Arrange presentations by professional within the health community • Make sure every student graduates with a post-secondary plan for continuing their formal education • Offer project-based learning that integrates the curriculum and focus on career training in medical/health fields

Summary of Smaller Learning Communities			Status of SLC
No.	SLC Name	Description	Status of SLC
5	Business/Technology Careers Academy	<p>Utilize team teaching and interdisciplinary instruction to optimize teacher talents and a better flow of instruction</p> <ul style="list-style-type: none"> Require all students to complete a Service Learning requirement in the area of health-medical work <p>This academy is designed for students who want to pursue careers in various types of business, especially in high need areas of applied technology/information science. The program blends rigorous academics (University admission requirements) with practical, hands-on applications of technology in the work place. All students will demonstrate mastery of advanced computer skills, word processing, website development and Internet communications for dissemination of information and product marketing. Students will be required to take specific classes and participate in field studies in various business settings (retail, office, service operations, etc.) in order to graduate from the SLC. As programs become available through our Regional Occupational Centers, students will be able to complete professional certifications such as NETWORK+, CISCO CCNA, and Novell CNA. Community business partners are critical to this SLC to provide students with broad opportunities for job shadowing, internships and future on the job training. English, science, math and social studies components will be modified to provide a relevant application to the business-commercial professions.</p> <p>The curriculum of the Business/Technology Academy will include all of the core courses and college prep requirements. Electives will be chosen based on student interests. Students can earn a Certificate in either Computers or Office Technology. A basic program sequence would include:</p> <p>9th grade: Introduction to Computers and Word Processing 10th grade: New Media Office Technology A and New Media Office Technology B 11th grade: Web Page Design and Information Processing 12th grade: Accounting A and B, or Information Technology in a Global Society and Digital Imaging</p> <p>To open up a wide world of other options to students, the program will take advantage of ROP program offerings at local Regional Occupational Centers and local community college. These courses include: Computerized Accounting, Computer Operator, Legal Office Assistant, Bank Teller, Automated Office Procedures, Computer Software Applications – Microsoft Office, Computer Programming (JavaScript for Web Development), Certified Network Administrator.</p>	<p>New SLC</p> <p><u>Student Group:</u> 11-12th grade</p> <p><u>Current enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 300</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>Real Estate Agent, Real Estate Finance, Desktop Publisher, Graphic Designer and Digital Photography.</p> <p>Specific strategies in this smaller learning community include the following:</p> <ul style="list-style-type: none"> • Student emphasis will be on completing Internships and on the job training. • Students will design and maintain our school website as a community information portal. • All students will complete their Service Learning requirement by completing a technology based project for the benefit of the school or community. • Teachers will be constantly updating their technology skills by attending training programs offered by our District and technology vendors. • Dual enrollment in our occupational centers and local community college allow students vast opportunities beyond our own course offerings. • Certification programs and advanced technical training will allow students immediate access to good jobs when they leave high school. • Frequent exposure to actual business settings and working with professionals will motivate students to complete their education. 	
6	Visual/Performing Arts Careers SLC	<p>This SLC is designed for students who want to pursue a career in the fields of visual and performing arts, including: 1) visual arts (drawing, painting, photography, video, film and graphics design, etc.), and 2) performing arts (dance, music and theatre). Students will choose a focus and then be required to take specific classes and participate in specific field studies in order to graduate from this SLC. Other core subjects will emphasize the arts and application to careers in those areas. The curriculum in this SLC will be centered around project-based learning with students annually creating either a portfolio for presentation in the visual arts (including computer based graphics, computer editing and other related technological applications), or creating a solo or group performance in one or more of the performing arts. The curriculum will meet the university admission requirements along with other course work that focuses on career and going-to-college motivational components. This SLC is open to all students who have an interest, with or without previous experience in the arts. The goal is to cultivate a passion for the arts among students and develop the innate talents that each student might possess</p>	<p>New SLC</p> <p><u>Student Group:</u> 11-12th grade</p> <p><u>Current enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 300</p>

Summary of Smaller Learning Communities		Status of SLC
(No.)	SLC Name	Description
		<p>Curriculum will include the usual core courses and students will have at least 4 elective options such as:</p> <ul style="list-style-type: none"> ▪ Visual Arts: Ceramics, Sculpture, Calligraphy, Design Crafts, Design, Advertising Design, Printmaking, Photography, Drawing, Painting, Video Production, Film Computer Graphics, Cartoon Animation, Introduction to Art, Life Drawing, Studio Art Laboratory, AP Studio Art – Drawing, AP Art History and AP Studio Art – 2D Design ▪ Music: Harmony, Music History, Chorus, Choir, Vocal Ensemble, String Instrument, Wind and Percussion, Marching Band, Orchestra, Concert Band, Instrumental Ensemble, Piano and Guitar ▪ Dance: Folk Dance, Modern Dance, Dance Production, Tap and Jazz and Ballet ▪ Theatre: Drama, Play Production, Stage Crew, Theatre Arts Workshop and Speech <p>Specific strategies in this smaller learning community include the following:</p> <ul style="list-style-type: none"> • Students will take part in exhibitions of their art field as well as solo performances and cooperative productions in the performing arts. • Job shadowing and Internships will be emphasized in all areas to give students real life experiences in the relevant career fields. • Staff will call upon the large number of performers and artists in Los Angeles and utilize these professionals as a resource to bring life to curriculum and expose students to the real world of the arts. • Professionals will be brought in to act as mentors and trainers for teachers and co-teach with school faculty. • Students will take advantage of dual enrollment opportunities at the Regional Occupational Centers and local colleges. • California State University, Northridge, as a partner, will provide summer workshops for students in visual and performing arts. • Students will visit museum, art galleries, and attend local performances in music, dance and theatre. • A designated group of teachers in core subjects will work with all academy students to personalize their educational program. • All students will have a plan for post-secondary in place before they graduate.

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<ul style="list-style-type: none"> • Career students will maintain a complete portfolio of their work both on CD and in hard copy. • Students will select a Service Learning project that is related to their art focus. 	
7	Law/Government Careers SLC	<p>The focus of the Law/Government Careers SLC is to prepare students for careers in law enforcement and legal fields as well as civil service in government jobs. Curriculum in this academy will emphasize the role of laws in society, and the role of governmental agencies. A major goal of this academy is to provide "real-world" experiences, in combination with academic work in the classroom. The goal is to strengthen student's confidence levels, skills, attitudes and preparation in regard to their successful transition to the world of work, college and effective positions in society. Students will be encouraged to journey through the wide range of experiences from criminal law, to immigration law, labor rights/law, maritime law, transportation law, political campaigning and the democratic process. Key partners will include local law enforcement agencies and local legislators, council members and other private law firms. This SLC conforms to the LAUSD guidelines for new SLCs in that it is open to all students regardless of academic performance. There will be a designated group of core area teachers working with students to give them more personalized attention, parent and community involvement in actual instruction is a big focal point. Teachers will work side-by-side with legal professionals who will provide them with professional development relevant to the field. The curriculum and assessment associated with college preparatory curriculum will emphasize post-secondary education for students. Students will be exposed to post-secondary opportunities and information in these various career areas.</p> <p>Curriculum for this SLC: In addition to the college preparatory A-G requirements other possible elective courses include: Introduction to Law; Youth and Justice; Forensics/Criminology; Constitutional Law; Business Law; Entertainment Law; Contract Law; Police Science; Mock Trial; Writing Law Briefs; Government and Society; California Government; Labor Law; Foundations for Democracy; Administration of Justice; The Electoral Process and The Judicial System.</p> <p>This wide selection of courses will be made possible by allowing students to be enrolled in our local community colleges (dual enrollment) and courses offered at local Regional Occupational Centers.</p>	<p>New SLC</p> <p><u>Student Group:</u> 11-12th grade</p> <p><u>Current enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 300</p>

Summary of Smaller Learning Communities			Status of SLC
No.	SLC Name	Description	Status of SLC
		<p>Specific strategies in this smaller learning community include the following:</p> <ul style="list-style-type: none"> • Students will take advantage of job shadowing opportunities and complete Internships in areas of their interest. • Students will produce annual projects on topics related to justice and governmental systems. • Judges/lawyers and other legal professionals will be resources as guest speakers in our classrooms and resources for our job shadowing program. • Students will work in local law firms during summer Internships. • Students will make visits to the Los Angeles Police Department headquarters, Sheriff Stations, law schools, Van Nuys courts/Syomar County Courts, local government agency offices and political offices. • Students will complete their Service Learning in a project related to law and government and this will allow them to practice the theories they have learned in their course work. 	
8	Sports Management/Fitness SLC	<p>This multi-faceted SLC will focus on preparing students for careers in the health/fitness industry. This SLC program will cultivate students who wish to become sports coaches, PE teachers, fitness trainers, physical therapists, sports facilities managers, and other professionals in sports management and agency representation. Partnerships with local health clubs, CSUN Physical Therapy Dept. and the Pierce College Personal Training Dept. will provide good sources of job shadowing and internships for our students so they can have practical experiences in these career areas. Students will have project-based learning assessment in which they will design a fitness-health program, athletic training or recreation program for a local youth program or our school. This program conforms to the SLC model designed by LAUSD in terms of the methods of personalization of instruction and counseling of students; rigorous college preparatory curriculum in addition to sports related courses; and recreation, health and fitness partners in the community that will be recruited to provide students with real life experiences in the area of health and fitness.</p> <p>Curriculum: In addition to students fulfilling the normal university preparatory curriculum (A-G) requirements, they will also complete at least four electives chosen from the following list: Human Anatomy and Physiology, Chemistry, Nutrition, CPR Training, Sports Injuries, Physical Therapy, EMT (Emergency Medical Technician) and Kinesiology. Some of these courses will be completed at Chatsworth, while others will be taken at the Regional Occupational Center or</p>	<p>New SLC</p> <p><u>Student Group:</u> 11-12th grade</p> <p><u>Current enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 300</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>through dual enrollment at Pierce Community College. Our local community college (Pierce) has a certification program in Personal Training and Fitness, as well as one in Nutrition.</p> <p>Specific strategies in this smaller learning community include the following:</p> <ul style="list-style-type: none"> • Require students to complete projects in various strands to broaden their exposure to the different opportunities in sports and fitness industries. • Provide students will opportunities to visit several different types of facilities connected to these career areas. • Bring in professionals as speakers for the classes and also to train our teachers in the latest techniques of the industry. • Require a Service Learning project connected to the SLC focus of their choice. 	

II. Student Choice

Guiding principles on Student Choice at Chatsworth High school are as follow:

- At Chatsworth it is a top priority to ensure that students make informed choices in their selection of their Junior/Senior year SLC.
- All incoming 9th grades students and parents are given the Chatsworth High School SLC brochure so they can become aware of options open for many programs.
- All 9th grade students are surveyed to determine their career or personal interests.
- Advisory periods will be used to inform students about SLC options and also to provide career information and how it connects to the SLC offerings.
- The Chatsworth High School website has an online survey a student can complete that will help them identify the areas of interest that align with the SLC offerings.
(<http://www.chatsworthhs.org/slc/?m=5536>)
- We will have an annual SLC Fair allowing each SLC to market their programs and inform students about their curriculum and activities.
- Enrollment in the 11th and 12th grade career-focused SLCs will be made by students indicating to their counselor or advisor their first and second choice for an SLC.
- If more students express interest than available spaces can accommodate, a lottery system will be used to place students in the various career academies.
- As the career academies begin in the 11th grade we do not expect a lot of need for students to transfer between the SLCs, but consideration will be given on a case by case basis as the needs arise and space permits such transfers.
- Transfer students will be informed of the SLC options and every attempt will be made to place them in their first choice, depending on available space.

III. Accelerated Learning Strategies

Chatsworth High School has a significant number of students who are below grade level in key academic subjects like reading/language arts and mathematics. Therefore, in compliance with LAUSD and State policies and local determinations of need, the school implements accelerated learning strategies and interventions that are designed to assist teaching staff trying to help these students. The school's accelerated learning strategies outlined in the chart on the following few pages collectively meet all of the criteria of this RFA to especially help 9th graders reach grade level in English/Language Arts and mathematics by the end of the 10th grade. Appendix C outlines the district's initiatives to improve student academic performance in literacy/reading and math in more detail.

A. Language Arts/Reading Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Read 180 <ul style="list-style-type: none"> • 20%ile or below in reading • Specific reading disability (e.g. fluency testing) • Recommended by teacher • Student comprehension skills are really low 	<ul style="list-style-type: none"> • Students take a pre-test at the beginning of the school year to determine their own level. • Students use a software-based technology that targets each of their specific deficiencies and allows them to work at their own pace. • Students work with teachers in small groups for direct instruction. • Students read independently at their own reading level. • Students take a post-test at the end of the school year to evidence growth. • Used in place of English class and elective 	<p>Yes</p>
High Point <ul style="list-style-type: none"> • English as a Second Language students • Limited English Proficiency at levels 1-4 as determined by previous portfolio 	<ul style="list-style-type: none"> • State-adopted curriculum 'High Point!' to address primarily the needs of English Language Learners and English as Second Language students • The district program offered in lieu of core English course. • Students studying English as a second language enrolled in this course. • The scope and sequence of the program: (1) language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and spelling • Cohesive use of strategies across ESL levels learned in staff development: Total Physical Response, Thinking Maps, Anticipation Guides, Reciprocal Teaching, Cooperative Learning. • Ongoing professional development offered to teachers throughout the year. 	<p>Yes</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Kaplan <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in English encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for English 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based) that involve students in reading texts. • Students engaged in reading texts to utilize test-taking strategies for the CAHSEE. 	Yes
Summer Bridge Program <ul style="list-style-type: none"> • 9th-10th grade students reading below grade level • Expanding to all grades during grant term 	<ul style="list-style-type: none"> • Designed for the summer to effect successful transition between middle school and high school. • English/Language Arts interventions and support and basic study skills (reading, vocabulary, note-taking, organization, etc.) • Orientation to high school for students and their parents on graduation requirements 	No
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • ESL tutoring 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. • General study hall for all academies with homework help for students in 9th and 10th grade. Offered daily after school. • Teacher tutoring before or after school. Student self referral or teacher referral 	No
Vantage <ul style="list-style-type: none"> • All 9th grade students. 	<ul style="list-style-type: none"> • Software based program that uses artificial intelligence to give automatic feedback on student writing. Feedback is written in English or Spanish. • Feedback is on two levels: 1) spelling, mechanics, language usage 2) content based feedback depending on they type of essay. • Technology follows the writing process. • Students read model essays that are aligned to all points of the rubric. • Sustained silent reading program for 9th and 10th grade to improve reading comprehension. 	No

B. Math Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Kaplan</p> <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in Math encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for Math 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based). • Students engaged in math exercises to utilize test-taking strategies for the CAHSEE. 	<p>Yes</p>
<p>Carnegie Cognitive Math Tutor</p> <ul style="list-style-type: none"> • Algebra students. 	<ul style="list-style-type: none"> • Based on 20 years of research at Carnegie Mellon Univ. • Software & Information Industry Association (SIIA) selected this program as the winner at the annual Code Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award • Accelerated learning strategy to prepare low achieving Math students to take the CAHSEE. • Combines computer software with collaborative classroom activities. • Computer software and collaborative classroom activities. • Program assesses student ability and tailors the curriculum to his/her individual skill level. • Students spend three days a week in a traditional classroom and two days a week in tutoring program. 	<p>Yes</p>
<p>Algebra Readiness Class</p> <ul style="list-style-type: none"> • 9th Graders who fail Algebra 1 	<ul style="list-style-type: none"> • This is a remedial algebra class for those students who fail Algebra I during their first semester 	<p>Yes</p>
<p>Hotmath.com</p> <ul style="list-style-type: none"> • 10-12th grade students 	<ul style="list-style-type: none"> • Research says 'worked out' examples are an effective teaching method (Carroll, 1992 & 1994; Ward, & Sweller, 1990; Pass & Van Merriënboer, 1994). • Math on-line homework help for textbook problems with step-by-step solutions. Students are given the complete path from the problem statement to the solution. • Self-paced program • The online program has received 2004 award for excellence from Technology and Learning 	<p>No</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Summer Bridge program <ul style="list-style-type: none"> Incoming 9th grade students math below grade level Parents 	<ul style="list-style-type: none"> Designed for the summer to effect successful transition between middle school and high school. Orientation to high school for students and their parents on graduation requirements Math interventions and support and basic study skills (reading, vocabulary, note-taking, organization, etc.) 	No
Summer School	<ul style="list-style-type: none"> Scheduled to provide remedial courses that are offered to all students who must make up a failed course in math or language arts 	No
Tutoring Programs <ul style="list-style-type: none"> All students regardless of proficiency may enroll. 	<ul style="list-style-type: none"> Teacher tutoring before or after school. Student self referral or teacher referral Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. General study hall for all SLCs with homework help for students in 9th and 10th grade. Offered daily after school. SLC-specific tutoring offered by California State University of Northridge students who use AVID strategies. 	No

C. Other Subject Specific Strategies

TARGETED STUDENTS	GENERAL INTERVENTION FOR OTHER SUBJECTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
9 th and 10 th grade	Drop Out Prevention	Yes
All students regardless of test scores or grades	Before and after school tutoring by teachers	No
RSP Students	Full Inclusion Collaborative Model where students with special needs are enrolled in mainstream classes and given extra support by a special resource teacher	Yes
9 th and 10 th grade students who are having difficulty with their writing skills	Special writing instruction across the curriculum; demonstration lessons delivered in the classrooms	No

IV. Stakeholder Involvement: A Proof of Readiness

The chart below summarizes highlights of how Chatsworth High School has prepared for its SLC campus conversion. The action tasks listed here have been completed despite the fact that the school has never received a federal SLC grant. Planning and preparatory activities have built upon the review of published academic research, informal research and observation of successful programs, and professional development efforts throughout the district and Local District 1. Outreach and consultation with and involvement of all school stakeholders are demonstrated below. The school is continuing to build detailed action plans for the full term of the grant that will involve all stakeholders.

PROOF OF READINESS		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
September 13, 2005	General Faculty meeting presented information on the LAUSD initiative for SLCs in all high schools. Requested teachers to volunteer to be on school Redesign Committee	All teachers, administrators, counselors and classified personnel
September 14, 2005	Information presented to School Site Leadership Council on plan to reorganize as SLCs in 2006; notice of intent to apply for planning grant	School Leadership Council, teachers, parents, administrator.
October 3, 2005	Applied for planning grant of (b) from LAUSD to provide funds for Redesign group	Administrator and Local District Director, Warren Mason and consultant, Andrea Kobliner of CalEd Associates, Inc.
October 10, 2005 October 12, 2005	Received award of \$(b) from the district; Redesign Committee has been formed with 24 teachers, 3 administrators, 2 Classified Staff members, 2 students, 2 parents and 2 community members School Site Council informed we received grant and have formed Redesign Committee	Administrator and new Redesign Committee School Site Council
October 17, 2005	First meeting of Redesign Committee. Information given to all members in a binder that will be used to organize information for all future meetings. Request made for volunteers to go visit other sites to observe various SLC models	Redesign Committee, Barbara Garry from Local District I and Andrea Kobliner from CalEd Associates, Inc.
November 2, 2005	Meeting with SLC consultant, Local District Director and Secondary Coordinator to plan the process for SLC design	Administrators, counselor, Director Warren Mason, Barbara Garry, Coordinator and Andrea Kobliner
November 8, 2005	Banked time day, faculty met in departments to discuss possible SLC models and formation of career academies	All faculty members and administrators

PROOF OF READINESS		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
November 16, 2005	School Site Council invited to go on visits to other schools to see SLC models in action. Dates to be scheduled in Redesign Committee meeting	School Site Council
November 22, 2005	General faculty meeting to discuss other SLC models and request volunteers to go to site visits with the Redesign Committee members; information presented on bell schedules, Freshman Academies and Advisory periods	All faculty
November 28, 2005	Redesign Committee meets to assign various site visits and schedule them along with substitute coverage	Redesign Committee, Barbara Garry, and Andrea Kobliner
December 8, 2005	Presentation to Redesign Committee on bell schedules, pros and cons. Information discussed on possible options for school-wide Advisory periods for 2006	Redesign Committee and Andrea Kobliner
December 13, 2005	Period by period faculty meeting to discuss Advisory periods and possible configuration of SLCs; timeline to be considered; questions and concerns aired in these small groups	All faculty, administrators and counselors
December 14, 2005	School Site Council informed of progress on SLC redesign and given information that was given to faculty	School Site Council
January -- February, 2006	Redesign Committee and members of Site Council visit: Cleveland High School, Verdugo High School, Newbury Park High School and Polytechnic High School to observe SLC models and bell schedules	Redesign Committee and parents
January 18, 2006	Counselors meet with Lawrence Middle School parents to provide orientation to Chatsworth. Information presented in brochure about SLCs	Counselors and middle school parents and students
February 2, 2006	Meeting with Frost Middle School parents and students to provide orientation to Chatsworth; information on SLCs provided	Counselors and middle school parents and students
February 14, 2006	Faculty meeting for visitors to share their findings with the entire staff; announce need to elect SLC Coordinator for next year. Faculty survey distributed asking of their interest in formation of different career academies.	Faculty, counselors and administrators
February 15, 2006	Site Council Meeting - SLC progress shared with Council Survey distributed to students to find out their interests. Same survey left on the website for new incoming students to complete	School Site Council 9, 10 & 11 th graders

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PROOF OF READINESS		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
February 16, 2006	Counselors meet with Nobel Middle School parents and students to provide orientation to Chatsworth; information on SLCs distributed	Counselors and middle school parents and students
February 21, 2006	Meeting with Local District Director and consultant to review progress to date on planning for SLCs; suggestion made to survey students and teachers for their interests	Administrators, Warren Mason, Laura Voets and Andrea Kobliner
February 28, 2006	Faculty election of SLC Coordinator – Kate Remo	All Faculty and Classified personnel
March 3, 2006	Meeting of the Redesign Committee – more information presented on bell schedules and visitors share experiences from other sites.	Redesign Committee and Andrea Kobliner
March 7, 2006	Student Leadership class interviewed about student preferences for SLC models; tabulation of results from the students surveys discussed and information on the Advisory periods presented	Students in Leadership class
March 8-9, 2006	Two day SLC retreat sponsored by Local District I to demonstrate different SLC models including Freshman academies, block scheduling and career academies	Redesign Committee attended as well as three parents
March 15, 2006	Site Council Meeting – survey data shared with the Council and informed of intent to apply for the SLC implementation grant	Site Council members
March 21, 2006	Banked time day for faculty to discuss and approve the Freshman Academy, Sophomore Academy and future career academies	All faculty and some classified representatives
April 18, 2006	Leadership Team meeting with consultant regarding federal grant application process	Leadership Team and Andrea Kobliner
April 26, 2006	Future Freshman Night – 700 people attended to get information on Chatsworth High and schedule registration appointments	Parents, teachers, counselors, administrators, SLC Coordinator
April 27, 2006	Meeting of Redesign Committee to discuss faculty and student survey results, Freshman Academy for 2006 presented by Laura Voets with identification of possible teachers for the academy. Possible Lead Teachers identified for future career academies that will be begin in 2008	Redesign Committee and Andrea Kobliner
May 3, 2006	LAUSD grant orientation meeting	Principal, Andrea Kobliner and Blanca Calazzo (administrative intern)
May 16, 2006	Meeting of Redesign Committee to discuss grant requirements and information needed for the SIR. Assignments given for letter gathering	Redesign Committee and Andrea Kobliner

V. Conflict Resolution Plan

At Chatsworth High School our administration, teachers, parents and students all envision decision making as a team process. Leadership is distributed and has broad representation among all staff members through the Redesign Team, our School Council and school departments. To build trust among our members and avoid resentment we have a conflict-resolution process that centers on the concept of consensus. We acknowledge that not all conflict is "bad" and therefore each team member must respect and tolerate constructive conflict as a means to embrace change, growth, creativity and as a means to increase involvement.

At all times we honor the elements of our UTLA Collective Bargaining Agreement and remain in compliance with district policies for decision making processes. If the conflict involves an employee generated grievance, Chatsworth will adhere to the LAUSD/UTLA 2004-2006 contract grievance policy, Article V, Article VA and Article IX. Per the contract, mediation will be used to resolve differences that can not be resolved in any other way.

Our process in dealing with conflict resolution around allocation of resources includes the following:

1. If conflicts occur within an individual SLC an attempt will be made to resolve the conflict between the conflicting parties with the SLC coordinator, lead teacher and supervising school administrator assisting in the resolution process.
2. If this SLC group intervention does not resolve the conflict then the Principal will determine if this is a contract dispute (which will be handled as the UTLA contract specifies) or if it is more of a dispute over resources/personality or other causes. The matter will be referred to the School Redesign Conflict Resolution Committee which is comprised of the principal, the administrator overseeing the SLC, the SLC coordinator, the lead teacher, a counselor, a student, a parent, a classified representative and two other teachers.

The conflict will be documented, along with the previous recommendations made within the SLC resolution process. This group will review the conflict documentation and make a recommendation for resolution. (This same group is responsible for resolving conflicts within the individual SLCs and conflicts that might arise among the various SLCs and affect the entire school.)

3. If the conflict resolution made by this committee is not satisfactory to the opposing parties, the principal may choose to make the final resolution, decision, or at the principal's discretion the process of mediation will be introduced. The mediator will be a director from the Local District. The ultimate recommendation from the mediation process will be the final decision in the disputed matter.

VI. School Community Partners

Chatsworth High School is committed to building strong community resources and partnerships to help sustain its smaller learning communities over the long-term. Industry partners, for example, are extremely important for providing resources, mentors, internship opportunities, job shadowing and after-school and summer jobs for students. Partners include, but are not limited to, institutions of higher education, local non-profit agencies, local large and small businesses, and faith-based organizations.

A sampling of the school's existing community partners are noted in the following chart and demonstrate that local community support is broad-based, if not significant in total funds. However, these lists will be expanded upon over the term of this grant in an aggressive effort to create more resources for the SLCs being implemented and to provide more opportunities for student and teacher mentoring and supports.

Each of Chatsworth's SLCs is in line with current and projected workforce needs and, thus, will provide significant opportunities with employers seeking to develop their future workforce. Additional community partners will be recruited for each SLC theme, such as the Business/Technology Careers Academy; the Visual/Performing Arts Careers SLC; the Law/Government Careers SLC; and others. (A few sample partner letters of commitment or signatures have been appended to this school SLC plan.)

A. Existing community Partners

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value
School Wide Partners (available for all SLCs)			
Los Toros Restaurant	Funds, food, use of the meeting facilities	On-going	(b)(4)
UNITE LA	Business speakers and advisors from L.A. businesses; can be paid consultants	June, 2010	
West Valley Occupational	Guest speakers, use of facilities, advisors and staff training	On-going	
Wells Fargo Bank	Funds, speakers, job shadowing, internships and future jobs	June, 2010	
Washington Mutual	Funds, speakers, job shadowing and Intern program; future jobs	June, 2007	
Bank of America	Funds, job shadowing, internships and future jobs	June, 2007	
Dot Printing	Free and discounted services, internships, job shadowing	June, 2008	
Walsworth Publishing	Year book materials, funds, training for students	On-going	
Chatsworth Chamber of Commerce	Funds, guest speakers, internships	June, 2007	
Kiwanis of Chatsworth	Funds, guest speakers, mentors, partners with Telesis	On-going	
Cal State University at	Advisors, professional development	June, 2007	

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value
Northridge Educational Leadership and Policy Studies Department			
Regional Occupation Centers of Granada Hills and Los Angeles	Classes, training, speakers, counselors for several departments	On-going	(b)(4)
1. Freshman Academy			
This is a new academy that has not yet developed community partners			
2. Sophomore Academy			
This is a new academy that has not yet developed community partners			
3. Humanitas Academy			
Getty Museum	Tours, classes, staff training	June, 2007	
Safari Printers	Discounted printing	June, 2007	
Partnership	Urban Education Training, materials	On-going	
4. Medical/Health Careers Academy			
Cal State Northridge Science Dept.	Mentors, tutors, staff training	June, 2010	
Nursing Assistant Saturday Program	Internships, future jobs in nursing	June, 2010	
Pierce College Nursing Dept.	Guest speakers, information sessions with counselors, workshops, onsite tours	June, 2010	
5. Business /Technology Careers Academy			
DeVry University	Speakers, mentors, staff training use of meeting facility	On-going	
Fadal Engineering	Mentors, materials, equipment	June, 2008	
Telesis Community Non-Profit Trust	Computers, internships, supplies, scholarships, stock club sponsorship, use of room	June, 2010	
6. Visual/Performing Arts Academy SLC			
CSUN Performing Arts Dept.	Tickets to performances, mentors, technical support	June, 2008	
UCLA Center for the Performing Arts	Tickets to performances, guest speakers	On-going	
7. Law/Government Careers SLC			
Center for Civic Education	Teacher Training	June, 2007	
Los Angeles Police Dept.	Speakers, field trips	On-going	

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value
Dept of the Navy	Internship programs, job opportunities	June, 2010	(b)(4)
Republican Club – Paul H. Weisman	Volunteer opportunities for students in politics; guest speakers	June, 2009	
Cindy Montanez, California Assembly Member, 39 th District	Internships in political offices; legislative speakers	June, 2010	
Constitutional Rights Foundation	Materials, speakers, internship program; professional development for teachers	June, 2008	
8. Sports Management/Fitness Careers SLC			
360 Health Club	Use of facilities, training	August, 2009	

B. Potential Community Partners

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
School Wide Partners (available for all SLCs)		
Office Depot	Donation of funds, supplies; internships and job shadowing	October, 2006
Staples Foundation	Donation of funds, supplies, equipment, job shadowing	November, 2006
Chatsworth Rotary	Donations, guest speakers, advisors	December, 2006
North Valley YMCA	Youth programs, use of facilities, equipment	August, 2006
Target-Mervyns Stores	Donations, merchandise, certificates	October, 2006
1. Freshman Academy		
Pacific Theatres	Awards, tickets	July, 2006
In & Out Burger	Awards, coupons	July, 2006
Six Flags Magic Mountain	Coupons, tickets, awards, donations	November, 2006
Los Angeles Lakers	Tickets, merchandise, awards	August, 2006
McDonald's	Coupons, gift certificates	September, 2006
Blockbuster	Gifts, merchandise	August, 2006
2. Sophomore Academy		
City of L.A. Youth Services	Social activities, teen counseling	July, 2007
The GAP	Coupons, gifts, awards	April, 2007
Disneyland	Coupons, tickets, awards, merchandise	January, 2007
Mann Theatres	Tickets, coupons, awards	February, 2007
Los Angeles Dodgers	Tickets, merchandise	December, 2006

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
Radio Shack	Gifts, donations,	January, 2007
3. Humanitas Academy		
Cal Arts Center	Tours, advisors, mentors	January, 2006
Museum of Tolerance	Tours, free admission	August, 2006
Norton Simon Museum	Tours, classes, concerts	September, 2007
Huntington Library	Tours, classes, scholarships	October, 2006
Los Angeles County Museum of Art	Tours, classes, admission tickets	August, 2006
Aaron Bros. Art Centers	Supplies, frames, certificates	October, 2006
4. Medical/Health Careers Academy		
Kaiser Permanente	Grants, speakers, mentors, job shadowing, internships	January, 2007
Northridge Medical Center	Grants, speakers, mentors, internships, future jobs	January, 2007
California Wellness Foundation	Grants, scholarships	March, 2008
American Red Cross	Speakers, certifications in First Aid and CPR	January, 2007
West Valley Occupational Center	Training, dual enrollments through ROP	July, 2006
Health Net	Grants, scholarships	February, 2007
West Hills Hospital	Job shadowing, internships, future jobs, speakers, tours	February, 2007
Amgen	Grants, scholarships, internships	August, 2008
Genentek, Inc.	Internships, job shadowing, speakers	August, 2008
USC Medical Center	Speakers, tours, scholarships	June, 2008
UCLA Registered Nurse Program	Speakers, tours, job shadowing	January, 2007
Tarzana Medical Center	Tours, speakers, donations, future jobs, internships	January, 2007
5. Business /Technology Careers Academy		
Dell Computers	Tech support, equipment, professional development	October, 2006
Comp USA	Tech support, equipment, mentors	March, 2006
Westfield's Shopping Center	Jobs, speakers, materials, internships in retail management	August, 2007
Junior Achievement	Speakers, job shadowing, internships, professional development	August, 2006
Best Buy Stores	Equipment, donations, future jobs	December, 2007
Walmart – Porter Ranch	Donations, supplies, equipment, job shadowing, future jobs	August, 2008
Time Warner Communications	Technical support, speakers, job shadowing	March, 2007
Yahoo, Inc.	Technical support, on-line services	December, 2007
Marriott Hotel	Job shadowing, discounts of facility use, future jobs	January, 2008
CISCO	Certification programs	March, 2008

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Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
CSUN School of Business School of Computer Science	Advisors, tours, speakers, professional development	February, 2006
6. Visual/Performing Arts/Academy SLC		
Madrid Theater	Stage use, mentors, speakers, technical support	January, 2008
CSUN Theatre Arts Dept.	Speakers, coaches, workshops	May, 2007
Pierce College	Speakers, coaches, workshops	May, 2007
House of Blues	Funds, materials, equipment	December, 2006
Time Warner Communications – Cable TV Programming	Speakers, TV time, equipment, training	October, 2006
L.A. Music Center	Speakers, tickets, special events	April, 2006
The J. Paul Getty Center	Speakers, tours, classes	August, 2006
Valley Symphony	Concerts, mentors, equipment, professional development	September, 2007
Los Angeles County Museum	Admission tickets, tours	January, 2007
El Portal Theatre	Admission to performances	February, 2008
Warner Center Summer Concerts	Speakers, admission tickets	August, 2006
Pixar Animation Film Studio	Studio tours, equipment, speakers, internships, job shadowing, professional development	April, 2008
Warner Bros. Studio	Tours, movie passes, job shadowing	January, 2008
Universal Studios	Tours, job shadowing, internships	December, 2007
Screen Actors Guild	Speakers, mentors	March, 2008
7. Law/Government Careers SLC		
Los Angeles Bar Association	Speakers, funds	January, 2008
UCLA Law School	Speakers, internships	March, 2008
City Council Representative, State Assembly and State Senators	Speakers, Internships	June, 2006
City of L.A. Mayor's Office	Internships, speakers, scholarships	August, 2007
Democratic Party - S.F. Valley	Political involvement opportunities, speakers	September, 2006
Los Angeles Sheriff's Department	Speakers, tours, job shadowing	June, 2007
ACLU	Speakers, materials, professional development	December, 2007
LAUSD Campus Police	Speakers, job shadowing	August 2006
Southwestern Law School	Speakers, tours, class visits	August, 2008
8. Sports Management/Fitness Careers SLC		
Spectrum Health Club	Speakers, internship, funds, equipment, training	August, 2006
Dept. of Parks and Recreation	Internships, jobs, speakers	January, 2007
CSUN Physical Therapy Program	Speakers, advisors, tours	September, 2007
Gold's Gym	Equipment, speakers, internships	October, 2007
Big 5 Sporting Goods	Equipment, job shadowing	November, 2008
Sport's Chalet	Internships, job shadowing, equipment	November, 2008

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Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
Nike	Equipment, donations, scholarships	December, 2007
Pierce College Fitness Certification Program	Advisors, counseling, tours, classes	August, 2007
Bally's Fitness Center	Facilities use, job shadowing, tours	August, 2008
LAUSD Sports Management	Classes, program advisement	July, 2007

VII. SLC Teams: Roles, Responsibilities and Qualifications

SLCs at Chatsworth are designed and implemented by groups of stakeholders dedicated to each program. The roles, responsibilities and qualifications of the project directors/administrators, support staff, and teachers who will coordinate the smaller learning communities are detailed below. Due to the extremely large and complex organizational structures of LAUSD’s large schools, we have not included the roles of parents, students and community stakeholders in these charts since they are not paid for their services. Neither have we attempted to add ALL staff, but have focused on the lead positions. Other components of this proposal, including the Proof of Readiness, Professional Development, Community Partners, Leveraging of Funds, and signature sheets and letters attached, attest to the involvement of these other groups and outline their various roles.

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
<p>Mr. Jeffrey Davis Principal</p> <p>In charge of Law and Government Career Academy</p>	<p>Roles:</p> <ul style="list-style-type: none"> • In charge of directing the five year conversion of the school into SLCs • Ensuring compliance with the District policy and initiatives regarding the SLCs • Management responsibilities include: Supervision of all personnel, budget oversight, working with all decision making councils, public/community communications and public relations, grant monitoring and oversight, compliance with union contracts, supervision of school enrollment, attendance accountability, staff supervisions, professional development, Staff evaluations, faculty meetings, school data gathering and accountability for performance targets under AYP and API, Title I, UTLA and SAIT • Recruits staff, supervises instructional program, monitors all supplemental instructional program, sports, clubs and all student activities and monitors school student body funds • Administrator in charge of Law/Government Career academy <p>Roles and Responsibilities as the Administrator for an SLC – Law and Government:</p> <ul style="list-style-type: none"> • To be present at all SLC meetings and to support the Lead Teachers and staff in working with the school administrative team, counseling, discipline personnel and clerical staff to make sure resources and services are available as 	<p>75%</p> <p>25%</p>	<p>Yes</p>	<p>Yes</p>

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>needed.</p> <ul style="list-style-type: none"> • To act as the liaison for their SLC to the school Leadership Team and Site Council. • To provide direction and resources, coordinate professional development as needed <p>Qualifications:</p> <ul style="list-style-type: none"> • Graduate of Cal State University at Northridge with a major in History, minor in Journalism; Master's Degree from Ohio State University in Health, Physical Education and Recreation; Master's Degree from Cal State University, Northridge in Educational Administration and Leadership; Professional Clear Credential; Community College Credential; • Created and developed two career academies at Leuzinger High School – Multi-media and Environmental studies; • Developed a career academy in Manufacturing at Carson High School • Successful management of a very low performing secondary school in Los Angeles, Sun Valley Middle School that was totally re-staffed. During his three years as principal the school was transformed and the API improved dramatically by 131 points 			
<p>Ms. Beverly Bushner Assistant Principal</p> <p>In charge of Sophomore Academy</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Supervises Accreditation process • In charge of student activities • Manages the school calendar, all assemblies, field trips • Coordinates Open House/Back to School Night • Supervises graduation, Academic Decathlon • Oversees all publications – Yearbook, Faculty Handbook, newspaper, all bulletins • Supervises new teachers and National Board Certified teachers • Conducts Stull Evaluations for staff members • Manages Textbooks • Coordinates Volunteer Programs <p>Roles and Responsibilities as the Administrator for two SLCs – Sophomore Academy and Visual and Performing Arts:</p>	<p>50%</p> <p>50%</p>	<p>Yes</p>	<p>Yes</p>

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
and Visual/Performing Arts Academy	<ul style="list-style-type: none"> • To be present at all SLC meetings and to support the Lead Teachers and staff in working with the school administrative team, counseling, discipline personnel and clerical staff to make sure resources and services are available as needed. • To act as the liaison for their SLC to the school Leadership Team and Site Council. • To provide direction and resources, coordinate professional development as needed <p>Qualifications:</p> <ul style="list-style-type: none"> • Ten years teaching experience; nine years counseling and seventeen years of administrative experience • Member of Chatsworth Redesign Team • Graduate of UCLA, Major in History, Minor in English • Masters Degree from Cal Lutheran in Pupil Personnel Services • Masters Degree from Pepperdine University in Educational Administration • Standard Life Teaching Credential, Pupil Personnel Services Credential and Administrative Credential • Organized and developed a New Teacher's Career Academy, a Humanitas Academy and Bilingual Academy 			
Ms. Laura Voets Assistant Principal APSCS	<p>Roles:</p> <ul style="list-style-type: none"> • In charge of all alternative study programs, i.e. Adult School/Home School, Continuation, ROP/ROC, Independent Studies • Supervises Bilingual/ESL/LEP Programs • Oversees budgets for SB813/Gifted/SAS programs • In charge of Career/Work Experience Programs • In charge of College Advisement and Career counseling • Works with Crisis Team – Psychological • Oversees CUM Records, Credits, Evaluation and Recording • Monitors Guidance programs, Interventions • Oversees New Student orientation and 	50%	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
<p>In charge of Freshman Academy and Health/Medical Academy</p>	<p>Parent/College Orientation</p> <ul style="list-style-type: none"> • In charge of SLCs • Supervises Special Education Program and teacher assistants • In charge of tutoring <p>Roles and Responsibilities as the Administrator for two SLCs – Freshman Academy and Health/Medical Careers:</p> <ul style="list-style-type: none"> • To be present at all SLC meetings and to support the Lead Teachers and staff in working with the school administrative team, counseling, discipline personnel and clerical staff to make sure resources and services are available as needed. • To act as the liaison for their SLC to the school Leadership Team and Site Council. • To provide direction and resources, coordinate professional development as needed <p>Qualifications:</p> <ul style="list-style-type: none"> • Ten years teaching experience, six years counseling and four years administrative experience • Bachelor's Degree from Cal State University, Northridge in Health Science • Master's Degree from Cal Lutheran in Education • Single Subject Teaching credential in Health Science • Pupil Personnel Services Credential • Preliminary Administrative Credential • Has constructed the master schedule for the last four years at Chatsworth coring teachers and organizing teachers in special programs • Has programmed and scheduled all teachers and counselors for the new Freshman Academy 	50%		
<p>Mr. Terry Potter Assistant Principal</p>	<p>Roles:</p> <ul style="list-style-type: none"> • In charge of all Athletic programs including Booster Club • Supervises Deans of Discipline and Opportunity Transfers • In charge of Drill Team • Oversees faculty parking, campus radios, security and campus 	50%	Yes	Yes

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
<p>In charge of Sports & Fitness Academy</p>	<p>supervision</p> <ul style="list-style-type: none"> • In charge of school police/probation • Performs Stull Evaluations • In charge of Title IX/Sexual Harassment/Threat Assessment • Supervises any problems related to campus vandalism and security <p>Roles and Responsibilities as the Administrator for an SLCs – Sports Management/Fitness Careers:</p> <ul style="list-style-type: none"> • To be present at all SLC meetings and to support the Lead Teachers and staff in working with the school administrative team, counseling, discipline personnel and clerical staff to make sure resources and services are available as needed. • To act as the liaison for their SLC to the school Leadership Team and Site Council. • To provide direction and resources, coordinate professional development as needed <p>Qualifications:</p> <ul style="list-style-type: none"> • Thirteen years teaching experience, nine years counseling and twelve years administrative experience • Graduate of UCLA, Major in History • Master's Degree from Cal State University, Los Angeles in Educational Administration • Standard Life Teaching Credential and Pupil Personnel Credential; Administrative Credential • Has a pre-medicine background and has supervised athletics programs for 10 years 	50%		
<p>Mr. Warren Jarvis Assistant Principal</p>	<p>Roles:</p> <ul style="list-style-type: none"> • In charge of attendance, accounting and policies/permits • Oversees budgets and transportation • Supervises Cafeteria Services, school lunch program • In charge of Emergency Procedures and the Health Office • PSA Liaison • Oversees new and continuing student registration and all reports related to enrollment, drop outs, etc. 	50%	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
<p>In charge of Business/Tech Academy and Humanitas Academy</p>	<ul style="list-style-type: none"> • Coordinate school site safety plan • In charge of SIS – information system • Performs Stull evaluations on staff • Oversees campus technology, telephone system <p>Roles and Responsibilities as the Administrator for an SLCs – Business/Technology Careers:</p> <ul style="list-style-type: none"> • To be present at all SLC meetings and to support the Lead Teachers and staff in working with the school administrative team, counseling, discipline personnel and clerical staff to make sure resources and services are available as needed. • To act as the liaison for their SLC to the school Leadership Team and Site Council. • To provide direction and resources, coordinate professional development as needed <p>Qualifications:</p> <ul style="list-style-type: none"> • Nineteen years teaching experience, four years counseling and five years administrative experience • Graduate of UCLA, Major: Psychology • Master's Degree from Cal State University, Northridge in Educational, Administration and Supervision • Life Credential in Life Science and Math • Administrative Credential • Technology Administrator for the last five years • Chaired the Digital High School Grant Committee for two years • Heads SIS Users group for all student information systems 	50%		
<p>Ms. Kate Remo</p> <p>SLC Coordinator working with all SLCs and In charge of school wide intervention</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Responsible for coordination of all SLCs on campus • Consults with members of each SLC leadership team to assist them in creating an inviting, stimulating and supportive climate for the students • Seeks out and coordinates resources for the SLCs and keeps them informed of new trends and programs • Clarifies goals and priorities for each SLC 	100%	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
programs	<ul style="list-style-type: none"> • Coordinate the team approach to student behavior • Facilitates the collection of data and analysis for each SLC • Coordinates parents conferences and other parent contacts and assists in establishing community involvement programs • Assists in the articulation with middle schools • Represents the SLCs to the School Leadership Council • Coordinates services and communication among all the SLCs and Freshman-Sophomore houses • Assists in the development of grants and monitoring of management plans for grant implementation • Participates in the interviewing and selection of new staff for the SLCs • Facilitates good interpersonal relationships among the SLCs <p>Qualifications:</p> <ul style="list-style-type: none"> • Thirty-five years teaching experience • Bachelor's Degree, Hofstra University, Major: English, Minor: History • Master's Degree: Cal State University, Northridge: English; Sarah Lawrence College: Women's History • Teaching Credential – English and Social Studies. • Administrative Credential • Taught in the interdisciplinary program – Humanitas since 1986 • In charge of IMPACT counseling program • Supervises all Chatsworth intervention programs including "Reading Good." • Directed Conflict Resolution Program 			
Robert Miller Lead Teacher Sophomore Academy	Roles and Responsibilities of the Lead Teachers of each SLC: <ul style="list-style-type: none"> • To coordinate and schedule all meetings of their SLC • To work collaboratively with all members of the school wide SLC Design Team and their specific Dept. members of the SLC Design Team • To coordinate all interventions for students 	100%	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>in their SLC</p> <ul style="list-style-type: none"> • To work with Counseling staff to track student progress • To oversee budget allocations for their SLC and design (by consensus) the distribution of resources for their SLC • To act as liaison and work with the SLC administrator • To respond to parent and other stakeholder inquiries about the SLC • To support the planning and design of recruitment strategies • To participate in the selection of teachers for their SLC • To work with the APSCS on the Master Schedule for scheduling teachers and courses related to their SLC • To work with community partners to cultivate resources, internships, mentoring for the students in their SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • Ten years teaching experience • Social Studies Dept. Chair and Technology Coordinator • Graduate of Cal State University, Los Angeles, Major: Business • Master's Degree, Cal State University, Los Angeles: History • Credential: Social Studies and Business Education • CLAD – Bilingual Certification • Humanitas Academy teacher – 8 years 			
<p>Gary Weissner Co-lead Teacher Law/Government Careers SLC</p>	<p>Roles and Responsibilities of the Lead Teachers of each SLC:</p> <ul style="list-style-type: none"> • To coordinate and schedule all meetings of their SLC • To work collaboratively with all members of the school wide SLC Design Team and their specific Dept. members of the SLC Design Team • To coordinate all interventions for students in their SLC • To work with Counseling staff to track student progress • To oversee budget allocations for their SLC and design (by consensus) the distribution of resources for their SLC • To act as liaison and work with the SLC 	100%	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>administrator</p> <ul style="list-style-type: none"> • To respond to parent and other stakeholder inquiries about the SLC • To support the planning and design of recruitment strategies • To participate in the selection of teachers for their SLC • To work with the APSCS on the Master Schedule for scheduling teachers and courses related to their SLC • To work with community partners to cultivate resources, internships, mentoring for the students in their SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • Ten years teaching experience in Social Studies • Graduate of Cal State University, Fullerton Major: Business/Finance • Master's Degree, University of LaVerne in International Management • Professional Clear Credential in Business Education, Economics and Social Sciences • BCLAD – Bilingual certification • Administrative credential, Tier I • Professor of International Trade, Exporting and Importing at Pierce College • Professor of Management at University of Phoenix • Thirty years of international business experience including seven years as International Tax Accountant and three years as Controller of Azusa Pacific University 			
<p>Ed LeVine Co-lead Teacher Law/Government Careers SLC</p>	<p>Roles and Responsibilities of the Lead Teachers of each SLC:</p> <ul style="list-style-type: none"> • To coordinate and schedule all meetings of their SLC • To work collaboratively with all members of the school wide SLC Design Team and their specific Dept. members of the SLC Design Team • To coordinate all interventions for students in their SLC • To work with Counseling staff to track student progress • To oversee budget allocations for their SLC and design (by consensus) the distribution of resources for their SLC • To act as liaison and work with the SLC administrator 	100%	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • To respond to parent and other stakeholder inquiries about the SLC • To support the planning and design of recruitment strategies • To participate in the selection of teachers for their SLC • To work with the APSCS on the Master Schedule for scheduling teachers and courses related to their SLC • To work with community partners to cultivate resources, internships, mentoring for the students in their SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • Twenty-five years teaching experience • Graduate of University of California, Santa Barbara, Major: Political Science • Teaching Credential K-12 and Adult, Social Studies and English (9th grade) • Teaches AVID classes • A.P. American Government • Coordinator for Service Learning • Participant in many institutes and workshops regarding Social Studies: Street Law, U.S. Supreme Court Summer Institute • Institute for Congress in the Classroom • Active in the Japanese American Relocation and Center for Preservation of Democracy • Institute for Center for Civic Education • Mentor Teacher 			
<p>Fred Pudrith Lead Teacher Sports Management/ Fitness SLC</p>	<p>Roles and Responsibilities of the Lead Teachers of each SLC:</p> <ul style="list-style-type: none"> • To coordinate and schedule all meetings of their SLC • To work collaboratively with all members of the school wide SLC Design Team and their specific Dept. members of the SLC Design Team • To coordinate all interventions for students in their SLC • To work with Counseling staff to track student progress • To oversee budget allocations for their SLC and design (by consensus) the distribution of resources for their SLC • To act as liaison and work with the SLC administrator • To respond to parent and other stakeholder 	100%	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>inquiries about the SLC</p> <ul style="list-style-type: none"> • To support the planning and design of recruitment strategies • To participate in the selection of teachers for their SLC • To work with the APSCS on the Master Schedule for scheduling teachers and courses related to their SLC • To work with community partners to cultivate resources, internships, mentoring for the students in their SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • Thirteen years teaching experience as teacher and coach • Department Chair of Physical Education • Graduate of Cal State University, Northridge Major: Physical Education • Teaching Credential – Physical Education 			
<p>Sue Kubitsky Lead Teacher Business/Technology Careers Academy</p>	<p>Roles and Responsibilities of the Lead Teachers of each SLC:</p> <ul style="list-style-type: none"> • To coordinate and schedule all meetings of their SLC • To work collaboratively with all members of the school wide SLC Design Team and their specific Dept. members of the SLC Design Team • To coordinate all interventions for students in their SLC • To work with Counseling staff to track student progress • To oversee budget allocations for their SLC and design (by consensus) the distribution of resources for their SLC • To act as liaison and work with the SLC administrator • To respond to parent and other stakeholder inquiries about the SLC • To support the planning and design of recruitment strategies • To participate in the selection of teachers for their SLC • To work with the APSCS on the Master Schedule for scheduling teachers and courses related to their SLC • To work with community partners to cultivate resources, internships, mentoring for the students in their SLC 	<p>100%</p>	<p>Yes</p>	<p>Yes</p>

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	Qualifications: <ul style="list-style-type: none"> • Thirty-one years teaching experience • Graduate of Cal State University, Northridge Major: Business Education • Teaching Credential – Business Education • ESL Supplementary Credential, SB69 – SDAIE instructional strategies • Department Chair – Business and Technology • Director of Student Activities 1979-1980 • Instructor for Peer Counseling 1989-1995 			
Brian Rooney Lead Teacher Medical/Health Careers Academy	Roles and Responsibilities of the Lead Teachers of each SLC: <ul style="list-style-type: none"> • To coordinate and schedule all meetings of their SLC • To work collaboratively with all members of the school wide SLC Design Team and their specific Dept. members of the SLC Design Team • To coordinate all interventions for students in their SLC • To work with Counseling staff to track student progress • To oversee budget allocations for their SLC and design (by consensus) the distribution of resources for their SLC • To act as liaison and work with the SLC administrator • To respond to parent and other stakeholder inquiries about the SLC • To support the planning and design of recruitment strategies • To participate in the selection of teachers for their SLC • To work with the APSCS on the Master Schedule for scheduling teachers and courses related to their SLC • To work with community partners to cultivate resources, internships, mentoring for the students in their SLC Qualifications: <ul style="list-style-type: none"> • Twelve years teaching experience • Chairman of Health Department • Graduate of Cal State University, Northridge Major: Health Administration, Minor: Business • Master's Degree, Cal State University, Northridge in Education • Teaching Credential: Health Science 	100%	Yes	Yes

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • SDAIE and BCLAD certification for Bilingual instruction • Army Medical Training – Combat Medic • Attended L.A. Pierce College Nursing School • Employed in numerous hospital departments 			
<p>Allyne Lawson Co-lead Teacher Visual/Performing Arts Academy</p>	<p>Roles and Responsibilities of the Lead Teachers of each SLC:</p> <ul style="list-style-type: none"> • To coordinate and schedule all meetings of their SLC • To work collaboratively with all members of the school wide SLC Design Team and their specific Dept. members of the SLC Design Team • To coordinate all interventions for students in their SLC • To work with Counseling staff to track student progress • To oversee budget allocations for their SLC and design (by consensus) the distribution of resources for their SLC • To act as liaison and work with the SLC administrator • To respond to parent and other stakeholder inquiries about the SLC • To support the planning and design of recruitment strategies • To participate in the selection of teachers for their SLC • To work with the APSCS on the Master Schedule for scheduling teachers and courses related to their SLC • To work with community partners to cultivate resources, internships, mentoring for the students in their SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • Ten years teaching experience • Department Chair – Art • A.P. Art History teacher • Graduate of Cal State University, Northridge Major: Art, Minor: Art Education • Master's Degree: in process – Art Education • Teaching Credential: Art • Organizes school wide Art show • Teaches 9th grade Art in Humanitas Academy 	100%	Yes	Yes

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> ▪ Member of School Leadership Council 			
<p>David Massey Co-lead Teacher Visual/Performing Arts Academy</p>	<p>Roles and Responsibilities of the Lead Teachers of each SLC:</p> <ul style="list-style-type: none"> • To coordinate and schedule all meetings of their SLC • To work collaboratively with all members of the school wide SLC Design Team and their specific Dept. members of the SLC Design Team • To coordinate all interventions for students in their SLC • To work with Counseling staff to track student progress • To oversee budget allocations for their SLC and design (by consensus) the distribution of resources for their SLC • To act as liaison and work with the SLC administrator • To respond to parent and other stakeholder inquiries about the SLC • To support the planning and design of recruitment strategies • To participate in the selection of teachers for their SLC • To work with the APSCS on the Master Schedule for scheduling teachers and courses related to their SLC • To work with community partners to cultivate resources, internships, mentoring for the students in their SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • Twelve years teaching experience • Film and TV productions Coordinator for campus news broadcast • Graduate of Ohio Dominican University Major: Radio/TV, Minor: Education • Teaching Credential: English and TV/Film Production • Academy award nominee and voting member of Academy of Motion Pictures Arts and Science • Co-Chair person of Bad West – Documentary organization 	100%	Yes	Yes
<p>Kathie Donner Humanitas</p>	<p>Roles and Responsibilities of the Lead Teachers of each SLC:</p> <ul style="list-style-type: none"> • To coordinate and schedule all meetings of their SLC • To work collaboratively with all members of the school wide SLC Design Team and their 	100%	Yes	Yes

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>specific Dept. members of the SLC Design Team</p> <ul style="list-style-type: none"> • To coordinate all interventions for students in their SLC • To work with Counseling staff to track student progress • To oversee budget allocations for their SLC and design (by consensus) the distribution of resources for their SLC • To act as liaison and work with the SLC administrator • To respond to parent and other stakeholder inquiries about the SLC • To support the planning and design of recruitment strategies • To participate in the selection of teachers for their SLC • To work with the APSCS on the Master Schedule for scheduling teachers and courses related to their SLC • To work with community partners to cultivate resources, internships, mentoring for the students in their SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • Eleven years teaching experience • Humanitas Coordinator and Art Teacher • Leadership Advisor • Graduate of Cal State University, Northridge, Major: Art • Master's Degree: Art Education • National Board Certified Art Teacher 			

VIII. Professional Development

To ensure that the broader implementation plan towards smaller learning communities occurs efficiently, the school engages its staff in ongoing professional development. The school's plan includes a strong commitment to professional development that stresses personalization and achievement for students. The chart below provides specifics on sustained and intensive professional development for teachers, administrators and other stakeholders that will prepare them to transform and expand the campus into an SLC campus by focusing on teaching in and managing SLC programs, as well as continuously recruiting community support for sustainability.

In addition to the school level professional development outlined below, school staff participate in SLC professional development provided by the district, which focuses on these seven attributes adopted by LAUSD for successful implementation of small school learning communities: (1) Unifying Vision/Identity; (2) Rigorous Standards-Based Curriculum, Instruction and Assessment; (3) Equity and Access; (4) Personalization; (5) Accountability and Distributed Leadership; (6) Collaboration; (7) Professional Development. Please see the main narrative for the district's professional development program.

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
1: To advance understanding of teachers, administrators, and other stakeholders of effective research-based instructional strategies for improving student achievement (particularly those below grade level)				
LAUSD Professional Development for SLCs	Teachers and Administrators	One full day per month	Usually on 3 rd Wednesday of each month every year -- on-going	Training in the design and implementation of SLCs
Algebra Intervention Training	Math Teachers	Four days per year	Takes place in October	Improve Instruction in Algebra
Math and Literacy Training by site and District Office coaches	All Teachers	Half-day trainings, four times a year	October, December, February and April of each year, on-going	Improve instruction in Math and ELA and reading and writing across the curriculum
SDAIE Methods (Specially Designed Academic Instruction in English)	All Staff Members	One half day per year	September of each year	Improve comprehension and develop language skills for EL students
Special pre-school training for 9 th grade academy teachers	9 th grade teachers and counselors	One full day	August of each year	Prepare teachers to work in their Houses with 9 th graders
Data Analysis of Student CST performance	All Staff Members	One half day	September of each year	Use data to drive decision-making and improve instructional planning

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Parent Training to Improve Student Performance	Parents	Three times a year, 3 hour classes	Sept., November and March of each year; on-going	Help parents better support their student's learning
AVID Training (Advancement Via Individual Determination)	Teachers	3 days once a year	July of each year	Learn specific instructional strategies to support middle range students and increase their rate of college admission
Principal's Academy- AB75	Administrators	One day per month	September – May, of each year	Improve school management and school safety
Test Preparation Strategies	Teachers	3 hours, three times a year	December, February and March of each year; on-going	Learn test taking strategies to improve results on CAHSEE and CST
Protocols for Examining Student Work	Teachers	2 hours, once per meeting on Banked Time Days or in Common Planning time	October of each year and during department meetings each month; on-going	Develop better rubrics for evaluation of student work based on grade level standards in each discipline
<i>Language and High Point training</i>	Intervention teachers	2 hours each month	Day varies, but monthly meeting each year; on-going	Learn instructional strategies to teach designated curriculum to low achieving students
Literacy & Math Coaches Coaches provide in classroom coaching, observation and demonstration lessons	Teachers	Six hours a day, three times a week	October through April of each year; on-going	Learn effective teaching strategies to use in the classroom
2. To provide teachers, administrators, other stakeholders with knowledge and skills they need to participate effectively in the development, expansion or implementation of a SLC.				
LAUSD professional development provided by the Office of School Redesign	Teachers and Administrators	One full day per month	Usually on 3 rd Wednesday of each month	Learn effective strategies by sharing information with other schools; speakers; meetings with External Evaluator
Design Team Meetings	Teachers and Administrators	One and a half hours, weekly	Usually on Tuesdays of each week; on-going	Meet to discuss implementation process and refine plans; review and discuss research

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
				articles related to SLCs
Regular Faculty Meetings and Department Meetings Some meetings used to advance progress of SLC implementation	Teachers	Two hours each month	After school, usually on Tuesdays of each month; on-going	Meet to discuss ways to improve curriculum and instruction; review and analysis of best practices, research articles, etc.
Team Building Training	SLC Teams of teachers, counselors, parents, students and Administrators	Half day training, quarterly	August, November, March and June of each year	Train SLC groups in how to collaborate and work as a unified team
Local District Leadership Meetings/Workshops	Administrators, counselors coordinators	3 hours, twice a year	Monday evenings in October and January	Improve leadership skills for different types of personnel
Internships, job shadowing	Students	2 hours, after school and weekends	February – June of each year; on-going	Learn about a career Develop on-the-job professional skills
Master Schedule Training	Counselors	Full day, once a year	March of each year	Manage master schedule more effectively
9 th grade orientation	Parents, students	Two hours, once a year	April of each year	Inform parents and students about Chatsworth High
10 th grade orientation	Parents, students	Two ours, once a year	May of each year	Inform parents and students about 10 th grade requirements and electives
Student Leadership Training for members of Student Council	Students	Daily, class meets one hour	September – June of each year	Develop better and more student leaders in all grade levels; students are part of school decision making groups
Student Mentors Training for upper classmen to be paired with Freshmen	Upper grade students	One full day	August of each year	Develop skills in students to tutor and support younger students
California Partnership Academies Conference	Teachers	Two days	Conference usually in May of each year	Prepare teachers for development and refinement of SLCs
Subject-Based Conferences Teachers attend conferences in their subject field	Teachers by departments	Two days	November through May of each year	Learn about new materials and best practices
Site Visits to other SLC schools in the area	Teachers, Administrators	Once a month, half days	October – March of 2006-2008	Learn Best Practices in SLC implementation

Los Angeles Unified School District
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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Advisory Training for all teachers to implement twice a week Advisory curriculum	Teachers, administrators, counselors	One half day per semester	September and January of each year	Be more effective advisor to students; expand curriculum to be used in Advisory
Community Partner Meetings and Trainings	Partners, teachers, students	2 hours, evenings, as needed	November through June of each year; on-going	Prepare partners to work with students and establish performance criteria for students
ROP/ROC Training	Teachers	2 hours, once a year	October of each year	Familiarize teachers in career academies with occupational offerings and procedures for enrollment of students
Middle School Orientation "Future Freshman Night"	Parents, students	Two hours, once a year	April of each year	Prepare parents and students at feeder middle schools for transition to high school
Evaluator site meetings	Teachers, administrators, students	Once a year, three days	Usually in April and May of each year	Learn to implement SLC more effectively
Banked Time Days Used for common planning time and development of SLCs	Teachers, administrators	2 hours, twice a month	Second and fourth Tuesdays, can vary, of each month September – June; on-going	Analysis of student data and work; collaborative lesson planning; future development of SLC curriculum and strategies
SLC Professional Mentoring with people related to their SLC career areas	Teachers, community partners	3 half days per year	August, November and April of each year, depending on schedules of partners; on-going	Teachers learn from professionals in work place related to their SLC about latest methodology, technology, etc.
Training from work place professionals on various career Certifications Teachers will have to be trained to work with requirements for various Certificate programs in Business and Medical fields	Teachers	2 days a year	Month might vary with need, but probably August and January of each year	Effectively incorporate certification programs into curriculum
Humanitas Training	Humanitas teachers	Four days a year on weekends	July and January of each year	Humanitas teams meet with other LAUSD high schools to develop curriculum

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
				and themes for the coming year.
Bell Schedule Orientation Review and analysis of various bell schedule options leading to possible modification	Teachers, administrators, students, counselors	Twice a year, 2 hours at meeting	November and January of each year until decided	Learn methods for implementing various bell schedules to chose best option for the school
Meetings with colleges, universities and vocational schools	Counselors and teachers	2 hours, 5 per year	August – December of each year	Be aware of entrance requirements and new program offerings

IX. Leveraged Funds

Chatsworth High School is committed to ensuring that its SLCs are able to benefit from existing funding as part of its strategic plan to increase student achievement in secondary education. Leveraging central office and community support for this purpose is critical. The chart below demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs at the school. These grants pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Leveraged Federal, State, and Local Public Funds:			
ESEA Funds	\$297,370	To improve communication with our parents regarding the SLCs through our website, newsletter, parent conferences and training of personnel; tutoring, supplementary materials for identified groups	On-going
Carl D. Perkins Vocational and Technical Education Funds	\$120,000	To digitize our Videography studio for the visual and performing arts	On-going
Advanced Gifted Studies	(b)(4)	Provides extra materials and resources to these classes of highly gifted students; training for teachers who work with them	On-going
Beyond the Bell Program		Provides intervention resources for students who are performing significantly below grade level; tutoring in math and literacy	On-going
Bilingual Impact Aid		To provide professional development for teachers in SDAIE techniques, and to supplement learning with materials	On-going
CAL SOAPS		Special support for students preparing to enter the California State University system.	On-going
CE-EIA State Comp Ed (SCE) Schools		English language learner special program that provides intense immersion programs for students with limited English proficiency skills. Funds pay for supplemental materials for English Language Learners.	On-going

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Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
English Language Learner (ELL Program)	(b)(4)	Pays for Teacher's Assistants, equipment, and supplies for English Language Learners Supports the full integration of ELL into all SLCs.	On-going
Gifted and Talented		To enrich the educational experiences of these students with supplemental materials and field trips	On-going
High Priority School Grant/ Immediate Intervention/Under performing Schools Program		II/USP provides funds for staff development, supplemental materials and technology, extended librarian time and teacher aides.	2006-2007
Instructional Materials Williams Case K-12		Funding for Science classroom instructional materials	On-going
LAUSD District Math & Literacy Coaches		Provide support for improving math and literacy instruction by paying salaries of two coaches	On-going
LAUSD Instructional Materials Account		Provides teaching materials and supplies	On-going
Magnet Integration Fund		Supplemental instruction, and teacher professional development	On-going
NO CHILD LEFT BEHIND ACT		Provide some materials, Custodial, and Clerical Support for various programs	On-going
Parent Title I		Provide funds for parent training and Operational cost of parent center which will support our SLCs	On-going
PHBAO (Predominantly Hispanic, Black, Asian and Others) funding		To provide extra teachers to lower class size and an extra counselor to help these students improve performance	Begins 2006 – on-going
Regional Occupational Programs		Pays for our teachers for vocational education courses.	On-going
Rodriguez Consent Decree		Helps to reduce class size for first year teachers	On-going
Safe School Funds		Funds used for staff to patrol and supervise perimeter of school.	On-going
SAIT/III/Under performing Schools Program		Interventions in reading and math; professional development; counseling	Ends June, 2006

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Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
SB 813	(b)(4)	Funding for extra time for counselors who work with 10 th grade students and parents. Funds pay for supplemental counseling.	On-going
School Improvement		To provide support in literacy and math, technology, personnel and materials	On-going
Title III		Provides funds for tutoring for English as Second Language in each SLC	On-going
Tobacco Use Prevention Education		Funds used for education program that promote non-smoking for teens	On-going

V. Timelines and Milestones

In order to complete implementation of wall-to-wall SLCs at Chatsworth High School on-time and on-budget, a specific implementation plan has been developed. The school has initiated seven new SLCs to add to one expanding SLC. Complete transformation of the school to wall-to-wall SLCs will be completed by the 2010-2011 academic school year, when all SLCs will be institutionalized and operating at full enrollment. Because this is a conversion plan that builds upon the transformation of successful existing academies as well as the creation of new SLCs, each year will witness the addition of new students to each SLC.

Smaller Learning Community Name	Traditional or Track(s) Served (A, B, and/or C)	Timeline Expected Start/Expansion Date
EXPANDING SLC (With Funds from this Grant)		
3. Humanitas Academy	Traditional	Start: 1986-1987 School Year Expansion: 2008-2009 School Year
NEW SLCs (With Funds from this Grant)		
1. Freshman Academy	Traditional	2006-2007 School Year
2. Sophomore Academy	Traditional	2007-2008 School Year
4. Medical/Health Careers Academy	Traditional	2008-2009 School Year
5. Business/Technology Careers Academy	Traditional	2008-2009 School Year
6. Visual/Performing Arts Careers SLC	Traditional	2008-2009 School Year
7. Law/Government Careers SLC	Traditional	2008-2009 School Year
8. Sports Management/Fitness SLC	Traditional	2008-2009 School Year

Chatsworth is also developing overall detailed timelines and milestones for its SLC implementation, a fluid plan that is flexible enough to meet upcoming challenges. The professional development discussion and chart provided earlier in this school SLC plan and the timelines for recruiting community partners are elements of that larger set of timelines.

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Chatsworth High School
 School Address: 10027 Lurline Ave
 City, State, Zip Code: Chatsworth, CA 91311
 Phone: (818) 341-6211 SLC Contact Person: Kate Remo (818) 341-6211 x. 223

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
JEFF DAVIS Principal	Admin of Law/Govt Academy	Jeff Davis
BLENCE CALLEZO 1st grade, Intern Elizabeth B. Mahurin Sp. Ed. Asst.	1st grade Academy administrator	Blenca K. Callezo
Laura Voets ASST. PRINC. SSS	Master schedule	Laura Voets
Terry Potter Asst. Principal	Asst. Princ. Being Tech/Ctr Asst. Princ. Sports/Fitness Academy	Terry Potter
Gail Mittelman SPEC. ED ASSIST	SPEC. ED AIDE	Gail Mittelman
KAREN TUCKER	CLERICAL/PAYROLL S.A.A.	Karen Tucker
Rita Voorhees	office Tech.	Rita Voorhees
Mary Garcia	office Tech	Mary Garcia
Faith F. Ieluda	school nurse	Faith F. Ieluda
AVA TYLER	Secretary	Ava Tyler
Maria Harris	office Tech	Maria Harris
Lester Owens	Counselor	Lester Owens
Dana Bryant	Counselor	Dana Bryant
JAMMY KOCH	COUNSELOR	Jammy Koch
Liz Lara Kathryn Parik	Counselor Registrar	Liz Lara Kathryn Parik
Bruce Pina Glenn Shooley	Career Counselor Dean	Bruce Pina Glenn Shooley

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
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TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

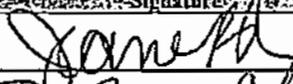
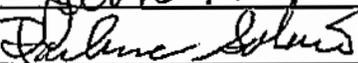
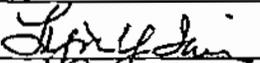
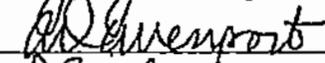
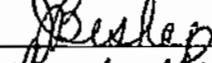
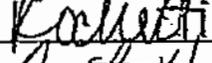
Printed Name and Position	Role in SLC	Signature
Sharon Grigsby	Teacher	
Vicky Adair	Teacher	
Janet Appel	Teacher	
John Lehr	Teacher	
Maria Conlan	Teacher	
Annappi Siad	Teacher	
David Massery	Co-lead teacher / Partners	
KEVIN MONIZ	Teacher	
San Vanejo	Teacher	
Richard K. Hayward	Teacher / SLC Partner	
Barbara Herrera RST	Teacher	
Darren Masserman	Teacher	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

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TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Joanne Bluman	e redesign member	
Darlene Sobus	teacher	
Lyn V. Ikoma	Teacher	
APRIL DAVENPORT	Teacher	
Jessica Bishop	Teacher	
Andrea Kocchetti	Teacher	
Anita Hoch	Psychologist	
Jorvic Salazar	Teacher in VPA Academy	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

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 Phone: (818)341-6211 SLC Contact Person: Kate Remo

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Alice Sommers	Spec Ed teacher	<i>Alice Sommers</i>
DOUGLAS OXFORN	Spec. Ed. teacher	<i>Douglas Oxhorn</i>
John Sayer	Physical Ed teacher	<i>John Sayer</i>
Jill Koew	MRM Teacher	<i>Jill Koew</i>
Marion McMahon	teacher	<i>M. McMahon</i>
Dov Landau	teacher	<i>D. Landau</i>
Kay Fujii	teacher	<i>KM Fujii</i>
Hilsh Swidler	teacher / FR Acad	<i>Hilsh Swidler</i>
Dan Ryan	Teacher	<i>Dan Ryan</i>
Gwen Counterman	teacher / FR Acad	<i>Gwen Counterman</i>
Ariel Summerlin	teacher	<i>Ariel Summerlin</i>
Brian H. York	TEACHER	<i>Brian H. York</i>
Gary L. Wiessen	Teacher	<i>Gary L. Wiessen</i>
Fenster, KRALC	TEACHER	<i>Kristen Fenster</i>
Linda Liddell	teacher	<i>Linda Liddell</i>
Kenneth Medina	TEACHER	<i>Kenneth Medina</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: **Chatsworth High School**
 School Address: **10027 Lurline Ave.**
 City, State, Zip Code: **Chatsworth, CA 91311**
 Phone: **(818)341-6211** SLC Contact Person: **Kate Remo**

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Mari Hobson	Teacher	<i>Mari Hobson</i>
Vanessa Zapata	Teacher	<i>Vanessa Zapata</i>
Michael Goldberg	Teacher	<i>Michael Goldberg</i>
Cathy Nesse	Teacher	<i>Cathy Nesse</i>
Daniel R. Flores	Teacher	<i>Daniel R. Flores</i>
Naomi Fero-Koban	Teacher	<i>Naomi Fero-Koban</i>
Lynne Letzner	Teacher	<i>Lynne Letzner</i>
Desiree Torres	Teacher	<i>Desiree Torres</i>
Jennifer Shander	Teacher	<i>Jennifer Shander</i>
Steve West	Teacher	<i>Steve West</i>
Walt McDowell	Teacher	<i>Walt McDowell</i>
Tom Meusboers	Teacher	<i>Tom Meusboers</i>
Ana M. Gonzalez Gonzalez	Teacher	<i>Ana M. Gonzalez Gonzalez</i>
Renee Arst	Teacher	<i>Renee Arst</i>
JOHN DEMONTE	TEACHER	<i>John Demonte</i>
Greg Schuberger	Teacher	<i>Greg Schuberger</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name:	Chatsworth High School
School Address:	10027 Lurline Ave.
City, State, Zip Code:	Chatsworth, CA 91311
Phone:	(818)341-6211
SLC Contact Person:	Kate Vremo

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Raisa Shkolnikova	teacher	<i>Shkolnikova</i>
Laura Arnoldini	teacher	<i>Laura Arnoldini</i>
Marjorie MacArthur	teacher	<i>Marjorie MacArthur</i>
Susan Thirumala	teacher	<i>Susan Thirumala</i>
Christina Cruz	teacher	<i>Christina Cruz</i>
GAIL LAPORZ	TEACHER	<i>Gail Laporz</i>
JANETTE PAUCUD	TEACHER	<i>Janette Paucud</i>
Fred Pudrith	Teacher	<i>Fred Pudrith</i>
Dana DeFranco-Teacher	Teacher	<i>Dana DeFranco</i>
LINDA AZOU	TEACHER	<i>Linda Azou</i>
Jeff Winte	Teacher	<i>Jeff Winte</i>
Brian Cox	Teacher	<i>Brian Cox</i>
Chris Dunbar	Teacher	<i>Chris Dunbar</i>
PAUL LIBERTI	Teacher	<i>Paul Liberti</i>
ED PARKER	TEACHER	<i>Edward Calahorra</i>
Jodie Smith	Teacher	<i>Jodie Smith</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Chatsworth High School
 School Address: 10027 Lurline Ave
 City, State, Zip Code: Chatsworth, CA 91311
 Phone: (818) 341-6211 SLC Contact Person: Kate Remo

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
<u>Sharon Ferro-Kokoro, Teacher</u>	<u>9/10 Academy TEACHER</u>	
<u>Brian Rooney - Teacher</u>	<u>Freshman Acad - Future Medical Acad.</u>	
<u>Robert Miller - Teacher</u>	<u>SLC Committee / Dept. Chair</u> <i>Social Studies</i>	
<u>Gretchen Wiesner / teacher</u>	<u>SLC Committee</u>	
<u>Eri n Cuenca / teacher</u>	<u>SLC Committee / academy teacher</u>	
<u>M. Allgood-Lawson</u>	<u>SLC Committee / Art Dept. Chair</u> <i>9th grade Honors</i>	
<u>J. Bluman</u>	<u>SLC committee</u>	
<u>Marlene Kaschala</u>	<u>sm. Lrn. Committee</u>	
<u>Susan Kubitsky - teacher</u>	<u>SLC Committee Member, Dept. Chair</u>	
<u>Joyce Simmons - teacher</u>	<u>Committee Member</u>	
<u>Sandra Zeldin</u>	<u>SAS Teacher</u>	
<u>ED LEVINE</u>	<u>ACADEMY Co LEADER, SDC MEMBER</u> <i>AVIA - TEACHER</i>	
<u>Susan Ball</u>	<u>Library - Media Teacher</u>	
<u>Laura Vets</u>	<u>APSCS - master schedule</u>	
<u>Angelique Merrif</u>	<u>SLC Committee - Humanitas Rep.</u>	
<u>Julian Gomez</u>	<u>Dean</u>	
<u>Kathy Ricard</u>	<u>Special Education Coord.</u>	
<u>HARJET PEPZER</u>	<u>RSP teacher</u>	
<u>SAM ALLISON</u>	<u>Dean</u>	
<u>Brian COX</u>	<u>Teacher</u>	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Chatsworth High		
School Address:	10027 Lurline Ave		
City, State, Zip Code:	Chatsworth, CA. 91311		
Phone:	818-342-6211	SLC Contact Person:	

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Chatsworth High School		
School Address:	10027 Lurline Ave.		
City, State, Zip Code:	Chatsworth, CA 91311		
Phone:	(818) 341-6211	SLC Contact Person:	

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Chatsworth HS		
School Address:	10027 Lurline Ave		
City, State, Zip Code:	Chatsworth, CA 91311		
Phone:	818-341-6211	SLC Contact Person:	Kate Remo

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

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(b)(6)

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SCHOOL COMMUNITY SIGNATURE FORM

High School Name: <u>Chatsworth High School</u>	
School Address: <u>10027 Lurline Ave.</u>	
City, State, Zip Code: <u>Chatsworth, CA 91311</u>	
Phone: <u>818-341-6211</u>	SLC Contact Person: <u>Kate Remo</u>

STUDENT SIGNATURES

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(b)(6)

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Chatsworth High School		
School Address:	10027 Lurline Ave		
City, State, Zip Code:	Chatsworth, CA 91311		
Phone:	818-341-6211	SLC Contact Person:	Kate Remo

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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Chatsworth High School		
School Address:	10027 Lurline Ave.		
City, State, Zip Code:	Chatsworth, CA 91311		
Phone:	(818) 341-6211	SLC Contact Person:	Kate Remo

STUDENT SIGNATURES

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(b)(6)

Stone Room 63
MLS

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

*Lawrence MS

High School Name:	CHATS WORTH HS	
School Address:	10027 Lurline Ave	
City, State, Zip Code:	Chatsworth, CA 91311	
Phone:	818-341-6211	SLC Contact Person: Kate Remo

STUDENT SIGNATURES

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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

*Lawrence MS

High School Name:	CHATSWORTH HS		
School Address:	10027 Lurline Ave		
City, State, Zip Code:	Chatsworth, CA 91311		
Phone:	818-341-6211	SLC Contact Person:	Kate Reno

STUDENT SIGNATURES

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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

* Lawrence MS

High School Name:	CHATSWORTH HS		
School Address:	10027 Lurline Ave		
City, State, Zip Code:	Chatsworth, CA 91311		
Phone:	818-341-6211	SLC Contact Person:	Kate Remo

STUDENT SIGNATURES

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Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)



#21

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

*Lawrence MS

High School Name:	CHATEAUNORTH HS		
School Address:	10027 Lurline Ave		
City, State, Zip Code:	Chatsworth, CA 91311		
Phone:	818-341-6211	SLC Contact Person:	Kate Remo

STUDENT SIGNATURES

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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

** Lawrence MS*

High School Name:	<i>CHATSWORTH HS</i>	
School Address:	<i>10027 Lurline Ave</i>	
City, State, Zip Code:	<i>Chatsworth, CA 91311</i>	
Phone:	<i>818-341-6211</i>	SLC Contact Person: <i>Kate Remo</i>

STUDENT SIGNATURES

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Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

? unsure about attending CHS

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

Nobel MS

High School Name: *CHATSWORTH HS*

School Address:

City, State, Zip Code:

Phone:

818-341-6211

SLC Contact Person:

Kate Remo

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

Nobel M.S

High School Name: **CHATSWORTH HS**

School Address:

City, State, Zip Code:

Phone: **818-341-6200**

SLC Contact Person: **Kate Remo**

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

STATE CAPITOL
P.O. BOX 842849
SACRAMENTO, CA 94249-0039
(916) 319-2039
FAX (916) 319-2139

DISTRICT OFFICE
120 N. MACLAY AVENUE, SUITE E
SAN FERNANDO, CA 91340
(818) 838-3939
FAX (818) 838-3931

May 25, 2006

Assembly
California Legislature



CINDY MONTAÑEZ
ASSEMBLY MEMBER, THIRTY-NINTH DISTRICT
CHAIR, ASSEMBLY RULES COMMITTEE

COMMITTEES:
RULES, CHAIR
HEALTH
JUDICIARY
UTILITIES & COMMERCE
BUDGET SUBCOMMITTEE #3
RESOURCES
PUBLIC SECTOR

SELECT COMMITTEE:
ENVIRONMENTAL JUSTICE,
CHAIR

Principal Jeffrey Davis
Chatsworth High School
10027 Lurline Avenue
Chatsworth, CA 91311

Dear Principal Davis,

It is with great pleasure and enthusiasm that I write you today. The leaders – student and administration – of CHS are undertaking the creation of Small School Academies. This is an innovative and bold step in the name of education. The goal of the Small School Academy approach is to provide the opportunity for a student to self-select a specialized track of learning, choosing from Medical/Health Careers; Business/Technology; Visual/Performing Arts; Law/Government; or Sports Management/Fitness. Each of these tracks will allow the student to develop and strengthen their pursuit of a career path, and volunteer or intern with partner organizations in the community. I am writing to support one academy in particular: The Law/Government Small School Academy.

The Law/Government program will create students with a greater understanding of the challenges and opportunities of public service, and the structure of our government. It will also encourage students to intern at government agencies, at non-profit organizations, and other relevant community partners. The students, faculty, and administration at CHS recognize their role in the community. They have made a real commitment to being active and involved citizens. It has been my experience, and the experience of my staff, that Chatsworth students are first among equals in reaching out to our office for opportunities to intern, to learn, and to grow professionally and personally. I look forward to their continued involvement with community partners such as my office; their hard work and enthusiasm are appreciated.

In closing, I want to express my strong support for Chatsworth High School in its endeavors. By creating greater opportunities for education and career development, CHS is providing a service to its students and to its community.

Thank you,

A handwritten signature in cursive script that reads "Cindy Montañez".

Cindy Montañez
Assemblymember
39th District



Constitutional Rights
Foundation

CRF

Educating Tomorrow's Citizens

May 26, 2006

Mr. Jeff Davis
Principal
Chatsworth High School
10027 Lurline St.
Chatsworth, CA 91311

Dear Mr. Davis,

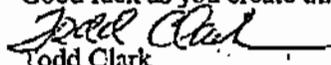
I understand from Ed. Levine, that you are in the process of reorganizing your high school into small learning communities. As I understand it, one of your small communities will focus on law and government. The Constitutional Rights Foundation would be happy to assist you, to the degree that we have time and resources available. As you know, we have curriculum materials available for the full range of high school history and government classes as well as expert staff who can work with your teachers on their implementation.

As you organize your curriculum, we would urge that you consider offering a ninth grade course described in the 2003 state history-social science framework as "Our State in the Twenty-First Century." The advantage this course has as a starting point for students learning about our governmental system, is that it focuses on local and state government. If your program is going to emphasize project-based learning, an understanding of local and state government and the issues and problems we face in California provides students with an important basic orientation to the agencies and institutions that are most accessible to them.

We could also provide assistance in helping you create other elements important to a school program such as a student internship program and links with courts, judges and lawyers available as classroom resources. We also have an excellent working relationship with the LAPD and could help create a youth and the police program as a part of the curriculum based on materials developed for LAUSD several years ago.

If you'd like more information about any of these programs or our curricular materials, please consult our website; www.crf-usa.org

Good luck as you create this exciting new program.


Todd Clark

Executive Director

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President

Louis P. Eskin
Immediate Past President

Joseph A. Calabrese
Vice President

Sharon J. Mizumoto
Vice President

Marvin Sears
Secretary

Joseph L. Keller
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Todd Clark
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Robert S. Stone

Gregory P. Stone

G. Thomas Stromberg, Jr.

Douglas A. Thompson

Lois D. Thompson

Calli Magdal Tyle

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Telephone 213.487.5590
Facsimile 213.386.0459
e-mail: crf@crf-usa.org
<http://www.crf-usa.org>



Gary Wiessner
Chatsworth High School

Dear Gary,

As always, it is with pleasure that I respond to your request. Thanks to your personal commitment, and more recently of your Principal - Mr. Davis I am honored to have been involved with Chatsworth High School for the past 6 years.

During that time, here is my list of contributions and collaborations...

1. **Computers** - on several occasions we have donated computers for use by students. We are in the process of going through another upgrade of our system and will again have desktop units to offer in our partnership with Northridge Kiwanis who takes on refurbishing them.
2. **Student Interns** – We have consistently had excellent candidates come from your accounting courses into our finance department. One student stayed well into their college career. We could always use another one.... (hint hint)
3. **AVID** – we are looking forward to continuing to partner with Office Depot on providing the supplies for this great program. Contact me over the summer so we can have the items ready for next year's incoming classes.
4. **Scholarships** – Chatsworth HS has consistently produced excellent applicants for our annual scholarship program.
5. **Stock Club sponsorship** – my recollection is that we did this for a couple of years – this is an open option for the future
6. **Community Room** – several clubs and organizations from Chatsworth HS have used our community facilities over the years. I can't wait for our new building to be done. It will be over triple the size of our current facility.
7. **A bit more distant, but still a commitment** – as you may know, you have a wonderfully active Key Club on your campus. What you may not know is that I am the President of Northridge Kiwanis and one of our members is the leader of your group (Craig Carter) – and I am active at the Division level that provides the support for your club.

I hope this is what you need from me. I also hope this finds you well and preparing for the end of the school year. Let me know if I can do anything else for you. Please pass

on my best wishes to Mr. Davis. I look forward to continuing our partnership into the future. Please don't hesitate to contact us when you think there is a good match.

Sincerely,

Richard Cooper
Director of the Telesis Community Non Profit Trust and
Vice President, Community Relations
Telesis Community Credit Union

LAW OFFICES OF
PAUL H. WEISMAN
15821 Ventura Blvd., Suite 275
Encino, CA 91436
(818) 986-9525

Bruce Pina
Career Advisor
Chatsworth High School
10027 Lurline Ave.
Chatsworth, CA 91311

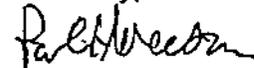
May 23, 2006

Dear Bruce:

I wanted to reiterate my thanks for the volunteer efforts of your students during President Bush's reelection campaign. They made numerous phone calls on behalf of the President's campaign and assisted at the Republican headquarters in Northridge. As the Area Chair for the San Fernando Valley and Westside for President Bush's reelection campaign I was very encouraged to have so many high school students volunteering to help the campaign. Some of your students even came to the phone bank we had in the pouring rain to make phone calls.

Thank you for your leadership with the Republican Club on your campus. I hope your students will continue to get involved in politics. They are our leaders of tomorrow.

Yours truly,



Paul H. Weisman

May 24, 2006

Washington Mutual

To Whom It May Concern:

Re: Chatsworth High School

On behalf of the Washington Mutual (WaMu) High School Intern Program, HIP, we would like to take this opportunity to state how very much we appreciate the ongoing business-school partnership with Chatsworth High School.



We have worked closely with Chatsworth High School for over 5 years and have placed over 20 students at Washington Mutual Bank. Our goal is to have a minimum of one High School Intern in each of our financial centers and Chatsworth High supports this effort by selecting students for employment at local WaMu stores.

HIP is Washington Mutual planning for the future today. HIP is an effective collaborative with the school and business community. Students are hired into a one year paid internship and receive up to 80 hours of basic consumer education, an introduction to the industry and basic job preparedness, as well as training specific to the job assigned.

Many former participants are now regular employees and managers of the bank, contributing greatly to its success. Parents and school/districts are very enthusiastic about the job and career development opportunities for the high school students.

Program Goals

- ◆ To provide strong collaborative partnerships between the Bank and local school community.
- ◆ To promote internal and external high school student centered partnerships, support education and promote academic achievement.
- ◆ To provide valuable employment skills for local high school students, essential in setting a foundation for transitional job/skills training.

Washington Mutual values the continued partnership with Chatsworth High School.

Sincerely,


Jimmy Carnes
Vice President
Store Manager

Northridge Plaza
Financial Center
19500 Plummer St.
Northridge, CA 91324
phone 818.725.0071
fax 818.725.0176





Mr. Jeff Davis
Principal: Chatsworth High School
10027 Lurline Ave.
Chatsworth, CA. 91311

Mr. Davis,

To continue and grow our partnership between Chatsworth High School and 360 health club we would like to offer the following to your Sports Fitness / Sports Management Academy:

360 health club will provide guest speaker (s) to present, including but not limited to, nutrition, personal training, pilates, yoga, human performance training, facility management, operations and administration.

360 will provide an opportunity for students of Sports Fitness / Sports Management Academy to have a hands-on application through the processes of an internship. Our mission is to provide our clients and athletes of all ages and abilities the highest standard of sports conditioning and performance training, in an environment that fosters results, confidence and personal development.

As an intern at 360 you have a unique opportunity to learn through performance, observation, and hands on coaching. The internship begins with a one day training program taught by Jade Molina and his experienced staff. This is an opportunity to learn everything you will need to know to become successful in our program. Our internship is a real life, learn by doing experience. You will be expected to act as a professional. This means you cannot use another job as an excuse for not completing your responsibilities at 360.

Additionally, 360 will provide kind gifts in the form of exercise equipment when we replace and/or upgrade to newer models.

It has been a pleasure to work with you, Mr. Davis, and we endeavor to foster our relationship for years to come.

Warm Regards,

Ray Haizlip

Ray Haizlip
Vice President
360 health club / 360 sports performance
18420 Hart Street
Reseda, CA. 91335
818.401.4018
rhaizlip@360healthclub.com / www.360healthclub.com



DEPARTMENT OF THE NAVY
NAVAL COLLEGE PROGRAMS
19371 SATICOY STE G-1
RESEDA, CA 91335
(818) 576-9260

May 26, 2006

To Chatsworth High School,

Throughout the years, with the help of the friendliest and the most helpful College and Career Office Staff and the Counseling Staff of Chatsworth High School, the US Navy has achieved a very healthy relationship with the school.

For almost 10 School Years, Chatsworth HS has produced an average of 10 to 15 highly qualified HS Seniors into outstanding Sailors of the US Navy. These seniors also had the opportunity to *pick* the job program and academy that they want. By having this opportunity, they basically seal their career focus and guarantee a good future for them, their families and their friends at a very young age. These Seniors that the school has produced are fully trained and certified by the Navy to be Electrical, Electronics, Computer, Aviation, and Nuclear Engineers - just to mention a few.

The US Navy has offered numerous internship programs for these students, including the Delayed Entry Program, where they are trained on basic Naval History, Traditions and Military Drills and conducted numerous community service events. Also, with this specific internship program, the Navy ensures they're grades are on point, that they're drug-free, physically fit and not in trouble with the law because these are prerequisite things that we need to stay satisfactory for these students because these are important factors that determine their qualifications in the Navy.

Thank you for this dedicated relationship with the US Navy and we all look forward to working with you in the following school years!


Patrick David, EM1(SW), USN
818-576-9260 (Office)
818-674-7556 (Cell)
US Navy Representative
NRD Los Angeles
Canoga Park Office
19371 Saticoy St. Ste G-1
Reseda, CA 91335

ACCELERATE YOUR LIFE

Myra A Sloves RN BA

(b)(6)

For the past six years Chatsworth High School and the Nursing Assistant Saturday Program have been working together to give the students the opportunity to receive an entry level education that can and has lead to a multitude of other Medical options. The students train at Windsor Gardens Health and Rehabilitation, as well Kaiser Permanente The Nursing Assistant Program includes all the academics, English, Math, History, and Art; along with the technical skills. These students continue their education in Regional Occupational Centers, Jr. College, and four year Universities. They have become Medical Assistants, Licensed Vocational Nurses; Registered Nurses, Medical Doctors, Physicians Assistant, and Chiropractors. In all of the occupations the main focus is on critical thinking, and correlation of theory to practice.

The Saturday Nursing Program is also involved in making sure the students have the advantage of belonging to the Health Occupation Students of America, this is the National Organization for all medical students from entry level through college. This past year the students were able to compete at the State Leadership Conference. The student learned how to net work; as well as they were able to be part of the Leadership and Voting delegation. Learning valuable lesson in the world of work and meeting new challenges. They competed against students from all over the State of California. Even though these students only attend the Nursing Program one day a week, they were able to achieve awards both in academic as well as in technical areas. Kaiser Permanente is one of the largest National sponsors of Health Occupation Students of America.

Academic: Medical Math- top ten, Extemporaneous Health Poster –top ten (Art), Extemporaneous Writing- top ten, Prepared Speech – top ten, and Medical Spelling.

Technical Art: CPR/First Aid –top ten, and Gold Medal, Nursing Assistant- Gold, Silver, Bronze and fourth and fifth place.

The Medial winners will now compete in the National Leadership Conference, competing against student from forty five other states and Puerto Rico, at the end of June this year.

PIERCE COLLEGE

May 23, 2006

Brian Rooney
Medical Careers Academy
Chatsworth High School
10027 Lurline Avenue
Chatsworth, California 91311

Dear Mr. Rooney:

The Department of Nursing at Los Angeles Pierce College is pleased to enter into partnership with the Medical Careers Academy at Chatsworth High School. We will be happy to provide support in terms of guest speakers, information sessions for counselors, workshops for interested students, and provision of onsite tours for prospective applicants.

This collaborative relationship will help to better prepare students for a career in nursing. Our department welcomes the opportunity to work with the academy.

Sincerely,



Daryl L. N. Sutton, RN, MSN, EdD
Assistant Chairperson
Department of Nursing

6201 Winnetka Avenue /Woodland Hills /California /91371 /(818) 347-0551

Los Angeles Community College District

California State University
Northridge

MICHAEL D. EISNER
CHIEF OF STAFF

May 24, 2006

Smaller Learning Communities Program

To Whom It May Concern:

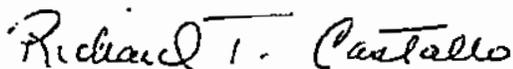
In a collaborative effort, faculty from the Department of Educational Leadership and Policy Studies in the College of Education, and the Management and Organization Development Center at California State University, Northridge have joined forces in support of the move of schools to Smaller Learning Communities. The goals of Chatsworth High School to expand their Small Learning Community Program and infuse the program with research-based skills designed to provide rigor to the academic program, have the full endorsement of the faculty who are involved in this collaboration.

In reviewing the Chatsworth program, we feel this school has the support of the faculty, staff, and community who wish to see them utilize instructional and leadership practices designed to reach students in a coherent manner. The approaches identified in the literature on the 90-90-90 schools (90% on free/reduced lunch; 90% minorities/ 90% scoring at or above grade level on state examinations) have significant ramifications for the students at Chatsworth. We look forward to working with the Chatsworth faculty and staff to assist in preparing an operational package and instructional guide to meet their specific needs.

We believe that the administration, faculty and community of Chatsworth are prepared to move into a strategic model to provide an accelerated program to "catch students up" and close the achievement gap. We look forward to working with Chatsworth to design the specifics of their plan.

We commend their efforts to you with our full support.

Sincerely,



Richard T. Castallo
Department Chair
Educational Leadership and Policy Studies

FRANKLIN HIGH SCHOOL Smaller Learning Communities Plan

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This SLC plan is a work in progress. To honor the unique styles and preferences of each school site SLC team, LAUSD has allowed each to develop and package their plans according to local priorities while adhering to district requirements for SLC development and implementation. For the purposes of this grant proposal, we have attempted to build a consistent and reader-friendly outline from one school plan to the next, but there may be minor differences from plan to plan to honor the story each school wishes to tell.

Introduction

Franklin HS will be implementing nine new small learning communities to add to three existing SLCs over the next five years. The goal is to break up the large comprehensive school model on which this campus is currently based. Within its year round schedule, Franklin will have four small schools on each track. (See Appendix F for a discussion of year round scheduling at LAUSD.)

The focus of the reform plan is based on personalization, curriculum and instruction, and structure. We feel that those three components must be in place in order to have a successful small school.

Personalization, for example, is a critical ingredient of the SLC mix. We have over 3,500 students and most of them do not have a significant adult on campus to whom they can turn during their 4 year stay in high school. To address personalization, Franklin will focus on student connectedness, install an advisory program, and possibly a family advocacy component. We are committed to improving our school-to-home communication, providing time for teacher collaboration, emphasizing teacher ownership of student outcomes, and providing internships that match student interests. If we provide these types of interactions, we believe that fewer students will drop out and, therefore, will Franklin will have more students reach twelfth grade to graduate.

Curriculum and instruction is another component that continually needs to be addressed in order to improve student achievement. Franklin has been focusing on curriculum for several years and we are currently providing educational institutes for the staff to learn the Understanding by Design program. In order for students to grasp the materials, we plan to roll out various strategies that will improve student test scores. Some of these strategies include culturally relevant and responsive pedagogy that embeds rigor with high expectations and provides proven successful instructional interventions. Franklin will implement school-wide instructional practices and continue to incorporate district initiatives (Special Education, Honors, and English Language Learners).

To complement the small school model, structural strategies must also be put into place. Some of the structural strategies we must implement are flexible scheduling, vertical organization, small enrollment numbers within SLCs with contiguous space, teacher time for collaboration and professional development, and family support and community engagement.

I. Description of Smaller Learning Communities

Each smaller learning community at Franklin High School has developed its own SLC plan that outlines specific strategies for implementation and that addresses LAUSD's seven attributes for effective SLC implementation: (1) unifying vision; (2) personalization; (3) equity and access; (4) professional development; (5) accountability and distributed leadership; (6) parent and community engagement; (7) rigorous standards based curriculum, instruction and assessment.

All SLCs have been designed to incorporate the following strategies, which have their roots in current research that highlights effectiveness of SLCs, personalization of education and career-focused education that affords a smooth school-to-work transition. These align with the seven attributes of SLC design established by LAUSD for SLC implementation and the structures and strategies identified by the district as appropriate for SLC restructuring. (See Appendix D and the application main narrative.) Other strategies specific to each SLC are described under each of the SLC descriptions that follow in the chart on page 6.

- Ensure development of supportive relationships between teachers and students (personalization) that leads to more student success.
- Create an environment where all members of the staff will assume responsibility for success of the students.
- Implement common planning time for teachers to allow for discussion of individual students and student issues.
- Involve family members as a means of making better connections.
- Design curriculum to engage students in the excitement of learning.
- Incorporate interdisciplinary lessons to provide a clear picture for students why the curriculum to students is relevant in all content areas. These lessons will answer the "when am I ever going to use this" students often ask.
- Provide opportunities for project based learning and hands on experience.
- Make real life connections between school and the real world to give meaning to the curriculum
- Prepare students for career pathways through the use of internships and partnerships with local businesses.
- Provide opportunities for students to explore all aspects of the industry so they may be able to choose a path for their next learning experience after high school. (community college, university, technical school, apprenticeships).

To this end, all SLCs for 10th through 12th graders will be organized around thematic content that correlates to major industry in the Los Angeles area and vital trends in employment within the State. It is our intent to provide linkages for our students to employment in high skill, high wage careers that are expected to grow in the future in this area, as well as in other parts of the country and world. Los Angeles is a cosmopolitan city that is vibrantly connected to the rest of the world through the sciences and technology, arts and entertainment, a growing culture of health and wellness, social justice and an increasingly shared global vision.

SLCs at Franklin High School will follow the following standards to prepare students for this vibrant world before them:

- Each student will be prepared to pass the California High School Exit Examination (CAHSEE).
- Each student will be expected to complete the required A-G curriculum for the California university systems (both the University of California and the California State University) through an individualized four-year plan developed by faculty, the student, and his/her parents.
- Each SLC holds to a rigorous curriculum based on California standards for education for core classes.
- Career elective class instruction is based on California standards for career technical education.
- Students and their families will be provided with ongoing assistance to maintain appropriate academic and social skills progress to guarantee readiness for post-secondary education.

The foremost goals are to increase retention and graduation rates, prepare students to enter the California university system, and align each student's education with a career path. Results from the California High School Exit exam and California Standards tests will be utilized to identify students in need of intervention and those in need of curriculum enrichment, and English and history and math and science classes and teachers will be integrated, as well as utilizing other teaming strategies as appropriate.

Teachers will allocate time to collaborate during conference periods and as a part of professional development. They will meet on a weekly basis during their common conference periods to discuss the needs of students and determine what intervention policies are applicable for each. Conference periods will be arranged by grade level and content in an effort to maximize available collaborative time and will emphasize interdisciplinary planning and the generation of common assessments. Teachers will also model better attendance and behavior patterns in order to make kids accountable.

SLCs will use the district's quarterly assessments and state assessments to ensure student progress is being made towards being identified proficient in all subjects. Teacher assessments will also be developed to evaluate the industry side of the academy.

Freshmen and Students Below Grade Level: Our plan is to open the 2006-07 school year with a newly created 9th Grade House, which will support students in their adjustments to the rigors of high school. Since entering freshmen are challenged with not only new and more rigorous academic standards but also a new environment and changing lifestyle, special emphasis will be focused on helping them to transition to high school and to reach grade level if they are behind. Research demonstrates that, with increased personalization, entering 9th grade students will be more likely to succeed and stay in school. If someone is consistently oversteering their progress and providing them with encouragement and help along the way this makes the difference. Therefore, the 9th Grade Academy has been designed to provide a number of such supports.

To monitor the effectiveness of this strategy, the 9th Grade Academy will use students' previous 8th grade data as a baseline for measuring gains in attendance, academic performance, discipline, and drop out rates. It is important to verify if the academy's new strategies are working, so that adjustments to the plan can be made on a year-to-year basis. For example,

- California standards tests will be used to determine the success of the project-based learning.
- Drop out rates will be used to evaluate the mentorship and personalization elements of the program. These strategies are meant to increase the number of students that promote to 10th grade.
- Monthly and yearly attendance rates will provide data to compare to previous years, so that effects on attendance can be monitored.

In addition to the 9th Grade House, we will initiate six new smaller learning communities to serve the needs of our 10th-12th grade students, adding to two existing magnet schools. We will also sustain through other funding streams three magnet programs.

The following chart summarizes descriptions of Franklin's smaller learning communities, their targeted student groups and respective maximum student enrollments. It includes brief highlights of proposed curriculum and strategies to engage students and meet their learning needs. *New* and *expanding* SLCs in the chart will receive funding through this grant. *Established* SLCs, discussed after the chart, exist now and will not be supported or altered with these funds.

SLC No.	SLC Name	Description	Status of SLC
1-3	<p>9th Grade House</p> <p>Tracks: A-C (one house per track)</p>	<p>It is the mission of the 9th Grade Academy to assist incoming freshmen in making a smooth transition into high school and meeting the more rigorous curriculum standards of their new school. It is these standards that eventually will open doors to careers and postsecondary education if they are successfully met. The academy will focus on three objectives: (1) increasing retention rate of students matriculating to 10th grade, (2) reducing the failure rate of courses in the freshman year, and (3) improving average GPA of all freshmen. The goal is to intercede with strong supports before students drop out.</p> <p>Incoming students will be assigned to a house of 300 students each—one house per track where students will remain with the same teachers for the entire year. Each house will consist of cross-curricular teams of English, math, science and social studies teachers with one member serving as the lead coordinator. Each house will offer engaging and challenging curriculum with an integrated and interdisciplinary approach that uses academic content and skills to engage students in real world projects and problems. Houses will have courses for students with varying skill level, and self-contained Special Education students will continue with the same level of support that each specifically needs.</p> <p>Intensive math and literacy interventions will be in place to help struggling students who are below grade level, while a Life Skills class will help facilitate a smooth transition into the new lifestyle of high school. A theme-based project learning process, with one project developed each semester, will help to focus learning in a more engaging way that connects students to the real world outside of the classroom.</p> <p>Advisories consisting of an administrator, counselor and coordinator will adopt a set of freshmen who can turn to them for academic or social counseling at any time during their schooling. Staff members will manage case loads and ensure each student attends class, enrolls in intervention classes as needed, and has a structured four-year learning plan. These advisories will help their assigned students with school adjustment issues, and Franklin High School seniors will serve as peer counselors to the 9th graders.</p>	<p>New SLC</p> <p><u>Student Group:</u> 9th graders</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 900 Total (approximately 300 students per house/track)</p>

¹ Special Education students in LAUSD are required to develop an Individual Education Plan (IEP) with a personal team of teachers, counselors and parents to guide and maximize their educational experience.

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
4	Business Academy (BSLC) Track: A	<p>Many students feel that the knowledge that they acquire in the classroom has no real world applications, so the Business Academy (BSLC) will be for students who feel that they need real world applications of what they are currently studying in school. In this program, students will use knowledge gained in the classroom to prepare for becoming active members of the Los Angeles business community.</p> <p>Students will be required to take an elective in each of the following: Introduction to business, cash management, accounting, sales, and marketing. Then each student will develop a portfolio during their course of study—a physical proof of learning that the student has accomplished in his/her years in the program which is based on the design of a virtual business of their choice. Students will be expected to find ways to finance the business, open the virtual business, and turn it into a positive cash flow. At the end of every year, project portfolios will be formally presented to business mentors and a panel of academic advisors. Mock interviews conducted by business partners will prepare students for the business world as the interviewer will evaluate the student's communication skills, knowledge of the subject, and the portfolio presentation. In addition, students will also present their virtual business project to a panel of advisors who will evaluate the students' knowledge in all subject areas the SLC targets.</p> <p>Local businesses will play another important part in the success of this SLC. For example, Highland Park Chamber of Commerce will help all students learn how to perform the necessary tasks to run a business on a daily basis. Other partners such as banks, accountants and investment firms will help students understand how money is borrowed, earned and invested.</p> <p>Scheduling for the program will be flexible to give the students an opportunity to intern for their 6th period, and juniors and seniors in this program will be required to intern with local businesses. At the end of each year in the program, evaluations will be completed by student, teacher, and business partner to maintain the business SLC expectations and make improvements if needed, and post high school data will be kept to ensure our students are trained for the workforce</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th graders</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 500 Total</p>
5	Media and Graphic Arts Academy (MEGA) Track: A	<p>MEGA will focus on project-based collaborative learning experiences within the fields of media and graphic arts. In this context, students will gain valuable project management skills by seeing individual and team projects, such as making a documentary or directing a play, from inception to completion. Teachers will plan the year's curriculum together and projects will emphasize cross-curricular connections. Students may be reading <i>Romeo and Juliet</i> in English class, working on a scene from the play in Drama and studying the Italian Renaissance in History class.</p> <p>By focusing on project-based, collaborative learning, students gain technical and</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th graders</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 500</p>

No.	SLC Name	Description	Status of SLC
6	Medicine and Health Careers Academy Track: B	<p>creative skills, but, more importantly, they gain qualities such as leadership, responsibility, imagination, and team building. These skills, ultimately, are the skills needed to succeed in any field, and will empower students for a lifetime. Students prepared to work well in a collaborative way are well prepared to work in the ever-evolving world of new media. The collaborative process also creates connections to other students, to teachers, and to the school itself during the learning process. Connections to the school will give students a sense of ownership, and through these connections student retention rates are expected to rise significantly.</p> <p>As a critical part of their learning at MEGA, students will also benefit from current, state of the art educational and professional technologies and professional associations. Technology will be reinforced throughout all classes and projects, and associations with business partners in the vibrant Los Angeles entertainment industry will be an important part of MEGA's success. Industry partners will be used for internships and to help keep instruction and academy tools in line with industry standards. The goal is to ensure that each MEGA student will be prepared to enter a competitive undergraduate program or the entertainment workforce upon graduation.</p> <p>Students will be responsible for developing portfolios of their work in MEGA and will present quarterly assessments of their portfolios to teachers, parents, and business partners. A monthly academic review with teachers will keep students "in touch" with where they are academically and what skills they need to work on to improve and succeed.</p> <p>In line with the needs of this industry, a special focus on collaborative skills will be assessed throughout the year, both through authentic assessments of the teachers observing students during the collaborative process and through more traditional assessments such as tests, papers and reviews of media projects. In addition to MEGA's own assessments, district and state assessments such as the STAR and CASHEE exam will also be used to inform instruction</p>	New SLC Student Group: 10-12 th graders Current Enrollment: 0 Maximum Capacity: 500 Total

No.	SLC/Name	Description	Status of SLC
7	Health and Human Services Academy Track: B	<p>promote communication and personal connections.</p> <p>Students will be encouraged to help students in the MEGA academy produce a monthly segment about our academy to be broadcast to the entire Franklin High School Community. Students also will participate in college visits throughout their high school careers to assist them in making the most appropriate choice when it is time to apply for entry into college.</p> <p>Students will volunteer on and off campus with program partnerships established with health care providers and referral agencies to enrich their learning experiences. A side effect, it is hoped, will be a new awareness among students and their families of strategies to improve their own health and access to health care services.</p> <p>Existing partnerships with Glendale Memorial Hospital, Montebello, East Los Angeles Counseling Services Mela, and the University of Southern California County Hospitals will be expanded and strengthened to allow more students to experience the full range of health careers and professions. Further partnerships with Arroyo Medical Clinic, Glendale Adventist, Rite Aid Pharmacies, and Highland Park Veterinary Hospital will be pursued to make more community connections and increase internship opportunities for all of our students. All students will be expected to successfully complete a ten- to twenty-week internship experience during the 11th or 12th grade year with any of our community and business partners.</p> <p>Parents will be part of the smaller learning community landscape. They will be expected to participate in school activities a minimum of 50 hour throughout the academic year which includes meeting with teachers, visiting classrooms, bringing the student to a museum or art exhibit, visiting the library, and in other activities that promote awareness of the student's academic and social growth.</p>	New SLC Student Group: 10-12 th graders Current Enrollment: 0 Maximum Capacity: 500 Total

Plan No.	SLC Name	Description	Status of SLC
B	Academy of Hospitality and Tourism (AOHT) Track: C	<p>assignments involving all the core subjects. Assignments will be created, taught, and graded by multiple teachers across the multiple core subject areas.</p> <p>Students in the academy will be placed in homerooms (advisories) with academy teachers who will be a point of contact for parents/guardians regarding student performance, disciplinary issues, and overall student activity. Homeroom (advisor) teachers will loop students until their senior year, thus giving teachers the opportunity to get to know students intimately so that they can follow a student's growth during his/her entire stay at Franklin. This allocated homeroom time will be used for counseling, discussion of post-graduation plans, increasing motivation, and discussion of any other outside issues that may affect a student's academic performance.</p> <p>The Students in AOHT will study various elements of the hospitality industry to be embedded in a rigorous and coherent college-bound curriculum that is aligned to the California content standards. Partnerships with local industries and agencies will allow students to experience first hand the various sides of this flourishing industry in Los Angeles. Business and facilities management, as well as customer service, will be explored as part of the broad career options supported by hospitality and tourism.</p> <p>Hospitality and Tourism connects youth into potential careers with occupational tools such as Toastmasters (a program that improves public speaking skills through practice speeches) and spreadsheet and software training. Students learn how to book flights, negotiate hotel rates and plan a budget. They concentrate on geography, economics and information systems. Courses of study will include:</p> <ul style="list-style-type: none"> • Introduction to Travel & Tourism • Geography for Travel & Tourism • Travel Destinations • Economics for Travel & Tourism • English for Travel & Tourism • Strategies for Success • Computer Systems Applications • Travel & Tourism II: Travel as a Business <p>Students will develop a senior project related to a topic of interest to them within the fields covered by the academy. They will be judged on presentation skills, knowledge of the topic, communication skills, and the ability to respond on demand.</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th graders</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 500 Total</p>

Summary of Smaller Learning Communities		Status of SLC
9	<p>Leadership, Law, and Social Justice Academy Track: C</p> <p>Students of the Leadership, Law and Social Justice Academy will see their own potential as integral to creating a better world. Students will be taught using a standards-based educational program that has as its foundation high expectations for all students to not only achieve grade level standards, but to become exemplary members of their community.</p> <p>All students within the Academy will be expected to demonstrate a clear understanding of leadership qualities to be expressed within the context of relevant legal and social events affecting their local community, as well as the larger society. For example, students will be required to</p> <ul style="list-style-type: none"> ▪ Develop a project that will be video taped and that will be used to assess student skills in law and leadership. This tool will justify the progress the student is making in the academy. ▪ Participate in a mock trial as a senior project that will display academic skills, communication skills, and leadership skills. Each student will have to role play a defense or plaintiff lawyer in different types of law. <p>Ongoing goal setting activities will be made as well. Each student will be expected to improve their California standards test by 10%. Students must pass the CA high school exit exam and if they fail to do so, the student must attend Intervention courses until the requirement is met.</p> <p>Every student will be monitored and mentored so as to ensure personal relationship building that emphasizes concepts of dignity and respect between people—the student/future leader, his/her family, and the educators that work with his/her.</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th graders</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 500 Total</p>

Established SLCs (which will NOT receive funding from this grant.) Franklin High School also houses one magnet school and two other academies (funded through other sources) that follow a smaller learning school model:

- **10. American History Academy** at Franklin High School is a college preparatory program on Track A that provides an in-depth study of American History throughout the four high school years. A guiding principle of this program is that learning about the past is key to understanding the present and creating a viable future, and education is a critical means of developing both academic excellence and civic engagement. Therefore, the American History Academy seeks to equip students with the tools necessary for individual achievement and active citizenship within their communities and beyond. In this course of study, students learn critical thinking (Bloom's Taxonomy) and problem solving skills that will help them throughout their lives, not just their schooling career. The curriculum also prepares these students to remain active learners throughout their lives. This is be done through various team-building activities that are planned throughout the year, tutoring, collaboration with local universities as well as close teacher-student interactions that are meant to motivate and foster student interests.
- **11. Arroyo Seco Academy** embodies the geographic, historic and educational context of this neighborhood-based small learning community. Scheduled on Track B, this academy educates and trains students to be participating citizens in their city environment via partnerships based on the Community Development model. As such, the program functions via a public-private-nonprofit collaborative to build sustainable, healthy communities. Three houses within the Academy, one on each track, focus on specific career educational goals linked to Community Development: Transportation & Urban Planning; Construction & Architecture; Small Business Development & Entrepreneurship. Strategies include frequent interactions between academy students and community members to reinforce this collaborative effort: site visits to relevant workplaces, visits and project management direction from professionals knowledgeable in relevant career paths, mentorships with caring professionals, internships in relevant career fields and service learning activities with various local groups. The Academy holds to a rigorous curriculum based on the state standards for education for core classes. In addition, career elective class instruction is based on state standards for career technical education.
- **12. Math Science Magnet**, scheduled on Track C, focuses students on science labs, advanced math skills and career opportunities in physical and natural sciences. This program provides an academic experience in a more integrated environment for both accelerated students and those in need of remediation. Numerous advanced placement courses in math and science as well as computer courses are offered by the home school help prepare students for the rigors of college and the workplace. There is an opportunity for students to define and pursue career goals and to complete the college/university application and financial aid process. Although the program specialty is math and science, the goal of all staff is to prepare students for admission to and success in college. Early and ongoing counseling is a vital component of this program. Students meet with the college counselor and magnet coordinator individually to discuss college requirements continuously.

II. Student Choice

All incoming 9th grade students, with the exception of the 80 American History Academy students, will be placed in a 9th grade house which is the equivalent of a track. Each house of approximately 300 students will have the same activities, content and the rigor in all classes, and students are placed on a specific track according to their home address.

During the spring prior to their ninth grade year, students from local middle schools attend an orientation to learn about the house concept. Students will then learn about the upcoming SLCs for 10th through 12th grades during their 9th grade year.

There is one exception to this process: The American History Academy, which is specially funded, goes to the feeder middle schools and recruits students directly into their academy independently. Students hear a presentation and then fill out an interest form. The first 80 students to turn in their paperwork are admitted to this academy, and, thus, will not be placed into a 9th Grade House.

During each spring semester, 9th grade students will attend a recruitment fair. (A parent night will occur during this time so that parents can see what is available as well.) At this fair, students will watch a video about each SLC at Franklin High School and will be provided with a brochure that will give further details. Each student will then fill out an interest survey and list the top three SLCs that appeals to him/her, and each survey will be date/time stamped as they come back in to the school. School staff will then fill each SLC based on the students' first and second choices, using the order of the date/time stamp.

Students who fail to turn in a survey will be summoned by their counselor and together they will go over the remaining available SLC options and a selection will be made. Each SLC will accept as many students as possible (up to 500) and then students will be diverted to their second and third choice if necessary.

At the end of the placement process, parents will be notified of their child's selection. If the parent has any concerns, they will be directed to speak to the counselor and an alternative choice will be negotiated between counselor, parent and student.

Once students are in an SLC, they may request to make a change at the end of each academic year. In order to transfer, the student, counselor, assistant principal, and lead teacher will be present to discuss why this student wants to transfer, and then, jointly, the team will decide if the transfer should be granted. Space must be available and the master schedule must be able to accommodate the student's needs.

III. Accelerated Learning Strategies

Franklin High School has a significant number of students who are below grade level in key academic subjects like reading/language arts and mathematics. Therefore, in compliance with LAUSD and State policies and local determinations of need, the school implements accelerated learning strategies and interventions that are designed to assist teaching staff trying to help these students. The school's accelerated learning strategies outlined in the chart on the following few pages collectively meet all of the criteria of this RFA to especially help 9th graders reach grade level in English/Language Arts and mathematics by the end of the 10th grade. Appendix C outlines the district's initiatives to improve student academic performance in literacy/reading and math in more detail.

A. Language Arts/Reading Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Language!</p> <ul style="list-style-type: none"> • Students at 3rd grade level in reading and below • Poor test scores in CAHSEE, etc. • Poor grades in English 	<ul style="list-style-type: none"> • District's mandated Developing Readers and Writers Program is based on the Language! materials. • Based on empirical research findings on reading from the National Reading Panel, the National Council of Teachers of English and the International Reading Association • The district program offered in lieu of core English course. • Phonemic-based instruction for students who are not at the decoding level. • Scripted lessons; teacher picking and choosing activities based on need of students. • Constant assessment: daily, unit, pre/post. • Prescriptive program • Offered on all three tracks • Ongoing professional development offered to teachers throughout the year. 	<p>Yes</p>
<p>High Point</p> <ul style="list-style-type: none"> • English as a Second Language students • Limited English Proficiency at levels 1-4 as determined by previous portfolio 	<ul style="list-style-type: none"> • State-adopted curriculum 'High Point' to address primarily the needs of English Language Learners and English as Second Language students • The district program offered in lieu of core English course. • Students studying English as a second language enrolled in this course. • The scope and sequence of the program: (1) language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and spelling 	<p>Yes</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	<ul style="list-style-type: none"> • Cohesive use of strategies across ESL levels learned in staff development: Total Physical Response, Thinking Maps, Anticipation Guides, Reciprocal Teaching, Cooperative Learning. • Ongoing professional development offered to teachers throughout the year. 	
<p>Kaplan</p> <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in English encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for English 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based) that involve students in reading texts. • Students engaged in reading texts to utilize test-taking strategies for the CAHSEE. 	Yes
<p>Accelerated Reader Program</p> <ul style="list-style-type: none"> • All 9th graders required • 10-12th voluntary 	<ul style="list-style-type: none"> • A computer-based independent reading program. • Promotes reading achievement levels • Students read a book, take a quiz and get a report on their reading level and recommendations for other books to read. • This program is available on computers in every lab and in the library. • The intervention is completely software based, and does not require interaction with the teacher. • Students take a pre-test to determine reading level. • Students independently read books that are within the range of their reading level. • Students take computer-based quizzes which gauges student understanding of the book. • Students accumulate points to meet their class requirements. 	No
<p>Saturday School</p> <ul style="list-style-type: none"> • Students who have failed courses in the previous semester 	<ul style="list-style-type: none"> • New district program to begin during the grant term. • Intensive All-day Saturday school to make-up a failed class using the Kaplan program with prescribed lessons • Targets students who are far below basic to basic • CA standard scripted lessons • Has a counseling component that teaches students to make good decisions, academic counseling • Study skills are taught • Incorporates 4 year high school plan • Use class text as well 	Yes

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • ESL tutoring 	<ul style="list-style-type: none"> • Teacher tutoring one-on-one before or after school. Student self referral or teacher referral • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. • General study hall for all academies with homework help for students in 9th and 10th grade. Offered daily after school. • Others? • This program connects to the classroom curriculum– it is not additional work 	No

B. Math Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Kaplan <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in Math encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for Math 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based). • Students engaged in math exercises to utilize test-taking strategies for the CAHSEE. 	Yes
Carnegie Cognitive Math Tutor <ul style="list-style-type: none"> • Algebra students. • Geometry Students 	<ul style="list-style-type: none"> • Based on 20 years of research at Carnegie Mellon Univ. • Software & Information Industry Association (SIIA) selected this program as the winner at the annual Codie Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award • Accelerated learning strategy to prepare low achieving Math students to take the CAHSEE. • Combines computer software with collaborative classroom activities. • Computer software and collaborative classroom activities. • Program assesses student ability and tailors the 	Yes

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	curriculum to his/her individual skill level. <ul style="list-style-type: none"> • Students spend three days a week in a traditional classroom and two days a week in tutoring program. 	
College Preparatory Mathematics <ul style="list-style-type: none"> • Algebra students 	<ul style="list-style-type: none"> • According to USDE, exemplary research-based curriculum that mixes algebra and geometry basics with conceptual development and problem solving. Incorporates real-world math applications. • This program is used in several of our algebra classes. The teachers who were trained in this program adopted it for the school year. This program is used instead of the district adopted textbook. 	
Saturday School <ul style="list-style-type: none"> • Students who have failed courses in the previous semester 	<ul style="list-style-type: none"> • New program to begin during the grant term. • Intensive All-day Saturday school to make-up a failed class. • Targets students who are far below basic to basic • CA standard scripted lessons • Has a counseling component that teaches students to make good decisions, academic counseling • Study skills are taught • Incorporates 4 year high school plan • Use class text as well 	No
Inter session <ul style="list-style-type: none"> • All grade levels 	<ul style="list-style-type: none"> • Remediation classes to bring students back to grade level. • Make up failed classes • Time to take electives • Enrichment classes 	No
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. • Saturday program to prepare for CAHSEE 	No

IV. Stakeholder Involvement: A Proof of Readiness

The chart below summarizes highlights of how Franklin High School has prepared for its SLC campus conversion. The action tasks listed here have been completed over the past two years of planning despite the fact that the school has never received a federal SLC grant. Planning and preparatory activities have built upon the review of published academic research, informal research and observation of successful programs, and professional development efforts throughout the district and Local District 4. Outreach and consultation with and involvement of all school stakeholders, especially teachers needing to be actively involved in the planning and implementation processes, are demonstrated below. The school is continuing to build detailed action plans for the full term of the grant that will involve all stakeholders.

PROOF OF READINESS		
Timelines	Tasks	Personnel and Other Stakeholders Participating/Involved in Task
2004-2005 School year	SLC Advisory Program: Intensive Lead Teacher Training (multiple days over several months)	Lead Teachers
April 9-10, 2005	District Four SLC Conference at Occidental College	High School Director Lead Teachers and Perspective design team members
Spring 2005	LAUSD training : Stanford Redesign Network	Assistant Principal Lead Teachers Faculty Members
July-August 2005	Julia Richmond Educational Complex Model SLC Video	Faculty in small group settings
July 2005	LAUSD training : Stanford Redesign Network	Assistant Principal Lead Teachers Faculty Members
August 2005	LAUSD training : Stanford Redesign Network	School Improvement Facilitator Lead Teacher Faculty Members Perkins Coordinator
September 2005	Meeting to pursue a partnership with Local Charter School	Principal and teacher
September 2005	Meet with parents to discuss school reform	Parents Principal EL Coordinator
September 2005	Meeting with Larry Tash of the Office of School Redesign	SLC Design Teams
September 12, 2005	Gear-Up Partnership Meeting	Principal
September 28-October 1, 2005	National Tech Prep Network, Orlando, FL	Perkins Coordinator
October 12, 2005	District Four Principal's Meeting: SLC Updates from participating schools and roundtable discussion	Principal
October 25, 2005	Look Before You Leap – Redesigning P14 Schools	School Improvement Facilitator Principal

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PROOF OF READINESS		
Timelines	Tasks	Personnel and Other Stakeholders Participating/Involved in Task
		Title 1 Coordinator Accreditation Coordinator
October 2005	Parent meeting – discuss the SLC plan	Principal Parents Title one coordinator
November 2005	SMC- Principal's Conference in San Diego Redesign Options and Solutions	Principal
November 2005	Meet with parents on SSC – discuss SLC procedure	Parents Title 1 Coordinator Principal
November 17, 2005	SLC Planning Meeting: Discussing process, distribute bulletin 1600	School Improvement Facilitator Principal Burbank MS Parent Rep students Faculty Members
November 29, 2005	SLC Blog created for staff input and discussion	Technology Coordinator
December 7-10, 2005	Association of Career Technical Educators, Kansas City, MO	Perkins Coordinator
December 13, 2005	SLC Planning Meeting: Planning for the 9 th grade house, vision, teacher assignment, location	School Improvement Facilitator Principal Burbank MS Parent Rep students Faculty Members
December 16, 2005	First Things First (SLC Consultancy Group) training	School Improvement Facilitator
January 2006	Visits to SLC Schools: Santee HS, Belmont HS and LACES Visit to Polytechnic with Jill Nelson	Lead Teacher
January 2006	Custodial meeting – SLC design	Custodians – ALL Assistant Principal
January 12-14 , 2006	California League of High Schools Conference in Monterey: research and best practices for SLCs	School Improvement Facilitator Lead Teachers SLC Design Team Members Faculty Members Perkins Coordinator
January 9, 2006	School Improvement Facilitator, Crystal Powell Joins Franklin Staff Onsite Full-time	School Improvement Facilitator
January 18, 2006	Memo: Blog for discussion and comments announced	School Improvement Facilitator
January 24, 2006	SLC Team Meeting: Discuss looping, ninth grade location, teacher assignment protocols	School Improvement Facilitator Faculty
January 25, 2006	Health & Human Services SLC Planning Meeting: Preparing the letter of intent and the Impact	Lead Teachers SLC Design Team Members

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PROOF OF READINESS		
Timelines	Tasks	Personnel and Other Stakeholders Participating/Involved in Task
	Report	
January 26, 2006	Career Academy Training SLC in Career Technical Education	School Improvement Facilitator Perkins Advisor Lead Teacher Teacher
January/February 2006	Article about SLCs in the Student Newspaper	Student Journalism Class
February 2, 2006	Visit to Polytechnic High School to observe SLC Implementation	School Improvement Facilitator Principal
February 5-7, 2006	California Career Pathways Consortia (Educating for Careers), Anaheim, CA	Perkins Coordinator
February 7, 2006	Memo: SLC update What is a Ninth grade house?	School Improvement Facilitator
February 7, 2006	Faculty Meeting: Block schedule, ninth grade house location	School Improvement Facilitator Principal Faculty
February 10-11, 2006	School Reform Conference in Palm Springs: research and best practices for SLCs	School Improvement Lead Teachers
Week of February 13, 2006	memo: Planning for extended class periods memo: why change to extended class periods research of the four period day	School Improvement Facilitator
February 16, 2006	Career Academy Training A-G requirements in SLCs	School Improvement Facilitator Perkins Advisor Lead Teacher Teacher
Week of February 20, 2006	Survey of students' interest/career themes via Student Homerooms	School Improvement Facilitator
Week of February 20, 2006	Memo: advantages of block schedule Memo: what is an SLC Memo: what is block schedule what is 4x4 memo: components of ninth grade house memo: what is the reform plan for Franklin	School Improvement Facilitator Entire student body
February 21, 2006	Faculty meeting: moving teachers fro SLCs, ninth grade house, block schedule, staffing of SLCs	School Improvement Facilitator Principal Faculty
February 23, 2006	First Things First (SLC Consultancy Group) training	School Improvement Facilitator

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PROOF OF READINESS		
Timelines	Tasks	Personnel and Other Stakeholders Participating/Involved in Task
Week of February 26, 2006	Teacher interest survey	School Improvement Facilitator Faculty
February 26-28, 2006	California Partnership Academies, Burlingame, CA	Perkins Coordinator
February 27, 2006	Health & Human Services SLC Planning Meeting: Preparing the letter of Intent and the Impact Report	Lead Teachers SLC Design Team Members
March 1, 2006	Block Schedule teacher survey	UTLA Chapter Chair Faculty
Week of March 6, 2006	Memo: context for Small Learning Communities in LAUSD, key intentions and goals of SLCs Memo: Smallness Important conclusion about small schools	School Improvement Facilitator
March 13, 2006	Block Schedule memo: postponing the change for a year to 2007	School Improvement Facilitator
March 23, 2006	Faculty meeting: postponing the block schedule, details on ninth grade house -- advisory, housing, numbers, results of the faculty and student surveys	Faculty Principal
March 23, 2006	Career Academy Training Master Schedule	School Improvement Facilitator Assistant Principal Student Counseling Services Perkins Advisor Lead Teacher Teacher
April 4, 2006	SLC Committee Meeting: Ninth grade house, names for SLCs, Orientation for students June 3, 2006	School Improvement Facilitator Faculty
April 5 & 12, 2006	Local District 4 SLC presentation	School Improvement Facilitator Principal Assistant Principals
April 10, 2006	Health & Human Services SLC Planning Meeting: Preparing the letter of Intent and the Impact Report	Lead Teachers SLC Design Team Members
April 11, 2006	Facilities meeting re: the ninth grade house	Principal School Improvement Facilitator LAUSD Facilities Department

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PROOF OF READINESS		
Timelines	Tasks	Personnel and Other Stakeholders Participating/Involved in Task
April 18, 2006	Faculty Meeting: Staffing the ninth grade	School Improvement Facilitator Principal Faculty
April 28, 2006	Matrix selection for 2006-07 school year, includes two SLCs	UTLA Chapter Chair Departments
May 2006	Custodial SLC sign up	Custodians School Improvement Facilitator Assistant Principal
May 2, 2006	C Track Buy Back: Open Forum	School Improvement Facilitator C Track Teachers
May 5, 2006	Transforming Urban Schools Conference in San Diego	High School Director School Improvement Facilitator Principal UTLA Chapter Chair Faculty Members
May 8, 2006	UTLA: Open Forum on SLCs with UTLA VP Linda Guthrie	UTLA Chapter Chair Faculty
May 8, 2006	Department Chair Meeting: SLC Concerns	Principal Faculty
May 10, 2006 May 19, 2006 May 24, 2006	SLCs present letters of Intent to the School Site Council	MEGA: Media, Entertainment & Graphic Arts Health & Human Services Arroyo Seco Academy
May 16, 2006	Faculty Meeting: Responding to Departmental concerns, SLC teacher selection process	Principal Faculty
May 22, 2006	Memo to SLC planning teams re: WASC goals and critical academic needs	Accreditation Coordinator
May 1-22, 2006	LAUSD training for the School Improvement Facilitator	School Improvement Facilitator

V. Conflict Resolution Plan

Franklin High School will create a Conflict Resolution Council with technical assistance from the Local District 4 and the Office of School Redesign. This council will include the principal, UTLA chair, lead teacher from each SLC, a clerical staff member, an assistant principal, counselor, and a parent and will exist for the purpose of mediating conflicts over vision and resources that may occur during the SLC implementation process. The Conflict Resolution Council will hold the power to make decisions through the School Site Council, the primary leadership group on campus.

When a dispute arises between SLCs, the council will meet within one week to find out what the issue is about and discuss it as a whole group. At the end of the session, members will come up with a solution that the lead teachers of each SLC can agree on. The principal has the power to make a decision in alignment of the SLC plan if consensus cannot be reached.

If an SLC has a dispute within its team, the teachers involved, the lead teacher, UTLA chapter chair, and the administrator assigned to that SLC will discuss the issue and resolve it within SLC contractual guidelines (Article VIII).

VI. School Community Partners

Franklin High School is committed to building strong community resources and partnerships to help sustain its smaller learning communities over the long-term. Industry partners, for example, are extremely important for providing resources, mentors, internship opportunities, job shadowing and after-school and summer jobs for students. Partners include, but are not limited to, institutions of higher education, local non-profit agencies, local large and small businesses, and faith-based organizations.

A sampling of the school's existing community partners are noted in the following chart and demonstrate that local community support is broad-based, if not significant in total funds. However, these lists will be expanded upon over the term of this grant in an aggressive effort to create more resources for the SLCs being implemented and to provide more opportunities for student and teacher mentoring and supports.

Each of Franklin's SLCs is in line with current and projected workforce needs and, thus, will provide significant opportunities with employers seeking to develop their future workforce. Additional community partners will recruited for each SLC theme, such as the Business Academy; the Health and Human Services Academy; the Academy of Hospitality and Tourism; and others. (A few sample partner letters of commitment or community partner signatures have been appended to this school SLC plan.)

A. Existing Community Partners

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value	
SCHOOLWIDE PARTNERS (AVAILABLE FOR ALL SCLs)				
Occidental	Core curriculum development	June 2012	(b)(4)	
University of Southern California	Music field trip	Ongoing		
East Los Angeles City College	After school classes offered to students	Ongoing		
College Match	College opportunities	Ongoing		
Franklin Scholarship Foundation	Scholarships	Ongoing		
California State University, Los Angeles	Student teachers - tutors	Ongoing		
Las Casas Realty	Donations	June 2010		
1-3: 9th GRADE HOUSE				
College match	College materials	Ongoing		
North East Pastor Association	Community Outreach – voice what the school is doing and gain support	Ongoing		
4: BUSINESS ACADEMY (BSLC)				
Adrian Ramirez Real Estate	Internships	Ongoing		
Washington Mutual	Internships	Ongoing		

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value
State Farm Ins	Internship/guest speaker	Ongoing	(b)(4)
Highland Park Animal Hospital	Internships	Ongoing	
Los Angeles Public Library	Internships	Ongoing	
Lumis Home Historical Society	Internships/field trip	Ongoing	
Super A Market	Internships/donation	Ongoing	
Glassell Park Recreation Center	Internships	Ongoing	
5. MEDIA AND GRAPHIC ARTS ACADEMY (MEGA)			
Color Graphic Inc	Internships/Advisory	Spring 2016	
Pasadena City College	Articulation – Franklin staff and college teachers discuss curriculum to align it vertically	Ongoing	
Coast 2 Coast Graphic	Internship	Spring 2011	
6. MEDICINE AND HEALTH CAREERS ACADEMY			
Mela	Professional services – meets weekly with alcoholic kids	June 2010	
Los Angeles County Mental Health	Class presentation- all types of mental health- discriptive	June 2012	
Blood Pressure	Class presentation- preventive high blood pressure, give student blood pressure kit	June 2010	
Huntington Memorial Hospital	Guest speaker	June 2009	
Glendale Memorial Hospital	Internships, guest speaker	Ongoing	
USC County Hospital	Materials guest speaker	June 2010	
7. HEALTH AND HUMAN SERVICE ACADEMY			
Facing History and Ourselves	Teacher training, library of resources, internships	Ongoing	
National Center for Democracy	Teacher training, museum tours, internships, resources	Ongoing	
8. ACADEMY OF HOSPITALITY AND TOURISM (AOHT)			
Careers through Culinary Arts C-CAP	Speakers, teacher training	June 2012	
Magic Mountain	Jobs	Ongoing	
Feeder elementary schools	Internships in classes	Ongoing	
Glendale Community College	Articulation – Franklin staff and college teachers discuss curriculum to align it vertically	June 2010	
Portos Bakery	Food donation	June 2009	
9. LEADERSHIP, LAW AND SOCIAL JUSTICE ACADEMY			
Morrison & Forrester	Donations, materials	Ongoing	
District Attorney's Office	Internships	June 2009	
Los Angeles Police Department	Guest speakers	Ongoing	

ESTABLISHED SLCS NOT RECEIVING GRANT FUNDS		
AMERICAN HISTORY ACADEMY		
Gilder-Lehrman Institute	Grant, guest speakers	2008
Frankel Foundation	guest speakers, donation	2008
Center for History at UCLA	guest speakers, materials	2008
10. ARROYO SECCO ACADEMY		
Metropolitan Transit Authority	Mentor, internships, bus passes	Ongoing
CalTrans	Mentor, internship, business advisory board, scholarship	Ongoing
Highland Park Heritage Trust	Donation	Ongoing
Arroyo Arts Collective	Business advisory board	Ongoing
Hathaway Children and Family Services	Business advisory board, projects, tours	Ongoing
NorthEast Trees	Beautification project	Ongoing
NELA Bikes	Mentor on festival project	Ongoing
11. MATH SCIENCE MAGNET		
Baxter	Guest speaker	Ongoing

(b)(4)

B. Potential Community Partners

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
SCHOOLWIDE PARTNERS (AVAILABLE FOR ALL SCLS)		
Talent Search	Presentations, tutoring	Sept 2006
Talent Development	Consultant, materials	July 2006
Gear Up	Tutors	July 2007
1-3: 9th GRADE HOUSE		
North East Educational Continuum	Professional development for teachers	July 2006
Elks -- Glendale	Mentoring	July 2006
Occidental Alumni Hispanic Association	Mentor students Host school activities	Jan 2007
4: BUSINESS ACADEMY (BSLC)		
Chamber of Commerce	Internship	June 2007
Wells Fargo Bank	Guest speaker	June 2007
Bank of America	Guest speaker, materials	June 2007
Local Accountants	Guest speakers	June 2007
Investment Firms	Guest speaker	June 2007
5: MEDIA AND GRAPHIC ARTS ACADEMY (MEGA)		
LA City Attorney's office	Community resources	Aug 2006
Lee Rafuir / movie producer	Internships/ speaker	July 2006
Steven Kleiger / special effects	Internships/ speaker	Sept 2006
Academy Lighting Consultant	Materials	Aug 2006
6: MEDICINE AND HEALTH CAREERS ACADEMY		
Arroyo Medical Clinic	Internship	Aug 2007
Glendale Adventist	Guest speaker	Aug 2007
Highland Park Veterinary Hospital	internships	Aug 2007
Rite Aid	Donation, materials	Aug 2007
7: HEALTH AND HUMAN SERVICE ACADEMY		
Perkins Academy	Funding, internships	July 2006
8: ACADEMY OF HOSPITALITY AND TOURISM (AOHT)		
Radisson Hotel	Guest speaker, field trip	Aug 2007
Los Angeles Convention Center	Guest speaker, jobs	Aug 2007
Los Angeles Convention Bureau	Donation	Aug 2007
Wilshire Grand Hotel	Field trip, guest speakers	Aug 2007
Hyatt Regency Hotel	Materials guest speaker	Aug 2007
Travel Agency	Guest speaker	Aug 2007
Universal Studios Tour	Internship	Aug 2007

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
Disneyland	Jobs, guest speaker, materials	Aug 2007
9. LEADERSHIP, LAW AND SOCIAL JUSTICE ACADEMY		
Law firms	Guest speakers	Sept 2007
Police Museum	Field trip	2007
Police Explorer	Internship	2007
Fire Explorer	Internship	2007
EXISTING SLCs THAT WILL NOT BE FUNDED BY THIS GRANT		
10. AMERICAN HISTORY ACADEMY		
Huntington Library	Resources, field trips, access to speakers and lecturers	Sept 2007
Highland Park Historical Society	Have students work to preserve and learn about the history of Highland Park and to enrich the community by actively participating in events	Sept 2007
Historical Society of Southern California - Lummis Day	Help to plan and participate in Lummis Day next year	Sept 2007
USC	Form another college connection and provide our students with additional resources to enrich their studies. Lectures, field trips, have students come teach in the classroom.	Sept 2007
East Los Angeles Community College	Have students work with community colleges to be able earn both high school and college credit while on break or after school	Sept 2007
Pasadena Community College	Have students work with community colleges to be able earn both high school and college credit while on break or after school	Sept 2007
Burbank Middle School	A pre-academy history class taught at Burbank Middle School	Sept 2007

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Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
Constitutional Rights Foundation – National History Day	Students will participate in National History Day.	Sept 2007
11. ARROYO SECO ACADEMY		
Arroyo Seco Foundation	Donation	Sept 2006
Council of Arroyo Seco Organization	Advisor	Sept 2006
USC School of Policy and Planning	Guest speaker, field trip	Sept 2006
Pasadena Enterprise Center	Speaker	Sept 2006
Business Outreach Support Service	Workshop	Sept 2006
Transportation and Land Use Coalition	Materials, workshops, guests	Sept 2006
US Green Building Council	Class presentation	Sept 2006
Port of Los Angeles	Internships	Sept 2006
Construction Management Association of America	Guest speaker	Sept 2006
LA Trade Tech	Classes, speakers	Sept 2006
12. MATH SCIENCE MAGNET		
JPL	Internships	July 2008
California Science Center	Guest speakers, field trips	July 2007
Cal Tech	Mentors – Advisors	July 2008

VII. SLC Teams: Roles, Responsibilities and Qualifications

SLCs at Franklin are designed and implemented by groups of stakeholders dedicated to each program. The roles, responsibilities and qualifications of the project directors/administrators, support staff, and teachers who will coordinate the smaller learning communities are detailed below. Due to the extremely large and complex organizational structures of LAUSD's large schools, we have not included the roles of parents, students and community stakeholders in these charts since they are not paid for their services. Neither have we attempted to add ALL staff, but have focused on the lead positions. Other components of this proposal, including the Proof of Readiness, Professional Development, Community Partners, Leveraging of Funds, and signature sheets and letters attached, attest to the involvement of these other groups and outline their various roles.

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
CENTRAL ADMINISTRATIVE TEAM				
Crystal Powell, School Improvement Facilitator Business SLC	<p>Roles: Leads the school-wide SLC conversion process in accordance with district policy and bargaining agreements. Central areas of responsibilities include: budget oversight, decision making councils, grant monitoring and implementation, district mandates, union contract compliance, student registration, school data and AYP review. Ensures rigorous academic programs for all students, recruiting and developing staff, monitoring supplemental programs, school funds. Oversees community and public relations.</p> <p>Qualifications: B.S. Education M.S. Educational Leadership Teaching Credential 1995 Clad Certificate 1996 Math Supplemental Credential 2000 School Improvement Facilitator, Franklin HS 2006 Teacher, Belvedere Middle School 1995 – 2005 Standards Based Coordinator 2000 – 2003 Testing Coordinator 2000- 2003 Master Teacher 2004 Mentor Teacher 2000- 2005 Redesigned Belvedere into SLC 2003</p>	100% (10% each SLC)	YES	YES
Luis M. Lopez, Principal Sports Medicine SLC	<p>Roles: Oversees the school-wide SLC conversion process in accordance with district policy and bargaining agreements. Central areas of responsibilities include: budget oversight, decision making councils, grant monitoring and implementation, district mandates, union contract compliance, personnel selection, student registration, faculty meetings, school data and AYP review. Ensures rigorous academic programs for all students, recruiting and developing staff, monitoring</p>	50%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>supplemental programs, school funds. Oversees community and public relations.</p> <p>Qualifications: Mathematics Professional Clear Credential Tier II Education Administration Credential B.A., Mathematics M.A., Education M.A., Education Administration Principal, Belvedere Middle School, 2003-2005 Assistant Principal, Bell High School, 2001-2003 Standards & Assessment Coordinator, Local District J, 2000-2001 Assistant Principal, SSS, Washington Preparatory HS, 1999-2000 Title I/Bilingual Coordinator, Bravo Medical Magnet, 1997-1999 Dean of Student Discipline, Bravo Medical Magnet HS, 1995-1997 Teacher, Bravo Medical Magnet HS, 1990-1995 Mathematics Teacher, Manual Arts HS, 1989-1990</p>			
<p>Ethyle Strommer, Perkins/Career Tech Education Coordinator</p> <p>Advising: MEGA Arroyo Seco Business Hospitality</p>	<p>Roles: Advising SLCs on meeting Career Tech Standards Assistance with proposals to gain access to Carl Perkins Federal Funding Resource on developing business partnerships and developing advisory councils Assist with finding mentors for students in internships Assist with matrix development and student programming Monitor use of funds for expansion and modernization of the programs</p> <p>Qualifications: General Elementary Credential Pupil Personnel Services Credential MS in Counseling and Guidance 10 years as K-8 classroom teacher 8 years as school counselor; arranged articulation between 8 elementary feeder schools and the middle school Career Tech Education Advisor Assisted in development of the Media Academy Extensive conference and training in SLCs and Career Education</p>	100%	YES	YES
Assistant Principals	<p>Roles: Assisting with the school-wide SLC conversion process in accordance with District policy and the bargaining agreement. Central areas of responsibilities include: professional development, supervision of instruction, school data and AYP review with all stakeholders Assisting with the unique needs of each academy in the development of curriculum, instruction and resources.</p>			

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	Assisting with proper student placement and course offerings. Monitoring rigorous academic programs for all students, recruiting and developing staff, monitoring supplemental programs, school funds. Oversees community and public relations in a given academy.			
Mario Caldevilla Health & Human Services SLC	<p>Qualifications: Administrative Services Credential Secondary Social Studies Clear Professional Credential Bilingual Certification</p> <p>Assistant Principal of Instruction, Franklin HS, 2005-2006 Literacy Coach, Bell HS, 2002-2005 Leadership Advisor, Bell HS, 1993-2002 Athletic Coach, Bell HS, 1994-2002 Social Studies Teacher, LAUSD, 1990-2002 Has attended LAUSD Redesign Conference July 2005, ASCD Conference with sessions on developing matrices and schedules to afford maximum collaboration, participated in planning of school redesign at Franklin and Bell.</p>	50%	YES	YES
Jonathan Chul Law SLC	<p>Qualifications: Administrative Services Credential Secondary English Clear Professional Credential ESL Supplemental BCC in Chinese</p> <p>English Teacher (Hong Kong) 1974-1976 English Teacher 1981-1988 ESL Teacher 1982-1995 Mandarin Chinese Teacher 1985-1995 Intersession Coordinator 1995-2002 Testing Coordinator 1995-2002 Assistant Principal SSS 2002-2006</p>	50%	YES	YES
Jorge Garcia Hospitality SLC	<p>Qualifications: Administrative Services Credential Secondary Industrial Arts Clear Professional Credential Bilingual Certification</p> <p>Assistant Principal, Franklin HS, 2005-2006 Assistant Principal, Eagle Rock HS, 1995-2005 Dean of Students, Eagle Rock HS, 1991-1994 Industrial Arts Teacher, Eagle Rock HS, 1975-1991 Industrial Arts Teacher, Abram Friedman Occupational Center, 1978-1994 Worked with the Impact – Safe and Drug Free Schools program, and Facilitated drug and gang prevention groups</p>	50%	YES	YES
Harley Haas	<p>Qualifications: Clear General Administrative Services Credential</p>	50%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
MEGA	<p>Life Standard Industrial Arts and Occupational Ed Credential Life Standard Secondary Credential Life General Elementary Credential</p> <p>Assistant Principal 2000-2006 Magnet Coordinator, Marshall HS 1984-2000 Performing Arts Magnet Coordinator, Van Nuys HS, TV/Film/Media Instructor for 25 years TV News Cameraman and Editor</p>			
Bob Jauregui 9 th Grade House	<p>Qualifications: Administrative Services Credential Secondary English Clear Professional Credential Bilingual Certificate of Competence Assistant Principal, Franklin HS, 2003-2006 English Learners Coordinator, Franklin HS, 1995-2003 English Teacher, Franklin HS, 1985-1995 Football Coach, Franklin HS, 1985-1995 Has participated in Understanding by Design, and Highpoint training.</p>	50%	YES	YES
Evan Zekofsky American History Academy	<p>Qualifications: Professional Clear Pupil Personnel Services Credential 2002 Administrative Services Credential Secondary Assistant Principal SCS 2005-2006 School Counselor 2002-2005 Had founded, implemented and coordinated two SLCs through their third year of implementation, taught in a magnet program for 3.5 years, facilitated the development of interdisciplinary projects for the two SLCs, experience in recruitment and public relations for the SLCs and the magnet.</p>	50%	YES	YES
Counselors	<p>Roles: Central areas of responsibilities include: proper student placement and course offerings, programming, assisting with matrix development, monitoring student progress and data. Assisting with the unique needs of each academy in the development of curriculum, instruction and resources. Assisting with monitoring rigorous academic programs for all students.</p>			
Patty Eisen-Thorpe Business SLC American History Academy	<p>Qualifications: BA Spanish MA Spanish Professional Clear Pupil Personnel Services Credential Clear Single Subject Teaching Credential Certificate of Eligibility for the Administrative Services Credential Counselor, Franklin HS, 1992-2006 Counselor, LAUSD Vista Program, 1988-1992 Teacher, Fremont HS, 1976-1988</p>	50%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
John Lawler 9 th Grade House A Track MEGA	Qualifications: BA Political Science Professional Clear Pupil Personnel Services Credential Clear Single Subject Teaching Credential Clear Cross-cultural, Language and Academic Development Certificate Counselor, Franklin HS, 1999-2006 Counselor, Fremont HS, 1982-1999 Teacher, Drew MS, 1980-1982	50%	YES	YES
Genghis Schwani 9 th Grade House B Track	Qualifications: BA Human Development MA Education Pending: Administrative Services Credential Professional Clear Pupil Personnel Services Credential Professional Clear Multiple Subject Teaching Credential Counselor, Franklin HS, 2004-2006 Teacher, 52 nd St., 1998-2003 Teacher, Pasadena Christian School, 1993-1998	50%	YES	YES
Lachmi Schwani Health & Human Services SLC Sports Medicine SLC	Qualifications: BS Education MA Education Certificate of Eligibility for the Administrative Services Credential Professional Clear Pupil Personnel Services Credential Professional Clear Multiple Subject Teaching Credential Counselor, Franklin HS, 2000-2006 Counselor, Manual Arts HS, 1997-2000 Teacher, 52 nd St., 1994-1997 Teacher, Adult School, 1988-1993	50%	YES	YES
Lachman Mirchandani Law SLC Hospitality SLC	Qualifications: BS Business Administration MA Education Professional Clear Pupil Personnel Services Credential Counselor, Arroyo Seco Magnet, 2000-2006 Teacher, Adult School, 2002-2006 Kaiser Permanente, Direct Sales Supervisor, 1986-2000	50%	YES	YES
Evelia Garson 9 th Grade House C Track	Qualifications: Professional Clear Pupil Personnel Services Credential Professional Child Welfare/Attendance Credential Professional Clear Math Teaching Credential Counselor, Franklin HS, 2003-2006 Math Teacher, Franklin HS 1995-2002	50%	YES	YES
Sally Conway Advising all SLCs	Qualifications: BA Spanish MA Education Pending: Dr. of Education Professional Clear Pupil Personnel Services Credential Clear Single Subject Teaching Credential Certificate of Eligibility for the Administrative Services Credential College Counselor, Franklin HS, 1999-2006 Counselor, Burbank, 1994-1999 Teacher, Village Christian, 1978-1994	10% each SLC	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
1-3. 9th GRADE HOUSE				
Lead Teachers	Roles: Coordinates meetings, clarifies goals and priorities, plans and leads staff development, works collaboratively with SLC teachers and counselors to manage schedules and student concerns, coordinates a team approach to interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; participates in selection of staff for the SLC, maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Act as the instructional leader coordinating team planning and instruction in addition to running their own classrooms.			
Jill Nelson A-Track Co-Lead Teacher	Qualifications: BA with distinction English English Professional Clear Credential with CLAD English Teacher, Franklin HS, 2000-2006 Client Consultant, Kelly Services, 1985-1995 Involved in the planning and training process for the previous two years. Has taken the lead in the overall move to SLCs.	100%	YES	YES
Chuck Donaghho A-Track Co-Lead Teacher	Qualifications: Health Professional Clear Credential Lifetime Physical Education Credential Biology Supplement Health Teacher, Franklin HS, 1977-2006 Coordinated Impact & TUPE safe and drug free schools programs, Trained teachers for those programs, trained police officers for the DARE program. SLC training and visits to SLC schools in the LA area.	100%	YES	YES
Richard Redman B-Track Co-Lead Teacher	Qualifications: Science Professional Clear Credential National Board Certified Science teacher 13 years Taught in an SLC for 4 years Trainer for ICS, LAUSD Field Tester for Action Chemistry Experience with the success of the previous academy made for a superb teaching experience	100%	YES	YES
Stephane Joyet C-Track Co-Lead Teacher	Qualifications: English Teacher/ Academic Decathlon Coach, Franklin High School, 2005-2006 Substitute Teacher, LAUSD, 2001-2004 VP of Sales, Arrowwire, 10/00 – 4/01 Corporate Sales Manager, j2 Global Communications (formerly jfax.com), 8/98 – 10/00 French Teacher's Assistant, Summer Language Institute UCSC, 7/93 - 8/93 Preliminary Single Subject Teaching Credential, English Masters Degree in Education, 2005 Bachelor of Arts, Theater Arts, 1995	100%	YES	YES
Edmond Mandin B-Track Co-Lead Teacher	Qualifications: Science Teacher 10 years SDC Teacher 1 year	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	Health Teacher 6 years Integrated, Coordinated Science Coordinator 2 years Teacher Technology Trainer 2 years TUPE Coordinator 3 years Academic Decathlon Coach 1 year Dean of Students 1 year			
4. BUSINESS ACADEMY (BSLC)				
Lead Teacher	Roles: Coordinates meetings, clarifies goals and priorities, plans staff development, works collaboratively with SLC teachers and counselors to manage schedules and student concerns, coordinates a team approach to interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; participates in selection of staff for the SLC, maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Acts as the instructional leader coordinating team planning and instruction in addition to running his own classroom.			
Aaron Katz	Qualifications: District Intern/Emergency Authorization 2005 Pending: Professional Special Education Credential SDP Teacher, Franklin High School, 2005-2006 Personal Banker, US Bank, 2004-2005 Account Executive, Homestore.com, 2003 Financial Representative, Met Life, 2002-2003	100%	YES	YES
5. MEDIA AND GRAPHIC ARTS ACADEMY (MEGA)				
Lead Teachers	Roles: Coordinates meetings, clarifies goals and priorities, plans staff development, works collaboratively with SLC teachers and counselors to manage schedules and student concerns, coordinates a team approach to interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; participates in selection of staff for the SLC, maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Act as the instructional leader coordinating team planning and instruction in addition to running their own classrooms.			
Aaron Lemos, Co-Lead Teacher	Qualifications: English Clear Professional Credential Pending: Administrative Services Credential English and Filmmaking Teacher, Franklin HS, 2001-2006 Post-Production Supervisor, 2001 Media Production Supervisor, 2000 On Air Promotions Post Production Scheduler, 2000 BA Broadcast Communication Arts, 1992 Co-originator of the MEGA academy at Franklin	100%	YES	YES
David Levine, Co-Lead Teacher	Qualifications: English Clear Professional Credential Franklin High School, Drama 2 years Washington Irving Middle School, English 3 years President, School Site Council Department Chair, DRWC	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	Guitar Club, Sponsor and creator Director/Actor in many plays including: Smart Women, Stupid Choices; The Amazing Adventures of Tense; Stars in Bars; and Bachelor Holiday Co-originator of the MEGA academy at Franklin			
6. MEDICINE AND HEALTH CAREERS ACADEMY				
Lead Teachers	Roles: Coordinates meetings, clarifies goals and priorities, plans staff development, works collaboratively with SLC teachers and counselors to manage schedules and student concerns, coordinates a team approach to interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; participates in selection of staff for the SLC, maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Act as the instructional leader coordinating team planning and instruction in addition to running their own classroom.			
Jeri Cochran, Co-Lead Teacher	Qualifications: Professional Clear Specialist Instruction Credential In Special Education, Resource Specialist Certificate of Competence Multiple Subject Professional Clear Credential, CLAD Resource Specialist Teacher, Franklin HS, 2005-2006 Resource Specialist Teacher, Berendo MS, 1996-2005 Special Day Class Teacher, Berendo MS, 1990-1996 Special Day Class Teacher, Guam, 1986-1989 Special Day Class Teacher, Guam, 1985-1986	100%	YES	YES
Chris Janof, Co-Lead Teacher	Qualifications: English Professional Clear Credential English Learner Authorization English Teacher, Franklin HS, 2004-2006 Pharmaceuticals sales representative, 2001-2003 Spanish proficient	100%	YES	YES
7. HEALTH AND HUMAN SERVICE ACADEMY				
Lead Teachers	Roles: Coordinates meetings, clarifies goals and priorities, plans and leads staff development, works collaboratively with SLC teachers and counselors to manage schedules and student concerns, coordinates a team approach to interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration and community organizations; participates in selection of staff for the SLC, maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Act as the instructional leader coordinating team planning and instruction in addition to running their own classrooms.			
Maegan Williams, Co-Lead Teacher	Qualifications: California Professional Clear Single Subject Teaching Credential in English with CLAD Emphasis Courses completed through BTSA and UCLA Extension Pending: Administrative Services Credential English Teacher. Taught sheltered in all grade levels,	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	and 11 th grade AP English Language & Composition Yearbook Adviser Instructional Leadership Team Intensive training in Understanding By Design Assisting in Training teachers in UBD at school-wide institutes, using examples from my own lesson plans developed using UBD. Attend the California League of High Schools Annual Conference, which emphasized restructuring and reinventing schools Leadership role on a 9-member team creating curriculum and administrative policies and infrastructure for Health and Human Services Accreditation Leadership Team – Focus Group Leader. Run meetings, and selected by Accreditation Coordinator to assist in revising and editing the full report			
Marilena Franco, Co-Lead Teacher	Qualifications: Social Studies Professional Clear Credential Bilingual Certification MA Education Pending: Administrative Services Credential Social Studies Teacher, Franklin HS, 2005-2006 Social Studies Teacher, Jefferson HS, 2000-2005 Lead Teacher, New Tech Academy, Jefferson HS Member of the School Redesign Committee Stanford SLC Training UNITE LA SLC Training Service Learning Coordinator Member of the Accreditation Leadership Team Literacy Cadre	100%	YES	YES
8. ACADEMY OF HOSPITALITY AND TOURISM (AOHT)				
Lead Teacher	Roles: Coordinates meetings, clarifies goals and priorities, plans staff development, works collaboratively with SLC teachers and counselors to manage schedules and student concerns, coordinates a team approach to interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; participates in selection of staff for the SLC, maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Act as the instructional leader coordinating team planning and instruction in addition to running their own classroom.			
Janice McCarthy	Qualifications: Home Economics Clear Professional Credential Home Economics Teacher, Stevenson MS, 1974-1976 Home Economics Teacher, Burbank MS, 1976-1984 Home Economics Teacher, Franklin HS, 1984-2006 Member of the Careers through Culinary Arts Program since its inception in 1992, fieldtrips, job shadowing and professional development with professional chefs	100%	YES	YES
9. LEADERSHIP, LAW AND SOCIAL JUSTICE ACADEMY				
Lead Teacher	Roles: Coordinates meetings, clarifies goals and priorities, plans staff development, works collaboratively with SLC teachers and counselors to manage schedules and student concerns,			

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	coordinates a team approach to interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; participates in selection of staff for the SLC, maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Act as the instructional leader coordinating team planning and instruction in addition to running their own classrooms.			
Estevan Leyva	Qualifications: Social Studies Professional Clear Credential Multiple Subject Professional Clear Credential Bilingual Certification Pending MA in Latin American Studies. Social Studies Teacher, Franklin HS, 2003-2006 LAUSD District Intern Program 1997-2000 Diamante Realty Group and Mortgage, Broker Associate/Loan Officer, 2005-Present 6 th grade teacher, English, Math, Science, Social Studies, & Health, John Adams Middle School, 1997-2003 First, Third, and Fourth grade bilingual education, Christopher Dena Elementary, 1996-1997	100%	YES	YES
ESTABLISHED SLCS NOT FUNDED BY THIS GRANT				
10. AMERICAN HISTORY ACADEMY				
Lead Teacher	Roles: Collaborates with UCLA Jr. Historian Forums and Gilda Lehrman Foundation, coordinates meetings, clarifies goals and priorities, develops curriculum and cross curricular themes, plans staff development, works collaboratively with SLC teachers and counselors to manage schedules and student concerns, coordinates a team approach to interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; participates in selection of staff for the SLC, maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Act as the instructional leader coordinating team planning and instruction in addition to running their own classroom.			
Merri Garcia	Qualifications: Preliminary English Credential Pending: Administrative Services Credential English Teacher, Franklin HS, 2004-2006 Spanish GED Tutor Middle and High School Educational Advisor ELL Educational Assistant Spanish Fluent	100%	YES	YES
11. ARROYO SECO ACADEMY				
Lead Teachers	Roles: Manages the Partnership Academy Grant, coordinates meetings and special events, clarifies goals and priorities, plans staff development, works collaboratively with SLC teachers and counselors to manage schedules and student concerns, coordinates a team approach to interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; participates in selection of staff for the SLC, maintains communication with parents and other stakeholders. Articulates with middle schools to			

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Act as the instructional leader coordinating team planning and instruction in addition to running their own classroom.			
James Dunlavy, Co-Lead Teacher	Qualifications: English Clear Professional Credential English Teacher, 2001-2006 Humanitas Experience, 2 years Grant Writing Experience, 5 years Managing a Theatre/Production Company, 5 years AVID Experience, 5 years	100%	YES	YES
Richard McCarthy, Co-Lead Teacher	Qualifications: Industrial Arts Secondary Professional Clear Credential Lead Teacher, Social Justice & Architecture, Jefferson HS Coordinator Architecture, Construction, and Engineering Mentor Program, Jefferson HS, 2003-2005 Industrial Arts Department Chair, Jefferson HS 1998-2003 Construction Technology Instructor, CAD/CAM, 1998-2006 Industrial Arts Instructor, 1983-2006 Has worked with community groups in the school's geographic area including Audubon Center, Lincoln Heights Historical Preservation Society, and Sacred Heart Church (historical monument). Will bring industrial arts expertise to the SLC in curriculum design and theme development.	80%	YES	YES
Rene Fuentes, Co-Lead Teacher	Qualifications: Business Computer Teacher, Franklin HS, 2003-2006 Business Department Chair, Franklin HS, 2005-2006 Special Education Teacher 3 years Teacher's Aide 4 years Campus Aide 1 year	80%	YES	YES
12. MATH SCIENCE MAGNET				
Estela Donlucas, Magnet Coordinator	Roles: Coordinates meetings, clarifies goals and priorities, plans staff development, works collaboratively with magnet teachers and counselors to manage schedules and student concerns, supervises budget expenditures related to the magnet; acts as liaison to the school administration; participates in selection of staff for the magnet, maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school. Acts as the instructional leader coordinating team planning and instruction. Qualifications: Professional Clear Credential in Math MA Teaching BA Mathematics & Minor in Spanish Magnet Coordinator, Franklin HS, 2006	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	Mathematics Coach, Franklin HS, 2002-2006 Mathematics Teacher, Franklin HS, 1995 – 2003 Math Department Chair, Franklin HS 2002 & 1997-1998 Advanced Placement Calculus Teacher 1999-2003 Bilingual Math Teacher 1995-2003 TELACU & Occidental College Upward Bound Math Instructor, 1998-2004 Facilitator of Algebra Quarterly Institute, Local District 4 Parent Institute, and Understanding by Design Franklin Institute, Math Cadre member, Leadership Committee member, and Assessment & Accountability			

VIII. Professional Development

To ensure that the broader implementation plan for smaller learning communities occurs efficiently, the school engages its staff in ongoing professional development. The school's plan includes a strong commitment to professional development that stresses personalization and achievement for students. The chart beginning on page 44 provides specifics on sustained and intensive professional development for teachers, administrators and other stakeholders that will prepare them to transform this comprehensive high school campus into an SLC campus by focusing on teaching within and managing SLC programs, as well as continuously recruiting community support for sustainability.

In addition to the school level professional development outlined below, school staff participate in SLC professional development provided by the district, which focuses on these seven attributes adopted by LAUSD for successful implementation of small school learning communities: (1) Unifying Vision/Identity; (2) Rigorous Standards-Based Curriculum, Instruction and Assessment; (3) Equity and Access; (4) Personalization; (5) Accountability and Distributed Leadership; (6) Collaboration; (7) Professional Development. (See the main narrative for the district's professional development program.)

One of the most difficult steps in an effective professional development plan is to accommodate the external demands for accountability with a school's internal needs for improvement. "The practice of large scale improvement is the process by which external demands for accountability are translated into concrete structures, processes, norms, and instructional practice in schools and school systems" (Elmore, 2002).

Franklin High School is accommodating its internal needs for improving student's speaking, listening, reading, writing, and numeracy skills with LAUSD initiatives for math and ELA, as well as restructuring into smaller learning communities. "Schools do not succeed in responding to external cues unless they have their own internal system for reaching agreement on good practice and for making that agreement evident in organization and pedagogy" (Elmore, 2000). Furthermore, this school team knows that a few areas are especially appropriate for improvement and will give those areas sustained attention. "One of the greatest dangers to successful improvement effort is losing focus, which results from trying to take on more than we have time and resources to realistically achieve" (Schmoker, 1999).

The Franklin High professional development plan is focused on three areas in training teachers, staff and administrators. These are Understanding by Design or the backwards planning model with emphasis on content standards, cognitive operations, rubrics and assessments; Instructional Frontloading or pre-reading instructional strategies and instructional approaches; and expository writing or the teaching of pre-writing strategies along with protocols for looking at student work. The rationale for selecting the understanding by design process as a focus for training was its potential for teacher collaboration in designing common lessons, rubrics, and assessments in content areas especially in SLCs. "Consider a school where teachers know exactly what essential skills and knowledge students should learn that year and where they know that their colleagues are teaching to the same manageable standards. Because of this, "their fellow teachers can collaborate with them on lessons and units" (Schmoker and Manzano, 1999). The rationale for selecting vocabulary instruction and anticipation guides as the focus of training for dealing with reading comprehension was the evidence in student performance data that showed uneven access to printed materials. The rationale for training teachers on the teaching of the writing process, particularly expository writing and the protocol for looking at

student work was the demands of the CAHSEE and the advantage of using student writing to assess improvement internally. "Writing is one of the several excellent areas to promote quick wins in target areas. Measurable progress in students' writing can convince practitioners of the value of collaboration and ongoing periodic assessment and data analysis. Scoring guides provide common language for productive discussion" (Schmoker, 1999).

In order to build a process that connects what is introduced at one training session with subsequent topics and to ensure that there is a follow up process that allows for looking at student outcomes based on effective practices we came up with the 30/30 plan. The 30/30 plan calls for initial training in backwards planning, instructional frontloading, and expository writing combined with time for reflection, time for developing units and lessons, and time to collaborate with other staff members in 30 days. Then the 30/30 plan calls for teachers to teach the units that they were trained to design, gather student work, and assess the effectiveness of their lessons by looking at the student outcomes with other department members in the following thirty days in regularly scheduled department meetings. The utility of the 30/30 plan is that it has a built in process for looking at the student work that is a product of the instructional methods and practice delivered by the professional development plan as a means to monitor its effectiveness. "Results tell us which processes are most effective and to what extent and where processes need reexamining and adjusting" (Schmoker, 1999).

The next step in putting an effective professional development plan in operation is to come up with an organizational structure. The design of the organizational structure should show the flow of the professional development plan from the district level to the classroom at the school site. "Successful professional development is likely to occur in schools and classroom settings, rather than off site, and it is likely to involve work with individual teachers or small groups around the observation of actual teaching" (Elmore, 2002). Careful consideration should be given to making the best use of available venues for professional development in our schools. For example, at Franklin High School, banked time will be used only for Small Learning Communities Planning on one of the Tuesdays and for curriculum development on the other Tuesday of each month along department lines. Department curriculum development excludes operational issues not related to curriculum or instruction. "Proven methods, practices, and lessons aligned with established standards become the center of the professional dialogue" (Schmoker and Manzano, 1999). The organizational structure should also reflect the coaching models currently being used. Instructional coaches are mediums for the classroom implementation of best practices and content cadre teachers and their classrooms should be model classrooms for the observation of effective instruction. Buy-back days should also be featured on the organizational structure of professional development as an important venue for training and collaboration around agreed upon focus areas of need as well as for Central District initiatives. Finally, at Franklin High School we have used off track institutes as the venues for initial and intensive roll out of training in new components of our professional development plan.

The last step in putting into operation effective professional development is to establish a timeline for training, planning, implementation, looking at student work, evaluation, and follow-up. A timeline gives you an instrument to see if your professional development plan is connected, coherent, and long term. "Professional development should be targeted and directly related to teacher's practice. It should be site based and long term. It should be ongoing – part of a teacher's workweek, not something that's tacked on" (Stigler, 2002). The timeline for professional developments allows you to connect the training of some component done at an institute or buy back venue with looking at the product or student outcomes at a banked-time

department meeting. The timeline allows for maximum coherence and follow up. A timeline provides a clear, visual of your professional development plan and carries a clear signal of long term commitment. "Professional development in the service of improvement requires commitment to consistency and focus over the long term. The broad mission and goals that shape professional development should reflect a path of continuous improvement in specific domains of student learning. The activities should be continuous from one year to the next" (Elmore, 2002).

The chart following overviews Franklin's professional development plans over the next five years. Trainings will be repeated each year, as appropriate to refresh team knowledge and skills and to orient new team members.

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
1. To advance understanding of teachers, administrators, and other stakeholders of effective research-based instructional strategies for improving student achievement (particularly those below grade level)				
Institute for Excellence in teaching and learning <ul style="list-style-type: none"> • Standards Based Unit Planning (Big Ideas, Assessments, Learning Experiences) Using Understanding by Design • Time For SLC's to Collaborate on Common Units of Instruction That Include Opportunities for Student Internships and Partnerships in SLC Focus Areas • Math and Literacy Strategies per LAUSD Initiatives • Brain Based Learning Strategies to Enhance Student Engagement (Choices, Relevance, Feedback, and Emotion) 	All Faculty, administrators & staff	2 Institutes per Track per year for three days each	Aug 05 – A track Oct 05 – B track Jun 05– C track Mar 06- A-Track Apr 06- B-Track Jun 06- C-Track This Cycle will continue until the end 2007-2008 school year at which time a new Three Year Professional Development Plan will be Written.	Teachers will have designed Standard Based Units of Instruction that include the Big Ideas in the Standards worthy of Deep Understanding, Purposely selected Math or Literacy Strategies to help students access content, Designed Assessments, Developed Rubrics, and Learning Experiences such as Inquiry Based Projects as Culminating Performance Assessments. Student Work generated from these Units will be examined at Department Professional Development Meetings to Assess their Effectiveness.

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
There are 7 Professional Development Meetings in Departments Scheduled per year devoted to Looking at Student Work, Looking at CST or CAHSEE Data, Discussing Math or Literacy Strategies etc.	Faculty, admin, and staff	Monthly/ 90 minutes	Ongoing	Reach agreements about benchmarks leading towards proficiency in looking @student work
There are 7 SLC Professional Development Meetings per year dedicated to Specific Needs of each SLC and to Continue collaboration on interdisciplinary units started at the institute More opportunities will be provided if this grant is funded.	Faculty, admin, & staff	Monthly/90 min	Ongoing	Teachers will enhance efforts to develop internship opportunities for students and plan partnership opportunities with business and industry for students
Attendance at ASCD Sponsored Conferences, California League of High Schools and other conferences that focus on SLC's, Math, and Literacy Strategies	Faculty, admin, & staff	Monthly/semi-annual	Ongoing	Deepen faculty, admin, and staff understanding of research based best practices
Core subject cadre	Teachers	Monthly	Schedule is to be released by Local School District	Improve use of content area literacy strategies
Workshops	Parents and community members	Monthly	PTSA Meetings every second Monday of each month CEAC Meetings every fourth Thursday of each month ELAC Meeting every fourth Tuesday of each month SCC Meeting every fourth Wednesday of each month	Deepen parent understanding of standards based instruction, instructional strategies, the development and progress of SLC's,etc.

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
2. To provide teachers, administrators, other stakeholders with knowledge and skills they need to participate effectively in the development, expansion or implementation of a SLC.				
Project-Based Learning (great!)	Teachers Administrator	16 hours ongoing	Ongoing	Core teachers will know how to implement project-based learning for students for best effect.
Administrative Leadership training	Administrator	Twice monthly	Ongoing	Improve skills of administrators
Local District Principal Training	Administrator	Monthly		Professional development for administrators
Advisories	All stakeholders	Semi-annually		Promote personalized mentoring of students by teachers. Administrators, community partners and older students.

IX. Leveraged Funds

Franklin High School is committed to ensuring that it's SLCs are able to benefit from existing funding as part of its strategic plan to increase student achievement in secondary education. Leveraging central office and community support for this purpose is critical. The chart below demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs at the school. These grants pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Leveraged Federal, State, and Local Public Funds:			
Gifted Studies	(b)(4)	Provides high achieving students with supplemental materials and resources and staff development.	annual
Beyond the Bell Program	(b)(4)	Supplemental support services/Accelerated learning strategies for students significantly below grade level in literacy and math.	annual
Bilingual CEECO Impact Aid	(b)(4)	English Learner supplemental aid, counselors, and EL professional development for teachers	annual
California Partnership Academy	(b)(4)	Enrichment support for coordinator stipend, field trips and supplemental materials for Arroyo Seco Academy Small Learning Community	ongoing
Carl D. Perkins Career Tech Education Program	150,419	Support for Career Development Coordinator, technical equipment, curricular enrichment for career development. Funds for vocational career pathway courses in graphic arts and computer business skills.	annual
CE-EIA State Comp Ed (SCE) Schools	(b)(4)	English language immersion programs are provided to students with limited English proficiency skills. Funds pay for supplemental materials for English Language Learners.	annual
Economic Impact Aid/Limited English Proficient	(b)(4)	Develop fluency in English and academic proficiency of English Language Funded for Coordinator for limited	annual

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Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
		English proficiency (LEP), teachers assistants for LEP, and classroom supplies	
Economic Impact Aid/State Compensatory Education, Program Improvement	(b)(4)	Help educationally disadvantaged students succeed in the regular program	annual
School Improvement Facilitator		Overseeing the overall development and implementation of the Schoolwide SLCs	Until June 2007
Stipends for: Athletics Director, Testing Coordinator, Advanced Placement Coordinator, Leadership Advisors, Yearbook Advisor		Pays for additional activities and out of classroom support	annual
GEAR UP		Professional Development, Parent involvement, tutoring/mentoring, career/college counseling	annual
GIFTED AND TALENTED Education Program		Funds allocated to gifted students in the general school population. Professional Development for Advanced Placement teachers and enrichment.	annual
High Priority School Grant/ Immediate Intervention/Underperforming Schools Program		Funds for staff development, supplemental materials and technology, additional librarian and teacher aides. School restructuring and professional development for literacy and math skills. Supplemental instruction, counselors, and field trips for SLCs. Historically, this has been valued at several hundred thousand dollars.	Three Years (possible fourth)
Incentive Operational Grant		Provides funding for operating year-round school	annual
Instructional Materials Williams Case K-12		Funding for classroom instructional materials and books. Will be allotted on an as needed basis.	annual
LAUSD District Math & Literacy Coaches		Provide support for improving math and literacy instruction.	annual
LAUSD Instructional Materials Account		Provides materials and supplies for teachers. Will be distributed to the SLCs equitably.	annual

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Magnet Integration Fund	(b)(4)	Supplemental instruction, and teacher professional development Increase participation for Magnet program in attending the five harms of racial isolation program: low academic achievement, overcrowded conditions, interracial hostility and intolerance, lack of access to postsecondary opportunities, and low self-esteem	annual
NO CHILD LEFT BEHIND ACT		Professional Development, Materials, Custodial, Clerical Support for all SLCs	annual
Parent Title I		Parent training and Operational cost of parent center which supports smaller learning communities on campus	annual
Regional Occupational Programs		Provide teachers for vocational education courses especially for the Media, Entertainment, Graphic Arts, and Business SLCs.	annual
School & Library Improvement Funds		Reduces class size for first year teachers and provides additional resources for the library	annual
Safe School Funds		Funding provides staff to patrol and supervise perimeter of school.	annual
AB 825		The school provides extra time for counselors who work with 10 th grade students and parents. Funds pay for supplemental counseling.	annual
11 th grade class size reduction funds (English)		Allows for the hiring of additional English teachers to reduce 11 th grade English student-teacher ratio in all SLCs	annual
Title I		Professional Development, parent outreach and community development, supplemental materials, additional support for tutoring and in classroom interventions	annual
Tobacco Use Prevention Education		Promotion of non-smoking for all students	annual

X. Timeline and Milestones

In order to complete implementation of wall-to-wall SLCs at Franklin High School on-time and on-budget, a specific implementation plan has been developed. The school has initiated nine new SLCs to add to its existing three SLCs. Complete transformation of the school to wall-to-wall SLCs will be completed by the 2010-2011 academic school year, when all SLCs will be institutionalized and operating at full enrollment. Because this is a conversion plan that builds upon the transformation of successful existing academies as well as the creation of new SLCs, each year will witness the addition of new students to each SLC.

Smaller Learning Community Name	Traditional or Track(s) Served (A, B, and/or C)	Timeline Expected Start/Expansion Date
ESTABLISHED SLCs (Not Funded by this Grant)		
12. Math Science Magnet	Track C	1980-1981 School Year
11. Arroyo Seco Academy	Track B	1992-1993 School Year
10. American History Academy	Track A	2005-2006 School Year
NEW SLCs (With Funds from this Grant)		
1-3. 9 th Grade House	Tracks A-C	2006-2007 School Year
4. Business Academy	Track A	2007-2008 School Year
5. Media and Graphic Arts Academy (MEGA):	Track A	2006-2007 School Year
6. Medicine and Health Careers Academy:	Track B	2007-2008 School Year
7. Health and Human Services Academy:	Track B	2006-2007 School Year
8. Academy of Hospitality and Tourism (AOHT):	Track C	2007-2008 School Year
9. Leadership, Law, and Social Justice Academy	Track C	2007-2008 School Year

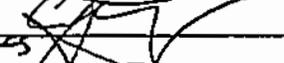
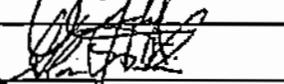
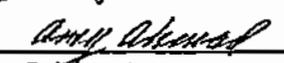
Franklin is also developing overall detailed timelines and milestones for its SLC implementation, a fluid plan that is flexible enough to meet upcoming challenges. The professional development discussion and chart provided earlier in this school SLC plan and the timelines for recruiting community partners are elements of that larger set of timelines.

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Franklin High School
 School Address: 820 NO. AVE 54
 City, State, Zip Code: LOS ANGELES, CA 90047
 Phone: (323) 254-7104 SLC Contact Person: MS. CRISTAL POWELL

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
<u>HALLEY HAAS AP</u>	<u>ADMINISTRATOR MGA</u>	
<u>EVAN ZEKOFKY AP</u>	<u>Advise all SLC's on graduation requirements</u>	
<u>JORGE GARCIA</u>	<u>ADVISE ALL THE SLC'S ON DISCIPLINE</u>	
<u>Edgar Gonzalez</u>	<u>Office Technician</u>	
<u>Giorgio Ramirez</u>	<u>office technician</u>	
<u>Amy Ahmad, SDA</u>	<u>Service all staff in SLC</u>	<u>Amy Ahmad</u>
<u>MEISSA MUKAI, LIBRARIAN</u>	<u>LIBRARIAN</u>	<u>M. Mukai</u>
<u>HARDY, Alondra</u>	<u>AAA</u>	<u>Alondra Hardy</u>
<u>Cepi Papatian</u>	<u>Sr. Off. Tech</u>	<u>Cepi Papatian</u>
<u>Priscilla Martinez</u>	<u>office Tech. (attendance)</u>	<u>Priscilla Martinez</u>
<u>Manicarmen R. Duran</u>	<u>Off. Tech. (A.O.)</u>	<u>Manicarmen R. Duran</u>
<u>Arlene Quinones</u>	<u>Office technician (attendance)</u>	<u>Arlene Quinones</u>
<u>Doreen Peña</u>	<u>OFFICE TECH (SIS)</u>	<u>Doreen Peña</u>
<u>TERRY ROBINSON</u>	<u>MAENET COORDINATOR</u>	<u>T. Robinson</u>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Franklin High School
 School Address: 820 No Ave St
 City, State, Zip Code: Los Angeles CA, 90042
 Phone: (323) 254 9104 SLC Contact Person: Ms. Crystal Powell

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Erika F. Torres	Pupil Services & Attendance Counselor	<i>Erika F. Torres</i>
Maricarmen R. Durini	Office Tech.	<i>Maricarmen R. Durini</i>
Arlene Quinones	OFFICE TECHNICIAN	<i>Arlene Quinones</i>
JONATHAN CHUI	APSSS	<i>Jonathan Chui</i>
KELLY SZE	SENIOR OFFICE TECHNICIAN	<i>Kelly Sze</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Franklin High School
 School Address: 820 NO. AVE 54
 City, State, Zip Code: LOS ANGELES, CA 90042
 Phone: (323) 254-7104 SLC Contact Person: MS Crystal Powell

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Ethyle A. Strommer	Currently CTE Advisor - continue support of Career Pathways - Involved w/ new SLC	<i>Ethyle A. Strommer</i>
<i>(Counselor)</i> PATTI EISON-THORPE	Counselor/Coordinate over various SLC. Provide guidance to students.	<i>Patti Eison-Thorpe</i>
JOHN LAWLEN <i>(Counselor)</i>	Counselor (Counsel) over various SLC's. provide counsel, support and guidance to students and teacher advisors.	<i>John Lawlen</i>
JOHN SPENCER <i>CAREER ADVISOR</i> <i>WAGE EXPERTISE</i>	PROVIDE GUIDANCE TO COMMUNITY AND DISTRICT RESOURCES IN THE ENLIGHTENMENT OF STUDENTS IN OFFERING APPROPRIATE COURSEWORK THATS ALL SLC'S IN SCHOOL	<i>John Spencer</i>
LACHMI B. SEHWANI <i>(Counselor)</i>	currently involved w/ an academy (MTA) - work closely w/ academy teachers to ensure students are prepared and prepared for chosen careers. provide support for teachers especially transitioning into AE - rich blended	<i>LBS</i>
GENGHIS B. SEHWANI <i>(Counselor)</i>	GET PARENT INVOLVED IN STUDENT ACADEMIC PROGRESS AND SUCCESS FROM 9TH GRADE TO GRADUATION. PROVIDE ACADEMIC COUNSELING.	<i>Genghis B. Sehwani</i>
EVAN ZEKKY / APSES	Provide guidance to all SLC's in course delivery + student programming	<i>Evan Zekky</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Franklin High School
 School Address: 820 N. Ave 54
 City, State, Zip Code: Los Angeles, CA 90042
 Phone: (323) 254-7104 SLC Contact Person: MS. Crystal Powell

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Rene Fuentes	Charter Member	<i>[Signature]</i>
Joy Mayani	Health + Human Services	<i>[Signature]</i>
Jimmy Ramirez	JROTC	<i>[Signature]</i>
NEISON Palencia	Business/PERKINS	<i>[Signature]</i>
Seul Chavez	Music	<i>[Signature]</i>
R.D CAMPBELL	TRANSFERRING	<i>[Signature]</i>
Richard Guard Teacher	Music	<i>[Signature]</i>
Larry Smith	JROTC (Common to All SLC's)	<i>[Signature]</i>
Miguel Rables	Media Academy/Graphic Arts	<i>[Signature]</i>
Ea Lusaragian	Medical or Business	<i>[Signature]</i>
Daniel Zepeda	Physical Physical Education	<i>[Signature]</i>
Jeanne Mackay	Phys 9d	<i>[Signature]</i>
Sergio Galvez Teacher	PHYS 6d	<i>[Signature]</i>
C.E. Dominguito	9th Grade Academy	<i>[Signature]</i>
J. Arroyo	PHIL ED	<i>[Signature]</i>
P. Perkins	Visual Arts Teacher	<i>[Signature]</i>
S. Seagun	Visual Arts Teacher	<i>[Signature]</i>
Stephane Kim	Visual Arts Teacher	<i>[Signature]</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Franklin H.S.
 School Address: 820 NO AVE 54
 City, State, Zip Code: LOS ANGELES CA 90012
 Phone: (323) 254-7104 SLC Contact Person: MS Crystal Rowell

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Richard Redman	teacher 9 th grade house	
Juan Calderon Cejeda	Health and Human Services	
EARL HYETT (TEACHER)	MEDIA AND GRAPHIC ARTS	
JOSEPH NGUYEN	HISTORY Academy (A)	
CHRIS DI PASQUALE	Science Teacher - Health & Human Services SEC	
LINDSAY SANDRICK	SCIENCE TEACHER HEALTH & HUMAN SERVICES	
ANJANA PAWAR	CHEMISTRY & SCIENCE TEACHER History Academy Media	
DAN SMITH	Science teacher Chemistry Biology Health	
JOHN SHAFFRAN	PHYSICS TEACHER	
Katherine Harrison	Teacher	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Franklin High School
 School Address: 820 No Ave 54
 City, State, Zip Code: Los Angeles, CA 90042
 Phone: (323) 254-7104 SLC Contact Person: Ms. Crystal Powell

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Marcia Arrieta Teacher	English Teacher	<i>Marcia Arrieta</i>
Ernest Albertson-Teacher	ENGLISH TEACHER	<i>Ernest Albertson</i>
J. Dee Dee Hunter	English teacher / MEGA	<i>J. Hunter</i>
Aaron Lemos -Teacher	Lead Teacher / MEGA	<i>Aaron Lemos</i>
Amber Gordon-Teacher	English Teacher / 9th Grade Honors	<i>Amber Gordon</i>
Ricardo Martinez-Teacher	English Teacher - American History Acad.	<i>Ricardo Martinez</i>
Chris Janof -Teacher	English Teacher, Lead teacher / American History Acad.	<i>Chris Janof</i>
Merri Garcia -Teacher	English Teacher / Lead teacher / American History Acad.	<i>Merri Garcia</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Franklin High School
 School Address: 820 NW Ave 54
 City, State, Zip Code: Los Angeles, CA 90042
 Phone: (323) 254-7104 SLC Contact Person: MS. Crystal Powell

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
MIRIAM SCHNEIDER ENGLISH TEACHER Eng Dept		<i>Miriam Schneider</i>
EILEEN KWAN educator	educator	<i>Eileen Kwan</i>
Judith Ottmar English teacher	9th grade House teacher - this year	<i>Judith Ottmar</i>
Sharon Martinez English teacher	11th grade Human & Health Services Academy teacher	<i>Sharon Martinez</i>
Maegan Williams, English teacher	Co-lead teacher Health & Human Services	<i>Maegan Williams</i>
LYNN F. CASELLI, ENGLISH TEACHER	9th/11th grade Teacher	<i>Lynn F. Caselli</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Franklin High School
 School Address: 820 NO. AVE 54
 City, State, Zip Code: LOS ANGELES, CA 90042
 Phone: (323) 254-7101 SLC Contact Person: Ms. Crystal Powell

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

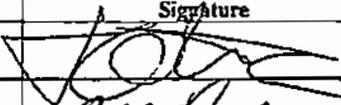
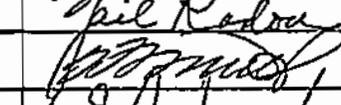
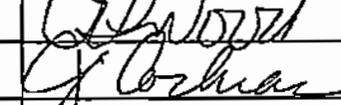
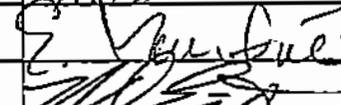
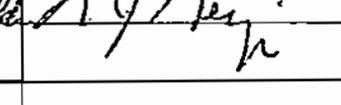
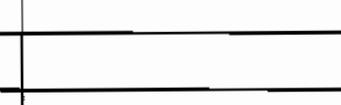
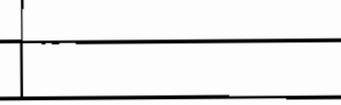
Printed Name and Position	Role in SLC	Signature
Cecilia Ley - Teacher	Teacher / Co-ordinator (04-06) <i>American History - Accredited</i>	<i>Cecilia Ley</i>
Johnny Zakarian	Teacher - American Hist.	<i>Johnny Zakarian</i>
Meredith Ryley	teacher - American Hist.	<i>Meredith Ryley</i>
Jessica Carels	Teacher - none	<i>Jessica Carels</i>
Rick Mayorga	Teacher - None	<i>Rick Mayorga</i>
FABIAN ESTRUGO	TEACHER - NONE	<i>Fabian Estrugo</i>
Robert L Ramies	Education - Interest in Law-related SLC	<i>Robert Ramies</i>
Monica Whalen	Teacher/Health & human serv -	<i>Monica Whalen</i>
Katie Heinrich	Social Science / Media and Arts Entertainment Teacher / <i>Visual Arts SLC</i>	<i>Katie Heinrich</i>
Yim Tam	Teacher - <i>Transportation Academy</i> <i>Arroyo Verde Academy</i>	<i>Yim Tam</i>
WAYNE NAGATA	TEACHER - NONE	<i>Wayne Nagata</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Franklin High School
 School Address: 820 NO. AVE 54
 City, State, Zip Code: Los Angeles, CA 90042
 Phone: (323) 254-7104 SLC Contact Person: Ms. Crystal Powell

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

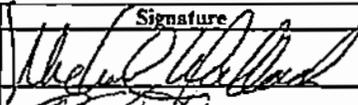
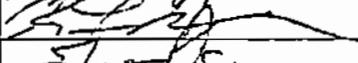
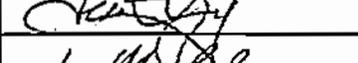
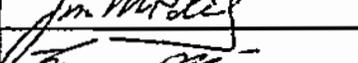
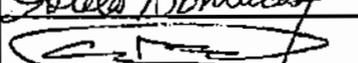
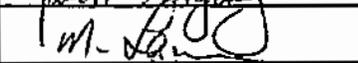
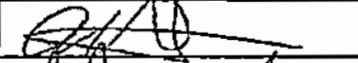
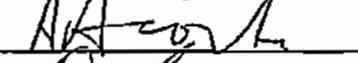
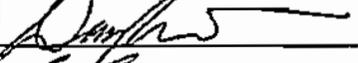
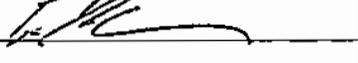
Printed Name and Position	Role in SLC	Signature
Ortiz, JUAN (RST)	RST	
Radon, Gail (URM)	URM	
H. Smith	RSP	
E. Wood	SDC	
J. Cochran RST	RST / Learning Center	
A. Katz	SDC	
K Adams	RSP Teacher	
S. Martinez	ED Teacher	
N. Esposito	CBI TEACHER	
Mitchell Galvan	Sp.Ed. Dept. Chair / SDC Teacher	
Loretha Geiger	Home Eco / Career With Child	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Franklin HS
 School Address: 820 N. Avenue 54
 City, State, Zip Code: Los Angeles, CA 90042
 Phone: (323) 254-7104 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

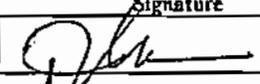
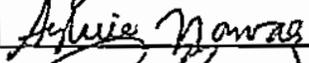
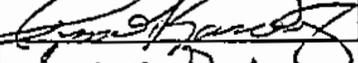
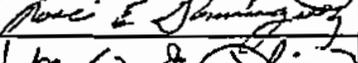
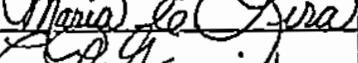
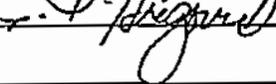
Printed Name and Position	Role in SLC	Signature
Michael Wallock-Teacher	math teacher in 9th grade house	
Ryan Dixon	teacher 9th grade house	
Inn Teu	math - Teacher Health	
Jose Mideros	math Teacher. Business	
Lozano Marquin	Math Teacher ^(MEGA) Media & Business	
Estela Donlucas	Math Coach in Magnet School	
Evan Rushton	teacher in 9th grade house	
Jason Myung	MATH 9th house ^{FITNESS} SPORTS HEALTH & ACADEMY	
Michael Lam	Science Academy.	
Eugenia Melendez	Math. Transportation Academy	
Ardofo Acosta	Teacher in American History	
DANNY TRAN	Mathematics - Health & Honor	
PETER BERLIN	MEDIA ACADEMY (MEGA)	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: FRANKLIN HIGH SCHOOL
 School Address: 820 N. Ave. 54
 City, State, Zip Code: Los Angeles, CA 90042
 Phone: (323) 254-7104 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Jose M. Umanes		
Sylvia Narvaez		
Irma Ramos		
Jose E. Dominguez		
LIRA, MARIA ELENA		
Gregorio C.		

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: <u>Franklin High School</u>	
School Address: <u>820 No Ave 54</u>	
City, State, Zip Code: <u>Los Angeles CA 90047</u>	
Phone: <u>(323) 251-7104</u>	SLC Contact Person: <u>Ms. Crystal Powell</u>

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
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(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: <u>FRANKLIN</u>	
School Address: <u>820 NO AVE 5A</u>	
City, State, Zip Code: <u>LOS ANGELES CA 90047</u>	
Phone: <u>(323) 254-7104</u>	SLC Contact Person: <u>MS. CRISTAL POWELL</u>

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
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**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Franklin High School
School Address: 820 No Ave 54
City, State, Zip Code: Los Angeles CA 90012
Phone: (323) 254-7104 SLC Contact Person: Ms. Crystal Powell

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Franklin High School
 School Address: 820 N Ave 54
 City, State, Zip Code: Los Angeles, CA 90042
 Phone: (323) 754-7114 SLC Contact Person: MS. Crystal Powell

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Franklin High School
School Address: 820 No Ave 54
City, State, Zip Code: Los Angeles, CA 90042
Phone: (323)254-7104 SLC Contact Person: MS Crystal Dwell

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Franklin High School
School Address: 820 No. Ave 54
City, State, Zip Code: Los Angeles, CA 90042
Phone: (323) 754-7104 SLC Contact Person: Ms. Crystal Powell

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: <u>Franklin High School</u>	
School Address: <u>820 No. Ave 54</u>	
City, State, Zip Code: <u>Los Angeles, CA 90092</u>	
Phone: <u>(323) 254-7109</u>	SLC Contact Person: <u>Ms. Crystal Powell</u>

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: <u>Franklin High School</u>	
School Address: <u>820 No. Ave 54</u>	
City, State, Zip Code: <u>Los Angeles, CA 90042</u>	
Phone: <u>(323) 264-7104</u>	SLC Contact Person: <u>Ms. Crystal Rwell</u>

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature				
(b)(6)							

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

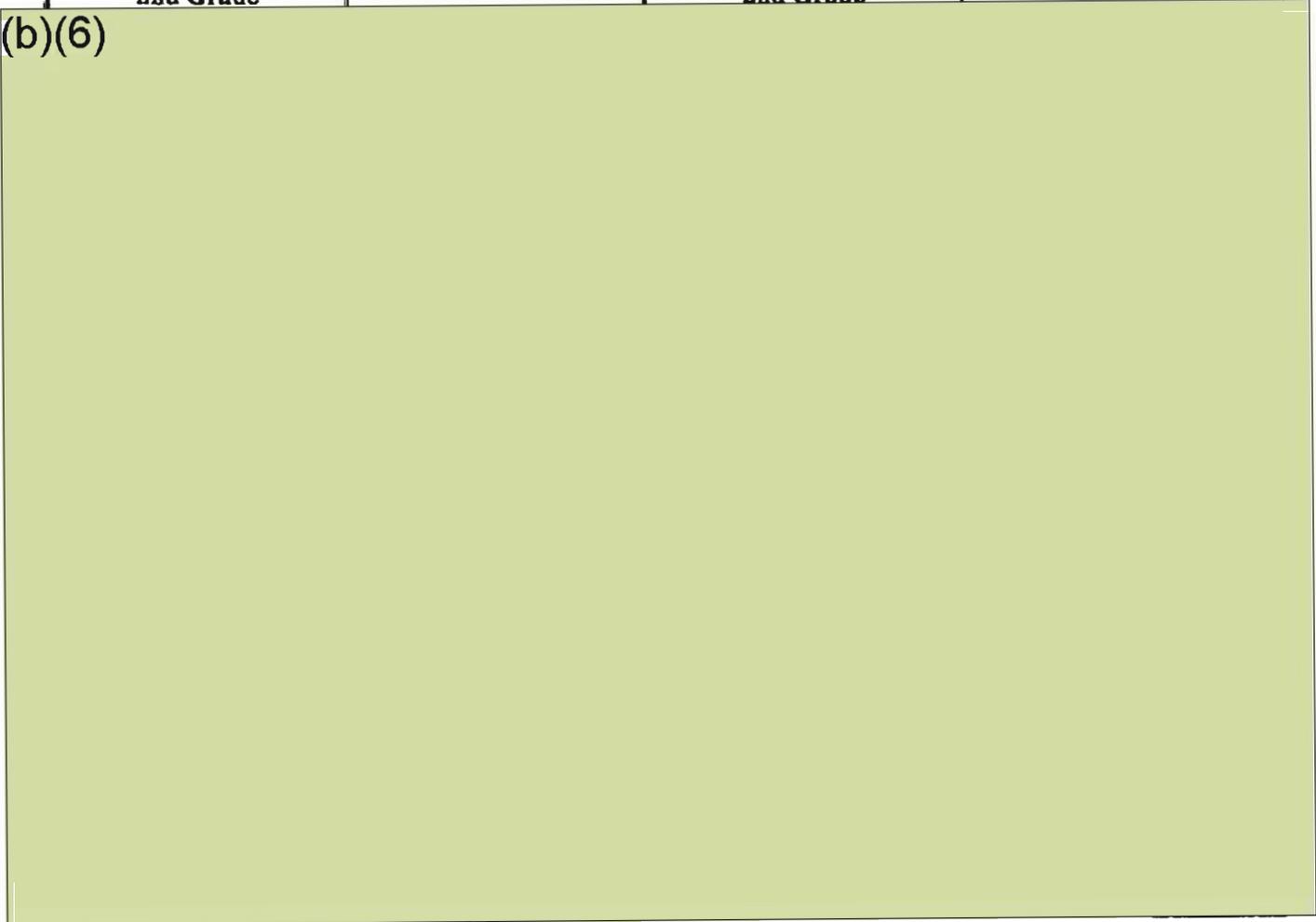
High School Name:	Franklin HS
School Address:	820 N Ave 54
City, State, Zip Code:	Los Angeles CA 90042
Phone:	(323) 254-7104
SLC Contact Person:	C Powell

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)



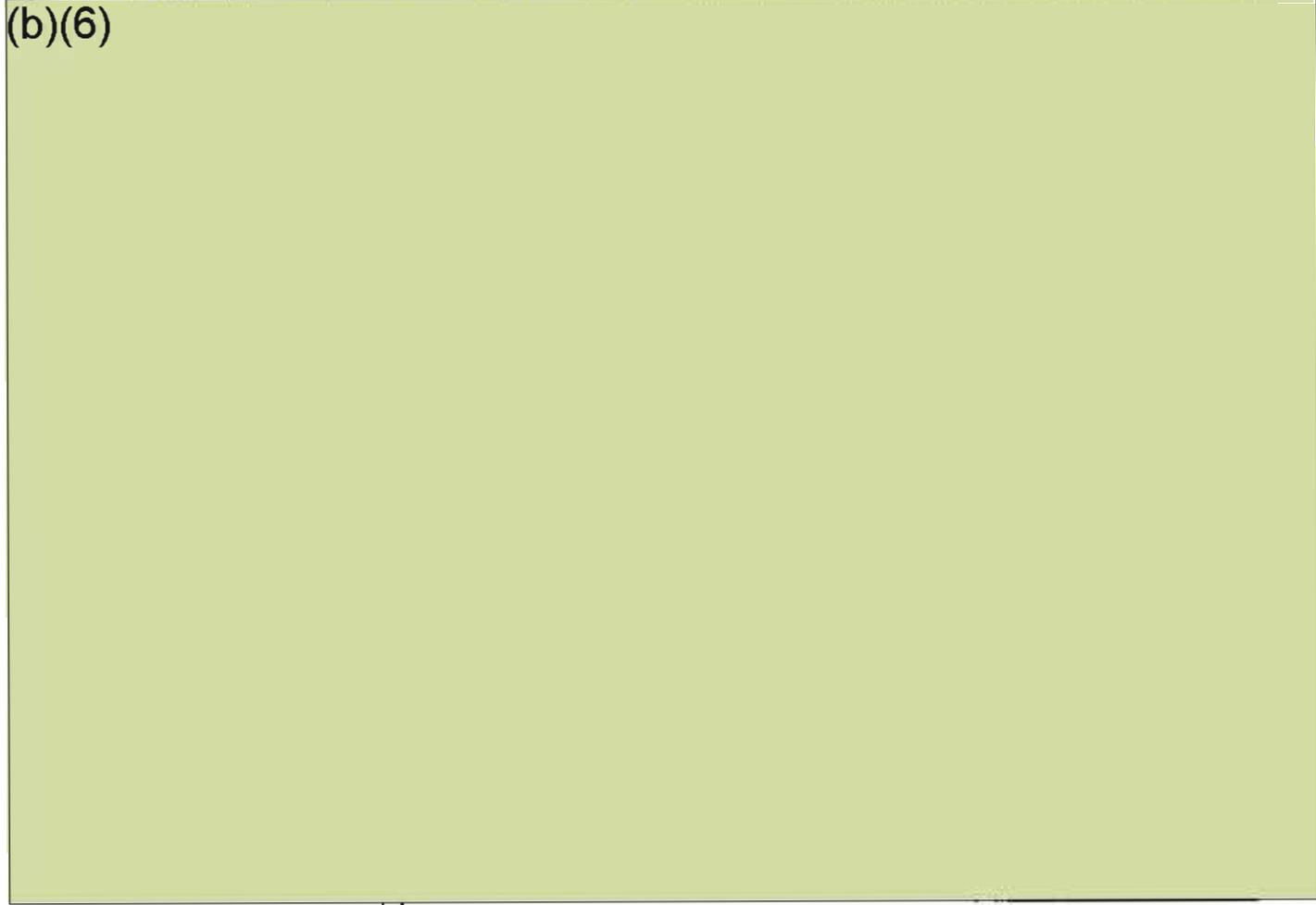
COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Franklin High School
School Address: 820 No Ave SA
City, State, Zip Code: Los Angeles CA 90042
Phone: (323) 754-7104 SLC Contact Person: Ms. Crystal Powell

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Franklin High School
School Address: 870 No Ave 54
City, State, Zip Code: Los Angeles CA 90042
Phone: (323) 254-7104 SLC Contact Person: Ms. Crystal Powell

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
(b)(6)			

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

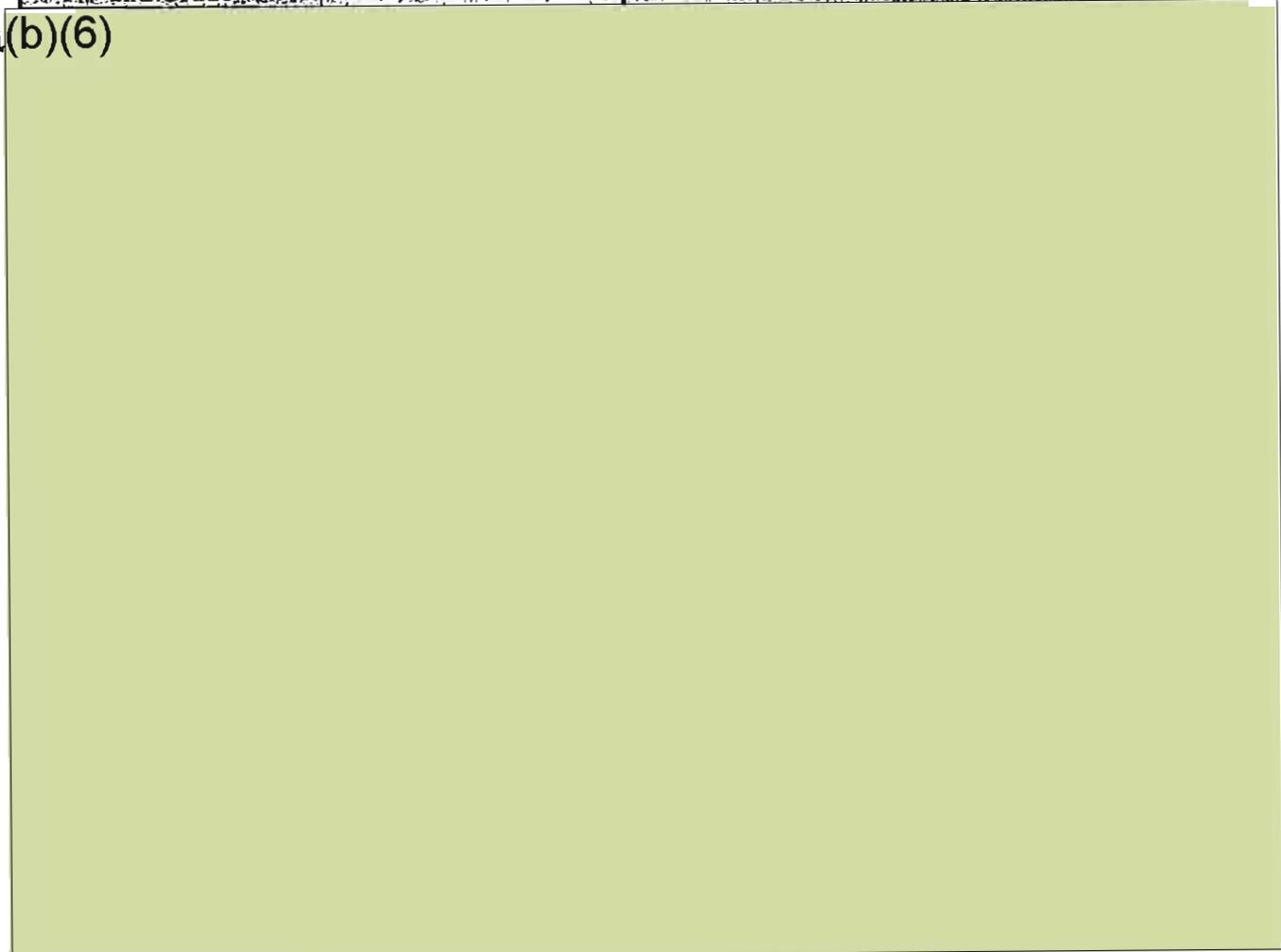
High School Name:	Franklin High School		
School Address:	820 N. Ave 84		
City, State, Zip Code:	LA Ca 90042		
Phone:	(323) 254-7104	SLC Contact Person:	

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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#1 (b)(6)



**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Franklin HS		
School Address:	820 N Ave 54		
City, State, Zip Code:	Los Angeles CA 90042		
Phone:	(323) 254-7104	SLC Contact Person:	C Powell

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)



COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Franklin High school

School Address: 820 No Ave 54

City, State, Zip Code: Los Angeles CA 90042

Phone: (323) 254-7104

SLC Contact Person: Ms Crystal Rowell

8th GRADE STUDENT SIGNATURES
FROM FEEDER MIDDLE SCHOOL(S)

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus. .

First Name	Last Name	School	Signature
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(b)(6)

First Name	Last Name	School	Signature

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Franklin High School
School Address: 820 No Ave 54
City, State, Zip Code: Los Angeles CA 90042
Phone: (323) 254-7104 SLC Contact Person: Ms. Crystal Powell

**PARENT SIGNATURES OF 8th GRADE STUDENTS
FROM FEEDER MIDDLE SCHOOL(S)**

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

First Name	Last Name	School Name	Signature				
(b)(6)							

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Franklin High School
School Address:	820 N Ave 54
City, State, Zip Code:	Los Angeles CA 90042
Phone:	(323) 254-7104
SLC Contact Person:	Ms. Crystal Powell

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FROM FEEDER MIDDLE SCHOOL(S)**

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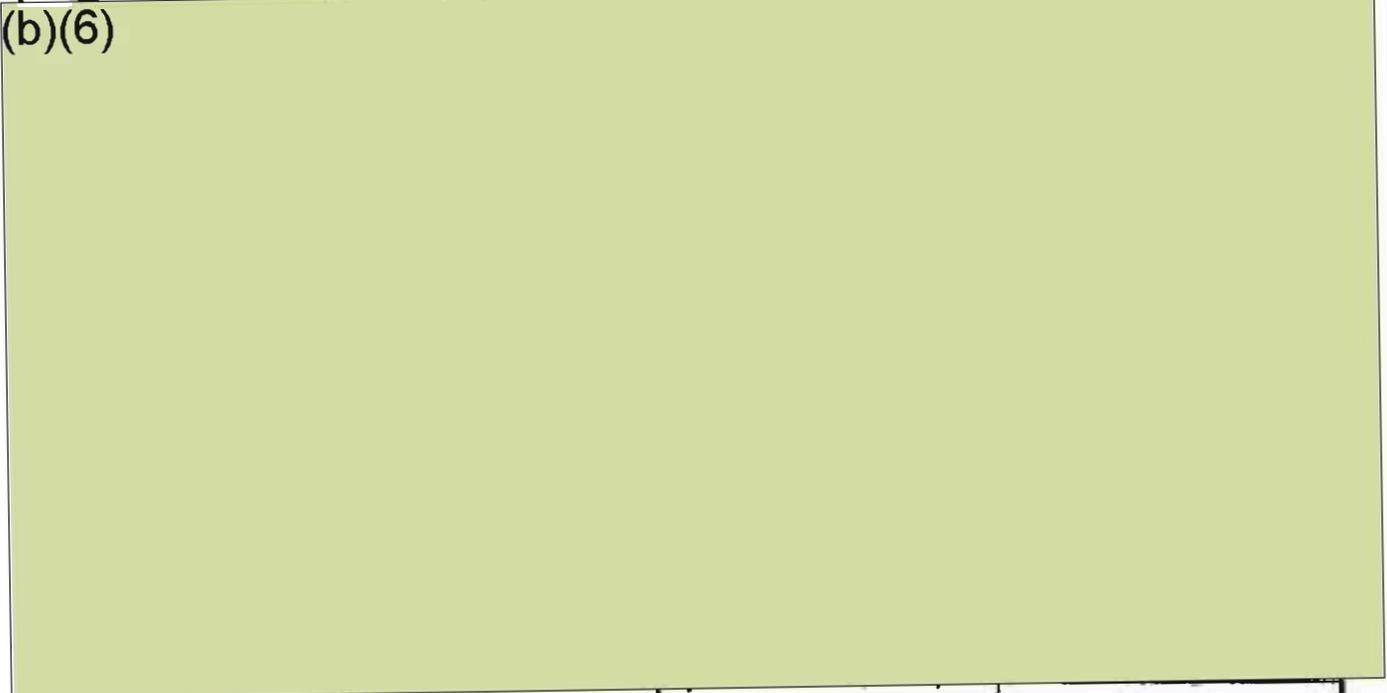
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**NATIONAL CENTER
FOR THE PRESERVATION OF
DEMOCRACY**

June 7, 2006

Franklin High School
820 N. Ave 54
Los Angeles, CA 90042

To Whom It May Concern:

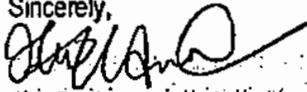
This letter is to confirm our support of Smaller Learning Communities (SLC) at Franklin High School.

The National Center is a non-profit, non-partisan educational institution dedicated to promoting democracy and civic involvement. Created by a team of scholars, historians, and educators, the National Center embraces the integral relationship between democracy and diversity, and aims to share the stories of ethnically and culturally diverse citizens whose struggles helped strengthen American democracy. Through its programs, projects, and activities, the National Center's educational focus is premised upon three ideas: 1) we, the people, shape democracy; 2) I, too, can shape democracy; and 3) those who have struggled for freedom and equality have extended democracy's reach for all.

Founded in 2000 and opened to the public in 2005, the National Center builds on the 20-plus years of scholarship and cultural education experience of its award-winning parent affiliate, the Japanese American National Museum. It is housed in a historic landmark building in Los Angeles' Little Tokyo district, and includes an exhibition space, a 200-seat auditorium, and a state-of-the-art, interactive classroom.

As an organization, we are pleased to work with educators from Franklin High School to plan and implement SLCs so that all students can benefit from the integration of this institutional restructure with our educational programs and resources.

Sincerely,



Ann Du
Education Developer

111 NORTH CENTRAL
LOS ANGELES CALIFORNIA 90012
TEL 213 830 1880 FAX 213 830 5674

PR/Award # S215L060084

LOCKE HIGH SCHOOL Smaller Learning Communities Plan

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This SLC plan is a work in progress. To honor the unique styles and preferences of each school site SLC team, LAUSD has allowed each to develop and package their plans according to local priorities while adhering to district requirements for SLC development and implementation. For the purposes of this grant proposal, we have attempted to build a consistent and reader-friendly outline from one school plan to the next, but there may be minor differences from plan to plan to honor the story each school wishes to tell.

Introduction

Alain Leroy Locke High School is an inner city school of South Los Angeles. We're committed to growth, determined to see our students develop academically, and equally committed to their personal growth of character and citizenship in a diverse and often challenging world. We seek to engage students in their own academic planning, encouraging them to set challenging goals that include a post secondary education and a career pathway that excites them.

We recognize that a commitment to student success means evaluating ourselves and implementing an actionable plan for school improvement. We have worked relentlessly to establish and plan the implementation of distinct small learning communities on our very large campus in order to more personally identify and meet the needs of our students. Our collective vision to be an educational institution housing separate, semiautonomous small learning communities, each serving ninth through twelfth graders, has driven our decision-making for the past two years.

As we are a sixth year program improvement school, we have had to restructure our academic program and campus services on an accelerated timeline. We thrust ourselves into the planning and implementation of small learning communities. The learning curve has been steep and stakeholder anxiety constant. Initially, we created a ninth grade academy, separating our newest students from our upperclassmen in order to build a school culture sensitive to the unique needs of students transitioning to high school. We found that our ninth graders, in effect, became alienated from our larger school community, and had no student role models to demonstrate the maturity and focus we're building in our students. We, in effect, created a need for a second transition into a smaller learning community at the tenth grade level. Most importantly, our ninth-to-tenth grade drop out rate did not significantly decline. Our stakeholders have asked for the dissolution of the ninth grade academy and the integration of ninth graders with upperclassmen in each of our small learning communities for the 2006-2007 school year.

We have plans to open our 2006-2007 school year with seven small learning communities: Saints' Academy for the Arts and Technology, Fine Arts, Multimedia & Entertainment Academy, School of Business & Technology, School of Global Studies, School of Math & Science, School of Social Empowerment, and Technological & Professional Careers Academy. Five of these are existing SLCs that are being expanded, while two are new additions. Each of these schools have stakeholder-generated plans that address the creation of a distinct identity with a clear vision, the establishment of rigorous and culturally relevant curriculum, the development of uniform instructional strategies and assessments, and continued professional development.

We continue to be concerned with the diversity of need in our collective student body and our ability to provide each student with an equitable opportunity for academic success here at Locke and continued success beyond graduation. We will continue to focus professional development in the areas of least restrictive environment (LRE) for students with special needs, and specially designed academic instruction in English (SDAIE) for our English language learners. We have sought and will continue to seek well-researched intervention programs like Scholastic's Read 180, and Vantage Learning's My Access for our lowest performing students in English language arts and mathematics.

As our small learning communities continue to make progress toward autonomy, the distributed leadership of our larger high school community and the subsequent distributed accountability has become focal areas for development as well. We are seeking to cultivate

school leadership through professional development, explicit and clear expectations, and routine evaluation through our Small School Coordinating and Design Team and school administrative team. Further, we are looking to the surrounding community, leadership and entrepreneurs for support in our efforts.

The greater South Los Angeles community is riddled with issues, including rampant truancy, gang violence, pitiable medical care, and an alarming school drop-out rate. The transience rate is unusually high, as is the teen pregnancy rate and the unemployment rate. Two-thirds of our faculty has been at Locke for fewer than five years. Annually, we see between a quarter and a third of our teachers and administrators leave. These very real and appalling concerns are certainly enough to distract even our most focused students from their studies. Our small learning communities are planning for greater parent and community outreach to partner in our effort to establish relationships with each of our students, ensuring that each child feels connected and accountable to a positive adult role model. While, as a school, we have focused on the improvement of our curricular development, instruction and assessment, and invested our resources in the initial planning and development of the small learning communities, each of our learning communities has begun to research and identify potential partners that suit the vision of school and the needs of its students.

The development and implementation of small learning communities at Locke High School has already generated more ownership of our educational program and accountability to our school wide expected learning results. Our administrators, teachers, parents, classified staff, community representatives and students are excited about the future of our school. Our graduation rate is on the rise. The number of graduates eligible for and accepted to four-year universities is record-setting. Student achievement as reflected in California standardized testing, Advance Placement exams, and the California High School Exit Exam is improving, as are our academic performance index and adequate yearly progress ratings. Our school suspensions are declining and our school safety rating has improved. Our daily attendance is on the rise. We attribute much of our success to the personal attention we afford each student in our small learning communities and expect more from ourselves and students as we continue to implement our school plan. We've seen creative problem-solving in one small learning community catch on and spread through the others multiple times. Our learning communities have become resources and models for best practices for one another.

Complete implementation of our small learning community plan promises increased student attendance and engagement, increased teacher retention, and increased student achievement, including a higher graduation rate and a greater number of our students reaching and succeeding in college. A transformation of this community is not too much to hope for, but it must start with the transformation of our public education system. That is the work we at Locke are earnestly engaged in.

Our School Assistance and Intervention Team (SAIT) has developed an action plan aligned with our Western Association of Schools and Colleges (WASC) self study report and action plan and in accordance with our school improvement goals. Continued implementation of small learning communities and the development of school-wide systems to support that implementation, including redistribution and reallocation of school resources and funding, are focal areas in both plans. Locke High School is on a pathway of improvement, and its stakeholders are excited at the prospect of additional funding to support our efforts.

I. Description of Smaller Learning Communities

Failure in 9th and 10th grades is a particular problem at Locke High School. Approximately 1/3 of 2004-2005's 9th graders were deficient in the number of units required to attain sophomore status or dropped out. Likewise, approximately 1/3 of 2004-2005's sophomores were deficient in the units necessary to become juniors or dropped out.

A lack in personal investment in our school community for students and faculty alike has led to an unacceptable student drop-out rate and an annual teacher turnover rate nearing 35%. Over 65% of our faculty and 100% of our school administrators have been at Locke for fewer than five years. A quarter of our graduating class cannot pass the California High School Exit Exam, and a vast majority of our students are performing below and far below basic in California Standardized Testing of English language arts and mathematics. In 2005, Locke High School graduated nearly 300 students, a record for the high school, yet less than 40% of the class that entered the school four years earlier. Approximately a third of these graduates had completed the minimum eligibility requirements for admission into the California public university system. As determined by the State Assistance and Intervention Team, and the Western Association of Schools and Colleges, our high school lacks formal systems to address and monitor student attendance and discipline. These are our high school community's most pronounced focal areas for improvement.

We believe that the unifying vision, personalization, distributed leadership and accountability, professional development, and engagement with parent and community partners in conjunction with a continued focus on rigorous standards-based curriculum and assessment will facilitate school improvement. The implementation of small learning communities allows our stakeholders the opportunity to reorganize our school with total stakeholder participation and a collaborative focus on student achievement. Our emphasis will be to target student struggles as they arise, preventing a child from falling through the cracks. Not only are we implementing strategies to ensure their graduation, but additionally to prepare every student to attend a four year college or university.

The following chart summarizes descriptions of the smaller learning communities and respective maximum student enrollments with highlights of proposed strategies and plan of action which document the school culture, the academic core and support. Each smaller learning community has prepared its own SLC plan that documents specific strategies for implementation and address seven attributes for effective implementation: (1) unifying vision; (2) personalization; (3) equity and access; (4) professional development; (5) accountability and distributed leadership; (6) parent and community engagement; (7) rigorous standards based curriculum, instruction and assessment. *New and expanding* SLCs will receive funding through this grant. *Established* SLCs exist now and will not be altered with these funds.

Summary of Smaller Learning Communities

No.	SLC Name	Description	Status of SLC
1	Alain Leroy Locke Saints' Academy for the Arts and Technology (ALLSAAT)	<p>This small learning community seeks to develop the artistic interest and talent within the student body, with a special focus on music appreciation. It offers a pathway that includes electives in the arts, music and musical performance technology. Educators seek to promote and develop students' creativity in the context of all classes and extracurricular activities.</p> <p>The Academy's mission is to create a smaller, more intimate learning environment of the highest expectation surrounding a standards-based, rigorous education by providing opportunities for all students to participate in creative, artistic experiences and by encouraging career development in the arts through the preparation of teachers, performing artists, scholars and technical specialists thereby embracing the extraordinary potential of the arts for communication, celebration, and creativity. The daily experience of our students will have a vocational emphasis that connects the academy to the community and the world of work. The plethora of socio-cultural experiences and hands-on experiences within the local Watts community and the greater Los Angeles will allow us to connect classroom instruction and academy activities to real-world professions. Instructional focus will center on providing instruction in music, dance, theatre, visual arts, studio engineering, production management, and technology for the arts. Interdisciplinary, common planning will ensure that the academy delivers an integrated curriculum. The Academy will plan cross-curricular, common motifs that not only directly address the expected school-wide learning results, but ensure that all the classes are aligned with common messages or themes. Mentoring programs will be invaluable for each student's development as a proactive, lifelong learner. To make them proactive in the academy, students will be involved in the decision making process and the development of student performance assessment rubric. Therefore, by graduation, an A.L.L. Saints Academy for the Arts student will be able to:</p> <ul style="list-style-type: none"> • Memorize and perform complicated works of dance at a high level of refinement/professionalism • Perform instrumental/vocal musical repertoires that are representative of various genres, styles, and cultures with expression as demonstrated by musical performances evaluation; • Demonstrate acting skills using script analysis, character research, reflection and revision at a high level of refinement/professionalism demonstrated by stage presentations evaluation; • Plan and create works of art that reflect complex ideas, color theory, expressive content, and the real and virtual as demonstrated by gallery presentations evaluation; • Work collaboratively as designer, producer, and technical engineer to meet 	<p>Expanding SLC <u>Student Group:</u> 9-12 graders <u>Current Enrollment:</u> 400 <u>Capacity:</u> 500</p>

Summary of Smaller Learning Communities			Status of SLC
No.	SLC Name	Description	
		<p>directional goals in music, dance, theatre and/or visual arts at a high level of professionalism with as demonstrated by production projects evaluation;</p> <ul style="list-style-type: none"> • Master the California state standards for Math, using the CAHSEE test as the primary indicator, • Demonstrate literacy skills on CAHSEE, common departmental assessments, and district quarterly assessments. <p>Since each student has unique strengths and needs, the academy must adapt and modify instruction to accommodate each individual need and tailor it towards success. The academy will redesign the curriculum and instruction to accommodate the different multiple intelligences and learning modalities. The programs implemented and actions taken by the academy will also focus on the community by encouraging community involvement. The Academy will not only focus on multicultural learning, but will bring the community to the classroom whenever possible. Voluntary parental and community participation will be sought and fostered to emphasize our students' place and importance in our community. This symbiotic relationship of academia and the community will be enhanced by a grass-roots approach. We will enact community and alumni based programs that will give individual students a real-world connection. An A.L.L. Saints Academy for the Arts and Technology <i>Booster Club</i>, with core members being the Academy students' parents, and an academy newsletter supported by local business advertisements will be established to further involve and include the community through fundraising and the generation of ongoing opportunities for art, dance, music and theater projects.</p>	
2	Fine Arts, Multimedia, and Entertainment Academy (FAME)	<p>Given the enormous popularity of the All Saint's Academy, Locke High School will create a new smaller learning community that mirrors the research-based structures and strategies of its predecessor. This small learning community focuses on dramatic performance, film, dance, and drawing. It offers a pathway that includes electives in the visual and performing arts. Educators seek to promote and develop students' creativity in the context of all classes and extracurricular activities. Please see the All Saint's Academy description for more information.</p>	<p>New SLC <u>Student Group:</u> 9-12 graders <u>Current Enrollment:</u> 0 <u>Capacity:</u> 500</p>

Summary of Smaller Learning Communities

No.	SLC Name	Description	Status of SLC
3	School of Math and Science (SMS)	<p>This small learning community emphasizes the importance of math and science in a highly competitive, technologically-reliant global market. The unifying vision for the <i>School of Math and Science</i> at Locke High School is to provide a highly structured learning environment to students of all backgrounds and abilities which will foster a genuine desire in each student to excel both academically and professionally far beyond high school. The <i>School of Math and Science</i> aims to be supported in this pursuit by a core of master teachers and specially created <i>Parents' Association</i>. These two groups will work closely with the student body to create a supportive learning community that will be dedicated to social justice and standards-based and technology-based instruction. Teachers in the <i>School of Math and Science</i> will develop lessons collaboratively that integrate technology. Classes will incorporate technology in a significant percentage of classroom time.</p> <p>Faculty will encourage an inquiry-based approach to learning in all curricular areas. Teachers in the <i>School of Math and Science</i> will devote a minimum of 3 years to the school. In this way, long-term relationships can be fostered within the community. Teachers can discuss ideas for lessons, discipline, and attendance during the built-in common planning time. Teacher collaboration and parental involvement will be critical to the success of the small learning community. Teachers will also work to create and maintain relationships with their students and create individualized tutoring plans when necessary.</p> <p>Students of this school will have hands-on experiences in practical math and science applications. The <i>School of Math and Science</i> will host a community fun day after a 7-day interdisciplinary project that will combine English, Science and Math content areas to generate a genuine appreciation for solar energy. This energy project will enhance the current English curriculum. Energy content will focus around the pros and cons of renewable energy. Students will understand and apply knowledge gained regarding different sources and forms of renewable and non-renewable energy, including hydropower, geothermal, nuclear fission, natural gas, fossil fuel and solar energy. After the teacher introduction of the topic, most content will be found by students on the internet and guided by an essay regarding running a city on renewable vs. non-renewable energy. Through researching the internet, students will educate themselves regarding on renewable and non-renewable energy and be able to evaluate their opinion regarding renewable vs. non-renewable energy sources. This project will be funded by a \$5000 grant from British Petroleum (BP). The BP grant will serve as the keystone of the <i>School of Math and Science</i>, by emphasizing the importance of interdisciplinary learning and discovery. The target audience of the BP grant will encompass</p>	<p>New SLC</p> <p><u>Student Group:</u> 9-12 graders</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Capacity:</u> 400</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>the students enrolled in School of Math and Science, as well as the affiliated families and the surrounding community members. Over the time span of seven days, our main goal will be to raise a general awareness of solar energy in the context of student life, as the advantages of using renewable resources is revealed through the correlated multi-subject projects. The apprehension of content knowledge will be measured through various activities in each subject domain. At the culmination of the week the students will present their work to the school and community, allowing students to demonstrate their knowledge while introducing the community to the valuable resource of solar energy. As the vision of the School of Math and Science is grounded in the idea of increasing student achievement by stressing interdisciplinary study, the lesson plans engendered for the BP grant will be integrated into our yearly curriculum, and serve as a focal point in creating further interdisciplinary plans.</p> <p>The Los Angeles County Public Library Watts Branch will be sending representatives to teach students how to do research both in the library and Internet and educate them on data collection methods.</p> <p>Life skills will be offered specifically for incoming ninth graders. Students learn skills such as Cornell notes, study skills, and the high school graduation requirements. A Tutoring Center will be utilized for students requiring extra assistance in their classes.</p>	
4	School of Business and Technology (SBT)	<p>This small learning community offers pathways that include technical career electives and regional occupational programs, including culinary arts, fashion design and merchandising, accounting, and digital imaging and design. It seeks to promote and develop students' skills in advanced technology. Teaching strategies will include Project Based Learning, differentiated instruction, lessons using various modalities, cooperative learning, integrated scaffolding lessons, data driven instruction, frequent assessment to guide instruction and incorporation of test taking skills. Teachers have a common conference period to collaborate with one another to analyze students' work, standardized testing data, periodic assessment data, compare instructional strategies, share best practices, share instructional methods, and highlight student achievement. SBT teachers will meet twice a month as a whole and weekly by curriculum content (math/science) (English/social studies) to discuss curriculum content, specific student needs, special needs as identified by our Resource Specialist and common decision making pertaining to the success of SBT.</p>	<p>Expanding SLC</p> <p><u>Student Group:</u> 9-12 graders</p> <p><u>Current Enrollment:</u> 400</p> <p><u>Capacity:</u> 500</p>

No.	SLC Name	Description	Status of SLC
		<p>Upon graduation, our students will have the training and technological skill to apply for entry level positions in diverse fields of business and technology. We intend to implement PSAT and SAT prep through our Advisory courses to further prepare our students for high achievement and post-secondary education. Further, the academy will integrate technology and project-based learning into the core curriculum that will create an environment of student-teacher-parent-community collaboration that fosters continuity of instruction. Challenging interdisciplinary and cross curricular business projects will be completed on a cumulative basis into a three-year Project Portfolio. These projects will include: <i>Business forms (applications, requisitions, inventory, W-4, W-2, business letters, memorandums, unbound/bound reports, fax cover sheets, employee benefits, resume, references, and thank you/follow-up letter), social security forms, educational and career interests surveys/pathways, personal statement, and autobiography.</i></p> <p>While developing a solid academic foundation, students will be equipped for the ever-changing nature of the American workplace through lessons in marketable job skills such as computer and industrial technology, analytical and critical thinking skills (<i>conflict resolution, decision making, and planning</i>), employability and technological skills (<i>interview skills, minimal requirements, entry level skills, certificated positions, computer/industrial skills</i>), workplace flexibility (<i>hours and trends</i>), work ethics, office procedures (<i>design their own company</i>), and an awareness of their need to contribute to their community (<i>internship and service learning</i>). Students will be exposed to the workforce and post secondary educational opportunities by going on field trips, attending seminars, visiting local business, job shadowing, and internships that will allow our students to become familiar with the ever-changing business and technology industry. In collaboration with the career advisor, a speaker program on salient business and technology trends and issues will be created that will address the needs and interests of our students. A mentor program will be developed whereby each eleventh grade student will be matched with a mentor within the business community. The purpose of a mentor program is to give students a professional role model and a liaison in the industry who can offer information and guidance on how to achieve success. SBT will expand partnerships with local community agencies, community colleges, universities, corporations, and advisory boards in order to strengthen course offerings, increase involvement, keep current with the demands and growth of the workforce, and to support a comprehensive academic and student centered small school. SBT intends to publish twice a semester a newsletter highlighting the achievements of students and other stakeholders.</p>	

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>It is our intention that the School of Business and Technology will provide our students with a closely knit academic community where students can maintain strong, in-depth relationships with their peer-groups and establish productive working relationships with all stakeholders in our SLC, especially their teachers. We expect this atmosphere will be conducive to improving our students' attendance, academic performance, and overall achievement as articulated in Locke's expected school-wide learning results.</p>	
5	School of Global Studies (SGS)	<p>The vision of the School of Global Studies is to prepare students to become responsible global citizens by expecting students to reach their highest academic potential. Global Studies is a four year academic institution that promotes ethnic, cultural and global awareness wherein students interact with the same cadre of instructors, from the ninth through the twelfth grades, in core academic classes. Students of the School of Global Studies at Locke High School will become responsible and committed young people who have developed a strong sense of themselves and their place in their global and local communities. They explore global issues and study the roles of those who are catalysts for change in a richly diverse and often deeply conflicted world.</p> <p>SGS creates an environment that is student centered and personalized through the implementation of a teacher/advisor system, a portfolio process, and focused use of a common planning period for teachers. Each student will have a personalized learning plan. Each SGS classroom will nurture curiosity, creativity, multilingualism, and multiculturalism, through projects, community service, and leadership opportunities. SGS teachers will align curriculum to develop globally themed units and projects. Curriculum planning will include frequent and comprehensive assessments. Teachers will use their common conference period to develop horizontally aligned globally themed lessons, units, projects, and assessments. The curriculum will allow students to work on real-world projects in global studies and will prepare students to develop their senior portfolio.</p> <p>SGS Students will be able to choose from a variety of courses and electives that enhance their understanding of global, cultural, and environmental issues. Elective classes will enhance core curriculum by allowing students to work collaboratively and independently in their interest areas. Some of the electives the School of Global Studies hopes to offer include: Environmental Science, Geography, Horticulture, and American/World Democracy. These electives will be aligned with California State Standards in English language arts, history, and science. Computer labs with Internet and other advanced technology/communication tools</p>	<p>Expanding SLC</p> <p><u>Student Group:</u> 9-12 graders</p> <p><u>Current Enrollment:</u> 400</p> <p><u>Capacity:</u> 500</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>will connect students to the larger global world in which they are a part. SGS will also be seeking other funding for field trips to further connect their educational experience with the real world and emphasize the Global Studies theme.</p> <p>SGS will provide a welcoming environment for parents and families, and will seek partnerships with community organizations to provide service-learning and internship opportunities for students. Students will work collaboratively in peer to peer mentoring to encourage a supportive learning environment. The School of Global Studies will ask its parents to commit 10-15 hours of volunteer service to the school. Their commitment may include tutoring, SGS design planning, classroom support, or administrative support. An on site Parent Student Advisor will assist the SGS members in reaching out to parents and counseling students who have a variety of serious issues.</p> <p>Students will also fulfill a community service requirement by volunteering with our community partnerships which we will continue to seek as we expand.</p>	
6	School of Social Empowerment (SSE)	<p>The School of Social Empowerment is committed to fostering a community of empowered learners and socially conscious and concerned citizens. SSE hopes to ignite interest in the work of bettering society and challenge students to transform an often unyielding world into one of compassion and equity. This small learning community hopes to empower its students to be agents of their own aspirations. Students become self-advocates and advocates for social justice. Embedded in a strong curricular program, students explore the responsibility that comes with power. Students seek opportunities to make a difference in their community and within the larger and more diverse society. This kind of work begins with inquiry and collaboration in the context of rich coursework and the collective construction of knowledge in all content areas. It encourages independent learning and thought. The school vision is modeled after successful strategies employed in Boston Public Schools as researched by the Education Alliance at Brown University as well as best practices as published by Business and Professional People for the Public Interest.</p> <p>SSE will enhance the curriculum through interdisciplinary units, focusing on issues of local and global social justice. As a small school, SSE will employ a model of collaborative decision making and share school-wide responsibilities. The curriculum employs a social justice emphasis within all content areas to empower students to become socially aware, engaged, and active. Community service and interaction is an integral component of planning for every</p>	<p>Expanding SLC</p> <p><u>Student Group:</u> 9-12 graders</p> <p><u>Current Enrollment:</u> 400</p> <p><u>Capacity:</u> 500</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>course. To additionally foster social responsibility, students will be required to perform a minimum number of community service hours per year. Students will also develop a cumulative comprehensive portfolio, including records of such service and documentation of curricular projects.</p> <p>Academic courses are planned with a focus on the issues of community needs and social empowerment. Teachers will use their common planning period to develop curriculum that allows students to observe, analyze, and impact their social surroundings. Teachers of guidance courses will work in conjunction with the counselor and small school coordinator to monitor the academic and social progress of their students, maintain relationships with parents, connect students to community organizations that reflect their interests, and provide support for the college admission process.</p> <p>The non-course requirements of computer literacy, community service, and career pathways will be integrated in the students' curricular coursework.</p> <p>A continuing goal is to establish and maintain partnerships with local organizations to provide mentoring, internships, and enrichment activities based upon individual student need and interest.</p>	
7	Technological and Professional Careers Academy (TAPCA)	<p>The focus of the Technological and Professional Careers Academy (TAPCA) is to provide students with rigorous, standards-based instruction that will increase students' academic performance and mastery of technology as a significant learning tool. We seek to create an environment of student-teacher-parent collaboration that will foster instructional continuity, improve attendance, raise scores on standardized tests (CST, CAHSEE and SAT), increase our graduation rate and decrease discipline issues while incorporating the use of technology in all core curriculum classes.</p> <p>TAPCA's teachers have access to various tools that facilitate instruction and enhance student learning and achievement. TAPCA plans to further implement mobile computer labs equipped with Microsoft Office. These labs will use the Internet, printers, and LCD projectors so that teachers and students are able to fully utilize technology in the classroom.</p> <p>TAPCA's English classes will utilize the Vantage English program to improve student writing and grammar. Math classes will also be utilizing a set of graphing calculators and CD-ROMs with student resources available for each individual child. History courses will also provide students with a resource CD-ROM that includes the entire text as well as interactive lessons.</p>	<p>Expanding SLC</p> <p><u>Student Group:</u> 9-12 graders</p> <p><u>Current Enrollment:</u> 400</p> <p><u>Capacity:</u> 500</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>Biology classes will be able to view microscopic images on computers through the use of a camera.</p> <p>The Technological and Professional Careers Academy will target both highly motivated and at-risk students in grades nine through twelve. One of our goals is to provide our students with a foundation of standards-based instruction and other academic experiences that will prepare them for admission to a two-year, four-year, trade or technical learning institution. Our students will receive instruction in the courses that are eligibility requirements for admission to the California public university system. The Technological and Professional Careers Academy will also provide hands-on, practical training in the marketable skills necessary to compete in a diverse global job market that emphasizes technology. Additionally, the TAPCA curriculum will include classes in the technology-related fields of culinary arts and digital photography.</p> <p>Another of our goals is to prepare our students for the challenges of the real world by developing life skills as established by Locke High School's expected school-wide learning results: critical and analytical thinking, academic achievement, responsible and critically aware community members, effective communication, solving problems as team members.</p> <p>The Technological and Professional Careers Academy's intent is to establish interdisciplinary, technology related projects that will be a part of our students' senior technology portfolios. This portfolio will be completed on a cumulative basis, beginning in the sophomore year. These projects will be developed in keeping with the California language arts, social science, mathematics and science standards. TAPCA's tutorial policy is built into its structure to assist and support struggling students. Students are required to attend a minimum of ten hours of tutoring per month in core classes. The Technological and Professional Careers Academy also seeks to incorporate internships and paid, part-time employment opportunities into a fifth/sixth period work experience class.</p>	

II. Student Choice

The process by which students choose a small learning community begins with an articulation strategy with feeder middle schools, primarily Samuel Gompers Middle School. In early May, correspondence (attachment A) is sent to the homes of prospective ninth graders, outlining the small learning community structure of the high school community, and briefly describing those existing small learning communities that incoming students may choose from. This letter is sent in both English and Spanish. In mid-to-late May, all eighth grade students in Gompers Middle School are escorted by middle school and high school personnel in manageable groups to the Locke High School campus, one block away where they gather in the all-purpose auditorium. Our principal greets prospective students and the assistant principal of counseling services explains that as new students, each must choose a community on the campus to join for the fall.

A choice form (attachment B) which accompanied the letter sent home earlier is redistributed to each student and the assistant principal briefly goes over the document so students understand what will be expected of them at the end of the presentation. Each of the small learning communities presents itself to the incoming students. All presentations are in PowerPoint format and present those elements of the small learning community that make it unique at Locke High School. All presentations address unifying vision, elements of personalization and academic intervention specific to that learning community. Many SLC's have students and teachers share their perspectives with incoming ninth graders. Brochures are available for students to browse and many adults are on hand to answer questions of individual students. After all presentations are complete, students complete the choice form, ranking the SLCs in order of preference.

In most cases, students are programmed with communities of first choice, but in the event that more students choose a school than there are seats in that school, randomly selected students are given their second or third choice. The assistant principal sorts these choice forms and distributes them to counselors assigned to each of the small learning communities. The following week, counselors visit Gompers Middle School to individually meet with and program students for the ensuing academic year.

Students that do not fill out the form, generally because they are chronically absent from middle school, are randomly assigned into those small learning communities with seats available. Some of these students request to change small learning communities upon arrival at Locke and in some cases, their requests are accommodated where it is possible to do so. When students wish to transfer from one SLC to another, which is generally not encouraged, they are asked to fill out a student initiated transfer form (attachment C) which requires the signatures of the student, parent or guardian, and the lead teachers of the two small learning communities involved. Ultimately these requests are honored if it doesn't harm the students' academic program and there are available seats in the destination community. In some cases, core classes are filled in the destination community and the student is encouraged to transfer at the end of the semester.

As Locke High School continually enrolls students throughout the year, we present each enrolling student with brochures from each small learning community and describe their choices briefly in a one-on-one or small group interview before assigning classes. In some cases, small learning communities fill to capacity within a grade level and that choice becomes unavailable, but generally the students' choices are honored and enrolled accordingly.

ATTACHMENT A

Los Angeles Unified School District

Alain Leroy Locke High School

325 East 111th Street, Los Angeles, CA 90061
Telephone: (323) 757-9381 Fax: (323) 779-1322

Roy Romer
Superintendent of Schools

Mrs. Carol M. Truscott
Superintendent

Dr. F. W. Wells
Principal

May 15, 2006

Dear Parent(s) or Guardian(s),

Welcome to our Locke High School community! We at Locke High School are looking forward to our upcoming years of partnership with you in the continued education of your child and his or her preparation for college! An orientation letter detailing your child's transition to high school and presenting important dates for you to calendar concerning his or her enrollment with us will be mailed to your home over the summer.

This correspondence, however, is to make you aware of a restructuring element at Locke High School that greatly improves the way in which we serve your children. We have reorganized our very large comprehensive high school into seven distinct small learning communities, each offering all of the necessary requirements to graduate and meet eligibility criteria for acceptance into a California public university upon graduation.

The small learning communities differ in their unique thematic approaches and pathways to creating a personalized educational environment that accounts for both personal and academic growth over the next four years. Your child will be asked to choose which small learning community he or she would like most to participate in. Please talk about the seven options that follow:

1. Alain Leroy Locke Saints' Academy of Arts and Technology
2. Fine Arts, Multimedia and Entertainment Academy

These small learning communities (SLC)s offer pathways that include electives in the visual and performing arts. They seek to promote and develop students' creativity in the context of all classes and extracurricular activities. ALLSAAT, specifically seeks to develop musical interest and talent, while FAME focuses more on dramatic performance, film, dance, and drawing.

3. School of Business and Technology
4. Technology and Professional Careers Academy

These SLCs offer pathways that include technical career electives and regional occupational programs. They seek to promote and develop students' skills in advanced technology. Further, they make an effort to regularly incorporate technology into core-curricular project-based learning.

5. School of Global Studies

This SLC seeks to instill a curiosity about the world community and our students' place within a global society. They explore global issues and study the roles of those who are catalysts for change in a richly diverse and often deeply conflicted world.

6. School of Math and Science

This SLC emphasizes the importance of math and science in a highly competitive, technologically-reliant global market. Students of this school will have hands-on experiences in practical math and science applications. Further, this SLC seeks to encourage an inquiry-based approach to learning in all curricular areas.

7. School of Social Empowerment

This SLC hopes to empower its students to be agents of their own aspirations. Students become self-advocates and then advocates for social justice. Embedded in a strong curricular program, students explore the responsibility that comes with power. Students explore opportunities to make a difference first in their community and ultimately within our larger and more diverse society.

On Tuesday, May 23rd, your child will visit Locke High School under supervision of Gompers Middle School faculty to view presentations made by each of the learning communities. Students will be asked to fill out the attached preference sheet on that day, indicating which of the small learning communities he or she is most interested in. Honoring that choice, Locke H.S. counselors will visit Gompers M.S. to program students for the fall on both May 25th and 26th.

Thank you,

Dr. Frank Wells
Principal

ATTACHMENT B

Alain Leroy Locke High School
Small Learning Community Registration

Name: _____ Date of Birth: _____
LAST, FIRST

Choose your preferred small learning community by writing a "1" in the box next to your first choice, a "2" in the box next to your second choice, and a "3" in the box next to your third choice:

- Alain Leroy Locke Saints' Academy of Arts and Technology
If you have chosen ALLSAAT, please mark an "X" in the box next to your strongest interest:
- Fine Art, Multimedia and Entertainment: Dance, Drama, Film, Drawing, Painting
 - Music and Production: Band, Instruments, Choir, Drill
- School of Business and Technology
 School of Global Studies
 School of Math and Science
 School of Social Empowerment
 Technology and Professional Careers Academy

Please check the boxes next to any subject(s) that you wish to be considered for honors enrollment:

- English Math Science Social Studies

Please check the box next to any sport you intend to play in the Fall:

- Football Boys' Soccer Girls' Soccer Boys' Basketball Drill Team
 Girls' Tennis Cross Country Girls' Volleyball Girls' Basketball Cheerleading

Please check the box next to any sport you intend to play in the Spring:

- Track & Field Baseball Boys' Tennis Drill Team
 Golf Softball Boys' Volleyball Cheerleading

Are you interested in NJROTC? Yes No

Are you interested in AVID? Yes No

Are you interested in Band? Yes No

Are you interested in beginning a foreign language
 Spanish Spanish for Spanish Speakers French

Are you interested in enrolling in a summer bridge program? Yes No

ATTACHMENT C

SMALL SCHOOL TRANSFER REQUEST FOR STUDENTS

A student who wants to transfer from one small learning community to another must notify both the coordinator of his/her current SLC and the coordinator of the SLC he/she wishes to move As Soon As Possible.

The signature of the prospective coordinator indicates willingness to accept the student subject to administrative approval.

The APSCS must approve such a transfer.

I, _____, request consideration to be transferred from _____
to _____. I have notified my current coordinator and spoken with the coordinator of
the SLC I would like to move to.

I believe this transfer is best for me because: _____

Student Signature

Date

Parent Signature

Date

Current SLC Coordinator

Date

Prospective SLC Coordinator

Date

Administrator

Date

III. Accelerated Learning Strategies

Locke High School has a significant number of students who are below grade level in key academic subjects like reading/language arts and mathematics. Therefore, in compliance with LAUSD and State policies and local determinations of need, the school implements accelerated learning strategies and interventions that are designed to assist teaching staff trying to help these students. The school's accelerated learning strategies outlined in the chart on the following few pages collectively meet all of the criteria of this RFA to especially help 9th graders reach grade level in English/Language Arts and mathematics by the end of the 10th grade. Appendix C outlines the district's initiatives to improve student academic performance in literacy/reading and math in more detail.

A. Reading/Language Arts Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Language</p> <ul style="list-style-type: none"> • Students at 3rd grade level in reading and below • Poor test scores in CAHSEE, etc. • Poor grades in English 	<ul style="list-style-type: none"> • Based on empirical research findings on reading from the National Reading Panel, the National Council of Teachers of English and the International Reading Association • The district program offered in lieu of core English course. • Phonemic-based instruction for students who are not at the decoding level. • Scripted lessons; teacher picking and choosing activities based on need of students. • Constant assessment: daily, unit, pre/post. • Prescriptive program • Offered on all three tracks • Ongoing professional development offered to teachers throughout the year. 	<p>Yes</p>
<p>High Point</p> <ul style="list-style-type: none"> • English as a Second Language students • Limited English Proficiency at levels 1-4 as determined by previous portfolio 	<ul style="list-style-type: none"> • State-adopted curriculum 'High Point' to address primarily the needs of English Language Learners and English as Second Language students • The district program offered in lieu of core English course. • Students studying English as a second language enrolled in this course. • The scope and sequence of the program: (1) language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and spelling • Cohesive use of strategies across ESL levels 	<p>Yes</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	<p>learned in staff development: Total Physical Response, Thinking Maps, Anticipation Guides, Reciprocal Teaching, Cooperative Learning.</p> <ul style="list-style-type: none"> Ongoing professional development offered to teachers throughout the year. 	
<p>Kaplan</p> <ul style="list-style-type: none"> 9th – 12th Grade (Priority to 12th grade students based on CAHSEE and CST results)enroll. Lacking credits Preparation for the California High School Exit Exam for English 	<ul style="list-style-type: none"> The district's Extended Learning Program offered on Saturdays. Students are tutored After-school and on Saturdays in math using the Kaplan CAHSEE Intervention series Students attending a 9-week session. Students in a class setting with a student: teacher ratio of 20:1. Teachers delivering scripted lessons (Kaplan based) that involve students in reading texts. Students engaged in reading texts to utilize test-taking strategies for the CAHSEE. 	Yes
<p>Required Learning Academy</p> <ul style="list-style-type: none"> 9th Grade (Priority to 9th graders that are Far Below Basic, Below Basic, and Basic on the CST 	<ul style="list-style-type: none"> Students are tutored on Saturdays using the Kaplan Foundations ELA books 	Yes
<p>Summer School Program</p> <ul style="list-style-type: none"> All grade levels 	<ul style="list-style-type: none"> Students receive 5-weeks of intensive instruction in English Language Arts 	No
<p>Summer Bridge program</p> <ul style="list-style-type: none"> 9th- grade students 	<ul style="list-style-type: none"> Incoming 9th graders from the feeder middle schools attend five weeks of intensive instruction in English Language Arts Designed for the summer to effect successful transition between middle school and high school. English/Language Arts interventions and support and basic study skills (reading, vocabulary, note-taking, organization, etc.) Orientation to high school for students and their parents on graduation requirements 	No

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Tutoring Programs</p> <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • ESL tutoring 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. • General study hall for all academies with homework help for students in 9th and 10th grade. Offered daily after school. • Local Design Program – Individual Tutoring by Teacher on a student case-by-case basis • Supplemental Educational Services (SES) Program – Students are tutored at home, at a selected location away from home, or on-line using math curriculum determined by provider. Designed for 9th – 12th Grade (Priority to low income students attending Year 2-5 Program Improvement Schools. Includes Parent Application for specific provider • CAHSEE Boot Camp Program – 12th graders receive 5 days of intensive tutoring in English Language Arts through a pull out system during the regular school day in the two weeks preceding the March CAHSEE exams 	No

B. Mathematics Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Kaplan</p> <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in Math encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students are tutored After-school and on Saturdays in math using the Kaplan CAHSEE Intervention series • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based). • Students engaged in math exercises to utilize test-taking strategies for the CAHSEE. 	Yes
<p>Carnegie Cognitive Math Tutor</p> <ul style="list-style-type: none"> • Algebra students. 	<ul style="list-style-type: none"> • Based on 20 years of research at Carnegie Mellon Univ. • Software & Information Industry Association (SIIA) selected this program as the winner at the annual Codie Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award 	Yes

Los Angeles Unified School District
 Cohort 6 Smaller Learning Communities
 Appendix D, School Plans, Locke High School, Page 23

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	<ul style="list-style-type: none"> • Accelerated learning strategy to prepare low achieving Math students to take the CAHSEE. • Combines computer software with collaborative classroom activities. • Computer software and collaborative classroom activities. • Program assesses student ability and tailors the curriculum to his/her individual skill level. • Students spend three days a week in a traditional classroom and two days a week in tutoring program. 	
Summer Bridge program <ul style="list-style-type: none"> • Incoming 9th graders from the feeder middle schools attend five weeks of intensive instruction in math 	<ul style="list-style-type: none"> • Designed for the summer to effect successful transition between middle school and high school. • Orientation to high school for students and their parents on graduation requirements • Math interventions and support and basic study skills (reading, vocabulary, note-taking, organization, etc.) 	No
Summer School Program <ul style="list-style-type: none"> • 9th – 12th Grade 	<ul style="list-style-type: none"> • Students receive 5-weeks of intensive instruction in math 	
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral. Offered daily after school. • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. • General study hall for all academies with homework help for students in 9th and 10th grade. • Local Design Program – Individual Tutoring by Teacher on a student case-by-case basis • Supplemental Educational Services (SES) Program – Students are tutored at home, at a selected location away from home, or on-line using math curriculum determined by provider. Designed for 9th – 12th Grade (Priority to low income students attending Year 2-5 Program Improvement Schools. Includes Parent Application for specific provider • CAHSEE Boot Camp Program -- 12th graders receive 5 days of intensive tutoring in English Language Arts through a pull out system during the regular school day in the two weeks preceding the March CAHSEE exams. For 12th Grade (Priority to 12th Graders who have not passed the CAHSEE) 	No

IV. Stakeholder Involvement: A Proof of Readiness

The chart below summarizes highlights of how Locke High School has prepared for its SLC campus conversion. The action tasks listed here have been completed with the assistance of a Cohort 1 SLC grant. Planning and preparatory activities have built upon the review of published academic research, informal research and observation of successful programs, and professional development efforts throughout the district and Local District 7. Outreach and consultation with and involvement of all school stakeholders are demonstrated below. The school is continuing to build detailed action plans for the full term of the grant that will involve all stakeholders.

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
Summer 2003	<ul style="list-style-type: none"> Initial Planning and movement towards SLC's 	Ms. Jauregui, AP, various teachers.
School Year 2003-2004	<ul style="list-style-type: none"> Ninth grade students clustered and isolated to one section of campus (as an academy), however not into a formal SLC Students are placed into academies (TCA – Transportation and Careers Academy, VAPA – Visual and Performing Arts, Perkins – Business/Technology, EDGE – Intervention academy) 	Dr. Rousseau, Superintendent Dr. Garrett, Principal Ms. Jauregui, AP Ms. Talley, Lead Teacher Ms. Johnson, Perkins Counselor
Spring 2004	<ul style="list-style-type: none"> Superintendent (Dr. Silvia Rousseau) visits, sparks movements towards SLC's John Watkins leads monthly staff development meetings to help teachers and administrators develop small school strategies and policies. 	Dr. Rousseau, Superintendent John Watkins, Consultant
Summer 2004 (Regular meetings July/August amongst SLC cohorts)	<ul style="list-style-type: none"> Main Initial Planning for SLC's Assignment of students, faculty and campus facilities. J. Watkins, consultant, assists in initial planning SSE assembles a team of teachers and writes a proposal and is approved as a new SLC. TCA academy becomes the TAPCA SLC VAPA academy becomes the VAPA SLC Perkins Academy becomes the SBT SLC EDGE becomes the Liberal Arts SLC Ninth grade cluster becomes NGA 1 and NGA 2 (SLCs of approximately 500 students) 	Ms. Jauragui, AP Mr. Soleo, Coordinator Mr. James, Lead Teacher Mr. Acuna, Lead Teacher Ms. Talley, Lead Teacher Ms. Johnson, Counselor

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
School Year 2004-2005	<ul style="list-style-type: none"> • Formal transition to SLC's: <ul style="list-style-type: none"> - SSE - VAPA (now ALLSAAT) - Liberal Arts (now SGS) - Perkins School of Business and Technology (Now SBT) - TAPCA - NGA1 and NGA2 (Ninth Grade Academies) 	Dr. Wells, Principal Mr. Soleo, Coordinator Ms. Talley, Coordinator Mr. James, Coordinator Mr. Murcia, AP Ms. Ramirez, Coordinator Mr. Jauragui, AP
September, 2004	<ul style="list-style-type: none"> • SSE elects to have a unique bell schedule with an extended academic day. 	Mr. Soleo, Coordinator
Spring 2005	<ul style="list-style-type: none"> • Dr. John Watkins, consultant, leads school wide professional developments to inform staff regarding strategies and structures for small schools to move forward. • Locke High School designates time during weekly professional development for discussion and planning of Small Learning Communities. • Locke High School Leadership Team visits: <ul style="list-style-type: none"> Julia Richmond Education Complex Urban Academy Laboratory Vanguard High School Talent Unlimited High School P226 Junior High Annex The Ella Baker School Manhattan International High School <ul style="list-style-type: none"> Bronx New Century High Schools New York, NY The Academy for Careers in Sports Molt haven Village Preparatory High School New Explorers Academy. <ul style="list-style-type: none"> Prospect Heights Campus High Schools, New York, NY Prospect Heights High School Brooklyn Academy for Science and the Environment The Brooklyn School for Music and Theater The School for Global Citizenship The International High School 	Dr. John Watkins, consultant, and Staff Dr. Wells, Principal. Dr. Rousseau, Superintendent Ms. Jauragui, AP Ms. Powell, Lead Teacher Ms. Talley, Lead Teacher Mr. Soleo, Lead Teacher Ms. Butler, Lead Teacher Mr. Rhoden, Lead Teacher Mr. Yette, AP Ms. Johnson, Counselor

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
	<ul style="list-style-type: none"> • SBT Teachers visit High-Tech High, San Diego, CA and New Technology School, Nappa, CA. 	Ms. Burns, Teacher
May 2005	<ul style="list-style-type: none"> • Small schools vote on lead teachers and the choice between a 6 or 7 period day. With 3 SLC's choosing a 7 period day, and 3 choosing a 6 period day. • Ongoing discussions/development of SLC's within regular SLC (Tuesday) meetings. 	All Staff
Summer (July/August) 2005	<p style="text-align: center;">Small Schools continue planning and developments</p> <ul style="list-style-type: none"> • Lead Teachers/Coordinators meet daily to discuss school wide issues impacting SLC's – including the distribution of facilities, the role of departments within small schools, and the implementation of intervention programs. • SGS meets 4 days a week, 4-5 hours a day as a team to complete Proposal/Transition from LA to SGS. (RFP written in line with LAUSD bulletin 1600.) • SSE meets daily for 3 weeks to design a guidance elective curriculum, and develop school wide systems. • SBT teachers meet during the Locke High School Summer Institute to debrief presentations on project-based learning. 	<p>Dr. Wells, Principal Ms. Jauregul, AP Ms. Walton, AP Mr. Soleo, AP Mr. Cubias, Teacher Ms. Tailey, Lead Teacher Ms. Ramos, Lead Teacher Mr. James, Lead Teacher Mr. Hartford, Lead Teacher</p> <ul style="list-style-type: none"> • Teachers: Mr. Naftalin, Ms. Parmar, Ms. Jensen, Ms. Tang Ms. Mesias, Counselor Ms. Ramos, Lead Teacher • Teachers: Ms. Nguyen, Ms. Kato, Ms. Mata, Ms. Ahlawat, Mr. Osterhaus Mr. Hartford, Lead Teacher Ms. Risi, Counselor <p>Mr. Rhoden, Lead Teacher Mr. Pommier, Teacher Mr. Clinton, Teacher</p>
School Year 2005-2006	<p style="text-align: center;">2nd Year in SLC structure, continuing with the same 6 SLC's, albeit with modifications, name changes, etc.</p> <ul style="list-style-type: none"> • VAPA changes its name to SAAT (Saints' Academy of Arts and Technology) 	Lead Teachers: Mr. James, Mr. Smith, Mr. Acuna

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
	<ul style="list-style-type: none"> Locke's 7 SLCs continue to develop systems and strategies to best meet the needs of their students. Core classes labeled with an SLC emphasis code in the SIS system. SLC purity in core classes becomes a school-wide priority. 	Mr. Soleo, APSCS Ms. Enriquez-Salazar, APSCS
September 2005	<ul style="list-style-type: none"> Locke High School formally establishes the Small School Coordinating Team to facilitate the conversion process to SLCs. This body also acts as the Leadership Team for WASC Accreditation. SSE establishes an attendance coordinator position to monitor the attendance of their students. 	Dr. Wells, Principal Ms. Jauragui, AP Mr. Soleo, APSCS SLC Coordinators SLC Counselors Mr. Hartford, Lead Teacher Mr. Osterhaus, Teacher
February 2006	<ul style="list-style-type: none"> Based on the success of the SSE attendance coordinator, SGS and SAT establish attendance coordinators to fulfill a similar role 	Coordinators/Counselors
March 25, 2006	<ul style="list-style-type: none"> Locke High School administers the High School Exit Exam. The entire process is delegated by SLCs. 	Mr. Cortez, Testing Coordinator SLC Lead Teachers
March/April 2006	<ul style="list-style-type: none"> SSCT members receive training on building a master schedule for the upcoming year. Based on the school wide challenges that arose from having different bell schedules, the administration recognized the need for one bell schedule, and calls for an upcoming vote between different schedules. Socratic Seminar to discuss merits of various proposals Following week there was a whole faculty secret ballot vote on bell schedules After an official ballot, a 6 period day was chosen by the majority of the staff 	Entire Staff
March 27-31, 2006	<ul style="list-style-type: none"> SSE holds a "Spirit Week" with events and activities to build the sense of community among students and staff. 	Mr. Hartford, SSE Lead Teachers SSE Teachers
April 2006	<ul style="list-style-type: none"> Locke Administration with the Small School Coordinating Team decides to phase out the Ninth Grade Academies and populate the remaining SLCs with 9-12th grade students. The School of Math and Science (SMS) presents a proposal to the SSCT and School 	Dr. Wells, Principal Dr. Jauragui, AP Coordinators Ms. Morris, Lead Teacher

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
	<p>Site Council. Both bodies approve this new SLC.</p> <ul style="list-style-type: none"> The decision is made to split SAT to form an additional SLC, FAME. (Fine Arts, Multimedia, and Entertainment) 	<p>Mr. Kiledjian, Lead Teacher</p> <p>Dr. Wells, Principal Dr. McGee, AP</p>
April 17-21, 2006	<ul style="list-style-type: none"> TAPCA holds a "Spirit Week" to build student community. 	<p>Ms. Talley, Lead Teacher TAPCA Teachers</p>
May 2006	<ul style="list-style-type: none"> SLCs make presentations to 9th grade students (currently in NGA1 and NGA2) and allow them to list preferences for SLC placements. SLCs make presentations to 8th grade students from Gompers Middle School and allow them to list preferences for SLC placement. 	<p>Ms. Enriquez-Salazar, APSCS</p> <p>Mr. James, Lead Teacher Mr. Hartford, Lead Teacher Mr. Kiledjian, Lead Teacher Mr. Naftalin, Teacher Ms. Ramos, Lead Teacher Mr. Rhoden, Lead Teacher</p>
May 16,17,18, 2006	<ul style="list-style-type: none"> Locke High School administers the California Standards Tests. The entire process is delegated by SLCs. 	<p>Mr. Cortez, Testing Coordinator SLC Lead Teachers</p>
August 2006 (planned)	<ul style="list-style-type: none"> SBT teachers plan to have a teacher retreat to unify and formalize SLC-wide plans for the next year. 	<p>Mr. Rhoden, Coordinators SBT Teachers</p>

V. Conflict Resolution Plan

Conflict within a small learning community is resolved in one or more of the following ways:

1. Stakeholders bring dispute to the lead teacher of their small learning community. The lead teacher may facilitate an acceptable resolution between the parties involved. The lead teacher may also choose to present the disputed issue(s) as a discussion item on the agenda of the next meeting of his/her small learning community meeting. The team may come to decision by consensus or vote.
2. Stakeholders, if dissatisfied with the efforts of the lead teacher, may choose to present dispute to the designated administrator or principal who will resolve conflict in accordance with school district and contract protocol.
3. Teachers, if dissatisfied with administrative outcome, may present dispute to the United Teachers of Los Angeles representative to determine if a contractual issue is at question and for representation as is necessary.

Conflict between or among small learning communities is resolved in one or more of the following ways:

1. Lead teachers and/or designated small learning community administrators (assistant principals) may discuss any conflict at hand and come to an agreeable resolution.
2. Lead teachers, counselors, and/or administrators may bring conflict or potential conflict to the Small School Coordinating Team for discussion and decision by consensus or vote. Small School Coordinating Team is comprised of all small learning community lead teachers, counselors, administrators and shared services/ programs coordinators. This team meets weekly on Wednesdays from 3:15 to 5:15. It is facilitated by the assistant principal charged with small learning community implementation and evaluation. Items may be added to the agenda throughout the week by memorandum. Further, the meeting is open to all stakeholders.

If the parties involved in the dispute wish to request research on topics pertaining to the nature of the conflict, they may do so with the assistant principal charged with small learning community implementation and evaluation. Materials compiled by the School Redesign Network at Stanford University are available in our small learning community development administrative office and accessible online.

3. Small learning community representatives, if dissatisfied with efforts or outcome of Small School Coordinating Team, may schedule a meeting with the principal for the purpose of seeking an administrative resolution.

VI. School Community Partners

Locke High School is committed to building strong community resources and partnerships to help sustain its smaller learning communities over the long-term. Industry partners, for example, are extremely important for providing resources, mentors, internship opportunities, job shadowing and after-school and summer jobs for students. Partners include, but are not limited to, institutions of higher education, local non-profit agencies, local large and small businesses, and faith-based organizations.

A sampling of the school's existing community partners are noted in the following chart and indicate the challenge this school faces in its high poverty South Central Los Angeles community. However, these lists will be expanded upon over the term of this grant in an aggressive effort to create more resources for the SLCs being implemented and to provide more opportunities for student and teacher mentoring and supports. Both the central district OSR and the Local District will assist the school in locating community partners.

Each of Locke's SLCs is in line with current and projected workforce needs and, thus, will provide significant opportunities with employers seeking to develop their future workforce. Additional community partners will be recruited for each SLC theme. (A few sample partner letters of commitment or signatures have been appended to this school SLC plan.)

A. Existing Community Resources/Partnerships

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value (per year)
School Wide Partners (available for all SLCs)			
University of Southern California	Academic/career advising, college admissions planning, college visits, cultural enrichment and recreational activities	September 2006-June 2007	(b)(4)
1. A.L.L. Saints' Academy for the Arts and Technology (ALLSAAT)			
Mother of Many (M.O.M.) Organization with the Higher Education Rules of Engagement (H.E.R.O.E.) and M.O.M.'s MAC LOCKE DOWN programs	Jazz classes via Apple's iSight video conferencing feature, job shadowing, mentorship support	September 2006-June 2007	
2. Fine Arts, Multimedia, and Entertainment Academy (FAME)			
This SLC does not currently have any community partners.			
3. School of Math and Science (SMS)			
University of Southern California Mathematics, Engineering, and Science Achievement (MESA)	Foster engagement in math, science and engineering classes,	September 2006-June 2007	

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value (per year)	
	projects, research and competitions, including funding supplies, teacher sponsor stipend and transportation for events			
4. School of Business and Technology (SBT)				
This SLC does not currently have any community partners.				
5. School of Global Studies (SGS)				
This SLC does not currently have any community partners.				
6. School of Social Empowerment (SSE)				
Fulfillment Fund of Los Angeles	Work in collaboration with teachers to present lessons in college pathway guidance and present opportunities in college options exploration including the funding of a site coordinator and fieldtrips	September 2006-June 2007 w/ yearly renewal of partnership	(b)(4)	
7. Technological and Professional Careers Academy (TAPCA)				
Careers Through Culinary Arts Program (C-CAP)	Chefs' training for students, professional development for teachers, food donations, student job/internship opportunities, scholarships	September 2006-June 2007		

B. Potential Community Resources/Partnerships

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
School Wide Partners (available for all SLCs)		
CAL SOAPS	College Outreach	November 2006
Educational Talent Search (Trio) Southwest Community College	College Outreach	November 2006
Educational Talent Search (Trio) University of Southern California	College Outreach	November 2006
Families in Schools	Sponsors programs to create strong school, family, and community partnerships.	September 2006
1. A.L.L. Saints Academy for the Arts and Technology (ALLSAAT)		
California State University, Los Angeles College of Arts and Letters	College Outreach and Performance partnership in music program development	September 2007
BEEM Foundation for the Advancement of Music	Lectures, demonstrations, scholarships, and rewards stimulating understanding and appreciation of the music created and/ or performed by African Americans.	September 2006
The Los Angeles Jazz Society	Providing resources dedicated to promoting, preserving, and perpetuating jazz.	September 2006
2. Fine Arts, Multimedia, and Entertainment Academy (FINE)		
Association for Better Living and Education International (ABLE)	Provides professional development to reinforce and implement school mission	September 2006
Operation Hope	Provides financial literacy	September 2006
Creative Actors Alliance	Provides guest speakers, networking and experiential knowledge	September 2006
American Federation of Television and Radio Artists (AFTRA)	Provides guest speakers, information and mentoring to aspiring artists	September 2006
California Alliance for Arts Education	Promotes, supports, and advocates visual and performing arts education.	September 2006
SPARC: Social and Public Art Resource Center	Conduct educational programs about community based public art works.	September 2006
UCLA Live	Presenting theater, dance, music, and spoken word.	September 2006
Everybody Dance! The Gabriella Axelrad Education Foundation	Provides dance instruction at little or no cost to ethnically diverse, economically disadvantaged children in Los Angeles.	September 2006

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
Latin-American Cinemateca of Los Angeles	Provide educational resources dedicated to supporting and cultivating every aspect of Latin-American cinema.	September 2006
3. School of Math and Science (SMS)		
Los Angeles County Public Library Waits Branch	Provide guest speakers to educate students regarding internet and library research methods.	September 2006
W.M. Keck Laboratories For the Advancement of Science and Mathematics Education	Teacher training on technology usage in the classroom.	September 2006
Computers for Schools	Provide new computers and software to inner city schools to improve education through technology	September 2006
A-MAN, Inc.	Utilize science and technology as a motivational tool and advance the educational achievement, intellectual and career development of African-American students and other minority students.	September 2006
Science for Our Schools	Pairing graduate students with middle and high school science teachers to bring new activities to the classroom.	September 2006
Boeing	Provide guest speakers to educate students about careers in the aerospace industry, opportunities for students to visit facilities, and pair students with mentors.	September 2007
British Petroleum	Fund curriculum aimed at educating students about renewable and non-renewable energy sources available.	September 2006
4. School of Business and Technology (SBT)		
SUN Industries	Provide technical assistance for high-tech computer programming, networking and repair	September 2007
CISCO	Provide technical assistance for high-tech computer programming, networking and repair	September 2007
Apple Computer	Provide technical assistance for high-tech computer programming, networking and repair	September 2006
Southwest Community College	Post-secondary training in technical and industrial fields	September 2006
Los Angeles Trade Tech	Post-secondary training in technical and industrial fields	September 2006

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Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
Maxine Waters EPC	Continuing education classes for students needing to fulfill credits	September 2006
Jordan-Locke CAS	Continuing education classes for students needing to fulfill credits	September 2006
Child Care Center	Provide childcare for students with infants. Provide parenting classes and educational training	September 2006
Watts Labor Community Action Committee (WLCAC)	Summer Jobs Program	Summer 2006
5. School of Global Studies (SGS)		
Sierra Club	To provide guest speakers, internships, and programs that could be implemented in and out of the school day.	September 2006
Amnesty International	To provide guest speakers, internships, and programs that could be implemented in and out of the school day.	January 2007
Greenpeace	To provide guest speakers, internships, and programs that could be implemented in and out of the school day.	September 2007
By Any Means Necessary (BAMN)	To provide guest speakers and opportunity for student empowerment and activism.	September 2006
CHARO Community Development Corporation	Provide quality services and innovative programs for the economic advancement of the underserved Los Angeles Latino community.	September 2006
United Nations Association USA	Provide educational services on the work of the United Nations and on other global issues.	September 2006
Student Creative Recycle Art Program (SCRAP) Gallery	Provide a link between industry, education, the arts, and environment featuring exhibits and workshops using recycled materials.	September 2006
Environment Now	Provide guest speakers and functions which are dedicated to protecting, preserving, and restoring the environment of California.	September 2006
Peace Action Outreach of Greater Los Angeles	Provide guest speakers and opportunity for peace activism in the community.	September 2006
Ashay	Provide education resources and programs promoting the understanding of and appreciation of human differences.	September 2006

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
6. School of Social Empowerment (SSE)		
Loyola Marymount University Social Justice Program	To provide guest speakers, tutors, mentors, and programs that could be implemented during and after the school day relative to an empowerment/ social justice theme and curriculum plan.	September 2007
Institute for Health and Social Justice	Host a summer institute for educating students about global health and social justice issues.	July 2007
Urban Education Partnership	Provide training and development to education leaders; aid in restructuring schools to create more effective teaching and learning environments; and connecting parents and communities to schools.	September 2006
The Links Incorporated- Angel City Chapter	Provide scholarships for young African-American males.	September 2006
New Visions Foundation	Establishes education programs for underserved urban children and youth.	September 2006
Department of Neighborhood Empowerment	Provide guest speakers to empower students through education regarding neighborhood issues.	September 2006
Community Coalition	Building neighborhood, student and social service power to bring about social change.	September 2006
L.A. Works	Provide volunteer-based community service projects in Los Angeles	September 2006
7. Technological and Professional Careers Academy (TPCA)		
Superior Market	Donations of food for culinary arts	July 2006
Von's Market	Donations of food for culinary arts	July 2006
Cancer Society	Information on proper nutrition	July 2006
Le Cordon Bleu Program	Training for chef positions	July 2006
Kitchen Academy	Training for chef positions	July 2006
California School of Culinary Arts	Training for chef positions	July 2006
Milken Exchange	Discussions, exemplary practices, latest research, and policy directions for maximizing technology's potential in schools.	September 2006
Project Grad	Outreach program that prepares K-12 students to enter and succeed in college.	September 2006
Mark Robert Halper Photography	Lead workshops about studio and commercial digital photography.	September 2006

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - Conflict resolution support - Support of Dean and Lead Teacher in student discipline - Works with Lead Teacher for new teacher recruitment and SBT master schedule development - Represents interests of SBT at administrative meetings, including but not limited to focus in the following areas: curricular development, professional development, budget, school safety, plant management, and implementation of small learning community action plans <p>Qualifications:</p> <ul style="list-style-type: none"> - 4years experience as APSSS 2002-present - 2 years experience as Administrative/Lead Teacher - 2 years Title I / Bilingual Coordinator 2000 –2002 - 12 years Athletic Director 1988- 2000 - 12 years SIS Coordinator 1988-2000 - 6 years Dean 1994-2000 - M.S. Ed. Admin 2002 - M.S. Spec. Ed. - B.A. Bus. Ed. 			
<p>Mr. Chad Soleo</p> <p>AP Small School Implementation and Evaluation</p>	<p>Roles:</p> <ul style="list-style-type: none"> - Facilitate the development and implementation of individual small learning communities in accordance with LAUSD policy defined in Bulletin 1600 - Facilitate the Small School Coordinating/ Design Team meetings, assisting in the creation and evaluation of implementation timetables, implementation goals, and school-wide systems to support small learning community implementation - Manage the implementation and evaluation of the school-wide Advancement Via Individual Determination (AVID) college preparation program - Assist in the development of the master schedule as it relates to the needs and plans of individual small learning communities - Assist in the establishment of professional development and research in the implementation of small learning communities - Manage the implementation and evaluation of the English language arts program - Evaluate those teachers on the principal-generated STULL Evaluation Assignment list - Guide the Implementation of the School of Social Empowerment and the School of Math and Science and serve as their liaison to the 	60%	YES	N/A

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p style="text-align: center;">administrative team</p> <p>SLC Roles:</p> <ul style="list-style-type: none"> - Support of the facilitation of SSE & SMS meetings - Oversight and approval of SSE & SMS community partnerships - Conflict resolution support - Support of Dean and Lead Teacher in student discipline - Works with Lead Teacher for new teacher recruitment and SSE & SMS master schedule development - Represents interests of SSE & SMS at administrative meetings, including but not limited to focus in the following areas: curricular development, professional development, budget, school safety, plant management, and implementation of small learning community action plans <p>Qualifications:</p> <ul style="list-style-type: none"> - B.A. English from University of Arizona (2001) - M.A. Secondary Education from Loyola Marymount University (2003) - CLAD, Single Subject Teaching Credential in English (2003) - Tier 1 Administrative Credential (2005) 	40%		
<p>Mrs. Chibuzo Azinge-Walton</p> <p>AP Beyond the Bell/Intervention</p>	<p>Roles:</p> <ul style="list-style-type: none"> - Manage the implementation and evaluation of school intervention services including California High School Exit Exam intervention in English language arts and math, and general interventions in literacy development and math essentials development - Manage the implementation and evaluation of Beyond the Bell's Extended Learning Program, Required Learning Academy, and Supplemental Educational Services for No Child Left Behind - Coordinate the efforts of stakeholders in preparation for the Western Association of Schools and Colleges accreditation - Coordinate the efforts of stakeholders in cooperation with the School Assistance and Intervention Team - Evaluate those teachers on the principal-generated STULL Evaluation Assignment list - Prepare in collaboration with the APSCS for Summer School program - Guide the implementation of the Fine Arts, Multimedia and Entertainment Academy and serve as its liaison to the administrative team 	60%	YES	N/A

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>SLC Roles:</p> <ul style="list-style-type: none"> - Support of the facilitation of FAME meetings - Oversight and approval of FAME community partnerships - Conflict resolution support - Support of Dean and Lead Teacher in student discipline - Works with Lead Teacher for new teacher recruitment and FAME master schedule development - Represents interests of FAME at administrative meetings, including but not limited to focus in the following areas: curricular development, professional development, budget, school safety, plant management, and implementation of small learning community action plans <p>Qualifications:</p> <ul style="list-style-type: none"> - 5 years experience as Principal (1984- 2005) - 5 years experience as Assistant Principal (1982- Present) - 2 years experience as Literacy Coach (2000-2002) - 13 years experience as classroom teacher (1987-2000) - Cal State, Dominguez Hills - M.A. Education Admin (1996) - University of Nigeria-B.S. Bus. Admin (1982) 	40%		
1: A.L.L. Saints Academy for the Arts and Technology (ALLSAAT)				
<p>Rev. Stephen James Lead Teacher</p>	<p>Roles: Serve as liaison between individual SLC and administrative team, Small School Coordinating/ Design Team, shared service/ program coordinators/managers, and/or other individual SLC lead teachers.. Coordinates meetings, works collaboratively with ALLSAAT teachers and counselors; coordinates interventions and special events of ALLSAAT; Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and ALLSAAT options. Maintains contact with Partnership Stakeholders, especially parents and teachers; fosters continued focus on ALLSAAT agenda, purpose and objectives. Serve as subject matter expert, facilitate conflict resolution, coordinate and seek innovative instruction techniques and staff development presentations.</p> <p>Qualifications: B.A. in Music from The University of Puget Sound, Tacoma, WA (1980).; Minor in Sociology and Special Education (1980); M.A. in Ministry from Southern California School of Ministry, Los Angeles, Ca.</p>	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	(2003)Roles have included Teacher (22 years), Football Coach (4 years), Choral Music Director (14 years), Active in Entertainment industry: Recording Artist (2 CD's), Production Playwright (2 Shows), Recording/Sound Technician (20 years), Music Production Computer Technician (10 years); Pastoring (10 years), Author (2 books)			
Joanne Ballatro Counselor	<p>Roles: Program students for SLC, Counsels students academically and socially, Performs group counseling, Inputs information in matrix, Visits classrooms to monitors student behavior and academic progress, Holds parents/student/teacher conferences, Articulates with middle schools, Reviews cum Files, Interacts with other social agencies on behalf of students, Participates in students IEP meetings, Serves as member of crisis team, Performs other duties as assigned.</p> <p>Qualifications B.A., Psychology 1996-2001 CSULA. M.A., Pupil Personnel Services Azusa Pacific University 2001-2002. 1 yr. substitute teaching experience. 3.5 years as a counselor.</p>	100%	YES	N/A
2. Fine Arts Multimedia and Entertainment (FAME)				
Ms. Karla Edwards Lead teacher	<p>Roles:</p> <ul style="list-style-type: none"> - Coordinates communication between FAME personnel to facilitate standard based instruction in the areas of visual and performing arts as it relates to multimedia production. - Works collaboratively with FAME teachers, counselors, deans, clerical staff and administrators to facilitate students learning, instruction and enrollment of new students. - Directs the coordination of special events, activities and interventions of FAME; acts as liaison to Locke Sr. High School administration. - Point person who will spearhead the creation and maintenance of web site that will provide a comprehensive means of communication designed to serve the members of the Locke campus, parents, community partners and stakeholders. <p>Qualifications:</p> <ul style="list-style-type: none"> - B.A. in Communications, minor in Theater from Howard University, Wash., D.C. - Currently in LAUSD's District Intern Program, pursuing a clear credential in English Language Arts. Former Substitute Teacher for LAUSD (5 years); - Experienced Web site designer and Internet Marketer (8 years) with three web sites currently active, one, a passive income generating e- 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>commerce site; Voice Over Artist for DMX InFlight airline music programming, currently a regular, recurring character on a radio soap opera (5 years); Since 1988, Actress in professional Screen Actors Guild (SAG) and the American Federation of Television and Radio Artists (AFTRA) productions, as well six years as a Radio Personality in the nation's 2nd largest market, Los Angeles, CA. Former Representative for Announcers on AFTRA's Los Angeles Local Board of Directors (2 three year terms); Marketing/Booking/Administrative Asst. for the General Manager of the Harlem Globetrotters and Ice Capades (2 years); entrepreneur.</p>			
<p>Ms. Davenport Counselor</p>	<p>Roles:</p> <ul style="list-style-type: none"> - Program students for SLC, - Counsels students academically and socially, - Performs group counseling, - Inputs information in matrix, - Visits classrooms to monitors student behavior and academic progress, - Holds parents/student/teacher conferences, Articulates with middle schools, - Reviews cum Files, - Interacts with other social agencies on behalf of students, - Participates in students IEP meetings, Serves as member of crisis team, - Performs other duties as assigned. <p>Qualifications</p> <ul style="list-style-type: none"> - B.A. English Landston University, Langston, OK 1969 - M.A. English Kent State University, Kent, OH 1971 - P.P.C. Cal Lutheran College, Thousand Oaks, CA 1971 - 9 years experience as English teacher at Manual Arts High School, 1972-1981 - School Counselor, 1981-Present - Assistant to Administration in Counseling Office, 1986-Present 	100%	YES	N/A
3- School of Math and Science (SMS)				
<p>Vanessa M. Morris Co-Lead Teacher</p>	<p>Roles: Serve as liaison between individual SLC and administrative team, Small School Coordinating/ Design Team, shared service/ program coordinators/managers, and/or other individual SLC lead teachers. Coordinate efforts between and among SLC stakeholders including students, parents, community-based organizations/</p>	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>partners, teachers and administrators. Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders. Provide SLC with rigor in regard to SLC standards and rules. Recruit and Select Teachers. Articulate with feeder middle schools and Locke small schools. Schedule regular SLC team meetings. Monitor goals set forth in goals set forth in SLC plan. Monitor "danger list" per SLC plan. Recruit students for AP courses.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - B.S., Marine Biology, UCLA. (2000) - B.A., Environmental Science, UCLA. (2000) - Master of Education CLAD, UCLA. (2001) - National Board Certification, Biology (2005) - Science Department Chair (2002- present) 			
<p>Paul Kiledjian Co-Lead Teacher</p>	<p>Roles: Serve as liaison between individual SLC and administrative team, Small School Coordinating/ Design Team, shared service/ program coordinators/managers, and/or other individual SLC lead teachers. Coordinate efforts between and among SLC stakeholders including students, parents, community-based organizations/ partners, teachers and administrators. Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders. Provide SLC with rigor in regard to SLC standards and rules. Schedule regular SLC team meetings. Recruit and Select Teachers. Articulate with feeder middle schools and Locke small schools. Schedule regular SLC team meetings. Oversee of distribution of supplies. Oversee special education services. Create teacher accountability system. File curriculum plans. Oversee data tracking.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - B.A., Philosophy, UCLA. (2002) - Master of Education CLAD, UCLA. (2005) - CAHSEE Prep Teacher (2006) - Resource Specialist Teacher Special Education (2005-2006) 	<p>100%</p>	<p>YES</p>	<p>YES</p>
<p>Ms. Emily Sommer Counselor</p>	<p>Roles:</p> <ul style="list-style-type: none"> - Program students for SLC, - Counsels students academically and socially, - Performs group counseling, - Inputs information in matrix, - Visits classrooms to monitors student behavior 	<p>100%</p>	<p>YES</p>	<p>YES</p>

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>and academic progress,</p> <ul style="list-style-type: none"> - Holds parents/student/teacher conferences, Articulates with middle schools, - Reviews cum Files, - Interacts with other social agencies on behalf of students, - Participates in students IEP meetings, Serves as member of crisis team, - Performs other duties as assigned. <p>Qualifications:</p> <ul style="list-style-type: none"> - M.S. Counseling (School Option) and PS School Counseling Credential 2005 from Cal State University, Long Beach - B.A. Psychology, Minor Women's Studies 2002 from University of California, Santa Barbara - 1 year of professional school counselor at Locke High School - 1 year as paid counseling intern at the Intensive Learning Center Elementary School - 2 years as substitutes teacher in Santa Barbara and Orange Counties in K-12 schools - 1 year as District Support Provider for developmentally disabled individuals - 1 year as tutor in statistics in experimental methods for UCSB - 1 Summer as PSAT Math instructor for Education Unlimited 			
4: School of Business and Technology (SBT)				
<p>Mr. Stuart Rhoden Lead Teacher</p>	<p>Roles: Works directly with Assistant Principal who oversees Small School to; coordinate specific curriculum goals (i.e. Project Based Learning), develop academic support system, act as liaison between parents and teachers, set tone and direction for SLC, organize SLC team meetings, attend SSCT meetings, acts as liaison between lead administrator (Assistant Principal) and teachers, coordinate testing within SLC (i.e., CAHSEE, CST, PSAT). Serve as liaison between individual SLC and administrative team, Small School Coordinating/ Design Team, shared service/ program coordinators/managers, and/or other individual SLC lead teachers. Coordinate efforts between and among SLC stakeholders including students, parents, community-based organizations/ partners, teachers and administrators</p> <p>Qualifications: B.A. in Politics, minor in Philosophy from Occidental College. Teaching credential awarded from TeachLA program at University of California Los Angeles. Seven years teaching experience – three years in classroom, four years teaching community</p>	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	learning (service learning). Ten years non-profit experience working to promote children's issues and conducting lobbying and research on various social and political causes. Extensive political background as an assistant political consultant and party activist.			
Ms. Maria Johnson Counselor	<p>Roles: Program students; Counsels students academically and socially; group counseling; Visits classrooms to monitor students behavior and academic progress; Hold parents/student/teacher conferences; Articulates with middle schools; Review cumulative records; Interacts with social agencies on behalf of the student; Participates in IEP meetings, Member of crisis team, Work collaboratively with all teachers in SLC, coordinates special events (assemblies, etc.). Work as SBT coordinator creating career pathways within small schools; plan field trips to colleges and business and industry; oversee SBT Budget; attend conferences relating to careers in technology, business, and industry; attend LAUSD professional development; Collaborate with SBT teachers to integrate technology into the SLC; maintain working relationship with community college and business, provide job shadowing internship opportunities.</p> <p>Qualifications: MA Counseling LMU, BA Liberal Arts CSUDH, AA Business SMC, 15 years experience at Santa Monica College Managing Business Office, 5 years experience as counselor and coordinator.</p>	100%	YES	N/A
5. School of Global Studies (SGS)				
Ms. Elena Ramos <i>Lead Teacher/ Coordinator</i>	<p>Roles:</p> <ul style="list-style-type: none"> - Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; - acts as liaison to the school administration; maintains communication with parents and other stakeholders. - Provide SLC with rigor in regard to SLC standards and rules. - Recruit and Select Teachers. - Articulate with feeder middle schools and Locke small schools. Schedule regular SLC team meetings. - Serve as liaison between individual SLC and administrative team, Small School Coordinating/ Design Team, shared service/ program coordinators/managers, and/or other individual SLC lead teachers - Collect teacher input regarding SLC wide issues 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - Oversee implementation of uniform academic and behavioral expectations - Develop working relationship between parents and teachers - Oversee distribution of supplies/ resources - Develop an SLC master schedule/ matrix that assures every student access to a rigorous and relevant curriculum. - Explore, implement and maintain community partnerships for SLC. - Support cross-curricular instruction within SLC <p>Qualifications:</p> <ul style="list-style-type: none"> - B.A. Political Science and Psychology UCLA - M.Ed. in education UCLA - 3 years experience at Locke High School - School Site Council member 			
<p>Ms. Mesias Counselor</p>	<p>Roles:</p> <ul style="list-style-type: none"> - Program students for SLC, - Counsels students academically and socially, - Performs group counseling, - Inputs information in matrix, - Visits classrooms to monitors student behavior and academic progress, - Holds parents/student/teacher conferences, Articulates with middle schools, - Reviews cum Files, - Interacts with other social agencies on behalf of students, - Participates in students IEP meetings, Serves as member of crisis team, - Performs other duties as assigned. <p>Qualification:</p> <ul style="list-style-type: none"> - B.A. English as a Second Language from University of Chile, 1977 - M.A. Counseling from Loyola Marymount, 2000 - Pupil Personnel Credential from Loyola Marymount, 2000 - 10 years experience as ESL teacher in Chile - 6 years experience at a counselor in LAUSD 	100%	YES	N/A
6. School of Social Empowerment (SSE)				
<p>Mr. Joshua Hartford SSE Lead Teacher</p>	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders.</p>	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>Provide SLC with rigor in regard to SLC standards and rules. Recruit and Select Teachers. Articulate with feeder middle schools and Locke small schools. Schedule regular SLC team meetings. Collect and evaluate data regarding goals for improvement in graduation/ pass rates. Oversee the guidance class program. Explore, implement and maintain community partnerships for SLC. Support cross-curricular instruction within SLC</p> <p>Qualifications: Brown University - B.S. Biochemistry, Loyola Marymount University, CLAD</p>			
<p>Ms. Regina Risi: SSE Counselor</p>	<p>Roles: Program students for SLC, Counsels students academically and socially, Performs group counseling, Inputs information in matrix, Visits classrooms to monitors student behavior and academic progress, Holds parents/student/teacher conferences, Articulates with middle schools, Reviews cum Files, Interacts with other social agencies on behalf of students, Participates in students IEP meetings, Serves as member of crisis team, Performs other duties as assigned.</p> <p>Qualifications: CSUDH - M.A., Secondary Education PPS School Counseling Credential, California Polytechnic State University San Luis Obispo - B.A., English Single Subject CA Clear Credential</p>	<p>100%</p>	<p>YES</p>	<p>N/A</p>
<p>7. Technology and Professional Careers Academy (TAPCA)</p>				
<p>Ms. Talley Lead-Teacher</p>	<p>Roles:</p> <ul style="list-style-type: none"> - Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinales interventions and any special events of the SLC; - Supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders. - Provide SLC with rigor in regard to SLC standards and rules. Recruit and Select Teachers. - Articulate with feeder middle schools and Locke small schools. - Schedule regular SLC team meetings. - Organize intervention services - Oversee English Language Learners' programming/ instruction - Coordinate Special Education services <p>Qualifications:</p> <ul style="list-style-type: none"> -Received her B.A. with a major in Social Science and a double minor in African American Studies and Chicano Studies from CSU 	<p>100%</p>	<p>YES</p>	<p>YES</p>

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	Dominguez Hills. -Masters degree in counseling and guidance and a single subject teaching credential			
Mr. Bommarito Assistant-Coordinator	Roles: <ul style="list-style-type: none"> - Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; maintains communication with parents and other stakeholders. - Monitors the attendance for the SLC. - Provide SLC teachers with technology support, and assist in implementation of integration of Technology into the Curriculum. - Provide lesson plans that stress college going culture to Core teachers. - Implement College board programs. Qualifications: <ul style="list-style-type: none"> - PPS credential and Masters in Counseling from Azusa Pacific. - BA from Cal State University of LA in Psychology - 1 year teaching experience - 4 years counseling experience - Special Education Coordinator for 2 years 	100%	YES	YES

VIII. Professional Development

To ensure that the broader implementation plan towards smaller learning communities occurs efficiently, the school engages its staff in ongoing professional development. The school's plan includes a strong commitment to professional development that stresses personalization and achievement for students. The chart below provides specifics on sustained and intensive professional development for teachers, administrators and other stakeholders that will prepare them to transform and expand the campus into an SLC campus by focusing on teaching in and managing SLC programs, as well as continuously recruiting community support for sustainability.

In addition to the school level professional development outlined below, school staff participate in SLC professional development provided by the district, which focuses on these seven attributes adopted by LAUSD for successful implementation of small school learning communities: (1) Unifying Vision/Identity; (2) Rigorous Standards-Based Curriculum, Instruction and Assessment; (3) Equity and Access; (4) Personalization; (5) Accountability and Distributed Leadership; (6) Collaboration; (7) Professional Development . Please see the main narrative for the district's professional development program.

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
1. To advance understanding of teachers, administrators, and other stakeholders of effective research-based instructional strategies for improving student achievement (particularly those below grade level).				
<ul style="list-style-type: none"> ▪ Provide Instructional Professional Development in the following areas: <ul style="list-style-type: none"> ▪ State Content Standards in Mathematics, Science, Social Studies, English Language Arts lesson design ▪ Various Instructional Strategies, Pedagogies, Techniques that assist all teachers with applying reading and writing across the curriculum, including the University of California, Los Angeles Writing Project program 	All teachers	<ul style="list-style-type: none"> ▪ On-going ▪ Monthly w/ assistance from University of California, Los Angeles Center X Literacy Coaches 	September – May 2006/2007	<ul style="list-style-type: none"> • Create common standards-based units to be filed in content area curriculum binders ▪ Learn to implement appropriate strategies during classroom instruction to enable all students including students with special needs and English language learners access to rigorous curriculum ▪ Effectively implement standards-based instruction
<ul style="list-style-type: none"> ▪ Provide training and collaborative time for construction of common benchmark assessments and evaluation of assessments to further plan and modify instruction 	All teachers	<ul style="list-style-type: none"> ▪ On-going ▪ Monthly w/ assistance from University of California, Los Angeles Center X Literacy Coaches 	September – May 2006/2007	Evaluate students' progress toward mastery by effectively evaluating State-standards-aligned common assessments Modify instructional planning according to student need indicated by assessment outcomes

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
<ul style="list-style-type: none"> ▪ Provide data driven decision-making training 	Administrators and Teachers	<ul style="list-style-type: none"> ▪ 3 Hours - Semesterly 	September/ October 2006 February/ March 2007 On-going	Make targeted Instructional decisions based on student achievement data
<ul style="list-style-type: none"> ▪ Provide training in classroom management 	New and Struggling Teachers	<ul style="list-style-type: none"> ▪ 2 Hours ▪ Monthly (New Teachers' Mtgs) 	September 2006- June 2007	Learn to better manage the classroom. Better classroom management will result in the following long-term outcomes: <ul style="list-style-type: none"> ▪ Fewer student referrals for minor classroom behavioral incidents ▪ More classroom time dedicated to rigorous and relevant instruction
<ul style="list-style-type: none"> ▪ Provide training in instruction for English language learners, including the use of SDAIE strategies ▪ Provide training in English language learner redesignation process ▪ High Point Training 	All Teachers (SDAIE) (as individual SLC cohorts) & ESL Teachers (High Point)	<ul style="list-style-type: none"> ▪ 2-3 Hours ▪ One Banked Tuesday monthly (SDAIE) ▪ 1 Day ▪ Semesterly (High Point Training and Portfolio Follow-up) w/ district assistance 	September 2006- June 2007 September/ October 2006 February/ March 2007 On-going	Be better versed in SDAIE instructional methods to meet the needs of English language learners, which in turn will result in the following student outcomes: <ul style="list-style-type: none"> ▪ Complete implementation of High Point program and portfolio assessment tool ▪ Higher transition rate from English Language Development program to proficient performance in sheltered and general English language arts classrooms and proficient or advanced achievement on California Standardized Testing in English language arts ▪ Higher passage rate of ELL students on CA High School Exit Exam

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
<ul style="list-style-type: none"> ▪ Provide training for all teachers in instruction for students with special needs in the least restrictive environment (LRE) ▪ Welligent (Individual Education Plan) IEP Training ▪ Woodcock Johnson Training 	<ul style="list-style-type: none"> ▪ All teachers (LRE) ▪ Administrators and Special Ed. Teachers (Welligent) ▪ Special Ed. Teachers (Woodcock) 	<ul style="list-style-type: none"> ▪ 2-3 Hours ▪ One Banked Tuesday monthly (LRE) ▪ 1 Day ▪ Yearly & as needed (Welligent) w/ district assistance ▪ 1 Day ▪ Yearly & as needed (Woodcock) 	<p>September 2006- June 2007</p> <p>August/ September 2006</p> <p>August/ September 2006</p>	<p>Learn effective methods to work with special needs students.</p> <p>Implementation of these effective methods will result in the following student outcomes:</p> <ul style="list-style-type: none"> ▪ Compliant IEPs for all special education students ▪ Accurate assessment and placement of students with special needs in accordance with IEPs ▪ Higher percentage of special education students with proficient performance in core content area classes and proficient achievement on California Standardized Testing in core content areas.
<ul style="list-style-type: none"> ▪ AVID elective teacher training ▪ AVID methodologies in the English language art, science, math, social science, and ESL classrooms 	Teachers (representing each SLC)	<ul style="list-style-type: none"> ▪ 1 Week ▪ 6 Hrs/ day 	<ul style="list-style-type: none"> ▪ August 2006 ▪ On-going each summer 	<p>Learn strategies to further develop school-wide college-going culture evidenced by higher graduation rate and percentage of graduate acceptance into four-year universities.</p> <p>Master specific instructional techniques to impact student proficiency in core content area classes and achievement on California Standardized Testing in core content areas.</p>
<p>Training in English Language Arts and Math intervention:</p> <ul style="list-style-type: none"> ▪ Language1 ▪ Vantage Learning ▪ Read 180 ▪ I Can Learn (Math Computer-assisted intervention) 	English Language Arts & Math Teachers	<ul style="list-style-type: none"> ▪ 1 -2 Days ▪ 6 Hrs/ day ▪ Semesterly 	August 2006 – September 2006	<p>Master strategies of subject-specific interventions in order to improve the following student outcomes:</p> <ul style="list-style-type: none"> ▪ Higher passage rate in CA High School Exit Exam ▪ Higher percentage of

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 Cohort 6 Smaller Learning Communities
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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
				<p>students with proficient performance in math and English language arts classes and proficient achievement on California Standardized Testing in math and English language arts.</p> <ul style="list-style-type: none"> ▪ Higher percentage of students with proficient performance in core content area classes and proficient achievement on California Standardized Testing in core content areas.
<p>Advanced Placement Training in English Language and Literature, World History, US History, Government, Economics, Calculus, Physics, Chemistry, Biology, Spanish Language and Literature, & Computer Science</p>	<p>Teachers Interested in teaching Advanced Placement classes</p>	<p>Varied:</p> <ul style="list-style-type: none"> ▪ 1 -3 Days ▪ 6 Hrs/ day 	<p>Beginning July 2006 & On-going</p>	<p>Learn specific instructional strategies to improve percentage of students passing Advanced Placement exams, scoring 3 or higher.</p>
<ul style="list-style-type: none"> ▪ College Summit Training ▪ College Board PSAT Training ▪ University of California/ California State University College Counseling Workshops 	<p>Interested Teachers/ Counselors</p>	<ul style="list-style-type: none"> ▪ 1 Day ▪ Yearly 	<p>August 2006 (CS) October 2006 (PSAT) October-November 2006 (Counseling Workshops)</p>	<p>Learn strategies to effectively create college-going culture in classrooms as evidenced by higher graduation rate and percentage of acceptance into four-year universities.</p>
<ul style="list-style-type: none"> • English language Arts, Math, Science, and Social Science Professional Organization Conferences 	<p>Interested Core-Content Area Teachers</p>	<p>Yearly</p>	<p>Varied</p>	<p>Share best practices</p> <p>Expand professional network for core content area teachers</p> <p>Increase percentage of students with proficient performance in core content area classes and proficient achievement on California Standardized Testing in core content areas.</p>

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
2.To provide teachers, administrators, other stakeholders with knowledge and skills they need to participate effectively in the development, expansion or implementation of a SLC.				
California Science Teacher Association (CSTA) Conference Furthering science practices; networking with science teachers from other schools	School of Math and Science	1 week/year	November 06	Remain abreast of best practices in science to improve classroom learning. Develop a professional network
California Mathematics Council Conference Furthering math practices; networking with math teachers from other schools	School of Math and Science faculty	1 week/year	Spring 07	Remain abreast of best practices in mathematics to improve classroom learning. Develop a professional network
Advancement Via Individual Determination (AVID) Conference	School of Math and Science faculty	1 week/year	Summer 06	Learn to implement effective reading, writing, and collaborative strategies in all subject areas
Culturally Sensitive Curriculum	School of Global Studies Technological and Professional Careers Academy Core teachers (as individual cohorts)	1-2 days	August-December 2006	Better understand the needs of our diverse community and to assist our staff in implementing the vision of the School of Global Studies.
Teaching Methods for differentiating instruction and student organization	School of Global Studies Parents, Students, Faculty	4 Hours/ Semester (Banked Days)	August 2006	Facilitate access to curriculum for all students. Increase student engagement and interest.
College and Career Counseling and Planning (w/ Fulfillment Fund of LA)	School of Social Empowerment Faculty	2 Hours Monthly	August 2006 – June 2007 & on-going	Attain proficiency in providing accurate college and career information and guidance
Uniform Literacy Strategies (Collaborative Planning)	School of Social Empowerment School of Global Studies School of Math and Science, Technological and Professional Careers Academy Faculties (as individual cohorts)	2 Hours 5 times yearly	August 2006 & quarterly through 2006-2007 academic year	Learn effective instructional strategies to: Increase passing rates for CA High School Exit Exam & Improve California Standardized Testing scores in all content areas

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
<p>Effective Classroom Management Strategies (Collaborative Planning)</p> <p>A comprehensive uniform and progressive discipline policy which results in a positive learning environment</p>	School of Social Empowerment Faculty, Students and Parents	4 Hours 2 times yearly	August 2006 February 2007	<p>Faculty learn strategies to enhance a positive learning environment</p> <p>Students and parents become informed of discipline policies</p>
<p>Development of social responsibility and empowerment curriculum mapping (Collaborative Planning)</p> <p>A grade 9-12 plan for addressing social responsibility and empowerment themes and projects including community service learning through core and elective courses</p>	School of Social Empowerment Faculty, Students and Parents	3 Hours Monthly	September 2006- June 2007	Teachers develop cross-curricular projects to promote social responsibility.
National Service Learning Conference	School of Business & Technology Teachers	4 days/year	Spring 2006	To learn how to implement service learning in academic (core content) curriculum.
Project Based Learning	School of Business & Technology Faculty	On-going (Banked Days)	Beginning August 2006	<p>Learn strategies to enhance student engagement in curriculum.</p> <p>Increase student interest and use of technology.</p>
Tolerance/Character Development	School of Business & Technology Faculty	On-going	Beginning August 2006	Create better dialogue between colleagues. Increase job satisfaction among SBT teachers.
Technology Integration	School of Business & Technology Faculty, School of Global Studies (As individual cohorts)	On-going (Banked Days)	Beginning August 2006	Increase testing performance, improve literacy, and empower students with technological skills. Ties into Project Based learning.
<p>Video Production</p> <p>www.kidsvid.altec.org</p>	Alain Leroy Locke Saints' Academy for the Arts and Technology/ Fine Arts, Multimedia and Education Academy	1-2 Hours Weekly for three weeks	August/ September 2006	Learn to integrate video production into classroom instruction to enhance student engagement and learning
<p>Self-Paced Web-based Professional Development Training</p> <p>www.ncrel.org</p>	Alain Leroy Locke Saints' Academy for the Arts and Technology/ Fine Arts, Multimedia and Education Academy	1-2 Hours Orientation/ Frequency at Teacher Preference	On-going September 2006- June 2007	Improve skill level in technology to enhance student engagement and learning

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Technology integration and software training www.eduscapes.com www.hprtec.com www.4teachers.org www.gwizdom.com www.inspiration.com www.taskstream.com	Alain Leroy Locke Saints' Academy for the Arts and Technology/ Fine Arts, Multimedia and Education Academy teachers	1-2 Hour Software Orientation (per program/site) followed by collaborative planning time to implement new strategies in curricular development	On-going September 2006- June 2007	Gain time-saving strategies for curriculum development and support to address diverse needs of students including engaging student activities. Develop professional network for best practice/ strategy sharing
Apple -- iLife/ Windows Moviemaker/ Adobe Photoshop software training	Alain Leroy Locke Saints' Academy for the Arts and Technology/ Fine Arts, Multimedia and Education Academy teachers	1 Day training orientation followed by collaborative planning time	August 2006 On-going through June 2007	Contribute content to a school website on an on-going basis
Addressing Students with Learning Disabilities	Technological and Professional Careers Academy Core teachers	1 day (3-4 hours)	January 2007	Increase achievement among students with Learning Disabilities. Increase teacher sensitivity towards students with Learning Disabilities as a means of furthering personalization.
College board training My road, sat prep and scholarship search	Technological and Professional Careers Academy Core teachers	1hour three times	Sept, Jan, May 2006- 2007	Learn strategies to better guide students on the path to college.
Cross Curricular Collaboration	Alain Leroy Locke Saints' Academy for the Arts and Technology/ Fine Arts, Multimedia and Education Academy, School of Social Empowerment, (As individual cohorts)	1 day	August/September 2006	Establish more cohesive thematic curriculum across content areas. Greater student interest in curriculum.
Small School Leadership	Alain Leroy Locke Saints' Academy for the Arts and Technology/ Fine Arts, Multimedia and Education Academy	1 day	August/September 2006	Develop better systems for small school organization and accountability. Learn to better personalize the learning experience for students.

IX. Leveraged Funds

Locke High School is committed to ensuring that its SLCs are able to benefit from existing funding as part of its strategic plan to increase student achievement in secondary education. Leveraging central office and community support for this purpose is critical. The chart below demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs at the school. These grants pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Leveraged Federal, State, and Local Public Funds:			
Beyond the Bell Program California High School Exit Exam Intensive Instruction/ Extended Learning Program	(b)(4)	Supplemental support services and materials for students significantly below grade level in reading and math Supplemental support services and materials for students who did not pass either/ both the English language arts and math sections of the California High School Exit Exam	On-going
Carl D. Perkins Career Tech Education Program	\$157,500	Provides coordinator/ counselor for career pathway course offerings and enrichment opportunities specifically in computer science & repair, digital imaging & design, culinary arts, photography, fashion design & merchandising, and filmmaking Provides technical equipment to support the implementation of career pathway courses Supports at-risk students by providing vocational education opportunities	On-going
High Priority School Grant Underperforming Schools Program	(b)(4)	School restructuring and SLC design implementation, including professional development. Supplemental curricular, technology support, and teacher professional development for literacy and math support programs, including Vantage Learning.	2005-2006

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
		Additional field trips supporting curricular goals of SLC's	
Regional Occupational Programs	(b)(4)	Provide teachers for vocational education courses.	On-going
Rodriguez Consent Decree	(b)(4)	Provides professional development, including release time and coverage, for teachers in their first and/or second year of teaching Provides a New Teacher Support Provider to support and establish mentors for new teachers (30% of our faculty)	On-going
School Assistance and Intervention Team (SAIT)	(b)(4)	Provides pay for teacher curriculum development collaboration in August Provides three instructional coaches to support literacy and intervention goals of school action plan: Math/ Algebra Coach, Literacy Coach/ SDAIE Coach Provides training for SLC content area teachers and AVID elective teachers in each of the SLC's. Supports implementation of the Scholastic Read 180 Reading Intervention Program, including the purchase of computer stations for designated classrooms.	August 2006 – June 2007
SB 813	(b)(4)	Provides extra time for SLC counselors to meet with 10 th grade students and parents to develop graduation/ college pathways	On-going
Title III	(b)(4)	Provides tutoring of English language learners Development of a language laboratory with software supporting language acquisition	On-going

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Tobacco Use Prevention Education (TUPE)	(b)(4)	Promotion of drug-free campus	September 2006 – On-going
LAUSD Instructional Materials Account		Provides supplemental instructional materials and supplies for teachers	On-going
Title I Program Improvement/ Science Equipment/ Extended School Day/ Parent Involvement/		Provides supplemental support services and materials for students significantly below grade level in reading and math	On-going
		Provides educational aids to support the roles of classroom teachers	
		Provides a pupil services and attendance counselor to intervene with regularly truant students and their families	
School and Library Improvement	Provides supplemental resources for teachers to support student achievement	On-going	
	Provides additional pay for the development of after-school tutoring opportunities for students		
PHBAO Class Size Reduction	Provides science materials and equipment	On-going	
	Funds the parent center, and efforts to further involve parents and community representatives in the development of SLC's and school-wide decision-making.		
		Continued development of the library/ multimedia center, including computer & printing stations for student use, and LCD projector/ retractable screen/ televisions for student and faculty presentations	On-going
		Provides additional teachers to reduce class size in 9 th and 10 th grade core content area classrooms.	On-going

X. Timeline and Milestones

In order to complete implementation of wall-to-wall SLCs at Locke High School on-time and on-budget, a specific implementation plan has been developed. The school has initiated seven new SLCs to add to one expanding SLC. Complete transformation of the school to wall-to-wall SLCs will be completed by the 2010-2011 academic school year, when all SLCs will be institutionalized and operating at full enrollment. Because this is a conversion plan that builds upon the transformation of successful existing academies as well as the creation of new SLCs, each year will witness the addition of new students to each SLC.

Smaller Learning Community Name	Traditional or Track(s) Served (A, B, and/or C)	Timeline Expected Start/Expansion Date
EXPANDING SLCs (With Funds from this Grant)		
1. Alain Leroy Locke Saints' Academy for the Arts and Technology (ALLSAAT)	Traditional	Start date: 2004-05 Expansion 2007-2008 School Year
4. School of Business and Technology (SBT)	Traditional	Start date: 2004-05 Expansion 2007-2008 School Year
5. School of Global Studies (SGS)	Traditional	Start date: 2005-06 Expansion 2007-2008 School Year
6. School of Social Empowerment (SSE)	Traditional	Start date: 2004-05 Expansion 2007-2008 School Year
7. Technological and Professional Careers Academy (TAPCA)	Traditional	Start date: 2004-05 Expansion 2007-2008 School Year
NEW SLCs (With Funds from this Grant)		
2. Fine Arts, Multimedia, and Entertainment Academy (FAME)	Traditional	2006-2007 School Year
3. School of Math and Science (SMS)	Traditional	2006-2007 School Year

Locke is also developing overall detailed timelines and milestones for its SLC implementation, a fluid plan that is flexible enough to meet upcoming challenges. The professional development discussion and chart provided earlier in this school SLC plan and the timelines for recruiting community partners are elements of that larger set of timelines.

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 325 E. 111th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9389 SLC Contact Person:

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
CHAN SOLED, AP	AP - SSE ASSISTANT PRINCIPAL SLC IMPLEMENTATION	
E. ENRIQUEZ-SALAZAR	AP - SGS ASSISTANT PRINCIPAL SEC. COUNS. SERVICES	
ADRIAN MAGEE, AP	AP - FAME ASSISTANT PRINCIPAL, SAFETY	
Otis H. YETTE, AP	A.P. SBT Asst Principal Sec Stud Svc	
Robert Remman	A.P. JMS 9th Grade Coach	
Frank Wells	Principal, TAPSA	
CHIBIZO AZINGE-WALTON, AP	AP - MISAAT ASSISTANT PRINCIPAL - INTERVENTIONS	
Marilyn Cooper	Office Tech.	
Kenneth Atkins	Senior Office Tech.	
Jade Jennings	PSA Counselor	
Alexandra	Office Tech / Mail Office	
Oralia Luna	PSA Attendance Office	
CYNTHIA SIMMONS	OFFICE TECHNICIAN	
MARLENA WILSON	OFFICE TECHNICIAN	
VERONICA NAVAR	School Admin. Asst.	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 325 E. 111th
 City, State, Zip Code: Los Angeles CA 90061
 Phone: (323) 757-9381 SLC Contact Person: Chad Saleo

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Rafael Conca	custodians	Rafael Conca
Jackie Tasha	custodians	Jackie Tasha
James Jackson	Custodian	James Jackson
Jackie West	custodian	Jackie West
Wilfredo Bunic	maintaining a clean environment	Wilfredo Bunic
Kenneth Robertson	custodians	Kenneth Robertson
Eurica Baker	Asst Room H.H.	Eurica Baker
Michael Williams	PM H.H.	Michael Williams
Jim Wyle	Custodian	Jim Wyle
Mela Cole	DCG worker	Mela Cole
Mustafa Nazam	DCG Worker	Mustafa Nazam
MARLENA COMSTOCK	Cafeteria Manager II	Marlena Comstock
Margaret J. Sims	CWI	Margaret J. Sims
Kusha Harris	cafeteria helper	Kusha Harris
Wanda Frank	CW II	Wanda Frank

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 325 E. 111th Street
 City, State, Zip Code: Los Angeles CA 90504
 Phone: (323) 757-9341 SLC Contact Person:

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Sharon Dudley	Campus Aide	<i>Sharon Dudley</i>
Rosemary Quinlan	" "	<i>Rosemary Quinlan</i>
Leonard Thomas	Campus Security	<i>Leonard Thomas</i>
Michael Lamb	Campus Security	<i>Michael Lamb</i>
ROBERT ALBERT	SCHOOL SAFETY OFFICER	<i>Robert Albert</i>
DINAH Goodlett	TEXTBOOK Clerk	<i>Dinah Goodlett</i>
<i>Theremis</i>	<i>Campus Security</i>	<i>Theremis</i>
Theremis Hald	Campus Aide	<i>Theremis Hald</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 325 E. 111th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9381 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
J.P. ANDREWS	Dept Chair	J.P. Andrews
Nathaniel Pickering	AVID Coordinator	Nathaniel Pickering
CHAIT	Dept Chair	Chait
Joshua Smith	Counselor	Joshua Smith
JO-ANNE C. BALONE	Counselor	Jo-Anne Balone
Emily Sommer	Counselor	Emily Sommer
Dore Danenjoy	Counselor	Dore Danenjoy
Marc Bonmarito	Counselor	Marc Bonmarito
Regina Pisi	Counselor	Regina Pisi
J.D. PERSON	Counselor	J.D. Person
M. Johnson	Counselor	M. Johnson
V. MESTAS	Counselor	V. Mestas
K. Ledet	Teacher	K. Ledet
N. SENATOR	P.E./Coach	N. Senator
Amed Clinton	Social Studies	Amed Clinton
Lisa Ramirez	Computer Science	Lisa Ramirez

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 325 E 111th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9381 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Anna Thomas Teacher	ALLSALT Teacher	
Elijah Woodson	Teacher	
Karla A. Edward	English Teacher (9410)	
Z. Wiley	History	
REGINA OKAZAKI	SDC/SCIENCE	
Tommy Lee Adams	English Teacher	
Karen Wickhorst	ALLSALT Teacher	
Megan McCord	TAPCA	
Ida Talley	TAPCA	
Eric Hawkins	TAPCA	
Karen Brown	ALLSALT	
Jessica Tang	ESL Teacher (SGTS)	
Rachelle Snyder	Shared	
Richard Robinson	SDC Teacher S/G/S	
Anjona Palmas	Math Teacher (SGS)	
Trinisha Williams	SGS English Teacher	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 325 E. 411th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9381 SLIC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLIC	Signature
VANESSA MORRIS, Teacher	9 th grade house / Co-coordinator of School of Math + Science	<i>[Signature]</i>
Susan Stanina, teacher	member of TAPCA	<i>[Signature]</i>
Alvin Gray's	member of School of Global Studies, Behin Group	<i>[Signature]</i>
James Nattalin	SGS member/possible coord	<i>[Signature]</i>
JINSUC Choi	member of JMS	<i>[Signature]</i>
Andrew Otedhwa	Teacher in SSE	<i>[Signature]</i>
Donatus Muoneke	Member of TAPCA	<i>[Signature]</i>
Norris STARKLEY	member - ALLSANT	<i>[Signature]</i>
Mike Smith	Coordinator & teacher of ALLSANT	<i>[Signature]</i>
Al Shaheen	Teacher in SBT	<i>[Signature]</i>
J. ORZCO	Teacher / SGS	<i>[Signature]</i>
M. Goldenberg	Shared in all small schools	<i>[Signature]</i>
H. Hamalian	9 th grade house	<i>[Signature]</i>
D. Stein	9 th grade house	<i>[Signature]</i>
Chi Nguyen, teacher	SSE teacher	<i>[Signature]</i>
H. Feldstiel, teacher	SSE teacher	<i>[Signature]</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Locke High School
 School Address: 325 E 111th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9384 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Johnny Smiley, Teacher	Computer Teacher	Johnny Smiley
Adam Hoffer, Teacher	Computer Teacher	Adam Hoffer
PAULINE BURNS, ^{TEACHER}	Computer Teacher	Pauline Burns
Ailey Kato, teacher	English Teacher	Ailey Kato
MICHAEL CUMMINGS, ^{TEACHER}	Social Studies Teacher	Michael Cummings
Protus Tani form	Social Studies	Protus Tani form
Veronica Bracamontes	Spanish Teacher	Veronica Bracamontes
Eric Avoul	English Teacher	Eric Avoul
C.S. STROUD	Culinary Art	C.S. Stroud
B.W. Smith	English teacher (& chair)	B.W. Smith
M. Hartman	U.S. History SBT	M. Hartman
J. MANDER	Counselor	J. Mander
J. Carter	Algebra (SPC)	J. Carter
Genevieve Thomas	Geometry (SOC)	Genevieve Thomas
Harmony Valler	English SBT	Harmony Valler
S. Lima	English II SBT	S. Lima

COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM

School Name: Locke High School
 School Address: 325 E. 111th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9381 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Cory Baker	SDC Teacher	
Michael Wulf	TAPCA Teacher	
Jason Beattie	SBT	
Armando G. Brev	SNT	
Erika Rodriguez	RSP - shared.	
Paul Kiledjian	SBT shared	
Sue Roman	Shared	
Joshua Hartford	SSE Coordinator / Teacher	
Phillip Gedeon	SSE Teacher	
Martha Mata	SSE Teacher	
Malcolm Cortez	Testing Coordinator	
FRANCIS EZEKIEL	SBT / SNT	
Corwin Wine	TAPCA & SBT	
Lisa Lyons	SGS	
Zeus Cobias	Math Teacher / Math Dept. Chair	
Freda Fitts	Special Ed (CBT)	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 325 E. 111th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9381 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Kolctrey Johnson	FRENCH TEACHER	
Dollar-Wright, Donte	ENGLISH TEACHER	
Rifkin, Taylor	English Teacher	
SAMPSON, LEWIS	ENGLISH TEACHER	
JAMES, STEPHEN	MUSIC TEACHER	
Holmes LORINDA	DRUG Teacher English Teach	
CALVIN DAVIS	WRESTLING TEACHER	
PORTIA STROUD	Visual Art Teacher	
Van Flinterfeld	English teacher	
Sandra Gillett	English teacher	
Mitra Patterson	English Teacher	
Manuel Hernandez	Math Teacher	
Godfrey Ebohor	Math Teacher	
Fredrick Adolph	Social Studies	
Ms. K. Shaw	English 10th & 11th grade	
Kenneth Swallow	History	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 305 E. 111th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9381 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Bred Williams	Math teacher	<i>[Signature]</i>
Marika Kull	Math teacher	<i>[Signature]</i>
Malcolm Brown	Math teacher	<i>[Signature]</i>
Benjamin L. Gunter	English Teacher	<i>[Signature]</i>
Jason R. Warden	9th Grade Dean/Health teacher	<i>[Signature]</i>
Milbe Brown	Health Teacher	<i>[Signature]</i>
Linda Mendez	Health Teacher	<i>[Signature]</i>
Michael Jackson	Teacher Lip Skill	<i>[Signature]</i>
Mathew Arredondo	Social Studies Teacher	<i>[Signature]</i>
Roberta Mendez	Math Teacher	<i>[Signature]</i>
David Kitani	English Teacher	<i>[Signature]</i>
Vanessa Herrera	Social Studies teacher	<i>[Signature]</i>
Deborah Farinet	English Teacher	<i>[Signature]</i>
Keth Jimenez	Math Teacher	<i>[Signature]</i>
Cynthia Williams	Work Exp Coordinator ^{Teacher}	<i>[Signature]</i>
Clara Acosta	Spanish Teacher	<i>[Signature]</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 325 E. 111th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9381 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Al Maciel	Social Studies Ninth Grade Academy Coordinator	
Joshua Beaman	Teacher - English, Arts	
Zulema Velasquez	Teacher	
Kwanda Bowth	Teacher - ESL	
Fernando Acila	Teacher - math	
MR. ACILIA	Art Dept Chair	
Mr. Crawford	PE teacher	
Remaldo Caceres	Foreign Language	
David Williams	Physical Education	
Morris Phillips	Physical Education	
Karen Hines	PE	
T. Williams	ESL	
Leticia	ESL	
Elonora Wilson	English	
Dwayne Tatroff	Physical Ed.	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Locke High School
 School Address: 325 E. 111th Street
 City, State, Zip Code: Los Angeles, CA 90061
 Phone: (323) 757-9341 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Elena Ramos-teacher	SLC coordinator - Coordinator	<i>[Signature]</i>
STAN TROSEN	SLC COORDINATOR	<i>[Signature]</i>
Barbara Jensen	History + AP History teacher	<i>[Signature]</i>
Juan Pommer	Teacher	<i>[Signature]</i>
Cl Morony	Teacher	<i>[Signature]</i>
Jessica Miller	teacher	<i>[Signature]</i>
Bill Carvajal	Teacher	<i>[Signature]</i>
TAMARA KERMAR	Teacher	<i>[Signature]</i>
Deep Ahlawat	Teacher	<i>[Signature]</i>
Julien Hardy	Teacher	<i>[Signature]</i>
Nicole Orlando	teacher	<i>[Signature]</i>
Elissa Calas	Teacher	<i>[Signature]</i>
Jo Nell Rice	Bridge Coordinator	<i>[Signature]</i>
Stephen Minix	Teacher Community liaison	<i>[Signature]</i>
Stephanie Gootman	RSP teacher	<i>[Signature]</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: <u>Locke High School</u>			
School Address: <u>325 E. 111th Street</u>			
City, State, Zip Code: <u>Los Angeles, CA 90061</u>			
Phone: <u>(323) 757-9391</u>	SLC Contact Person: <u>Chad Soled</u>		
COMMUNITY STAKEHOLDER SIGNATURES			
We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.			
Printed Name and Affiliation	Signature	Printed Name and Affiliation	Signature

(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Locke High School		
School Address:	325 E. 111 th Street		
City, State, Zip Code:	Los Angeles, CA 90504		
Phone:	823 1757-9381	SLC Contact Person:	Chad Soleo

COMMUNITY STAKEHOLDER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Affiliation	Signature	Printed Name and Affiliation	Signature
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(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Locke High School		
School Address:	325 E. 111th Street		
City, State, Zip Code:	Los Angeles, CA 90061		
Phone:	(323) 757-9389	SLC Contact Person:	

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus. *Nosotros, los que firmamos, apoyamos las pequeñas escuelas de Locke y vamos a participar en la preparación e implementación de pequeñas escuelas en Locke.*

Printed Name	Signature	Printed Name	Signature
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(b)(6)



**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Locke High School	
School Address:	325 E. 111th Street	
City, State, Zip Code:	Los Angeles, CA 90061	
Phone:	323 757-9381	SLC Contact Person: Chad Sulez

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: <u>Locke High School</u>	
School Address: <u>325 E. 111th Street</u>	
City, State, Zip Code: <u>Los Angeles, CA 90061</u>	
Phone: <u>(323) 757-9381</u>	SLC Contact Person:
PARENT SIGNATURES	
We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.	

Printed Name	Signature	Printed Name	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: <u>Locke High School</u>	
School Address: <u>325 E. 111th Street</u>	
City, State, Zip Code: <u>Los Angeles, CA 90061</u>	
Phone: <u>(323) 757-9341</u>	SLC Contact Person:

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Locke High School		
School Address:	325 E. 111th Street		
City, State, Zip Code:	Los Angeles, CA 90061		
Phone:	323 1757-9381	SLC Contact Person:	

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Locke High School
School Address:	325 E. 111th Street
City, State, Zip Code:	Los Angeles, CA 90061
Phone:	(323) 757-9381
SLC Contact Person:	

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

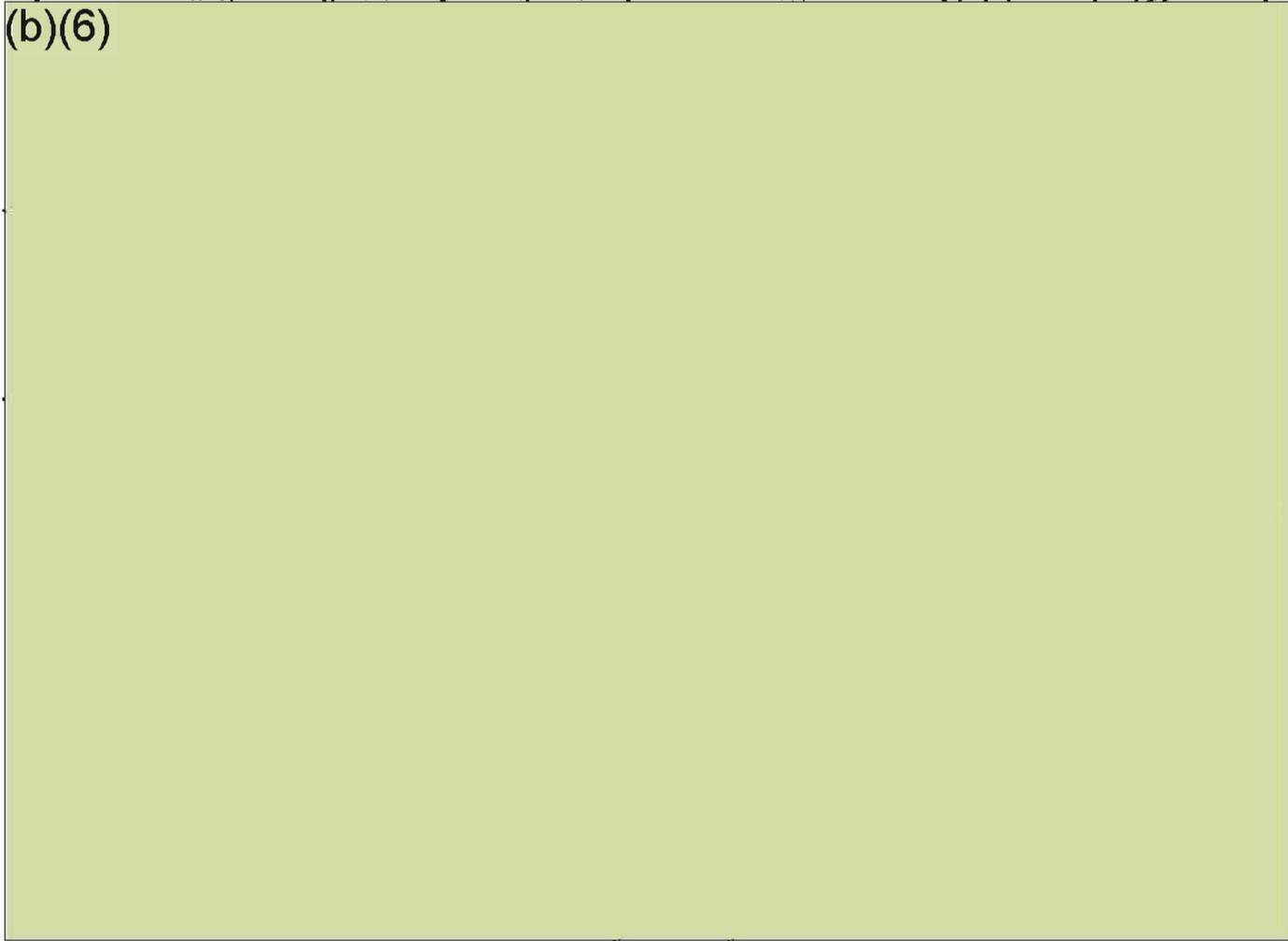
COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Locke High School		
School Address:	325 E. 117th Street		
City, State, Zip Code:	Los Angeles CA 90061		
Phone:	(323) 757-9381	SLC Contact Person:	

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Locke High School
School Address:	325 E. 111th Street
City, State, Zip Code:	Los Angeles, CA 90061
Phone:	(323) 757-9341
SLC Contact Person:	

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Grade

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Locke High School		
School Address:	325 E. 111 th Street		
City, State, Zip Code:	Los Angeles, CA 90061		
Phone:	(323) 757-9381	SLC Contact Person:	

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Locke High School
School Address:	325 E. 111th Street
City, State, Zip Code:	Los Angeles, CA 90061
Phone:	(323) 757-9881
SLC Contact Person:	

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)



COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Locke High School		
School Address:	325 E. 111th Street		
City, State, Zip Code:	Los Angeles, CA 90061		
Phone:	(323) 757-9381	SLC Contact Person:	

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Locke High School
School Address:	325 E. 111 th Street
City, State, Zip Code:	Los Angeles, CA 90061
Phone:	(323) 757-9351
SLC Contact Person:	

PARENT SIGNATURES OF 8th GRADE STUDENTS
FROM FEEDER MIDDLE SCHOOL(S)

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

First Name	Last Name	School Name	Signature
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(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: <u>Locke High School</u>			
School Address: <u>325 E. 111th Street</u>			
City, State, Zip Code: <u>Los Angeles, CA 90061</u>			
Phone: <u>(323) 757-9381</u>	SLC Contact Person:		
PARENT SIGNATURES OF 8th GRADE STUDENTS FROM FEEDER MIDDLE SCHOOL(S)			
We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.			
First Name	Last Name	School Name	Signature

(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Locke High School
School Address:	325 E. 111 th Street
City, State, Zip Code:	Los Angeles, CA 90061
Phone:	(323) 757-9381
SLC Contact Person:	

**PARENT SIGNATURES OF 8th GRADE STUDENTS
FROM FEEDER MIDDLE SCHOOL(S)**

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

First Name	Last Name	School Name	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Locke High School
School Address:	325 E. 111th Street
City, State, Zip Code:	Los Angeles, CA 90061
Phone:	(323) 757-9381
SLC Contact Person:	

**PARENT SIGNATURES OF 8th GRADE STUDENTS
FROM FEEDER MIDDLE SCHOOL(S)**

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

First Name	Last Name	School Name	Signature
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June 14, 2006

Dr. Frank Wells,

Please accept this letter as notice of our support for Locke High School's plan to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a *Smaller Learning Communities* grant and look forward to working with you on this transition.

The Educational Talent Search Program at USC is designed to assist potential first generation college going students and low-income in their development throughout high school.

We at the USC Educational Talent Search Program are prepared to continue to work with Locke High School in the following ways to support their effort:

- Academic/Career Advising
- College Admissions Planning
- College Visits
- Cultural Enrichment and Recreational Activities

By providing these services, we hope to remain an imminent part of the Locke campus and continue to assist students to pursue their goals of attending college and becoming successful adults.

The total value of this commitment is estimated at (b)() per year, specifically towards the assistance to Locke High School participants in the program.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to evaluate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

A handwritten signature in black ink, appearing to read "Sheila Sanchez", is written over a light-colored rectangular background.

Sheila Sanchez, Academic Advisor
USC Educational Talent Search

Educational Talent Search
3716 S. Hope Street
Suite 262
Los Angeles, CA 90089-7712
Tel: 213 743 2372
Fax: 213 821 2731



C·CAP

Careers through
Culinary Arts Program

20863 Betron Street
Woodland Hills, CA 91364

phone: 818.704.9979
fax: 818.715.9522
email: mitz207@aol.com
www.ccapinc.org

June 7, 2006

Dr. Frank Wells
Locke High School
325 111th Street
Los Angeles, CA 90061

Dear Dr. Wells:

We, at Careers Through Culinary Arts Program (C-CAP) are prepared to continue to work with Locke High School by offering the following:

CHEFS TRAINING FOR STUDENTS
PROFESSIONAL DEVELOPMENT FOR TEACHERS
CLASSROOM LESSON ENHANCING MATERIALS

PRODUCT DONATIONS, SUCH AS; OLIVE OIL, CANOLA OIL, KNIVES, SPICE GRINDERS, CUTTING BOARDS, CHEF'S JACKETS, APRONS, TOWELS, CORN STARCH, BAKING POWDER, BAKING SODA, CHOCOLATE, ALMONDS AND MORE.

JOB SHADOWS, JOB OPPORTUNITIES, JOB DEVELOPMENT/SOFT SKILLS TRAINING, CLASSROOM VISITATION BY CHEFS.

We are prepared to give:

SCHOLARSHIP OPPORTUNITY TO STUDENTS AT LOCKE HIGH SCHOOL
SUMMER PROGRAM AT THE ART INSTITUTE OF SANTA MONICA
VOLUNTEER INTERNSHIP OPPORTUNITY AT UCLA
SUMMER EDUCATIONAL PROGRAMS FOR TEACHERS
C-CAP EDUCATORS CONFERENCE

The total value of this commitment is estimated at (b)(4) per year.

Sincerely,

Mitzie Cutler
C-CAP Los Angeles
Program Director



Mother Of Many (M.O.M.)
6018 Flores Ave., Los Angeles, CA 90056
323-385-4354

June 13, 2006

Dr. Frank Wells
Principal
Locke High School
325 111th St
Los Angeles, CA 90061

Dear Dr. Wells,

Please accept this letter as notice of our support for Locke High School's plans to transition the campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Mother Of Many (M.O.M.) looks forward to supporting Locke High School's ALLSAAT with our H.E.R.O.E (Higher Education Rules Of Engagement) program and M.O.M.'s MAC LOCKE DOWN.

H.E.R.O.E (Higher Education Rules Of Engagement) is a program designed to educational synergy between students, teachers, corporations and community organizations. One of our main goals is to support LAUSD's efforts to prepare students for the 21st Century workforce by engaging students and teachers in educational activities and programs that will satisfy the A-G graduation requirements.

Grammy nominated jazz saxophone artist Kirk Whalum will volunteer his time and talent to host the following MAC LOCKE DOWN activities:

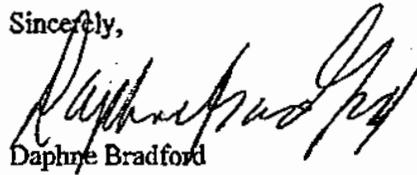
- Jazz classes via Apple's iSight video conferencing feature
- Job shadowing
- Mentorship support

The estimated in-kind value of the above activities: (b)(4)

Thank you for the opportunity to join Locke High School's team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community.

Mother Of Many (M.O.M.) is a 501 c (3) organization dedicated to providing engaging educational programs to help close the achievement gap among youth, increase high school graduation and reduce the high school dropout rate.

Sincerely,

A handwritten signature in black ink, appearing to read 'Daphne Bradford', written in a cursive style.

Daphne Bradford



Viterbi School of
Engineering
Pre-College Programs

June 8, 2006

To Whom It May Concern:

I am pleased to write a letter of support for the School of Math and Science at Locke High School.

The USC Viterbi School of Engineering has agreed to return to Locke HS and provide a MESA (Mathematics, Engineering, Science Achievement) program. The purpose of MESA is to help motivate and prepare students to continue their education, go to college, and pursue a math-based major such as engineering or science.

The total value of this commitment is estimated to be (b)(4) per year.

We will work with Locke students, teachers, and administrators to ensure that Locke's School of Math and Science is successful, and that the students gain a solid, competitive education.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry Lim", is written over a light-colored background.

Larry Lim
Director

University of
Southern California
RTH 210
Los Angeles,
California 90089-2901
Tel: 213 740-1999



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Chief Executive Officer
Andres Cockrum

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Kusunoto Associates

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Independent College Advisor

Derek L. Norton
Waterower Group LLC

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KATRO

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Ruth Enterprises

Madeleine Sherak, Ph.D.
My Bench Productions

Tom Sherak
Revolution Studios

Ronald A. Simms
Simms Commercial Development

Theray Lisle Welch
Philanthropist

Brian K. Wroblewski
Oppenheimer & Company

Carla Mann Woods
Advanced BioSci

June 1, 2006

Dr. Frank Wells
Locke High School
325 East 111th Street
Los Angeles, CA 90061

Dear Dr. Wells:

Please accept this letter as notice of our support for Locke High School's plans to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

The Fulfillment Fund, a non-profit organization founded in 1977 is dedicated to providing promising but economically disadvantaged and educationally underserved students opportunities to fulfill their lives through programs that help the students achieve high school graduation and access to and completion of higher education. Our mission is predicated on the proven concept that small changes to a student's environment during the critical teen years can have a ripple effect, not only transforming their lives, but those around them.

Our college access program, College Pathways has successfully boosted graduation rates among thousands of students. The program is an innovative four-year outreach initiative that collaborates with administrators and teachers in small learning communities. Beginning in the ninth grade, the program works with students in the classroom and provides opportunities and information relevant to college, careers and personal empowerment. Through its own specially trained teachers, the college access program utilizes a comprehensive curriculum that incorporates a "student-centered" approach to the path of personal and academic success. Through interdisciplinary lessons, the curriculum promotes critical awareness of self, community, and schools. At the heart of the curriculum is the College Readiness Plan "CRP" designed to increase students' motivation and expectation that high school graduation and a college education are attainable. Students have access to 1-on-1 academic advising, mentoring services, college and career counseling. Moreover, we sponsor field trips to college campuses, locally and around the U.S. and provide unique opportunities for students to attend social and cultural fieldtrips to promote learning outside of the classroom.

We are excited about continuing and further developing our partnership with the School of Social Empowerment at Locke High School. We have worked closely with the staff members of this small learning community during this school year to provide college and career information and guidance to students through the guidance program. As this small learning community expands to include grades 9-12 next year, we will continue to work closely with the School of Social Empowerment staff to expand the College Pathways curriculum to address the needs of all students at all grade levels.

We at the Fulfillment Fund are prepared to work with the school in the following ways to support this effort:

- Provide weekly/bi-weekly in-class instruction over a four year period to all students in the SLC with at least one College Access Program Advisor (possibly expand to two for next year).
- Provide one-on-one academic advising to all students in the SLC.
- Provide college counseling to all students in the SLC.
- Identify students who could benefit from an array of mentoring services according to agreed upon criteria and resource availability.
- Sponsor events and workshops such as college/career fairs, and academic enrichment programs and 2-year/4-year college visits.
- Offer competitive college scholarships for graduating students.
- Provide college application and essay writing workshops, Princeton Review Word Smart and SAT Preparation, Destination College Fair, Career Advisement.
- Partner in the collection, analysis and dissemination of data on program outcomes.
- Meet each semester to discuss program outcomes and to follow up on program improvement initiatives.
- Identify resources and partner with local community organizations to ensure that the SLC's additional needs, those beyond the Fund's primary mission, are met, such as academic enrichment, immigration services and parent education.
- Meet at the end of the year to review impact/outcome data, to discuss the strengths, weaknesses, opportunities and challenges of administering the program.

The total value of this commitment is estimated at (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, counselors, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,



Dr. William Franklin
Director, College Pathways Project

MONROE HIGH SCHOOL Smaller Learning Communities Plan

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This SLC plan is a work in progress. To honor the unique styles and preferences of each school site SLC team, LAUSD has allowed each to develop and package their plans according to local priorities while adhering to district requirements for SLC development and implementation. For the purposes of this grant proposal, we have attempted to build a consistent and reader-friendly outline from one school plan to the next, but there may be minor differences from plan to plan to honor the story each school wishes to tell.

Introduction

Monroe High School currently has 4,680 students with approximately 69.9% of seniors graduating. Three years ago, the school was awarded a federal Smaller Learning Community grant as part of the district's Cohort III application. The original plan incorporated nine Perkins pathways, three pathways on each of three tracks, within three umbrella smaller learning communities. The school implemented advisories, implemented intervention, and developed personalization strategies as had been outlined in its plan. (See Appendix F for a discussion of year-round tracks and LAUSD's academic calendar.)

Despite the enormous progress made towards wall-to-wall implementation, significant challenges faced the school in the coming years prompted by new developments in the community and school district. Monroe High School and other schools were given a new opportunity to make changes in their staffing and programming to ultimately strengthen our efforts to convert to wall-to-wall SLCs.

- The Rodriguez Consent Decree expired at the end of the 2005-06 school year. This legal decree, which was instituted in 1991, was the result of a law suit that was filed against LAUSD in 1986 in which it was claimed that LAUSD inner city schools had too many new, inexperienced teachers and that the 'suburban' schools were assigned all the 'good, veteran' teachers. The decree required that schools have a balance of new and veteran teachers on each track and within each department. When the decree was rescinded, new SLC staffing requirements were created within the LAUSD contract with the teacher's union (United Teachers of Los Angeles) which enabled the district and school to stabilize the staff of our SLCs and reduce the continuous track staffing changes that had resulted from the decree.
- The creation of the California Department of Education's Career Technical Education Sectors and pathways and their accompanying standards for 10th thru 12th grades have guided us to solidify the course of study and sequencing of courses for each of our 10th - 12th grade SLCs. Each 10-12th grade smaller learning community is now designed around a Career and Technical Education (CTE) pathway while ensuring access and opportunity for taking advanced courses that will equip students with the knowledge and skills necessary to transition successfully to post-secondary education.
- In turn, once the 9th grade was removed from the CTE course of study, a scheduling and programming opportunity arose which allowed us to include a 9th grade academy devoted exclusively to the academic success of our students into our SLC model.
- The reduction of students and staff has allowed us to reduce our SLCs from 9 loosely united SLCs to 6 very focused SLCs.

After these changes, the Monroe HS staff self-selected which SLC they wished to work with and have since worked to form integrated teams of teachers with a shared curriculum and vision of success for each of the five newly reformed 10th-12th grade SLCs, as well as the newly formed 9th grade academy. The new structure will permit more common planning time for core subject areas. Lesson study, the development of common units and culminating assignments, and the

reinforcement of each other's curriculum also will now be possible. The A-G requirements in preparation for post-secondary education in California will be threaded through all SLCs. Finally, the reduction in staff and students allowed us to create unique geographic zones on the campus for each of our SLCs, as well as reassign all staff, including a dedicated administrator, counselor, and clerical person to each SLC.

Thus, our plan is to open the 2006-07 school year with a newly created 9th Grade Freshman Academy which will support students in their adjustments to the rigors of high school. We are also initiating five redesigned smaller learning communities to serve the needs of our 10th-12th grade students, adding to two existing magnet schools. With the support of business partners, the school plans to offer internships and apprenticeships to enhance students' learning experience. New strategies for effective advisories also have been incorporated into the evolving and improved school SLC plan.

I. Description of Smaller Learning Communities

Our school's unifying vision of adequately preparing all students for the challenges of higher education and high performing jobs effectively meets targeted student needs. Indeed, a recently published report by ACT, Inc. and The Education Trust contained significant findings related to improved student achievement at ten high-minority and low income schools. In these schools, researchers found: 1) a rigorous curriculum ("high level college oriented content"); 2) well qualified teachers; 3) flexible teaching styles; 4) tutorial support.

Monroe High School's reorganization into small learning communities will permit small communities of teachers in common core and non-core subjects to examine student work and ascertain the level of rigor and alignment with grade-level subject area standards. As teachers work collaboratively in their small communities looking at student work, they augment their pedagogical skills and develop into well qualified teachers who use a variety of teaching styles for a diverse population of students. Lead teachers in each SLC help the learning community identify students early on who are falling behind. Placement in an appropriate intervention program will be immediate.

The Monroe High School leadership team has extensively searched the literature seeking models for high achievement among student bodies resembling Monroe's with the intention of learning from these successful schools and adapting their best practices. A seminal work guiding our efforts is the Gates Foundation and Education Trust's recently published report "Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students." (November 2005)

The schools in the study, like Monroe, were urban schools with large minority, English language learners, and socio-economically disadvantaged student populations. The students in these high schools are achieving at higher rates than the state averages. In these "high impact" high schools researchers found five "spheres" which positively influenced school practices: (1) school culture, (2) academic core, (3) support, (4) teachers, (5) time and other resources. This plan addresses all of these components. The goal is to fully implement positive practices in all five "spheres."

All SLCs for 10th through 12th graders will be organized around thematic content that correlates to major industry in the Los Angeles area and vital trends in employment within the State. It is our intent to provide linkages for our students to employment in high skill, high wage careers that are expected to grow in the future in this area, as well as in other parts of the country and world. Los Angeles is a cosmopolitan city that is vibrantly connected to the rest of the world through business and technology, arts and entertainment, a growing culture of health and wellness, social justice and an increasingly shared global vision.

The following chart summarizes descriptions of the smaller learning communities and respective maximum student enrollments with highlights of proposed strategies and plan of action which document the school culture, the academic core and support. All SLCs have been designed to incorporate strategies, which have their roots in current research that highlights effectiveness of SLCs, personalization of education and career-focused education that affords a smooth school-to-work transition. These align with the seven attributes of SLC design established by LAUSD for SLC implementation and the structures and strategies identified by the district as appropriate for SLC restructuring. (See Appendix D and the application main narrative.)

New and expanding SLCs listed in the chart will receive funding through this grant. *Established SLCs*, discussed after the chart, exist now and will not be altered or supported with these funds.

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
1-3	<p>9th Grade Freshman Academy</p> <p>Tracks: A-C</p>	<p>The 9th grade Academy strives to provide a safe environment; to promote a passion for learning; to develop critical thinking, grade-level literacy, and academic proficiency; and to enhance emotional and social maturity. This will be achieved through encouraging connections to school, contextual learning, civil discourse, and community partnership. Successful students will be empowered to Inquire, Imagine, create, contribute, and excel.</p> <p>In this community, students will be prepared to matriculate successfully into the 10th –12th grade academies. Interdisciplinary units will be focused on the concepts of becoming life-long learners, positive self-worth, future planning, and responsibility for one's own education. Classes will emphasize writing across the curriculum and problem solving. Students will be taught to discover through Inquiry.</p> <p>Themed, cored instruction, Interdisciplinary teaming, and a multi-faceted advisory program drive this community. This overall plan improves student achievement by developing strong teams that deliver rigorous instruction in an integrated curriculum for all students. Decision-making in this community is data driven. Professional development activities will include training in SDAIE, direct and differentiated instruction, and methodology to work towards equitable access for all students.</p> <p>SLC Specific Activities:</p> <ul style="list-style-type: none"> ▪ Career Planning Workshops ▪ Service Learning Projects ▪ Guest speakers from local business partners ▪ Field trips to Universities and Colleges ▪ SLC Fair 	<p>New SLC</p> <p><u>Student Group:</u> 9th graders</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 800 Total</p>
4	<p>Education Academy</p> <p>Track: A</p>	<p>All personnel and students in the Education Academy are working towards the common goals of individual enrichment, lifelong learning and teaching, and the development of professional and personal ethics. Students will learn the concept of family as it applies to all aspects of their lives such as within the Academy, in their homes, and in other groups in which they participate.</p> <p>Classes in this community are focused around the Child Development pathway within the Education, Child Development, and Family Services CTE Industry Sector. Some students in this pathway will take elective courses in Infant Study and Careers with Children thus leading to post-secondary education and potential careers in Early Childhood Education and Child Psychology. Students not following this</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th grade</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 500</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>specific pathway will experience a course of study that reflects the themes of the industry sector within the general core classes and other potential electives. A student following this path may take a science course with an emphasis on child development thus leading to potential careers and post-secondary education in fields such as Pediatric Medicine and Secondary Education.</p> <p>Themed, cored instruction, student self-selection, interdisciplinary teaming, and a multi-faceted advisory program drive this CTE-aligned community. This overall plan improves student achievement by developing strong teams that deliver rigorous instruction in an integrated curriculum for all students. Decision-making in this community is data driven. Professional development activities will include training in SDAIE, direct and differentiated instruction, and methodology to work towards meeting the modified consent decree requirements for inclusion of IWEN students.</p> <p>Career options include Teacher (K-12), Pre-School Teacher, Day Care Provider, Psychologist, Social Worker, School Counselor, Consumer Advocate, Pediatric Health Care Services, Career Advisor, Post-Secondary Educator</p> <p>SLC Specific Activities:</p> <ul style="list-style-type: none"> ▪ On-campus Preschool for hands-on learning ▪ Tutoring/ Mentor Program with the local elementary and middle schools ▪ Tutoring/ Mentor Program within the school community ▪ College Campus Visits ▪ Teachers for a New Era Program in conjunction with Cal. State University, Northridge 	
5	<p>Hospitality, Tourism, and Recreation (Food, Travel, and Fun) School</p> <p>Track: B</p>	<p>The Hospitality, Tourism, and Recreation (Food, Travel, and Fun) School will prepare students, upon graduation, for entry-level careers and post-secondary education throughout these industries. Students will be exposed to the leadership, social, entrepreneurial, and technological skills necessary to produce success. Students will have the opportunity to explore the industry through job shadowing, hands-on experiences, and personal interaction with industry professionals.</p> <p>Classes in this community are focused around the Food Service and Hospitality pathway within the Hospitality, Tourism, and Recreation CTE Industry Sector. Some students in this pathway will take elective courses in Chef Assistant/Catering and Baking Fundamentals in addition they can take a capstone course at Mission Community College in Culinary Arts thus leading to potential careers and post-secondary education in catering or culinary arts. Students not following this specific pathway will experience a course of study that reflects the themes of the CTE within the core classes and other potential courses such as French or Spanish and Business/Computers thus leading to potential</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th grade</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 400</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>careers and post-secondary education in fields such as travel and tourism.</p> <p>Themed, cored instruction, student self-selection, interdisciplinary learning, and a multi-faceted advisory program drive this CTE-aligned community. This overall plan improves student achievement by developing strong teams that deliver rigorous instruction in an integrated curriculum for all students. Decision-making in this community is data driven. Professional development activities will include training in SDAIE, direct and differentiated instruction, and methodology to work towards meeting the modified consent decree requirements for inclusion of IWEN students.</p> <p>Career options include Restaurant Management, Nutritionist, Research and Product Development, Health Inspector, Customer Service, Sous Chef, Pastry Chef, Food Critic, Travel Agent, Event Planner</p> <p>SLC Specific Activities:</p> <ul style="list-style-type: none"> ▪ Lunch Catering Services ▪ Special Event Catering ▪ A Day On the Job at the Marriott ▪ Classes at Mission College ▪ Internships 	
6	<p>Media, Visual and Performing Arts School</p> <p>Track: B</p>	<p>The Media, Visual, and Performing Arts School (MVPs) will lead students to develop audio-visual communication skills, teamwork, and comprehension and application of the core academic subjects through a meaningful high school experience. The program combines academic rigor and modern technological skills to prepare students upon graduation for entry-level positions and post-secondary programs in media and design arts.</p> <p>Classes in this community are focused around the Media and Design Arts pathway within the Arts, Media, and Entertainment CTE Industry Sector. Some students in this pathway will take elective courses in filmmaking, creative writing (script writing), and drama thus leading to potential careers and post-secondary education in film production, screen writing, or broadcasting. Students not following this specific pathway will experience a course of study that reflects the themes of the industry sector within the general core classes and other potential electives. A student on this path may take an English course with an emphasis on film critique thus leading to potential careers and post-secondary education in fields such as Media Marketing and Journalism.</p> <p>Themed, cored instruction, student self-selection, interdisciplinary learning, and a multi-faceted advisory program drive this CTE-aligned community. This overall plan improves student achievement by developing strong teams that deliver rigorous instruction in an integrated curriculum for</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th grade</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 400</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>all students. Decision-making in this community is data driven. Professional development activities will include training in SDAIE, direct and differentiated instruction, and methodology to work towards equitable access for all students.</p> <p>Career Options include Fine Artist, Photographer, Commercial Artist, Sound Engineer, Writer, Publisher, Scriptwriter, Computer Graphics Artist, Web Designer, Architect</p> <p>SLC Specific Activities:</p> <ul style="list-style-type: none"> ▪ School-wide Film Festival ▪ Internships: Fox Studios and Instant Film ▪ Mentor from Fox Studios and Instant Film ▪ Advisory Panel made up of corporate and community sponsors that meets periodically to advise the development of curriculum and the use of state of the art equipment ▪ Theater presentations by Literature to Life ▪ Attend the Los Angeles Film Festival 	
7	<p>Public Service Academy</p> <p>Track: C</p>	<p>The Public Service Academy will prepare students, upon graduation, for entry-level careers and post-secondary education in the field of Public Service. They will be exposed to the leadership, social, and technical skills necessary to achieve success in this field. Students will have the opportunity to explore this industry sector through hands-on experiences, speakers, and personal interaction with professionals. Students in this community will be taught to show care and concern for other people and their possessions. They will be given the skills necessary to competently analyze and evaluate every situation in which they participate. An emphasis will be placed on the importance of fitness of mind and body, and of being a lifelong learner.</p> <p>Classes in this community are focused around the Protective Service pathway within the Public Service CTE Industry Sector. Some students in this pathway will take specific courses in Physical Education specifically aligned to Fire and Emergency Services thus leading to potential careers and post-secondary education as Firefighters or Paramedics. Students not following this specific pathway will experience a course of study that reflects the themes of the industry sector within the general core classes and other potential electives. A student following this path may take a science course with an emphasis on the human body thus leading to potential careers and post-secondary education in fields such as medicine or health science.</p> <p>Themed, cored instruction, student self-selection, interdisciplinary learning, and a multi-faceted advisory program drive this CTE-aligned community. This overall plan</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th grade</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 400</p>

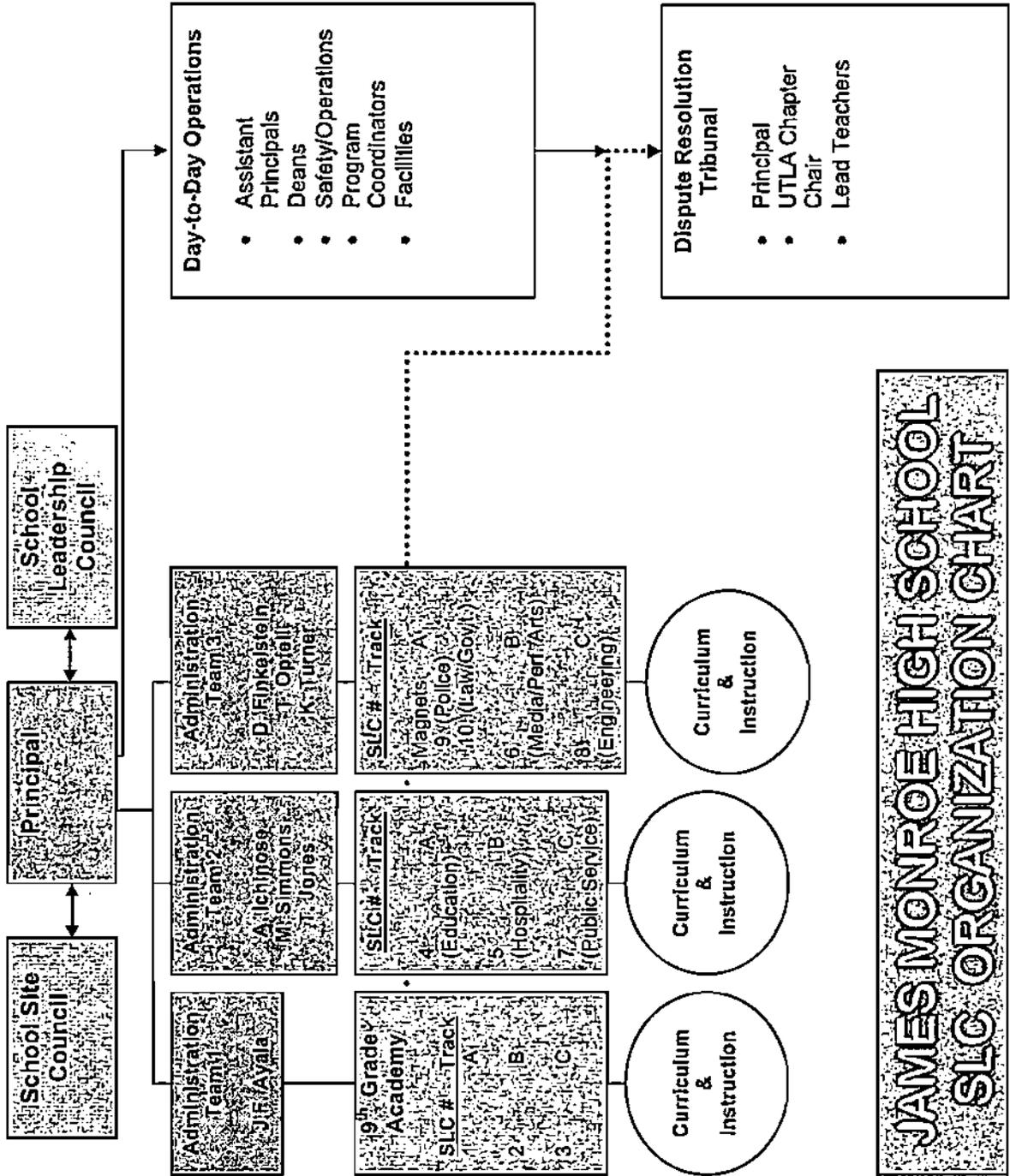
Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>Improves student achievement by developing strong teams that deliver rigorous instruction in an integrated curriculum for all students. Decision-making in this community is data driven. Professional development activities will include training in SDAIE, direct and differentiated instruction, and methodology to work towards meeting the modified consent decree requirements for inclusion of IWEN students.</p> <p>Career Options include Firefighter, Paramedic, EMT, Social Service, Local Politics, Legal Services, Public Speaking, Research, Disaster Relief Services</p> <p>SLC Specific Activities:</p> <ul style="list-style-type: none"> ▪ Visits to Fire Station ▪ Speakers from local public service agencies ▪ Candidate Physical Ability Test ▪ First Aid and CPR Training ▪ Emergency Response Training 	
8	<p>School of Engineering and Design</p> <p>Track: C</p>	<p>The School of Engineering and Design will prepare students for the high-tech jobs of the future. This will be done through real world experience, team work, communication, innovation, and academic rigor. The Career Tech Education sequence of courses along with their academic partners will fuse the concepts of art and science to help synthesize this interdisciplinary study in a way that is motivating and engaging for all students.</p> <p>Classes in this community are focused around the Engineering Design pathway within the Engineering and Design CTE Industry Sector. Some students in this pathway will take specific elective courses in Robotics and Electronics thus leading to potential careers and post-secondary education in Robot Design and Programming, and Electrical Engineering. Students not following this specific pathway will experience a course of study that reflects the themes of the industry sector within the general core classes and other potential electives. A student following this path may take a History course with an emphasis on the development of technology in some of the most common industries like the automotive industry, thus leading to potential careers and post-secondary education in fields such as Automotive Engineering and Technology.</p> <p>Themed, cored instruction, student self-selection, interdisciplinary learning, and a multi-faceted advisory program drive this CTE-aligned community. This overall plan improves student achievement by developing strong teams that deliver rigorous instruction in an integrated curriculum for all students. Decision-making in this community is data driven. Professional development activities will include training in SDAIE, direct and differentiated instruction, and methodology to work towards meeting the modified consent decree requirements for inclusion of IWEN students.</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th grade</p> <p><u>Current Enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 400</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>Career Options: Automotive Engineering and Technology, Electrical Engineering and Technology, Mechanical Engineering and Technology, Design Engineering and Technology, Animation and Game Design, Manufacturing Engineering and Technology, CNC (Computer Numerically Controlled) Technician, Quality Control Technician, Computer Programmer, Robot Programmer and Designer</p> <p>SLC Specific Activities:</p> <ul style="list-style-type: none"> ▪ Robot Competitions ▪ Guest Speakers from technology and engineering programs at local colleges and universities ▪ Guest speakers from local technology companies ▪ Field trips to local manufacturing companies such as JPL and ARP (Automotive Racing Products) ▪ Grade specific design competitions that correlate with interdisciplinary units, such as the concept of structure for the first unit of instruction in the 11th grade 	

Established SLCs (which will NOT receive funding from this grant.) Monroe High School also houses two magnet schools that follow a smaller learning school academy model. The staff of each is assigned solely to each of the academies. The faculty works closely during common planning time to integrate curriculum, create culminating activities and assessments, and reinforce the particular area of study found within each academy, while preparing all of their students for post-secondary education. The two academies are housed within a dedicated area of the campus.

9. **The Police Academy Magnet** currently has an enrollment of 160 and was formed in 1996-1997.
10. **The Law and Government Academy Magnet** currently has an enrollment of 393 students and was formed in 1990-91.

The chart on the following page shows how Monroe High School's small learning community campus is structured. The chart on page 48 shows the timelines for roll-out of each SLC.



II. Student Choice

All incoming 9th graders will be placed within the 9th Grade Academy. At the end of the 9th Grade, students will make their selections of SLCs for 10-12th grades. This selection will take place at the end of December for A track and during January for tracks B and C. At the time of SLC selection, students will indicate their 1st, 2nd and 3rd choices of SLC assignment.

As a committee, lead teachers and SLC administrators will then sort choices which have been date stamped by track. This sort will proceed as follows:

- Once a student selects an SLC to enter, every effort will be made to honor his first choice.
- Students, whose first choice of SLC is on the same track they are currently on, will be given preference and placed in that SLC before students whose placement in that SLC requires a track change.
- If a student's first choice SLC requires a track change, that student will have his track changed and be placed in that SLC only if space within that SLC remains after all students currently on that track have been placed in the SLC.
- If no space remains, that student will be placed in his second choice SLC.

Once in an SLC, the student will remain in this SLC until graduation. If a transfer is requested, the student must write a letter to the administrator in charge of the SLC explaining the reason for this request. The counselor of the SLC will then arrange a conference for this student, his/her parent or guardian, the administrator in charge of the SLC, and the administrators in charge of admissions and SLCs. After conferring with the student and his parent/guardian, this committee will make a determination regarding the requested SLC change. A student will be permitted to make only one SLC change request during his tenure at Monroe. Only a student may request an SLC change. The staff of an SLC cannot request that a student be removed from their SLC.

III. Accelerated Learning Strategies

Monroe High School has a significant number of students who are below grade level in key academic subjects like reading/language arts and mathematics. Therefore, in compliance with LAUSD and State policies and local determinations of need, the school implements accelerated learning strategies and interventions that are designed to assist teaching staff trying to help these students. The school's accelerated learning strategies outlined in the chart on the following few pages collectively meet all of the criteria of this RFA to especially help 9th graders reach grade level in English/Language Arts and mathematics by the end of the 10th grade. Appendix C outlines the district's initiatives to improve student academic performance in literacy/reading and math in more detail.

A. Reading/Language Arts Interventions

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Read 180</p> <ul style="list-style-type: none"> • 20%ile or below in reading • Specific reading disability (e.g. fluency testing) • Recommended by teacher • Student comprehension skills are really low 	<ul style="list-style-type: none"> • Students take a pre-test at the beginning of the school year to determine their own level. • Students use a software-based technology that targets each of their specific deficiencies and allows them to work at their own pace. • Students work with teachers in small groups for direct instruction. • Students read independently at their own reading level. • Students take a post-test at the end of the school year to evidence growth. • Used in place of English class and elective 	<p>Yes</p>
<p>High Point</p> <ul style="list-style-type: none"> • English as a Second Language students • Limited English Proficiency at levels 1-4 as determined by previous portfolio 	<ul style="list-style-type: none"> • State-adopted curriculum 'High Point' to address primarily the needs of English Language Learners and English as Second Language students • The district program offered in lieu of core English course. • Students studying English as a second language enrolled in this course. • The scope and sequence of the program: (1) language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and spelling • Cohesive use of strategies across ESL levels learned in staff development: Total Physical Response, Thinking Maps, Anticipation Guides, Reciprocal Teaching, Cooperative Learning. • Ongoing professional development offered to teachers throughout the year. 	<p>Yes</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Kaplan</p> <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in English encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for English 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based) that involve students in reading texts. • Students engaged in reading texts to utilize test-taking strategies for the CAHSEE. 	<p>Yes</p>
<p>Accelerated Reader Program (Scholastic Version)</p> <ul style="list-style-type: none"> • All students. 	<ul style="list-style-type: none"> • A computer-based independent reading program. • Promotes reading achievement levels • Students read a book, take a quiz and get a report on their reading level and recommendations for other books to read. • This program is available on computers in every lab and in the library. • The intervention is completely software based, and does not require interaction with the teacher. • Students take a pre-test to determine reading level. • Students independently read books that are within the range of their reading level. • Students take computer-based quizzes which gauges student understanding of the book. • Students accumulate points to meet their class requirements. 	<p>No</p>
<p>GEAR UP While this program is for students 6th grade through 9th grade, Monroe HS is the grantee. Monroe HS developed the grant as a means of preparing middle school students in its community for entry into the high school.</p>	<ul style="list-style-type: none"> • College outreach counselors provide college counseling. • Family case managers, the Youth Policy Institute, has been hired 1) to provide family case management services to help families locate resources to address critical family issues that may be impinging on students' progress and 2) to help track student progress through middle school and into high school so that interventions can be implemented as necessary. • Accentuates linkages with the school's largest feeder middle school, Sepulveda 	<p>No</p>
<p>Intervention Electives- Accelerated English</p> <ul style="list-style-type: none"> • Students 2-4 years below grade level 	<ul style="list-style-type: none"> • Project-based learning offered during the regular school day • Use Edusoft to monitor student progress. • Weekly progress evaluated by study team • Supports reading comprehension, grammar and organizational writing. 	<p>No</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Saturday School (Beyond the Bell) <ul style="list-style-type: none"> • 9th-10th grade students reading below grade level • Expanding to all grades during grant term 	<ul style="list-style-type: none"> • English/Language Arts tutoring • Math tutoring • Attendance recovery program 	No
Summer Bridge program <ul style="list-style-type: none"> • 9th-10th grade students reading below grade level in A Track only • Expanding to all grades during grant term 	<ul style="list-style-type: none"> • Designed for the summer to effect successful transition between middle school and high school. • English/Language Arts instruction and support and basic study skills (reading, vocabulary, note-taking, organization, etc.) • Math (Algebra I) • Study skills • Orientation to high school for students and their parents on graduation requirements 	No
Extended School Year <ul style="list-style-type: none"> • Special Education students 	<ul style="list-style-type: none"> • Designed to provide an addition two weeks of learning beyond the school term for students with special needs • Provides core classes and extra assistance to students 9-12th grade 	No
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • ESL tutoring 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Specialized tutoring (CAHSEE Boot Camp) offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. • Tutoring offered by students from California State University of Northridge. Student self referral or teacher referral • After School Academic Tutoring in partnership with the Youth Policy Institute. Program offers academic support and educational enrichment that provide hands-on engaging learning experiences that complement the academic curriculum of the student. 	No
Vantage <ul style="list-style-type: none"> • All 9th grade students. 	<ul style="list-style-type: none"> • Software based program that uses artificial intelligence to give automatic feedback on student writing. Feedback is written in English or Spanish. • Feedback is on two levels: 1) spelling, mechanics, language usage 2) content based feedback depending on they type of essay. • Technology follows the writing process. • Students read model essays that are aligned to all points of the rubric. • Sustained silent reading program for 9th and 10th grade to improve reading comprehension. 	No

B. Mathematics Interventions

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Kaplan</p> <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in Math encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for Math 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based). • Students engaged in math exercises to utilize test-taking strategies for the CAHSEE. 	<p>Yes</p>
<p>Carnegie Cognitive Math Tutor</p> <ul style="list-style-type: none"> • Algebra students. 	<ul style="list-style-type: none"> • Based on 20 years of research at Carnegie Mellon Univ. • Software & Information Industry Association (SIIA) selected this program as the winner at the annual Code Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award • Accelerated learning strategy to prepare low achieving Math students to take the CAHSEE. • Combines computer software with collaborative classroom activities. • Computer software and collaborative classroom activities. • Program assesses student ability and tailors the curriculum to his/her individual skill level. • Students spend three days a week in a traditional classroom and two days a week in tutoring program. • Use Edusoft in algebra 1 to monitor student progress. 	<p>Yes</p>
<p>Intervention Electives- Math Essentials</p> <ul style="list-style-type: none"> • CAHSEE preparation • 9th-11th grade students 	<ul style="list-style-type: none"> • Provide preparatory class in Math teaching content tested on the California High School Exit Exam • Project-based learning offered during the regular school day • Weekly progress evaluated by study team • Supports reading comprehension, grammar and organizational writing. 	<p>No</p>
<p>Summer Bridge program</p> <ul style="list-style-type: none"> • Incoming 9th grade students math below grade level only on A track • Parents 	<ul style="list-style-type: none"> • Designed for the summer to effect successful transition between middle school and high school. • Orientation to high school for students and their parents on graduation requirements • Math instruction and support and basic study skills (reading, vocabulary, note-taking, organization, etc.) 	<p>No</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Tutoring offered by students from California State University of Northridge • After School Academic Tutoring in partnership with the Youth Policy Institute, a community-based organization. Program offers academic support and educational enrichment that provide hands-on engaging learning experiences that complement the academic curriculum of the student. 	No
CAHSEE PREP <ul style="list-style-type: none"> • 12th grade students 	<ul style="list-style-type: none"> • Specialized tutoring (CAHSEE Boot Camp) offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. The BOOT Camp is designed specifically for 12th graders below 350 on the CAHSEE math. 	Yes

IV. Stakeholder Involvement: A Proof of Readiness

Monroe High School is ready to implement its new SLC plan. The chart below summarizes all key timelines and milestones that have been achieved to date.

- We have planned for, assigned staff to, and have determined the number of courses needed for a 9th Grade Freshman Academy and the 10-12th grade SLCs on all three tracks.
- We have sequenced our 9th grade and 10-12th grade courses to meet A-G requirements, provided a Career Technical Education (CTE) career focus, and recruited business partners for each of our SLCs.
- We have developed strategies implementing curriculum integration and personalization in our smaller learning communities.
- We have identified professional development opportunities to strengthen various aspects of implementation including, but not limited to, advisories, student assessment, common planning time among many others.

The school is continuing to build detailed action plans for the full term of the grant that will involve all stakeholders.

Proof of Readiness	
<i>Overview of the four-year preparation of James Monroe High School to convert to wall-to-wall Smaller Learning Communities</i>	
2002-03 School Year	Staff, parent, and student surveys conducted to determine need for and interest in converting to SLCs
Spring, 2003	Monroe High School is divided into 9 SLCs based on Perkins courses being taught at Monroe HS with approval of School Site Council and community organizations. The 9 SLCs are united under 3 overarching themes: MIT (Management, Imagination & Technology); MAP (Media and Public Service); and HHR (Health, Humanities, & Research) in an attempt to provide unity and continuity to the 9 loosely related courses of study on 3 different tracks.
July, 2003	9 areas of study under 3 SLCs are implemented. Community-based partners are sought.

January, 2004

Advisories are implemented; grade-level based. First Student led conferences are held.

Weekly SLC meetings are established. Attendees are staff, students, parents, and community representatives.

2004-05

Staff works to strengthen unity within 3 overarching SLC communities and advisories as well as improve activities within SLCs with parent, community, and student involvement.

2005-06

Fall:

Staff acknowledges that 9 communities under 3 SLCs are not succeeding; however, advisories are successful. With parent, community, staff, and student support, plans begin for converting to 6 SLCs that will include a 9th grade academy and 5, 10th thru 12th grade academies. The 3 overarching SLCs are dropped. These 6 academies will be focused around Career Technical Education (CTE) Pathways with CTE instructors and academic instructors sharing all decision making and working collaboratively to integrate curriculum. In addition, intervention and inclusion to meet the needs of all students will be an integral part of all academies. Research is conducted to determine the possibility of success for these strategies which results in the following findings: Decision-making based on data has been validated by the research of Schmoker and Marzano. Curriculum Integration-Alignment of Instruction and the creation of collaborative teams are supported by the research of Jacobs and Camine. Direct, differentiated, and SDAIE instruction strategies are supported by the research of Adams & Engleman and Brookover. In overall SLC design, we drew ideas from the research of the Stanford School Redesign Network, the Education Alliance at Brown University (Breaking Ranks), and the Johns Hopkins Talent Development Model.

Spring:

The School Site Council approves of the proposed plan

Mission Statements are created for all 6 SLCs

Curriculum integration begins and personalization strategies are developed

Community Partnership links are strengthened

All parent organizations are informed of the proposed change and their input is sought.

Advisory structure continues to be refined

Professional development conducted over the past 1.5 years to facilitate the implementation of this plan is evidenced by the following timeline and milestone chart.

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
Jan 18, 2005	Advisory Tour with Barbara Garry @ Kennedy High School.	Leadership Team
Feb 3	Service Learning training @ Kennedy (3 hrs) To strengthen SLC career focus	Leadership Team
Mar 8-9	Public Works visit re: SLC's (4 hrs) Assess progress towards goals	All Staff, parents
Mar 17-19	Professional Development Schools Conference /Orlando FL (12 hrs – 2 as presenters)	Selected Leadership Team Members
June 6	DataWorks training @ Columbia College Direct Instruction/Standards Alignment, to strengthen delivery of instruction	All Staff
June 8	CSR Leadership team meeting (2 hrs) Strategies for personalization	Leadership Team
June 9	SLC Professional Development (2 hrs)	All Staff
June 27-29	School Redesign Network Summer Institute @ Stanford (18 hrs) To review and assess SLC models	Selected Leadership Team Members
July 12	DataWorks Introduction and Overview Behavior Management for Special Education Students, Cornell Note taking, strategies for inclusion and SLC success	All Staff
July 26	Small Learning Community Vertical Training to integrate curriculum	All Staff
Aug 9	Content-Area Department Professional Development to determine needs of department within SLC	All Staff
Aug 16	Continuing the Conversation-SLC Vertical Training	All Staff
Sept 20	Test Data Analysis, to focus intervention	All Staff

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
	needs/strategies of SLC's	
Oct 4	SLC Lead Teacher Meeting, to determine restructuring process	Lead Teachers
Oct 6-7	SLC Retreat @ Mandalay Beach (8hrs)	All Staff
Oct 9	7 Habits of Highly Effective Teens workshop (8 hrs) to strengthen Advisory program	All Staff
Oct 11	SLC Conference Sharing, Creating Community in SLC's	All Staff
Oct 19-20	CTE Courses aligned to new CTE Standards and Curriculum to solidify career focus for 5 new 10-12 SLC's	All CTE Teachers and their English / Social Studies partners
Oct 24	SLC's – Developments, Identity, Community Building, Advisory,	All Staff, parents, community partners
Oct 27	SLC Professional Development @ USC/Doug Fisher	Selected Leadership Team Members
Oct 31	SLC's – Developments, Identity, Community Building, Advisory, ISIS Training (Buy Back Day @ Devonshire) C-Track	All Staff
Nov 8	Leadership Team Meeting to discuss methods to improve delivery of instruction for SLC's including Direct Instruction & Curriculum integration	SLC Lead Teacher & Staff
Nov 15	SLC Planning and Implementation	All Staff, parents, and students
Nov 29	Teaching and Learning in Content Area to strengthen SLC focus	All Staff, community partners
Dec 6	The role of SLC's in WASC Accreditation	All Staff
Dec 8	SLC Professional Development @ USC/Clay Roberts Strategies for advisory and flexible scheduling	Selected Leadership Team Members
Jan 4, 2006	SLC/Program Improvement Meeting @ Beaudry	Selected Leadership Team Members

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
	Central District Support for SLC's	
Jan 9	Leadership Team Meeting to refine SLCs to 6 and to Discuss projected enrollment numbers for 2006-07 school year	SLC Lead Teachers & Staff
Jan 13	District 1 SLC site visit @ Monroe/Larry Rubin to review progress	All Staff
Jan 19	Visit Poly High School Freshman Academy to develop 9 th grade Academy for Monroe	All Staff
Jan 24	SLC – Leadership Team to examine possible bell schedules and a policy for 9R placement in SLC's	SLC Lead Teachers & Staff
Jan 26	Career Academy Workshop @ LAUSD to strengthen SLC focus and provide strategies for curriculum alignment	CTE Teachers
Jan 27	Advisory Workshop @ Wildwood School	All Staff
Jan 31	SDAIE Symposium to develop inclusion strategies for all to meet the needs of all SLC students	All Staff, parent organizations
Feb 1-	SLC Meeting: Using Grant support for integrated projects. Leveraging Funds	All Staff
Feb 5-7	Educating for Careers Conference/Anaheim Convention Center to strengthen SLC focus	Selected CTE Teachers
Feb 9-11	Forum on High School Reform Conference/Palm Springs presented strategies for SLC's	Selected Leadership Team Members
Feb 15	Advisory planning workshop with Wildwood School	Lead Teachers
Feb 28	Reconfiguration of SLC's ,	All Staff, community based partners, parents, students
Mar 1	Flexible Scheduling for High School Freshman workshop/Boston	Selected CTE Teachers
Mar 2	Advisory Workshop @ Wildwood School	All Staff
Mar 7	Behavior Intervention, SLC Planning &	All Staff, School Site Council

Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
	Implementation	
Mar 7	Anaheim Convention Center: Academic conference on scheduling and personalization for 9 th Grade Academy	Leadership Team
Mar 8	Advisory planning workshop with Wildwood School	Selected Leadership Team Members
Mar 20 – Apr 28	Assigning of staff to the 6 SLC's for 2006-07 school year (ongoing)	All staff
Mar 27	Leadership Team – 9 th Grade Academy; finalize bell schedule and 9R placement policy	Selected Leadership Team Members, School Site Council, UTLA
Apr 6	Leadership team: finalize staffing & focus of SLC's	Selected Leadership Team Members
Apr 11	Advisory Tabletop Round Robin to share advisory best practices	All Staff
Apr 17	Planning meeting for 9 th Grade Academy	9 th Grade Academy Teachers, parents, students
Apr 18	Visit 9 th Grade Academy @ Pacific High School/San Bernardino	Selected Leadership Team Members
Apr 20	SLC Professional Development/Team Building @ LA Marriot	Selected Leadership Team Members
Apr 24	Public Works Site Visit/to assess SLC progress (All day)	All Staff
Apr 27	Career Academies Professional Development to integrate academic and CTE curriculum (5hrs)	CTE Teachers
Apr 27	Advisory Workshop @ Wildwood School (Buy Back Day)(All day)	All Staff
May 1	All Track Faculty Meeting/SLC Survey administration (2 hrs)	All Staff, parents, community members

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Proof of Readiness		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
May 2	Advisory Workshop @ Wildwood School (Buy Back Day)(All day)	All Staff
May 12	To solidify community support for new SLC conversion	All community partners, lead teachers, student reps from each SLC, parents
May 15	To solidify policies governing SLC's	CTE Teachers, Lead Teachers Assistant Principals, Coordinators and community partners
May 17	Finalization of Mission Statement, curriculum integration and first day, first week, first month activities (3 hrs)	Media, Visual, and Performing Arts Academy Teachers, Lead Teacher
May 17	Finalization of Mission Statement, curriculum integration and first day, first week, first month activities (3 hrs)	Hospitality, Tourism, & Recreation Academy Teachers, Lead Teacher
May 19	Finalization of Mission Statement, curriculum integration and first day, first week, first month activities (3 hrs)	Education Academy Teachers, Lead Teacher
May 19	Finalization of Mission Statement, curriculum integration and first day, first week, first month activities (3 hrs)	School of Engineering and Design Teachers, Lead Teacher
May 25	Finalization of Mission Statement, curriculum integration and first day, first week, first month activities (3 hrs)	9 th Grade Academy Teachers, Lead Teacher
May 26	Finalization of Mission Statement, curriculum integration and first day, first week, first month activities (3 hrs)	Public Service Academy Teachers, Lead Teacher

V. Conflict Resolution Plan

In the case of an employee generated grievance, Monroe High School will adhere to the LAUSD/UTLA 2004-06 contract grievance policy, Article V, Article VA, and Article IX.

If a dispute over facilities, fiscal, or textbook resources occurs, the lead teachers of the affected communities and the assistant principals overseeing their respective communities will review the dispute and attempt to reach a resolution. If an effective resolution cannot be reached, then the dispute will be presented by the above referenced parties to the principal who, after considering all options, will determine a resolution to the conflict.

A dispute resolution panel comprised of the principal, Assistant Principals in charge of the particular SLCs, UTLA chapter chair, SLC lead teachers, and a student representative will resolve disputes that may occur over conflicting resource needs.

Resource needs where we anticipate conflicts include:

- **Facilities**

A Master Calendar is maintained in the Administration Building. This calendar is used to book common school facilities such as the auditorium, gymnasium, and cafeteria. The calendar is also viewable on the school's web page. Special purpose classrooms will be accessible to all communities.

- **Fiscal**

IMA expenditures will be equalized across the communities by using a per capita basis for calculating SLC allocations. Expenditures are monitored using the Quick Books program. A sample SLC allocation for English Language Arts (ELA) follows:

Total Number of Students in ELA: 3,200
Total Number of SLCs: 6
Department Allocation: \$11,000
Allocation per SLC: \$1,833.33
Number of Teachers per SLC: 3
Allocation per Teacher: \$611.11

- **Textbooks**

Departments will have co-chairs on each track to monitor distribution of textbooks. The school's textbook inventory is entirely accessible via computer.

VI. School Community Partners

Monroe High School is committed to building strong community resources and partnerships to help sustain its smaller learning communities over the long-term. Industry partners, for example, are extremely important for providing resources, mentors, internship opportunities, job shadowing and after-school and summer jobs for students. Partners include, but are not limited to, institutions of higher education, local non-profit agencies, local large and small businesses, and faith-based organizations.

A sampling of the school's existing community partners are noted in the following chart and demonstrate that local community support is broad-based. However, these lists will be expanded upon over the term of this grant in an aggressive effort to create more resources for the SLCs being implemented and to provide more opportunities for student and teacher mentoring and supports.

Each of Monroe's SLCs is in line with current and projected workforce needs and, thus, will provide significant opportunities with employers seeking to develop their future workforce. Additional community partners will be recruited for each SLC theme, such as the School of Engineering and Design; Public Service Academy; Media, Visual and Performing Arts School; the Education Academy; and others.(A few sample partner letters of commitment or signatures have been appended to this school SLC plan.)

A. Existing Community Resources/Partnerships

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value (Per Year)
School Wide Partners (available for all SLCs)			
Galpin Ford	Scholarships	Ongoing	(b)(4)
Kenn Cleaners	Internships/ Work Experience	Ongoing	
Flip's Tire Center	Advisement, internships, career technical assistance, career opportunities	Ongoing	
CSUN	College Outreach	Ongoing	
Los Angeles Valley College	Mentors, College Outreach, classroom presentations	Ongoing	
Los Angeles Mission College	College Outreach, On-campus courses	Ongoing	
Economic Alliance	Advisement, internships, industry and technical training; access to future partnerships	Ongoing	
Western Bagel	Hospitality	Ongoing	
Hamer Toyota			
Councilman Tony Cardenas, State Senator Richard Alarcon, Representative Cindy	Internships, job shadowing, advisement, resources	Ongoing	N/A

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value (Per Year)
Montanez, LAUSD Board Member, Jon Lauritzen			
UCLA	College Outreach	Ongoing	\$20,000
Monroe Parent Center	Workshops for parents on nutrition, parenting, drug and alcohol prevention, etc.	Ongoing	(b)(4)
1-3. 9th Grade Freshman Academy			
Councilman Tony Cardenas; State Senator Richard Alarcon; Representative Cindy Montanez; LAUSD Board Member, Jon Lauritzen	Mentors, Speakers, advisement, resources	Ongoing	N/A
CSUN	College Outreach	Ongoing	N/A
Anheuser Busch	Career Opportunities, Mentors, Meeting space	Ongoing	(b)(4)
Van Nuys Airport	Career presentations, career opportunities, internships, job shadow, work w/students to create a community newsletter	Ongoing	
Pierce College	Speakers, mentors, college outreach, field trips	Ongoing	N/A
4. Education Academy			
Valley Presbyterian Preschool	Advisement, internships	Ongoing	(b)(4)
California State University Northridge	College Outreach, mentors	Ongoing	N/A
5. Hospitality, Tourism, and Recreation (Food, Travel, and Fun) School			
Hyatt Hotels	Classroom presentations, field trips, job shadowing	Ongoing	(b)(4)
Weiler's Deli	Classroom presentations, internships, employment opportunities, mentors	Ongoing	
Kensington Caterers	Job shadow, speakers, mentors, job training	Ongoing	
Mission college	College Outreach, On-campus courses	Ongoing	
6. Media, Visual and Performing Arts School			
Twentieth Century Fox Television	Equipment, internships, advisement, and training	Ongoing	
Instant Films	Equipment, internships, advisement, and training	Ongoing	

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value (Per Year)	
7. Public Service Academy				
L.A. City Fire Department	Advisement, internships, training	Ongoing	(b)(4)	
8. School of Engineering and Design				
Glendale Community College	Internships, advisement, and training, college classes, training	Ongoing		
Working Artists	Technical Assistance in Robotics, Career Opportunities, College classes, mentorships	Ongoing		

B. Potential Community Resources/Partnerships

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
School Wide Partners (available for all SLCs)		
To be determined		
1-3. 9th Grade Freshman Academy		
Gates Millennium Foundation	Program improvement	07/07
4. Education Academy		
Cal State University Northridge	Program development	07/07
5. Hospitality, Tourism, and Recreation (Food, Travel, and Fun) School		
Culinary Institute of America	Scholarships	07/07
Local restaurants	Internships	07/07
6. Media, Visual and Performing Arts School		
Disney Studios	Program development, internships, advisement	07/07
7. Public Service Academy		
L.A. Community College District	Program development	07/07
Fire Explorers	Advisement	07/07
8. School of Engineering and Design		
Jet Propulsion Laboratory	Program development, advisement	07/07
Caltech	Program development, advisement	07/07

VII. SLC Teams: Roles, Responsibilities and Qualifications

SLCs at Monroe are designed and implemented by groups of stakeholders dedicated to each program. The roles, responsibilities and qualifications of the project directors/administrators, support staff, and teachers who will coordinate the smaller learning communities are detailed below. Due to the extremely large and complex organizational structures of LAUSD's large schools, we have not included the roles of parents, students and community stakeholders in these charts since they are not paid for their services. Neither have we attempted to add ALL staff, but have focused on the lead positions. Other components of this proposal, including the Proof of Readiness, Professional Development, Community Partners, Leveraging of Funds, and signature sheets and letters attached, attest to the involvement of these other groups and outline their various roles.

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
CENTRAL ADMINISTRATIVE TEAM				
Mrs. Lynda Schwarz, Principal and SLC Project Director	<p>Roles:</p> <ul style="list-style-type: none"> - Leading the school-wide SLC conversion process in accordance with District policy and the bargaining agreement. - Central areas of responsibilities include: budget oversight, decision making councils, grant monitoring and implementation, District mandates, union contract compliance, personnel selection, student registration, faculty meetings, school data and AYP review. - Ensures rigorous academic programs for all students, recruiting and developing staff, monitoring supplemental programs, school funds - Oversees community and public relations. <p>Qualifications:</p> <ul style="list-style-type: none"> - 2 years experience as principal-2004-present - 3 years experience as assistant principal- 2001-04 - 10 years experience as Magnet Coordinator- 1996-01 - 3 years Law & Gov't Magnet Coord 1993-2001 - 5 years Police Academy Magnet Coord 1996-2001 - 1 year Carl D. Perkins Gov't Implementation & Coord 1992-93 - 3 years Career Advisor 1990-93 - 2 years Academic Counselor 1990-92 - 1 year Librarian 1987-88 - 11 years Social Studies Teacher 1978-89 - 5 years English & Remedial Reading 1973-78 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
1-3. 9th Grade Freshman Academy				
<p>Mr. J.F. Ayala Assistant Principal, and administrator in charge of 9th grade academy</p>	<p>Roles: Lead the collaboratively efforts with the 9th Grade Academy (SLC) membership to diagnose, plan, implement, and evaluate instructional activities delivered to students in our Small Learning Community</p> <p>Collaborate with SLC Coordinator, counselor, and lead teachers to develop effective communication within our community, with Monroe HS, and the community.</p> <p>Collaborate with SLC Coordinator, counselor, and lead teachers to develop and implement an effective parent participation program</p> <p>Ascertain SLC needs, identify available funds, and administer resources.</p> <p>Collaborate with Monroe High School Administrative Team to address SLC operational and instructional needs.</p> <p>Qualifications: B.A. in Secondary Education and Science. Mexico (1989) Clear California Teaching Credential – K-12. Science. Masters Degree in Educational Administration, California State University Los Angeles (2000). Professional Administrative Services Credential - CCTC (2000) Science and Mathematics Teacher – Secondary (1989-1991) Elementary School Teacher – Elementary (1991-1994) Science and Mathematics Teacher – Secondary (1994-1996) Bilingual Program Coordinator – Secondary (1996-2000) Standardized Testing And Reporting Program Coordinator – Secondary (1995-2000) Administrative Specialist, Teacher Coach – Science/Mathematics (2000-2001) Online Instructor, Education, ETLO and Center X, UCLA (2001-2002) Administrative Coordinator, Mathematics Secondary Program (2001-2002) Assistant Principal, Secondary Student Services (2002-2003) Assistant Principal, Secondary (2003-2006)</p>	80%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
<p>Ms. Jamle Cummins 9th Grade Academy Coordinator</p>	<p>Roles: Keep and maintain student records in order to correctly place and program students in classes to obtain a High School diploma. Provide academic, career and personal counseling to increase awareness among students in order to be successful in High School and beyond; meet with students and parents to review and go over graduation requirements and provide information about intervention programs in school and in the community; maintain communication with students and parents throughout the school year on students' academic status; be available to parents who would like to come in for a conference. Work closely with teachers, lead teacher and administrator in SLC; articulate with middle schools to correctly place students in classes.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - B. A. of Music Education, 1998 - Minor: Psychology, Wartburg College, Waverly, Iowa - M. S. in Guidance and Counseling, 2004 California Lutheran University - Teaching/Counseling 2004-Present - Teacher- General/Vocal Music, Mount Gleason Middle School 2000-04 - 6th Grade Counseling Advisor, Mount Gleason Middle School 2003-04 - Teacher-General Music, Emerson Elementary/Francis Marion Intermediate 1999-2000 - Teacher- General/Vocal Music, Liberty Middle School, 1998-1999 - California Clear Teaching Credential - California Clear Pupil Personnel Service Credential - California Child Welfare & Attendance Certification 	100%	YES	YES
4: Education Academy				
<p>Mr. Arthur Ichinose Assistant Principal and administrator in charge of the Education Academy</p>	<p>Roles:</p> <ul style="list-style-type: none"> - Work collaboratively with SLC counselors, SLC lead teachers, and department chairs to design, and develop SLC program courses and schedules. - Work collaboratively with SLC counselors and coordinators on the recruitment and placement of students in each SLC - Work collaboratively with SLC counselors, SLC lead teachers, coordinators and students on student schedules within each SLC. - Work collaboratively with other administrators, SLC counselors, SLC lead teachers, coordinators and department chairs to resolve 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>any program, teacher scheduling or student scheduling issues.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - B.A., Political Science, University of California, Los Angeles (1974). - M.A., School Counseling, Point Loma Nazarene College (1989) - Clear Single Subject Teaching Credential, Government and Mathematics, University of California, Los Angeles (1976) - Clear Standard Elementary Teaching Credential, University of California, Los Angeles (1977) - Clear Pupil Personnel Services Credential, Point Loma Nazarene College (1988) - 9 years Multiple Subjects Teacher (1977-86) - 2 years Computer Science Teacher (1986-88) - 5 years Mathematics Teacher (1988-93) - 6 years Secondary Counselor (1993-99) - 7 years Assistant Principal, Secondary Counseling Services (1999-06) 			
<p>Ms. Stacey Dwiggin Counselor, the Education Academy</p>	<p>Roles: Keep and maintain student records in order to correctly place and program students in classes to obtain a High School diploma. Provide academic, career and personal counseling to increase awareness among students in order to be successful in High School and beyond; meet with students and parents to review and go over graduation requirements and provide information about intervention programs in school and in the community; maintain communication with students and parents throughout the school year on students' academic status; be available to parents who would like to come in for a conference. Work closely with teachers, lead teacher and administrator in SLC; articulate with middle schools to correctly place students in classes.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - B.S. in Child Development, 1980 - M.S.W. in Social Work with a specialization in Schools, 1992 - 10 yrs as Pupil Services and Attendance Counselor working with at-risk youth - 4 yrs as a Track Counselor at Monroe High School 	<p>100%</p>	<p>YES</p>	<p>YES</p>
<p>Mr. Todd Tynl Lead Teacher, the Education academy</p>	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school</p>	<p>100%</p>	<p>YES</p>	<p>YES</p>

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	and the SLC options. Qualifications: <ul style="list-style-type: none"> - B.S. in Business Administration, Management Information Systems from CSUN - M.S. in Educational Administration from California Lutheran University - 20 yrs teaching at James Monroe High School - SAS Coordinator (4yrs) - Youth Service Coordinator (9 yrs) - Gifted Coordinator (4yrs) - Department Chair (Business) (5yrs) - Mentor Teacher - Bridge Coordinator - Volleyball Coach - Golf Coach - Commissioner of Boys Golf for LAUSD - Academic Decathlon Coach - Urban Planning Coach - Impact Facilitator - Elected Member-School Leadership Council (Discipline Chair) - Digital High School Grant Teacher - Monroe Faculty Association President (7yrs) - SLC Lead Teacher 			
Bonnie Stanton, CTE Instructor, the Education Academy	Roles: Director of Monroe High School-Preschool Teacher. Child Development works collaboratively with SLC teachers, counselors administrators. Qualifications: <ul style="list-style-type: none"> - BS in Home Economics; Life Credential - 10 yrs Early Childhood Development - 24 yrs High School Teacher 	100%	YES	YES
5: Hospitality, Tourism and Recreation (Food, Travel and Fun) School				
Mr. Mark Simmons Assistant Principal administrator in charge of the Hospitality, Tourism, and Recreation Academy	Roles: <ul style="list-style-type: none"> - Work collaboratively with SLC lead teacher to plan SLC instructional units and activities - Develop and produce SLC communications home to parents - Ascertain SLC resource needs and identify available funds - Work with other administrators to resolve any facilities constraints Qualifications: <ul style="list-style-type: none"> - Assistant Principal (5yrs) 2001-Present - APSCS (4yrs) 1997-01 - PSA Counselor (8yrs) 1989-97 - Guidance Counselor (4yrs) 1985-89 - Special Ed Teacher (1yr) SED - Social Studies Teacher (6yrs) 1978-84 	80%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - M.A. School Administration, CSUN (1991) - M.A. Student Counseling Services, Cal Lutheran (1984) - Teaching Credential CSU Chico 1975 - B.A. Social Science CSU Chico 1974 			
<p>Mr. Hector Herrera Counselor, Hospitality, Tourism, and Recreation Academy</p>	<p>Roles: Keep and maintain student records in order to correctly place and program students in classes to obtain a High School diploma. Provide academic, career and personal counseling to increase awareness among students in order to be successful in High School and beyond; meet with students and parents to review and go over graduation requirements and provide information about intervention programs in school and in the community; maintain communication with students and parents throughout the school year on students' academic status; be available to parents who would like to come in for a conference. Work closely with teachers, lead teacher and administrator in SLC; articulate with middle schools to correctly place students in classes.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - High School Counselor, 1993 – Present - Social Science and ESL Teacher, 1986-93 - Advisor/Teacher for Adult School, 2001- Present - Counselor/Testing Coordinator, 1995-2001 - M.S. School Counseling - University of La Verne, 1990-92 - Pupil Personnel Service Credential, University of La Verne, 1990-92 - B.A. Social Science, California State Northridge, 1978-84 - Minor-English as a Second Language, California State Northridge, 1978-84 - Bilingual-Cross Cultural Teaching Credential, California State Northridge, 1984-86 	100%	YES	YES
<p>Ms. Eleanor Schuster CTE Instructor, Hospitality, Tourism, and Recreation Academy</p>	<p>Roles: Instructor of ROP Culinary Arts. Tech Prep articulation with Los Angeles Mission College. Work collaboratively with SLC teachers, counselors and administrators.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - Vocational credential, Ryan Design Tech - 30 yrs Experience in Private sector, Restaurant owner - 15 yrs High School Instructor 	100%	YES	YES
<p>Ms. Dina Capra Lead Teacher, Hospitality, Tourism, and Recreation</p>	<p>Roles: Works collaboratively with H.T.R. teachers and counselors, synchronizes meeting with CTE teacher, sets up intervention and special events with CTE teacher; acts as liaison to the school administration; maintains communication with parents and other</p>	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Academy	stakeholders. Qualifications: <ul style="list-style-type: none"> - B.A. Creative Writing, USC - B.A. Public Relations, USC - Teaching Credential (CLAD) National University - English Teacher (5yrs) - IMPACT Coordinator (1yr) - IMPACT Co-Coordinator (3yrs) - Blue Ribbon Committee Sponsor (1yr) Prior to teaching I worked as a Public Relations Associate for St. Joseph Center, a non-profit organization, (3yrs)			
6. Media, Visual and Performing Arts School				
Mr. Thane Opfell Assistant Principal, administrator in charge of the Media, Visual, and performing Arts Academy	Roles: <ul style="list-style-type: none"> - Work collaboratively with SLC lead teacher to plan SLC instructional units and activities - Develop and produce SLC communications home to parents - Ascertain SLC resource needs and identify available funds - Work with other administrators to resolve any facilities constraints Qualifications: <ul style="list-style-type: none"> - B.A. in History, University of California, Irvine (1979) - M.S. in School Management and Administration, Pepperdine University (1988) - Life Secondary Teaching Credential, Social Science, California State University Northridge (1982) - Professional Administrative Services Credential, Loyola Marymount University (1998) - Nat'l Endowment for the Humanities Fellow (1986) - 5 years Social Science Teacher (1982-87) - 6 years Dean of Students (1987-93) - 13 years Assistant Principal (1993-Present) 	80%	YES	YES
Ms. Lauren Jeffrey Counselor, Media, Visual, and performing Arts Academy	Roles: Keep and maintain student records in order to correctly place and program students in classes to obtain a High School diploma. Provide academic, career and personal counseling to increase awareness among students in order to be successful in High School and beyond; meet with students and parents to review and go over graduation requirements and provide information about intervention programs in school and in the community; maintain communication with students and parents throughout the school year on students' academic status; be available or parents who would like to come in for a conference. Work closely with teachers,	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>lead teacher and administrator in SLC; articulate with middle schools to correctly place students in classes.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - 4 yrs as a High School Guidance Counselor - Previous classes taken in media/arts - Strong creativity ability - MEd in Counseling Psychology - MEd in Marriage and Family Therapy - Certificate in College Counseling - Corporate work experience 			
<p>Mr. Brig Tratar CTE Instructor, Media, Visual, and performing Arts Academy</p>	<p>Roles: Teacher helps integrate career focus into academy courses and works to integrate and align CTE standards to core state academic standards. Teacher works to develop summative assessments that incorporate media and design arts.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - B.A. in Sociology from UCSB. - Single Subject English Credential CSUN. National Board Certified Teacher. CLAD Certificate. - Co-chair of English Department Coordinator of Media and Performing Arts Academy. - Complete courses in Intro to Motion Picture, Experimental Film, and American Film at the University of California Santa Barbara. - Experience with Final Cut Pro editing software, Imove editing software, digital video and still cameras. - Taught a Creative Writing screenwriting course at LAUSD in 2003-04. Teacher has created an annual community film festival and is currently the Coordinator of Media and Performing Arts Academy at James Monroe High School. 	100%	YES	YES
<p>Ms. Teresa Steward Lead Teacher, Media, Visual, and performing Arts Academy</p>	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC ; acts as liason to the school administration.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - BFA in Theatre from William Woods University. - MA in Secondary Education with an emphasis in English from California State University Northridge - English and Drama Teacher (5yrs) - Worked in the entertainment industry in Los Angeles prior to teaching as a stage manager for Colony Theatre, as a Production Assistant for films and television, and in the office of a location company. 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
7. Public Service Academy				
<p>Mr. Tom Jones Assistant Principal, and administrator in charge of Public Service Academy</p>	<p>Roles:</p> <ul style="list-style-type: none"> - To work collaboratively with SLC lead teacher and staff to plan instructional units and activities. - Develop and produce SLC communication home to parents - Ensures rigorous academic programs for all students, recruiting and developing staff, monitoring supplemental programs, school funds. - Oversee community and public relations. - Establish SLC resource needs and identify available funds. - Work with other administrators to resolve and facility constraints. <p>Qualifications:</p> <ul style="list-style-type: none"> - 5 years experience as assistant principal - 2001-Present - 6 years Dean of Students – 1994 – 2001 - 14 years classroom teacher – Special Education, elementary, middle and high school. 1980-1994 - 3 years Adapted Physical Education teacher 1977-80 - Professional Administrative Services Credential, National University (2005) - MS in Education, University of Southern California ((1985) - BA in Physical Education & Clear / Life Credential, Humboldt State University (1974) <p>Credentials:</p> <ul style="list-style-type: none"> - Professional Clear Administrative Services, Severely Handicapped, Learning Handicapped, Emphasis in Adapted Aquatics, CIF/NR Coaches Certificate, SDAIE, American Red Cross Instructor in Adapted Aquatics, Water Safety Instructor Trainer, Lifeguard Instructor, Title 22 Certified, First Aid and CPR/AED Instructor 	80%	YES	YES
<p>Ms. Loretta Duncan, Counselor, Public Service Academy</p>	<p>Roles: Keep and maintain student records in order to correctly place and program students in classes to obtain a High School diploma. Provide academic, career and personal counseling to increase awareness among students in order to be successful in High School and beyond; meet with students and parents to review and go over graduation requirements and provide information about intervention programs in school and in the community; maintain communication with students and parents throughout the school year on students'</p>	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>academic status; be available or parents who would like to come in for a conference. Work closely with teachers, lead teacher and administrator in SLC; articulate with middle schools to correctly place students in classes.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - 2004-Present Counselor Monroe High School - 2002-04 High Risk Counselor-Sepulveda Middle School - 2001-2002 Principal - Arroyo Seco Museum School Magnet - 1999-01 Assistant Principal Secondary Counseling Services - Arroyo Seco Alternative Magnet School - 1993-99 Special Needs Counselor, Perkins Coordinator - San Fernando High School - 1974-92 Bilingual Coordinator, Counselor, Dean, Impact Coordinator, Teacher, Department Chair, Senior Advisor, and Band Director – Granada Hills High School - 1971-72 Teacher, Social Studies and Music – Olive Vista Junior High - 1968-70 Teacher, Home Economics – Sylmar High School - M.S. Management and Administration – Pepperdine University at Los Angeles - B.A. Home Economics/Family studies and Music - California State University at Los Angeles - Pupil Services Credential – University of La Verne - L.A.U.S.D. Language Acquisition Classes in Spanish for 3 yrs. - Ryan Administrative Credential - Pupil Personnel Services - Standard Secondary – Specialization in Psychology, Home Economics, and Music 			
<p>Ms. Judith Perkins CTE Instructor, Public Service Academy</p>	<p>Roles: Teaches cadets/students building skills, leadership skills, problem solving, chain of command, handling and care of equipment, responsibilities, consequences for actions, etc. Has cadets work on physical fitness, to improve strength, flexibility, endurance, body composition, and muscle tone. Teaches first aid and CPR. Provide first aid station with cadets at football games, wrestling meets, and other school functions. Provide career professionals to speak in class-job requirements, duties, pay, how to apply, etc. Take cadets on field trips to different public services place of work. Set up times for LAFD explorers to come to class and teach different skills and drills. Connect with Pierce and Valley Community Colleges-Wildland Fire Academy and LA City Fire Academy.. Work on SLC staff to integrate and align protective services/fire academy curriculum into their course of</p>	<p>100%</p>	<p>YES</p>	<p>YES</p>

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>study. Help recruit student and help develop culmination projects for the community. Articulate with the middle schools and 9th grade academy to inform prospective students.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - Presently taking EMT classes at NVOC - 3 yrs Authorized Provider for the American Red Cross - 24 yrs teaching at Monroe High School - Health supplemental - Life credential 1985 - Clear credential 1982 - B.A. in Physical Education (California State University Northridge) 1981 			
<p>Mr. Scott Cooper, Lead Teacher,</p>	<p>Roles: Coordinates meetings, works collaborating with SLC teachers, counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC, acts as liaison to the school administration, maintains communication with parents and other stakeholders.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - BA in History from UCSB - Single Subject CLAD emphasis CSUN - 3 yrs Social Studies Teacher (Monroe High School) - SLC Lead Teacher-HHR (Heart) 2005-Present 	<p>100%</p>	<p>YES</p>	<p>YES</p>
<p>8. School of Engineering & Design</p>				
<p>Karen Turner Assistant Principal, administrator in charge of the School of Engineering and Design</p>	<p>Roles:</p> <ul style="list-style-type: none"> - Work collaboratively with SLC lead teacher to plan SLC instructional units and activities - Develop and produce SLC communications home to parents - Ascertain SLC resource needs and identify available funds - Work with other administrators to resolve any facilities constraints <p>Qualifications:</p> <ul style="list-style-type: none"> - B.A. Psychology, University of California, Northridge - M.S. Education, National University - Professional Clear Single Subject Teaching Credential - Professional Clear Education Specialist Instruction - Certificate of Eligibility for the Administrative 	<p>80%</p>	<p>YES</p>	<p>YES</p>

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p style="text-align: center;">Services Credential</p> <ul style="list-style-type: none"> - National Board Certified Teacher 			
Ms. Vicki Maurer Counselor, the School of Engineering and Design	<p>Roles: Evaluation and guidance of students to insure High School Graduation and preparation for college. Assist teachers to increase their understanding of individual students, confer with student with parent to address matters of social emotional growth while meeting educational objectives.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - 13 years experience as Counselor, 1993-Present - 33 years teaching experience, Elementary, and High School – English as a Foreign Language 	100%	YES	YES
Mr. Lewis Chappellear CTE Teacher, the School of Engineering and Design	<p>Roles: Coordinates Career Focus within SLC, works collaboratively with SLC teachers and counselors, works with corporate sponsors and articulated colleges and universities (Glendale College, Valley College, Mission College, Pierce College, and CSUN). Acts as a liaison with school administration and maintains communication with the school and local community.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - M.S. in Mechanical/Manufacturing Engineering from Columbia University. - B.S in Biomedical Engineering from Boston University. - National Board for Professional Teaching Standards (NBPTS) in Career and Technology Education with a specialization in Engineering. - California Clear Teaching Credential in Mathematics, Electronics and Physics. - Several years experience prior to teaching in business management, engineering, and marketing. - Department Chair (3 yrs), IMPACT co-coordinator (1yr), SLC lead teacher (1yr), and professional development committee (3yrs). 	100%	YES	YES
Mr. Scott Cooper Lead Teacher, the School of Engineering and Design	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> - Social Sciences Teacher- 9 Years - National Board Certified Teacher- 2003 - Leadership Advisor- 9 Years 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - MAPS Lead Teacher- 2004 - California State University, Northridge- M.A. Education -Instructional Technology 2006 - California State University, Northridge Professional Clear Credential 2001 - Oral Roberts University- B.A. History 1988 			

VIII. Professional Development

To ensure that the broader implementation plan towards smaller learning communities occurs efficiently, the school engages its staff in ongoing professional development. The school’s plan includes a strong commitment to professional development that stresses personalization and achievement for students. The chart below provides specifics on sustained and intensive professional development for teachers, administrators and other stakeholders that will prepare them to transform and expand the campus into an SLC campus by focusing on teaching in and managing SLC programs, as well as continuously recruiting community support for sustainability.

The school community’s continuous focus on increasing academic achievement also drives the school leadership to seek effective, research based instructional strategies, shared with the faculty through high-quality professional development which will provide access to success for all learners. Our continuing focus in professional development has teachers meeting in various configurations (SLC, departments, core teams, co-teachers, etc.) to examine student work and instruction with the goal of improving student output. Lead teachers regularly contribute to the professional development activities at the school in both the planning and delivery.

In addition to the school level professional development outlined below, school staff participate in SLC professional development provided by the district, which focuses on these seven attributes adopted by LAUSD for successful implementation of small school learning communities: (1) Unifying Vision/Identity; (2) Rigorous Standards-Based Curriculum, Instruction and Assessment; (3) Equity and Access; (4) Personalization; (5) Accountability and Distributed Leadership; (6) Collaboration; (7) Professional Development. Please see the main narrative for the district’s professional development program.

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
1. To advance understanding of teachers, administrators, and other stakeholders of effective research-based instructional strategies for improving student achievement (particularly those below grade level)				
Advisory Period Curriculum- Designing and sharing of lessons, strategies, and activities to support goals of advisories	All teachers	Twice per year during 2-hour sessions	Aug 2006 & February 2006	Better connectiveness between students and first adult mentor-advisors; reinforcement of SLC goals
Specially Designed Academic Instruction in English—SDAIE techniques to break down instruction into more comprehensible components, scaffolding of lessons	All teachers	Two PD days per year in 2-hour sessions	Aug 2006 & Feb 2007 July 2007 & Jan 2008 Aug 2008 & Feb 2009 July 2009 & Jan 2010 Aug 2010 & Feb 2011	More re-designation of English Learners to Fluent English Proficient, academic success for all students
Curriculum Alignment— Design and delivery of rigorous	All teachers	Six PD days per year in 2-	Jul, Sep, Nov 2006 Jan, Mar, May 2007	Grade-level, standards-aligned,

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
academic instruction that reflects theme of SLC		hour sessions	and ongoing	integrated curricula, thematic links in all courses
Differentiated Instruction—Collaboration on addressing the academic needs and strengths of all students, including ELs and special education students	All teachers	Twice per year in department meetings	Oct 2006 & Apr 2007 Sep 2007 & Mar 2008 Oct 2008 & Apr 2009 Sep 2009 & Mar 2010 Oct 2010 & Apr 2011	Educational equity and access across the curriculum, closing the achievement gap
Explicit Direct Instruction (EDI)—Use of EDI to effectively deliver lessons	All teachers	Twice per year in department meetings	Dec 2006 & Jun 2007 Jan 2008 & Jul 2008 Dec 2008 & Jun 2009 Jan 2010 & Jul 2010 Dec 2010 & Jun 2011	Improved delivery of standards-based instruction
District 1 ELA Cadre—Training in literacy strategies to be used across content areas	Selected English Language Arts teachers	3 times per year in 6-hour sessions	Nov 06, Feb, Jun 07 and ongoing	Development of leadership to improve school-wide literacy
Data Driven Decision Making—Collaboration by SLC, department to analyze periodic assessments data, CST and CAHSEE results, mark reporting breakdowns, and other data	All teachers (of particular interest to core content area teachers), administrators	9 times per year in 1-, 2-, and 3-hour sessions	Various times during school year as data becomes available throughout 2006-11	Use of outcome data to inform instruction, target areas of need
2. To provide teachers, administrators, other stakeholders with knowledge and skills they need to participate effectively in the development, expansion or implementation of an SLC.				
SLC-specific professional development—Workshops, guest speakers, specialized training to support CTE theme of each SLC	All teachers, administrators	Two PD days per year in 2-hour sessions	Aug 2006 & Feb 2007 July 2007 & Jan 2008 Aug 2008 & Feb 2009 July 2009 & Jan 2010 Aug 2010 & Feb 2011	Increased knowledge about Career Technical Education industry sectors, career pathways
Small Learning Community training—Workshops to support general attributes of SLCs (identity, personalization, etc) and related topics (asset building, flexible schedule, etc)	All teachers, administrators	9 times per year in 2-hour and 6-hour sessions	Bi-monthly each year (2-hour sessions); Once per year (6-hour sessions) throughout 2006-11	Deeper understanding of SLC goals and objectives, greater student success
Collaborative Teaching—Design and delivery of lessons for all students—including special ed and ELs.	All teachers	3 times per year in 2-hour sessions	Oct 06, Feb, Jun 07 Oct 07, Feb, Jun 08 Oct 08, Feb, Jun 09 Oct 09, Feb, Jun 10 Oct 10, Feb, Jun 11	Continuous relationships, delivery of integrated curriculum, personalization strategies, full inclusion of Special Ed and ELL students

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Parent Center Outreach— Instruction and opportunities for parent volunteers to increase their involvement with SLCs	Parents and family members	2-3 hours Monthly	Ongoing throughout 2006-11	Increase parent involvement for student success, community building
CTE Professional Development—LAUSD Career Development Branch monthly workshops on CTE-related topics	SLC lead teachers, CTE teachers, coordinators, administrators	Once per month (on traditional school calendar) in 4-hour sessions	Sep 2006-Jun 2007, possibly ongoing	Solidification of thematic instruction thus reinforcing personalization, skills development, community building
SLC Professional Development—LAUSD Office of School Redesign monthly workshops on SLC design and implementation	Selected administrators, coordinators, teachers	6 hours Monthly	Sep 2006- Jun 2007, possibly ongoing	Successful implementation of SLCs

IX. Leveraged Funds

Monroe High School is committed to ensuring that its SLCs are able to benefit from existing funding as part of its strategic plan to increase student achievement in secondary education. Leveraging central office and community support for this purpose is critical. The chart below demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs at the school. These grants pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Leveraged Federal, State, and Local Public Funds:			
Carl D. Perkins Vocational and Technical Education Funds	\$77,000	Pays for Career Technical Education (CTE) Advisor to support advancement of CTE Sector goals and implementation of CTE standards. Helps CTE teachers development CTE curriculum. Provides funds for improvement, modernization, or expansion of existing program. Some funds for general supplies and curricular trips.	Annual, Ongoing
Beyond the Bell Program, Extended Learning Academy	(b)(4)	Supplemental support services and accelerated learning strategies in after-school hours for students significantly below grade level in literacy and math; counseling services to reach underperforming students.	Annual, Ongoing
California Partnership Academy		Enrichment support for coordinator stipend, field trips and supplemental materials for the Media, Visual, & Performing Arts School	Annual, ongoing grant beginning Fall 2004
English Language Learner (ELL Program)		Funded for Coordinator for limited English proficiency (LEP), teachers assistants for LEP students, and classroom supplies English Language Learners Provide support for full integration of ELL into all SLCs	Annual, Ongoing
GEAR UP		To provide tutoring, case management, professional development in instructional	6 years

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Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
		strategies and test-taking strategies, summer enrichment programs, and college preparation and counseling services	
GIFTED AND TALENTED Education Program	(b)(4)	Funds allocated to gifted students in the general school population and in the Gifted Magnet Professional Development for Advanced Placement teachers and enrichment	Annual, ongoing
4 LAUSD District Math & Literacy Coaches		Provide support for improving math and literacy instruction.	Annual, ongoing
LAUSD Instructional Materials Account		Provides materials and supplies for teachers	Annual, ongoing
Qualified Zone Academy Bond (QZAB)		Alteration and improvement of facilities to support school conversion for creation of a media/film studio	Now thru Completion of Construction
Regional Occupational Programs		Provide teachers for CTE courses for the Media, visual & Performing Arts Academy and the Hospitality, Tourism & Recreation Academy	Annual, ongoing
Year-Round School Operational Incentive Grant		Provides funding for school security/campus aides to create a safe site; small amount used for instructional materials	Annual, Ongoing
Instructional Materials Williams Case K-12		Funding for textbooks, instructional materials	Annual, Ongoing
Parent Title I		Parent training and Operational cost of parent center in conjunction with the Parent Institute to inform parents of the impact of SLCs on the instructional program	Annual, Ongoing
Regional Occupational Programs		Provide ½ teacher for vocational education course.	Annual, Ongoing
SB 813		The school provides extra time for counselors who work with 10 th grade students and parents. Funds pay for supplemental counseling.	Annual, Ongoing
Title I		Parent outreach and community development; 9 th grade academy	Annual, Ongoing

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Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
		coordinator; 9 th grade academy counselor, professional development for staff to implement SLCs; substitute time to facilitate SLC planning and development; classroom aides. PSA Counselor to improve student attendance	
Title III	(b)(4)	Tutoring for English as Second Language in each SLC	Annual, Ongoing
Tobacco Use Prevention Education		Promotion of non-smoking	Annual, Ongoing
Comprehensive School Reform		Help under-performing schools achieve their API and AYP	2004-2007
CAL SOAPS		Outreach Program-Provides an outreach counselor once each month	Annual, Ongoing
Economic Impact Aid/State Compensatory Education		Used to develop fluency in English and academic proficiency of English Language by purchasing instructional materials	Annual, Ongoing

X. Timelines and Milestones

In order to complete implementation of wall-to-wall SLCs at Monroe High School on-time and on-budget, a specific implementation plan has been developed. Under a complete reorganization of its SLCs, the school has initiated eight new SLCs as noted in the chart below to add to two established magnet schools on campus. Complete transformation of the school to wall-to-wall SLCs will be completed by the 2010-2011 academic school year, when all ten SLCs will be institutionalized and operating. Because this is a conversion plan that builds upon the transformation of successful existing academies as well as the creation of new SLCs, each year will witness the addition of new students to each SLC.

Smaller Learning Community Name	Traditional or Track(s) Served (A, B, and/or C)	Timeline Expected Start/Expansion Date
ESTABLISHED SLCs (Not Funded by this Grant)		
10. Law and Government Academy Magnet	Track A	1990-1991 School Year
9. Police Academy Magnet	Track A	1996-1997 School Year
NEW SLCs (With Funds from this Grant)		
1-3. 9 th Grade Freshman Academy	Tracks A-C	2006-2007 School Year
4. Education Academy	Track A	2006-2007 School Year
5. Hospitality, Tourism and Recreation (Food, Travel, and Fun) School	Track B	2006-2007 School Year
6. Media, Visual and Performing Arts School	Track B	2006-2007 School Year
7. Public Service Academy	Track C	2006-2007 School Year
8. School of Engineering and Design	Track C	2006-2007 School Year

Monroe is also developing overall detailed timelines and milestones for its SLC implementation, a fluid plan that is flexible enough to meet upcoming challenges. The professional development discussion and chart provided earlier in this school SLC plan and the timelines for recruiting community partners are elements of that larger set of timelines.

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name:	
School Address:	
City, State, Zip Code:	
Phone:	SLC Contact Person:

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Matty Ramirez	Prof Expert / Ed Aide II	Matty Ramirez
Dina Capra	Lead Teacher	Dina Capra
MARYHELEN ARREDONDO	Office Tech	Maryhelen Arredondo
Julia Lopez	Coordinator	Julia Lopez
Iris Mata	Senior Office Assistant	Iris Mata
Brenda Bermudez	Grade 6 Sr. Office Tech.	Brenda Bermudez
Daysi Cortez	Office Tech.	Daysi Cortez
Maria Perez Tapia	Title I Coordinator	Maria Perez Tapia
DENNIS CLANCY	CAREER TECHNICAL EDUC ADVISOR	Dennis Clancy
Patricia Moscotte	Office Tech	Patricia Moscotte
Monica Ambrose	Office Assistant	Monica Ambrose
S. De Alla	SAA	S. De Alla
LYNDA D SCHWARTZ	Principal	Linda D Schwartz
Theresa Brown	AP	Theresa Brown
Patricia Brown	AP	Patricia Brown
Tom Jones	AP	Tom Jones

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
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School Name: James Monroe High School
 School Address: 9229 Haskell Ave.
 City, State, Zip Code: North Hills, CA. 91343
 Phone: (818) 892-4311 SLC Contact Person:

Administrators and Other School Staff Signatures

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Printed Name and Position	Role in SEC	Signature
ANNA SABANO OFFICE TECH	Admissions	<i>[Signature]</i>
DELIA LOVE HENOS	A-track	<i>[Signature]</i>
RITA PADRON OFFICE TECH	A track	<i>[Signature]</i>
Karen K. Turner SpEd. Coordinator / SLC Project Director	work collaboratively w/ SLC lead teacher and staff	<i>[Signature]</i>
Special Ed. Office Tech	Special Ed. Assistant	<i>[Signature]</i>
Lynnda Schwarz / Principal	Restructure / Redesign	<i>[Signature]</i>
Lucy Aldrete	<i>[Signature]</i>	<i>[Signature]</i>
██████████	██████████	██████████
MARK SIMMONS	ADMINISTRATOR	<i>[Signature]</i>
Vicki Maurer, COMMS.	Counselor	<i>[Signature]</i>
██████████	██████████	██████████
Lauren Jetteng	Counselor	<i>[Signature]</i>
Stacey Duggins, COMMS	CONSULTANT	<i>[Signature]</i>
CARDYN CASTRO	OFFICE ASSISTANT	<i>[Signature]</i>
Hector Herrera	Counselor	<i>[Signature]</i>
NICK PALACIO	FINANCIAL MANAGER	<i>[Signature]</i>

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TEACHER SIGNATURES

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Printed Name and Position	Role in SLC	Signature
Jeff Lewler	Educator of English	<i>Jeff Lewler</i>
LUIS MIRABAL	" of Science	<i>Luis Mirabal</i>
Mary M Stepten	" of Science	<i>Mary M Stepten</i>
Crisanto Gallego	" of Science	<i>Crisanto Gallego</i>
Jeff Lewler	" P.E.	<i>Jeff Lewler</i>
Mick Whomen	" P.E.	<i>Mick Whomen</i>
Kelly Hornok	" of English	<i>Kelly Hornok</i>
Jose M. Fonseca	MATH TEACHER	<i>Jose M. Fonseca</i>
Judith Quiñones	Eng. Teacher	<i>Judith Quiñones</i>
Andre Janvier	English Teacher	<i>Andre Janvier</i>
Mohamed Fofana	Science Educator	<i>Mohamed Fofana</i>
David Mastrote	9 th Grade	<i>David Mastrote</i>
Jordan Khalifa	9 th grade	<i>Jordan Khalifa</i>
Paul Majum	9 th grade Ac	<i>Paul Majum</i>
ROX HARRIS	9 th grade English	<i>Rox Harris</i>
CYNTHIA SHIVA	9 th GRADE Ac	<i>Cynthia Shiva</i>

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Printed Name and Position	Role in SLC	Signature
JEFF FOSTER (teacher)	Educator	<i>[Signature]</i>
Carlos Olivares I	Educator	<i>[Signature]</i>
Candice Monroe	Educator ESL	<i>[Signature]</i>
Jehina Gohena	Science	<i>[Signature]</i>
Sue Wong	Science	<i>[Signature]</i>
Rosie Geurse	MATH	<i>[Signature]</i>
Andy King	Math	<i>[Signature]</i>
Adnan Kiriwiz	Emergent lang	<i>[Signature]</i>
Rich Peter	ART EDUCATOR	<i>[Signature]</i>
GREGG JOHNSON (TEACHER)	PE TEACHER	<i>[Signature]</i>
Anna Stuyging		<i>[Signature]</i>
Eleanor Schuster	Teacher	<i>[Signature]</i>
Julia Lopez	Coordinator	<i>[Signature]</i>
Joe Brown	Teacher	<i>[Signature]</i>
BARBARA LINDEMANN	Teacher	<i>[Signature]</i>
Erics S. Andrew	Teacher	<i>[Signature]</i>

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Printed Name and Position	Role in SLC	Signature
Stephen Hughes	English Educator	
SUZANNE BOSNEY	SCIENCE EDUCATOR	
Greg Schiller	Educator of Science	
Joyce Mosas	Educator of Business	
LEWIS CHAPPELLER	EDUCATOR OF ROBOTICS/CAD	
THOMAS WILKINSON	EDUCATOR OF FINE ARTS	
Leo Hernandez	P.E. Coach / Running coach	
Alexo Shelby	Social Studies - Coach	
Eoin GhaFFey	" "	
Karla Heerman	English Educator	
Reigh Clark	English Educator	
Valerie Charney	Maths	
JANILDES MOREIRA	Teacher	
Juan Carlos Torres	Teacher	

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Printed Name and Position	Role in SLC	Signature
SCOTT COOPER, TEACHER	TEACHER/EDUCATOR	<i>Scott C. Cooper</i>
GREGG SCHKORNIK, Teacher	Teacher/Lead teacher	<i>Gregg Schkornik</i>
ERNESTO S. PANGILINAN	TEACHER/EDUCATOR/mentor	<i>Ernesto Pangilinan</i>
Joyce Moses	Teacher/Business	<i>Joyce Moses</i>
SARKIS MARGOSIAN	SCIENCE	<i>Sarkis Margosian</i>
THOMAS WU	FINE ARTS	<i>Thomas Wu</i>
Lorelei Smith	English	<i>Lorelei Smith</i>
CYNDI MARROTT	TEACHER	<i>Cyndi Marrott</i>
ELIZABETH TILLOT	TEACHER	<i>Elizabeth Tillett</i>

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Printed Name and Position	Role in SLC	Signature
Cindy Zepeda	educator	
Jwe Wong	Science	
Brian York	Math	
Adriana Rincón-Luón	Foreign Lang	
Ana Strogina	Math	
Julia Lopez	Coordinator	
Rick Peter	LEA LEADER	
Marisol Guzman	PE Teacher	
S. EDELMAN	MATH TEACHER	
G. R. Draper	ESL	
J. Boh	Science Teacher	
Teresa Steward	English Teacher	
BRIG TRATAR	Teacher	
Marra Christian	Teacher	
Dina Capra	Teacher	
Ashley Wilder	Teacher	

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Printed Name and Position	Role in SLC	Signature
Sally Hall-Schmauss	Education	<i>Sally Hall-Schmauss</i>
Anita Thompson	Educator	<i>Anita Thompson</i>
Yad Yoni	Lead Teacher - Education	<i>Yad Yoni</i>
Richard Moore	Educator of science	<i>Richard Moore</i>
Bernice Krieger	Education (Teacher of Science)	<i>Bernice Krieger</i>
KENNETH LATZER	EDUCATOR OF MATHEMATICS	<i>Kenneth Latzer</i>
MARGARITO L. TALAVERA	Mgt. of Galen EDUCATOR OF SPANISH	<i>Margarito L. Talavera</i>
Nestor FANTINI	Educator of Social Science/Hist	<i>Nestor Fantini</i>
DON LOCKMAN	English Teacher	<i>Don Lockman</i>
Robert Berenson	social sciences educator	<i>Robert Berenson</i>
Timothy C. Kim	mathematics	<i>Timothy C. Kim</i>
Linda W Lewis	Education - ESL	<i>Linda W Lewis</i>
MARCO CARAVAGGIO	Educator of ind arts	<i>Marco Caravaggio</i>
THOMAS BANGERT	TEACHER/COACH	<i>Thomas Bangert</i>
PAUL YAMAMOTO	MATH TEACHER	<i>Paul Yamamoto</i>
Bonnie Stanton	CTE Teacher	<i>Bonnie Stanton</i>

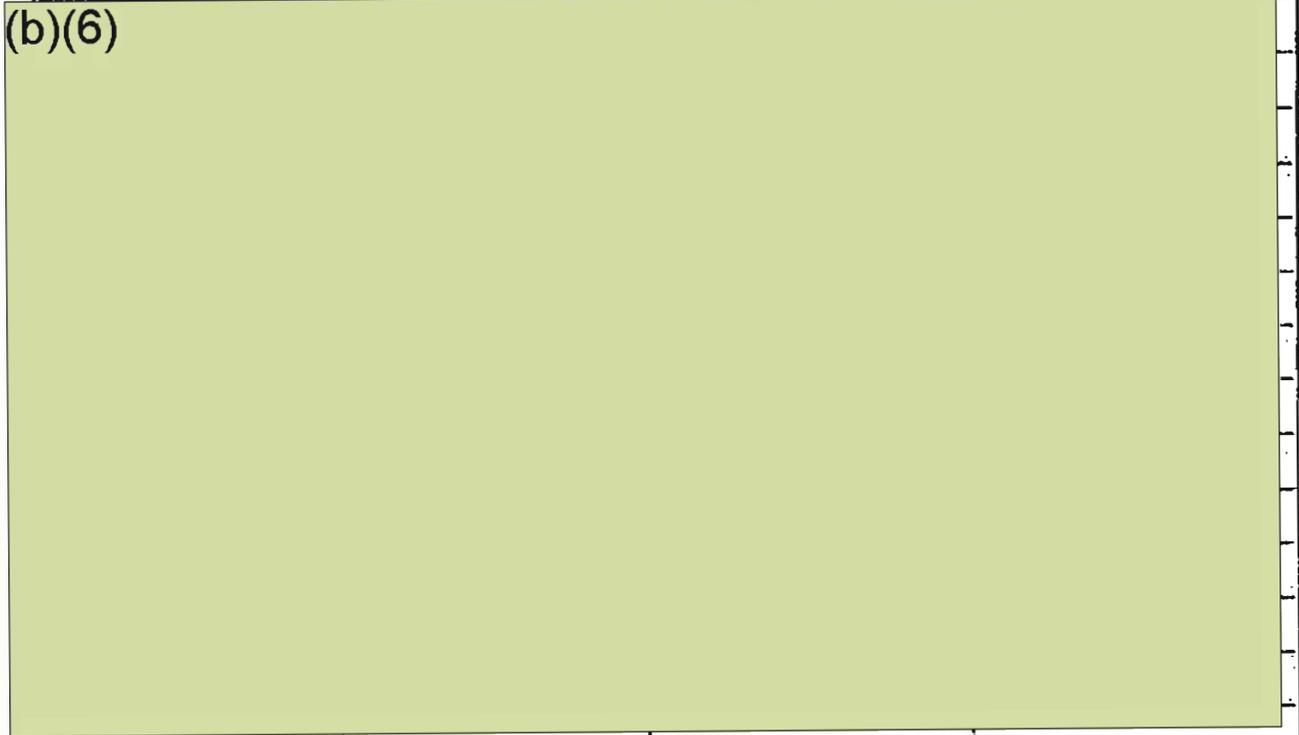
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Phone: 818.892.4311	SLC Contact Person:

PARENT SIGNATURES

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Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

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Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
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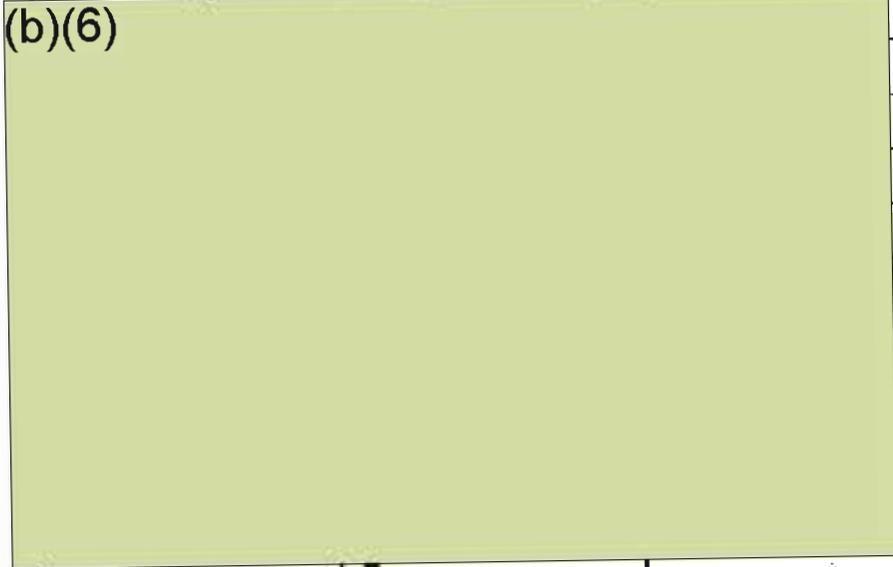
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Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

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School Address:	9229 Haskell Ave		
City, State, Zip Code:	North Hills, California 91343		
Phone:	818.892.4311	S.L.C Contact Person:	

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Printed Name	Signature	Printed Name	Signature
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(b)(6)



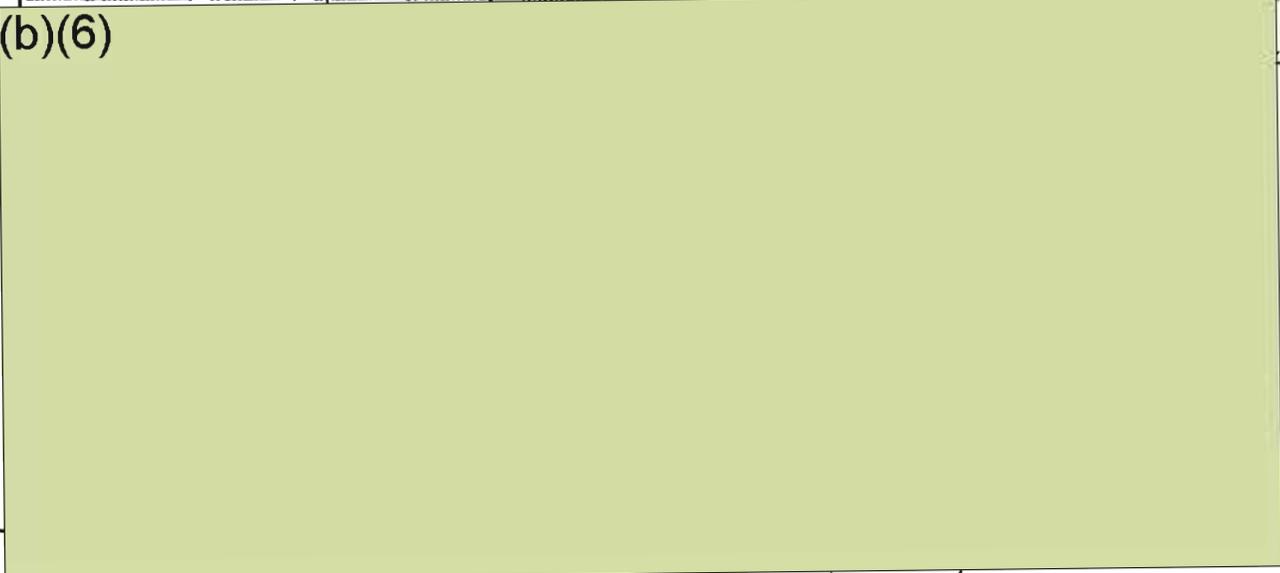
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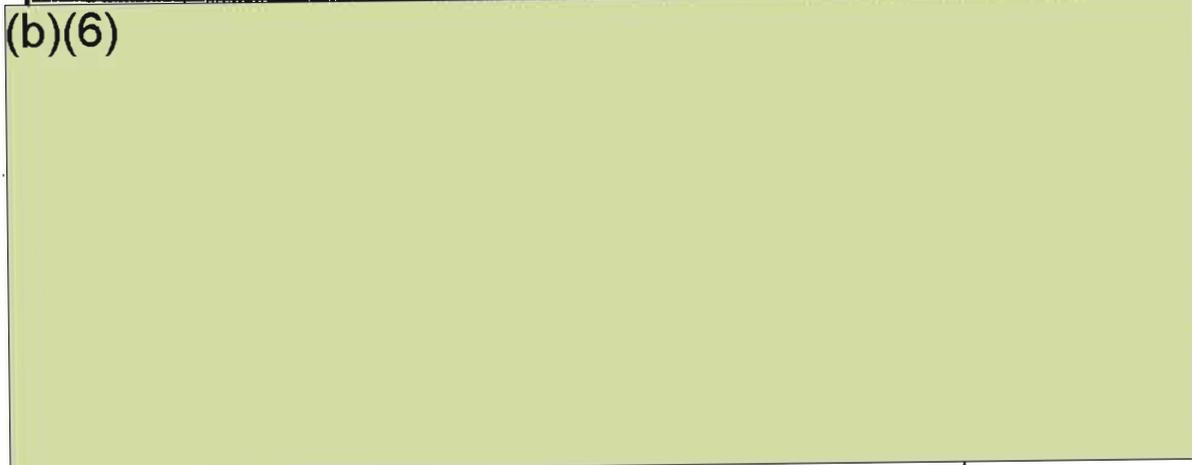
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Cohort 6 Smaller Learning Communities
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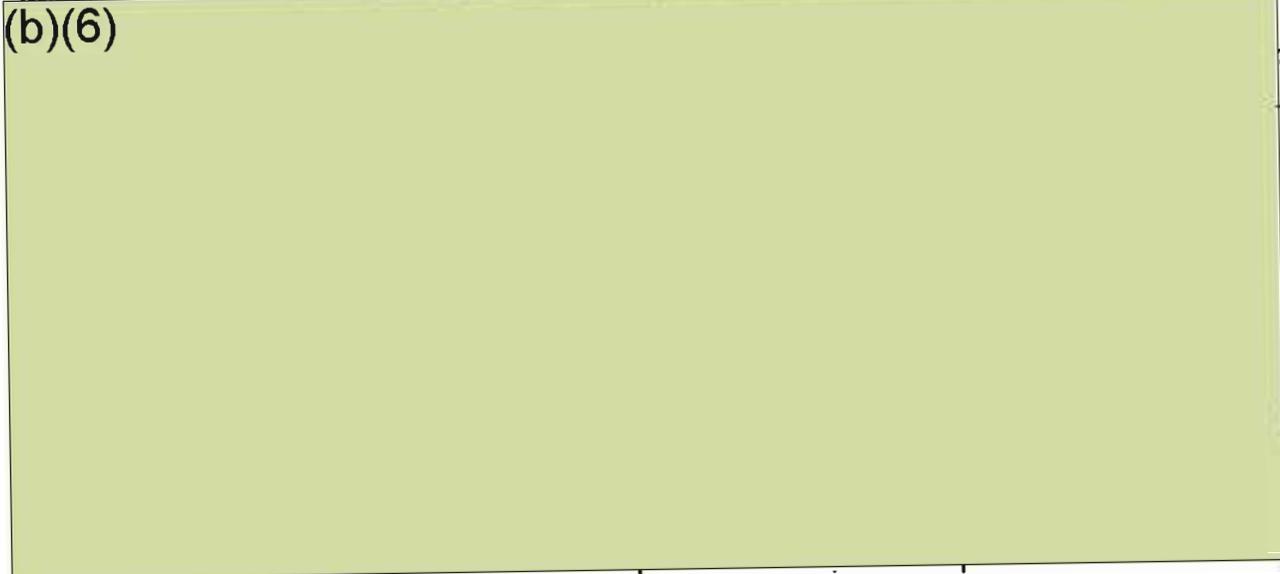
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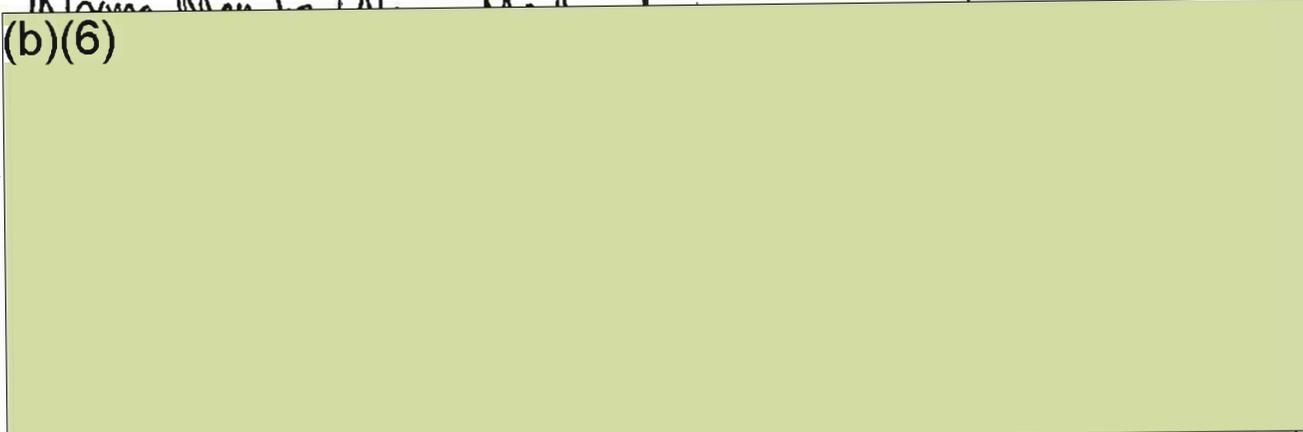
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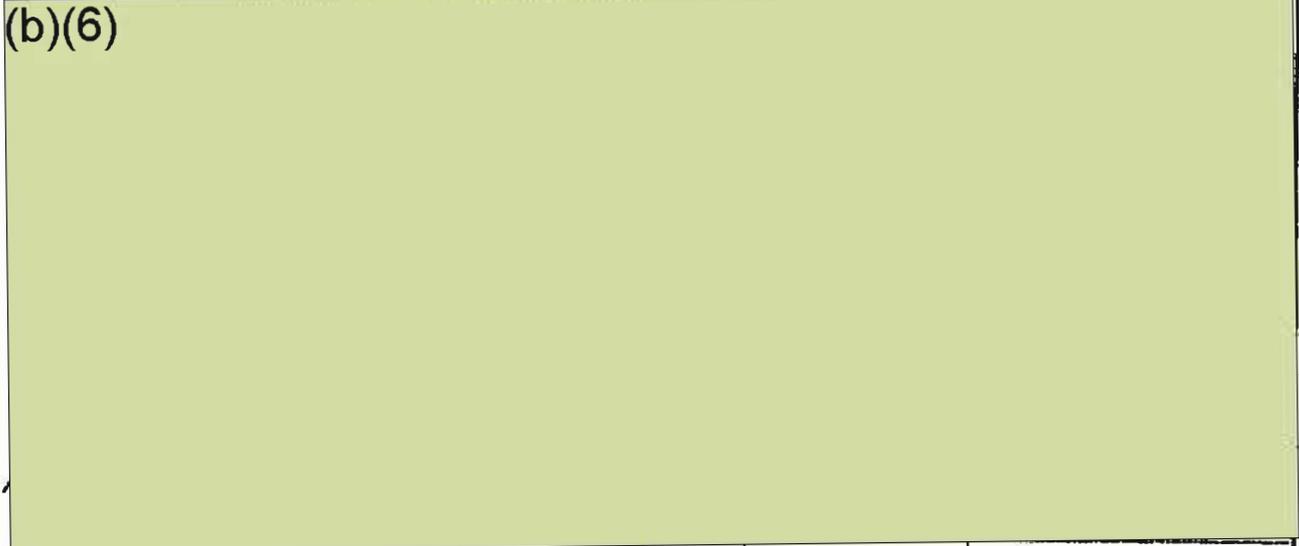
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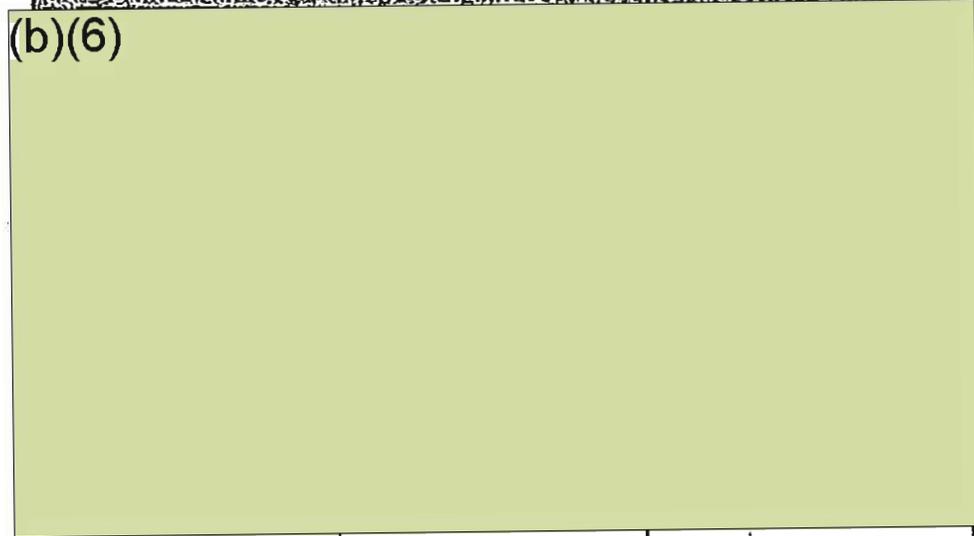
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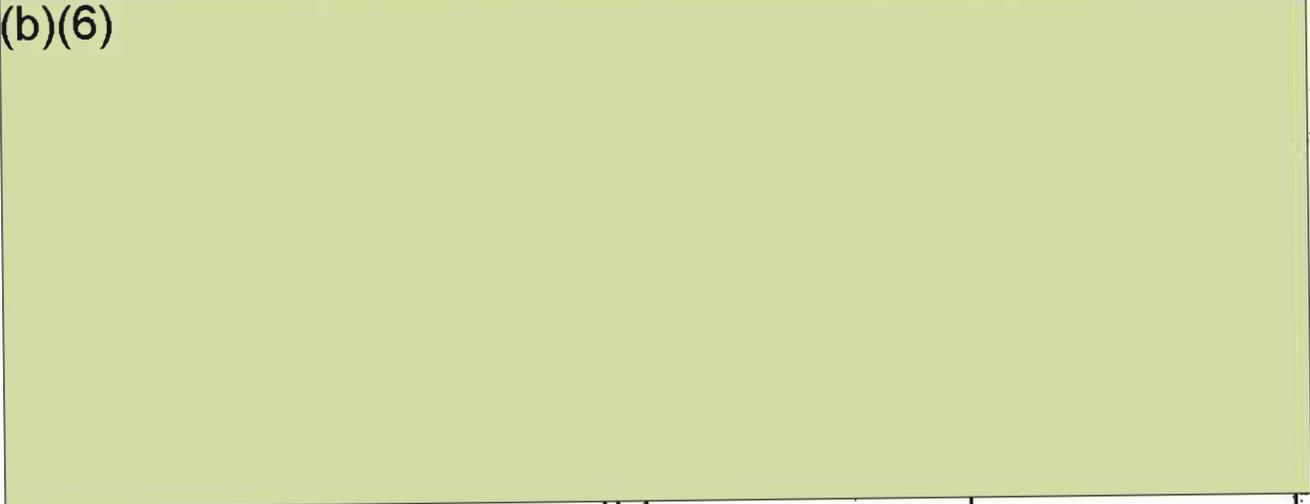
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PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
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**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: James Monroe High School	
School Address: 9229 Haskell Ave	
City, State, Zip Code: North Hills, California 91343	
Phone: 818.892.4311	SLC Contact Person:

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: James Monroe High School	
School Address: 9229 Haskell Ave	
City, State, Zip Code: North Hills, California 91343	
Phone: 818.892.4311	SLC Contact Person:

STUDENT SIGNATURES

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(b)(6)

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(b)(6)

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STUDENT SIGNATURES

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**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

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We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

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(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: James Monroe High School	
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City, State, Zip Code: North Hills, California 91343	
Phone: 818.892.4311	SLC Contact Person:

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)



June 12, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz,

This letter is written on behalf of UCLA EAOP (an academic preparation program) to support James Monroe High School's plan to transition their campus into wall-to-wall small learning communities. We support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

A major component of any successful smaller learning communities is the collaboration with local education partners who will promote awareness to incoming high school students for enrollment in postsecondary programs. Small learning communities have been shown to raise student achievement. Each of Monroe's proposed communities will have a career technical education focus: education, engineering design, media arts, protective services or hospitality and tourism. UCLA EAOP is prepared to continue their collaboration with Monroe High School to support this effort.

As an on-going partner, we will offer input into program design and implementation and are prepared to offer these services:

- UCLA EAOP representative weekly visits
- Academic college advising
- College application workshops and assistance
- College Prep Workshops
- Invitations to Saturday Academies and workshops at UCLA
- Financial aid and scholarship information and assistance
- Invitation to Summer Academic Boot Camp or other Academic enrichment programs

The total value of this in kind is estimated at (b)(4) per year.

We are pleased to join your school team to elevate the quality of education for youth in our community.

Sincerely,

A handwritten signature in cursive script, appearing to read "Debra Pounds".

Debra Pounds, Ed.D.
Director UCLA EAOP

LOS ANGELES FIRE DEPARTMENT



WILLIAM R. BAMATTRE
FIRE CHIEF

June 13, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz,

Please accept this letter as notice of our support for James Monroe High School's plan to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Monroe High School has chosen to reconfigure from a large comprehensive high school into a cluster of five themed small learning communities to raise student achievement. Research has shown that students perform better in schools that increase personalization, offer a rigorous standards-based curriculum, and create a unifying vision and identity through cored instruction. Each of the communities will have a career technical education focus: Education, Engineering Design, Media Arts, Protective Services (Fire/Police), Hospitality and Tourism.

A key component of successful small learning communities is collaboration with community partners who offer input into program design and implementation and provide students with real-world application of their education experience.

We at the Los Angeles City Fire Department are prepared to work with the school in the following ways to support this effort:

- Fire Equipment and Protective Clothing
- Technical Training and Instruction
- Ladders and Hose

The total value of this commitment is estimated a (b)(4) per year.

Thank you for the opportunity to join your school team in supporting this important effort to elevate the quality of education for youth in our community.

Sincerely,

Darren Palacios, Explorer Program Director
Battalion Chief, Los Angeles City Fire Department

PIERCE COLLEGE

June 12, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Mrs. Schwarz,

We are happy to write this letter on behalf of James Monroe High School's plan to transition into small learning communities. We support their application to the United States Department of Education for a Smaller Learning Communities grant and look forward to continue working with your school and its students.

We agree with Monroe's decision to transition into a cluster of five themed small learning communities to raise student achievement. Research has shown that students perform better in schools that offer a rigorous standards-based curriculum while increasing personalization and creating a unifying vision and identity through cored instruction programs. These five communities will have a career technical education focus, which are: education, engineering design, media arts, protective services or hospitality and tourism.

The major component of successful small learning communities is the collaboration with community partners, who offer input into their design and implementation. They also should provide students with real-world application of their education experience.

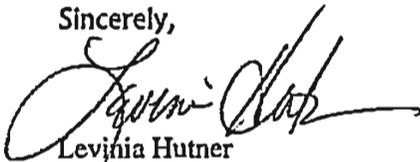
Pierce College is committed to continue our partnership working with Monroe High School by offering these services:

- Student Advertisement
- Outreach programs
- CAHSEE Preparation
- College Tours

Our "in-kind" commitment is estimated to be approximately (b)(4) of our outreach budget per year.

We thank you for giving us the opportunity to join your school team.

Sincerely,



Levljnia Hutner
EOP Outreach Program Coordinator

6201 Winnetka Avenue /Woodland Hills /California /91371 /(818) 347-0551

Los Angeles Community College District



11041 Sepulveda Blvd. • Mission Hills, CA 91345-1413 • 818/365-9621 • 661/254-3344 • Fax 818/837-6915 • www.hamertoyota.com

Bud Brown
COMMUNITY RELATIONS MANAGER

*Lynda D. Schwarz, Principal,
James Monroe High School,
9229 Haskell Avenue,
North Hills, CA 91343*

June 12, 2006

Dear Ms. Schwarz,

Hamer Toyota is pleased to write this letter of support for James Monroe High School's plan to transition into wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Monroe High School, a large comprehensive high school, has decided to transition into a cluster of five themed small learning communities to raise student achievement. Studies show that students perform better in schools that increase personalization, offer a rigorous standards-based curriculum and create a unifying vision and identity through cored instruction programs. Each of their communities will have a career technical education focus: education, engineering & design, media arts, protective services or hospitality and tourism. Hamer Toyota will be part of their "Engineering and Design" community.

We realize a key component of successful small learning communities is the collaboration with community partners who offer input into program design and implementation and provide students with real-world application of their education experience.

Hamer Toyota is prepared to continue to work with your school in the following ways to support this effort: 1. Mentoring 2. Offer technical assistance in aspect of our industry 3. Career opportunities. Our in-kind commitment is estimated at (b)(4) per year.

We at Hamer Toyota are also committed to help improve the quality of education for the youth in our community.

Sincerely

Bud Brown

*Bud Brown
Community Relations Manager*

(CEF admin. assistant)



Los Angeles Mission College

One of the nine Los Angeles Community Colleges

13356 Eldridge Avenue • Sylmar, CA 91342-3244 • (818) 364-7674 Geri Shapiro, Tech Prep Director
June 8, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, CA 91343

To Whom It May Concern:

Please accept this letter as notice of our support for James Monroe High School's plan to transition your campus wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Small Learning Communities grant and look forward to working with you on this transition.

Monroe High School has chosen to reconfigure from a large comprehensive high school into a cluster of five themed small learning communities to raise student achievement. Research has shown that students perform better in schools that increase personalization offer rigorous standards-based curriculum, and create a unifying vision and identity through core instruction. Each of the communities will have a career technical education focus. These areas will include education, engineering design, media arts, protective services or hospitality and tourism.

Another key component of these new successful small learning communities is collaboration. As a partner College we offer input into program design, implementation and provide students with real world application of their educational experience. In this spirit, we invite James Monroe High School to join as community partners in the development of small learning communities.

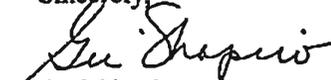
We at Los Angeles Mission College are prepared to continue to work with the school in the following ways to support this effort:

1. Professional Development Seminars for teachers, counselors, and administrators
2. Instructor for Tech Prep Culinary Students
3. Technical Assistance in aspects of industry
4. Provide information on career opportunities and industry trends

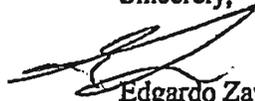
The total value of this commitment is estimated at (b)(1) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,


Geri Shapiro
Tech Prep, Director

Sincerely,


Edgardo Zayas,
Los Angeles Mission College, Dean



Los Angeles Valley College

5800 Fulton Avenue
Valley Glen, California 91401-4096
818.947.2600 www.lavcollege.com

June 9, 2006

Lynda D. Schwarz, Principal
Monroe High School
9229 Haskell Avenue
North Hills, CA 91343

Dear Ms. Schwarz:

I am writing on behalf of Los Angeles Valley College to support Monroe High School's plan to transition of wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

A key component of successful small learning communities is collaboration with educational partners to promote awareness, access and enrollment in postsecondary programs. Los Angeles Valley College is prepared to continue to work with Monroe High School to support this effort. Our commitment to this effort includes the following services:

- LA Valley College information, brochures, and application materials,
- College representative weekly visits,
- College awareness presentations and campus tours, and
- Financial aid and scholarship information

The total value of this commitment is estimated at (b)(4) per year.

Thank you for the opportunity to be a part of this critical transition. We look forward to working with you and your team.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sherri A. Rodriguez'.

Sherri A. Rodriguez, Ed.D.
Associate Dean, Student Services

Cc: Dr. Yasmin Delahoussaye, Vice President, Student Services



CALIFORNIA

1500 North Verdugo Road
Glendale, California 91208
818/240-1000 818/549-9436 Fax

June 12, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, CA 91343

Please accept this letter as notice of our support for James Monroe High School's plan to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Monroe High School has chosen to reconfigure from a large comprehensive high school into a cluster of six themed small learning communities to raise student achievement. Research has shown that students perform better in schools that increase personalization, offer a rigorous standards-based curriculum, and create a unifying vision and identity through cored instruction. Each of our communities will have a career technical education focus; education, engineering design, media arts, protective services, or hospitality and tourism.

Another key component of successful small learning communities is collaboration with community partners who offer input into program design and implementation and provide students with real-world application of their educational experience. In this spirit, we will be a community partner with James Monroe High School.

We at Glendale Community College are prepared to continue to work with the school in the following ways to support this effort:

- Prepare students for Competition
- Mentor Students
- Technical assistance
- Help provide parts for robots
- Waive tuition for Engineering students who enroll in Glendale Community College

The total value of this commitment is estimated at \$(b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jennifer Hughes', with a long horizontal flourish extending to the right.
Jennifer Hughes



WORKING ARTISTS
Los Angeles • London

9563 Langdon Ave. • North Hills • CA 91343
Phone: 818-907-1122 • Fax 818-894-1018
www.workingartistsagency.com

June 9, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, CA 91343

Working Artists is proud to support James Monroe High School's plan to transition your campus to wall-to-wall small learning communities. We fully support the application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Working Artists is prepared to continue to work with the school in the following ways to support this effort:

- Give technical assistance in aspects of industry
- Career opportunities and industry trends, etc.

The total value of this "in kind" commitment is estimated at (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community.

Sincerely,

Debora Masterson
Principal/Founder
Working Artists



June 9, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz,

Please accept this letter as notice of our support for James Monroe High School's plan to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Monroe High School has chosen to reconfigure from a large comprehensive high school into a cluster of five themed small learning communities to raise student achievement. Research has shown that students perform better in schools that increase personalization, offer a rigorous standards-based curriculum, and create a unifying vision and identity through cored instruction. Each of our communities will have a career technical education focus: education, engineering design, media arts, protective services or hospitality and tourism.

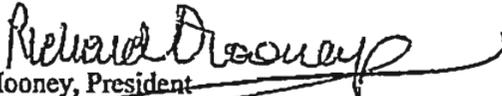
Another key component of successful small learning communities is collaboration with community partners who offer input into program design and implementation and provide students with real-world application of their education experience.

Kensington Caterers is happy to be included as an ongoing partner in the "Hospitality" portion of your Smaller Learning Communities, and prepared to work with the school by offering:

- Supplying goods
- Services – Chefs teaching students
- Job Shadow Days
- Internships

The total value of this commitment is estimated at (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. The emphasis on creating small learning communities is an important contribution to that end.

Sincerely, 
Richard Mooney, President
Kensington Caterers, Inc

5556 West Washington Boulevard, Los Angeles, California 90016
Telephone (323) 935.4300 Fax (323) 935.4447
website: kensingtoncaterers.com



June 2nd 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Ave
North Hills Ca 91343

Please accept this letter as notice of our support for James Monroe High School's plan to transition your campus to wall to wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Monroe High School has chosen to reconfigure from a large comprehensive high school into a cluster of five themed small learning communities to raise student achievement. Research has shown that students perform better in schools that increase personalization, offer a rigorous standards-based curriculum and create a unifying vision and identity through cored instruction. Each of our communities will have a career technical education focus experience. In this spirit we invite you to be a community partner with James Monroe High School.

We at Flip's Tire Center are prepared to continue to work with the school in the following ways to support this effort:

- Provide advertisement
- Offer internship opportunities for students
- Give technical assistance in aspects of industry
- Career opportunities, industry trends etc

The total value of this commitment is estimated at (b)(1) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

A handwritten signature in black ink that reads "Philip Smith".

Philip 'Flip' Smith



Van Nuys

Los Angeles World Airports

June 7, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz:

LAX
Ontario
Van Nuys
Palmdale
City of Los Angeles
Department of Transportation
4400

This letter serves as notice of Van Nuys Airport's (VNY) support for James Monroe High School's plan to transition your campus to wall-to-wall small learning communities. Building on VNY's long-standing commitment to the science education of future leaders, we strongly support your application to the U.S. Department of Education for a Small Learning Communities grant and look forward to assisting you and your students.

Board of Airport
Contractors
Avalon
Burbank
Foothill
Glendale
Long Beach
Los Angeles
North Hollywood
Palmdale
Santa Monica
Van Nuys
West Covina
West Long Beach
Westminster

To contribute to Monroe's transition to small learning communities, VNY – the world's busiest general aviation airport and part of the City of Los Angeles-operated airport system – can serve as a valued community partner that provides students with real-world applications of their educational experience. This partnership can enhance VNY's longstanding efforts to help prepare the students of today for the jobs of tomorrow, particularly in aviation- and aerospace-related fields.

At VNY, we can work with Monroe in the following ways to serve as an educational supplement to your small learning community efforts, especially in the engineering realm:

- Provide students with tours of VNY, which offer an up-close look at a wide variety of aircraft and a glimpse into the many activities of aviation companies and operations at the airport.
- Offer presentations to classes on aviation careers and other airport-related topics, and participate in school career days.
- Provide students with the opportunity to apply for the annual ACE (Aviation Career Education) Academy one-week motivational program held each summer. ACE gives high school students, selected based on merit, a basic understanding of the aviation industry, plus general knowledge of VNY and Los Angeles International Airport.
- Offer student internship/job shadow opportunities as appropriate.
- Give students the opportunity to get their science abstracts published in the "New Journal of Student Research Abstracts," a Library of Congress-listed periodical now published by VNY with California State University, Northridge.
- Work with students to produce a VNY community newsletter, as Monroe students previously did with much success.

James Monroe High School
Page 2

The total value of this commitment is estimated at (b)(4) per year.

Thank you for the opportunity to join Monroe's team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of youth in our community. This emphasis on creating small learning communities serves as an important contribution to that end, and reinforces VNY's efforts to enable the ideas and aspirations of the next generation to take flight.

For questions and more information on how VNY can work with Monroe on educational programs, please contact Stacy Geere, Public and Community Relations Director, at (818) 909-3529 or sgeere@lawa.org. Thank you again.

Sincerely,



Selena Birk
Van Nuys Airport Manager

SG



ECONOMIC ALLIANCE
OF THE SAN FERNANDO VALLEY

June 9, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz,

Please accept this letter as notice of our support for James Monroe High School's plan to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

We support Monroe High School reconfiguring their large comprehensive high school into a five themed small learning communities (SLC). Through out California we have witnessed how student achievement has been raised through SLC's. As you know research has validated that students perform better in schools that personalize learning, offers rigorous standards-based education, and unifies a community when they actively participate in creating a culture of life long learners.

The Economic Alliance also supports Monroe's effort in offering a career technical education for all of the SLC's (Education, Engineering design, Media arts, Protective Services, Hospitality, & Tourism). By providing these opportunities, students will be aware of the skills required for the world-of-work and the needed higher education to have a life long career in those industries.

Through collaboration, community partners can offer real-world advice so that the SLC's stay relevant and consistent to industry needs.

The Economic Alliance is prepared to provide Monroe High School SLC partnership:

- Advertisement and Marketing,
- Provide Annual Industry Survey Guides and Labor Market Information
- Offer Student Leadership Training (Ethics, Communication, Teamwork)

- Host Educators, Counselors and Business Leaders SLC annual Dialogue

As a school wide business partner in your existing SLC's, our total value of this commitment is estimated at (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. The emphasis on creating small learning communities is an important contribution to that end.

Sincerely,



Kern Phillips
Director, Workforce & Education Investment



Los Angeles Center Studios #F365 • 1201 W. 5th Street • Los Angeles CA 90017

June 2, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, CA 91343

Please accept this letter as notice of our support for James Monroe High School's plan to transition you campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Monroe High School has chosen to reconfigure from a large comprehensive high school into a cluster of five themed small learning communities to raise student achievement. Research has shown that students perform better in schools that increase personalization, offer a rigorous standards-based curriculum, and create a unifying vision and identity through cored instruction. Each of our communities will have a career technical education focus; education, engineering design, media arts, protective services, or hospitality and tourism.

Another key component of successful small learning communities is collaboration with community partners who offer input into program design and implementation and provide students with real-world application of their educational experience. In this spirit, we invite you to be a community partner with James Monroe High School.

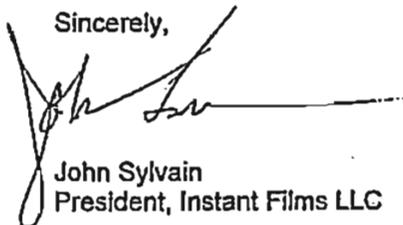
We at Instant Films are prepared to continue to work with the school in the following ways to support this effort:

- > Monroe students will participate in 7 Instant Film Productions per year
- > Offer internship opportunities for students
- > Give technical assistance in all aspects of the industry
- > Career opportunities, Industry trends, etc.
- > Provide Classroom mentors
- > Participate in a Vocational Advisory Board

The total value of this commitment is estimated at (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,



John Sylvain
President, Instant Films LLC

WEILER'S DELI
9046 Balboa Blvd.
Northridge, California 91324

June 9, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Mrs. Schwarz,

I am happy to write this letter in support of James Monroe High School's application for a United States Department of Education Smaller Learning Communities grant. Many schools don't offer students the skills and classes with real-world application. The concept of smaller learning communities offers students' rigorous standards-based curriculum and classes with a technical career focus. This will enhance their learning experience by making it more personal and appealing, which will raise student achievement.

Weiler's Deli is pleased to be part of an on-going partnership in the "Hospitality Community". We will continue to offer our services to help students' select a career pathway in this industry. Our estimated commitment per year is \$ **(b)(4)** _____. These are the services we offer:

- Mentoring
- Supporting fundraisers with donations
- Donating food
- Food demonstrations

Thank you for giving me this opportunity to be part of your team and help elevate the quality of education for the youth people in our community.

Sincerely,



Gayle Mousis, Owner
Weiler's Deli



P.O. Box 900
Beverly Hills, California 90213-0900
Phone 310 369 8184 • Fax 310 969 3573
e-mail: jim.sharp@fox.com

TWENTIETH CENTURY FOX TELEVISION
A UNIT OF TWENTIETH CENTURY FOX FILM CORPORATION

Jim Sharp
Executive Vice President
Production

June 8, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz,

Twentieth Century Fox Television is pleased to be part of James Monroe High School's plans to become a campus of "wall-to-wall" small learning communities. We support your application to the United States Department of Education for a Smaller Learning Communities grant.

We also believe that offering students' different career pathways in smaller learning communities with a technical education focus, and applying real world application, will raise student achievement scores. These classes will also help students develop an interest in a career of their choice. As we continue our on-going partnership in the "Media, Visual and Performing Arts School", we are prepared to lend our support by offering:

- Mentoring
- Internships
- Providing needed equipment and technical advice for use of this equipment
- Construction of projects
- Providing bus transportation/field trips

Our "in-kind" services are valued at (b)(4) per year.

We are pleased to be part of Monroe's transition into smaller learning communities and help young people pursue careers in the entertainment industry.

Sincerely,

Jim Sharp
Executive Vice President, Production
Twentieth Century Fox Television

A NEWS CORPORATION COMPANY



Anheuser-Busch, Inc.

ONE OF THE ANHEUSER-BUSCH COMPANIES

June 2, 2006

James Monroe High School
Lynda D. Schwarz, Principal
9229 Haskell Avenue
North Hills, CA 91343

Dear Ms. Schwarz:

Please accept this letter as notice of our support for James Monroe High School's plan to transition the campus to small learning communities. We would like to support your application to the United States Department of Education for a Smaller Learning Community grant.

Anheuser-Busch, Los Angeles Brewery is pleased to have a strong partnership with the school through our attendance at career fairs and other school sponsored events.

We at Anheuser-Busch area prepared to continue to work with the school and support James Monroe High School. Listed below are some ways we are committed to help:

- Career Opportunities
- Brewery Tours for Students
- Provide meeting space for faculty and staff

The total value of this commitment is estimated at approximately (b)(4) per year.

James Monroe High School is striving to provide an excellent educational system to the children of our community. The Los Angeles Brewery is pleased to support this effort with the above estimated contribution and donation of our employee's time.

If you have any questions, you may contact my office at 818-908-5595.

Sincerely,

Gail Glasser
Human Resources Specialist I
Los Angeles Brewery

Anheuser-Busch, Inc.
15800 Roscoe Blvd.
Van Nuys, CA 91406

KENN CLEANERS
16924 San Fernando Mission Blvd.
Granada Hills, California 91344

June 7, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz,

Please accept this letter as my firm commitment to Monroe High School that *Kenn Cleaners* fully supports your endeavors to make Monroe High School into wall-to-wall small learning communities. We want to be part of this on-going partnership with the school and support their application to the United States Department of Education for a Smaller Learning Communities grant.

We have been part of Monroe's community family for many years and will continue to support their vision of raising student achievement while applying real world application to the educational process. I believe by offering students classes with different career pathways, along with a technical education focus; will help students develop an interest in a career of their choice.

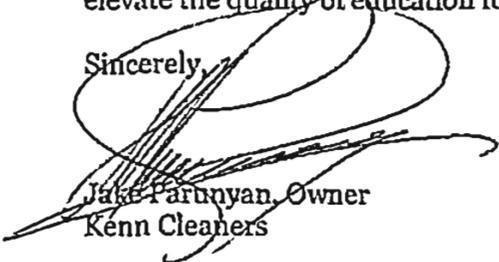
Kenn Cleaners is prepared to work with Monroe High School and offer:

- Paid internship opportunities for students
- Provide advertisement
- Give technical assistance in aspects of our industry
- Offer career opportunities

The total value of my commitment as an "in-kind" contribution is estimated at (b)(4) per year.

I thank you for giving me the opportunity to join your school team helping elevate the quality of education for the youth in our community.

Sincerely,



Jake Parunyan, Owner
Kenn Cleaners



Hyatt West Hollywood
8401 Sunset Boulevard
West Hollywood CA 90069 USA

Telephone: 323.656.1234
FAX: 323.785.6059

June 7, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz,

It is with great pleasure that I write this letter to extend the support from the Hyatt West Hollywood in your endeavors for obtaining a Smaller Learning Communities grant from the United States Department of Education.

We agree that by offering students different career pathways in small learning communities and applying real world application to this educational process, this will help raise student achievement scores. As a partner in your "Hospitality" SLC, we support your endeavors offering classes with a technical education focus, which will help students' develop an interest in a career of their choice.

The Hyatt West Hollywood would like to offer these services at an estimated "in-kind" value of (b)(1)

- Demonstrations for Monroe Culinary students
- Field trips and technical assistance
- Job shadow days

We thank you for giving us this opportunity to be a part of this on going partnership with Monroe High School and help young people who pursue careers in the hotel/food industry.

Sincerely,


Julie Shepard, Director
Human Resources
Hyatt West Hollywood



15505 Roscoe Boulevard
 North Hills, California 91343
 (818) 787-3800
 1-800-GO-GALPIN
 www.galpin.com

June 7, 2006

Lynda D. Schwarz, Principal
 James Monroe High School
 9229 Haskell Avenue
 North Hills, CA 91343

Dear Ms. Schwarz,

We at Galpin are prepared to continue to work with Monroe High School in the following ways to support your effort toward a Smaller Learning Communities Grant:

- > Scholarships
- > Job Shadowing
- > Career Advisement
- > Career Prospects
- > Providing Advertisement
- > Offering Internship Opportunities

The total value of this commitment is estimated at (b)(4) in time services per year. We welcome the opportunity to join you and your school in supporting this effort to elevate the quality of education for youth in our community.

Sincerely,

GALPIN MOTORS, INC.

Brad Boeckmann
 Vice President

BB/aa



(818) 787-3800



GALPIN ASTON MARTIN
 (818) 894-3800



GALPIN JAGUAR
 (818) 894-3800



GALPIN VOLVO
 (818) 894-3800



GALPIN LINCOLN
 (818) 894-3800



GALPIN MERCURY
 (818) 894-3800



GALPIN MAZDA
 (818) 742-3800



GALPIN SATURN
 SATURN THE VALLEY
 SATURN'S SOUTH CLARKS
 (818) 895-3800
 (661) 284-3800



9240 Haskell Avenue
North Hills, California 91343

June 8, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz,

Valley Presbyterian Preschool is pleased to write this letter of commitment of our on-going partnership with James Monroe High School. We are happy to support your efforts in obtaining a grant from the United States Department of Education for smaller learning communities within the school.

Offering different career pathways to students in a smaller learning environment will help raise student test scores. As a partner in their "Education Academy" within the smaller learning community, we are prepared to continue offering our services for the students of Monroe High School as follows:

- Students Aides working with pre-school children and certified pre-school teachers for 10 hours a week
- Job Shadowing Skills
- In-kind contribution (b)(4)

We also believe that offering students real-world application into their educational experience will elevate the quality of their education and aim them in the right direction to pursue careers in education.

Sincerely,

Cathie Corder, Director
Valley Presbyterian Preschool

Los Angeles Unified School District

James Monroe High School
9229 Haskell Avenue, North Hills, CA 91343
Telephone: (818) 892-4311 Fax: (818) 892-5622

Roy Romer
Superintendent of Schools

Lynda Schwarz
Principal

Zoila Galindo
Parent Center Director

June 7, 2006

Lynda D. Schwarz, Principal
James Monroe High School
9229 Haskell Avenue
North Hills, California 91343

Dear Ms. Schwarz,

Please accept this letter as notice of our support for James Monroe High School's plan to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Monroe High School has chosen to reconfigure from a large comprehensive high school into a cluster of five themed small learning communities to raise student achievement. Research has shown that students perform better in schools that increase personalization, offer a rigorous standards-based curriculum, and create a unifying vision and identity through cored instruction. Each of our communities will have a career technical education focus: education, engineering design, media arts, protective services or hospitality and tourism.

Another key component of successful small learning communities is collaboration with community partners who offer input into program design and implementation and provide students with real-world application of their education experience.

We at the Parent Center at James Monroe High School are prepared to work with the school in the following ways to support this effort by:

Providing workshops for Parents and bringing Interesting Programs like:

- Healthy Beginning for pregnant students and parents
- Empowerment of Arthritis, from Olive View-UCLA Medical Center .1
- Breast Cancer Prevention Program
- Nutrition
- Parenting Class
- Drugs and Alcohol Prevention Program
- The Parent Institute

Los Angeles Unified School District

James Monroe High School
9229 Haskell Avenue, North Hills, CA 91343
Telephone: (818) 892-4311 Fax: (818) 892-5622

Roy Romer
Superintendent of Schools

Lynda Schwarz
Principal

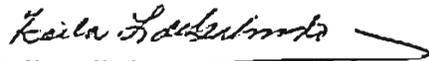
Zoila Galindo
Parent Center Director

Programs supported with Title One funds.

The total value of this commitment is estimated at \$(b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. The emphasis on creating small learning communities is an important contribution to that end.

Sincerely,



Zoila Galindo
Parent Center Director

POLYTECHNIC HIGH SCHOOL Smaller Learning Communities Plan

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This SLC plan is a work in progress. To honor the unique styles and preferences of each school site SLC team, LAUSD has allowed each to develop and package their plans according to local priorities while adhering to district requirements for SLC development and implementation. For the purposes of this grant proposal, we have attempted to build a consistent and reader-friendly outline from one school plan to the next, but there may be minor differences from plan to plan to honor the story each school wishes to tell.

Introduction

John H. Francis Polytechnic High School is a year-round school functioning on three different tracks. Two of the three tracks are on-site at any one time, while many students take intersession classes (the year-round equivalent to summer school) for intervention and enrichment when they are off-track (on vacation). Each track (A, B, and C) has its own faculty, and school administrators are on a year-long schedule and work with the faculty from all three tracks. Each track is scheduled for 163 instructional days and 2 pupil-free days, for a total of 165 days. (See Appendix F for additional discussion of LAUSD's year-round multitrack school calendar.)

For the past three years, Polytechnic High School has been steadily reorganizing its educational programs on the path to school-wide/wall-to-wall small learning communities. The focus of the Polytechnic SLC effort has been on maximizing student achievement in a small personalized setting. There is a spirit within each SLC that embraces high performance for the group, as well as, for each individual.

While Polytechnic has been in the process of implementing seven small learning communities in the past 3 years (7 SLCs on each track X 3 tracks = 21 total SLCs), a new plan is proposed in this application which addresses evolving circumstances at the school. The old plan included one house-structure (Freshmen Centre) and 6 career/theme-based small learning communities (times three tracks = 21 SLCs). But as Poly phases from a year round school of approximately 4,850 students to a traditional calendar of approximately 3,600 students in the next few years as new schools are built in the Poly community, there is a need to help both students and school staff maintain a reasonable level of stability. In order to accommodate the student attendance downsizing in the coming two years, Poly has chosen to restructure the SLC program to best meet the needs of a "shrinking" student body. Also, anecdotal data and data generated by standardized tests and grade reports suggests a need for more personalization and targeted academic and social support for students in the tenth grade. Both the reduction of students and staff and the need for more student support in the tenth grade supports the restructuring of the SLC program beginning July, 2006.

Starting in 2006-07 school year, this reorganization will move into the restructuring phase required for Year 4 Program Improvement schools. The new structure will provide access and equity for all students and will be more easily managed and programmed than the seven SLC structure originally proposed. The following five SLC themes (to be supported with this grant) will be available to Polytechnic students under this new SLC plan: Freshmen Centre, Tenth Grade Center, SPORT/EHS (Sports Opportunities and Recreation Training/Education and Human Services); FAME (Fine Arts, Media, and Entertainment); and HABIT (Horticulture, Agriculture, Business and Industrial Technology). Each will be offered on all three tracks, making a total of fifteen SLCs plus the existing magnet program on campus for a total of 16 SLCs. The Math, Science and Technology Magnet is a "stand-alone" school on the Poly campus with its own staff, teachers, classroom, location code, coordinator/administrator, programs, curriculum, and budget. This school has been in operation for 12 years and will continue to serve students at Poly without funds from this grant.

Under the new plan, all students are to be randomly placed into the three Freshmen Centre SLCs (one per track). Each of these SLCs will be further broken down into two houses each. Students entering tenth grade will continue into the Tenth Grade Center SLCs (one per track, two houses per SLC). The ninth and tenth grade SLCs (Freshmen Centre/Tenth Grade Center) are two of the 5 SLC programs under the new structure. The remaining SLCs

encompass varied thematic/ career pathways and maintain the career pathways that were originally implemented.

As Poly moves to a traditional calendar, it is anticipated that the SLC structure will remain the same. In other words, there will still be a Freshmen Centre with two houses, there will still be a Tenth Grade Center with two houses, and there will still be three, upper-grade career or theme-based SLCs with two or more houses each (SPORT/EHS, HABIT, and FAME). Each SLC will serve approximately 350-400 students.

There are several programs in place that support students in every SLC. English Language learners (ELs) and students with special needs are served by various programs at Poly that are aligned with and a part of each small learning community. These are programs that operate in conjunction with and as a part of each of the SLCs.

- The Newcomers' Program meets the needs of students new to the United States. Students that start out in the newcomers program transfer over to ESL 1 and 2 classes and are a part of the Freshmen Centre, Tenth Grade Center, SPORT/EHS, FAME, or HABIT depending upon their year in school.
- Students with special needs are placed according to the Least Restrictive Environment. Resource Specialist Program students are fully included in the regular program and Special Day Class students participate in general classes whenever possible, according to their Individualized Education Program (IEP).
- Humanitas is a proven learning strategy adopted by SPORT/EHS, FAME, and HABIT as a means of providing integrated instruction. Interested teachers are sent to Humanitas training. In addition, the link from semester to semester offers yearlong continuity and personalization.
- Looping is used as much as possible in the SLC structure. Students from the Freshmen Centre follow many of their teachers, their counselor, and their dean into the Tenth Grade Center.

While students are enrolled in their chosen career/theme based SLC in the 11th grade, they will choose that SLC at the beginning of their 10th grade year so they have the opportunity to take introductory classes and participate in activities in the spring before they become 11th graders. This will give them a feel in advance for what each upper grade SLC offers and provide a connection and transition to their 11th grade year.

With the current emphasis on the California High School Exit Examination (CAHSEE), and our desire to successfully progress 10th graders into 11th grade, the faculty committee that has met since October concluded that a Tenth Grade Center is necessary.

Because Polytechnic High School is a Program Improvement school, many supplemental educational services are required. The supplemental services, which focus on interventions and recovery of credits, include Beyond the Bell intervention, Intersession courses, Twilight School, Keep Youth Doing Something (KYDS), and Saturday school.

I. Description of Smaller Learning Communities

Each smaller learning community at Polytechnic High School has developed its own SLC plan that outlines specific strategies for implementation and that addresses LAUSD's seven attributes for effective SLC implementation: (1) unifying vision; (2) personalization; (3) equity and access; (4) professional development; (5) accountability and distributed leadership; (6) parent and community engagement; (7) rigorous standards based curriculum, instruction and assessment.

All SLCs have been designed to incorporate common strategies, which have their roots in current research that highlights effectiveness of SLCs, personalization of education and career-focused education that affords a smooth school-to-work transition. These align with the seven attributes of SLC design established by LAUSD for SLC implementation and the structures and strategies identified by the district as appropriate for SLC restructuring. (See Appendix D and the application main narrative.) Other strategies specific to each SLC are described under each of the SLC descriptions that follow in the chart on page 5.

Major shared objectives of each smaller learning community are on-time matriculation, on-time high school graduation, successful foundation in essential academic skills, completion of A-G requirements and preparation for college, and successful transition to and tenure in high school with social, emotional, and academic support as needed. Good work habits and study skills are emphasized, and a variety of intervention options, both after school and during intersession are offered (see Accelerated Learning Strategies).

All career pathways and other smaller learning communities at Polytechnic have been assigned a rigorous course of studies and include a selection of classes that meet all high school graduation requirements as well as college admission requirements. High school counselors and teacher-advisors will carefully oversee all their students' programs to make certain all required classes are being taken and passed.

The complete framework of separate SLCs will share centralized oversight and physical plant and services, though several classrooms and offices are dedicated to specific SLCs. Each SLC will serve approximately 300-450 students. The 9th and 10th grade SLCs (Freshmen Centre and Tenth Grade Center) are house structures, and the 10th and 11th Grade SLCs are career focused and will be organized around thematic content that correlates to major industry in the Los Angeles area and vital trends in employment within the State. It is our intent to provide linkages for our students to employment in high skill, high wage careers that are expected to grow in the future in this area, as well as in other parts of the country and world. Los Angeles is a cosmopolitan city that is vibrantly connected to the rest of the world through business and technology, arts and entertainment, a growing culture of health and wellness, social justice and an increasingly shared global vision.

The following chart summarizes descriptions of the smaller learning communities and respective maximum student enrollments with highlights of proposed strategies and plan of action which document the school culture, the academic core and support. *New* and *expanding* SLCs in the chart will receive funding through this grant. The one *established* SLC, discussed after the chart, exists now and will not be supported with these funds.

Summary of Smaller Learning Communities

No.	Smaller Learning Community	Status of SLC	Track Served	Description
1-3	Freshmen Centre	<p>#1 Expanding #2 Expanding #3 Expanding</p> <p>Freshmen Centre consists of 2 houses on each of three tracks with 6 houses in total. Each House is its own independent SLC. While the house structures are in place, the center will use grant funds to expand several services including:</p> <ul style="list-style-type: none"> • One-on-one counseling to supplement current counseling program • Full implementation of houses • Additional college readiness and awareness programs to supplement the services of the College Office. • Additional intervention programs for struggling students in math and English/Language Arts. • Additional social/emotional intervention programs for struggling students. • Additional enrichment programs for high-achieving students. <p>Current Enrollment: 350 per track Capacity: 350 per track</p>	<p>Track A Track B Track C</p> <p>All three tracks A, B and C</p>	<p>Polytechnic reaches into feeder middle schools to begin orienting incoming 9th graders to campus life because the transition to high school is often difficult. Some of the challenges those students face include insufficient background and experience in content-specific skills, inadequate proficiency in general math and English literacy, and a lack of skills needed for success in high school and postsecondary study (such as note-taking, keyboarding/computers, social skills, time management and other success strategies). Currently, each Freshmen Centre SLC does not have specific houses that are consistent throughout the year. With the grant funds, Poly will be able to assign students to one of two houses in each SLC.</p> <p>The Centre is a specialized one year program. All entering 9th graders (except Magnet students) are automatically enrolled in the Centre in a concerted, collaborative effort to help them acquire the necessary foundation skills to allow them to succeed in high school and beyond. The curriculum includes a full year of English and Math (stressing literacy and numeracy), science, physical education, geography, college preparation, health and life skills. At the Freshmen Centre, the expectation is held that all students will pass all their classes and matriculate on to the 10th grade with the proper amount of credits in one year's time. Studies show that a student who progresses with his peers to tenth grade with the proper amount of credits in one year is 85% more likely to graduate on time. Key characteristics of the program include a coupling of teachers in core subjects and classes, extensive support and guidance to students, intervention programs (Newcomers Program, KYDS, tutoring, intersession, math study skills class, repeaters' math and English classes, Transition to Advanced Mathematics/English (TAM/AE), BTB, Twilight School.) and a Super Saturday orientation for parents and students by administrators and upper classmen. The Special Ed and Newcomers Programs will assimilate students into the Freshmen Centre as their designation allows/changes. Two Freshmen Centre classes have college and career planning components (life skills and college prep). Life skills classes include training in study, test taking, organizational and interpersonal skill, and counseling. Counselors meet with students both in class presentations and individually. In addition, students regularly receive education on anti-drug, alcohol and health issues.</p> <p>The Freshmen Centre is collaborating with its community partners to bring parents and the community together at events such as Awards Night. The Freshmen Centre works with parents in groups and individually to discuss SLC related topics. Advisories and looping are planned for implementation.</p>

Los Angeles Unified School District
 Cohort 6 Smaller Learning Communities
 Appendix D, School Plans, Polytechnic High School, Page 6

I.No.	Smaller Learning Community	Status of SLC	Track Served	Description
4-5	Tenth Grade Center	#4 New #5 New #6 New Tenth Grade Center follows the same house structure as 9 th grade. All students in a 9 th grade house matriculate together into the same 10 th grade house. The Center consists of 2 houses on each of three tracks with 6 houses in total. Each House is its own independent SLC. While the house structures are in place, the center will use grant funds to expand several services including, but not limited to: <ul style="list-style-type: none"> • One-on-one counseling to supplement current counseling program • Full implementation of houses • Programs to increase passage on the California High School Exit Exam (CAHSEE). • Programs to improve student achievement in all A-G courses. • Additional college readiness and awareness programs to supplement the services of the College Office. • Intervention programs for struggling students in math and English Language Arts. • Enrichment programs high-achieving students. Current Enrollment: 0 Capacity: 400 per track	Track A Track B Track C	<p>A specialized one-year program designed to give every tenth grade student the tools they need to be successful in high school, college, and the workplace, and continuing exposure to the foundational skills introduced in the Freshman Centre. The 10 Grade Center to be formed under this grant will help organize all its services and activities into an SLC structures.</p> <p>In addition to the major objectives listed above, the Center will focus on the CAHSEE and introduce career path options and begin the transition to Polytechnic's career-based SLCs. Starting in 2006, all tenth graders (except Magnet students) will be enrolled in the Center. Building on the successes in the Freshman Centre, a collaborative, student-focused effort will help student to continue in acquiring the necessary foundation skills for high school and beyond. The curriculum includes a full year of English and math (stressing literacy, writing and numeracy), biology, physical education, world history, CAHSEE preparation for those who need it, and elective(s) that will lead into their choice of a Small Learning Community for 11th and 12 grades.</p> <p>Key characteristics of the program include a coupling of teachers in core subjects and classes, extensive support and guidance to students, intervention programs (Newcomers Program, KYDS, tutoring, intersession, math study skills class, repeaters' math and English classes, TAWTAE, BTB, Twilight School). Avenues for family and community engagement are in continuous development. Some partnerships have been starting to develop with local colleges and universities and businesses. The Center is collaborating with the Parent Center to better involve parents. Advisories and looping are planned for implementation.</p>

Los Angeles Unified School District
 Cohort 6 Smaller Learning Communities
 Appendix D, School Plans, Polytechnic High School, Page 7

No.	Smaller Learning Community	Status of SLC	Track Served	Description
7-9	Fine Arts, Media/ Entertainment	#7 Expanding #8 Expanding #9 Expanding FAME serves 11 th -12 th grade students. Grant funds will be used to expand following aspects of the SLCs: <ul style="list-style-type: none"> • Full implementation of houses for each SLC (two for each). • Programs to increase personalization and better connectedness to school. • Programs to increase parent involvement. • Programs to improve student achievement in all A-G courses. • Intervention programs for struggling students in math and English/ Language Arts. • Enrichment programs for high-achieving students. • Career-specific exposure to the arts professions including workshops, training, job shadowing, and Internships. Current Enrollment: 90 per track Capacity: 180 per track	Track A Track B Track C	FAME is a 2+ year program designed to provide every student the skills they need to be successful in their pursuits within the fine and performing arts, media and entertainment fields. Specific objectives include successful job shadowing and internship experiences and exposure to professional in their chosen field. Within the program, there are several specific interest pathways which also promote the arts education program. FAME offers classes that fulfill the general education, fine arts, and technical arts requirements. The program prepares students for post-secondary education while giving them the requisite skills needed for immediate employment in the entertainment industry following graduation. Students interested in pursuing college or careers in Visual Arts, Music, Dance, Media or Theater can get their start in FAME. In addition, students will participate in at least one public presentation or performance activity each year where they have the opportunity to demonstrate their skills to the school community, local businesses, feeder schools and public interested in the Arts. This SLC is offered on all 3 tracks.

Los Angeles Unified School District
 Cohort 6 Smaller Learning Communities
 Appendix D, School Plans, Polytechnic High School, Page 8

No.	Smaller Learning Community	Status of SLC	Track Served	Description
10-12	Hospitality, Agriculture, Business and Industrial Technologies and Technology (HABIT)	#10 Expanding #11 Expanding #12 Expanding HABIT serves 11 th -12 th grade students. Grant funds will be used to expand following aspects of the SLCs: <ul style="list-style-type: none"> • Full implementation of houses for each SLC (two for each). • Programs to increase personalization and better connectedness to school. • Programs to increase parent involvement. • Programs to improve student achievement in all A-G courses. • Intervention programs for struggling students in math and English/ Language Arts. • Enrichment programs for high-achieving students. • Career-specific exposure to the business/technical professions including workshops, training, job shadowing, and internships. Current Enrollment: 120 per track Capacity: 180 per track	Track A Track B Track C	HABIT is a 2+ year program designed to prepare students for successful entry into current and emerging technical careers and subject areas in post-secondary education. This is a job skills program that provides students a range of knowledge across an industry as well as strong experiences and understanding of an industry they are preparing to enter. By the time they graduate, students will be able to: <ul style="list-style-type: none"> • demonstrate the ability to write technical instructions • complete a job application and update a resume • speak and listen effectively during a mock job interview • describe the current job market and industry trends of a particular occupation • identify and state regulatory laws • demonstrate the ability to perform a PowerPoint presentation and design a website • plan, perform and finish a woodworking/agricultural/ food service production project.
13-15	Sports Programs Opportunities and Recreation Training (SPORT)/ Education and Human Services (EHS)	#13 Expanding #14 Expanding #15 Expanding SPORT/EHS serves 11 th -12 th grade students. Grant funds will be used to expand following aspects of the SLCs: <ul style="list-style-type: none"> • Full implementation of houses for each SLC (two for each). • Programs to increase personalization and better 	Track A Track B Track C	SPORT/EHS is a 2+ year program that focuses on career preparation in all of the sports, recreation, education and human service fields. Specific objectives include successful job shadowing, internship experiences and exposure to professionals in the chosen fields. The SPORT Academy is committed to academic excellence, personal development and career fulfillment for the student who desires to be employed in the sports world beyond the court or field. This academy focuses on developing career skills for all of the professions under the umbrella of sports and recreation. These include, but are not limited to professional, semi-pro and amateur sports programs (management, trainers, athletes, business, etc.) and leisure studies such as travel agencies, positions on cruise lines, youth centers and retirement communities. Main goals are career preparation in sports

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No.	Smaller Learning Community	Status of SLC	Track Served	Description
		<p>connectedness to school.</p> <ul style="list-style-type: none"> • Programs to increase parent involvement. • Programs to improve student achievement in all A-G courses. • Intervention programs for struggling students in math and English Language Arts. • Enrichment programs for high-achieving students. • Career-specific exposure to the sports programs/ education/human services professions including workshops, training, job shadowing, and internships. <p>Current Enrollment: 100 per track Capacity: 200 per track</p>		<p>medicine, support of sports industry (management, business, training) and recreation careers (travel agents, tour guides). Students will have education and vocational experiences in the fields of athletic training, sports administration, wellness, and fitness. SPORT furthers students' academic interests in and increases exposure to health and recreation-related professions. The SPORT academy combines core academic courses in English, social studies, mathematics, and science with specialized offering of academic, rigorous electives relates to sports and recreation, in addition to personal development, career development and service learning.</p> <p>Education and Human Services Academy is a comprehensive and rigorous academic program designed to recruit and encourage talented students who are interested in pursuing careers in education including teachers, coaches, child-care professionals, professors, and educators as well as child psychologists, social workers, fire and criminal justice workers, and other youth related careers. This academy focuses on developing career skills for all of the professions under the umbrella of education and human services including, but not limited to P-16 teaching, school administration, professions in the legal field, professions in the medical field (doctors, nurses, etc.), social work and others. Education and Human Services is committed to preparing students to become teachers or other professionals in their academic area of preference with an emphasis on bilingual education.</p>

Established SLC (which will NOT receive funding from this grant.) Polytechnic High School has an established magnet school on campus that has been operational since 1994.

- **16. The Math, Science, and Technology Magnet is an Integration Program focusing on math and science related to health science and technology, scientific research and engineering. The Magnet program has been in existence at Polytechnic High School for 12 years and will continue to function under the structure of small learning communities. It operates under provisions of magnet schools as outlined by the California Department of Education and LAUSD. This academy focuses on building and developing skills needed for successful entrance into colleges and universities; job skills for professions in math, science, and technology; on-time graduation; and enrollment and success in colleges and universities.**

School wide programs shared across smaller learning communities include: Advanced Placement courses, general electives, music, intervention programs, athletics, adult school, Regional Occupation Programs and community based organizations. Polytechnic High School also offers English as a Second Language, as well as a full range of Special Education Services.

- Adult school (on the Poly campus), Regional Occupation Programs (ROP), and community based organizations are institutions associated with the school and may be accessed directly by the student. Some, such as ROP and Adult School are age specific and may be available only to our students 16 years old and older. Students may be referred by the Counseling Office or apply for enrollment directly.
- Advanced Placement classes include Spanish, Economics, Spanish Literature, English Literature, Calculus, US History, Chemistry, Biology, Human Geography (available in 9th grade), Psychology, Computer Science, and Studio Art. Any student may sign up for Advanced Placement through the counseling office. The counselors give consideration to prior academic performance, but student desire and motivation are also critical factors. With the exception of Studio Art, AP classes are 3 mesters long (each mester lasting 8 weeks). This provides equity and access to students on all three tracks and in each small learning community.
- Polytechnic has a wide range of varsity and junior varsity athletic programs available. Students must meet certain academic standards under California rules to be eligible. Students may participate in any sport, regardless of which track they are on or which SLC they belong to.
- Music is available in the form of band, marching band, jazz band, choir, and string orchestra throughout the student's tenure at Polytechnic. Students may access these programs, if their academic schedules conflict, during a 5th period at the end of the day.
- Bilingual Program/English as a Second Language (ESL) is fully integrated into each of the 5 SLCs. Ninth grade students are placed in the appropriate ESL class and take courses within the Freshmen Centre as their schedule allows. Tenth grade students are placed in the appropriate ESL class and take courses within the Tenth Grade Center, also as their schedules allow. Eleventh and twelfth grade students are placed in the

appropriate ESL class and pursue a career pathway of interest by personally selecting one of the three SLCs (FAME, HABIT, or SPORT/EHS) and participating in the electives, programs, and activities.

- Polytechnic has a significant Special Education program with full inclusion into the mainstream curriculum. Every student with a need is placed in one of several of the special education offerings (for example: Resource or Special Day Class), and is given classes in a chosen SLC as the student's schedule permits.

II. Student Choice

Poly High School staff visit feeder middle schools to orient matriculating 8th graders to the high school experience and smaller learning communities. Students are randomly assigned to 9th grade houses on each track.

Students will remain in the same house structure for 10th grade. During the spring semester of their 10th grade year, students will have the opportunity to participate in SLC activities that align with their area of interest and take introductory SLC specific courses. Upperclassmen SLC students will generate posters and campaign-style materials to solicit interest amongst the 10th graders.

Students will be given the opportunity, in the fall semester of their 10th grade year, to select their 1st, 2nd, and 3rd choices for career oriented SLCs. Every effort will be made to give students their first choice; however, a limited number may be assigned to their second choice based on space availability and results of a lottery system. In the spring semester of their 10th grade year, students will take one SLC-related elective to gain some insight about their smaller learning community for 11th-12th grades, as their schedule allows. It is expected, however, that all 10th grade students will participate in specific activities sponsored by their chosen career/theme-based SLC in the spring of their 10th grade year.

Consideration will be given for student transfers to another smaller learning community at the end of 10th grade, based on space availability, the master schedule, and programming (graduation and A-G) requirements.

III. Accelerated Learning Strategies

Polytechnic High School has a significant number of students who are below grade level in key academic subjects like reading/language arts and mathematics. Therefore, in compliance with LAUSD and State policies and local determinations of need, the school implements accelerated learning strategies and interventions that are designed to assist teaching staff trying to help these students. The school's accelerated learning strategies outlined in the chart on the following few pages collectively meet all of the criteria of this RFA to especially help 9th graders reach grade level in English/Language Arts and mathematics by the end of the 10th grade. Appendix C outlines the district's initiatives to improve student academic performance in literacy/reading and math in more detail.

A. Reading/Language Arts Strategies

Currently, in their first mester at Poly, all Freshmen Centre students are enrolled in a diagnostic 8-week course, Transition to Advanced English 9 (TAE 9). This class allows the teacher to evaluate each individual students' skill level in English before completing the English 9 course sequence.

Based upon Gates-MacGinitie reading test scores, teacher observation, and results from other diagnostic tools, students are placed in one of three courses.

- The Developing Readers and Writers English Course (DRWC) for students reading at a third grade level or below, as measured by state and district assessments, where students follow the Language! curriculum.
- A core English class targeted for students reading 2-4 years below grade level
- A core English class targeted for students reading at or above grade level

The core English classes offered to grade-level and below grade-level students vary only in the complexity level of the material covered and the pace of instruction. Both groups of students are exposed to the same content.

Beginning and Intermediate English Learners are enrolled in California Standards-Based English language Development (ELD) classes. Additionally, they take grade-level, standards-based, core courses in their primary language. All English Learners have access to special programs and advanced-level classes across every small learning community. ELD classes are based on the High Point curriculum.

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Language1 <ul style="list-style-type: none"> • Students at 3rd grade level in reading and below • Poor test scores in CAHSEE, etc. • Poor grades in English 	<ul style="list-style-type: none"> • Based on empirical research findings on reading from the National Reading Panel, the National Council of Teachers of English and the International Reading Association • The district program offered in lieu of core English course. • Phonemic-based instruction for students who are not at the decoding level. • Scripted lessons; teacher picking and choosing activities based on need of students. • Constant assessment: daily, unit, pre/post. • Prescriptive program • Offered on all three tracks • Ongoing professional development offered to teachers throughout the year. 	Yes
High Point <ul style="list-style-type: none"> • English as a Second Language students • Limited English Proficiency at levels 1-4 as determined by previous portfolio 	<ul style="list-style-type: none"> • State-adopted curriculum 'High Point' to address primarily the needs of English Language Learners and English as Second Language students • The district program offered in lieu of core English course. • Students studying English as a second language enrolled in this course. • The scope and sequence of the program: (1) language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and spelling • Cohesive use of strategies across ESL levels learned in staff development: Total Physical Response, Thinking Maps, Anticipation Guides, Reciprocal Teaching, Cooperative Learning. • Ongoing professional development offered to teachers throughout the year. 	Yes
Kaplan <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in English encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for English 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based) that involve students in reading texts. • Students engaged in reading texts to utilize test-taking strategies for the CAHSEE. 	Yes

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CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Newcomers Program <ul style="list-style-type: none"> • English Learners 	<ul style="list-style-type: none"> • Serve as a cultural and linguistic bridge for those newly immigrated students entering Poly each year. • Intervention focuses on building and developing foundational skills needed to be successful in high school including a successful transition to the English Language Learners program, the English curriculum, successful graduation, and transition to a small learning community/academy. 	
KYDS Program <ul style="list-style-type: none"> • Reluctant learners • 9th grade retainees 	<ul style="list-style-type: none"> • A 21st Century Community Center after-school program offered to 300 9th grade retainees. • Academic support: tutoring, homework assistance, ESL instruction and test preparation for the California Achievement Tests (CAT-6), California Standards Test (CST), the California High School Exit Exam (CAHSEE), and others as appropriate • Close mentoring and counseling by counselors and teachers from school and tutors from the partnering agency who are aware of each student's case • Enrichment component consisting of learning activities designed to complement the academic component. • Referral to family literacy services in the community. 	No
Twilight Program <ul style="list-style-type: none"> • First time 9th graders who failed 4 or more classes 	<ul style="list-style-type: none"> • Program offered on a special schedule (has been Periods 3-5). • Targeted, focused professional development for TWS teachers. • Focused on struggling learners and unmotivated learners. • Operates as a school-within-a-school program inside of the Freshmen Centre SLCs. • Program offered only in the second semester to students who struggled through their first semester (based on academic performance as measured by student grade reports). A similar program is planned for the Fall for tenth grade students out of the Tenth Grade Center. • Instruction on core standards in a very structural manner to include study skills. 	No
Transition to Advanced English program <ul style="list-style-type: none"> • 9th and 10th grade students 	<ul style="list-style-type: none"> • Designed for the first 8 weeks of 9th grade, the last 8 weeks of 9th grade, first 8 weeks of 10th grade, and last 8 weeks of 10th grade to prepare students for high school English. • This course introduces students to the skills and knowledge they need to be successful in the 	No

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	grade-level standards-based, core English 9A, 9B, 10A, and 10B courses.	
Repeater's English	<ul style="list-style-type: none"> Students who fail English 9A and/or 9B are placed in "Repeater's English". English 9A and 9B are repeated as necessary for students to gain skills needed in English 10A/10B, to be proficient on the California Standards Tests and to be prepared for the California High School Exit Exam. 	No
Tutoring Programs <ul style="list-style-type: none"> All students regardless of proficiency may enroll. ESL tutoring 	<ul style="list-style-type: none"> Teacher tutoring before or after school for core content areas. Student self referral or teacher referral. Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. 	No

B. Mathematics Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Kaplan <ul style="list-style-type: none"> All students regardless of proficiency may enroll. Poor/failing grades in Math encouraged to enroll. Poor test scores (e.g. CST) in math encouraged to enroll. Lacking credits Preparation for the California High School Exit Exam for Math 	<ul style="list-style-type: none"> The district's Extended Learning Program offered on Saturdays. Students attending a 9-week session. Students in a class setting with a student: teacher ratio of 20:1. Teachers delivering scripted lessons (Kaplan based). Students engaged in math exercises to utilize test-taking strategies for the CAHSEE. 	Yes
Carnegie Cognitive Math Tutor <ul style="list-style-type: none"> Algebra students. 	<ul style="list-style-type: none"> Based on 20 years of research at Carnegie Mellon Univ. Software & Information Industry Association (SIIA) selected this program as the winner at the annual Codie Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award Accelerated learning strategy to prepare low achieving Math students to take the CAHSEE. Combines computer software with collaborative 	Yes

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CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	classroom activities. <ul style="list-style-type: none"> • Computer software and collaborative classroom activities. • Program assesses student ability and tailors the curriculum to his/her individual skill level. • Students spend three days a week in a traditional classroom and two days a week in tutoring program. 	
Transition to Advanced Math program <ul style="list-style-type: none"> • 9th grade students 	<ul style="list-style-type: none"> • Designed for the first 8 weeks of 9th grade to prepare students for Algebra 1. Students are enrolled in a second 8-week TAM course based upon skill development and preparedness for Algebra 1. • This course introduces students to the skills and knowledge they need to be successful in the grade-level standards-based, core Algebra 1A and 1B courses. 	No
Repeater's Math	<ul style="list-style-type: none"> • Students who fail Algebra 1A and/or 1B are placed in "Repeater's Math". Algebra 1A and 1B are repeated as necessary for students to gain skills needed in Geometry, to be proficient on the California Standards Tests, and to be prepared for the California High School Exit Exam. 	No
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. 	No

IV. Stakeholder Involvement: A Proof of Readiness

Polytechnic High School is geared up to further implement its smaller learning community plan, a plan that will ultimately make a substantial difference in students' lives, by providing a personalized educational environment for all students. The school's implementation plan, as outlined in this application, was developed based on a review of published academic research, informal research and observation of successful programs, professional development efforts, planning and preparatory activities, and first-hand experience in creating SLCs. Outreach and consultation with all school stakeholders, especially teachers to be actively involved in planning and implementation, has prepared the school to begin its SLC expansion at the beginning of the 2006-07 school year.

The chart below summarizes highlights of how Polytechnic has prepared for its SLC campus conversion. The school is continuing to build detailed action plans for the full term of the grant that will involve all stakeholders.

TIMELINES AND MILESTONES TO DATE		
Timelines	Tasks	Personnel and Other Stakeholder Participating in Task
January 1 – May 30, 2005	<ol style="list-style-type: none"> 1. Establish Steering Committee 2. Develop Year 1 SLC Implementation Calendar of Events/Professional Development 3. Identify each SLC staff 4. Recruit experienced teachers for PD training activities for SLC's 5. Plan and Initiate Public Awareness Activities 6. Design and Implement Curriculum, Instruction, Assessment Professional Developments 	Administrative Staff, UTLA/Lead Teacher, SLC Management Staff, Outside Providers, Parents, Students, School Site Council, LEARN/SBM Governance, Poly Staff
June 1 – October 31, 2005	<ol style="list-style-type: none"> 1. Teachers Shadow Business / Community Partners 2. Initiate SLC teacher networks within LAUSD District 2 3. Provide Technology Workshop for all SLC staff 4. Implement Induction plan for staff new to Polytechnic HS 5. Assign SLC responsibilities 6. Refine SLC visions and goals 7. Continue Curriculum, Instruction, Assessment Professional Developments 8. Host SLC partnership recruitment event 9. Continue to identify and network with Business / Community Partnerships 10. Design student / parent SLC Activity Calendar 11. Brainstorm Designs for Student SLC Portfolios 12. Brainstorm Designs for SLC Rigorous Curricular / Thematic Projects 13. Design SLC consent forms, parent letters for SLC activities 14. Develop SLC brochures, marketing plan and materials 15. Design Program Evaluation 	Administrative Staff, UTLA/Lead Teacher, SLC Management Staff, Outside Providers, SLC Steering Committees, Business / Community Partners, Parents, Students, School Site Council, LEARN/SBM Governance, Poly Staff
November 1, 2005 – January 31, 2006	<ol style="list-style-type: none"> 1. Hold student / parent meetings to solicit information about parent perspective on SLC's 2. Create and implement pilot SLC intervention programs for at-risk SLC students 	Administrative Staff, UTLA/Lead Teacher, SLC Management Staff, Outside Providers, Poly Staff

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TIMELINES AND MILESTONES TO DATE		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholder Participating in Task</i>
	<ol style="list-style-type: none"> 3. Provide SLC students with awareness / experiential activities 4. Conduct Program Evaluation 	
February 1- April 30, 2006	<ol style="list-style-type: none"> 1. Continue to Provide SLC students with awareness / experiential activities 2. Continue to Conduct Program Evaluation 3. Plan Middle School Articulation Activities 4. Begin Master Schedule Design for year 1 5. Hold student / parent meetings to solicit information about parent perspective on SLC's 	Administrative Staff, UTLA/Lead Teacher, SLC Management Staff, Outside Providers, Counselors, Poly Staff
May 1 – June 15, 2006	<ol style="list-style-type: none"> 1. Schedule Students for next school year (2006 – 07) 2. Motivational Field Trip for each SLC 3. Inventory of Supplies, Instructional Materials, and Equipment needed by each SLC for next school year (2006 – 07) 4. Plan Motivational and Award Assembly 5. Hold student / parent meetings to solicit information about parent perspective on SLC's 6. Collect final data to be used for SLC program evaluation 7. Review district mandates for SLC's for next school year (2006 -- 2007) 8. Submit annual performance report 	Administrative Staff, Counselors, SLC Management Staff, Outside Providers, SLC Steering Committees, Poly Staff

V. Conflict Resolution Plan

The following information and procedures will guide how the staff at Polytechnic High School will resolve decisions / disputes and conflicting resource needs disputes not directly covered by union contract language. Note: This plan will be reviewed each year by the staff of the small learning community. Changes will be made reflecting input from teachers, coordinators, the UTLA Chapter Chair, the School Site Council President/Chair, the principal or his/her designees, the administrator in charge of that small learning community and the small learning community instructional specialist.

Facilities and Resources for Each SLC

Facilities shall be distributed in an equitable and reasonable manner, taking into account educational program needs. The principal (or designee) will do this in consultation with teachers, coordinators, the UTLA Chapter Chair, the assistant principal in charge of that small learning community or his/her designee, and the small learning communities instructional specialist.

Resources shall be distributed in an equitable and reasonable manner, taking into account educational program needs. The principal (or designee) will do this in consultation with teachers, coordinators, the UTLA Chapter Chair and the assistant principal in charge of that small learning community or his/her designee, and the small learning communities instructional specialist.

The Protocol for resolving disputes not directly covered by contract language

If a certified staff member at Polytechnic High School claims that the school is not complying with the school's own Small Learning Community Plan, or is not complying with the school's own SBM/LEARN Governance Plan, in regards to facility use or resources, he/she before making a formal complaint, must request an informal meeting within three days with the SLC Complaint Panel (each SLC coordinator (5), the UTLA Chapter Chairperson, the School Site Council Chairperson, the SLC Instructional Specialist, the Administrator in Charge of the 9th/10th Grade Academics, and the Administrator in Charge of the 11th/12th Grade Academics, and the Principal/or Designee), and a good faith effort will be made to resolve the matter.

If the complaint is not settled at the informal level, then within five days the complainant must file a written complaint letter with the Principal or Principal Designee, the UTLA Chapter Chair and the School Site Council Chairperson/President. The Principal or his/her designee, the UTLA Chapter Chairperson and the School Site Council President/Chair shall continue the investigation and meet without the presence or interference of other sources at the school or elsewhere. They shall have the power to examine relevant documents and authority to investigate and decide the claim. Their decision will be final and binding. It shall then be determined whether it is practicable for the decision to be implemented immediately; or if not, then in the following mester or school year.

VI. School Community Partners

Polytechnic High School is committed to building strong community resources and partnerships to help sustain its smaller learning communities over the long-term. Industry partners, for example, are extremely important for providing resources, mentors, internship opportunities, job shadowing and after-school and summer jobs for students. Partners include, but are not limited to, institutions of higher education, local non-profit agencies, local large and small businesses, and faith-based organizations.

A sampling of the school's existing community partners are noted in the following chart and demonstrate that local community support is broad-based, if not significant in total funds. However, these lists will be expanded upon over the term of this grant in an aggressive effort to create more resources for the SLCs being implemented and to provide more opportunities for student and teacher mentoring and supports.

Each of Polytechnic's SLCs is in line with current and projected workforce needs and, thus, will provide significant opportunities with employers seeking to develop their future workforce. Additional community partners will be recruited for each SLC theme, such as the Hospitality, Agriculture, Business and Industrial Technology SLC; the Sports Programs Opportunities and Recreation Training/Education and Human Services SLC; the Fine Arts, Media/Entertainment SLC; and others.(A few sample partner letters of commitment have been appended to this school SLC plan.)

A. Existing Community Resources/Partnerships

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value	
School Wide Partners (available for all SLCs)				
Department of Water and Power	Donations, organizational advisement, attending meetings	Ongoing	(b)(4)	
Economic Business Alliance, San Fernando	Organizational advisement, career fairs, attending meetings	Ongoing		
Kaiser Permanente	Internships, job shadowing, donations, attending meetings	Ongoing		
Neighborhood Legal Services	Pro-bono family legal services, donations	Ongoing		
Valley Educational Cooperative	SAT fee waivers, tutoring services	Through June 2008		
1-3. Freshman Centre				
KYDS	Tutoring, homework assistance	Through June 2008		
Peter Piper Pizza	Student awards, donations	Through June 2007		
Waste Management	Donations, field trips, student awards	Ongoing		
4-6. Tenth Grade Center				
Voluntary Center of Los Angeles	Training, technical assistance, attending meetings	Ongoing		

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Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value
Unite LA	Transportation, training, consultation	Ongoing	(b)(4)
7-9: Fine Arts, Media/ Entertainment			
Premiere Radio Networks	Professional development, training, internships, supplies	Ongoing	
Workplace Hollywood	Curriculum consultation, career strategies workshops, and job referral services	Ongoing	
Jonathan Chance Productions	Technical Assistance, mentorship, attending meetings	Through June 2007	
10-12: Hospitality, Agriculture, Business and Industrial Technologies and Technology (HABIT)			
Mission Valley Bank	Internships, donations, attending meetings	Ongoing	(b)(4)
Chris Sidrow Consultants	Technical assistance, attending meetings	Through June 2007	
13-15: Sports Programs Opportunities and Recreation Training (SPORT) Education and Human Services (EHS)			
Dr. Jerry Borenstein	Donation of instructional time, attending meetings	Through June 2007	(b)(4)
Rotary Club	Attending meetings, guest speakers, job shadowing	Ongoing	

B. Potential Community Resources/Partnerships

Existing Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
School Wide Partners (available for all SLCs)		
California State University Northridge	Professional development, training	July 2006
LA Mission Community College	Tutoring, guest speakers	August 2006
Los Angeles Family Housing	Consultation and attending meetings	August 2006
Pacifica Hospital	Internships, job shadowing, scholarships, donations, attending meetings	July 2007
LA Country Parks and Recreation	Job shadowing, donations, attending meetings	July 2007
USC	Training, scholarships, consultation	July 2007
1-3: Freshman Centre		
Big Brothers of Los Angeles	Mentoring volunteers, attending meetings	August 2006
Boys and Girls Club of Pacoima	Hosting an event, community resource fairs, attending meetings	August 2006

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Existing Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
Smart and Final	Donations, discounts, attending meetings, supplies	July 2007
Bridges Treatment Center	Social services support and organizational consultation	July 2007
4-6. Tenth Grade Center		
Los Angeles Valley College	Mentoring volunteers, tutoring	August 2006
El Nido Health Clinic	Health education outreach, attending meetings	August 2006
Target	Donations, discounts, supplies	July 2007
LA Care	Organizational support, attending meetings	July 2007
7-9. Fine Arts, Media/ Entertainment		
Video Symphony	Technical assistance, attending meetings	July 2006
Electronic Theater Controls	Lighting technology training workshops, attending meetings	July 2006
Renegade Effects Group	Technical assistance and consultation	August 2006
Savant Production Group	Technical service and consultation	August 2006
Dazian Fabrics	Employee service	July 2007
Kathleen M. Ward	Program consultation and training	July 2007
A Chorus Line Dancewear and Costumes	Training and discounts	July 2007
Petersen Automolive Museum	Donate Bus Rental	July 2007
KIIS FM	Internship, guest speaker, attending meetings	July 2007
10-12. Hospitality, Agriculture, Business and Industrial Technologies and Technology (HABIT)		
Pep Boys	Donations, discounts	August 2006
Oracle	Software licenses, professional development, guest speakers, job referral, attending meetings	July 2007
Cisco	Software licenses, professional development, job referral	July 2007
Comp TIA	Training and software support	July 2007
PPI Wholesale	Donations and discounts	July 2007
Woodbury University	Guest speakers, technical assistance	July 2007
13-15. Sports Programs Opportunities and Recreation Training (SPORT)/ Education and Human Services (EHS)		
Rotary Club	Attending meetings, guest speakers, job shadowing	July 2006
Sigfried's School Uniforms	Donations and discounts of uniforms	August 2006
Anderson Trophy	Donations	August 2006
Catalina Paint Stores	Attending meetings and job shadowing	May, 2007
Los Angeles Dodgers	Internships, mentoring volunteers, scholarships, donations	July 2007
Los Angeles Lakers	Internships, mentoring volunteers, scholarships, donations	July 2007

VII. SLC Teams: Roles, Responsibilities and Qualifications

SLCs at Polytechnic are designed and implemented by groups of stakeholders dedicated to each program. The roles, responsibilities and qualifications of the project directors/administrators, support staff, and teachers who will coordinate the smaller learning communities are detailed below. Due to the extremely large and complex organizational structures of LAUSD's large schools, we have not included the roles of parents, students and community stakeholders in these charts since they are not paid for their services. Neither have we attempted to add ALL staff, but have focused on the lead positions. Other components of this proposal, including the Proof of Readiness, Professional Development, Community Partners, Leveraging of Funds, and signature sheets and letters attached, attest to the involvement of these other groups and outline their various roles.

Position/Name	Qualifications; Roles & Responsibilities	% of Time	Availability	Release Time
CENTRAL ADMINISTRATIVE TEAM				
Principal Janis Fries-Martinez	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - State Mentor (Service Learning), Member of National Society of Experiential Education (NSEE), Small School Learning Board of Directors - Ed.D. Service Learning, 19 years teaching experience, Experience in SLCs: Marshall High School, Eagle Rock High School, Reseda High School, Coordinator, teacher, Assistant Principal-Counseling <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Oversees discretionary budget responsibilities for SLCs and continuum of curriculum and assessment, school site coordination and oversight of SLCs, community and public relations 	25	Yes	Yes
Assistant Principal Dan Schar	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Small School Learning Board of Directors - Educator for over 30 years with MS in Education and Administrative Credential in Pupil Personnel Services - Teaching in the block training (Talent Development High School) - Evaluation training - teaching in the block - Program Evaluation training <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Oversees SLC roll-out operation and curriculum, hiring, professional development and coordination of SLC Instructional Specialists 	25	Yes	Yes

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Assistant Principal Edward Trimis	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Developed Freshman Academy program and successfully wrote grants as specialist for District Grants Assistance Unit - Small Learning Communities Board of Directors - Educator for almost 20 years - Administrative Secondary Student Services Credential - MA Educational Administration - Evaluation training - teaching in the block - Program Evaluation training <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Director Freshmen Centre: Oversees operations, program evaluation, parent and community outreach - Coordinates daily plant operations and modernization - Collaborates with Freshmen Centre coordinator on professional development for Freshmen Centre teachers and developing the Freshmen Centre master schedule 	50	Yes	Yes
Assistant Principal, Secondary Student Services Janet Kiddoo	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Educator for over 21 years with MA in Administration and BA in English - Experience in intervention programs as a Beyond-the-Bell administrator, Reed Middle School - District training in special education programs, curriculum, and services <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Oversees ESY Program and IEP process, Modified Consent Decree compliance and Special Ed. program including SST meetings, transportation and aides - Coordinates fund raisers, substitute teachers, extra-curricular eligibility, insurance, and supervision 	25	Yes	Yes
Assistant Principal, Counseling Gerardo Loera	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Administrative Credential, MA in Educational Leadership and Administration - Educator for over 9 years - Teaching in the block training (Talent Development High School) - Evaluation training - teaching in the block - Program Evaluation training <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Supervises development of Master program and oversees college and counseling office coordination for all SLCs - Oversees awards and recognition for all SLCs 	25	Yes	Yes

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - Leads data team in collecting, analyzing and disseminating data conclusions 			
Assistant Principal, Beyond the Bell Pat Flenner	<p>Qualifications:</p> <ul style="list-style-type: none"> - Implemented/Developed Poly Math/Science Magnet and served as Magnet Coordinator and Director of Operations - Educator for over 25 years - Administrative Credential in Secondary Student Services - Evaluation training - teaching in the block - Program Evaluation training <p>Roles:</p> <ul style="list-style-type: none"> - Coordinates academic intervention services, Extended Learning Academy, and Intersession program and scheduling - Oversees student body finances, Student Store operations, Leadership and dances - Collaborates with SLC coordinators to provide needed academic intervention services through the Extended Learning Academy and Intersession to serve SLC students who need remediation 	25	Yes	Yes
Assistant Principal, Secondary Student Services Vicky Damonte	<p>Qualifications:</p> <ul style="list-style-type: none"> - Title 1 Coordinator in charge of budget, free/reduced price meal program, supplementary student services and community outreach – 4 years - Director of Attendance Operations, School Discipline, Safety, and Bell Schedule – 2 Years - Administrative Credential in Secondary Student Services - Teaching in the block training (Talent Development High School) - Evaluation training - teaching in the block - Program Evaluation training <p>Roles:</p> <ul style="list-style-type: none"> - Oversees Attendance Office procedures and staff, registration and enrollment, report cards, rosters, and rollbooks - Manages Aides/Security Personnel and coordinates emergency procedures, student discipline and parking - Oversees Bilingual and Title 1 Program 	25	Yes	Yes
Administrator/ Instructional Specialist for all SLCs, Position To Be Filled	<p>Qualifications:</p> <ul style="list-style-type: none"> - Administrative Credential required - Knowledge of state and district standards and instructional strategies that align to the instructional attributes of small learning communities required <p>Roles:</p>	100	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - Train SLC Coordinators on the use of educational data that can inform, instruct, and support the curriculum priorities of SLCs - Support the on-going development, roll out, and instructional management of Poly's SLCs - Help develop a marketing program that uses technology to solicit business/industry/ community based organizations for Poly's SLCs - Solicit donations, internships, and other experiential activities from business/industry/community based organizations - Work to ensure LAUSD mandated SLC attributes are embedded in Poly's SLCs - Work with respective SLCs to incorporate and support service learning projects - Lead instructional staff developments for SLC teachers - Work collaboratively with SLC Coordinators to evaluate and analyze the effectiveness of SLCs 			
Instructional Specialist for Special Education, April Hood	<i>Qualifications:</i> <ul style="list-style-type: none"> - Administrative Credential, MA in Educational Leadership and Administration - Educator for over 20 years - Literacy Coach – 2 years - Gifted Program Coordinator – 3 years <i>Roles:</i> <ul style="list-style-type: none"> - Assist in programming special education students within the SLCs - Consult and advise general education teachers regarding best practices for students with special needs - Consult and advise school personnel in the areas of materials, resources, assessment curriculum and instructional strategies that accommodate students with special needs - Serve as a member on Student Success Teams and Pre-referral Teams - Conduct Program Evaluations of Special Education Inclusion Models Programs - Supervise and coordinate Special Education Aides 	25	Yes	Yes
1-3: Freshmen Centre				
Director, Freshmen Centre, Edward Trimis	<i>Qualifications:</i> <ul style="list-style-type: none"> - Assistant Principal in charge of implementation of Freshman Academy Program 	50	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - Administrative Credential in Secondary Student Services, MA in Educational Administration, BA and MA Music, Professional Clear Single Subject Teaching Credential - Adjunct faculty member at Los Angeles Trade-Technical College - Grants Assistance Unit point man on successful grant proposals for the Digital High School Program, GEAR UP, and Visual and Performing Arts Grant Program - Teaching in the Block training (Talent Development High School) - Evaluation training - teaching in the block - Program Evaluation training <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Oversees articulation, attendance, student orientation, curriculum and instruction, professional development, discipline, counseling, and New Teacher In-service 			
Freshmen Centre Coordinator, Cheryl Cohen-Thompson	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Distinguished English Department Chairperson - 8 years - responsible for department budget, curriculum development, professional development - Prelim. Admin. Service Credential and Master of Arts in Educational Administration, Master of Arts in Art History - National Board Credential: English-Language Arts <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Coordinates Freshmen Centre program including intersession, parent outreach, and student orientation - Organizes faculty meetings, articulation, and professional development - Works collaboratively with staff and other stakeholders to implement curriculum and support programs with other school-wide support systems 	75	Yes	Yes
Freshmen Centre Counselor, Adriana Maldonado-Gomez	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - B.A. English, single subject teaching credential - Educator for over 15 years - Dean experience - High School counselor for over 5 years <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Coordinates Freshmen Centre Parent Nights and articulation with middle schools - Programs/advises students about college 	100	Yes	Yes

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>and career</p> <ul style="list-style-type: none"> - Collaborates with teachers, students, and parents to support students' education - Refers students to intervention programs and monitors progress 			
Freshmen Centre Counselor, Elizabeth Toscano	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - B.A. Sociology, multiple subject teaching credential - Pupil Personnel Services Credential - High School counselor over a year - Group counseling experience <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Coordinates Freshmen Centre Parent Nights and articulation with middle schools Programs/advises students about college and career - Collaborates with teachers, students, and parents to support students' education - Refers students to intervention programs and monitors progress 	100	Yes	Yes
Freshmen Centre Dean, Position to be filled	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Experienced Teacher - Masters degree preferred - Additional training in classroom management - Excellent oral and communication skills - Excellent organizational and problem solving skills <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Coordinates daily and weekly academic and behavior reports - Collaborates with teachers, freshman coordinator and administrator, parents, and students to develop and implement discipline policy and procedures 	50	Yes	Yes
4-6- Tenth Grade Center				
Director, Tenth Grade Center, Position to be filled	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Administrative Credential required - Knowledge of state and district standards and instructional strategies that align to the instructional attributes of small learning communities required <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Oversees articulation, attendance, student orientation, curriculum and instruction, professional development, discipline, counseling, and New Teacher In-service 	50	Yes	Yes

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Tenth Grade Center Coordinator, Position to be filled	<p>Qualifications:</p> <ul style="list-style-type: none"> - Credentialed, experienced teacher (10th grade courses) - Excellent oral and written communication skills - Excellent problem solver, excellent organizational skills <p>Roles:</p> <ul style="list-style-type: none"> - Coordinates Sophomore Success programs including intersession, parent outreach, and student orientation - Organizes faculty meetings, articulation, and professional development - Works collaboratively with staff and other stakeholders to implement curriculum and support programs with other school-wide support systems 	75	Yes	Yes
Tenth Grade Center Counselor, Lisa Donley-Jay	<p>Qualifications:</p> <ul style="list-style-type: none"> - M.A. Clinical Psychology and Pupil Personnel Service Credential - B-Track counselor 5 years/Poly <p>Roles:</p> <ul style="list-style-type: none"> - Coordinates Tenth Grade Center Parent nights and articulation with middle schools - Programs and advises students about college and career - Collaborates with teachers, students, and parents to support students' education - Refers students to intervention programs and monitors progress 	100	Yes	Yes
Tenth Grade Center Counselor, Pablo Leanos	<p>Qualifications:</p> <ul style="list-style-type: none"> - M.S. Counseling and Pupil Personnel Service Credential - Special Education Guidance Counselor – 1 year/Poly - 10th and 11th Guidance Counselor – 1 year/Poly <p>Roles:</p> <ul style="list-style-type: none"> - Coordinates Tenth Grade Center Parent nights and articulation with middle schools - Programs and advises students about college and career - Collaborates with teachers, students, and parents to support students' education - Refers students to intervention programs and monitors progress 	100	Yes	Yes
Tenth Grade Center Dean, Toby Bachenheimer	<p>Qualifications:</p> <ul style="list-style-type: none"> - Physical Education Teacher at Poly for over 21 years - BS and Single Subject Teaching Credential in Physical Education - Training in behavior management and student discipline 	50	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p><i>Roles:</i></p> <ul style="list-style-type: none"> - Coordinates daily and weekly academic and behavior reports - Collaborates with teachers, freshman coordinator and administrator, parents, and students to develop and implement discipline policy and procedures 			
7-9: Fine Arts and Media/Entertainment (FAME)				
<p>FAME SLC Coordinator, Karen Worle</p>	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Dedicated and innovative Poly Art teacher - 24 years in education with a double major in art and mathematics and a CLAD Single Subject Credential - Taught with a cohort in a Humanitas SLC for 10 years - Member of Principal's Instructional Cabinet and SLC advisory committee <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Coordinates meetings with FAME staff, and works collaboratively with teachers and stakeholders to modify program as needed - Works collaboratively with other teachers and stakeholders to develop and integrate curriculum for respective FAME career pathways - Works with counseling staff and Tenth Grade Transition programs staff to organize articulation from Tenth Grade Center - Coordinates career path programs with other school-wide support systems including tutoring, supplementary services, and intersession programs - Submits requisitions for classroom materials and supplies as needed 	25	Yes	Yes
<p>FAME SLC Coordinator, Amy Showalter-Schwal</p>	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Dedicated, innovative and energetic drama teacher - Over 7 years in education - Has expanded Poly's performing arts electives <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Coordinates meetings with FAME staff, and works collaboratively with teachers and stakeholders to modify program as needed - Works collaboratively with other teachers and stakeholders to develop and integrate curriculum for respective FAME career pathways 	25	Yes	Yes

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - Works with counseling staff and Tenth Grade Transition programs staff to organize articulation from Tenth Grade Center - Coordinates career path programs with other school-wide support systems including tutoring, supplementary services, and intersession programs - Submits requisitions for classroom materials and supplies as needed 			
FAME SLC Counselor, Sylvia Brown	<i>Qualifications:</i> <ul style="list-style-type: none"> - M.A. Counseling and Guidance - Pupil Personnel Services Credential - Educator for over 15 years - Counselor for over 23 years - Poly <i>Roles:</i> <ul style="list-style-type: none"> - Programs and advises students about college and career - Collaborates with teachers, students, and parents to support students' education - Refers students to Intervention programs and monitors progress 	100	Yes	Yes
10-12 Horticulture, Agriculture, Business, and Industrial Technology (HABIT)				
HABIT SLC Coordinator, Steve Thatt	<i>Qualifications:</i> <ul style="list-style-type: none"> - M.A. Counseling and Guidance and Pupil Personnel Services Credential - Perkins Program Coordinator/Counselor, 2 years <i>Roles:</i> <ul style="list-style-type: none"> - Coordinates meetings with HABIT staff, and works collaboratively with teachers and stakeholders to modify program as needed - Works collaboratively with other teachers and stakeholders to develop new curriculum for respective HABIT career pathways - Works with counseling staff and Freshman Transition programs staff to organize articulation from Freshmen Centre - Coordinates career path programs with other school-wide support systems including tutoring, supplementary services, and intersession programs - Submits requisitions for classroom materials and supplies as needed 	25	Yes	Yes
HABIT SLC Counselor, Elaine Larson	<i>Qualifications:</i> <ul style="list-style-type: none"> - Pupil Personnel Services Credential - Educator for over 9 years - Counselor for over 10 years- Poly <i>Roles:</i>	100	Yes	Yes

Position/Name	Qualifications; Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> - Programs and advises students about college and career - Collaborates with teachers, students, and parents to support students' education - Refers students to intervention programs and monitors progress 			
13-15: Sports Opportunities and Recreation Training (SPORT) / Education and Human Services (EHS)				
SPORT SLC Coordinator, Kim Mc Ewen	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Athletic Director, since 1996 - Vice Chair Interscholastic Athletic Commission and member since 1989 - California Interscholastic Federation Distinguished Service Award, 2001 - Genevieve Dexter Award for outstanding service to the field of physical education, 2004 <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Coordinates meetings with SPORT/EHS staff, and works collaboratively with teachers and stakeholders to modify program as needed - Works collaboratively with other teachers and stakeholders to develop and integrate curriculum for respective SPORT/EHS career pathways - Works with counseling staff and Tenth Grade Transition programs staff to organize articulation from Tenth Grade Center - Coordinates career path programs with other school-wide support systems including tutoring, supplementary services, and Intersession programs - Submits requisitions for classroom materials and supplies as needed 	25	Yes	Yes
EHS SLC Coordinator, Isaac Alatorre	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Dedicated and innovative Mathematics teacher - 5 years in education with a BA in Mathematics and CLAD Single Subject Credential - M.S. in Educational Administration - Member of Principal's Instructional Cabinet, School Site Council member, Math Cadre member - Attendance Dean <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Coordinates meetings with SPORT/EHS staff, and works collaboratively with teachers and stakeholders to modify 	25	Yes	Yes

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>program as needed</p> <ul style="list-style-type: none"> - Works collaboratively with other teachers and stakeholders to develop and integrate curriculum for respective SPORT/EHS career pathways - Works with counseling staff and Tenth Grade Transition programs staff to organize articulation from Tenth Grade Center - Coordinates career path programs with other school-wide support systems including tutoring, supplementary services, and intersession programs - Submits requisitions for classroom materials and supplies as needed 			
SPORT/EHS Counselor, Larry Fishman	<p><i>Qualifications:</i></p> <ul style="list-style-type: none"> - Pupil Personnel Services Credential - ESL coordinator 14 years, Reed MS (started ESL program - BA and Single Subject Teaching Credential in Spanish - Single Subject Teaching Credential in English, and French - BCC Level A - Administrative Services Credential / MA in Educational Administration - ESL Coordinator/Teacher North Hollywood HS - Counselor for over 17 years - Poly <p><i>Roles:</i></p> <ul style="list-style-type: none"> - Programs and advises students about college and career - Collaborates with teachers, students, and parents to support students' education - Refers students to intervention programs and monitors progress 	100	Yes	Yes

VIII. Professional Development

To ensure that the broader implementation plan towards smaller learning communities goes forward efficiently, the school engages its staff in continual professional development and plans a strong commitment to professional development to bring personalization and achievement. The chart below provides specifics on sustained and intensive professional development for teachers, administrators and other school staff in implementing the completed SLC plan. This training will continue to prepare the school team for transforming and expanding the campus into an SLC campus, teaching in SLC programs, and continuously recruiting community support for sustainability.

In addition to the school level professional development outlined below, school staff participate in SLC professional development provided by the district, which focuses on these 7 attributes adopted by LAUSD for successful implementation of small school learning communities: (1) Unifying Vision/Identity; (2) Rigorous Standards-Based Curriculum, Instruction and Assessment; (3) Equity and Access; (4) Personalization; (5) Accountability and Distributed Leadership; (6) Collaboration; (7) Professional Development. (See the main narrative for the district's professional development program.)

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
1. To advance the understanding of teachers, administrators, and other stakeholders of effective research-based instructional strategies for improving student achievement (particularly those below grade level).				
<u>By Academic Content Area Department</u> <i>Structured, Collaborative Small and Large Group</i> Developing and implementing research-based, standards-based, <u>content-specific</u> instructional strategies (for example: use of vocabulary development, genre study, and writing in English/Language Arts teachers, and methods of helping struggling students with academic skills needed for success in Algebra and Geometry for math teachers.)	Teachers, Counselors, Coordinators, Administrators, Certificated Staff	90 Minutes, Monthly (Banked Time/ Shortened Days)	Monthly: 7/06-6/07 7/07-6/08 7/08-6/09 7/09-6/10 7/10-6/11	Teachers and staff will have greater knowledge and expertise in developing and implementing research-based, standards-based, <u>content-specific</u> instructional strategies.
<u>Parent/Community Workshops</u> Knowledge and understanding of research-	Parents and Community	45 Minutes, Quarterly	Quarterly: 7/06-6/07 7/07-6/08 7/08-6/09	Parents will have greater knowledge and understanding of research-based,

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
based, standards-based, instructional strategies, how to support children in their mastering of state standards and academic and social success in school.			7/09-6/10 7/10-6/11	standards-based, instructional strategies and how to support their children in their mastering of state standards and academic and social success in school.
<p><u>Whole School Staff Together</u> <i>Structured, Collaborative Small and Large Group together</i></p> <p>Developing and implementing research-based, standards-based, <u>content non-specific</u> instructional strategies including use of Thinking Maps, Reciprocal Teaching, and Cornell Notes</p>	Teachers, Counselors, Coordinators, Administrators, Classified and Certificated Staff	90 Minutes, Monthly (Banked Time/ Shortened Days)	Monthly: 7/06-6/07 7/07-6/08 7/08-6/09 7/09-6/10 7/10-6/11	<p>Teachers and staff will have greater knowledge and expertise in developing and implementing school-wide research-based, standards-based, instructional strategies.</p> <p>Teachers and staff will have greater knowledge and expertise in developing and implementing research-based, standards-based, <u>content non-specific</u> instructional strategies.</p>
2. To provide teachers, administrators, other stakeholders with knowledge and skills they need to participate effectively in the development, expansion or implementation of a SLC.				
<p><u>By Small Learning Community</u> <i>Structured, Collaborative Small and Large Group</i></p> <p>Developing and implementing research-based, SLC strategies and programs including improving personalization, developing advisories, common planning time, and working with parents and community partners.</p>	Teachers, Counselors, Coordinators, Administrators, and Certificated Staff	90 Minutes, Monthly (Banked Time/ Shortened Days)	Monthly: 7/06-6/07 7/07-6/08 7/08-6/09 7/09-6/10 7/10-6/11	Teachers and staff will have a greater knowledge and expertise in developing and implementing research-based, SLC strategies and programs including improving personalization, developing advisories, common planning time, and working with parents and community partners.
<p><u>LAUSD Central District facilitated by Office of School Redesign</u> <i>Structured, Collaborative Small and Large Group together</i></p>	Teachers, Counselors, Coordinators, Administrators, Classified and Certificated	8 hours, Monthly	Monthly: 7/06-6/07 7/07-6/08 7/08-6/09 7/09-6/10 7/10-6/11	Teachers and staff will have a greater knowledge and expertise in developing and implementing research-based, small learning

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Developing and implementing research-based, small learning strategies and programs including communities improving personalization, developing advisories, common planning time, grants and securing external funding, budgets, internships and job shadows, senior projects, and working with parents and community partners.	Staff			strategies and programs including communities improving personalization, developing advisories, common planning time, grants and securing external funding, budgets, internships and job shadows, senior projects, and working with parents and community partners.
<p><u>Local District 2 Facilitated Structured, Collaborative Small and Large Group together.</u></p> <p>Developing and implementing research-based, small learning strategies and programs including communities improving personalization, developing advisories, common planning time, grants and securing external funding, budgets, internships and job shadows, senior projects, and working with parents and community partners.</p>	Teachers, Counselors, Coordinators, Administrators, Classified and Certificated Staff	2 hours, Monthly	Monthly: 7/06-6/07 7/07-6/08 7/08-6/09 7/09-6/10 7/10-6/11	Teachers and staff will have a greater knowledge and expertise in developing and implementing research-based, small learning strategies and programs including communities improving personalization, developing advisories, common planning time, grants and securing external funding, budgets, internships and job shadows, senior projects, and working with parents and community partners.
<p><u>Local District 2 Facilitated Structured, Collaborative Small and Large Group together.</u></p> <p>Understanding of research-based, small learning community strategies and programs including (those improving personalization, developing advisories, common planning time, grants and securing external funding, budgets, internships and job shadows, and senior projects.</p>	Parents and Community	2 hours, Monthly	Monthly: 7/06-6/07 7/07-6/08 7/08-6/09 7/09-6/10 7/10-6/11	Parents and community members will have a greater knowledge understanding of research-based, small learning strategies and programs including communities improving personalization, developing advisories, common planning time, grants and securing external funding, budgets, internships and job shadows, and senior projects.

IX. Leveraged Funds

Polytechnic High School is committed to ensuring that its SLCs are able to benefit from existing funding as part of its strategic plan to increase student achievement in secondary education. Leveraging central office and community support for this purpose is critical. The chart below demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs at the school. These grants pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Leveraged Federal, State, and Local Public Funds:			
Beyond the Bell Program	(b)(4)	Supplemental support services/Accelerated learning strategies for students significantly below grade level in literacy and math for all SLCs	Ongoing
CalWorks Youth Jobs Program		Subsidizes employment for low-income students in HABILIT, SPORT, and FAME SLCs, and funds work experience advisor for student participants in program	Ongoing
Carl D. Perkins Career Tech Education Program	\$ 200,643	Funds for HABILIT SLC Coordinator, vocational career pathway courses, and curricular enrichment	Ongoing
Digital High School TSST Grant	(b)(4)	Funds for purchase and maintenance of computer equipment used by all Poly SLCs	Roll-over funds for final year of DHS grant
Economic Impact Aid/Limited English Proficient		Funds support fluency development in English and academic proficiency of English Language with supplementary instructional materials, supplies, and teacher assistants Funds Program Coordinator for limited English proficiency (LEP) students and LEP Professional Development Coordinator to support improved teacher instruction and increased LEP student enrollment and achievement in all SLCs	Ongoing

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Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Economic Impact Aid/State Compensatory Education	(b)(4)	Funds supplementary materials for educationally disadvantaged students to support success across program and SLC	Ongoing
EIA LEP Multilingual Teacher Career		Support multilingual teacher career pathway in HABIT SLC Funds for teacher career pathway courses and service learning partnership developments	Ongoing
GIFTED AND TALENTED Education Program		Funds allocated to gifted students in the general school population across SLC and in the Gifted Magnet Professional Development for Advanced Placement teachers and enrichment.	Ongoing
High Priority School Grant/ Immediate Intervention/Underperforming Schools Program		II/USP provides funds for staff development, supplemental materials and technology, extended librarian time and teacher aides across SLCs	Final Year
Qualified Zone Academy Bond (QZAB)		Alteration and improvement of facilities for FAME SLC.	April '05 award includes 3-5 year timeline to complete facilities upgrade
AB 825		The school provides extra time for Tenth Grade Center SLC counselors who work with 10 th grade students and parents. Funds pay for supplemental counseling.	Ongoing
SSP Grant		For full implementation of SPORT SLC which prepares students upon graduation to go directly into careers in sports programs, recreation, sports medicine, or to go on to further study in a university, college or vocational school	Year 2 of \$300,000 3 year grant
Title I: Parent Involvement		Parent training and operational cost of parent center which supports smaller learning communities on campus	Ongoing

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Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Title I: School wide Program	(b)(4)	Funds supplementary instructional materials, supplies, and equipment to support school wide academic programs in all SLCs	Ongoing
Title I: Professional Development		Funds high-quality professional development to improve student proficiency across the curriculum in all SLCs	Ongoing
Title III		To provide professional development to teachers, administrators, and other school support staff to improve ELD instruction and assessment of English learners.	Ongoing
Tobacco Use Prevention Education (TUPE)		Promotion of a safe school, free from student tobacco, alcohol, and drug use Funds instructional materials, supplies, and teacher training and conference attendance for Freshmen Centre SLC	Ongoing

X. Timelines and Milestones

In order to complete implementation of wall-to-wall SLCs at Polytechnic High School on-time and on-budget, a specific implementation plan has been developed. The school has initiated one new SLC to add to four expanding SLCs and one established magnet. Complete transformation of the school to wall-to-wall SLCs will be completed by the 2010-2011 academic school year, when all SLCs will be institutionalized and operating at full enrollment. Because this is a conversion plan that builds upon the transformation of successful existing academies as well as the creation of new SLCs, each year will witness the addition of new students to each SLC.

Smaller Learning Community Name	Traditional or Track(s) Served (A, B, and/or C)	Timeline Expected Start/Expansion Date
ESTABLISHED SLCs (Not Funded by this Grant)		
16. Math, Science, and Technology Magnet	Tracks A-C	1994-1995 School Year
EXPANDING SLCs (With Funds from this Grant)		
1-3. Freshmen Centre	Tracks A-C	2004-2005 School Year
7-9. Fine Arts, Media/Entertainment (FAME)	Tracks A-C	2005-2006 School Year
10-12. Hospitality, Agriculture, Business and Industrial Technology (HABIT)	Tracks A-C	2005-2006 School Year
13-15. Sports Programs Opportunities and Recreation Training /Education and Human Services (SPORT/EHS)	Tracks A-C	2005-2006 School Year
NEW SLCs (With Funds from this Grant)		
4-6. Tenth Grade Center	Tracks A-C	2006-2007 School Year

Polytechnic is also developing overall detailed timelines and milestones for its SLC implementation, a fluid plan that is flexible enough to meet upcoming challenges. The professional development discussion and chart provided earlier in this school SLC plan and the timelines for recruiting community partners are elements of that larger set of timelines.

COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM

School Name: Poly HS
 School Address: 12431 Roscoe Blvd
 City, State, Zip Code: Sun Valley, CA 91352
 Phone: 818 767 4860 SLC Contact Person: Ed Trimis

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
DAN A. SCHAR	AP WORKING WITH SLC	
LARRY BERLIN	Administrator for SLCs	
Regina Marquez-Huerta	GATE COORDINATOR	
Patricia Flemer	Administrator ^{AP} RTB	
Maqan Brian EA Counselor	Counselor/Intervention Specialist	
GERARDO LOERA	AP Master schedule	
JAMILLE KENION	Lead Counselor	
Adriana Maldonado	Counselor	
Stephan H. H. (Lem)	Counselor / CTE Advisor	
Tania Pizarro	Testing / AP Coordinator	
Edward Trimis	Assistant Principal, Director SLC/Fresh. Cante	
Cheyl Cohen-Thompson	Coordinator, FC	
Elizabeth Tescano	Counselor	
LISA SQU	Counselor	
RICHARD B ROSENBERG	COUNSELOR	
Larry Fishman	Counselor	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Polytechnic HS
 School Address: 12431 Roscoe Blvd
 City, State, Zip Code: Sun Valley, CA 91352
 Phone: 818 767 4860 SLC Contact Person: Ed Trimis

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Sylvia Brown	Counselor	<i>Sylvia Brown</i>
Taret Kiddoo	APSSS	<i>Taret Kiddoo</i>
Janis Fries-Martinez	Principal	<i>Janis Fries-Martinez</i>
Ani Bennett	Grant Coordinator	<i>Ani Bennett</i>
Jayne Couchois	Magnet Coordinator	<i>Jayne Couchois</i>
Leona Warman	College Counselor	<i>Leona Warman</i>
Brenda Fishler	Spec. Ed. Coordinator	<i>Brenda Fishler</i>
Rebecca Korb	Tech. Coordinator	<i>Rebecca Korb</i>
Gisela Delezak	Ext Prog Coord	<i>Gisela Delezak</i>
Louella DeSantis	Title I Coord.	<i>Louella DeSantis</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOLS SLC SIGNATURE FORM**

School Name: Francis Polytechnic HS
 School Address: 17431 Roscoe Blvd
 City, State, Zip Code: Sun Valley CA 91352
 Phone: 818 767 4860 SLC Contact Person:

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Print Name and Position	Role in SLC	Signature
Elidic Vazquez ^{Math} Dept Chair	Teacher	
Larry Ziskler	Teacher	
Jan Fenberg	Teacher	
Gary Aragon	Teacher	
Rafael Martinez	Teacher	
Sergio Gamba ^{Math}	Teacher	
Sergio Lopez	Teacher	
Amy Moszkowicz	Teacher	
Gilbert Ovanesian	Teacher	
Marios Dafaee	Teacher	
Hardip Singh	Teacher	
ISAAC ANTUNEZ	TEACHER	
Jinna Huang	teacher	
George Selby	Math teacher	
John DiToro	TEACHER	
Russ Fink / SDC	SDC Teacher	
JUDITH FONARON / SDC	SDC Teacher	

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Polytechnic HS
 School Address: 12431 Roscoe Blvd
 City, State, Zip Code: Sun Valley, CA 91352
 Phone: 818 767 4860 SLC Contact Person: Ed Trines

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Jimna Huang ^(Teacher)	Teacher of Freshman Center	
LAURA FINEMAN	Teacher in Freshman Centre	
Elizabeth Oliveros	Teacher - Freshman Centre	
Katrina Kalatzis	Teacher - Freshman Ct	
Lisa Blackwell	Teacher - Freshmen Centre	
ARLENE WEISBACH	Teacher - Freshmen Centre	
Zoe Niculescu	Teacher - Freshman Centre	
Luisa Pak	Teacher - Freshman Centre	
Lori Combs	Teacher - Freshmen Centre	
Joby Barchenharov	Dean - Freshmen Centre	
Andrea Olson	Teacher Freshman Center	
EVAN RABINS	TEACHER - FC	
Monica Sankar	Teacher	
Josh Eckovic	Teacher	
Julie Kim	Teacher	

COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL PAPER SIGNATURE FORM

School Name: JHF Polytechnic HS
 School Address: 12431 Roscoe Blvd
 City, State, Zip Code: Sun Valley, CA 91352
 Phone: 818 767 4860 SLC Contact Person: Ed Trimmer

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
William Gallegos	SDC Teacher	<i>W Gallegos</i>
Rosy Miller	SDC Teacher	<i>Rosy Miller</i>
For Miller Devon Richter	teacher	<i>DR</i>
Monica Casillas	teacher	<i>Monica Casillas</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL COMMUNITY SIGNATURE FORM**

High School Name:	Polytechnic HS		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	(818) 767-4860	SLC Contact Person:	Sd Trimis

COMMUNITY STAKEHOLDER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Affiliation	Signature	Printed Name and Affiliation	Signature
(b)(6)			

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	John H. Francis Polytechnic High	
School Address:	12431 Roscoe Boulevard	
City, State, Zip Code:	Sun Valley, CA 91352	
Phone:	818 717-4860	SLC Contact Person: Mr. Tamis

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
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(b)(6)

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures



High School Name:	J.H. Francis Polytechnic High	
School Address:	12431 Roscoe Blvd	
City, State, Zip Code:	Sun Valley CA 91352	
Phone:	818 767-4810	SLC Contact Person: Mr. Timis

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

(b)(6)

(b)(6)			

COMMUNITY SMOELLER LEARNING COMMUNITIES
 SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	John H. Francis Polytechnic High		
School Address:	12431 Roscoe Boulevard		
City, State, Zip Code:	Sun Valley CA 91352		
Phone:	818 7167-4860	SLC Contact Person:	Mr. Tumis

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: J. H. Francis Polytechnic High
School Address: 12431 Roscoe Blvd
City, State, Zip Code: Sun Valley CA 91352
Phone: 818 767-4860 SLC Contact Person: Mr. Timier

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
(b)(6)			



High School Name:	John. H. Francis Polytechnic High	
School Address:	12431 Roscoe Blvd	
City, State, Zip Code:	Sun Valley CA 91352	
Phone:	818 767-4800	SLC Contact Person: Mr. Trinis

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

(b)(6)

(b)(6)			



High School Name:	John H. Francis Polytechnic High		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley CA 91352		
Phone:	818 767-4860	SLC Contact Person:	Mr. Trimis

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

(b)(6)

(b)(6)			



High School Name:	John H. Francis Polytechnic High		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley CA 91352		
Phone:	818 767-4960	SLC Contact Person:	Mr. Timis

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
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(b)(6)



High School Name:	John H. Francis Polytechnic High		
School Address:	12431 Roscoe Boulevard		
City, State, Zip Code:	Sun Valley CA 91352		
Phone:	818 767-4560	SLC Contact Person:	Mr. Timus

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

PRINTED NAME	SIGNATURE	PRINTED NAME	SIGNATURE
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	POLYTECHNIC HIGH SCHOOL		
School Address:	12431 Roslor Blvd		
City, State, Zip Code:	SVA Valley, CA 91352		
Phone:	818 767 4860	SLC Contact Person:	Ed Trinis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name
and Grade

Signature

Printed Name
and Grade

Signature

(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic HS		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 767 4860	SLC Contact Person:	SA Trimmis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 267 4860	SLC Contact Person:	Ed Trimis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Poly High School		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 767 4860	SLC Contact Person:	Ed Thomas

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

— Mr. LAM'S Intervention Students —

Printed Name and Grade	Signature	Printed Name and Grade	Signature
(b)(6)			

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	J.F. Polytechnic H.S.		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 262 4860	SLC Contact Person:	Gd Torres

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	PCH HS.		
School Address:	2451 Rescued Blvd		
City, State, Zip Code:	Sun Valley CA 91352		
Phone:	818-767-4860	SLC Contact Person:	Mrs. Martinez

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: <u>Polytechnic H.S.</u>	
School Address: <u>12451 Roscoe Blvd</u>	
City, State, Zip Code: <u>Sun Valley, CA 91352</u>	
Phone: <u>818 767 4840</u>	SLC Contact Person: <u>Ed Trinis</u>

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Polytechnic H.S.
 School Address: 12431 Roscoe Blvd
 City, State, Zip Code: Sun Valley, CA 91352
 Phone: 818 767 4860 SLC Contact Person: Ed Trimis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Period 2, Rm 326 5/26/2006

Printed Name and Grade	Signature	Printed Name and Grade	Signature
(b)(6)			

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Francis Polytechnic HS		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 262 4860	SLC Contact Person:	Ed Trimmis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Francis Polytechnic HS		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 762 4860	SLC Contact Person:	Ed Trimis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Signature	Printed Name	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	<i>Poly H.S.</i>		
School Address:	<i>12431 Roscoe Blvd</i>		
City, State, Zip Code:	<i>Sun Valley, CA 91352</i>		
Phone:	<i>818 767 4860</i>	SLC Contact Person:	<i>Ed Trinos</i>

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	John Francis Polytechnic High School	
School Address:	12431 Roscoe Blvd	
City, State, Zip Code:	Sun Valley, Calif 91352	
Phone:	818 767 4860	SLC Contact Person: Ed Trines

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	John H. Francis Polytechnic HS		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 767 4866	SLC Contact Person:	Ed Timm

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic HS		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Lin Valley, CA 91352		
Phone:	818 767 4860	SLC Contact Person:	Ed Ferris

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature				
<div style="background-color: #d4edda; padding: 10px; border: 1px solid #c3e6cb;">(b)(6)</div>							

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic HS		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 762 4860	SLC Contact Person:	Ed Thomas

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
(b)(6)			

Donise Bester

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Francis Polytechnic		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 767 4860	SLC Contact Person:	Sel Trinas

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	<i>Polytechnic High</i>		
School Address:	<i>12431 Roscoe Blvd</i>		
City, State, Zip Code:	<i>San Vally CA 91352</i>		
Phone:	<i>818-767-4800</i>	SLC Contact Person:	<i>Ed. Torres</i>

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
(b)(6)			

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	<i>Polytechnic High</i>		
School Address:	<i>12431 Roscoe Blvd</i>		
City, State, Zip Code:	<i>Sun Valley CA 91352</i>		
Phone:	<i>818-767-9860</i>	SLC Contact Person:	<i>Ed Thomas</i>

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic High		
School Address:	12431 Pascoe Blvd		
City, State, Zip Code:	Sun Valley CA 91352		
Phone:	818-767-4860	SLC Contact Person:	Ed Thomas

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic HS		
School Address:	12451 Roscoe Blvd		
City, State, Zip Code:	Don Valley, CA 91352		
Phone:	818 267 4860	SLC Contact Person:	Ed Timms

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

Marroquin
116

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic High School		
School Address:	12431 Kestrel Blvd		
City, State, Zip Code:	San Valley CA	91352	
Phone:	818-767-4860	SLC Contact Person:	Ed Trombly

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
(b)(6)			

Kalatzis

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic HS		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 267 4860	SLC Contact Person:	Ed Thomas

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

Aspiranza

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic High School		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	(818) 767-4860	SLC Contact Person:	Ed Torres

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

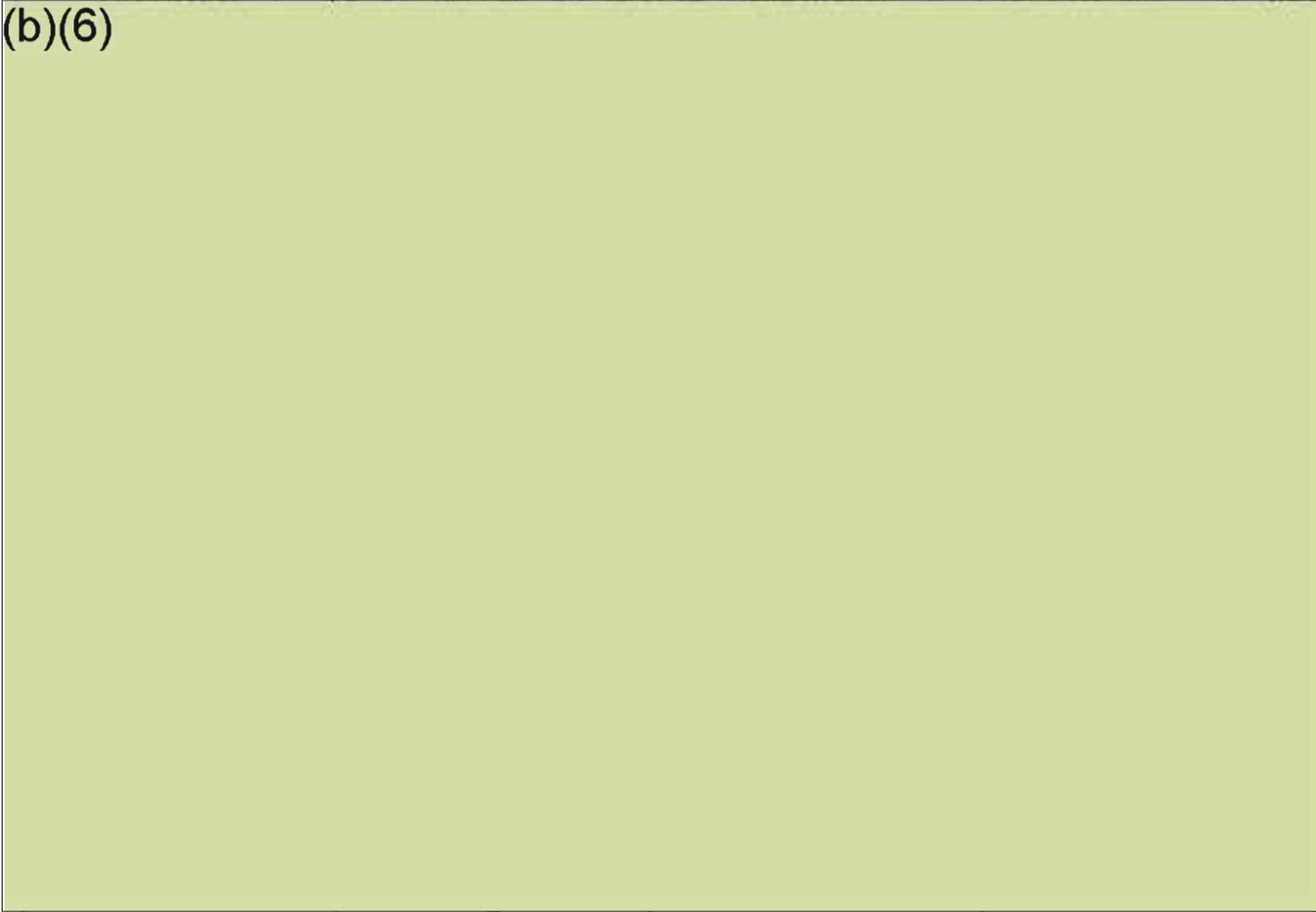
High School Name: <i>Polytechnic HS</i>	
School Address: <i>12491 Roscoe Blvd</i>	
City, State, Zip Code: <i>San Valley, CA 91352</i>	
Phone: <i>818 267 4860</i>	SLC Contact Person: <i>Ed Thomas</i>

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)



RM-63

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: <i>Polytechnic HS</i>	
School Address: <i>12431 Roscoe Blvd</i>	
City, State, Zip Code: <i>Sun Valley, CA 91352</i>	
Phone: <i>818 267 4860</i>	SLC Contact Person: <i>Ed Trinis</i>

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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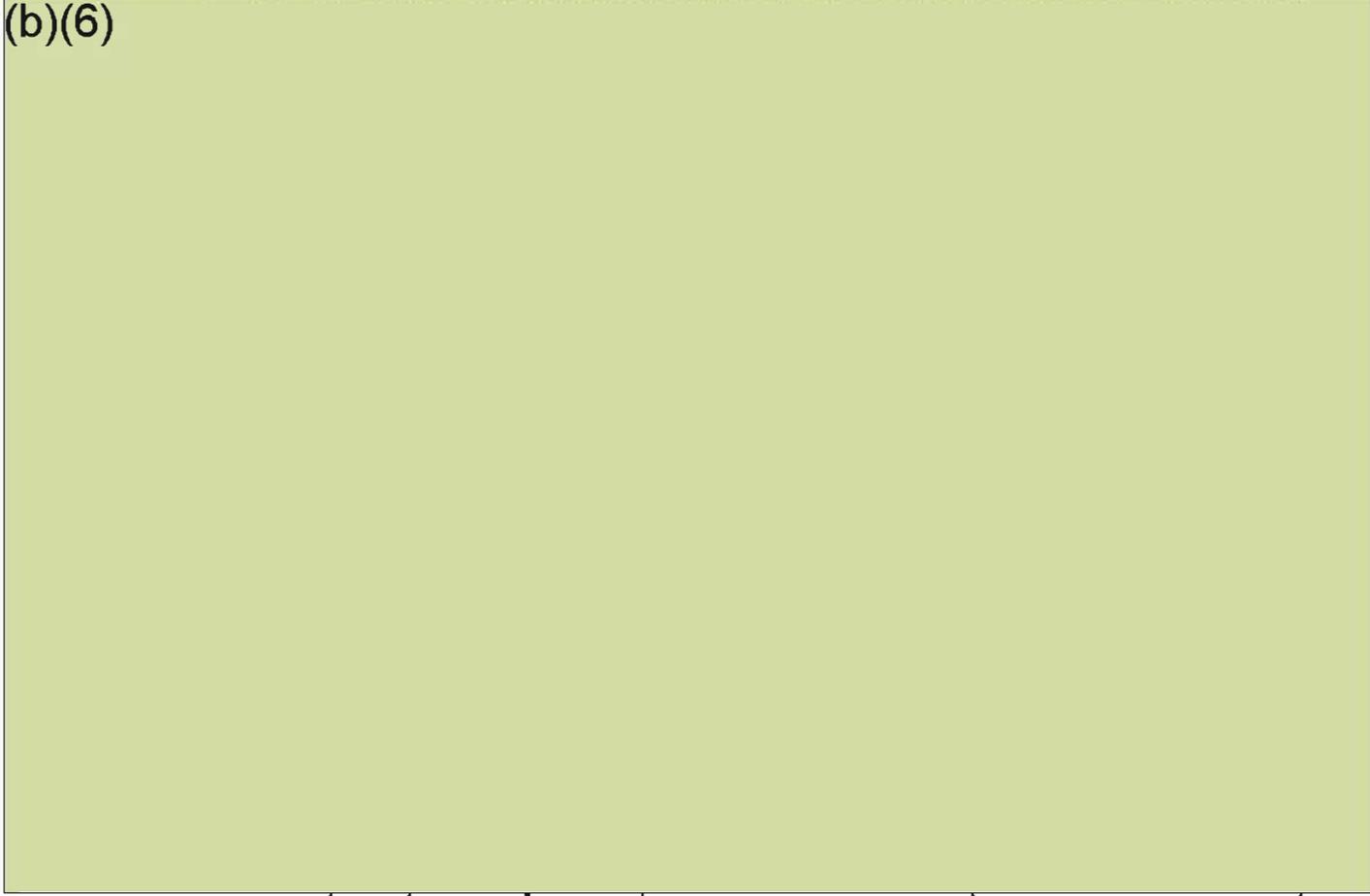
COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMITTEE SIGNATURE FORM

High School Name:	Polytechnic HS	
School Address:	12431 Roscoe Blvd	
City, State, Zip Code:	Sun Valley, CA 91352	
Phone:	818 267 4860	SLC Contact Person: Ed Thomas

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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Trimms

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic HS		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 267 4860	S.L.C. Contact Person:	Ed Trimms

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	FRANCIS POLYTECHNIC HIGH SCHOOL		
School Address:	12431 ROSCOE BL		
City, State, Zip Code:	SUN VALLEY, CA 91352		
Phone:	818-767-4860	SLC Contact Person:	Ed Torres

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

(b)(6)

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	John H. Franco Polytechnic High	
School Address:	12431 Roscoe Blvd	
City, State, Zip Code:	Sun Valley CA 91352	
Phone:	818-767-4860	SLC Contact Person: Ed Trinis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	J. H. F. Polytechnic H.S.
School Address:	12431 Roscoe Blvd
City, State, Zip Code:	Sun Valley, CA 91352
Phone:	(818) 767-4866
SLC Contact Person:	Dan Schar

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	John H. Francis Polytechnic High		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley CA 91352		
Phone:	818-767-4860	SLC Contact Person:	Ed Trimmitt

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

John H. Francis Polytechnic H.S.

High School Name: 1243 Roscoe Blvd.	
School Address: Sun Valley, CA 91352	
City, State, Zip Code:	
Phone: 818 7674860	SLC Contact Person: Ed Trimis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic High School		
School Address:	12431 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 767 4860	SLC Contact Person:	Ed Trimes

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Polytechnic High School		
School Address:	12437 Roscoe Blvd		
City, State, Zip Code:	Sun Valley, CA 91352		
Phone:	818 267 4860	SLC Contact Person:	Sal Trujillo

STUDENT SIGNATURES

to

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name
and Grade

Signature

Printed Name
and Grade

Signature

(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	FRANCIS POLYTECHNIC H.S.		
School Address:	12431 RASCOE BL		
City, State, Zip Code:	SUN VALLEY CA 91352		
Phone:	818-767-4860	SLC Contact Person:	Edward Trimes

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name
and Grade:

Signature

Printed Name
and Grade:

Signature

(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: John H. Francis Polytechnic High School
School Address: 12431 Roscoe Blvd
City, State, Zip Code: Sun Valley CA 91352
Phone: 818-767-4860 SLC Contact Person: _____

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
(b)(6)			

Conrad Rodriguez

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	<i>Polytechnic HS</i>
School Address:	<i>12431 Roscoe Blvd</i>
City, State, Zip Code:	<i>Sun Valley, CA 91352</i>
Phone:	<i>818 767 4860</i>
SLC Contact Person:	<i>Ed Trinis</i>

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: J.H. FRANCIS POLYTECHNIC H.S.
School Address: 12431 ROSCOE BLVD., SUN VALLEY, CA 91352
City, State, Zip Code:
Phone: 818-767-4860 SLC Contact Person:

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
(b)(6)			

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	FRANCY POLYTECHNIC H.S.		
School Address:	12431 ROSCOE BLVD		
City, State, Zip Code:	SUN VALLEY, CA 91605		
Phone:	818 767 4860	SLC Contact Person:	

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

Rm 38

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Pedley High
School Address: 12424 Rocco
City, State, Zip Code: Sub Valley 91352
Phone: _____ SLC Contact Person: Kimis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
(b)(6)			

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	POLY HIGH
School Address:	12431 ROSCOE
City, State, Zip Code:	SUN VALLEY 91357
Phone:	SLC Contact Person: Trimis

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
------------------------	-----------	------------------------	-----------

(b)(6)

1

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures



High School Name:	Polytechnic HS	
School Address:	12431 Vasquez Blvd	
City, State, Zip Code:	Sun Valley, CA 91357	
Phone:	818 767 4860	SLC Contact Person: Ed Truman

8th GRADE STUDENT SIGNATURES
FROM FEEDER MIDDLE SCHOOL(S)

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

(b)(6)



(2)

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures



High School Name:	Francis Polytechnic HS
School Address:	12431 Roscoe Blvd
City, State, Zip Code:	Sun Valley, CA 91352
Phone:	818 767 4860
SLC Contact Person:	Edgardo

8th GRADE STUDENT SIGNATURES
FROM FEEDER MIDDLE SCHOOL(S)

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

(b)(6)



3

Los Angeles Unified School District
Coherent & Smaller Learning Communities
Signatures



High School Name:	Francis Polytechnic HS	
School Address:	12431 Roscoe Blvd	
City, State, Zip Code:	Sun Valley, CA 91352	
Phone:	818 767 4860	SLC Contact Person: Ed Thomas

8th GRADE STUDENT SIGNATURES
FROM FEEDER MIDDLE SCHOOL(S)

We, the undersigned, support the Smaller Learning Community conversation at our school and will participate in the planning and implementation of SLCs on this campus.

(b)(6)



Handwritten initials/signature

(4)

Los Angeles Unified School District
Chart 6 Smaller Learning Communities
Signatures



High School Name:	Polytechnic High School	
School Address:	12431 Roscoe Blvd	
City, State, Zip Code:	Sun Valley, CA 91352	
Phone:	818 767 4860	SLC Contact Person: Ed Trimmis

**8th GRADE STUDENT SIGNATURES
FROM FEEDER MIDDLE SCHOOL(S)**

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.



5

Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures



High School Name:	Polytechnic HS	
School Address:	12431 Roscoe Blvd	
City, State, Zip Code:	Sun Valley, CA 91552	
Phone:	818 262 4860	SLC Contact Person: ESTIMIS

**8th GRADE STUDENT SIGNATURES
FROM FEEDER MIDDLE SCHOOL(S)**

I, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

(b)(6)



Department of Water and Power the City of Los Angeles

ANTONIO R. VILLARAIGOSA
Mayor

Commission
MARY D. NICHOLS, President
H. DAVID NAHAL, Vice President
NICK PATSAOURAS
EDITH RAMIREZ
FORESCEE HOGAN-BOWLES
BARBARA E. MOSCHOS, Secretary

RONALD E. DEATON, General Manager

June 9, 2006

Dr. Janis Fries-Martinez
Principal
Francis Polytechnic High School
12431 Roscoe Boulevard
Sun Valley, California 91352

Post-It® Fax Note	7671	Date	6-9-06	# of pages	2
To	Cheryl Ghe-Tanaka	From	WIC He Zou		
Co./Dept.	Francis Poly High School	Co.	LADWP		
Phone #		Phone	213 367-1222		
Fax #	(818) 771-0552	Fax	213 367-1424		

Dear Dr. Fries-Martinez:

RE: Small Learning Communities Support

Please accept this letter as notice of our support for Francis Polytechnic High School's plans to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

The Los Angeles Department of Water and Power has had an adopt-a-school relationship with the high school for the past 10 years. About a year ago, we changed the program to focus more on workforce development by encouraging ninth grade students to stay in school. We also provided information through presentations, a video and brochures on skilled craft positions at the LADWP.

Workforce Development is a priority subject for this Department and the City of Los Angeles. The adopting unit happens to be the Training Center for skilled craft in our Power System. This center is located only about two miles from your campus within the Sun Valley community.

We at the Los Angeles Department of Water and Power are prepared to continue to work with the school in the following ways to support this effort in developing Small Learning Communities:

- One of our trainers meet with each of the Ninth Grade Life Skill Classes on a quarterly basis
- Work with the school to develop a Small Learning Community to prepare and create interest among students for careers in skilled craft trades such as Electrical Craft Helper and Electric Distribution Mechanic

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Telephone: (213) 367-4211 Cable address: DEWAFOLA

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Dr. Janis Fries-Martinez

-2-

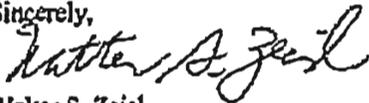
June 9, 2005

- Provide incentives for ninth grade students that have made significant improvements in academic achievement
- Provide funding for classroom lesson materials in geography and other academic subjects as may be appropriate
- Provide opportunities for students to visit LADWP facilities and other community education venues through field trips.

The total value of this commitment is estimated at (b)(1) per year, which includes more than half the amount for labor costs covering employee time involved in the Adopt-A-School Program.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,



Walter S. Zeisl
Manager of Environmental Communications
and Educational Services
Public Affairs Division



July 12, 2006

Keep Youth Doing Something

Dr. Janis Fries-Martinez
Principal, Francis Polytechnic High School
12431 Roscoe Blvd.
Sun Valley, CA 91352

Dear Dr. Fries-Martinez:

Please accept this letter as notice of our support for Francis Polytechnic's plans to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Keep Youth Doing Something (KYDS) is a community-based organization supported by a 21st Century Grant. The KYDS program was created to offer after school academic support opportunities for students who are not yet meeting proficiency standards. Our program trains teacher assistants and coordinators to go into schools and work collaboratively with designated faculty and staff members. We have been working with Poly's Tenth Grade Center faculty to provide additional support for student academic achievement

We at KYDS are prepared to continue to work with the school in the following ways to support this effort:

- Provide teacher assistants to support grade level standard proficiency for struggling students
- Provide an on-site coordinator as an administrative facilitator for program staff and Poly staff
- Provide training and organizational support to maintain program's efficacy

The total value of this commitment is estimated at \$ (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

Vikki Balet
Program Director
KYDS



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as the fun.

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Scottsdale, AZ 85254
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www.peterpiperpizza.com

June 6, 2006

Dr. Janis Fries-Martinez, Principal
John H. Francis Polytechnic High School
12431 Roscoe Boulevard
Sun Valley, CA 91352

Please accept this letter as notice of our support for Poly's plans to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Peter Piper Pizza has partnered with Poly for the past year and we are committed to helping Poly's students get the most out of their education; we're proud of our contribution as a local business.

We at Peter Piper Pizza are prepared to continue to work with the school in the following ways to support this effort:

- *Guest speaking in College Prep classes about business skills
- *Providing pizza incentives for the Freshmen Centre Awards Night
- *Supplying certificates (with incentives) for students with good grades and good attendance

The total value of this commitment is estimated at (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

Dana Diaz
Local Store Marketing Specialist – CA
Peter Piper Pizza, Inc.

RECEIVED
JUN 12 2006



BY:

BRADLEY LANDFILL & RECYCLING CENTER

9081 Tujunga Avenue
Sun Valley, CA 91352
(818) 767-6180
(818) 252-3249 Fax

June 6, 2006

Dr. Janis Fries-Martinez, Principal
John H. Francis Polytechnic High School
12431 Roscoe Boulevard
Sun Valley, CA 91352

Dear Dr. Fries-Martinez:

Please accept this letter as notice of our support for Poly's plans to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

Waste Management has partnered with Poly for the past two years since our exchange—Principal for a Day and Executive for a Day—and we are committed to helping Poly's students get the most out of their education; we're proud of our contribution as a local business. We help in a variety of ways, from funding projects to providing incentives.

We at Waste Management are prepared to continue to work with the school in the following ways to support this effort:

- ❖ Funding "mood" pens and pencils as incentive for the Freshmen Centre Awards Night
- ❖ Providing violins for the Music Department
- ❖ Participating in Sun Valley's Community Clean-Up Day
- ❖ Supplying flowers and prizes for the Freshmen Centre Breakfast
- ❖ Donating time from a public relations firm to publicize Poly's achievements, which resulted in articles in the *Los Angeles Times* and the *Daily News*
- ❖ The total value of this commitment is estimated at (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

Kit Cole
Director of External Affairs

From everyday collection to environmental protection, Think Green® Think Waste Management.



June 14, 2006

Ms. Jan Fries-Martinez
Francis Polytechnic High School
12431 Roscoe Blvd
Sun Valley, 91352

Dear Ms. Fries-Martinez:

Please accept this letter as notice of our support for Francis Polytechnic High School's plans to transition your campus to wall-to-wall small learning communities. We fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

As you know, Brass Star Productions has participated in supporting your high school with three fully operational personal computer systems complete with monitors, keyboards, mice, printers and software and all original documentation for each machine. In addition to the hardware and software donations to HABIT, we have been honored to guest lecture to your classes on how computers work with our hands-on workshops that allow the students to completely assemble a personal computer and learn how each part works with the other. This contribution at (b)(4) per system and (b)(4) /hr government consultant fee totals to about (b)(4) of donations in the high tech area.

Another service of our company is our video production for local city, county and state government agencies. We were pleased to assist in the creation of the Small Learning Communities video with our production staff and union talent both on screen and off at a donation amount of (b)(4).

We at Brass Star Productions are prepared to continue to work with the school in the following ways to support this effort:

- One more fully operational complete personal computer system and one laptop system.
- Guest lecture on a high tech topic.
- Host/Narrator talent for one more informational video.

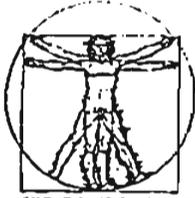
The total value of this commitment is estimated at (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,


Chris and Jonathan Chance
Brass Star Productions

♦ 8306 Wilshire Blvd. ♦ Suite 2030, ♦ Beverly Hills, CA ♦ 90211 ♦ (818) 886-4464



JEROME L. BORNSTEIN, M.D.
A PROFESSIONAL CORPORATION
ORTHOPEDICS / ORTHOPEDIC SURGERY

June 5, 2006

John Francis Polytechnic H.S.
Jan Fries-Martinez, Principal

Please accept this letter as notice of my support for John Francis Polytechnic High School to transition its campus to wall-to-wall small learning communities. I fully support your application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you on this transition.

I have been involved with the LAUSD in its athletic programs for more than forty-six years. During that time I have served as a team physician for multiple high schools such as Fairfax, Monroe, Birmingham, Sylmar and Grant. At present I serve as the Ex-officio consultant to the LAUSD Athletic Department and supervise medical coverage for thirty schools as well as supplying and supervising medical coverage for the majority of their athletic championship events. I have trained EMTs, athletic trainers and Physicians in on field evaluation and care of athletic injuries over the past twenty-five years. I am an Assistant Clinical Professor of Orthopedics at U.S.C. working with the residents in their sports medicine rotation (Curriculum Vitae can be supplied upon request).

I am prepared and willing to work with the school in the organization of a student training program. Our hope is that this will give direction to many, aiding in their future choices as regards their college education and occupation after high school graduation. My involvement will be multifold. There will be pre class tasks in order to develop an organized and thorough teaching program. The course itself will consist of basic instruction in such topics as Anatomy, Physiology, Taping, CPR and evaluations and care of on field injuries as well as other pertinent aspects. We also anticipate supervised "hands on" application of principles learned. In addition to lecturing I will be involved with obtaining and scheduling guest lecturers.

It is my intent to continuously re-evaluate the program, adding and deleting as necessary in the hopes that we can constantly improve it.

The total value of this commitment is estimated at (b)(4) per year. I feel my time should be valued at (b)(4) and anticipate a cumulative involvement of (b)(4) during two eight week Mesiers.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

J.L. Bornstein, MD, FACS

PO Box 572379, Tarzana, CA 91357-2379 Phone: 818.424.9840

ROOSEVELT HIGH SCHOOL Smaller Learning Communities Plan

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This SLC plan is a work in progress. To honor the unique styles and preferences of each school site SLC team, LAUSD has allowed each to develop and package their plans according to local priorities while adhering to district requirements for SLC development and implementation. For the purposes of this grant proposal, we have attempted to build a consistent and reader-friendly outline from one school plan to the next, but there may be minor differences from plan to plan to honor the story each school wishes to tell.

Introduction

Theodore Roosevelt High School is a year-round urban high school serving a student body of over 5,000 in grades nine through twelve. Roosevelt's population reflects immigration trends in Los Angeles. The school's students come from a community characterized by concentrated poverty and under-employment. Seventy-eight percent of the students who submitted a lunch application qualify for the Federal free-lunch program, indicating that their families are at the poverty level. The majority of the students are first-generation high school students whose parents completed only a primary-level education in a country other than the United States. The student body consists overwhelmingly of minority students- 99% have Hispanic roots with Spanish as the primary language. Two out of every five students need assistance because they are English language learners, but more than 8 out of ten students read below grade level in English/Language Arts. Over 75% of students are eligible for free and reduced price meals. Their inability to access and process information is a contributing factor to their limited academic success and dropout rate reaching 42%.

Due to these challenges, Roosevelt High School has been committed for several years now to the Smaller Learning Communities movement. As part of efforts as a Cohort III grantee, the school implemented wall-to-wall SLC structures within 3 years. Modest gains are already noticeable in that length of time. In 2002-03, 91% of ninth graders read below grade level. Today, 86% of students read below grade level, which means that 250 freshman are doing much better academically since SLC implementation, and compares to population trends which have been stagnant.

The school's teachers, administrators, parents, students and community partners collectively believe that improving learning, increasing graduation rate and college admissions rate, and reducing the incidence of campus disruption and discipline problems can only be achieved through SLC implementation. With this grant, the school will continue its restructuring process into small learning communities. The staff and community view this proposal as an opportunity to expand successful strategies and re-examine delivery of services to students for achievement. The plan is to use the following strategies:

- Personalization strategies, including family conferencing, and peer mentoring and advisory curriculum which includes character education, personalization, and support intervention, by SLC. Every SLC will concentrate on implementing specific and targeted personalization strategies to enhance students' sense of belonging and zest for learning.
- Thematic and rigorous, standards-based curriculum which prepares all students for post-secondary education
- Differentiated Instructional strategies, which engage students and address their varying academic needs
- Structural and organizational changes to promote each SLC's vision and the personalization and instructional strategies that have been identified as critical to the achievement of that vision

Through this reform effort, we are determined to defy the present challenges facing us and transform Roosevelt High School into a school that is an inspiration for learning and college-bound success for all stakeholders in our community.

I. Description of Smaller Learning Communities

Before creating Small Learning Communities (SLC) students completed an interest survey around career pathways and attributes of positive learning environments. Results were shared with the faculty of each track who used these results to create SLC themes. Each SLC has a theme and supports a rigorous standards-based curriculum and the achievement of the Expected Schoolwide Learning Results. Cross-department collaboration and interdisciplinary team teaching reinforces the standards-based curriculum in all core courses. SLCs provide a small-school environment by offering daily tutoring, interdisciplinary classes, student activities, teacher/student counseling and frequent parent contact. Through the SLCs, students are encouraged to complete their A-G college requirements. In addition, many SLCs also provide field trips to motivate, encourage and help students see the relevance of what they are learning in the classroom and make connections to career opportunities. For example the second annual trip to the USC School of Dentistry for outstanding students and interested parents will serve to motivate and inspire students to pursue a post secondary education, in addition to learning about the field of Dentistry. The trip is organized and funded through the Magnet and Environmental Social Policy academies from Tracks B and C along with the math coach.

All of our SLCs have been designed to incorporate the following strategies in their implementation process. These structures of organization and strategies have their roots in current research that highlights effectiveness of SLCs, personalization of education and career-focused education that affords a smooth school-to-work transition.

Common Structures in All Smaller Learning Communities

- Establish a protocol addressing the culture of failure and review data that is indicative of failure (i.e. academic grades, test scores, etc) within SLCs.
- Establish a committee for each track to discuss findings and draft a plan to address findings of each SLC regarding the culture of failure.
- Develop an attendance incentive program, with particular attention to period 1.
- Develop a comprehensive college advisory program, including in-servicing teachers on college requirements.
- Require all seniors to apply for the SAT/ACT, to apply to at least one four-year college or university, and to complete the FAFSA form.
- Eleventh grade students will take the PSAT in the fall, if they have not already taken it, and the SAT in the spring.
- All tenth grade students will attend at least one off-campus college fair or visit a 4 year college & university. Tenth graders will take the PSAT.
- All ninth grade students will visit a four year college or university and/or attend a college fair.
- Develop and implement a ninth grade bridge program.
- Determine students' academic strengths and weaknesses. Establish an individual educational plan for each student to be monitored by counselors, teachers and parents.
- Develop advisory curriculum which includes character education, personalization, and support/intervention, by SLC.
- Provide intervention services to students not making academic progress.
- Meet with parents on quarterly basis to discuss attendance, grades and test results. (Periodic assessments, exams, etc.)
- Develop a comprehensive parent involvement plan.
- Develop and evaluate parent workshops plan to address the identified needs.

Common Structures in All Smaller Learning Communities

- Increase parents' participation in established school programs.
- Implement common planning time among SLCs, departments, and interdisciplinary teams.
- Utilize and improve existing forms of communication: Student introduction video, technology, school newspaper, marquee message board, phone master, Title I newsletter, school leadership, web-based access, cable Channel 6 student programming.
- Develop a communications committee.
- Re-establish the school newspaper.
- Cultivate school wide partnerships with parents, community, and other organizations.
- Build student leadership skills by assisting with identification of committees, cultivate an awareness of service learning projects, support the implementation of the tardy policy and the current attendance policy.

The following chart summarizes descriptions of the smaller learning communities and respective maximum student enrollments with highlights of proposed strategies and plan of action. Each smaller learning community has prepared its own SLC plan that documents specific strategies for implementation and address seven attributes for effective implementation: (1) unifying vision; (2) personalization; (3) equity and access; (4) professional development; (5) accountability and distributed leadership; (6) parent and community engagement; (7) rigorous standards based curriculum, instruction and assessment. Each SLC wrote a Request for Proposal (RFP) explaining how each of these attributes will be addressed by their particular SLC. Below is a summary description of each of our 11 Small Learning Communities that are expanding at Roosevelt High School (RHS). Our 12th SLC, an established magnet program operating on C-track, will NOT receive funds from this grant. With USDE funds, Roosevelt High School seeks to continue the work it has already started towards implementing wall-to-wall smaller learning communities.

New and expanding SLCs will receive funding through this grant. *Established SLCs* exist now and will not be altered with these funds.

Summary of Smaller Learning Communities

No.	SLC Name	Description	Status of SLC
1	<p>Creative and Performing Arts Academy A track</p>	<p>Creative and Performing Arts Academy will use the arts to ignite and develop students' powers of critical analysis, written and verbal communication skills self-expression and appreciation of the place of art in life through an interdisciplinary course of study which includes exposure to the creative arts. Aside from meeting A-G college entrance requirements, the curriculum includes meaningful learning, offers students choices in demonstrating their knowledge and skills, and empowers them to be more responsible for their own creative arts education.</p> <p>Personalization of the learning environment will involve lowering the student to teacher ratio, clustering teachers and students over an extended time together to develop a culture of success, and participating in advisories and team classes. These efforts will help in implementing focused project work and bring coherence between the different fields of academic study. Beginning in the 9th grade, students will be within the SLC structure with a group of core subject teachers who will use the arts to enrich, connect and amplify their subject areas. Core teachers will remain with the same group of students while elective teachers will satellite between groups. As electives become available in students' schedules, they will take courses in art, film, music, web design among others. Student will prepare their own portfolios, hear motivational speakers, and participate in field trips to prominent art venues including the Renaissance Fair, Museum of Tolerance, Museum of Contemporary Arts, Will Geer Theatre and colleges. An Academy Awards Night will honor student achievements with certificates, trophies and medals. Common planning time will allow teachers to plan, reflect and apply interdisciplinary units while remaining abreast of student concerns, strengths and weaknesses.</p> <p>Within the creative arts community, a grade level orientation will take place to introduce parents to the SLC and its respective goals. Families will also be engaged with the SLC in the following ways: fundraising, sponsoring clubs and teams, using school-based health and adult education classes and participating in exhibitions, advisories and curriculum planning. To further foster community engagement, the academy will work with local programs such as Seif Help Graphics, Plaza de la Raza, and Japanese Cultural Museum to match students with outreach, enrichment and internship programs.</p>	<p>Expanding SLC: Expanding into 11th and 12th grade</p> <p>Student group: 9-12 grade Current Enrollment: 289 Total Capacity: 400</p>
2	<p>Global Academy A track</p>	<p>The Academy will work closely with students to offer them knowledge, activities and opportunities for exploration that will enhance their understanding of the global community. In an interdisciplinary approach, students will be involved in collaborative projects, global and</p>	<p>Expanding SLC: Expanding into 11th and 12th grade</p>

No.	SLC Name	Description	Status of SLC
		<p>community exploration trips and art forms that connect with other cultures. Students will develop an attitude of tolerance and an appreciation of a culturally diverse world. The curricular focus in this academy will be on the A-G requirements for college with an emphasis on exploratory work in global culture and arts. The curriculum explores global cultural diversity through the study of world literature/composition, English language development, math/science, foreign language, travel and tourism, geography, international dance and movement, the arts, history, government and economics. The thematic focus will change slightly with each year in the academy: 9th graders will focus on awareness of the diversity in the world, 10th graders will learn the benefits of diversity, 11th graders will learn how communities can make positive changes, and 12th graders will define their contributions to the global community. Through these core and elective classes, students will explore essential questions connected to each theme. At the end of each of the first two years, students will be expected to complete a visual and written project. Exemplary projects will be presented annually at a recognition ceremony. All students can participate in the United Nations Club to prepare for the annual international gathering and competition. Field trips to Museum of Tolerance, Getty Museum, Little Tokyo, Museum of Science and Industry, Huntington Library and other motivational trips will be implemented.</p>	<p>Student group: 9-12 grade Current Enrollment: 295 Total Capacity: 400</p>
3	<p>Social Awareness Leadership Academy- A track</p>	<p>Teachers in this SLC will meet weekly at Student Profile meetings to discuss at risk students and appropriate interventions. At risk students will be teamed with a Global Academy adult for additional motivation and support. Parents will be involved in student assignment and projects. Teachers will meet regularly in Homeroom advisory groups to assist students with academics, study skills, counseling, graduation requirements, projects, daily homework, intervention opportunities, and career opportunities. Students will produce a semi-annual academy newsletter. Students who meet their academic goals can participate in advanced studies, cultural studies outside of the community (i.e. Japanese American National Museum). Evening and Saturday workshops will host speakers and representatives from the community who will present career and post-secondary opportunities to students and parents. A student leadership team will meet regularly to plan and discuss activities of interest to students. This academy is a Liberal Arts, theme-based, SLC whose focus is to raise the awareness of each student of the vastness of their choices in society and to increase their participation as leaders. Students will develop a broad, comprehensive awareness of their ability to promote change in the Los Angeles community and in the world. Our goals are to develop conscientious leaders who actively engage in society and public service through building students' self-esteem, character and ethics.</p> <p>Grade-specific service learning/community projects, which will incorporate all subject areas, are currently being researched and designed by faculty. In these projects, 9th graders will</p>	<p>Expanding SLC: Expanding into 11th and 12th grade Student group: 9-12 grade Current Enrollment: 299 Total Capacity: 400</p>

No.	SLC Name	Description	Status of SLC
		<p>focus on the Roosevelt community, while 10th graders will focus on the Boyle Heights community. These projects will be the foundation for creating mural panels showcasing the history of these communities. 11th graders will work more global communities while 12th graders will concentrate on the greater Los Angeles. An Emergency Preparedness-themed project is also in development. Community projects "clubs" will be organized to help orient students around a career or pathway of interest. Motivational speakers will address students on an array of professions and pathways. The Roosevelt Alumni Foundation hosts school alumni to speak to students. Internship and mentoring opportunities are also available to students.</p> <p>The curriculum will be incorporated into the homeroom advisories. The 9th grade advisories will cover basic social skills, study skills, organizational skills, health, and diet. Teachers will develop cross-curricular lesson plans using contemporary periodicals, current events and historical moments to make students socially aware. Concepts and instructional strategies from "Facing History and Ourselves" Resource Book and "17 Qualities of Team Work" book will be incorporated into lesson plans and student assignments. Juniors and Seniors in this academy will also participate in the Junior Statesmen Program. As part of graduation, a senior project (research paper and visual presentation) will be required along with the student portfolio.</p> <p>A committee of parent volunteers is formed to help the academy with fundraising, family outreach, and event planning. Events will be hosted to promote a sense of community.</p>	
4	Humanitas Academy- A track	<p>The vision of the Humanitas Academy is to graduate students who are truly prepared to take their place as literate, intellectually curious, involved citizens of the 21st century. The Humanitas approach, provides interdisciplinary, theme-based, writing intensive curricula that produces students who are literate in all core subject areas, technologically competent, truly bilingual, and meet college entrance requirements.</p> <p>Curriculum for each grade level is organized around a theme:</p> <ul style="list-style-type: none"> ▪ 9th grade theme is "Identity: choice, responsibility and overcoming obstacles." Courses include English, Math, Spanish, Computers. ▪ 10th grade theme is "The art of citizenship: negotiating the conflict between the individual, community and society." Classes include Math, Spanish, Biology, English, and World History. Students will create projects that are connected to the History and English curriculum and practice their presentation in Spanish. All courses lend depth to specific theme. ▪ 11th grade theme is "Process of change: Affirmation, Resistance, and Transformation." <p>The curriculum is driven by the U.S. History standards. 11th grade classes are American</p>	<p>Expanding SLC: Expanding into 11th and 12th grade</p> <p>Student group: 9-12 grade</p> <p>Current Enrollment: 298 Total Capacity: 400</p>

No.	SLC Name	Description	Status of SLC
		<p>literature, contemporary composition, US history, chemistry, Math and English. Team taught classes include English and History.</p> <ul style="list-style-type: none"> 12th grade theme is "The quest for enlightenment: understanding the past, living the present, creating the future." The core components of this program are English and social studies, particularly expository writing, government and economics. <p>The Humanities SLC sets achievable high standards. Students reading below grade level are expected to read a million words a year and utilize accelerated learning strategies available on campus. Every effort is made to engage teachers and students together in an in depth exploration of the arts and humanities, and in the process, to improve student learning and teacher skills. The students enter into a community of scholars where academic achievement, intellectual growth, and community involvement are highly valued and vigorously encouraged. Field trips to Renaissance Fair, Radio and TV museum and Gene Auiry Museum are also part of the overall program.</p> <p>The advisory program serves to create community. Advisories provide incoming students with the opportunity to enter the academic culture of the high school. A 15:1 student to teacher ratio will be maintained. Teacher and support staff will serve as advisors. The same advisor remains with the student for all four years. 9th and 10th grade advisories focus on study skills and team building. 11th grade advisories focus on post-secondary education while 12th grade advisories focus on college and job application process.</p> <p>Parents participate in the SLC's leadership team by facilitating informational sessions for other parents and assisting with major interdisciplinary projects and final exhibitions.</p> <p>The ESP Academy will concentrate its instruction on cultivating in its students and ecological understanding of the local, regional, and global environment. It is based on the philosophical assumption that the environment in which we live consists of both natural and social systems in constant interplay. This SLC will focus on the concept of sustainability by fostering in students an ecological understanding of how environmental and social systems function and interact, and how civic engagement and political action are necessary for building sustainable communities. To gain an ecological understanding of our environment is to become aware of how natural systems and social systems function and interact. The academy will concentrate on examining local, regional and global environment through thematically coherent instruction across academic subject areas.</p> <p>The Academy theme lends itself to two major career pathways that students may choose to follow in their junior and senior years. Each pathway includes choices for further specialization:</p>	Expanding SLC
5	The Academy of Environmental & Social Policy- B track		Student group: 9-12 grade Current Enrollment: 354 Total Capacity: 400

No.	SLC Name	Description	Status of SLC
		<ul style="list-style-type: none"> Environmental Pathway- with career opportunities in urban planning, landscape design, resource management, forestry, environmental science, Social Policy Pathway with career opportunities in government, law, public policy, social work, community organizing, and education. <p>Guided by a hands-on approach to learning, students will gain and apply academic knowledge and social skills through direct involvement with local research and service projects in the Boyle Heights community and the City of Los Angeles. Core curriculum follows the Humanities model of thematically coherent teaching across the disciplines. Teachers will work in interdisciplinary teams and participate in common planning time, common conference periods and intervention strategy meetings to develop a theme-based curriculum. Commitment to electives such as Chicano studies, geography, environmental science, regional natural and social history, geology will further deepen knowledge of the local area in which students live.</p> <p>Students will participate in field trips and outdoor educational programs such as the Yosemite Institute of Field Science Program at every grade level. Service learning, civic engagement and active participation in the community will be integrated into every grade level. Parents will be active participants in their child's learning by attending parent conferences, Open House, Back to School Nights, Academy recognition events and performances.</p>	
6	Communications- B track	<p>The Technology, Engineering, & Communications (TEC) SLC Academy focus incorporates an effective combination of computer and technical applications. Acquiring these skills enhances the students' ability in pursuing careers that require effective and ethical communications in our ever-changing technical world. As well as having a solid foundation of computer and technical knowledge, the program will provide students with the opportunity to present and receive information through various communication techniques such as application journals, interviewing, public speaking, team presentations, and electronic communication. The TEC SLC emphasizes the importance of interrelationships within organizations. This entails both verbal and nonverbal skills, including perception, language, listening, and conflict management. The TEC SLC will be preparing students to advance in some of the following career fields; communications, broadcasting, public relations, training, marketing, admissions, and recruitment. The TEC SLC focus helps prepare students for entry-level roles in the field of Visual Communications including broadcasting, journalism, marketing, and video-editing.</p> <p>The focus and goals are all of great importance to students that wish to prepare themselves for their future careers. Students will be able to gain skills and knowledge that will help them enter post secondary education or even enter the work force. With simply staying on track with their decision to be in the TEC SLC, they should all be able to be more than prepared to enter a university or a profession that requires skills in communication.</p>	<p>Expanding SLC</p> <p>Student group: 9-12 grade</p> <p>Current Enrollment: 356</p> <p>Total Capacity: 400</p>

No.	SLC Name	Description	Status of SLC
		<p>Study in this SLC will develop and prepare students to meet and exceed the graduation requirements for Roosevelt and provide the students the opportunity to acquire communications, media production, technology, and marketing skills.</p> <p>This SLC provides students the opportunity to acquire communications, media production, technology and marketing skills while incorporating an effective combination of computer and technical applications. This academy prepares students for careers in a variety of fields including, but not limited to, communications, broadcasting, public relations, training, marketing, admissions, recruitment, journalism and video editing.</p> <p>Students will develop literacy and critical thinking skills needed to meet the state standards as the teachers use the creative arts to foster intellectual development and personal growth by reflecting on human experience. In this SLC, students will be exposed to the many forms of creative arts with a focus of "knowing thyself." The teachers will use creative arts to foster intellectual development and personal growth by reflecting on human experience and connecting to further understanding of each student's unique identity.</p> <p>This SLC will stress interdisciplinary activities in order to develop personal and academic achievement and focus on academic advancements as well as self-discovery through the arts and human experience. The SLC will have the following distinct features:</p> <ul style="list-style-type: none"> • Personal journals in which students can elaborate on their visions in and out of school and build creative works on a personal level. • Creative arts portfolio which the student will share with students, instructors, and eventually community stakeholders for internships, college recruitment or jobs after graduation. • Extracurricular activities such as volunteer work, service groups or creative endeavors such as the LA Writing Project or the WriteGirl Program to become more involved in the community. • Collaborative projects dedicated to one of the creative arts through homeroom or after school activities. • Classroom exhibits to share personal work and presentations in a supportive and proper forum. • Class visits by speakers to inspire students to push academically and creatively. • Assemblies to promote a sense of community • Field trips every quarter to exhibits, plays, studios, museums and festivals to broaden students minds to possibilities and opportunities. • Year-end production or showcase to demonstrate personal and class projects to the 	<p>Expanding SLC</p> <p>Student group: 9-12 grade</p> <p>Current Enrollment: 348</p> <p>Total Capacity: 400</p>
7	<p>Creative Arts/ Human Expression Academy- B track</p>		

No.	SLC Name	Description	Status of SLC
		<p>whole school community.</p> <ul style="list-style-type: none"> Student Leadership Committee composed of students who will provide SLC related activities and programs and relay information to other students. Resource center to house textbooks, student creative works, computers, video equipment, art supplies and act as a clearinghouse on news about scholarships, intern programs, jobs... Sponsored clubs/societies that will help mentor students in certain fields and offer programs related to their creative interest. Cross-grade mentoring and joint projects to create a supportive environment 	
8	Mathematics, Science Technology Academy for Youth Advancement (MAYA) Academy- B track	<p>MAYA is a unique program that promotes enthusiasm, exploration, and academic excellence in the sciences. MAYA aims to improve the math and science skills to change the math attitudes of young people. We see math as an academic subject and a tool for social transformation. Our goal is to prepare young people to compete and actively participate in a highly technological society.</p> <p>This SLC will use the common intellectual focus of math, science and technology to enable students to gain an enduring understanding in those fields as well as gain analytical skills to prepare them for the technologically advanced society we live in.</p> <p>A speaker series, internships and field trips will be offered each year in the areas of student interest that focus in math, science and technology. A senior project and community service will cap the final year of the program. All students will receive mentoring/counseling by an advisor during all four years in high school. Each advisor will case manage students' individual education plan, progress to meet A-G college entrance requirements, and portfolios.</p>	Expanding SLC Student group: 9-12 grade Current Enrollment: 433 Total Capacity: 450
9	34 / 116 Performing/Arts Academy – C track	<p>34 / 116 (the longitude and latitude of the high school) offers students the opportunity to explore the world of fine art and begin a journey towards a career in the arts. In an interdisciplinary approach, students will be involved in collaborative projects, initiating film festivals, art galleries, theatre productions etc. Teachers will arrange for field trips to museums, theatrical productions, author readings, musical events, and movie studios and create a bond with other artistic organizations beyond the school community. Students will understand that art allows them to see the world through all the major academic disciplines and most aspects of the world we live in. Students will develop a deep sense of an art world that transcends borders, politics, and race supported by internships with local art organizations such as Art Share, Los Angeles County Museum of Art and Spare Murals.</p> <p>Curriculum for each grade level is organized around a theme:</p> <ul style="list-style-type: none"> 9th graders will target awareness of the world of arts around us 10th graders will focus on benefits of the arts to our own development 	Expanding SLC Student group: 9-12 grade Current Enrollment: 383 Total Capacity: 400

No.	SLC Name	Description	Status of SLC
		<ul style="list-style-type: none"> 11th graders will focus on becoming a member of the art community in the academy 12th graders will focus on becoming a member of the local art community. <p>Teachers will use common planning time and pacing plans to shape the curriculum with a focus on seeing art as a way of being proactive in our global society. Teachers will develop a curriculum that helps students create and explore works of art through the study of world literature, English language development, math/science, foreign language, geography, and electives in art. A portfolio will be required in which students will demonstrate their academic progress and creative work.</p>	
10	Marine- Environmental Health Science Academy- C track	<p>The vision of this SLC is educating students to understand and internalize the connection between themselves and the planet, between their personal health and that of the natural world. Students will examine health from a holistic perspective -- a health that involves healthy bodies, minds and spirits. Areas of focus include (1) marine environment to study how humans can preserve health of oceans and their inhabitants in an increasingly polluted world; (2) ecology and environmental policy.</p> <p>Curricular instructions will be based on the Humanitas model of interdisciplinary, writing-based instruction drawing parallels across academic disciplines. The 9th grade program focuses on the ecology of the ocean and the study of how biology, chemistry and physical systems of the ocean work together. Included in this program are tectonics and the physics of waves. 10th grade program links English and Biology with a focus on environmental issues. 9th and 10th graders will have an outdoor education experience in the form of a weekend trip to Clear Creek in the San Gabriel Mountains. 11th grade program will focus on links between the environment and American literature and U.S. history. The 12th grade curriculum is a year long study in which students learn the science of the sea, read literature of the sea, do research papers and projects which are thematically linked, and then go on a culminating three day trip to Catalina Island Marine Institute through various activities including snorkeling. Very few inner city students have access to an outdoor education program. Internships and other outreach programs in Marine/Environmental Health Science will acquaint students with real world work and issues in these fields. Students will be encouraged to be active planetary citizens, getting involved with local environmental groups (i.e. Heal the Bay, Mono Lake Committee, Tree People).</p> <p>Several structures have been created to personalize the learning experience for students. Interdisciplinary teams create a network around student learning. Teachers talk to each other about student progress. Advisories (small student-teacher groups currently organized in homerooms) will monitor student's program and progress in meeting graduation requirements</p>	Expanding SLC Student group: 9-12 grade Current Enrollment: 387 Total Capacity: 400

No.	SLC Name	Description	Status of SLC
		<p>and provide the necessary support. A buddy program, which pairs a 9th grader with a senior, will help the transition into high school. Outdoor education program at every grade level will support curricular connections and promote Academy bonding. A multi-track outdoor club will take students on day-long Saturday trips in the local community. Common planning time for teachers will facilitate developing curriculum, planned lessons, and student monitoring. An Academy newsletter and website will be developed. Fall and Spring events (i.e. barbecue) will be hosted by the academy. Each student will also have a portfolio showcasing academic achievement, artistry and curiosity. Parents will be active participants in their child's learning by attending Academy parent meetings, parent conferences, Open House and Back to School Nights, Academy learning and achievement events, and by supervising field trips.</p>	
11	<p>Social Awareness Leadership & Education Academy- C track</p>	<p>SALEA offers students the opportunity to become socially responsible individuals and leaders in their community by developing leadership skills through mentoring, peer education, volunteering and tutoring. Every student in this academy will be required to read the Roosevelt High School Series which features multiracial group of teenaged youth who must individually face social and cultural issues that many of the students face such as violence, prejudice, inter-racial dating, teenage pregnancy, and human rights.</p> <p>Leadership qualities in each student will be developed through various activities including volunteerism (i.e. beach clean-ups), fundraising (i.e. organize field trips to universities), and community service (i.e. local political offices). Attending leadership conferences (i.e. Latinas Leadership) and workshops, participating in leadership committees, clubs or athletics will be highly encouraged. Students will be recognized with awards. Aside A-G requirements, the curriculum will also include career exploration in 11th grade, professional career development seminar, work experience and senior project in 12th grade.</p> <p>Teachers will invest in common planning and subject area meetings to help make decisions on curriculum, materials selections, instructional grouping, student assessment and personalization.</p>	<p>Expanding SLC</p> <p>Student group: 9-12 grade</p> <p>Current Enrollment: 371</p> <p>Total Capacity: 400</p>

Established SLCs (which will NOT receive funding from this grant.)
 The Math, Science, and Technology Magnet, on C Track, offers an intense academic curriculum that exceeds the requirements for high school and meets the entrance requirements for colleges and universities nationwide. The Magnet Program insures that all students will be exposed to issues of community, social responsibility, individual responsibility and the power they have over their own lives. Students will be challenged and encouraged to grow academically, intellectually, and socially in all aspects of their lives. Enrollment in the MSTM is open to all students in the District. Unlike the other SLCs, students must apply to this program through the Los Angeles Unified School District Office of Student Integration. Recruitment efforts include school visitations, personal letters, and flyers.

II. Student Choice

The creation of smaller learning communities has been a very exciting venture and at the same time very difficult. On each track and academy, we made decisions in an effort to be equitable. Although our counselors provided incoming students with information about the different small learning communities, there were only two academies on B Track which offered ESL. In addition, we did not want to create a situation on this track in which all of the honors students were in only one academy.

Rather than allow somewhat limited choice we opted to distribute the students randomly within categories, so that there would be an equitable distribution of honors, special education, and English Language Learner students. Certain academies provided specialized English programs, and were the best accommodation for some students. All other students were distributed randomly.

We have recognized that this process needs to be improved and have made one step toward doing so by allowing students to change smaller learning communities at the end of an academic year, one time in their high school career. A total of two students last year took advantage of this opportunity to change their small learning community. In addition, this year we are having a fair, providing students with information about the SLC's, and will have an application process for those students who are interested in changing.

As a leadership team, we decided that this process can be improved upon. For the 2006-07 school year, we will attempt to improve articulation with the middle schools that most of our students come from, Stevenson, Belvedere, and Hollenbeck. The current transition team, counselors, lead teachers, and administrators will visit the campus and provide information to all students about the different smaller learning communities. In addition to this, we will encourage 8th graders to attend an after school class on our campus where they will be able to familiarize themselves with the campus, smaller learning communities, and then will be able to make a more informed choice of which smaller learning community they would like to be in knowing the parameters of E.S.L. We are also in the process of creating a mentoring program between 8th grade students and 11th grade students where incoming students can hear from current students about their options.

We will also target the 7th grade students at Stevenson, Belvedere and Hollenbeck by providing enrichment classes on our campus in order to make their matriculation into high school smoother.

Our goal is to be fair to all students and we want to do the best job that we can in order for them to have a successful high school experience. We recognize the importance of student choice into smaller learning communities and we hope that our process will be refined each year.

Policy and Procedures for Students Changing SLCs

Policy:

- Students are allowed to change their SLC only once during their high school career.
- Any SLC change will ONLY occur at the end of the school year. No SLC changes are to occur at the beginning of or during the year.
- Students are allowed to change their SLC only at the end of the year.

Procedure:

- Students who wish to change their SLC would have to file a petition for a change. The petition would include basic personal information, parent/guardian contact, and a required short response to the attached questions.
- The petition would be submitted to the student's counselor. The counselor, in conjunction with the SLC lead and API, will review the petition and decide whether or not to send it forward.
- There is no grace period for changing SLCs.
- The SLC Change Request forms will be held in the counseling office for documentation to ensure that a student makes one SLC change.

SLC Change Request Explanation

Answer each question in at least a five sentence paragraph.

1. What are the reasons for leaving your current Smaller Learning Community?
2. What or who have influenced you in requesting this change?
3. Based on the Smaller Learning Community descriptions, what interests you most about your new choice?

III. Accelerated Learning Strategies

Roosevelt High School has a significant number of students who are below grade level in key academic subjects like reading/language arts and mathematics. Therefore, in compliance with LAUSD and State policies and local determinations of need, the school implements accelerated learning strategies and interventions that are designed to assist teaching staff trying to help these students. The school's accelerated learning strategies outlined in the chart on the following few pages collectively meet all of the criteria of this RFA to especially help 9th graders reach grade level in English/Language Arts and mathematics by the end of the 10th grade. Appendix C outlines the district's initiatives to improve student academic performance in literacy/reading and math in more detail.

A. Reading/Language Arts Interventions

The English Language Development (ELD/ESL) Program

Roosevelt has approximately 2100 EL (English Learner) students, which is 42% of our student population. Of these 2100 students, approximately 400 are in the ELD program (English Language Development) and the remaining 1700 EL students are defined as LEP (Limited English Proficient). ELD, or ESL as is referred in secondary schools, is offered on tracks A and B. A full time EL instructional specialist provides support to all ELD/ESL teachers and makes sure all EL students are placed in the correct class. The EL specialist also supports schoolwide efforts to develop SDAIE strategies across the curriculum and state compliance for the ELL program.

The High Point curriculum implemented by the ELL Department is a comprehensive English language development program for all ESL students and is aligned with the ELD and English Language Arts (ELA) California Content Standards. High Point is district mandated and includes a rigorous assessment and monitoring of the three language domains: speaking/listening, reading, and writing. Teachers record scores in formal portfolios which are sent on to the next teacher. Portfolios use a 4-point rubric and are used to evaluate students on all levels. In addition, at the ESL Advanced 3 and 4 levels, students demonstrate mastery of ELA standards by completing reading and writing assignments under the umbrella of the English Department's Studio program. Tutoring for LEP students is provided after school and Saturday. Other support services are an ELD computer lab and supplemental instructional materials for sheltered and primary language classes. In addition, there is a council, the English Learner Advisory Committee (ELAC), in place specifically for parents of students that are LEP. The ELAC is designed to provide advice and suggestions in relation to the needs of EL students. Information that is important for LEP student academic achievement such as reclassification, A-G requirements, testing, proficient grades, and attendance are discussed and presented at the ELAC parent meeting.

The Special Education Program

Special Education services are offered on all three tracks to students who are identified as IWENS (Individuals with Exceptional Needs), meet Federal and State guidelines, and have an IEP (Individualized Educational Program). Currently there are 562 students enrolled in the Special Education program, which is about 11% of our student population. All are included in

general education homerooms and elective courses, and all are given the same privileges and access as all other Roosevelt students. They were each given a survey asking for their SLC preference and are represented in all SLCs. Special accommodations are provided as determined by the IEPs.

Roosevelt High School offers four different programs for special education students: RSP (Resource Specialist Program). The IEP committee determines specific placement and DIS (Designated Instructional Service) is also available according to individual needs and IEP. These include Adapted Physical Education, Language and Speech, Pupil Counseling, Occupational and Physical Therapy, and itinerant services for Hard of Hearing and Partially Sighted. Students with exceptional needs gain access to the core curriculum and more challenging courses through the use of special accommodations and modifications as determined by the IEP. These may include recorded books, word processing, calculators, and assistive technology software such as text to speech, word prediction, and voice recognition programs.

The majority of **RESOURCE PROGRAM (RSP)** students are eligible depending on their specific learning disability (SLD), but those identified as other health impaired (OHI), hard of hearing (HOH), or with emotional disturbance (ED) also receive services in the Resource program as determined by the IEP. All Resource students participate in the least restrictive environment, and all are in general education for more than 50% of their day. According to individual needs students may participate in a Resource elective class for one Resource instructor and/or assistant through collaboration and direct non-intensive instruction. Student progress, in general education classes, is monitored by the Resource case carrier and is reviewed formally at annual or tri-annual IEP meetings. General education instructors are members of all IEP committees and decisions are made collaboratively, including accommodations and modifications to support student access and achievement in all areas.

SPECIAL DAY PROGRAM (SDP) includes students who require more directive intensive instruction in a small group and highly structured learning environment. The majority of students are eligible with SLD and placement is determined by the IEP. Other eligibilities include Emotional Disturbance, Autism, and Mental Retardation. The SDP is departmentalized so that students change classes each period along with general education peers, and classes have the support of a teaching assistant. Students receive the same standards-based curriculum as general education students with accommodations and modifications determined by the IEP. Students in both RSP and SDC are working towards a high school diploma and are required to take the CAHSEE (California High School Exit Exam.) and CST (California Standards Test).

The **MENTALLY RETARDED (MRM)** program services students with characteristics (as stated in their IEPs) of mental retardation. In the MRM program, the teacher uses a modified curriculum based on student's abilities. Modifications that students receive include the following: cooperative group support, individual teacher or aide assistance, extended time to do work or test, use of classroom computer, use of reference materials calculators, and directions or text read out loud when needed.

The **COMMUNITY BASED INSTRUCTION (CBI)** classroom is for the students who have a severe mental retardation. The curriculum focus is on individualized independent life skills.

Students in CBI have a mock business: Monday they have a lunch service; they take orders from teachers and go out into the community to buy these lunches. They attend the East Los Angeles Occupational Center where students take computer classes, mechanics, and masonry. They also stock and organize groceries at the Bishop Ware House. Along with working and getting out in the community, these students are learning how to use public transportation. The students record the work experience gained through the CBI program in a resume, which they keep when they graduate. Students enrolled in the CBI program may receive a certificate from the occupational center; depending on the hours the student attended the center. Students from the MRM and CBI programs receive a Certificate of Completion and are not required to take the CAHSEE. Students in these two programs take the CAPA (California Alternative Performance Assessment) and the scores are recorded in their IEPs. Currently there are two CBI classes and two MRM classes, all four in C-track.

Accelerated learning strategies available to the general student population in all smaller learning communities are summarized in the chart below:

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Language! <ul style="list-style-type: none"> • Students at 3rd grade level in reading and below • Poor test scores in CAHSEE, etc. • Poor grades in English 	<ul style="list-style-type: none"> • Based on empirical research findings on reading from the National Reading Panel, the National Council of Teachers of English and the International Reading Association • The district program offered in lieu of core English course. • Phonemic-based instruction for students who are not at the decoding level. • Scripted lessons; teacher picking and choosing activities based on need of students. • Constant assessment: daily, unit, pre/post. • Prescriptive program • Offered on all three tracks • Ongoing professional development offered to teachers throughout the year. 	<p>Yes</p>
High Point <ul style="list-style-type: none"> • English as a Second Language students • Limited English Proficiency at levels 1-4 as determined by previous portfolio 	<ul style="list-style-type: none"> • State-adopted curriculum 'High Point' to address primarily the needs of English Language Learners and English as Second Language students • The district program offered in lieu of core English course. • Students studying English as a second language enrolled in this course. • The scope and sequence of the program: (1) language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and spelling 	<p>Yes</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	<ul style="list-style-type: none"> • Cohesive use of strategies across ESL levels learned in staff development: Total Physical Response, Thinking Maps, Anticipation Guides, Reciprocal Teaching, Cooperative Learning. • Ongoing professional development offered to teachers throughout the year. 	
Kaplan <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in English encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for English 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based) that involve students in reading texts. • Students engaged in reading texts to utilize test-taking strategies for the CAHSEE. 	Yes
Accelerated Reader Program <ul style="list-style-type: none"> • All students. 	<ul style="list-style-type: none"> • A computer-based independent reading program. • Promotes reading achievement levels • Students read a book, take a quiz and get a report on their reading level and recommendations for other books to read. • This program is available on computers in every lab and in the library. • The intervention is completely software based, and does not require interaction with the teacher. • Students take a pre-test to determine reading level. • Students independently read books that are within the range of their reading level. • Students take computer-based quizzes which gauges student understanding of the book. • Students accumulate points to meet their class requirements. 	No
APPTKA (artists, writers, photographers) <ul style="list-style-type: none"> • All students. 	<ul style="list-style-type: none"> • After-school program created by a Roosevelt teacher that offers students a an artistic forum in which to share, learn and create art – language arts based focus 	No

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Tutoring Programs</p> <ul style="list-style-type: none"> All students regardless of proficiency may enroll. 	<ul style="list-style-type: none"> Teacher tutoring before or after school. Student self referral or teacher referral Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. General study hall for all SLCs with homework help for students in 9th and 10th grade. Offered daily after school. California State University of Los Angeles/Talent Search Program is a federally funded college preparation program and has a tutoring component that is offered three time a week. SLC-specific tutoring offered using AVID tutors. Math tutorial/self-help software in the computer lab Escalera Leadership Project provides the following: academic tutoring in Math, Science and Language Arts; individual case management, enrichment activities, academic monitoring, Math and Reading assessments, The program is offered four times Monday through Wednesdays during and after school. Latinas Guiding Latinas is a student organization that provides student tutors from the University of California at Los Angeles to Hispanic students LULAC/Talent Search Program is a federally funded college preparation program and has a tutoring component administered Mondays and Wednesdays Project GEAR UP – a program federally funded at California State University of Los Angeles offers in-class and after-school tutoring, individualized academic monitoring and college advisement, college tours and college preparation workshops. GEAR UP is also offered at Belvedere Middle School to assist with the transition from the feeder school. TELACU/Talent Search Program is a federally funded college preparation program and has a tutoring component that is offered on Mondays after school. Youth Enrichment Project (YEP) in partnership with California State University of Los Angeles offers students tutoring and mentoring through after-school sessions in Math and Language Arts, work with students to develop academic goals, and case management. YEP is also offered at Hollenbeck Middle School to assist with the transition from the feeder school. 	<p style="text-align: center;">No</p>

B. Mathematics Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Kaplan <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in Math encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for Math 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based). • Students engaged in math exercises to utilize test-taking strategies for the CAHSEE. 	Yes
Carnegie Cognitive Math Tutor <ul style="list-style-type: none"> • Algebra students. 	<ul style="list-style-type: none"> • Based on 20 years of research at Carnegie Mellon Univ. • Software & Information Industry Association (SIIA) selected this program as the winner at the annual Codie Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award • Accelerated learning strategy to prepare low achieving Math students to take the CAHSEE. • Combines computer software with collaborative classroom activities. • Computer software and collaborative classroom activities. • Program assesses student ability and tailors the curriculum to his/her individual skill level. • Students spend three days a week in a traditional classroom and two days a week in tutoring program. 	Yes
Girls Inc <ul style="list-style-type: none"> • 9th-12th grade students 	<ul style="list-style-type: none"> • Offers a positive environment to foster confidence, competence and comfort in Science, Math, and Technology • Allows a greater knowledge and expansion of understanding of opportunities in non-traditional careers in technology • Connects girls to mentors in the fields of Math, Science, and/or Technology 	No
UPWARD BOUND/ TELACU <ul style="list-style-type: none"> • All grades 	<ul style="list-style-type: none"> • Program is designed to generate the skills and motivation necessary for success in education beyond the high school level among young people from low-income backgrounds. • After school tutoring and an eight-week summer residential training program. • College preparatory program that is offered in partnership with University of California, Los Angeles, California State University, Los Angeles and East Los Angeles Community College 	No

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Tutoring Programs</p> <ul style="list-style-type: none"> All students regardless of proficiency may enroll. 	<ul style="list-style-type: none"> Teacher tutoring before or after school. Student self referral or teacher referral Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. General study hall for all SLCs with homework help for students in 9th and 10th grade. Offered daily after school. California State University of Los Angeles/Talent Search Program is a federally funded college preparation program and has a tutoring component that is offered three time a week SLC-specific tutoring offered using AVID tutors. Math tutorial/self-help software in the computer lab Escalera Leadership Project provides the following: academic tutoring in Math, Science and Language Arts; individual case management, enrichment activities, parent workshops focusing on higher education, academic monitoring, Math and Reading assessments, and the use of technology of the computer lab. The program is offered four times Monday through Wednesdays and Saturdays during and after school. Latinas Guiding Latinas is a student organization that provides student tutors from the University of California at Los Angeles to Hispanic students LULAC/Talent Search Program is a federally funded college preparation program and has a tutoring component administered Mondays and Wednesdays Project GEAR UP – a program federally funded at California State University of Los Angeles offers in-class and after-school tutoring, individualized academic monitoring and college advisement, college tours and college preparation workshops. GEAR UP is also offered at Belvedere Middle School to assist with the transition from the feeder school. TELACU/Talent Search Program is a federally funded college preparation program and has a tutoring component that is offered on Mondays after school. Youth Enrichment Project (YEP) in partnership with California State University of Los Angeles offers students tutoring and mentoring through after-school sessions in Math and Language Arts, work with students to develop academic goals, case management, and participates in outreach events and activities at Roosevelt High School 	<p>No</p>

IV. Stakeholder Involvement: A Proof of Readiness

The chart on the next page summarizes highlights of how Roosevelt High School has prepared for its SLC campus conversion. The action tasks listed here have been completed with the assistance of a Cohort 3 federal SLC grant. Planning and preparatory activities have built upon the review of published academic research, informal research and observation of successful programs, and professional development efforts throughout the district and local district. Outreach and consultation with and involvement of all school stakeholders, especially teachers needing to be actively involved in the planning and implementation processes, are demonstrated below. The school has implemented careful planning, but also significant ambitions for local youth and teachers.

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
1. SLC teachers have their own students in HR for 2004 – 2005	Training for teachers to develop Advisory curriculum and Parent Group training	March 2004	APSCS/API/ SIS Coordinator	Students are in HR's by SLC's July 2004	Secondary SIS needs to be functional
2. Develop Advisory curriculum (transition from HR to advisory and include a parent component	Business Input (Real world)/ CC/CSU Input (Alumni)	Planning year 2004 -- 2005	API's/ Leadership Team/ Parent and Student Reps.	Curriculum developed/ Parents trained and assigned in an advisory	Need ideas and packets from other successful schools/parents participate in visiting schools with successful advisories
3. Finalize Portfolio requirements	LDH/RQP office/Identify Perkins Program/Identify successful Schools/Unite LA/ LDH SLC Point Person/Parent Facilitators/Sp. Ed. Division of Transition Services	Planning year 2004 – 2005	API/ Leadership Team	Each SLC will develop specific portfolio requirements	All SLC's will identify common component criteria (school wide) /Look at existing Districts who have successful portfolios (Rowland Unified/Whittier Unified)
4. Visit successful SLC's (including parents)	Articulation with Middle/ Elementary Schools /LDH	Ongoing July, 2004 – June, 2005	Principal/API's/UTLA Chair/Design Coach / Parent Outreach Coordinator	# of school visited with pertinent ideas to implement at RHS	Individuals who visit schools must report out with suggestions and follow through for implementation
5. Prepare SLC student application	Central District/LDH	Ongoing	API/Leadership Team	Balanced SLC's	
1. Review and identify how to select students for SLC's			Principal/API/SPCS/ APSSS		No new student permits
2. No new student					

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
permits 6. SLC's team teachers' are meeting on a regular basis for a specific purpose 1. SLC identify building (emphasis) 3. Standards In Practice 4. Develop and communicate high expectations among team members 7. Initiate Community Service Learning	Training established protocol	Ongoing	API/SLC Leads/ Design Coach	Once per week – 45 minutes	CPT application has not been approved, yet/ one faculty meeting used for SLC
8. SLC's teacher leads identified 1. Job responsibilities 2. Type of pay 9. Dual enrollment 10. 60:60:40	Central District/LDH/Unite LA Review other school job descriptions prior to April, 2004 CC/CSU Parents, PSA Counselors, Beyond The Bell	Ongoing April, 2004 Ongoing Ongoing	Career Center/Social Studies Department Principal/ AP's/ Leadership team Career Advisor/ College Advisor/ Counselors APSSS, AP-Beyond the Bell APSSS/College Advisor/APSCS	# of students completing Community Service Learning Requirement/ Lead teachers identified/ Funds allocated for positions Baseline data to measure growth Met our goal	Career Advisor and Community Outreach Coordinator/ Graduation Requirement (2006,LAUSD) Job descriptions needs to be clear with application Data analysis for ILPCSC/Identify Intervention programs

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
11. Begin training in interdisciplinary instruction (60 teachers/20 per track)	Humanities training --Urban Education Project	April '04Tr.B June '04 Tr.C Aug. '04 Tr. A	AP's- Identify teacher teams	Number of teams providing interdisciplinary instruction	SLC Leads Identify teachers/ Meeting with trainers to set up training schedule/ LACOE conducts classroom observation for Interdisciplinary teaching with trained teachers
12. Parents trained as facilitators for communicating SLC's components to all parents	LDH-Parent Community Specialist	March, 2004	Parent/Community Outreach Coordinator	Training complete prior to July, 2004	-Community Reps are getting training/ Additional parents will be trained-at least one from each SLC/ Include SLCs Individualized visions -Parent workshops specific to SLCs
13. Create a protocol for widespread Parent Communication	LDH-Parent Community Specialist	Established during training	Parent Representatives to School Site Redesign Committee (SSRC)	Protocol established and published	Developed during Community Representative Training/ Include updates from SSRC to Title I Meeting and Bilingual Meeting/ Parent Newsletter
14. Every teacher should have a voice mail (automated with homework information)	ITD/ M & LDH Facilities Director/ Phone master Company	December, 2007	AP-Facilities/APSSS/SIS Coordinator	Voice Mail by December 2007	Teachers trained how to use Voice Mail
15. All teachers have class schedule on line with	ITD/ M & O LDH Facilities Director	Quarter 1, 2007	AP-Facilities/ Technology	Assignments On line	

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
assignments			Coordinator		
16. 2D NBC			NBC Lead Teacher	Met our goal	Recruit nine teachers/Build up B-Track/ Create an on site support Network group
17. Inclusion should be aligned with the Strategic Plan of the District/Modified Consent Decree (MCD)	LDH, Special Ed. Specialists/ Central Office of Sp. Ed.	May, 2004	APSCS, Special Ed Counselor/ RSP and SDC Department Chairs	In compliance by 7/2004	Modified Consent decree presented to all staff
18. Monitor Incoming IEP's- need LDH support to check Middle Schools incoming IEP training for all Lead teachers and Out of Classroom teachers	Central District/ LDH, Special Ed. Specialists/ SDC Office of Sp.Ed.	June, 2004	APSCS and Special Ed Counselor	Incoming IEP's are current	Involve SDC in planning for implementation
19. Training for all teachers on Inclusion	LD5-training	Prior June, 2004	APSCS/Sp. Ed Counselors	Teachers' trained	
20. Extended Library Hours		July, 2004	Principal/AP in charge of Librarians		Students/Parents to be surveyed to determine if later hours M-F or Saturday hours would be most useful
21. Common Planning Time (CPT)	LDH/Central	July, 2004	Principal/API/ Leadership Team	CPT in place by July, 2004	Instructional minutes meet State Mandates

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
22. Utilization and review of school facilities	LDH, Superintendent/Adult School Superintendent	Ongoing	Principal/LDH Director of Secondary Schools	RHS occupies 100% of RHS classes during the school day	-College student tutors with parent participation for each SLC during CPT Parent classes on campus-ROP concerns/Computer Teacher for parents
23. Facilities Plan (viable)	LDH Director/LAUSD Board Member	Ongoing	Principal/AP Facilities	Plan Protocol	Resources need to be identified
24. Identify A & I needs for office complexes	M & O, LDH Facilities Director/Complex Project Director	Ongoing-Phase I, December 2004	Principal/AP Facilities	Phase I- December, 2004	Phase I-moving people and support (phone, computer, etc..)
25. Freshmen Orientation Week	Articulation with feeder's Community Business support/LDH support/ Middle School Principals/ School Board Member	August, 2004, planning Orientation to be held January, 2005	APIs' and Part time Literacy Coach	Build on this year Freshmen Orientation Week	Incentives from Community Business/Student and teacher evaluations
26. Yearly Calendar of events – Set & Distributed to Staff and parents	ITD to provide looping capabilities in SIS system	2 nd Week of July	API/Parent Outreach Coordinator/AP- Calendar/ Office Clerical Staff SLC leads/APSCS/SLC counselor	School wide Calendar BI-annually/Track Specific Calendar Monthly	Additional courses beyond ELA & math need to be ID'd for looping -Parents can articulate the personalization aspects of their child's SLC and are familiar with the process for contacting the lead

ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
27. Sustained Relationships between Teachers and Students		July 2004	Counselors are assigned by SLC	Students are able to articulate the personalization aspect of their SLC	teacher Counselors maintain an ongoing A-H checklist, and help develop portfolio requirements
28. Counselor monitoring		July 2004		Counselors know their SLC students / teachers and students know their counselor	
29. Student Success Survey	Development & tabulation of survey	Administer- 4 th quarter 2005	SLC Counselors	Students can articulate the aspects of their SLC that have contributed to their academic and personal growth	Students should be able to pass the ELM/EPT entrance exam prior to graduation
30. Design curriculum around content and process Standards	SIP training to measure rigor	Beginning May 2004	SLCs/APIs	Rigor of instruction as measure during learning walks & in SIP	Learning Walks are included as a monitoring device for each PD module/theme
31. Communicate A-H requirements throughout the Curriculum	CSU and UC	Beginning July 2005	SLC leads & counselor/College Corner	All students can articulate what they need to graduate and be CSU/UC ready	Engage parents identified of at-risk students to monitor progress at home.
32. SLCs develop personalized Professional Development plans around the school wide theme of Standards-based Instruction	SIP training	Plan in place by June 2004	SLC lead /API	All teachers understand and participate in the PD Plan created for their SLC	Use data as a basis for SLC discussion Common PD
33. Ongoing, varied monitoring of Instruction to engage student	Observation protocols	Beginning July 2004	Principal, API, SLC leads	State test scores, % of students passing	Use interim assessments to measure progress

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
progress toward the standards				EPT/ELM	toward standards.
34. Increase articulation with feeder/receiver schools	LDH/Unite LA	Ongoing	Principal, coaches, College Advisor	Increased understanding and collaboration between and among schools	
35. Create Individualized Parent Advisory Committees for each SLC		Prior to Back to School Night 2004	Principal, API, SLC lead	All SLCs have functioning parent component	Back to school night is individualized by SLC
36. Three individual schools (preparing to move from year-round to traditional)	LDH	Planning year	Principal, AP, Facilities	Traditional School Sept. 2008	
37. Small Learning Communities with all attributes (RHS)	Central & LDH support for financing	In place	Principal, APIs	Classroom observations demonstrate all components of all attributes are in place—Students academic achievement is Improving-Met API/AYP	Establish criteria for evaluating and assessing SLC's with all attributes
38. Incorporate portfolio requirements/ monitoring in Advisories	ITD support for paperless portfolio	February, 2007	Principal/API's/ Technology Coord. / Leadership Team	All 9 th , 10 th and 11 th graders have an electronic portfolio	Parents as active partners in portfolio evaluation
39. Functioning Academies (including Internships) with	Business & Community	In Place	API, Track	Functioning Advisories with	Students and Community business

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
Advisories & parent Advisory representatives	partners, UNITE, LA		Leadership Teams	parent reps/SLC Parent Advisory committees	partners evaluate program effectiveness
40. Individual Student Council for each school- with a "Whole School Council"	Business leaders, Central LAUSD and LDS	July 2006	AP, Student Activities, Leadership sponsor, Leadership students Social Studies Dept/ API? /SLC	Student body evaluates activities	Data analysis to SLC Governance
41. 100 % participation in Community Service Learning	CC/CSU	May 2007	Facilitators/ Career Advisor/ Counselors Career Advisor/College Advisor/Counselors	All students have completed a community service learning	
42. Dual enrollment	Parents/PSA Counselors, Beyond the Bell	Ongoing	APSSS, AP-Beyond the Bell	Baseline data to measure growth	
43. 80:80:20	LDH	Ongoing	ELL Specialist	Met our goal	Principal, APIs, SLC teams hire only candidates that are CLAD certified
44. 100 % CLAD certification/in training		June 2007		Met the goal	
45. Decrease teacher:student ratio in Advisories and Advisories in place with Parent Representative		July, 2006	Principal/ API's/ Leadership Team/ Parent Outreach Coordinator	Identify Volunteer Parent Representative and functioning for each Advisory	Everyone out of classroom with Advisory/Appropriate facility for each Advisory/Research funding for Advisory Parent Representative School wide common components
46. Incorporate portfolio requirements/ monitoring in	ITD support for paperless portfolio	February, 2006	Principal/API's/ Technology Coord./	All 9 th and 10 th graders have an	

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
Advisories			Leadership Team Parents/Students APSSS/SIS Coord./ Tech. Coordinator	electronic portfolio	
47. Web attendance (on line) period by period Attendance	Central District/Local District H ITD	February, 2006	API/ Lead Teachers	In place	Additional technician hours to ensure all teacher stations are functioning
48. Application to SLC (All students)		Ongoing	AP-Student Leadership /Leadership Sponsor/ Students Principal/Career Advisor/College Advisor/SLC	Applications completed-students assigned	School wide common application Need baseline numbers for comparison
49. Establish Leadership class on each track with whole school council	Central District/Local District H/ Org. Facilitator/SLC Facilitator	July 2005	Facilitator/ Perkins Counselor Social Studies Dept./ Principal/API/ Leadership Team Principal/API/ Leadership Team	Increase Student Communication and participation in activities	Identify teacher/counselor who will teach Leadership class. Consider out of classroom personnel
50. Identify Community Based and Post Secondary Partners	Central District/Local District H	Ongoing since 2004 – 2005		Increase number by 30 %	LDH working with RHS to establish connections/Need baseline information in order to monitor increase in partnerships Community partners need to participate in program evaluation
51. Expand Community Service Learning	Central District/Local District H	Ongoing		Survey of students to measure effectiveness of service learning projects SLC Teacher leaders In place by July 2005	
52. SLC Instructional teacher leaders with job description. In	CC/CSU	April 2005	Principal/API/ Leadership Team		

ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
place (including PD) 53. SLC governance structure formulated including parents		Ongoing	Career Advisor/College Advisor/Counselor	Organizational structure is school wide with representation from each SLC	Identify Roles and Responsibilities Leadership Team Includes parents and students
54. Dual enrollment		Ongoing		Increase number of students enrolled	Recruit 5 teachers
55. 25 NBC		Identified by May, 2005 Ongoing	In-house NBC Support Network API's identify teachers	Met our goal	
56. Continue cross-curricular training (60 teachers/ 20 per track)	Humanitas Training-Urban Education Project	Ongoing	APSSS, AP-Beyond the Bell	Classroom observations indicate interdisciplinary instruction is taking place	LACOE conducts classroom observation for interdisciplinary teaching with trained teachers Data analysis for SLC Governance/identify intervention programs
57. 70:70:30	Parents, PSA Counselors, Beyond The Bell/ Central District and LDH College Corner Advisor LDH, Special Ed. Specialist, SDC Office of Sp. Ed Local District H	Follow MCD timeline	APSCS/Sp. Ed Counselor/ RSP and SDC Department Chairs	Met our goals	Involve SDC/RSP in planning for implementation
58. Inclusion should be aligned with the Strategic Plan of the District/Modified	Local District H	Ongoing	APSCS/SDC and RSP	Met MCD requirements	

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
<p>Consent Decree (MCD)</p> <p>59. General Ed teachers check IEP with benchmarks</p>	<p>Central District/LD H/ Adult School</p>	<p>In place</p>	<p>Department Chairs and Sp. Ed. Teachers</p>	<p>Grades & graduation rates are improving</p>	<p>Includes a PD library/Need dedicated facility</p>
<p>A. 60. Learning Centers for RSP</p>	<p>LDH/Central</p>	<p>In place</p>	<p>APSCS/SDC and RSP Department Chairs and Sp. Ed. Teachers</p>	<p>Grades Improving and graduation rate increase</p>	
<p>B. 61. Learning Centers for ELL students</p>			<p>ELL Specialist & ELL dept.</p>	<p>Grades, # passing CELDT, Graduation rates Increasing</p>	
<p>62. Teacher PD Center</p>		<p>July, 2006</p>	<p>Principal/API/ Professional Dev. Coordinator/teachers</p>	<p>% used, # of teachers receiving training, classroom observations indicate implementation of PD strategies CPT in place for July, 2006</p>	<p>Instructional minutes meet State Mandates</p>
<p>63. CPT</p>		<p>July, 2005</p>	<p>Principal/API/ Leadership Team</p>		
<p>64. RHS utilizes all facilities during 7am - 5pm</p>	<p>LDH Facilities Director</p>		<p>Principal/AP- Facilities</p>	<p>All facilities are in-house</p>	<p>A&I to facilities to support SLC implementation Additional courses beyond ELA & math need to be ID'd for looping -</p>

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
65. Sustained relationships between students and Teachers	ITD to provide looping capabilities in SIS system	July 2004	SLC leads/APSCS/SLC counselor	Students are able to articulate the personalization aspect of their SLC	Parents can articulate the personalization aspects of their child's SLC and are familiar with the process for contacting the lead teacher
66. Design curriculum around content and process Standards	SIP training to measure rigor	Beginning May 2004	SLCs/APIs	Rigor of instruction as measure during learning walks & in SIP	Students should be able to pass the ELM/EPT entrance exam prior to graduation
67. Communicate A-H requirements throughout the Curriculum	CSU and UC	Beginning July 2005	SLC leads & counselor/College Corner	All students can articulate what they need to graduate and be CSU/UC ready	Learning Walks are included as a monitoring device for each PD module/theme
68. SLCs develop personalized PD plans around the schoolwide theme of Standards-based instruction	SIP training, etc.	Plan for '06-'07 in place by May 2005	SLC lead/API	All teachers understand and participate in the PD Plan created for their SLC	
69. Ongoing, varied monitoring of instruction to gauge student	Observation protocols.	Ongoing	Principal, API, SLC leads	State test scores, % of students passing	Engage parents of ID'd at-risk students to

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
<p>progress toward the standards</p>				EPT/ELM	<p>monitor progress at home. Use interim assessments to measure progress toward standards. Use data as a basis for SLC discussion Common PD</p>
<p>70. Increase articulation with feeder/receiver schools</p>	<p>LDH/Unite LA</p>	<p>Ongoing</p>	<p>Principal, coaches, College Advisor</p>	<p>Increased understanding and collaboration between and among schools</p>	
<p>71. SLC leadership teams design PD aligned to identified Standard Based Instructional needs</p>	<p>Humanitas Training-Urban Education Project</p>	<p>April 2006</p>	<p>API, Leadership Team</p>	<p>Annual PD plan by SLC with Standard Based Instruction focus</p>	
<p>72. Continue cross-curricular training (60 teachers/20 per track)-all teachers trained</p>	<p>LDH SDC Specialist/District SDC specialist</p>	<p>Ongoing</p>	<p>APIs Identify teachers</p>	<p>Classroom observations demonstrate interdisciplinary instruction is taking place</p>	<p>Recruit 5 teachers</p>
<p>73. 30 NBC</p>		<p>ID by May 2006</p>	<p>In-house NBC Support network APSCS, SDC Counselor, SDC & RSP teachers</p>	<p>Met our goal</p>	<p>Involve SDC/IRSP/Gen Ed. teachers in planning for modifications and implementation</p>
<p>74. Inclusion should be aligned with the Strategic</p>	<p>LDH District Specialists/Middle School Principals and APSCS</p>	<p>Follow MCD timeline</p>	<p>APSCS, SDC Counselor</p>	<p>Met MCD requirements</p>	<p>Will exist only until 2000 students are removed</p>

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ACTION	EXTERNAL SUPPORT	TIMELINE	POINT PERSON	EVALUATION	COMMENTS
Plan of the District/Modified Consent Decree		July, 2006			from Roosevelt Campus and Roosevelt becomes a traditional school in preparation of no bell schedule for school year 2007 - 2008
75. IEP's are current	Superintendent Romer \$ Local District 5	July, 2006	Principal	Incoming IEP's are current	Initial training for CPT teams/SLC
76. Option A/B scheduling	LDH/Central District	July, 2006	Principal/API/SLC Governance Board Principal/API/SLC Governance Board	Students are moving from class to class without much distractions CPT in place by July, 2007	Governance Board has to vote on CPT schedule
77. Modified Bell Schedule	LDH/Central District	June, 2007			
78. CPT for teacher teams		Ongoing	Principal/AP-Facilities		
79. Facilities plan is on schedule for three distinct Schools on campus	LDH Director/LAUSD Board Member			School Construction Phase is on schedule	

LEGEND:

AP – Assistant Principal
API – Assistant Principal of Instruction
APSCS – Assistant Principal of Student Counseling Services
APSSS – Assistant Principal of Secondary Student Services
CC – Community College
CPT – Common Planning Time
CSU – California State University
ELA – English Language Arts
ELL – English Language Learners
ELM –
EPT – English Proficiency Test
IEP – Individualized Educational Plan
ILPCSC – Instructional Leadership Planning Committee
Steering Council
ITD – Information Technology Division

LACOE – Los Angeles County of Education
LDH – Local District H (now Local District 5)
LRE – Least Restrictive Environment
NBC – Nationally Board Certified Teachers
PSA – Pupil Services Attendance Counselor
RHS – Roosevelt High School
ROP – Regional Occupational Program
RSP – Resource Specialist Program
SBI – Standards Based Instruction
SDC – Special Day Classes
SIP – Standards In Practice
SIS – Student Information System
SLC – Small Learning Community
SSRC – School Site Redesign Committee
UTLA – United Teachers Los Angeles Union

V. Conflict Resolution Plan

Roosevelt High School (RHS) recognizes the need for a dispute resolution process if a conflict should arise within or between Small Learning Communities (SLCs). Other than UTLA contractual items, categories or areas subject to the Dispute Resolution Process listed in the Impact Report may include: Space, Staffing, School-wide Activities and Programs, Community Organizations, Student Choice, and Alteration to Facilities.

Within a Small Learning Community:

An informal process established to resolve a dispute within a SLC will be first to seek assistance from the Track Leadership Team (TLT). The Track Leadership Team is composed of the Assistant Principal of Instruction (API), the Lead Teachers of each SLC, the core subject Department Chairs, Counselors, Parents (one per SLC within the Track) and Students (also one per SLC) within the Track). Once a request for assistance with dispute resolution is submitted to the TLT, they will be asked to resolve the conflict within two weeks.

Should the TLT not be able to resolve the conflict within two weeks, the problem will be forwarded to the School Site Redesign Committee (SSRC) by the respective API and/ or SLC Lead Teacher for resolution. The SSRC is composed of the Principal, APIs of all three Tracks, a Classified Representative, four members of Community Base Organizations, five School Coordinators, all the SLC Lead Teachers, the English Language Development (ELD) Specialist, the UTLA Chapter Chair, four student Body officers, and five parents. Resolution to a dispute will be made through consensus by a quorum (50%+1) of the SSRC. Written or verbal notification to off-track SLC Lead Teachers will be a made by their respective API a minimum of one week prior to SSRC meeting. Off-track SLC Lead Teachers may submit a written statement and may designate an individual as their proxy at their SSRC meeting. Resolutions will be on a record in the minutes of the SSRC meetings.

Between Small Learning Communities:

For a dispute between SLCs that are on the same Track, the procedure and timelines are identical to that established for a dispute within a single SLC. However, for disputes between SLCs on different Tracks, the TLT will be bypassed and the problem will be sent to the SSRC for a resolution. If disputes between SLCs occur which when one or more SLCs are not in session, the SSRC will need to have the participation of an authorized representative (either the SLC Lead Teacher or authorized designee) of the off-track SLC(s) before the resolution may be approved by the SSRC. If the off track authorized SLC representative is not available and the dispute is not resolved within a two week period, the problem will then be forwarded to the School Site Council (SSC) for resolution by consensus according to their by-laws: the SSC may also ask the Office of School Redesign (OSR) for assistance with a resolution, if necessary.

VI. School Community Partners

Roosevelt High School is committed to building strong community resources and partnerships to help sustain its smaller learning communities over the long-term. Industry partners, for example, are extremely important for providing resources, mentors, internship opportunities, job shadowing and after-school and summer jobs for students. Partners include, but are not limited to, institutions of local non-profit agencies, local large and small businesses, and faith-based organizations.

A sampling of the school’s existing community partners are noted in the following chart and demonstrate that local community support is broad-based. These lists will be expanded upon over the term of this grant in an aggressive effort to create more resources for the SLCs being implemented and to provide more opportunities for student and teacher mentoring and supports.

Each of Roosevelt’s SLCs is in line with current and projected workforce needs and, thus, will provide significant opportunities with employers seeking to develop their future workforce. Additional community partners will be recruited for each SLC theme. (A few sample partner letters of commitment have been appended to this school SLC plan.)

A. Existing Community Resources/Partnerships

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value of In Kind (per year)
School Wide Partners (available for all SLCs)			
Centro de Ayuda	Outpatient treatment, individual, group, and family counseling, and women support groups.	ONGOING AND INDEFINITE	(b)(4)
City of Los Angeles / Office of Homeland Security and Public Safety	Offers students on probation an education plan to graduate from high school under the Multi-Disciplinary Team Review	ONGOING AND INDEFINITE	
Council District 14 – Jose Huizar	Food vouchers, equipment and material for student/parent activities and transportation provided for families in the community	ONGOING AND INDEFINITE	
Congresswomen Lucille Roybal-Allard	Offers workshops and trainings on college scholarships, grant assistance	ONGOING AND INDEFINITE	
East LA Women’s Center	Accompaniment services for sexual assault issues and crisis referrals	ONGOING AND INDEFINITE	
East Los Angeles Occupational Center	Vocational and ROP programs for students	ONGOING AND INDEFINITE	
East Los Angeles Skills Center	JTPA classroom training and skill based occupational training classes & referrals.	ONGOING AND INDEFINITE	
Escalera Project	Offers students programs and	ONGOING AND	

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Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value of In Kind (per year)
	assistance to enroll in college and pursue a career in healthcare	INDEFINITE	
Families in Schools	Involves Roosevelt parents in the education of their children as skillful, knowledgeable, and effective partners, capable of ensuring that their children receive the quality of education to which they are entitled, and must have, to achieve life long success	ONGOING AND INDEFINITE	(b)(4)
First Break	LAUSD employment program designed to help link eager and interested high school students to the world of work.	ONGOING AND INDEFINITE	
Gear UP / California State University, Los Angeles	Partnership with Roosevelt HS and Hollenbeck MS to help raise expectations of higher education and ensuring that students are well-prepared for college	ONGOING AND INDEFINITE	
Girls Inc.	After-school program every Monday offering mentoring and leadership development to girls	ONGOING AND INDEFINITE	
Girls Today Women Tomorrow	Leadership program that provides mentorship and leadership training directed to young females in the community	ONGOING AND INDEFINITE	
International Institute of Los Angeles	Provide Roosevelt students and parents with bus tokens and taxi vouchers and other social service resources to families in community	ONGOING AND INDEFINITE	
Jovenes Inc.	Youth and adult male homeless shelter house a few of our Roosevelt students/offer technical programs for job opportunities	ONGOING AND INDEFINITE	
LA Center for Law & Justice	Legal services, tenant's rights, family law and government benefits. Must be low income family to qualify for services.	ONGOING AND INDEFINITE	
Los Angeles Police Department	Partner in Village Policing Program: forum for school and community to focus on student safety on campus and off campus.	ONGOING AND INDEFINITE	
Los Angeles School Police Dept.	Explorer program for students interested in a career in law enforcement	ONGOING AND INDEFINITE	
Lucille Becerra Roybal Youth & Family Center	Community resource center that offers many free educational services for adults and students	ONGOING AND INDEFINITE	
MELA	Substance abuse counseling.	ONGOING AND INDEFINITE	

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Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value of In Kind (per-year)
Modern Concepts Medical Group	School Based Health Clinic at Roosevelt providing adolescent medicine, prenatal services, family planning, immunizations, tuberculosis screening, laboratory, child health disability prevention, geriatric primary care. Teen parent case management program for Roosevelt HS students.	ONGOING AND INDEFINITE	(b)(4)
Marinello Schools of Beauty	Provide free services for students and career interests activities	ONGOING AND INDEFINITE	
Neutrogena a Johnson & Johnson Company	Offers curriculum based health program addressing healthy lifestyles in youth.	ONGOING AND INDEFINITE	
Nutrition Network for Healthy Active Families / ELACC	Curriculum based nutrition program in the classroom	ONGOING AND INDEFINITE	
Planned Parenthood / Promotoras/Circulo de Salud	The program provides outpatient health services for uninsured, low-income Los Angeles County residents of all ages, including General Relief recipients.	ONGOING AND INDEFINITE	
Puente Learning Center	Partnership with University of California Fndtn to provide students with 9 th and 10 th grades with the same English teacher and Puente Academic Counselor throughout the academic program at RHS. Students are recruited from the feeder middle schools the spring of 8 th grade continues to work and monitor progress throughout college program.	ONGOING AND INDEFINITE	
Public Counsel of Los Angeles	Teen legal clinic focusing on children's rights advocacy. Conducts class presentations and offers consultations once a week at school site.	ONGOING AND INDEFINITE	
RHS Community Adult School	Offers classes to students on/off-track to remain on course with academic program.	ONGOING AND INDEFINITE	
Salesian Boys & Girls Club	After school homework assistance, one to one tutoring, computer lab, arts & crafts, and organized sports.	ONGOING AND INDEFINITE	
Superior Court of Los Angeles County	Coordinates the cases and assigns a Superior Court judges to preside over student legal cases in Teen Court.	ONGOING AND INDEFINITE	
Talent Search LULAC/LNESC	Helps students discover and achieve their academic/career	ONGOING AND INDEFINITE	

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Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value of In Kind (per year)
	goals; consists of informative skills workshops, comprehensive college presentations. Goal is to assist under represented high school students to enroll in college.		
Talent Search / TELACU	Helps students discover and achieve their academic/career goals; consists of informative skills workshops, comprehensive college presentations. Goal is to assist under represented high school students to enroll in college.	ONGOING AND INDEFINITE	(b)(4)
Talent Search & Upward Bound / California State University, Los Angeles	Helps students discover and achieve their academic/career goals; consists of informative skills workshops, comprehensive college presentations. Goal is to assist under represented high school students to enroll in college.	ONGOING AND INDEFINITE	
Youth Enrichment Project / California State Univ., Los Angeles	Offers tutoring, mentoring, life skills training, case management, and academic support and guidance for all students to go to college	ONGOING AND INDEFINITE	
Youth Opportunity Movement / City of Los Angeles	Provides students with one-on-one mentoring, leadership programs, development workshops, financial and college application workshops, and homework assistance	ONGOING AND INDEFINITE	
United Students / Inner City Struggle	Meets every Thursday and focuses on awareness of social injustices	ONGOING AND INDEFINITE	
Unite LA	UNITE-LA, an affiliate of the Los Angeles Area Chamber of Commerce, facilitates education and workforce development programs. Provides services to Los Angeles Unified School District with School-to-Career and Small Schools and Small Learning Community resources. Administration staff and Facilitators work through local schools to form partnerships and solicit work-based learning opportunities for students.	ONGOING AND INDEFINITE	

B. Potential Community Resources/Partnerships

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
1. Creative & Performing Arts Academy – A Track		
YMCA	Fitness and health classes	03/07
2. Global Academy – A Track		
USC Community Relations Dept.	Incentive program and workshops for students	09/06
3. Social Awareness Leadership Academy – A Track		
LA Superior Court	Teen Court	09/06
4. Humanitas Academy – A Track		
LA Times	Internships and journalism workshops	03/07
5. The Academy of Environmental & Social Policy – B Track		
Cedars Sinai Medical Center	Internships	05/07
6. Communications – B Track		
Dispatch Youth Magazine	Internship and peer outreach	05/07
7. Creative Arts/Human Expression Academy – B Track		
Dispatch Magazine	Internship and peer outreach	05/07
8. Mathematics, Science Technology Academy for Youth Advancement (MAYA) Academy – B Track		
LA Pierce College	Biological career presentations and college bound programs	05/07
9. 34/118 Performing Arts Academy – C Track		
AD Council	Produce public service announcements	04/07
10. Marine Environmental Health Science Academy – C Track		
So. California BioMedical Counsel	Internships and Presentations	04/07
11. Social Awareness Leadership & Education Academy – C Track		
Public Counsel	Internships	01/07
Los Angeles Center for Law & Justice	Internships	01/07
12. Math, Science & Technology Magnet – C Track		
Advanced Automation of California	Internships	04/07

VII. SLC Teams: Roles, Responsibilities and Qualifications

SLCs at Roosevelt are designed and implemented by groups of stakeholders dedicated to each program. The roles, responsibilities and qualifications of the project directors/administrators, support staff, and teachers who will coordinate the smaller learning communities are detailed below. Due to the extremely large and complex organizational structures of LAUSD's large schools, we have not included the roles of parents, students and community stakeholders in these charts since they are not paid for their services. Neither have we attempted to add ALL staff, but have focused on the lead positions. Other components of this proposal, including the Proof of Readiness, Professional Development, Community Partners, Leveraging of Funds, and signature sheets and letters attached, attest to the involvement of these other groups and outline their various roles.

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
CENTRAL ADMINISTRATIVE TEAM				
<p>Cecelia Quemada, Principal</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Leading the school-wide SLC conversion process in accordance with District policy and the bargaining agreement. • Central areas of responsibilities include: budget oversight, decision making councils, grant monitoring and implementation, District mandates, union contract compliance, personnel selection, student registration, faculty meetings, school data and AYP review. • Ensures rigorous academic programs for all students, recruiting and developing staff, monitoring supplemental programs, school funds. • Oversees community and public relations. • Classroom Visitation of SLC's (up to 2 hours daily) • Supervises implementation of Standards in all SLC's <p>Qualifications:</p> <ul style="list-style-type: none"> • Principal at Roosevelt HS (4 years)-2002-present • Principal at Stevenson MS (8 years)-1994-2002 • Assistant Principal at Stevenson MS (2 years)-1992-1994 • Title I Coordinator at Roosevelt HS (1 year)-1991-1992 • College Advisor at Roosevelt HS (1 year)-1990-1991 • Title I Coordinator at Griffith MS (1 year)-1989-1990 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Title Coordinator at Stevenson MS (5 years)-1984-1989 • Teacher at Stevenson MS (9 years)-1975-1984 • CSULA M.A & Administrative Services Credential in Education-1984 • CSULA B.A.-Home Economics/Spanish-1974 			
<p>Fred Church, SIF</p> <p>(School Improvement Facilitator)</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Assist with development, approval and implementation of SLC plan accepted by District central committee. • Lead School Site Redesign Committee (SSRC) instrumental in developing SLC plan and approval of school budgets. • Classroom Visitation of SLC's (2+ hours daily) • Provides Instructional Support to SLCs • Supervises implementation of Standards • Arranging <i>requested</i> professional development either for individual SLCs or school-wide. • Data Analysis as it relates to SLCs and student achievement. • Arrange for Articulation of incoming 9th grade students from feeder middle schools. • Arranges Parent Involvement in SLCs through collaboration with Parent Center for activities such as Open House, Conferencing, Back-to-School Night, etc. <p>Qualifications:</p> <ul style="list-style-type: none"> • UC Berkeley-Biological Science/Humanities 1966 • CSUN-Elementary Teaching Credential 1973 • CSUN-Secondary Teaching Credential 1973 • CSUN-Resource Specialist Certificate 1981 • National University-Masters of Ed 2001 • National University-Administrative Degree, Tier I 2001 • CSUN-Administrative Degree, Tier II 2006 • Student Science Teacher-New York City Summer 1966 • Peace Corps Biology/English teacher-Ghana 1966-1968 • Middle School Science teacher-Washington, DC 1968-1970 • High School substitute math/yearbook teacher-Newman, CA 1970-72 • UCLA-Masters program in African Arts 1972-1973 • High School science teacher-LAUSD (Crenshaw HS) 1974-1979 • Concurrent High School Teacher (through Adult 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	School)-1978-1992 <ul style="list-style-type: none"> • High School Special Day Class teacher- LAUSD (Crenshaw HS) 1980-1992 • Mentor Teacher (Special Ed)-1985-1997 • Yearbook Advisor-1985-1987 • High School Resource Specialist- LAUSD (Crenshaw HS) 1992-1997 • Program Specialist-Special Ed-1997-2001 • District Intern Instructor (General & Special Ed) 1998-present • Nonpublic Schools Specialist-2001-2003 • Mt. St. Mary's College Instructor (Strategies for Learning Disabled) Spring Sessions 2001-2004 • Least Restrictive Environment Specialist-2003-2006 • School Improvement Facilitator-2006-present 			
Victorio Gutierrez APSSS (Assistant Principal, Student Support Services)	Roles: <ul style="list-style-type: none"> • Supervision of instruction, stull evaluations, and classroom observations in C-Track ART and SALEA Small Learning Communities (SLC's) • Supervision of Attendance Office: Registration & Enrollment, Classification & Statistical Reports, SAAS Personnel, Permits, Recognition Program, Truancy, Tardy Policy, Attendance Policies, Computer Room records, Attendance Incentives Programs, and Detention: all related to SLC's • Classroom Visitation of SLC's (2 hours daily) • Supervises implementation of Standards • Continuation School Liaison • Conference attendance approval for selected SLC teachers and support staff • Crisis Intervention Teams supervision • Dean of Students: Students' Welfare, Discipline, Expulsion, Suspensions, Opportunity Transfers, Campus Supervision, New Enrollees • Dress Code maintenance and supervision • Dropout Prevention and EC49079 • Educational Options liaison • Emergency Drills: Safety, Civil Defense, Fire, Earthquake; and Hall Passes • Home Teaching Liaison • ROTC Supervisor • Student Information Services/ISIS Data • Supervision of: Aides, Campus Security, School Police, as well as Supervision Personnel • Student Transportation liaison • Technology & Multi-Media support Qualifications: <ul style="list-style-type: none"> • Assistant Principal (2½ years) in charge of 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>Attendance, Discipline, etc. 2003-present</p> <ul style="list-style-type: none"> • Dean of Discipline (5 years) 1995-2003 with 2 years back in classroom • Special Education Social Science teacher (10 years) • Bilingual Department Chairperson • CSULB Bilingual Specialist Credential-1991 • CSULB M.A. in Special Education-1991 • CSULB Special Education Credential-1991 • CSULB B.A. in Social Studies, etc. -1984 • Teaching Assistant (5 years) 1984-1989 			
<p>Lori Pawinski, API (Assistant Principal, Instruction)</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Supervision of instruction, staff evaluations, and classroom observations in B-Track ESP and COMMUNICATIONS Small Learning Communities (SLC's) • Supervises Departments • Classroom Visitation in B-Track (3+ hours daily) • Approves Conference attendance for B-Track SLC teachers • Supervises: Grades, Homework Policy and ILP for B-Track (including SLC's) • Assists with Matrix/Scheduling for B-Track, etc. • Supervises: Marking Policy, Summaries, and Roll Book Review for B-Track • Supervises implementation of Standards • Assists with Developing and Supervising Budget • Supervises Advanced Placement, Honors and CCC Programs • Supervises Room Rotation between Tracks and SLC's <p>Qualifications:</p> <ul style="list-style-type: none"> • Supervised and Monitored development of 4 SLC's on B-Track (3 years)-2003-present • Assistant Principal, Instruction (3 years)-2003-2006 • Loyola Marymount University Adjunct Professor (3 years) 2003-present • Presenter on SLC development at Ready to Learn Conference-2004 • Presenter to LAUSD and Local District 5 personnel on SLC Development-2003-2005 • Administrative roles, including AP, Coordinator, Specialist (5 years)-1998-2003 • Teacher & Basketball Coach (12 years) 1986-1998 • Loyola Marymount University-B.A. in History 1986 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Loyola Marymount University-M.Ed. in Educational Administration 1996 • Loyola Marymount University-Doctoral Candidate in Small Learning Communities Effectiveness 			
<p>Karen Chang-Eubank, API</p> <p>(Assistant Principal, Instruction)</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Supervision of instruction, staff evaluations, and classroom observations in A-Track Small Learning Communities (SLC's) • Supervises Departments • Classroom Visitation in A-Track (3+ hours daily) • Approves Conference attendance for A-Track SLC teachers • Supervises: Grades, Homework Policy and ILP for A-Track (including SLC's) • Assists with Matrix/Scheduling for A-Track, etc. • Supervises: Marking Policy, Summaries, and Roll Book Review for A-Track • Supervises Implementation of Standards • Assists with Developing and Supervising Budget • Supervises Advanced Placement, Honors and CCC Programs • Supervises Curriculum and Instructional Development for all Tracks and SLC's • Monitoring of English Intervention Programs: High Point, Studio, LanguageI (and their Pacing Plans, Course Descriptions, and Instructional Policy Sheets) • Assists in developing Instructional Agenda for Leadership Meetings for A-Track • Assists with developing and supervising Professional Development for all SLC's • Arranges Parent Involvement in SLCs through collaboration with Parent Center for activities such as Open House, Conferencing, Back-to-School Night, SLC Activities, etc. • Supervises Room Rotation between Tracks and SLC's <p>Qualifications:</p> <ul style="list-style-type: none"> • Assistant Principal, Roosevelt HS 1997-2006 • Title I Coordinator 1994-1997 • Classroom Teacher 1991-1994 • College Advisor 1988-1991 • Dean's Office 1985-1988 • Assorted Assignments: PE Teacher and Dept. Chairperson, Athletic Director, Drill Team Sponsor, Tall Flags Sponsor, Volleyball and Basketball Coach 1969-1985 • Additional Activities and Responsibilities: Let 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>SLC Conversion Process for A-Track; Organized and participated in personnel selection; worked with Plant and Facilities; In charge of Eligibility, keys, school activities, Intersession, opening-closing bulletins, school beautification, school activities, leadership, grade level sponsorships, clubs, assemblies, prom, stop-clearances, students' ID's, Dances, Ephebians, School Police, supervision, Deans, emergency drills, hall passes, tardyroom and detention, student orientation, and school beautification</p> <ul style="list-style-type: none"> • Liaison for Adult School, community, public relations and hospitality events. • Responsible for master calendar, display cases, Back-to-school Night, Open House, and PHBAO Parent Conference Night • LACC-Associate Degree 1965 • CSULA-B.A. 1967 • CSULA-Masters in Education 1972 • CSULA-Administrative Credential 1980 			
<p>Mary Goade, APSCS</p> <p>(Assistant Principal, Student Counseling Services)</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Supervision of instruction, staff evaluations, and classroom observations in C-Track MESH Small Learning Community (SLC) and Magnet • Classroom Visitation of SLC's (2 hours daily) • Supervises implementation of Standards • Supervises: AP Program, Academic Decathlon, College and Career Centers, Concurrent Education Program, Gifted Program and Scholarships • Supervises and responsible for Promotion and Demotion records, notices and regulations for students in all SLC's • Supervisor for all counselors in every SLC • Responsible for Health Office & Clinic Services • Supervises Itinerant Staff • Supervises collection of Surveys • Supervises: Textbook Room, Library • Responsible for Cumulative Records including: progress reports, report cards, graduation requirements being met, special reports to parents, pupil counseling • Responsible for appropriateness and acceptability of Electives selected in SLC's • Responsible for working with SLC's in the creation of an appropriate and viable Master Schedule which allows A-G requirements being met for all students in every SLC <p>Qualifications:</p>	<p>100%</p>	<p>YES</p>	<p>YES</p>

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Assistant Principal, Student Counseling Services (9 years) • Academic Counselor (6 years) • English/Journalism Teacher (11 years) • IMPACT Coordinator/Supervisor (9 years) • MSSC, -B.A./B.S. English • MSMC-M.A./M.S. English • MSMC-PPS Credential • MSMC-Administrative Credential 			
VACANT/New, AP (Assistant Principal)	<p>Roles:</p> <ul style="list-style-type: none"> • Supervision of instruction, stull evaluations, and classroom observations in B-Track MAYA and Performing Arts Small Learning Communities (SLC's) • Classroom Visitation of SLC's (2 hours daily) • Supervises implementation of Standards • Supervises Special Education Department • Supervises Special Education Compliance • Supervises Special Education Welligent Data submission • Supervises Psychologist • Responsible for selection of New Teachers for all SLC's • Responsible for supervision and Stulls of new teachers in all SLC's <p>Qualifications:</p> <ul style="list-style-type: none"> • Previous experience with supervision of instruction, stull evaluations, classroom evaluations, implementation of California State Standards • Ability to work with Diverse Personalities • Ability to provide leadership and direction to teachers in all SLC's when needed • Knowledge of Special Education Programs, Compliance, and Data submission through the Welligent System • Ability to assist Special Education Department in supporting students with IEP's in SLC's • Ability to create a cohesive Special Education Department of teachers, assistants, parents and students • Ability to work Collaboratively with Administrative, Teaching, Clerical, School-based and llinerant Support staff • Teaching Credential(s) • Classroom teaching experience • Administrative Services Credential • Ability to work flexibly to meet the needs of staff and students 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
<p>Leo Gonzalez, AP (Assistant Principal of Operations)</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Supervision of instruction, stull evaluations, and classroom observations in A-Track SALA and Humanitas Small Learning Communities (SLC's) • Classroom Visitation of SLC's (2 hours daily) • Supervises implementation of Standards • Supervises Student Activities, Graduation, Youth Services and ID's • Supervising Outside Speakers & Visitors, and Civic Center Permits • Supervises Athletic and Eligibility Programs • Supervises Custodial staff, Plant Operations, Cafeteria Services and Student Store • Responsible for Daily Bulletin, Marquee and Master Calendar • Responsible for Coordination of Field Trips & Student Transportation • Responsible for Audio/Visual Equipment Inventory, PA system functions and Technology & Multi-Media Programs • Supervises Journalism & Yearbook • Responsible for Lockers and Keys <p>Qualifications:</p> <ul style="list-style-type: none"> • AP, Generic (1 year)-2005-06 • Dean of Students (2 years)-2003-2005 • English Teacher (8 years)-1996-2003 • Leadership Advisor (7 years)-1997-2003 • Azusa Pacific University-M.A In Educational Administration 2004 • CSUDH-Teaching Credential with CLAD Emphasis 2000 • UC Berkeley-B.A.-English 1996 	100%	YES	YES
<p>Olga Duran, APELP (Assistant Principal, Extended Learning Program)</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Supervision of instruction, stull evaluations, and classroom observations • Classroom Visitation of SLC's (2 hours daily) • Supervises implementation of Standards • Coordinates After-School Academic Programs for students in all SLC's • Coordinates Extended Learning Program (ELP) for students in all SLC's • Coordinates Intersession for students in all SLC's • Responsible for Coordinating and Supervising Saturday Extended Learning Academy: Budget, Documentation, Equipment and Supplies, Instruction/Curriculum, Parent Nofification, Personnel, Student Eligibility and Transportation 		YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>for students in all SLC's</p> <ul style="list-style-type: none"> • Supervises Supplemental Educational Services (SES) for all SLC's • Responsible for Attendance/Tardy Policy for Saturday Workshops for students and staff in all SLC's • Responsible for: Contests, Display Cases and Fundraising Drives for all SLC's <p>Qualifications:</p> <ul style="list-style-type: none"> • ELA Administrator (1 year)-2005-present • PSA Coordinator (3 years)-2002-2005 • Student Discipline Proceedings Counselor (3 years)-1999-2001 • Counselor (2 years)-1997-1999 • Drop-Out Prevention Coordinator (1 year)-1996-1997 • Referral Room Counselor (2 years)-1994-1996 • Bilingual Coordinator (2 years)-1992-1994 • Classroom Teacher (13 years)-1979-1992 • CSULA-B.A. English 1975 • CSULA-M.A English 1976 • Cal Lutheran University-M.A. Social Studies 1978 • CSULA-Teaching Credential 1979 • Cal Lutheran University-P.P.S. Credential 1992 • Point Loma University-Administrative Services Credential, Tier I 2001 • CSULA-Administrative Services Credential, Tier II 2004 	100%		
<p>Jose Ramos, ELL Specialist (English Language Learner Specialist)</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Supervision of instruction, Staff evaluations, and classroom observations in A-Track GLOBAL and CREATIVE ARTS Small Learning Communities (SLC's) • Classroom Visitation In A-Track (3+ hours daily) • Supervises implementation of Standards and Compliance for instructional needs of ELL students in SLC's • Provides and leads Instructional Workshops on Scaffolding Instruction related to ELD/ELA Content Standards for ELL students in SLC's • Leads Language Appraisal Team (LAT) on supporting underachieving ELD students in SLC's • Responsible for Bilingual Program Budget • Coordinates ELL Assessments, Language Appraisal Team and Placement of ELL Learners in all SLC's • Monitors ELL Language Achievement results • Responsible for Master Plan Program 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>Implementation and assigning of Resource Person to support staff</p> <ul style="list-style-type: none"> • Supervises administration of CELDT, SABE tests and Redesignation of ELL students in all SLC's • Supervises admitting & identifying ELL students in all SLC's • Responsible for ELL Single School Plan • Responsible for assisting with Catch Up Plan/Single School Plan 7 Bilingual Budget • Assists with Bilingual Advisory Council • Supervises Professional Development of ELD Program & Core Content Classes for ELL students in SLC's • Leads ELAC parent meetings • Responsible for Parent Communication regarding ELL students in SLC's • Supervisor of Training of TA's in Bilingual Program • Responsible for requesting/purchasing supplies & materials for ELL students in SLC's • Responsible for Compliance with Affirmative Action, Title IX Harrassment, Child Abuse, etc. in all SLC's <p>Qualifications:</p> <ul style="list-style-type: none"> • ELL Specialist/Temporary Advisor/Coach (4 years) 2002-present • ELL/ELD Advisor in LD H/5 (2 years) 2000-2002 • Bilingual Coordinator (2 years) 1998-2002 • Coordinator: Facing History & Ourselves (4 years) 1994-1998 • SBM Chairperson (2 years) 1996-1998 • Classroom Teacher: Social Studies, B Clad, Honors and Regular/EO and ELL/ELD students (20 years) 1974-1994 • CSUN-B.A. History • CSUN-B.A. Chicano Studies • National University-Masters in School Administration • National University-Teaching/BCC Credential in Social Science • National University-Tier I Administrative Credential • LAUSD Cohort Program-Tier II Administrative Credential 			

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
CENTRAL COORDINATOR/ADVISOR TEAM				
Virginia Morgan, Title I Coordinator	Roles: <ul style="list-style-type: none"> • Coordinates school-wide Title I Program • Coordinates Gifted and Talented Program and Advanced Placement (AP) Program • Supervises Title I Office • Supervises and ensures Compliance with No Child Left Behind (NCLB) law • Responsibilities include working with Parents, Teachers and general staff • Responsible for supervising and assisting with creation of Title I and Gifted Budgets Qualifications: <ul style="list-style-type: none"> • Title I Coordinator (4 years)-2002-present • Testing Coordinator (10 years) 1992-2002 • Classroom Teacher (36 years) 1960-1996 • CSULA-B.A. English 1958 • CSULA-Teaching Credential English 1960 	100%	YES	YES
Norma Cervantes, Healthy Start Coordinator	Roles: <ul style="list-style-type: none"> • Coordinates Roosevelt HS Healthy Start Program, the School Community Policing Partnership/Village Policing Program and Committee, and the Educational Support Services Partnerships to support every SLC • Coordinates the Roosevelt HS Coordinated School Health Project and Intern Training and Workshops available to every SLC • Responsible for ensuring that students in all SLC's and their families have access to resources to assist with Academic Improvement and/or Academic Success through partnering with community-based agencies and businesses • Assists with Coordinating services, programs and workshops for parents and students in all SLC's • Active member of Leadership Team for implementation of SLC's at Roosevelt HS, Local District 5 and LAUSD • Assists school with Program Development for all three Tracks and SLC's • Responsible for conduction informational presentations on SLC's and school reform for new and continuing parents and guardians of students in all SLC's • Responsible for developing strong partnerships between Roosevelt HS and Colleges and Universities to provide support systems to ensure academic success for students in all SLC's 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Responsible for developing and/or assisting with activities, meetings, workshops and trainings offered through RHS Healthy Start Office offered to staff, teachers, interns and community based organizations to effectively impact community of students in all SLC's and their parents from the feeder schools and Roosevelt HS <p>Qualifications:</p> <ul style="list-style-type: none"> • Community Partnership Development with Roosevelt HS (7 years)-1999-present • Community Partnership Development with University of Southern California (2 years)-1997-1999 • University of LaVerne-B.A. International Studies & Spanish 1995 • University of Phoenix M.A. Organizational Management 1999 			
<p>Teresa Carreto Career Advisor</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Counsels students individually and/or in groups on: Career Paths, Personal Problems, Employable Skills, Graduation Requirements, A-G Requirements and Internship Programs • Advises students on Vocational/Employment Pathways, Job Opportunities and Careers, Vocational and College Training/Internship Programs • Refers students to: Occupational/Skills Centers, Career Workshops, Community Resources and Agencies • Develops and presents Career Workshops • Facilitates parent-teacher-student conferences • Serves as support and resource person within school for students, teachers and other school personnel regarding vocational/academic programs • Makes referrals to specific teachers and counselors for individual students when needed • Contacts parents/home when necessary • Attends Parent & Bilingual Advisory Council meetings to provide current and updated information from the Career Center • Responsible for maintaining accurate and timely records such as: ROP/ROC, Division of Adult Education grades and credit standings, etc. • Implements new ROP/ROC and Adult Classes on and off campus and keep teachers and staff informed of same in order to have services and programs available for students of every SLC • Initiates and support Professional Development activities for personnel in every SLC 	<p>100%</p>	<p>YES</p>	<p>YES</p>

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Attends Professional Development, Trainings, Conferences, etc. in order to provide current and updated resources and programs to parents, staff and students in all SLCs <p>Qualifications:</p> <ul style="list-style-type: none"> • Career Counselor (18 years) • Physical Education Teacher (5 years) • Office Clerical/Occupation work (2 years) • CSULA-B.A. Physical Education • CSULB-Single Subject Teaching Credential, Vocational Designation 			
SMALL LEARNING COMMUNITY TEAMS				
1. Creative & Performing Arts Academy – A Track				
Lucky Bamotra Lead Teacher/ Coordinator	<p>Roles:</p> <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the SLC • Works collaboratively with SLC teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for SLC • Coordinates interventions and any special events of the SLC • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the SLC • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. • Arranges fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teaches for three periods in the SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • Teacher of English (13 years) • Teacher in Los Angel Community College District (12 years) • BTSA Site Coordinator (7 years) • Teacher at University of Phoenix (5 years) • SLC Lead Teacher (2 years) • High School Literacy Coach (2 years) 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Middle School Literacy Coach (2 years) • Professional Growth Advisor (2 years) • University of Louisiana-M.A. English language and Literature • University of Louisiana-Ph.D.-English Language Acquisition • Credentials: Secondary Credential-English; Adult Education; California Community College Lifetime Credential; Administrative Tier I; National Board Certified Teacher 			
<p>Otto Hernandez Counselor for Creative and Performing Arts</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for SLC students • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor (10 years) • ESL Teacher (16 years) • CSUDH-B.A. Spanish • University LaVerne-M.S. School Counseling • CSUSB-M.A. Educational Administration 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
2. Global Academy – A Track				
Keiko Miya Lead Teacher/ Coordinator	Roles: <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the SLC • Works collaboratively with SLC teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for SLC • Coordinates interventions and any special events of the SLC • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the SLC; • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. • Arranges fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teaches for three periods in the SLC Qualifications: <ul style="list-style-type: none"> • M.S. in Education: Integrating Technology in the Classroom • Multiple Subject Credential K-6 • Single Subject Credential: Japanese • Teacher of Japanese Language (10 years) • Co-Chair of Foreign Language Department (5 years) • Possess SB-1969 Certification 	100%	YES	YES
David Santiago Counselor for Global & Cultural Awareness	Roles: <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>SLC students</p> <ul style="list-style-type: none"> • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor, Roosevelt HS (4 years) • High School Spanish/History Teacher (11 yrs) • Hunter College, NY-B.A. Social Science • College of Mt. St. Vincent-M.S. Multicultural Education • University of La Verne-M.A. Education • New York Social Studies Teaching Credential • California Social Studies Teaching Credential • CLAD-in progress 			
3. Social Awareness Leadership Academy – A Track				
<p>JoAnn Tambara</p> <p>Lead Teacher/ Coordinator</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the SLC • Works collaboratively with SLC teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for SLC • Coordinates interventions and any special events of the SLC • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the SLC; • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>SLC options.</p> <ul style="list-style-type: none"> • Arranges fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teaches for three periods in the SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • English and Art Teacher, Roosevelt HS (24 years) • English Teacher, Stevenson MS (6 years) • High School Magnet Teacher (10 years) • Yearbook Advisor, MS & HS (8 years total) • Graduation Coordinator, MS & HS (26 years total) • Student Activities Coordinator, HS (4 years) • Student of Month Coordinator (8 years) • Supervised Art Production (10 years) • Basketball Coach for Girls' State Championship Team (1971) • Girls' League Advisor (1 year) • Coordinated Assemblies and Visits: "Facing History and Ourselves," Human Rights Activists' Awardees Visit, and Visit of UN Ambassador Bill Richardson • Volunteer in White House and OEOB (1996-2000) • Attended Conferences on SLC's in New York City and Sacramento, CA (2003) • Served as Contact Person from Roosevelt HS for visit by President Clinton to Cal Tech • CSULA-B.A. Art with English minor • CSULA-Secondary Teaching Credential Art and English • Have SB-1969 			
<p>Sheree Iwase Counselor for SALA</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for 	<p>100%</p>	<p>YES</p>	<p>YES</p>

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>SLC students</p> <ul style="list-style-type: none"> • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students <p>Qualifications:</p> <ul style="list-style-type: none"> • Guidance Counselor-Roosevelt HS (2 years) • Perkins Coordinator (3 years) • Resource Specialist Program Teacher (1 year) • Special Day Program Teacher (1 year) • Chapman University-B.A. Psychology • Azusa Pacific University-M.Ed. Education • Azusa Pacific University-PPS Credential 			
4. Humanitas Academy – A Track				
<p>Deborah Thompson Lead Teacher/Coordinator</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the SLC • Works collaboratively with SLC teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for SLC • Coordinates interventions and any special events of the SLC • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the SLC; • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. • Arranges fieldtrips, class visits and activities within the community at large. 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • In addition to these duties, also teaches for three periods in the SLC 			
Wanda Nicholson Counselor for Humanitas	Roles: <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for SLC students • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with Identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students Qualifications: <ul style="list-style-type: none"> • Counselor for SLC (4 years) • Teacher Advisor (16 years) • Business Education Instructor (13 years) • LAUSD educator (29.5 years) • CSULA-B.A • CSULA-M.A. Counseling • CSULA-PPS Credential 	100%	YES	YES
5. The Academy of Environmental & Social Policy – B Track				
Jim Lotter & Albert Vaca	Roles: <ul style="list-style-type: none"> • Coordinate meetings for teachers and staff members of the SLC 		YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Lead Teachers/ Coordinators	<ul style="list-style-type: none"> • Work collaboratively with SLC teachers, counselors and administrators • Assist Counselor with Matrix/Master Schedule for SLC • Coordinate interventions and any special events of the SLC • Assist with development of thematic units and project-based learning activities • Supervise budget expenditures related to the SLC; • Act as liaison to the school administration • Maintain communication with parents and other stakeholders. • Articulate with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. • Arrange fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teach for three periods in the SLC <p>Qualifications: (Albert Vaca)</p> <ul style="list-style-type: none"> • English Teacher at Roosevelt HS (11 years) • Commissioner, California Commission on Teacher Credentialing (2001-2004) • Rough Rider House Member (2 years) • UC Berkeley-B.A. English • National University-Teaching Credential (Clear Single Subject) 	100%		
Rosa Martinez Counselor for ESP	<p>Roles:</p> <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for SLC students • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>SLC Students</p> <ul style="list-style-type: none"> • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet Individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor for ESP SLC (2 years) • Liaison between City Hall and East LA Community (5 Years) • Teacher in LAUSD (10 years) • CSUN-B.A. • La Verne University-M.A. in Education • La Verne University-PPS Credential 			
6. Communications – B Track				
<p>Frank Aguilar Lead Teacher/ Coordinator</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the SLC • Works collaboratively with SLC teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for SLC • Coordinates interventions and any special events of the SLC • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the SLC; • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. • Arranges fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teaches for three periods in the SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • English Teacher, Roosevelt HS (5+ years) 	100%	YES	YES

Position/Name	Qualifications; Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Experience in Scheduling (3 years) • Experience in Programming (3 years) • SLC Lead Teacher (4 years) • Broadcast Journalist at Fox Sports (3 years) • UC Riverside-B.A. English/Journalism • CSULA-Teaching Credential CLAD/English 			
<p>Felicia Russell Counselor for Communications</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for SLC students • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor (academic) - Roosevelt HS (1 year) • Counselor (personal) - Verbum Dei HS (2 years) • Internship - Culver City/Inglewood HS (1 year) • Norfolk State University-B.A. Interdisciplinary Studies with concentrations in: Special Education, Social Work, and ECE • Loyola Marymount University-M.S. Counseling • Loyola Marymount University-PPS Credential 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
7. Creative Arts/Human Expression Academy – B Track				
Sam Denno Lead Teacher/ Coordinator	Roles: <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the SLC • Works collaboratively with SLC teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for SLC • Coordinates interventions and any special events of the SLC • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the SLC; • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. • Arranges fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teaches for three periods in the SLC Qualifications: <ul style="list-style-type: none"> • English Teacher, Roosevelt HS (2.5 years) • Advisor to APTTKA, Student Art Group (1 yr) • Collective Teaching College level English (Louisiana State University; Berkeley College, NYC; Citrus Community College, Glendora, CA; Glendale College, CA) (3 yrs) • Screenwriting Experience (Paramount, Sony Entertainment, Disney Pictures) (10 years) • University of Tenn-B.A. Honors English • Ball State University-B.S. Journalism • LSU-MFA Creative Writing 	100%	YES	YES
Diana Diaz Counselor for CECA	Roles: <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>physical and social areas</p> <ul style="list-style-type: none"> • Provide guidance regarding graduation, college requirements, financial aid and scholarships for SLC students • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor at Roosevelt HS (1 year) • Counselor Intern at South Gate HS (1 year) • High School Social Studies Teacher (5 years) • CSULA-B.A. Sociology • CSULA-M.S. Counseling • CSULA-PPS and CWA Credentials 			
<p>8. Mathematics, Science Technology Academy for Youth Advancement (MAYA) Academy – B Track</p>				
<p>Jeff Matsumura & Maricela Ramirez Lead Teachers/ Coordinators</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Coordinate meetings for teachers and staff members of the SLC • Work collaboratively with SLC teachers, counselors and administrators • Assist Counselor with Matrix/Master Schedule for SLC • Coordinate interventions and any special events of the SLC • Assist with development of thematic units and project-based learning activities • Supervise budget expenditures related to the SLC; • Act as liaison to the school administration • Maintain communication with parents and other stakeholders. • Articulate with middle schools to coordinate enrollment and information for students and 	<p>100%</p>	<p>YES</p>	<p>YES</p>

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>parents about coming to the high school and the SLC options.</p> <ul style="list-style-type: none"> • Arrange fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teacher for three periods in the SLC <p>Qualifications: (Jeff Matsumura)</p> <ul style="list-style-type: none"> • English Teacher at Roosevelt HS (12 years) • Department Chair, English (6 years) • SLC Lead (4 years) • Migrant Coordinator (2 years) • Class advisor (5 years) • Student Activities Coordinator (3 years) • CSF Sponsor (8 years) • Academic Decathlon Coach (6 years) • UCLA-B.S. English • UCLA-M.Ed. & Teaching Credential (Maricela Ramirez) • Classroom Teacher, Social Studies (9 years) • Social Studies Department Chair (5 years) • Co-Lead of MAYA (2 years) • Professional Development Coordinator (1 year) • Humanitas Coordinator, B-Track • Yale University-B.A. • Stanford University-M.A. Education • Stanford University-Social Studies Credential • UCLA-M.A. Educational Administration and Administrative Credential 			
<p>Elva Osorio Counselor for MAYA</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for SLC students • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students 	<p>100%</p>	<p>YES</p>	<p>YES</p>

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students <p>Qualifications:</p> <ul style="list-style-type: none"> • School Counselor (1 year) • University of Phoenix-B.S. Science & Human Services • National University-M.S. School Counseling • National University-PPS Credential 			
9. 34 / 118 Performing Arts Academy – C Track				
<p>Ron Baer Lead Teacher/ Coordinator</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the SLC • Works collaboratively with SLC teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for SLC • Coordinates interventions and any special events of the SLC • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the SLC; • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. • Arranges fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teaches for three periods in the SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • (Currently Off-Track) 	100%	YES	YES
<p>Bruce Sutherland</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & 		YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Counselor for Performing Arts Academy	career goals <ul style="list-style-type: none"> • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for SLC students • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students Qualifications: <ul style="list-style-type: none"> • (Currently Off-Track) 	100%		
10. Marine Environmental Health Science Academy – C-Track				
Phoebe MacAdams-Ozuna Lead Teacher/Coordinator	Roles: <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the SLC • Works collaboratively with SLC teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for SLC • Coordinates interventions and any special events of the SLC • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the SLC • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate 		YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>enrollment and information for students and parents about coming to the high school and the SLC options.</p> <ul style="list-style-type: none"> • Arranges fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teaches for three periods in the SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • AP English Teacher, Roosevelt HS (20 years) • Taught: AP English, World Lit./Expos. Comp, American Lit/Cont. Comp., English 10 AB both in a Humanitas Team and in regular courses • Taught Creative Writing • Chair of C-Track English Department (5 years) • Coordinator of C-Track Humanitas Program • Lead Teacher of MESH Academy SLC (3 years) • Coordinator of Outdoor Education Program for MESH SLC (3 years) • Mentor Teacher (10 years) • Magnet English Teacher (3 years) • Worked on Humanitas Interdisciplinary teams (10+ years) • Attended and lead many teacher workshops on variety of topics: instruction, SLC development, etc. (10 years) • English teacher in Ojai, CA (5 years) • Taught at Naropa Institute in Boulder, Colorado • Published four books of poems • Founding member of Cahuenga Press, a Poets' Cooperative Press in Los Angeles, CA • Founding Member of the Los Angeles Poetry Festival • Active member of the Los Angeles Literary Community • Certified Scuba Diver • Harvard University-Class of 1969 • New College of California-B.A. 1980 • University of Colorado-Teaching Credential English 	100%		
<p>Burgandie Montoya</p> <p>Counselor for MESH</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input 		YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for SLC students • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and supporting SLC students at greater risk • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students <p>Qualifications:</p> <ul style="list-style-type: none"> • Academic Counselor (2 years) • Substitute Teacher (5 years) • Personal Counselor at Holly Family School (2 years) • Personal Counseling experience for M.A. (150 hours) • Computer literate: WORD, EXCELL, PowerPoint • University of Notre Dame-B.A. Psychology • University of Notre Dame-M.A. Marriage & Family Therapy • University of Notre Dame-PPS Credential 	100%		
11. Social Awareness Leadership & Education Academy – C-Track				
<p>Gustavo Reynoso</p> <p>Lead Teacher/ Coordinator</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the SLC • Works collaboratively with SLC teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for SLC • Coordinates interventions and any special events of the SLC • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>SLC;</p> <ul style="list-style-type: none"> • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. • Arranges fieldtrips, class visits and activities within the community at large. • In addition to these duties, also teaches for three periods in the SLC <p>Qualifications:</p> <ul style="list-style-type: none"> • Social Studies Teacher, Roosevelt HS (2 years) • Resource Specialist Program Teacher (3 years) • SLC Lead Teacher (3 years) • SSRC Member (2 years) • CSULA-B.A. Social Science • National University-Teaching Credential Social Studies • National University-Special Education Credential Mild/Moderate 			
<p>Eduardo Flores Counselor for SALEA</p>	<p>Roles:</p> <ul style="list-style-type: none"> • Work to ensure purity of courses within SLC • Assist all students in SLC to achieve academic & career goals • Assist SLC students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with SLC teacher input • Program SLC students • Advise SLC students about college, career, physical and social areas • Provide guidance regarding graduation, college requirements, financial aid and scholarships for SLC students • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for SLC Students • Assist SLC students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual SLC student's needs • Liaison between SLC and Counseling Department; assist with identifying and 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	supporting SLC students at greater risk <ul style="list-style-type: none"> • Available for interpersonal counseling for SLC students • Collaborate with students, teachers, and families in role of advocate for SLC students Qualifications: <ul style="list-style-type: none"> • (Currently Off-Track) 			
Established SLC that will not receive funding from this grant				
12. Math, Science & Technology Magnet (C-Track)				
Luis Orozco Magnet Coordinator	Roles: <ul style="list-style-type: none"> • Coordinates meetings for teachers and staff members of the Magnet • Works collaboratively with Magnet teachers, counselors and administrators • Assists Counselor with Matrix/Master Schedule for Magnet • Coordinates interventions and any special events of the Magnet • Assists with development of thematic units and project-based learning activities • Supervises budget expenditures related to the Magnet • Acts as liaison to the school administration • Maintains communication with parents and other stakeholders. • Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the Magnet option • Arranges fieldtrips, class visits and activities within the community at large. Qualifications: <ul style="list-style-type: none"> • (Currently Off-Track) 	100%	YES	YES
Azucena Luna Counselor for Magnet	Roles: <ul style="list-style-type: none"> • Work to ensure purity of courses within Magnet • Assist all students in Magnet to achieve academic & career goals • Assist Magnet students through counseling/advising to complete A – G Requirements • Assist with development of Matrix/Master Schedule with counseling department and with Magnet teacher input • Program Magnet students • Advise Magnet students about college, career, physical and social areas • Provide guidance regarding graduation, college 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>requirements, financial aid and scholarships for Magnet students</p> <ul style="list-style-type: none"> • Assist in gathering and coordinating student records; cooperate with other pupil services staff in scheduled student case conferences • Initiate and/or participate in Student Success Team and other problem-solving conferences for Magnet Students • Assist Magnet students with use of educational opportunities in school, LAUSD and community; make necessary referrals to meet individual Magnet student's needs • Liaison between Magnet and Counseling Department; assist with identifying and supporting Magnet students at greater risk • Available for interpersonal counseling for Magnet students • Collaborate with students, teachers, and families in role of advocate for Magnet students <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor (3 years) • Counseling Department Chairperson (1 year) • CSUB-B.A. Criminal Justice • CSUB-M.A. Education and Pupil Services Credential 			

VIII. Professional Development

In order to be successful, our focus should always be on improving the academic rigor of assignments so that students can continually achieve at high levels. That is why we will utilize the Standards in Practice (SIP) professional development strategy for teachers, administrators, and counselors. As the program outlines, students can do no better than the assignments they are given, so those assignments must be demanding, rigorous, and aligned with the highest of standards. SIP is a quality control tool that can be used to evaluate classroom assignments, projects, courses, curricula, even teachers' and administrators' performances, ensuring that all activities in classrooms parallel those with the utmost capacity. It works by engaging teachers in teams to examine their assignments, as well as the resulting student work on a regular basis.

Roosevelt's periodic SIP meetings will be to examine as many assignments as possible in order to ensure that teachers are continuously improving their lesson planning skills. Next year's assignments should be more rigorous and challenging than present assignments, but should also be more clearly written and targeted towards important concepts and knowledge. Team meetings are the heart of SIP. They will take place on site and will be scheduled regularly. The team will be convened by a facilitator, who is an academy-based person who will be responsible for seeing that the team meets regularly, that a meeting place is available, and that each teacher in turn brings an assignment to be discussed. The 45-60 minute SIP meetings will always include the following six steps:

One teacher brings an assignment and tells the team how and when the assignment was given and what was its purpose was, that is what the students were expected to learn. The teacher also spends a few minutes (about three) working through the problem (if it is math) or describing the expected answer.

1. The team asks about the assignment: What did the students have to know and be able to do to complete it successfully?
2. The team identifies the standards and the levels of Bloom's taxonomy that apply to this assignment.
3. The team generates a rough rubric or scoring guide for this assignment from the standards and the assignment.
4. The team scores the student work, using the scoring guide/rubric.
5. The team discusses either a) revisions to the assignment or b) how to re-teach without repeating.

In order to be successful our focus should always be on improving the academic rigor of assignments so that students can continually achieve at high levels. As the program outlines, students can do no better than the assignments they are given, so those assignments must be demanding, rigorous, and aligned with the highest of standards. SIP is a quality control tool that can be used to evaluate classroom assignments, projects, courses, curricula, even teachers' and administrators' performances, ensuring that all activities in classrooms parallel those with the

utmost capacity. It works by engaging teachers in teams to examine their assignments, as well as the resulting student work on a regular basis.

A crucial step in establishing a climate that supports distributed leadership is to create a common culture that values continuous learning for everyone in our academy. We believe that continuous adult learning will promote improved student achievement. One way to create a culture of adult learning is by creating professional learning communities, small groups of people who work together to promote practice, collegiality, and collaboration around a shared set of standards-driven goals. Professional learning communities provide opportunities to expand leadership roles and to cultivate leadership sources in all parts of the Roosevelt High School community.

Roosevelt will place an emphasis on developing and promoting professional learning communities, small groups of teacher leaders, assistant principal(s), and administrators who meet regularly to address issues of curriculum, instruction, and assessment. The focus of these groups is on increasing student achievement through professional collaboration.

Through such collaborations, the Roosevelt leadership will be able to identify how continuous learning by educators affects student achievement over time, and how such partnerships can build local expertise and the ability to sustain it beyond the life of the small learning community.

Mentoring for new teachers, peer observations in classrooms, examining student work, school visits, and literacy and math coaching – will prove effective in building peer support for continuous improvement of the academies. The presence of clear principles guiding collaboration, combined with a focus on specific, customized goals, enhances teaching quality while building the capacity of each academy will inevitably improve student achievement.

ACTION ITEMS ON PROFESSIONAL DEVELOPMENT

Task	Responsible Person(s)	Timeline
1. Develop, conduct, evaluate and report on a teacher needs assessment survey for Professional Development.	API and SLC Leads	Last month of track in Winter 2006
2. Develop a professional development plan by each SLC to address the prioritized areas as identified in #1 above.	API, SLC leads, teachers	Jul-06
3. Evaluate and modify professional development plans based on feedback.	SLC teachers	First 2 months of August 2006
4. Implement Professional Development plan by SLC.	Principal, API, SLC lead Teacher	2006-2007
5. Evaluate Professional Development and modify as needed.	API, SLC teachers	Jul-07

PROFESSIONAL DEVELOPMENT PLAN

The following Professional Development is a work in progress and will be used in all 5 years of the grant term. The professional development plan will be finalized in July 2006 for each SLC.

DATE	TOPIC	DESIRED OUTCOME	GROUPING	RESPONSIBLE PARTY
July	CAHSEE Intervention & Cross-Curricular Strategies	Review CASHEE Power Standards, Analyze data, identify strategies to improve overall CAHSEE pass rate.	Whole group Subject teams	SLC lead teachers & Experts TBD
September	Individualized Education Plans and Special Ed. Issues	Access and understand IEPs, analyze RSP student data, develop differentiated instruction based on student needs.	Whole group	Academy Team
November	Articulation of Curriculum: Interdisciplinary Focus	Using subject articulation plans, fully develop standards-based interdisciplinary curriculum, integrate grade level themes.	Grade Level Teams & Interdisciplinary Teams	Lead Teachers
January	Articulation of Curriculum (continued): Culminating Projects & Assessments	Design grade-by-grade culminating projects & formalized academy assessments that demonstrate student mastery.	Grade Level Teams & Interdisciplinary Teams	Lead Teachers
March	Literacy Across the Curriculum	Integrate academy-wide literacy strategies into curriculum, focusing on development of academic vocabulary and comprehension of texts in all subject areas.	Whole group & subject Teams	ELA Team, RHS Literacy Coaches
April	Humanitas Redux: Assessment Data informing interdisciplinary practice	Follow-up Humanitas training for all faculty. Analyze student assessment data to inform our interdisciplinary practices.	Whole group & Interdisciplinary Teams	Leads Teachers and Humanitas Trainers
May	Lesson Study & Interdisciplinary Curriculum Development	Engage in lesson studies and provide time for interdisciplinary teams to develop curriculum for following school year.	Lesson study teams & Interdisciplinary Teams	Lead Teachers
June	Status of the Academies: SLC Structure and Implementation	Review and revise SLC's rituals, routine, practices and policies. Elect Leads	Whole Group	Lead Teachers

In addition, Roosevelt High School offers the following trainings school-wide to all smaller learning communities many times throughout the year. The faculty receive the various trainings

that help implement relevant, rigorous and coherent standard based curriculum to our students within each smaller learning community.. Some of those trainings include:

Studio Training: Studio is a reading intervention program based on the latest research on how students learn to read. The Studio Course is based on Lauren Resnick's The Principles of learning. Roosevelt High School now offers the Studio Course, which integrates Reader's and Writer's workshop, to all our struggling reader population in 9th and 10th grades. Teachers of these courses are trained out of the classroom for at least five days in order to effectively implement this program.

Jane Shaffer Training: Jane Shaffer offers workshops teaching all genres of essays. These workshops offer tested and proven teaching techniques to show all students how to take a stand on a persuasive topic, support it with logical reasons and examples, and acknowledge the counterarguments. As part of the workshop, teachers address the Response to Literature and Persuasive Essays and include materials developed specifically for ELL and ELD students.

Standards in Practice (SIP): Standards-in-Practice is a formalized protocol by EdTrust (an educational consulting firm out of Washington D.C.). The process allows small groups of teachers to meet regularly to discuss individual assignments, the standards they address, and the student work they produce. This protocol is a mechanism by which to have student-work-analysis sessions among teachers. A core set of teacher leaders were trained and then teachers from all tracks received training in S.I.P.

Collaborative Learning Community(CLC): CLC is a three day training that incorporates skills, processes and protocols to support collaborative work; methods for developing a culture of ongoing professional learning in school; ways of communicating effectively in giving feedback and talking with colleagues; and solutions around specific issues or dilemmas such as quality teaching, strategic plans, assessment system, and difficult personalities. Teacher's leaders from each track were trained in CLC, specifically SLC leads and cadre members. They then practiced CLC protocols with their Small Learning Community teams.

Analyzing Student Work: The RHS Literacy Cadre developed and trained representative groups of teachers from each department to effectively share student work in a formalized manner. The teacher acts as a presenter of the student's work, other teachers analyze that work and an observer analyzes the process. The Presenter does not interact during discussion as other teachers evaluate the work. Reflection occurs after discussion. After the initial training student work analysis Protocols took place in each department on several occasions.

Facing History and Ourselves Training: This program provides special training and innovative resources for teachers to assist students in understanding historical events while developing the basis for maturity through the practice of good citizenship. The curriculum targets the identification and amelioration of hatred, prejudice, racism and indifference. Facing History and Ourselves equips teachers with instructional strategies for presenting historical topics such as the history of the Nazi Holocaust. Over half of both the ELA and Social Studies teachers at RHS have been trained by Facing History and Ourselves professionals.

Local District 5 Trainings: Math, English and Science teachers receive training on the District Pacing Plan and Quarterly Assessments. Just recently Math teachers receive training on implementing the Districts' Unit Concept Problems in Algebra One. The training provides teachers with a model for implementing the concept problems and strategies for having students work in cooperative groups. ELA and ELD Teachers also attend regular district trainings in new developments in Studio, Language! and the High Point program. Literary Cadre members and department chairs attend monthly professional development sessions in an effort to develop cohesive, standards based, student centered, instructional practice among teachers

IX. Leveraged Funds

Roosevelt High School is committed to ensuring that its SLCs are able to benefit from existing funding as part of its strategic plan to increase student achievement in secondary education. Leveraging central office and community support for this purpose is critical. The chart below demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs at the school. These grants pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Leveraged Federal, State, and Local Public Funds:			
Carl D. Perkins	\$241,523	Equipment, instructional materials, maintenance and operations, counselors, teacher aides	Ongoing
Beyond the Bell Program California High School Exit Exam Intensive Instruction/ Extended Learning Program	(b)(4)	Supplemental support services and materials for students significantly below grade level in reading and math	Ongoing
No Child Left Behind		Parent Involvement, teacher salaries, professional development, science equipment	Ongoing
High Priority School Grant, CDE		Professional Development for teachers and training for lead teachers of SLC	6/30/07
		Teacher substitute time for trainings and/or conferences	
		Differential cost for coaches throughout year	
		Relief time to call parents in the evening	
		Overtime for clerks to prepare for upcoming session for each track	
		District benefits expenses for substitute and x/z time	
		Charges for service fee	
		Incentives and field trip expense for performing arts	
Supplies for 3 tracks/13 academies			

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Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
	(b)(4)	Conference fees for four teachers on each track	
Title I Program Improvement/ Science Equipment/ Extended School Day/ Parent Involvement/	(b)(4)	Supplemental supplies, Office Assistance, Teacher Assistants, Community Representatives, Parent Programs	Ongoing

X. Timeline and Milestones

In order to complete implementation of wall-to-wall SLCs at Roosevelt High School on-time and on-budget, a specific implementation plan has been developed. The school initiated 11 new SLCs last year. Grant funds will help expand each SLC and transform the school to wall-to-wall SLCs by the 2010-2011 academic school year, when all SLCs will be institutionalized and operating at full enrollment.

Smaller Learning Community Name	Traditional or Track(s) Served (A, B, and/or C)	Timeline Expected Start/Expansion Date
EXPANDING SLCs		
Creative & Performing Arts Academy	A	Start Date: 7/1/05 Expansion 7/5/06
Global Academy	A	Start Date: 7/1/05 Expansion 7/5/06
Social Awareness Leadership Academy	A	Start Date: 7/1/05 Expansion 7/5/06
Humanitas Academy	A	Start Date: 7/1/05 Expansion 7/5/06
The Academy of Environmental & Social Policy	B	Start Date: 7/1/05 Expansion 7/5/06
Communications	B	Start Date: 7/1/05 Expansion 7/5/06
Creative Arts/Human Expression Academy	B	Start Date: 7/1/05 Expansion 7/5/06
Mathematics, Science & Technology Academy for Youth Advancement	B	Start Date: 7/1/05 Expansion 7/5/06
34/118 Performing Arts Academy	C	Start Date: 7/1/05 Expansion 7/5/06
Marine Environmental Health Science Academy	C	Start Date: 7/1/05 Expansion 7/5/06
Social Awareness Leadership & Education Academy	C	Start Date: 7/1/05 Expansion 7/5/06
ESTABLISHED SLC (WILL NOT RECEIVE FUNDING FROM THIS GRANT)		
Math, Science & Technology Magnet	C	Start Date: 1982

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Theodore Roosevelt High School
 School Address: 456 S. Mathews St.
 City, State, Zip Code: Los Angeles, Ca 90033
 Phone: 323-266-3146 SLC Contact Person: Norma Cervantes

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SEC	Signature
Lavi Pawinski, AP	Supervisor of 4 SLC's	<i>[Signature]</i>
Leo Gonzalez, AP	Operations SLC	<i>[Signature]</i>
Cecilia Quemada, Principal Adm.		<i>[Signature]</i>
Federick Church, SIF	Assist with SLC Development/Support	<i>[Signature]</i>
M. Nijorde	assist w/ SLC Dev. and Support	<i>[Signature]</i>
Virginia Morgan	Little T. Coordinator	<i>[Signature]</i>
Victorio Hernandez	Assist w/ SEC Dev. Support	<i>[Signature]</i>
Jose Ramos	Supervisor SLCs	<i>[Signature]</i>
Olga Duran, ELA Admin	Intervention Programs	<i>[Signature]</i>
Cecilia Quemada	Principal Supervisor SLC's	<i>[Signature]</i>
Uticia Mata	BTB Office / Intercession	<i>[Signature]</i>
Adell Bitterlich	Staff	<i>[Signature]</i>
Diane Diaz, Coun	Coun. S SLC students	<i>[Signature]</i>
Otto R. Hernandez	counselor Track A	<i>[Signature]</i>
ROSA M. MARTINEZ	Counselor - Track B	<i>[Signature]</i>
F. Russell	Counselor	<i>[Signature]</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Theodore Roosevelt High School
 School Address: 456 S. Mathews St.
 City, State, Zip Code: Los Angeles, Ca 90033
 Phone: 323-266-3146 SLC Contact Person: Norma Cervantes

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
MARIA EDONZALEZ <i>OFFICE STAFF</i>		<i>Maria Edonzalez</i>
P. CHAPA-AVELAR	Office Technician	<i>P. Chapa-Avelar</i>
Margarita Monarez	Office Technician	<i>Margarita Monarez</i>
Felipe Echavarrri USIS Coordinator	NA	<i>Felipe Echavarrri</i>
Victoria G. Gurnandez APSSS	APSSS	<i>Victoria G. Gurnandez</i>
Rachel Avalos		<i>Rachel Avalos</i>
WENDY HERRERA	Testing Coord.	<i>Wendy Herrera</i>
Sandra Nava	Ed. Aide	<i>Sandra Nava</i>
Karen Gibler, Librarian		<i>Karen Gibler</i>
Diana Caravantes, Lib Aide		<i>Diana Caravantes</i>
<i>Maria T...</i>		<i>Maria T...</i>
Barbara Perez	RST	<i>Barbara Perez</i>
Alma Brumontes	RST	<i>Alma Brumontes</i>
Lidia Guerrero <i>SP Ed Aide</i>		<i>Lidia Guerrero</i>
Patricia Mendez <i>SP Ed Aide</i>		<i>Patricia Mendez</i>
Adriana Sanchez	Math Teacher	<i>Adriana Sanchez</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Theodore Roosevelt High School	
School Address: 456 S. Mathews St.	
City, State, Zip Code: Los Angeles, Ca 90033	
Phone: 323-266-3146	SLC Contact Person: Norma Cervantes

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Santos Computers	Computers	<i>[Signature]</i>
Sherrel Inam C.O.	Counselor	<i>[Signature]</i>
Nanda Melton	Counselor	<i>[Signature]</i>
Elsa Osorio	Counselor	<i>[Signature]</i>
Umaro Nullo	School Psychologist	<i>[Signature]</i>
Angelica Vargas	PSA	<i>[Signature]</i>
Manuel Bizaruelos	PSAC	<i>[Signature]</i>
Virginia Pineda	Title One Office / Health Office	<i>[Signature]</i>
Leticia Rodriguez	Title One Office	<i>[Signature]</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

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 Phone: 323-266-3146 SLC Contact Person: Norma Cervantes

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
<i>Teresa Cervantes, Central Adv</i>	All SLC	<i>Teresa Cervantes</i>
<i>Sergio Mireles, Comm. Rep</i>	All SLC	<i>Sergio Mireles</i>
<i>Lucia Guerra</i>	Community Representative	<i>Lucia Guerra</i>
<i>JOSEPH ZANICKI, DEAN</i>	DEAN OF STUDENTS	<i>Joseph Zanicki</i>
<i>Alice Prieto</i>	Secretary	<i>Alice Prieto</i>
<i>TERESA FREGUEN</i>	Sr. off. Asst.	<i>Teresa Freguen</i>
<i>Kethner Silva</i>	Office Technician	<i>Kethner Silva</i>
<i>Virginia M. Guillen</i>	Ed Aide II	<i>Virginia M. Guillen</i>
<i>Norma Rodriguez</i>	Ed Aide II	<i>Norma Rodriguez</i>
<i>Elsa Martinez office tech.</i>	Office Tech.	<i>Elsa Martinez</i>
<i>ATCEGORA, BARRY</i>	SCHOOL POLICE	<i>Atcegora Barry</i>
<i>Russell Nomuri</i>	Campus Aide	<i>Russell Nomuri</i>
<i>MIKE MOON</i>	SCHOOL POLICE	<i>Mike Moon</i>
<i>J. Turner</i>	SCHOOL POLICE	<i>J. Turner</i>
<i>Maria Ibarra</i>	Office Tech	<i>Maria Ibarra</i>
<i>Espajardo RN</i>	School Nurse	<i>Espajardo RN</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Theodore Roosevelt High School
 School Address: 456 S. Mathews St.
 City, State, Zip Code: Los Angeles, Ca 90033
 Phone: 323-266-3146 SLC Contact Person: Norma Cervantes

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
PATRICIA BRILLUS Counselor	SPE. EDUC. INCLUSION	
Gabriel Trejo	Math Teacher	
Paul Burgueno	Math Teacher	
EISA GARCIA	PSYCHIATRIC SOCIAL WORKER	
JAIME DUCREUX	STUDENT INTERVENTION SPECIALIST	
Paul Ramirez	College Corner staff	
Mary Eubanks	CTE, Advisor	
CARLOS S. ZUBIRI	DEAN OF STUDENTS	
Silvia Thirra	Special Ed Teacher	
Denise M. Jaramillo	office tech	
Fernando Ramos	Bridge Coor.	
ROBERT QUINTERO	SOCIAL ED. ASST.	
HENRY VERDIN	Special Ed ASST.	
Yolanda	Classroom	
Lara Barrion	Office Tech	
David Serrano	Counselor	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Theodore Roosevelt High School	
School Address: 436 S. Mathews St.	
City, State, Zip Code: Los Angeles, Ca 90033	
Phone: 323-266-3146	SLC Contact Person: Norma Cervantes

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Juan H. Gómez/teacher	French teacher	Juan H. Gomez
Gabriela Cortez/teacher	Spanish	Gabriela Cortez
FABIOLA CORTEZ/TEACHER	TEACHER	Fabiola Cortez
M. Suzanne Richardson	TEACHER	M. Suzanne Richardson
Charles Miller, Teacher	Teacher	Charles Miller
Elva Osorio	Counselor	Elva Osorio
Christine Alfaro	Teacher	Christine Alfaro
Ken Mack	TEACHER	Ken Mack
Frank Aguila		Frank Aguila
Jose Arellano	Teacher	Jose Arellano
Phil Hartling	Teacher	Phil Hartling
Kochmann, Piller	Teacher	Kochmann, Piller
Vickie Hatten	Teacher	Vickie Hatten
DR. JOHN FERNANDEZ	Teacher	Dr. John Fernandez
Joseph Rowland	Teacher	Joseph Rowland
Vivian Vazquez	Sub Teacher	Vivian Vazquez

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

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Phone: 323-266-3146	SLC Contact Person: Norma Cervantes

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Maricela Pumirez ^{Teacher}	co-lead	
Frank Aguilar ^{Teacher}	Lead - TEC	
Sam Danno	Lead - CGCA	
Alberto Vaca	Lead - ESP	
Jeff Mathews	Lead - MAYA (Teacher)	
Je Diana (SANDRA-DIANA) ^{Teacher}	MAYA	
Lawrence Rodriguez Jr (Teacher)	LEAD - A-track	
JOANN K. TAMBARA	Teacher - Foreign language	
Sandra Gonzalez	Sub teacher in support	
Claudia Leiva (Sub)	Long term sub	
Adrian Gonzalez (Long Term Sub)	TEACHER - MATH	
ALEXANDER J. ALVAREZ	TEACHER - MATH	
Ubaldo Davila	Teacher - math	
Jay Lee	teacher - math	
Marilyn Lee	teacher - math	
David Gamboa	Teacher math	

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Theodore Roosevelt High School

School Address: 456 S. Mathews St.

City, State, Zip Code: Los Angeles, Ca 90033

Phone: 323-266-3146

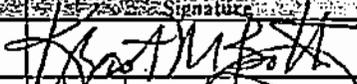
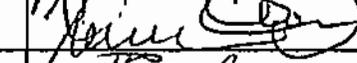
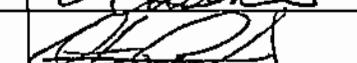
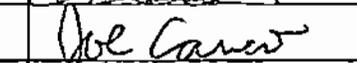
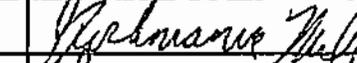
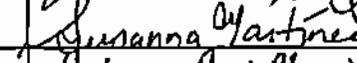
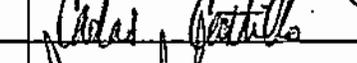
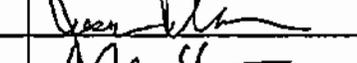
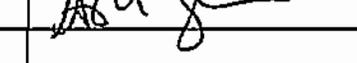
SLC Contact Person: Norma Cervantes

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Gustavo Reynoso	Lead Teacher - SALEA SLC (PS3)	<i>Gustavo Reynoso</i>
Gene K. Dean	Teacher - SALEA SLC (PS3)	<i>Gene K. Dean</i>
L. Bamotra	Lead Teacher SLC.	<i>L. Bamotra</i>
R. Baer	Lead Teacher SLC	<i>R. Baer</i>
Randy Fry	Transition Resource Teacher	<i>Randy Fry</i>
Gillian Russom	teacher ESP academy	<i>G. Russom</i>
L. Enchi	teacher	<i>Carol L. Enchi</i>
M. Hayes	Teacher Global Academy	<i>Mary Hayes</i>
Keiko Muija	Lead Teacher, Global Acade	<i>Keiko Muija</i>
Marisela T. Rangel	teacher	<i>Marisela T. Rangel</i>
Robert Pennelle	teacher	<i>Robert Pennelle</i>
W.B. Waldman	teacher	<i>W.B. Waldman</i>
M. Chapman	teacher (overworked)	M. Chapman
Linda Arredola	Teacher (sub)	<i>Linda Arredola</i>
Charles Harnung	science teacher	<i>Charles Harnung</i>
<i>Arnold Alfaricano, Jr.</i>	SOC. TEACHER	<i>Arnold Alfaricano, Jr.</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Theodore Roosevelt High School		
School Address: 456 S. Mathews St.		
City, State, Zip Code: Los Angeles, Ca 90033		
Phone: 323-266-3146	SLC Contact Person: Norma Cervantes	
TEACHER SIGNATURES		
We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.		
Printed Name and Position	Role in SLC	Signature
KRISTIN BOTELLO	Literacy Coach	
M. Voelkl Avellan	Literacy Coach	
Esther Melshemker	Teacher	
Jessica Corgan / Teacher		
Linda DeLos Cuevas	Teacher	
CHON RAMOS	Teacher	
Joe Carreras	Teacher	
Rochanna Miller	Teacher	
Susanna Martinez	Teacher.	
Carlos Castillo	Teacher	
Jesse Tibarra	Teacher	
Ashley Englander	Teacher	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Theodore Roosevelt High School	
School Address: 456 S. Mathews St.	
City, State, Zip Code: Los Angeles, Ca 90033	
Phone: 323-266-3146	SLC Contact Person: Norma Cervantes

COMMUNITY STAKEHOLDER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Affiliation	Signature	Printed Name and Affiliation	Signature
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**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Theodore Roosevelt High School	
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City, State, Zip Code: Los Angeles, Ca 90033	
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(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Theodore Roosevelt High School	
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City, State, Zip Code: Los Angeles, Ca 90033	
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Printed Name and Affiliation	Signature	Printed Name and Affiliation	Signature
(b)(6)			

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Theodore Roosevelt High School

School Address: 456 S. Mathews St.

City, State, Zip Code: Los Angeles, Ca 90033

Phone: 323-266-3146

SLC Contact Person: Norma Cervantes

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name

Signature

Printed Name

Signature

(b)(6)

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Theodore Roosevelt High School	
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City, State, Zip Code: Los Angeles, Ca 90033	
Phone: 323-266-3146	SLC Contact Person: Norma Cervantes

PARENT SIGNATURES

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(b)(6)

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SCHOOL COMMUNITY SIGNATURE FORM

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SLC Contact Person: Norma Cervantes

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Printed Name

Signature

Printed Name

Signature

(b)(6)

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SCHOOL COMMUNITY SIGNATURE FORM**

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PARENT SIGNATURES

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Printed Name	Signature	Printed Name	Signature
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(b)(6)

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SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Theodore Roosevelt High School	
School Address: 456 S. Mathews St.	
City, State, Zip Code: Los Angeles, Ca 90033	
Phone: 323-266-3146/ 323-268-7241	SLC Contact Person: Norma Cervantes

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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(b)(6)

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Printed Name
and Grade

Signature

Printed Name
and Grade

Signature

(b)(6)

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SCHOOL COMMUNITY SIGNATURE FORM

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(b)(6)

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SCHOOL COMMUNITY SIGNATURE FORM

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SLC Contact Person: Norma Cervantes

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name
and Grade

Signature

Printed Name
and Grade

Signature

(b)(6)



Volunteers of America

girls
inc.®

Girls Inc.
A program of Volunteers of America

June 1, 2006

Cecilia Quemada
Theodore Roosevelt High School
456 South Mathews Street
Los Angeles, California 90033

Dear Mrs. Quemada,

Please accept this letter as notice of our support for Theodore Roosevelt High School's plan to continue the transition the campus to wall-to-wall small learning communities. We fully support Roosevelt's application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you to continue this transition.

- **Botball**

The Botball Education Robotics program (www.botball.org) is hands-on learning in science, technology, engineering and math developed by the KISS Institute for Practical Robotics. Students will design, build and program their own mobile robot. These robots have no remote control and must rely on their programming to move around. The robotics program has not only proven to be an inspirational program for the girls at Roosevelt High School, but also a step toward their college aspirations.

We at Girls Inc. a program of Volunteers of America of Greater Los Angeles are prepared to continue to work with the school in the following ways to support this effort:

- To increase confidence, competence and comfort in science, math and technology
- To obtain a greater understanding of what skills are needed to pursue non-traditional careers in the field of technology.
- To inspire girls to choose math, science and technology courses in school.
- To expose girls to mentors who have chosen careers in math, science and technology.
- 10 girls are currently participating in this year's Botball competition, which will be held on March 18 in San Diego. This program is currently unfunded. The girls this year have finished one robot and are working on a second.

The total value of this commitment is estimated at (b)(6)

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

Reyna Hernandez
Program Manager for Girls Inc.



Planned Parenthood® Los Angeles

June 12, 2006

Cecilia Quemada
Theodore Roosevelt High School
456 South Mathews Street
Los Angeles, California 90033

Dear Mrs. Quemada,

Please accept this letter as notice of our support for Theodore Roosevelt High School's plan to continue the transition the campus to wall-to-wall small learning communities. We fully support Roosevelt's application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you to continue this transition.

Planned Parenthood Los Angeles has been cultivating a strong partnership with Roosevelt High for many years. It is our hope to continue to work towards the well being and success of students attending Roosevelt. We hope that our services, education and advocacy can help strengthen existing pregnancy prevention and disease prevention efforts for all students.

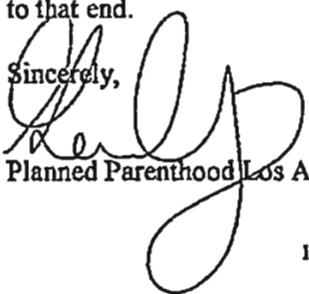
We at Planned Parenthood Los Angeles are prepared to continue to work with the school in the following ways to support this effort:

- Continue Peer Advocate program designed to foster leadership skills in students participating in this Peer to Peer program.
- Implementation of Wise Guys curriculum focused on young men's role in preventing pregnancy and the spread of Sexually Transmitted Infections.
- Ongoing outreach to increase awareness on health and social issues related to youth.
- Provision of referrals and resources to students.

The total value of this commitment is estimated at (b)(6) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,


Planned Parenthood Los Angeles

1920 Marengo Street • Los Angeles, California 90033-1317
(323) 223-4462 • Fax (323) 225-5844
www.plannedparenthood.org
Affiliated with Planned Parenthood Federation of America, Inc.



MELA COUNSELING SERVICES CENTER, Inc

5723 Whittier Blvd.

Los Angeles, CA 90022

323-728-0100

Fax 323-728-9218

A NON-PROFIT AGENCY

June 1, 2006

Cecilia Quemada
Theodore Roosevelt High School
456 South Mathews Street
Los Angeles, California 90033

Dear Mrs. Ouemada.

Please accept this letter as notice of our support for Theodore Roosevelt High School's plan to continue the transition the campus to wall-to-wall small learning communities. We fully support Roosevelt's application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you to continue this transition.

MELA Counseling Services Center has been able to provide students at Roosevelt High School with Substance Abuse counseling on campus. There is an assigned Youth Counselor that provides services on school grounds after school, in a classroom environment for approximately 1 ½ hrs. three days a week. Students are referred to program by probation officers, school personnel, mental health workers, or can be self-referred. Students are assessed and must complete an intake before they are admitted into the program. The counselor discusses various topics with the students concerning drug and alcohol treatment, as well as healthy relationships, life skills, anger management, gang/violence prevention, future goals, and family issues. Students are required and encouraged to attend each session promptly, and often are given homework assignments. In effort to insure sobriety clients are randomly drug tested. If students maintain drug free for at least 6 months to a year they will participate in a graduation ceremony and complete the program.

We at MELA Counseling Services Center are prepared to continue to work with the school in the following ways to support this effort:

- Continue to provide Outpatient Substance Abuse counseling services on campus.
- Provide referral resources for families in need of residential treatment for students.
- Continue to educate students on the harmful effects of drug and alcohol use.
- Continue to encourage students to maintain a clean & sober lifestyle.

The total value of this commitment is estimated at (b)(6) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

A handwritten signature in black ink that reads "Jacqueline Bravo". The signature is written in a cursive, flowing style.

Jacqueline Bravo,
Program Director
MELA Counseling Services Center, Inc.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

June 12, 2006

Cecilia Quemada, Principal
Theodore Roosevelt High School
456 South Mathews Street
Los Angeles, California 90033

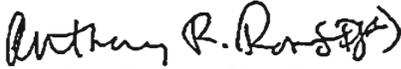
Dear Mrs. Quemada,

Please accept this letter as notice of our support for Theodore Roosevelt High School's plan to continue to transition the campus to wall-to-wall small learning communities. We fully support Roosevelt's application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you to continue this transition.

Project GEAR UP, a federally funded grant program, has worked in partnerships with Roosevelt high school and its feeder middle schools since fall 2001. GEAR UP will continue to work in partnership with Roosevelt high school for at least another five years -- the life of our most recent GEAR UP grant. Charged with the mission of creating a college going culture, GEAR UP provides targeted Roosevelt high school students with a variety of auxiliary support services which include in-class and after-school tutoring, individualized academic monitoring and college advisement, college tours, and college preparation workshops. We also provide support services for parents, and professional development for Roosevelt high school faculty members. We will continue to provide these services to our Roosevelt high school GEAR UP students and their teachers at least through to the year 2010. The total value of this commitment is estimated over (b)(4) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,


Anthony R. Ross, Vice President
for Student Affairs



Edmund G. "Pat" Brown
Governor of California
1959-1967

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June 1, 2006

Cecilia Quemada
Theodore Roosevelt High School
456 South Mathews Street
Los Angeles, California 90033

Dear Mrs. Quemada,

Please accept this letter in support of Theodore Roosevelt High School's plan to continue the transition of the campus towards small learning communities. The Pat Brown Institute of Public Affairs supports Roosevelt's application to the United States Department of Education for a Smaller Learning Communities grant and looks forward to working with you to continue this transition.

In partnership with Roosevelt High School (RHS), the purpose of the Pat Brown Institute's Youth Enrichment Project is to increase the personal and academic growth of students enrolled at RHS through individual counseling, academic support and family participation by placement of California State University, Los Angeles students to provide tutoring, college mentoring and other student support at the campus of Roosevelt High School in the Los Angeles Unified School District.

We at the Youth Enrichment Project, a school-based program of the Pat Brown Institute of Public Affairs, are prepared to continue to work with Roosevelt High School and the Healthy Start Office in the following ways to support this effort:

- Provide tutoring and mentoring to Roosevelt students through after-school sessions in Math and Language Arts;
- Work with students to develop academic goals;
- Assist students and their families to understand the value of academic achievement through modified case management; and
- Participate in resource fairs, parent events and other activities on the Roosevelt campus.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

Jaime A. Regalado, Ph.D.
Executive Director, Pat Brown Institute

Cc: Armando Gonzalez, Coordinator of Community Programs, Pat Brown Institute
Norma Cervantes, Program Director, Roosevelt High School Healthy Start



Website: <http://www.patbrowninstitute.org>



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INNERCITY STRUGGLE

June 1, 2006

Cecilia Quemada
Theodore Roosevelt High School
456 South Mathews Street
Los Angeles, California 90033

Dear Mrs. Quemada,

Please accept this letter as notice of our support for Theodore Roosevelt High School's plan to continue the transition the campus to wall-to-wall small learning communities. We fully support Roosevelt's application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you to continue this transition.

United Students will build student leadership and organize students to work toward identifying educational problems at Roosevelt High School through action-based research, analysis, and inquiry and develop pro-active solutions, around education and violence prevention including creating policy recommendations. United Students will also work to promote educational and social justice in, and around the Boyle Heights community and school by bringing together all stakeholders, including students, parents, teachers, administrators and district officials to develop concrete and long-term solutions.

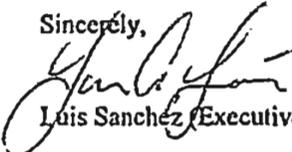
We at InnerCity Struggle are prepared to continue to work with the school in the following:

1. Develop the leadership capacity and academic achievement of 150 students through youth organizing leadership trainings, media advocacy trainings, academic services, and political education workshops.
2. Effective school change at Roosevelt High School through student-led campaigns to implement student plans for increasing graduation and college going rates.
3. Building media advocacy skills of United Students members by developing their capacity to influence and shape the public debate locally related to public education and youth issues related to violence prevention.
4. Provide opportunities for 2000 Roosevelt students to be involved in organizing and participating in educational workshops on social and economic justice issues affecting public education, school assemblies and lunch-time activities to raise awareness of A-G requirements, and community events to build collaborations between students, parents, and school and district officials.

The total value of this commitment is estimated at (b)(1) per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,


Luis Sanchez (Executive Director)



NCLR Escalera Project: "Taking Steps to Success"

249 E Pomona St. Blvd Monterrey Park, Ca 91755* Fax 323 278 4293* Phone* 278 4280

June 1, 2006

Cecilia Quemada
Theodore Roosevelt High School
456 South Mathews Street
Los Angeles, California 90033

Dear Mrs. Quemada,

Please accept this letter as notice of our support for Theodore Roosevelt High School's plan to continue the transition the campus to wall-to-wall small learning communities. We fully support Roosevelt's application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you to continue this transition.

Escalera Project focuses on youth skills development including basic skills, leadership and work experience. These skills prepare young people to be successful in, post secondary education and the workforce. As part of the El Sereno Healthy Start Collaborative, Escalera shares a mutual goal to successfully provide the highest level of service to our communities. Escalera Project has set and maintained high expectations, established professional standards and provided encouragement and guidance for Roosevelt High School students. We currently work with B-track students who are part of the Learning Academies.

We at Escalera project are prepared to continue to work with the school in the following ways to support this effort:

- a. Provide academic tutoring in the following areas: math, science and language arts.
- b. Provide individual case management for students during the summer program and academic year.
- c. Provide enrichment activities including field trips to universities, sporting events and cultural events.
- d. Provide a parent component including parent workshops on higher education including financial aid, college requirements and health and wellness.
- e. Provide academic monitoring including assessment in the areas of math and reading.
- f. Provide opportunity for the use of technology in computer lab.

The total value of this commitment is estimated at (b)() per year.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

Carlos Venegas
Program Director



The Boyle Heights Center for Educational Advancement

402 N. State St. • Los Angeles • CA • 90033 • (323)262-1939

June 1, 2006

Cecilia Quemada
Theodore Roosevelt High School
456 South Mathews Street
Los Angeles, California 90033

Dear Mrs. Quemada,

Please accept this letter as notice of our support for Theodore Roosevelt High School's plan to continue the transition the campus to wall-to-wall small learning communities. We fully support Roosevelt's application to the United States Department of Education for a Smaller Learning Communities grant and look forward to working with you to continue this transition.

The Boyle Heights Center for Educational Advancement works closely with high school teachers and administrators from the ESP small learning community in order to set common goals focusing on continued academic success. We have found that this focused support yields the highest impact on student academic performance. Our staff provides in class support to the teacher and the students which helps build stronger after-school program attendance. After school, students receive assistance with homework, as well as mentoring to help build motivation, confidence and self-esteem. BHCEA also exposes students to college life through field trips and college information.

"BHCEA helps anyone that comes looking for help with homework and school. We can come and hang out with our friends and a chance to make new friends, and I think the staff is cool."

-Aram Casillas, High School Student

"Due to BHCEA's presence in my classroom the majority of the students that were failing have raised their grades and passed the class."

-Ms. Burns, Roosevelt Science Teacher

The total value of this commitment is estimated at (b)() annually.

Thank you for the opportunity to join your school team of administrators, staff, teachers, students and parents in supporting this important effort to elevate the quality of education for youth in our community. This emphasis on creating small learning communities is an important contribution to that end.

Sincerely,

A handwritten signature in cursive script, appearing to read "Angelica Romero".

Angelica Romero
Boyle Heights Center for Educational Advancement, Director

VAN NUYS HIGH SCHOOL Smaller Learning Communities Plan

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This SLC plan is a work in progress. To honor the unique styles and preferences of each school site SLC team, LAUSD has allowed each to develop and package their plans according to local priorities while adhering to district requirements for SLC development and implementation. For the purposes of this grant proposal, we have attempted to build a consistent and reader-friendly outline from one school plan to the next, but there may be minor differences from plan to plan to honor the story each school wishes to tell.

Introduction

Van Nuys High School (VNHS), located in the heart of the San Fernando Valley area of Southern California, is a multi-cultural high school that prides itself on academic excellence. The school population is comprised not only of a diverse neighborhood population (VNHS attendance area) from the Van Nuys community itself, but it also draws extremely talented students from across the greater Los Angeles area to attend three magnet schools, Math/Science, Performing Arts, and Medical Careers, all located on the Van Nuys High School campus.

The neighborhood area is largely residential although the major streets also contain a large number of retail stores and light industry. The neighborhood, which at one time included largely owner occupied homes and middle class families, is now a more transient community that lives in high-density apartment buildings and reflects a lower socioeconomic status. The community has been heavily affected by recent immigration into the area. Approximately 77% of the local population is Hispanic; 46% has resided in the community for less than five years.

Within this context, Van Nuys High School faces the challenge of educating a student population from a community with multiple, interrelated problems of low socioeconomic status, low expectations, gang violence, and other problems associated with economic hardship and poverty. In 2005-2006, Van Nuys High School served approximately 3,600 students, with 80% qualifying for free lunch, and approximately 450 students qualifying for reduced lunch. Van Nuys High School's total enrollment by subgroup is 64% Hispanic, 15% white, 13% Asian American, 4% African American, 4% Filipino, and 70% economically disadvantaged. Not including the magnet programs which are not to be funded by this grant, the students' ethnic composition is 85% Hispanic, 5% white, 4% African American, 3% Asian, and 3% Filipino.

While VNHS must meet the demands of this neighborhood student population, it must also provide programs that meet the needs of high achieving magnet students from throughout the city. Added to this challenge, VNHS was compelled to change to a three-track, year-round schedule in 2001 to ameliorate a burgeoning student population, a shortage of classrooms, and necessity for teachers to change classrooms during a school day. But population migration within Los Angeles is dynamic: From the time this schedule change occurred, student enrollment has fallen. In September of 2005, Van Nuys High School returned to a traditional schedule.

Even in the face of these challenges Van Nuys High School has demonstrated consistent improvement. Van Nuys High School met and exceeded API target goals for the last two years and made significant gains in all subgroups. (The Academic Performance Index is a California ranking system described in footnote #1 on page 5 of Appendix B.) API scores school wide rose 14 points over the last year, exceeding Van Nuys High School's target of nine points and registering a score of 636 in 2004-2005. Economically disadvantaged students experienced a positive growth of 33 points; African American students grew 54 points; Hispanic/Latino grew 37 points; Filipino grew 13 points; Asian American grew six points; while whites experienced a negative change of minus eight points. The growth target for each subgroup was seven points.

Van Nuys High School has already experienced modest success through smaller learning communities. The three magnet programs have enjoyed a 98% graduation rate with 57% of the students going on to four-year colleges and an additional 41% going on to two-year colleges. The Humanitas program has grown over the years. Also, the School of Technical Arts will merge two smaller programs, the Machine Tool Academy and the Automotive Program in 2006-07.

Van Nuys High School, as part of an LAUSD District mandate, has embarked on a broad restructuring process to convert to wall-to-wall smaller learning communities. The stakeholders

of Van Nuys High School view this reorganizing and restructuring as an opportunity to expand upon already successful strategies while re-examining delivery of services to enhance student achievement. The goals are to enhance accountability and redistribute leadership, increase parental participation and community partnerships and involvement, to improve student achievement and enhance post-secondary success and opportunities.

Van Nuys High School is committed to creating a safe and secure environment where students will become self-sufficient, academically capable individuals, effective communicators, critical thinkers, self-directed lifelong learners, and responsible and ethical citizens. The school is committed to providing a superior, interdisciplinary education where students will attain the skills necessary to participate successfully in a democratic community. This vision is aligned with Local District 2's mission statement to provide quality professional development and service to Local District 2 schools: "to ensure that all students receive a rigorous standards-based curriculum, quality instruction, and the opportunity to learn." The VNHS vision is shared and supported by our School Based Management Council and various other advisory committees that include representatives of all stakeholders, including business and industry.

I. Description of Smaller Learning Communities

VNHS will introduce a Ninth Grade House in fall of 2006 and is scheduled to go wall-to-wall beginning in fall 2007 with the addition of four thematic career pathways for 10th through 12th grades. A sixth smaller learning community is being considered for fall 2008, and dialogue is underway with stakeholders now to define its focus.

This complete SLC reorganization will bring a restructuring of the delivery of VNHS' rigorous standards-based curriculum, focusing on the individualized needs of each student. Therefore, all SLCs have been designed to incorporate common strategies, which have their roots in current research that highlights effectiveness of SLCs, personalization of education and career-focused education that affords a smooth school-to-work transition. These align with the seven attributes of SLC design established by LAUSD for SLC implementation—(1) unifying vision; (2) personalization; (3) equity and access; (4) professional development; (5) accountability and distributed leadership; (6) parent and community engagement; (7) rigorous standards based curriculum, instruction and assessment—and the structures and strategies identified by the district as appropriate for SLC restructuring. (See Appendix D and the application main narrative.)

For example, strategies for personalization will be implemented to create for students a sense of belonging within their academic communities and within the community outside the school. In addition to creating an intimate environment where students and their parents can forge long lasting relationships with faculty and staff, an advisory system will be pilot tested in the Ninth Grade House to see if this program should be expanded school wide. All SLCs for 10th through 12th graders will be organized around thematic content that correlates to major industry in the Los Angeles area and vital trends in employment within the State. Since each SLC (aside from the Ninth Grade House) will have a curriculum theme and a career focus, a focused professional development will be utilized to integrate standards-based curriculum, instruction and assessment into interdisciplinary themes and connect teachers to business and industry partners external to the school.

It is our intent to provide linkages for our students to employment in high skill, high wage careers that are expected to grow in the future in this area, as well as in other parts of the country and world. Los Angeles is a cosmopolitan city that is vibrantly connected to the rest of the world through business and technology, arts and entertainment, a growing culture of health and wellness, social justice and an increasingly shared global vision.

The following chart summarizes descriptions of the smaller learning communities and respective maximum student enrollments with highlights of proposed strategies and plans of action which document the school culture, the academic core and support. *New and expanding* SLCs in the chart will receive funding through this grant. *Established* SLCs, discussed after the chart, exist now and will not be supported with these funds.

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Maximum Student Enrollment
1	NINTH GRADE HOUSE	<p>The Van Nuys High School Ninth Grade House has been created to address the individual needs of ninth grade students entering the school for the first time, and will focus on giving these students the fundamental tools they will need to progress successfully to the tenth grade, to graduation, to a post-secondary career and beyond. All transitioning eighth to ninth grade students that are not in a magnet program will be placed in the Ninth Grade House, and a summer bridge program is offered for transitioning students who are below or far below basic proficiency levels.</p> <p>An orientation will be held to welcome incoming 9th grade students and their families and begin the process of personalization, so that all students may develop relationships that will help them feel intimately connected to, not only the Ninth Grade House, but also the school as a whole. Studies indicate that the transition from ninth grade to tenth is when they are the most at-risk for academic failure—a high proportion of these students leave school altogether. The faculty, counselors and administration of the Van Nuys High School Ninth Grade House, therefore, believe it is integral to provide proactive interventions, increase parent involvement and create an environment where students feel wanted and where individual needs of students are being met.</p> <p>Additionally, study skills are fundamental to academic success and to creating a culture of achievement. All students will learn important study strategies, which will be unified to help them build a foundation for learning and academic achievement across the curriculum. In addition, through life skills classes, assemblies, advisories and conferences with parents and their counselor to develop a four-year education plan, students will be able to make informed choices about joining interdisciplinary career pathways offered in grades ten through twelve.</p>	<p>New SLC <u>Student Group:</u> 9th Graders <u>Current Enrollment:</u> 0 <u>Capacity:</u> 500</p>
2	THE SCHOOL OF HEALTH CAREERS, NUTRITION AND CULINARY ARTS	<p>The School of Health Careers and Nutrition Smaller Learning Community prepares students for careers in the health field, nutrition related fields and the culinary arts. The stakeholders of this school believe that through hard work dedication, and teamwork, students can obtain gainful employment that is satisfying and empowering, helping them to become successful contributing members of society. This rigorous standards-based program will not only prepare students for the A through G requirements developed for the University of California but also will be</p>	<p>Expanding SLC <u>Student Group:</u> 10th -12th grades <u>Current Enrollment:</u> 240 <u>Capacity:</u> 500</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Maximum Student Enrollment
		<p>enhanced by instruction based on achieving post-secondary success in career fields. A dedicated faculty will work closely with students and parents over a three-year period and personalize programs to fulfill individual student needs. The School of Health Careers, Nutrition, and Culinary Arts believes that all students can learn and that by linking education to viable career pathways will motivate students to achieve academic and personal goals. Van Nuys' Culinary Pathway has already developed partnerships with industry professionals such as Sherry Yard, the head chef for world-renowned restaurateur Wolfgang Puck and also has raised over \$280,000 in scholarships. In addition, research has shown that opportunities in the health field are and have been expanding making it a vibrant field full of opportunity. Through close work with faculty, counselors and administrators students will be prepared to enter the college of their choice or embark on a career path that will be interesting, challenging and fulfilling.</p>	
3	THE SCHOOL OF MULTIMEDIA, PERFORMANCE AND DESIGN	<p>Los Angeles is the entertainment and media capital of the world. The School of Multimedia, Performance and Design has been created to provide career pathways to give students the skills they need to succeed in these burgeoning fields. Students will learn skills in a wide variety of topics ranging from advertising, graphic design, live-concert technician, theater arts and beyond. Students will learn valuable skills both in terms of performance and behind the scenes work. The faculty and staff are dedicated to creating an intimate environment working closely with students and parents for three years, promoting personal growth and student achievement. It is the belief of the School of Multimedia, Performance and Design that the combination of creativity, dedication and discipline can help students overcome almost any obstacle. The highly prestigious Zappa program is part of this smaller learning community and has successfully trained students to become live-concert technicians frequently providing job placement and valuable work experience. Faculty and staff will participate in meaningful professional development and oversight of the community to provide a quality education and create a culture of achievement. A through G requirements for the University of California will be achieved through research driven standards-based curriculum, instruction and assessment.</p>	<p>Expanding SLC <u>Student Group:</u> 10th -12th grades <u>Current Enrollment:</u> 350 <u>Capacity:</u> 500</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Maximum Student Enrollment
4	THE SCHOOL OF THE HUMANITIES	<p>The School of the Humanities utilizes interdisciplinary strategies to achieve academic excellence and empower students to become contributing members of society. This liberal arts approach is geared to create a college going culture, where students will learn about post-secondary opportunities and be encouraged to apply and attend the college of their choice. The highly successful Humanitas program will be a large component of this smaller learning community. Teachers team teach, providing interdisciplinary instruction, in various course pairing such as language arts and social science or language arts and biology to give students a broad perspective on learning and the interrelated nature of the world in which we live. Faculty will utilize common time and staff development to help create an intimate environment where individual needs of all students will be met. Consistent relationships between faculty, staff and students will be forged over a three-year period to help foster student achievement and academic success. Teen court, our collaboration between the City of Van Nuys Court System and the student body will be part of this community. Also, a Public Policy Academy is being planned for this community, as well as a focus of law and politics. Students will be encouraged to become advocates to help strengthen their communities and become productive caring members of society.</p>	<p>Expanding SLC <u>Student Group:</u> 10th -12th grades <u>Current Enrollment:</u> 250 <u>Capacity:</u> 500</p>
5	THE SCHOOL OF TECHNICAL ARTS	<p>The Van Nuys High School Technology Smaller Learning Community will bring together different strands to focus on preparing students for careers in technology. The Machine Tool Academy will combine with the newly started Automotive Academy and the Business Academy to offer all students a wide variety of real world skills that will be crucial in preparing them for post-secondary careers in technological fields. A computer component and an architecture, construction, and engineering strand will be part of this smaller learning community, as well. A rigorous standards-based curriculum will help students attain A through G requirements for the University of California system. Parents, students, faculty and staff will come together to form an intimate inclusive community with a culture of success and caring. Professional development will benefit instruction, keeping faculty abreast of the most cutting edge technologies so that students will be competitive in their post-secondary careers.</p>	<p>Expanding SLC <u>Student Group:</u> 10th -12th grades <u>Current Enrollment:</u> 400 <u>Capacity:</u> 500</p>

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Maximum Student Enrollment
6	TBD	Van Nuys High School is planning to open a 6 th SLC for 10 th to 12 th grades but the details of this smaller learning community are still under discussion. The start date tentatively is set for Fall 2008.	New SLC <u>Student Group:</u> 10 th -12 th grades <u>Current Enrollment:</u> 0 <u>Capacity:</u> TBD

Established SLCs (which will NOT receive funding from this grant): The following smaller learning communities are magnet programs that are already established programs on the Van Nuys High School campus. They are separate “stand alone” schools on the Van Nuys High School campus with separate location codes and funding sources and operate under provisions of magnet schools outlined by the California Department of Education and LAUSD.

7. THE SCHOOL OF MATHEMATICS AND SCIENCE MAGNET. The School of Mathematics and Science provides an opportunity for students to develop and refine high-level skills in mathematics and science so that they will be prepared to pursue post-secondary opportunities in these arenas. A goal of the School of Mathematics and Science is to create an intimate environment, where students are well known by a group of educators who act as advisers and advocates, working closely with students and their families to help them succeed. Through a rigorous standards-based curriculum, collaborations in the community, and by creating a college-going culture students will be encouraged to attend the college or university of their choice and be prepared to meet post-secondary challenges. Faculty work together, collaborating to continually improve the smaller learning community. Students are encouraged to become active caring members of society while achieving personal goals.

8. THE SCHOOL OF MEDICAL CAREERS MAGNET. The Van Nuys School of Medical Careers Magnet prepares students for careers in the medical field. Students come from across the city attend this prestigious program. Students receive training at local hospitals as part of their every day curriculum. A rigorous standards-based curriculum is utilized for students to attain A through G requirements so that they will be prepared to attend the university or college of their choice. This intimate community allows students to form bonds with faculty, counselors and staff to insure that individual student needs are met. Faculty, staff, administration, and counselors work closely with one another to be accountable to the program and provide strong leadership for the program.

9. THE SCHOOL OF PERFORMING ARTS MAGNET. The School of the Performing Arts Magnet attracts many extremely talented students from the greater Los Angeles area, the hub of the entertainment industry. Students study a wide variety of performing arts including dance, music, drama, film and so much more. These gifted students prepare for careers in the entertainment business. They follow a rigorous standards-based curriculum to achieve academic goals and prepare them for exciting and meaningful post-secondary careers. The School of Performing Arts Magnet believes that tailoring programs to meet

individual student needs is vital in helping students achieve their goals and that creating strong relationships between members of a community is vital in creating a culture of excellence and success.

II. Student Choice

Ninth graders will be introduced into smaller learning communities through the Ninth Grade House, where they will be required to take Life Skills courses. Counselors, coordinators and faculty from the various SLCs will make presentations explaining in detail the different career paths, strands, academics and SLC options. By the spring of 2007 all ninth grade students will be prepared to choose which smaller learning community that they will enter. In addition, tenth and eleventh graders will also participate in presentations made by counselors, coordinators and faculty from the various SLCs to the different career paths, strands, academics and SLC options. Students will fill out request forms, which will then be sorted by staff. Students will select a first, second, and third choice in case the desired SLC is filled. Students will participate in a lottery if there is no space in a chosen SLC. Students will be able to change SLCs one time per year in May for the following fall, based on availability. Students will petition counselors or the SLC coordinator. Parental consent and administrative approval will be required. In addition, Van Nuys high School will articulate with middle schools.

III. Accelerated Learning Strategies

Van Nuys High School has a significant number of students who are below grade level in key academic subjects like reading/language arts and mathematics. Therefore, in compliance with LAUSD and State policies and local determinations of need, the school implements accelerated learning strategies and interventions that are designed to assist teaching staff trying to help these students. The school's accelerated learning strategies outlined in the chart on the following few pages collectively meet all of the criteria of this RFA to especially help 9th graders reach grade level in English/Language Arts and mathematics by the end of the 10th grade. Appendix C outlines the district's initiatives to improve student academic performance in literacy/reading and math in more detail.

A. Reading/Language Arts Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Language! <ul style="list-style-type: none"> • Students at 3rd grade level in reading and below • Poor test scores in CAHSEE, etc. • Poor grades in English 	<ul style="list-style-type: none"> • District's mandated Developing Readers and Writers Program is based on the Language! materials. • Based on empirical research findings on reading from the National Reading Panel, the National Council of Teachers of English and the International Reading Association • The district program offered in lieu of core English course. • Phonemic-based instruction for students who are not at the decoding level. • Scripted lessons; teacher picking and choosing activities based on need of students. • Constant assessment: daily, unit, pre/post. • Prescriptive program • Offered on all three tracks • Ongoing professional development offered to teachers throughout the year. 	<p>Yes</p>
High Point <ul style="list-style-type: none"> • English as a Second Language students • Limited English Proficiency at levels 1-4 as determined by previous portfolio 	<ul style="list-style-type: none"> • State-adopted curriculum 'High Point' to address primarily the needs of English Language Learners and English as Second Language students • The district program offered in lieu of core English course. • Students studying English as a second language enrolled in this course. • The scope and sequence of the program: (1) language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and 	<p>Yes</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	spelling <ul style="list-style-type: none"> • Cohesive use of strategies across ESL levels learned in staff development: Total Physical Response, Thinking Maps, Anticipation Guides, Reciprocal Teaching, Cooperative Learning. • Ongoing professional development offered to teachers throughout the year. 	
Kaplan <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in English encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for English 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based) that involve students in reading texts. • Students engaged in reading texts to utilize test-taking strategies for the CAHSEE. 	Yes
Experience In English Program <ul style="list-style-type: none"> • English Learners 	<ul style="list-style-type: none"> • Language development program 	
Extended School Year <ul style="list-style-type: none"> • Special Education Students 	<ul style="list-style-type: none"> • Offered in the summer. Small class size with a 12:1 student to teacher ratio. • Program offered Monday through Friday for four hours • Program offers remediation and enrichment 	No
SAT Preparatory Class <ul style="list-style-type: none"> • 11th-12th graders 	<ul style="list-style-type: none"> • Follow the Princeton Review model to assist students interested in preparing for the SAT. • Program offered after school and in Saturday classes. 	No
Saturday School <ul style="list-style-type: none"> • Students who have failed courses in the previous semester 	<ul style="list-style-type: none"> • New program to begin during the grant term. • Intensive All-day Saturday school to make-up a failed class. • Remediation— Class allows students an opportunity to relearn the course material and receive the credit necessary to move on to the next class. 	No
Seventh Period Recovery Program <ul style="list-style-type: none"> • All grades • Students who have failed a course in the previous semester 	<ul style="list-style-type: none"> • New Program to begin during the grant term. • Class make-up offered beyond the school day in 7th period to assist students who have failed a course in the previous semester. Class allows students an opportunity to relearn the course material and receive the credit necessary to move on to the next class. 	No

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Summer Bridge program <ul style="list-style-type: none"> 9th-10th grade students reading below grade level 	<ul style="list-style-type: none"> Designed for the summer to effect successful transition between middle school and high school. English/Language Arts interventions and support and basic study skills (reading, vocabulary, note-taking, organization, etc.) Orientation to high school for students and their parents on graduation requirements 	No
Summer School <ul style="list-style-type: none"> All grade levels 	<ul style="list-style-type: none"> Remediation classes to bring students back to grade level. Class allows students an opportunity to relearn the course material and receive the credit necessary to move on to the next class. Enrichment opportunities are offered as well 	No
Tutoring Programs <ul style="list-style-type: none"> All students regardless of proficiency may enroll. ESL tutoring 	<ul style="list-style-type: none"> Teacher tutoring one-on-one before or after school. Student self referral or teacher referral Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. General study hall for all academies with homework help for students in 9th and 10th grade. Offered daily after school. 	No

B. Mathematics Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Kaplan <ul style="list-style-type: none"> All students regardless of proficiency may enroll. Poor/failing grades in Math encouraged to enroll. Poor test scores (e.g. CST) in English encouraged to enroll. Lacking credits Preparation for the California High School Exit Exam for Math 	<ul style="list-style-type: none"> The district's Extended Learning Program offered on Saturdays. Students attending a 9-week session. Students in a class setting with a student: teacher ratio of 20:1. Teachers delivering scripted lessons (Kaplan based). Students engaged in math exercises to utilize test-taking strategies for the CAHSEE. 	Yes
Carnegie Cognitive Math Tutor <ul style="list-style-type: none"> Algebra students. 	<ul style="list-style-type: none"> Based on 20 years of research at Carnegie Mellon Univ. Software & Information Industry Association (SIIA) selected this program as the winner at the annual Code Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award Accelerated learning strategy to prepare low 	Yes

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CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	achieving Math students to take the CAHSEE. <ul style="list-style-type: none"> • Combines computer software with collaborative classroom activities. • Computer software and collaborative classroom activities. • Program assesses student ability and tailors the curriculum to his/her individual skill level. • Students spend three days a week in a traditional classroom and two days a week in tutoring program. 	
Los Angeles Virtual Academy <ul style="list-style-type: none"> • Students who failed Algebra 1 and/or California High School Exit Exam 	<ul style="list-style-type: none"> • Blended onsite/online learning model that includes the BlackBoard learning system for asynchronous course content. • Pilot tested at the district in 2003 with positive results. • Self-paced program offered daily during regular school day. Can be used for credit recovery. • Instruction is provided by LAUSD teachers and mentors. Each online instructor receives professional development training in the methodology and pedagogy of delivering online instruction 	No
Saturday School <ul style="list-style-type: none"> • Students who have failed courses in the previous semester 	<ul style="list-style-type: none"> • New program to begin during the grant term. • Intensive All-day Saturday school to make-up a failed class. • Remediation— Class allows students an opportunity to relearn the course material and receive the credit necessary to move on to the next class. 	No
Seventh Period Recovery Program <ul style="list-style-type: none"> • All grades • Students who have failed a course in the previous semester 	<ul style="list-style-type: none"> • New Program to begin during the grant term. • Class make-up offered beyond the school day in 7th period to assist students who have failed a course in the previous semester. Class allows students an opportunity to relearn the course material and receive the credit necessary to move on to the next class. 	No
Summer Bridge program <ul style="list-style-type: none"> • 9th-10th grade students reading below grade level 	<ul style="list-style-type: none"> • Designed for the summer to effect successful transition between middle school and high school. • Math interventions and support and basic study skills (reading, vocabulary, note-taking, organization, etc.) • Orientation to high school for students and their parents on graduation requirements 	No
Summer School <ul style="list-style-type: none"> • All grade levels 	<ul style="list-style-type: none"> • Remediation classes to bring students back to grade level. Class allows students an opportunity to relearn the course material and receive the credit necessary to move on to the next class. • Enrichment opportunities are offered as well 	No

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CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. 	No

IV. Stakeholder Involvement: A Proof of Readiness

The chart below summarizes highlights of how Van Nuys High School has prepared for its SLC campus conversion. The action tasks listed here have been completed despite the fact that the school has never received a federal SLC grant. Planning and preparatory activities have built upon the review of published academic research, informal research and observation of successful programs, and professional development efforts throughout the district and Local District 2. Outreach and consultation with and involvement of all school stakeholders, especially teachers needing to be actively involved in the planning and implementation processes, are demonstrated below. The school is continuing to build detailed action plans for the full term of the grant that will involve all stakeholders.

PROOF OF READINESS		
Timelines	Tasks	Personnel and Other Stakeholders Participating/Involved in Task
May 31, 2005	Van Nuys High School begins to explore moving to Smaller Learning Communities. The idea of advisories was addressed. El Monte and Monroe visitations were scheduled.	Chris May (Lead Teacher Humanities) Leslie Kelley (English Teacher), Gino Pelligrini (English Teacher), Carlo Dominguez (History Teacher), Robert Shaw (History Teacher), Mike Watson (Union Rep), Roberta Mailman (Assistant Principal), Diane Klewitz (Assistant Principal), Robin Oberman (Special Ed. Department Chair), Brad Margolin (Math Department Chair), Art Licon (History Teacher), William Hayden (Science Teacher)
April 1, 2005	Visitation to Wildwood School	Kayne (History Teacher), Carrasco (Bi-lingual Coordinator), Cooper (Science Teacher), Mailman (Assistant Principal), Mitchnick (Assistant Principal),
October 13, 2005	School Visitation in San Diego to observe Smaller Learning Community	Mailman (Assistant Principal), Del Navez (Assistant Principal), Fitelson Counselor
November 17, 18	Perkins meeting	Wasserman (Perkins Coordinator), Giller (Career Counselor), Agruso (Autoshop Teacher), Nisbit (Math Teacher), Margolin (Math Department Chair), Mailman (Assistant Principal), Jordon (Lead Teacher Design)

PROOF OF READINESS		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
December 6, 2005	School Visitation in San Diego to observe Smaller Learning Community	Chase (SLC Coordinator), Mitchnick (Assistant Principal), Dominguez (History Teacher)
December 2005 Milestone	Received \$25,000 SLC Planning Grant	Chase (SLC Coordinator), Vanderbok (Principal)
January 12-14, 2006	SLC Conference/Research based Met Marlene Laplant, a professional SLC consultant who would later address the faculty at PDD	Vanderbok (Principal), Wasserman (Perkins Coordinator), Mitchnick (Assistant Principal)
February 3, 2006, Milestone	First Schoolwide Advisory Meeting called	Mailman (Assistant Principal), Watson (Union Rep), Nisbit (Math Teacher), Jordon (Lead Teacher Design), Eisenhart (Music Department Chair), May (Lead Teacher Humanities), Chase (SLC Coordinator), Song (Art Department Chair), Hale (Magnet Coordinator), Takano (Magnet Coordinator), Mitchell (History Teacher), Mitchnick (Assistant Principal), Vanderbok (Principal), Conrad (Lead Teacher 9 th Grade Academy), Margolin (Math Department Chair)
February 6, 2006 Survey, Milestone	<p>A survey was created to begin to determine which Smaller Learning Communities would generate student interest. The results of the survey generated our Smaller Learning Community structure. High interest generated in automotive, computer, medicine, nursing, music/art, veterinarian, law, police department, film/photography, architecture, culinary arts, etc. The structure is decided. Currently we already have three magnet programs which function as Smaller Learning Communities, Math/Science, Medical Careers, and performing Arts. Five other academies were proposed.</p> <ul style="list-style-type: none"> • Ninth Grade House (Fall 2006) • Arts, Media and Entertainment (Fall 2007) • Health Careers (Fall 2007) • Humanitas (Fall 2007) • Transportation, Engineering, Construction and Architecture (Fall 2007) 	Mailman (Assistant Principal), Chase (SLC Coordinator), Vanderbok (Principal), Mitchnick (Assistant Principal), students

PROOF OF READINESS		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
February 14, 2006 Milestone	The new structure was introduced to the faculty and staff during a professional development meeting. There was significant faculty buy in at this juncture. Marlene Laplant an outside consultant provided research-based training to faculty, administration and staff	Administration, faculty, counselors, staff
February 14, 2006	Schoolwide SLC Advisory meets	Schoolwide Advisory
February 14-16, 2006	Conference South San Francisco/California Partnerships/Research Based	Chase (SLC Coordinator)
February 28, 2006	Schoolwide Advisory meets	Schoolwide Advisory
March 6, 2006	Administrators meeting concerning SLC, Introduced to Victoria Vergasgul from Architects of Achievement. Research driven.	School Administration
March 7, 2006	Introduce the design team concept and get participation from the faculty, counselors, and administration. Questions addressed, how can teachers teach in more than one SLC/Passports, can students take classes outside of specific SLC/Passports, preference forms for faculty/what SLCs will they teach in? etc. Further definition of Smaller Learning Communities	Administration, faculty, counselors, staff
March 7, 2006	Articulation with Van Nuys Middle School. Discussion concerning "house" system. VNMS has several years of experience. Also, discussion on transition.	Austel (Science Department Chair), Campbell (Special Ed. Teacher), Costelo (Counselor), Chastain (Math Teacher), Anka English Teacher, Del Rio (English Teacher), Conrad (Lead Teacher 9 th Grade Academy), Everding (ESL Teacher), Roberts (Department Chair English), Fraigon (History Teacher), Oberman (Department Chair Special Ed.), Garcia (Department Chair Spanish), Ochoa (Math Teacher), Grella (Life Skills Teacher), Hasa (English Teacher), Saunders (Math coach), Jenssen (Literacy Coach), Kim (English Teacher), Kim (Science Teacher), Shafer (Special Ed. Teacher), Kooner (ESL Teacher), Blackwell (Life Skills Teacher), Pelligrini (English Teacher), Bryant, Pali (Life Skills Teacher),

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PROOF OF READINESS		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
		Purchase-Marshall (Computer Teacher), Tauvar (English Teacher), Villapudua (Special Ed. Teacher), Wedeen (Life Skills Teacher), Earp (English Teacher), Neundorf (Counselor), Leigh (Counselor), Company, Wrigh (Counselor), Carrasco (Bi-lingual Coordinator)
March 8, 2006 Milestone	Initial meeting with Pam Hamashita District 2 to plan the grant.	Mailman (Assistant Principal), Chase (SLC coordinator)
March 9 and 10 SLC Conference at Manhattan Beach Milestone	This event was participated in by a large group of faculty and covered a wide variety of topics all research based. A large group of faculty attended this event and a lively debate was generated as were different philosophies for embracing Smaller Learning Communities. Several documents were generated which helped to clarify the Smaller Learning Community strategy.	Schoolwide Advisory
March 13, 2006	Visitation to Poly H.S.	Counselors, Mailman (Assistant Principal), Mitchnick (Assistant Principal),
March 25, 2006	Follow-up meeting with Pam Hamashita	Chase, (SLC Coordinator)
March 28, 2006 Milestone	Faculty broken into SLCs. Begin the planning committees and design teams. Math/Science, PA, Medical Careers, Ninth Grade House, Arts, Media, Entertainment, Humanitas, Construction/Automotive, New design.	Administration, faculty, counselors, staff
April 5, 2006 Milestone	First Ninth Grade Academy meeting. This will be our first SLC. Vision, goals, scheduling, advisories, etc. discussed.	Castelo (Counselor), Chase (SLC Coordinator), Conrad (Lead Teacher 9 th Grade Academy), Del Real (English Teacher), Flores (Math Teacher), Garcia (Spanish Teacher), Jenkins, Kooner (ESL Teacher), Mailman (Assistant Principal), Reisch (Assistant Principal), Saunders (Math Coach), Song (Special Ed. Teacher), Vanderbok (Principal), Villapadua (Special Ed. Teacher)
April 20, 2006	Ninth Grade Academy meeting	Ninth Grade Advisory members
April 27, 2006	Victoria Vergasgul from Architecture of Achievement toured campus outlining possible	Mailman (Assistant Principal), Saunders (Math Coach)

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PROOF OF READINESS		
Timelines	Tasks	Personnel and Other Stakeholders Participating/Involved in Task
	SLC conversion	
April 27, 2006	Ninth Grade Academy meeting	Ninth Grade Advisory members
May 21, 2006	Ninth Grade Academy meeting	Ninth Grade Advisory members
May 25, 2006	Ninth Grade Academy meeting	Ninth Grade Advisory members

V. Conflict Resolution Plan

All conflicts occurring at Van Nuys High School during implementation of the SLC plan will abide first and foremost by LAUSD and union contracts and guidelines. The number one priority for all conflict resolutions will be, *what is in the best interest of the students*; the number two priority will be, *what is in the best interest of Van Nuys High School*.

STEP 1

Conflicts that occur within a smaller learning community will at first try to be resolved between the conflicting parties and the SLC administrator acting as the mediator.

STEP 2

If the conflict is not resolved immediately a determination will be made as to the nature of the conflict as to whether it is one of the following:

- a contract dispute, or
- a local decision.

In the event that it is a contract dispute it will be handled as dictated by the UTLA contract. However, if it is a local decision the conflicting parties and the administrator will all prepare formal statements within five business days and submit them to the smaller learning community conflict resolution committee.

STEP 3

Each smaller learning community will have a conflict resolution committee, comprised of faculty, counselors, the union representative and an administrator. The formal statements will be reviewed and the committee will meet with the conflicting parties within five business days. The committee will make a summary report with a formal recommendation within 48 hours after said meeting.

STEP 4

For school-wide conflicts, there will be a school-wide conflict resolution committee comprised of faculty, counselors, the union representative and the principal. All school-wide conflicts will proceed directly to this phase. If formal written statements of conflicting parties have not been generated at this juncture they will be due within five business days.

- Once statements have been completed the school-wide conflict resolution committee will meet within 72 hours.
- The committee will make a summary report with a formal recommendation within 48 hours after said meeting.

STEP 5

If the committee cannot resolve the issue in question, the principal will review all documentation and make a final decision within five business days. All decisions by the principal will be final.

VI. School Community Partners

Van Nuys High School is committed to building strong community resources and partnerships to help sustain its smaller learning communities over the long-term. Industry partners, for example, are extremely important for providing resources, mentors, internship opportunities, job shadowing and after-school and summer jobs for students. Partners include, but are not limited to, institutions of higher education, local non-profit agencies, local large and small businesses, and faith-based organizations.

A sampling of the school's existing community partners are noted in the following chart and demonstrate that local community support is broad-based. These lists will be expanded upon over the term of this grant in an aggressive effort to create more resources for the SLCs being implemented and to provide more opportunities for student and teacher mentoring and supports.

Each of Van Nuys' SLCs is in line with current and projected workforce needs and, thus, will provide significant opportunities with employers seeking to develop their future workforce. Additional community partners will be recruited for each SLC. (A few sample partner letters of commitment or signatures have been appended to this school SLC plan.)

A. Existing Community Resources/Partnerships

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value
School Wide Partners (available for all SLCs)			
California Business of Educational Excellence	Scholarship	One time	(b)(4)
Los Angeles Valley College	Training	One time	
Washington Mutual Bank	Internships	Ongoing	
Bank of America	Internships	Ongoing	
Universal Studios	Job training, work experience, credit and pay	Ongoing	
Target	Job training, work experience, credit and pay	Ongoing	
Academy of Business Leadership	Internships and mentoring	Ongoing	
Archdiocesan Youth Employment Services	Job training, education, and counseling	Ongoing	
Constitutional Rights Foundation	Internships	Ongoing	
Los Angeles Pediatric Society	Job Shadowing	Ongoing	
Los Angeles Board of Public Works	Internships	Ongoing	
Korean Parents	Scholarship	Ongoing	

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value
Takano	Scholarship	Ongoing	(b)(4)
City Councilman, Tony Carderas	Field trip	Ongoing	
Julie Korenstein	Field Trip	Ongoing	
1. The Ninth Grade House			
This is a new academy that has not yet developed community partners			
2. The School of Health Careers, Nutrition and Culinary Arts			
Careers through Culinary Arts Program (C-CAP)	Scholarships, mentoring, internships, advisors	Ongoing	
Culinary Institute of New York (C-CAP)	Scholarship	Ongoing	
Mission College (C-CAP)	Scholarship	Ongoing	
Habit Hamburger Grill	Job Shadowing	Ongoing	
Surfas Restaurant Supply	Supplies	Ongoing	
Sherry Yard/Spagos	Internships	Ongoing	
Denise Hoffman	Job shadowing, mentoring, speaker	Ongoing	
3. The School of Multimedia, Performance and Design			
State of California <ul style="list-style-type: none"> • Valley College • Mission College • Los Angeles City College • Unite L.A. • L.A. Chamber of Commerce • Entertainment Economy Institute • Institute for Developing Arts and Studies (IDEAS) 	SB70 Grant Job shadowing, internships, field trips, financial support, professional development, speakers, entry fees	Ongoing	
4. School of the Humanities			
Judge Stanley Kriegler	Job shadowing, mentoring	Ongoing	
Judge Richard Krishner	Job shadowing, mentoring	Ongoing	

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Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value
Law offices of Ronald M. Katzman	Mentors	Ongoing	(b)(4)
Long beach Mortgage	Mentors	Ongoing	
Future Business Leaders of America	Training, mentoring	Ongoing	
Junior Achievement	Job shadowing	Ongoing	
5. School of Technical Arts			
Ford Motor Company	Training	Ongoing	
Snap-on Tools	Scholarships safety training	Ongoing	
UTI Automotive School	Scholarships	Ongoing	
Wyotech Automotive School	Scholarships	Ongoing	
Hammer Toyota	Internships	Ongoing	
Pierce College	Articulation, training	Ongoing	
IBE Consulting Engineers	Mentoring and Scholarships	Ongoing	
Gruen & Associates	Mentoring, scholarships and internships	Ongoing	
Carter Burgess	Mentoring and Scholarships	Ongoing	
Bernard Brothers Construction	Mentoring and Scholarships	Ongoing	
Coffman Engineers	Mentoring and Scholarships	Ongoing	
Steven Smith (Landscape Architect)	Guest Speaker	Ongoing	
Roland Genick (Landscape Architect)	Guest Speaker	Ongoing	
Valley College	Training	Ongoing	
CSUN	Training	Ongoing	
VNHS Alumni Association	Financial contribution	Ongoing	
Industrial Metal Supply	Metal contribution	Ongoing	
FIRST Robotics	Grant	Ongoing	
JPL NASA	Sponsor beginning teams	Ongoing	
Local Machine Shops	FINANCIAL CONTRIBUTION	Ongoing	
Small Manufacturers' Institute	Internships, financial contribution	Ongoing	

B. Potential Community Resources/Partnerships

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
School Wide Partners (available for all SLCs)		
Xtreme Education	Mentors, advisors, guest speakers	January 2007
Sunkist Fruit	Job shadowing, Internships	December 2006
1. Ninth Grade House		
Starbucks Coffee	Job shadowing, Internships	December 2006
Artis Musical	Internships, job shadowing,	February 2007
2. The School of Health Careers, Nutrition and Culinary Arts		
Charlie Brown Sales Company/Food service	Mentors, advisors, guest speakers	February 2007
Well Point Health Networks	Mentors, advisors, guest speakers	February 2007
LAC USC Healthcare Network	Mentors, advisors, guest speakers	February 2007
Event Rescue Service	Mentors, advisors, guest speakers	February 2007
California Healing Arts College	Mentors, advisors, guest speakers	February 2007
3. The School of Multimedia, Performance and Design		
Robinson's May	Internships, job shadowing, financial for Fashion class	November 2006
Nordstrom's	Internships, job shadowing, financial for Fashion class	November 2006
Macy's	Internships, job shadowing, financial for Fashion class	November 2006
Bloomingdale's	Internships, job shadowing, financial for Fashion class	November 2006
Espy Music Group	Internships, job shadowing,	February 2007
4. School of the Humanities		
Fisher and Associates	Guest Speakers	February 2007
Law Offices of Patricia M. Cullen	Guest Speakers	February 2007
5. School of Technical Arts		
Technical Associates	Mentors, advisors, guest speakers	January 2007
PDC Web Designer	Internships, job shadowing,	February 2007

VII. SLC Teams: Roles, Responsibilities and Qualifications

SLCs at Van Nuys are designed and implemented by groups of stakeholders dedicated to each program. The roles, responsibilities and qualifications of the project directors/administrators, support staff, and teachers who will coordinate the smaller learning communities are detailed below. Due to the extremely large and complex organizational structures of LAUSD's large schools, we have not included the roles of parents, students and community stakeholders in these charts since they are not paid for their services. Neither have we attempted to add ALL staff, but have focused on the lead positions. Other components of this proposal, including the Proof of Readiness, Professional Development, Community Partners, Leveraging of Funds, and signature sheets and letters attached, attest to the involvement of these other groups and outline their various roles.

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
CENTRAL ADMINISTRATIVE TEAM				
Dr. Judith Vanderbok Principal	<p>Roles: Central areas of responsibilities include: certified staff, classified staff, parent meeting, school based management, total school, alumni association, news media, small learning communities, red team, budget oversight, decision making councils, grant monitoring and implementation, District mandates, union contract compliance, personnel selection, student registration, faculty meetings, school data and AYP review.</p> <ul style="list-style-type: none"> - Ensures rigorous academic programs for all students, recruiting and developing staff, monitoring supplemental programs, school funds. - Oversees community and public relations. <p>Qualifications: 1 year experience as principal at Van Nuys High School (2005-2006) 6 years experience as assistant principal (1999-2005) 1 year as district instructional support advisor (1998-1999) 15 years as high school teacher (1984-1998; 2003-4) 4 years as a speech coach (1984-1988)</p>	40%	YES	YES
Peter Chase SLC Project Director, English Teacher, School Newspaper Faculty Advisor	<p>Roles: Leading the school-wide SLC conversion process in accordance with District policy and the bargaining agreement. Ensures rigorous academic programs for all students. English Teacher. Grantwriter/Accreditation Writer. Newspaper Faculty Advisor. Advisor Ninth Grade House.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • English Teacher 4 years (2002-2006) • AP English Literature Teacher 2 years (2004-2006) 	40%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • Faculty Advisor School Newspaper 3 years (2003-2006) • Researcher: The National Center for Public Policy and Higher Education 5 years (2001-2006) • Grantwriter: Pathway Society, a drug and alcohol rehab facility in San Jose. 5 years 1998-2003 • Teaching Credential at CSUN • M.A. in Screenwriting at University of Southern California, Elizabeth Kempthorpe Fellow • B.A. in Literature at University of California at Santa Cruz 			
1. Ninth Grade Academy				
<p>Louanna Reisch Lead Administrator</p>	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Oversees intervention/Saturday School, gifted program, science department, Title I, AVID and Assemblies.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Assistant Principal at Van Nuys High School 1 year 2005-2006 • Title I coordinator at Robert Fulton Preparatory School 2002-2005 • Math Department Chair/Bilingual Teacher 6-8th grade at Robert Fulton Preparatory School 1996-2002 • Bilingual Teacher at Valerio Street Elementary School 1986-1996 • Bilingual Teacher at Fenton Elementary School 1970-1986 • M.A. Educational Administration at CSUN • Preliminary Administrative Services Credential at CSUN • B.A. at University of California Los Angeles, Italian 	70%	YES	YES
<p>Joyce Conrad Lead Teacher/ Coordinator</p>	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment</p>	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>and information for students and parents about coming to the high school and the SLC options. ESL Department Chair and Teacher</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • ESL Department Chair and ESL Teacher at Van Nuys High School 2001-2006 • ESL/English Teacher Lynwood Opportunity Evening High School 2000-2001 • ESL Teacher at International House Santa Monica 2000-2001 • ESL Teacher at St. Giles College San Francisco 1996-2000 • CA Professional Single Subject Teaching Credential, English/ESL National University • M.A. TESOL (Master of Arts degree in Teaching English to Speakers of Other Languages) San Francisco State University • B.A. English (Minor: Philosophy) Keene State College 			
<p>Joanne Leigh Lead Counselor</p>	<p>Roles: Collaborates with teachers and counselors, provides students with academic counseling, participate in IEP and SST, holds parent teacher conferences, prepares student programs, attends college and professional workshops.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor at Van Nuys High School 1999-2006 • P.P.S. Credential CSUN • M.A. Counseling CSUN • B.A. Social Ecology/emphasis in Psychology and Law, U.C. Irvine 	80%	YES	YES
2. The School of Health Careers, Nutrition and Culinary Arts				
<p>Thomas Emory Lead Administrator</p>	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; maintains communication with parents and other stakeholders. Recruits ninth grade students to join SLC. Oversees attendance, campus security, discipline, math department, science department, student activities, student incentives, emergency plan, MESA program, OEHS</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Assistant Principle at Van Nuys High School 1995-2006 • Title I Coordinator Luther Burbank 1993-1994 • Dean Luther Burbank 1985-1992 • Special Education Teacher 1980-1984 • Physical Education Teacher 1978-1979 	70%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Marian Phillips Lead Teacher	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Taught 14 years at Van Nuys High School (five years Department Chair) Seven years C-CAP. • Two years Cleveland High School • Four years John Muir Middle School • B.S. U.C.L.A. Home Economics • Teaching Credential Cal L.A. 	100%	YES	YES
3. The School of Multimedia, Performance and Design				
Lead Administrator Susan Mitchnick	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; maintains communication with parents and other stakeholders. Recruits ninth grade students to join SLC. Oversees college/work experience, counselors, hospitality, master program/rooms, open house, opening/closing bulletins, post secondary commitment, report cards, state compliance (CCR), special Education, Testing/Advanced placement</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Assistant Principal Van Nuys High School 2002-2006. • High school counselor 4 years. • Middle school counselor 4 years • Elementary through adult school teacher 24 years 	70%	YES	YES
Mat Jordon Lead Teacher	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders. Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. Photography and Graphic Design teacher.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Two years Van Nuys High School Photography 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>and Graphic Design</p> <ul style="list-style-type: none"> • Five years freelance photo and graphic design • B.A. Yale University. Louis Sudler Prize for Excellence in the Arts. • M.F.A. U.C.L.A. Graduate Opportunity Fellowship. Louise Berman Fellowship. • Exhibited photography on the east and west coast. Most recently at Western Project, L.A. The photography Institute in N.Y. 			
Maria Company Lead Counselor	<p>Roles: Collaborates with teachers and counselors, provides students with academic counseling, participate in IEP and SST, holds parent teacher conferences, prepares student programs, attends college and professional workshops.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor 13 years 1992-2006 • High School Teacher 15 years ESL, Spanish, ESL math, two years department chair, two years bilingual coordinator • M.A. Pupil Personnel, Cal Lutheran • B.A. Spanish minor: ESL, CSUN 	80%	YES	YES
4. School of the Humanities				
Lead Administrator Dr. Judith Vanderbok	<p>Roles: Central areas of responsibilities include: certified staff, classified staff, parent meeting, school based management, total school, alumni association, news media, small learning communities, red team, budget oversight, decision making councils, grant monitoring and implementation, District mandates, union contract compliance, personnel selection, student registration, faculty meetings, school data and AYP review.</p> <ul style="list-style-type: none"> - Ensures rigorous academic programs for all students, recruiting and developing staff, monitoring supplemental programs, school funds. - Oversees community and public relations. <p>Qualifications: 1 year experience as principal at Van Nuys High School (2005-2006) 6 years experience as assistant principal (1999-2005) 1 year as district instructional support advisor (1998-1999) 15 years as high school teacher (1984-1998; 2003-4) 4 years as a speech coach (1984-1988)</p>	40%	YES	YES
Lead Teacher Chris May	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains</p>	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>communication with parents and other stakeholders. English Teacher. AP Teacher.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • English teacher at Van Nuys high School for seven years. • Humanitas coordinator for five years • AP teacher for two years • Honors teacher 9,11,12. • M.A. in English Literature CSUN; PhiKappaPhi Honors Society 			
<p>Lead Counselor Roland Nuendorf</p>	<p>Roles: Collaborates with teachers and counselors, provides students with academic counseling, participate in IEP and SST, holds parent teacher conferences, prepares student programs, attends college and professional workshops.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor at Van Nuys High School for 32 years • Advanced Placement coordinator at Van Nuys High School 21 years • Impact Counselor at V.N.H.S. • College Advisor at Crenshaw High School for six years • Math Teacher Byrd Jr. High School six years 	80%	YES	YES
<p>James Harlow Dean</p>	<p>Roles: In charge of all aspects of discipline including parent conferences, tardy sweeps, expulsion, detention, and paper pick up.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • One year Dean at Van Nuys High School • Six years at Van Nuys High School, English Teacher and Drama. Directed several productions. • Milken, guest director. • B.F.A. Theater at Ottenbein College Westerville Ohio • C.S.U.N. Teaching Credential, English • C.S.U.N. M.A. Education Administration • Studied acting under William Esper (Head of the drama department at Rutgers). • Studied acting under Milton Katseles 	70%	YES	YES
<p>Ken Cordero Dean</p>	<p>Roles: In charge of all aspects of discipline including parent conferences, tardy sweeps, expulsion, detention, and paper pick up.</p> <p>Qualifications:</p>	70%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> • 24 years education experience. • Three years as dean at Van Nuys High School • 11 years as History teacher at Van Nuys High School. • 13 years as History teacher at Bancroft Junior High School • B.A. History at U.C. San Diego • Teaching credential at U.C.L.A. • Four years Officer in the Marine Core, First Lieutenant 			
5: School of Technical Arts				
Lead Administrator Jack Molina	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; maintains communication with parents and other stakeholders. Recruits ninth grade students to join SLC. Oversees athletics, foreign language, PE/health department, physical plant, school calendar, Computers/tech, vocational ed. Life skills, audio visual, civic center, field trips, grant writing, JROTC, Academies, Keys, transportation, library, OEHS</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Administrator at Van Nuys High School 11 years • Administrator at Cleveland High School one year • Dean at Van Nuys High School for six years • Drafting Teacher at Van Nuys High School for five years • B.A. Cal State L.A. • M.A. Cal State L.A. 	70%	YES	YES
Lead Teacher Charlie Wilkin	<p>Roles: Coordinates meetings, works collaboratively with SLC teachers and counselors, coordinates interventions and any special events of the SLC; supervises budget expenditures related to the SLC; acts as liaison to the school administration; maintains communication with parents and other stakeholders. Science and industrial arts teacher. Head of the Machine Tool Academy.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Industrial arts and science teacher Van Nuys High School 1989-2006 • Member/School-Based Management 1991-2006 • Technology Coordinator 2001-2006 • Assembled six computer labs at VNHS • Oversaw implementation of Digital High School and SB2882 grants at VNHS 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Martha Wright Lead Counselor	<p>Roles: Collaborates with teachers and counselors, provides students with academic counseling, participate in IEP and SST, holds parent teacher conferences, prepares student programs, attends college and professional workshops.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Counselor at Van Nuys High School for 20 years. Coordinator and co-chair of various exams: Senior Proficiency, C.T.B.S., Golden State, Stanford 9, and Advanced Placement • Physical Education Teacher at Van Nuys high School for six years; sponsor of Cheerleading, Drill Team, Tall and Short Flags, Yell Leaders, and mascot • Physical education Teacher Van Nuys Middle School for four years, two years department chairperson 	80%	YES	YES

VIII. Professional Development

To ensure that the broader implementation plan towards smaller learning communities occurs efficiently, the school engages its staff in ongoing professional development. The school's plan includes a strong commitment to professional development that stresses personalization and achievement for students. The chart below provides specifics on sustained and intensive professional development for teachers, administrators and other stakeholders that will prepare them to transform and expand the campus into an SLC campus by focusing on teaching in and managing SLC programs, as well as continuously recruiting community support for sustainability. The chart reflects the expected schedule for the coming first year of the grant term. A similar schedule will be repeated over remaining years of the grant.

In addition to the school level professional development outlined below, school staff participate in SLC professional development provided by the district, which focuses on these seven attributes adopted by LAUSD for successful implementation of small school learning communities: (1) Unifying Vision/Identity; (2) Rigorous Standards-Based Curriculum, Instruction and Assessment; (3) Equity and Access; (4) Personalization; (5) Accountability and Distributed Leadership; (6) Collaboration; (7) Professional Development . (See the main narrative for the district's professional development program.)

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
1. To advance understanding of teachers, administrators, and other stakeholders of effective research-based instructional strategies for improving student achievement (particularly those below grade level)				
Math Professional Development by Local District 2 Quarterly Day institutes for Algebra I teachers that focus on both content and pedagogy.	Teachers, Math Instructional Coach.	4 day long institutes throughout the year. Sept 2006	Quarterly starting Sept 2006	Increase Teacher's content knowledge. Teachers will learn new strategies to engage students.
Math Cadre – LD2 The Math cadre is run by District 2 and meets monthly to develop strategies in Mathematics.	Math teachers + math coach+LD2+IFL	monthly	Sept 2006	Cadre of teachers will engage in reflection and enhancing their practice in a specific content area.
Literacy Cadre – LD2 The Literacy cadre is run by District 2 and meets monthly to develop strategies in Literacy.	English teachers + Literacy coach+LD2+IFL	monthly	Sept 2006	Cadre of teachers will engage in reflection and enhancing their practice in a specific content area.
Thinking Maps Thinking Maps are visual teaching tools.	Literacy coach, teachers across the curriculum	Trained teachers will train faculty at two specific PD days.	Sept. 2006	Unified graphic tools for brainstorming and organizing information across the curriculum.

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Collaborative teaching methods	Students, parents, faculty, administration, stakeholders	PD days approximately 2x per month/shared conference periods (at least 1x per week) various subjects will be covered as needed	November 2006	Increase student achievement and faculty pedagogy
Teambuilding	Students, parents, faculty, administration, stakeholders	PD days approximately 2x per month /shared conference periods (at least 1x per week) various subjects will be covered as needed	October 2006	Increase student achievement and faculty pedagogy
Vertical Teams A group of teachers in a given content area who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the academic skills for success in the Advanced Placement program.	Students, parents, faculty, administration, stakeholders	PD days approximately 2x per month /shared conference periods (at least 1x per week) various subjects will be covered as needed	July 2006 at AP conferences	Increase student achievement and faculty pedagogy
AVID In- school academic support program that prepares students for college eligibility and success.	Students, parents, faculty, administration, stakeholders	PD days approximately 2x per month /shared conference periods (at least 1x per week) various subjects will be covered as needed	September 2006 at VNHS July 2006 at Summer Institute	Increase student achievement and faculty pedagogy
LAVA a "blended-learning" environments where the teachers facilitate learning while students interact with on-line curriculum but also employ other modes of instruction when applicable.	Students, parents, faculty, administration, stakeholders	PD days approximately 2x per month /shared conference periods (at least 1x per week) various subjects will be covered as needed	September 2006	Increase student achievement and faculty pedagogy

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Vantage An interactive internet- based instructional writing program that scores student responses to prompts/writing tasks in a very short time (less than 10 seconds) through advanced artificial intelligence technologies.	Students, parents, faculty, administration, stakeholders	PD days approximately 2x per month /shared conference periods (at least 1x per week) various subjects will be covered as needed	October 2006	Increase student achievement and faculty pedagogy
Carnegie Math curriculum that combines software-based, individualized computer lessons with collaborative, real-world problem-solving activities.	Students, parents, faculty, administration, stakeholders	PD days approximately 2x per month /shared conference periods (at least 1x per week) various subjects will be covered as needed	October 2006	Increase student achievement and faculty pedagogy
Methodology in Group work	Students, parents, faculty, administration, stakeholders	PD days approximately 2x per month /shared conference periods (at least 1x per week) various subjects will be covered as needed	November	Increase student achievement and faculty pedagogy
2.To provide teachers, administrators, other stakeholders with knowledge and skills they need to participate effectively in the development, expansion or implementation of a SLC.				
Common Planning of rigorous standard-based curriculum instruction and assessment (collaboration) <i>(Rigorous standards-based curriculum)</i>	Teachers, administrators, Instructional Coaches.	Design meeting before school year and monthly meetings to assess, reflect and refine. Common planning inter and intra-departmental within the SLC.	Starting August 2006 Monthly reflection meeting Ongoing common planning during common planning time.	Increase cohesive curriculum unified assessments, inter-disciplinary connections for students.
Planning of SLCs norms and discipline (Collaboration) <i>(Unifying vision)</i>	Teachers, Students, administrators and parents, deans.	Designed by teachers, counselors and administrators with refinements and parents.	June-Aug 2006 for 9 th grade academy and revision meeting in November.. During monthly design meetings of the SLCs to open in 2007	Increase consistent expectations in all SLC classrooms and environment. Safer school, effective classrooms.

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
<p>Advisories (Collaboration & training) (Personalization)</p>	<p>Teachers, counselors, administrators, Parents and students</p>	<p>Teachers will work together and be trained to create a personal advisory experience that will consist of academic guidance and social-emotional supports. Parents' input will be sought.</p>	<p>Beginning March 2006. Advisory workshop for 9th grade academy teachers in August during set-up days for the opening SLC. Ongoing training in design teams during 2006 for SLCs to open in 2007.</p>	<p>Teachers will focus on providing personal, consistent relationships with the students in their advisory group, get to know them as "whole people" guide and maintain a general perspective of their progress, serve as liaison with parents and other teacher staff and resources in school.</p>
<p>Teambuilding</p>	<p>SLC teachers counselors administrators parents community students</p>	<p>SLC staff retreat. Orientation activity for parents, students and staff. Activities throughout the year where students parents and staff can interact outside the classroom such as open house, multicultural fair, student performances.</p>	<p>August - Sept 2006 for 9th grade academy. Aug – Sept 2007 for SLCs to open 2007.</p>	<p>Increase comfort level, dialogue and connections between members of the SLC to improve the feeling of a team working together towards student success.</p>
<p>DATA informed instruction development. Periodic study of SLC data such as benchmark testing results, CST data, CAHSEE data and student work.</p>	<p>Teachers, administrators, instructional coaches.</p>	<p>In periodic meeting teachers will look at a) data based on district and state benchmark assessments and also student work to assess instruction effectiveness, reflect on what may be causes for successes and challenges.</p>	<p>Sept 2006</p>	<p>Teachers, administrators, staff and coaches will be trained to extract information from data, and use it to inform and guide planning of instruction, curriculum and assessments so as to increase student achievement.</p>

IX. Leveraged Funds

Van Nuys High School is committed to ensuring that its SLCs are able to benefit from existing funding as part of its strategic plan to increase student achievement in secondary education. Leveraging central office and community support for this purpose is critical. The chart below demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs at the school. These grants pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Leveraged Federal, State, and Local Public Funds:			
ESEA Funds		Professional Development for Teachers and Coordinators for SLC curriculum and leadership development. Field trips and registration fees for field trips to support thematic curriculum. Tutoring to support 9 th grade interventions in Literacy and Math. Portable computer lab to support use of the Carnegie Math Program. Accelerated learning strategies in Math and English.	Annual, Ongoing
Beyond the Bell Program	(b)(4)	Supplemental support services/Accelerated learning strategies for students significantly below grade level in literacy and math.	Ongoing
California Partnership Academy	(b)(4)	Machine Tool Academy is a strand in the Technology Smaller Learning Community.	Ongoing
Carl D. Perkins Career Tech Education Program	Approx. \$100,000	Various programs including Culinary academy, business academy, etc.	Ongoing
Economic Impact Aid/Limited English Proficient	(b)(4)	Develop fluency in English and academic proficiency of English Language	Ongoing

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Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
		Funded for Coordinator for limited English proficiency (LEP), teachers assistants for LEP, and classroom supplies	
Economic Impact Aid/State Compensatory Education	(b)(4)	Help educationally disadvantaged students succeed in the regular program	Ongoing
LAUSD District Math & Literacy Coaches		Provide support for improving math and literacy instruction.	Ongoing
LAUSD Instructional Materials Account		Provides Materials and supplies for teachers	Ongoing
Magnet Funding		Supplemental instruction, and teacher professional development	Ongoing
Qualified Zone Academy Bond (QZAB)		Alteration and improvement of facilities to support school conversion for wall-to-wall SLCs.	One time
Regional Occupational Programs		Provide teachers for vocational education courses.	Ongoing
SB 813		To supplement the academic advisement, counseling and guidance given to students in the 10 th grade to enable them to make optimum progress towards graduation.	Ongoing
School Improvement Grant		Literacy and Math support, technology support, personnel and materials	June 2007
Title I <ul style="list-style-type: none"> • Parent Involvement Allocation 		Parent outreach and community development	Ongoing
Title I <ul style="list-style-type: none"> • Schoolwide 		Supplemental funding based on school lunch program	Ongoing
Title III <ul style="list-style-type: none"> • English Language Development 		Tutoring for English as a second language	Ongoing
Tobacco Use Prevention Education		Education program that promote non-smoking for teens	Ongoing

X. Timeline and Milestones

In order to complete implementation of wall-to-wall SLCs at Van Nuys High School on-time and on-budget, a specific implementation plan has been developed. The school has initiated one new SLC to add to four expanding SLCs and three existing magnet programs. The school is planning on adding another new SLC in the 2008-2009 school year which has yet to be defined. Complete transformation of the school to wall-to-wall SLCs will be completed by the 2010-2011 academic school year, when all SLCs will be institutionalized and operating at full enrollment. Because this is a conversion plan that builds upon the transformation of successful existing academies as well as the creation of new SLCs, each year will witness the addition of new students to each SLC.

Smaller Learning Community Name	Traditional or Track(s) Served (A, B, and/or C)	Timeline Expected Start/Expansion Date
ESTABLISHED SLCs (Not Funded by this Grant)		
7. The School of Mathematics and Science Magnet	Traditional	1981 School Year
8. The School of Medical Careers Magnet	Traditional	1992 School Year
9. The School of Performing Arts Magnet	Traditional	1981 School Year
EXPANDING SLCs (With Funds from this Grant)		
2. The School of Health Careers, Nutrition, and Culinary Arts	Traditional	2007-2008 School Year
3. The School of Multimedia, Performance and Design	Traditional	2007-2008 School Year
4. The School of Humanities	Traditional	2007-2008 School Year
5. The School of Technical Arts	Traditional	2007-2008 School Year
NEW SLCs (With Funds from this Grant)		
1. Ninth Grade House	Traditional	2006-2007 School Year
6. New SLC (TBD)	Traditional	2008-2009 School Year

Van Nuys High School is also developing overall detailed timelines and milestones for its SLC implementation, a fluid plan that is flexible enough to meet upcoming challenges. The professional development discussion and chart provided earlier in this school SLC plan and the timelines for recruiting community partners are elements of that larger set of timelines.

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Van Nuys High School
 School Address: 6535 Cedros
 City, State, Zip Code: Van Nuys, CA 91411
 Phone: 818-781-2371 SLC Contact Person: Peter Chase

Administrators and Other School Staff Signatures

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

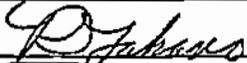
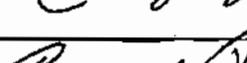
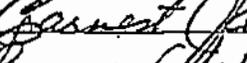
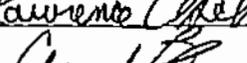
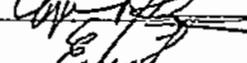
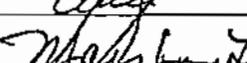
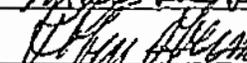
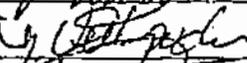
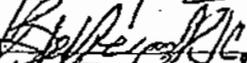
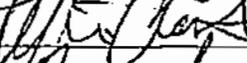
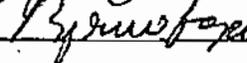
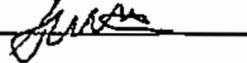
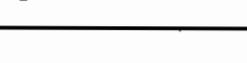
Printed Name and Position	Role in SLC	Signature
Roberta Mailman	AP, SCS	
Judith Vanderbok	Principal	
DIANE KLEWITZ	A.P.	
JOSAN MITCHNICK	APSCS	
TOM EMERY	APSSS	
JACK MOLINA	A.P.	
Lorianna Reich	ELA Admin	
Lina Santiago	Office Tech	
ROSA DE SANTIAGO	Subst	
MARITA TORRINO	OFFICE TECH	
Belem Rodriguez	Senior Assistant	
Louisa Jensen	Sub Office Assistant	
Monica Corona	Office Tech	
Chavez, Madlene	Office Tech	
Halloran, Judy	Sr. Office Tech	
Hausser, Katrina	Sr. Office Tech.	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Van Nuys High School
 School Address: 6535 Cedros
 City, State, Zip Code: Van Nuys, CA 91411
 Phone: (818) 781-2371 SLC Contact Person: Peter Chase

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
Robert Takano	Coordinator	
Dr. Berberich	SDC Teacher, Sp. Ed	
Maria Company	Counselor	
Marlene Nagano	Counselor, Perkins Coordinator	
Garnett Jackson	Teacher	
Lawrence Scharf	STS coordinator	
Opelle Roberts	Teacher	
Etlevo Hasa	Teacher	
Masha Leibovici, RN	School Nurse	
Robin Oberman	Teacher	
Nadia Villapartin	Teacher	
Barb Schohn	BSP	
Michelle Castelo	Counselor	
Bernie Sapr	Teacher	
Kristina Saakyan	Teacher	

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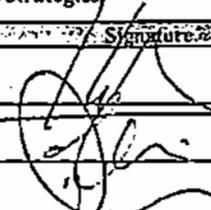
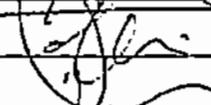
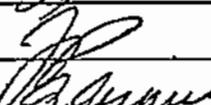
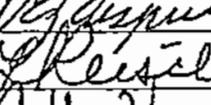
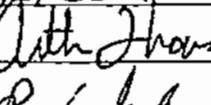
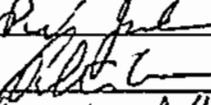
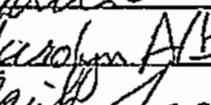
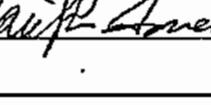
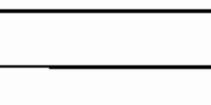
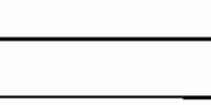
Printed Name and Position	Role in SLC	Signature
DIANE L. ANTONI	Teacher	<i>Diane L. Antoni</i>
Maria DiPaola	teacher	<i>Maria DiPaola</i>
IL BENAVENTE-AGUIAR	TEACHER	<i>Il Benavente</i>
Jawn Mitchell	Teacher	<i>Jawn Mitchell</i>
Kevin Clark	sub	<i>Kevin Clark</i>
Greg Bastie	Sub Teacher	<i>Greg Bastie</i>
Nicole Pacheco	Counselor	<i>Nicole Pacheco</i>
Judy Giller	Career Advisor	<i>Judy Giller</i>
M. Fitzhugh	Counselor	<i>M. Fitzhugh</i>
* Scott Berman	Teacher	<i>Scott Berman</i>
ADAM ANOTA	Teacher	<i>Adam Anota</i>
John Kubler	Teacher	<i>John Kubler</i>
Peter Chase	Teacher	<i>Peter Chase</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM

School Name: Van Nuys High School
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 Phone: (818) 781-2371 S.L.C. Contact Person: Peter Chase

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Printed Name and Position	Role in S.L.C.	Signature
ENMA AZAGRA	Teacher	
Tracy Kim	Teacher	
Kristin Casey	cc. 11	
Larry Franjo	"	
John J. Petersen	Teacher	
Gloria Aspuras	Teacher	
Louanna Reisch	ELA Administrator	
Arthur Thomas Jr	Teacher	
Paul Sanchez	Teacher	
Patricia Carrasco	BILINGUAL COORDINATOR	
Carolyn Albrecht	Teacher	
Marilyn FORREST	TEACHER	

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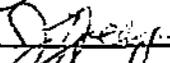
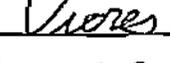
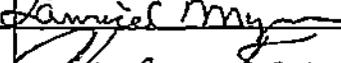
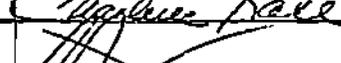
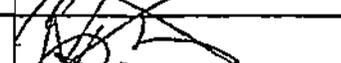
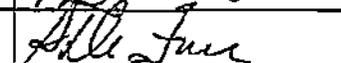
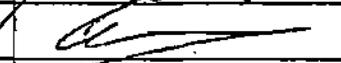
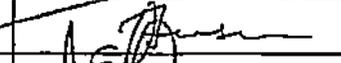
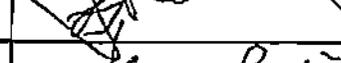
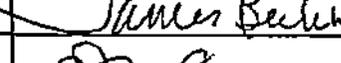
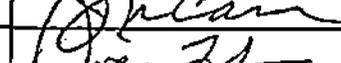
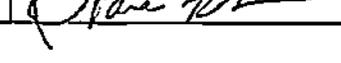
Printed Name and Position	Role in SLC	Signature
Tennill Stray, Resource Special.	Teacher	<i>Tennill Stray</i>
ROLAND NEUNDORF, COUNSELOR	COUNSELOR	<i>Roland Neundorf</i>
Tami J Katz, Teacher	Teacher	<i>Tami Katz</i>
M. Mascari	teacher	<i>M. Mascari</i>
B. FURMAN, TEACHER	TEACHER	<i>B. Furman</i>
Dawn Brown	teacher	<i>Dawn Brown</i>
CHAD C. OSBORNE	Teacher	<i>Chad Osborne</i>
Renwith Ray	teacher	<i>Renwith Ray</i>
Charlie Wilken	teacher	<i>Charlie Wilken</i>
Mary Alderman	Teacher	<i>Mary Alderman</i>
VINCENT RECALDE	TEACHER	<i>Vincent Recalde</i>
DOUG KANE	TEACHER	<i>Doug Kane</i>
Amarpreet Kooner, Teacher	Teacher	<i>Amarpreet Kooner</i>
Sriyash Nairmouh	Teacher	<i>Sriyash Nairmouh</i>
Nathan Schleiter	Teacher	<i>Nathan Schleiter</i>
Geo Pellegrini	Teacher	<i>Geo Pellegrini</i>

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School Name: Van Nuys High School
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 Phone: (818) 781-2371 SLC Contact Person: Peter Chase

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Printed Name and Position	Role in SLC	Signature
Jose Conrad (Teacher)	Teacher	
James Neer	Teacher	
Tom Killebrack	Teacher	
Christopher Viores	Teacher	
LAURICE C MYRON	TEACHER	
Charlene Kase	teacher	
LILY S. JOHNSON	Teacher	
CHRISTINA HORTON	teacher	
Susan De Fauts	Teacher	
Angel I Abr	Teacher	
MARLENE C. EUSMAN	Teacher	
STANLEY I.	TEACHER	
JAMES BECHTEL	TEACHER	
JM CARA	"	
DITANA FIDYMAN	Teach	

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Printed Name and Position	Role in SLC	Signature
D. TAPAIN	TEACHER	
TOM ELLER	APSCS	
Susan Mitchell	APSCS	
Brandon Ausel	Teacher	
Frank (PARROT)	Teacher	
Charles Semonian	Teacher	
Natalie Bunch	Teacher	
Manuel	TEACHER	MAEC JENKINS
Marion Phillips	Teacher	marion phillip
Shill Frost	Teacher	Shill Frost
JAC MERRITT	ADMIN	
L. Garcia	teacher	Juan Arm Garcia
Jennelle Soyx	Teacher	
Harry Sore	Teacher	
Robert Shaw	Teacher	
Faye Melton	Teacher	F. Melton

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Printed Name and Position	Role in SLC	Signature
M. Charlton/Counselor	College Counselor	<i>M. Charlton</i>
Maricela Garcia	TEACHER	<i>Maricela Garcia</i>
Mario Flores	TEACHER	<i>Mario Flores</i>
Hema Kuni	Teacher	<i>Hema Kuni</i>
Emma Martinez	Teacher	<i>Emma Martinez</i>
Tim Harlow	Teacher	<i>Tim Harlow</i>
Peggy Shim	Teacher	<i>Peggy Shim</i>
Nadine Gallardo	AD Teacher	<i>Nadine Gallardo</i>
Sandy Sarti	AD Teacher	<i>Sandy Sarti</i>
Yuliya Dubova	Teacher	<i>Yuliya Dubova</i>
Linda Hewk	TEACHER	<i>Linda Hewk</i>
Richard Jensen	Richard Jensen (L. Learning Council)	<i>Richard Jensen</i>
Chris May	Teacher	<i>Chris May</i>
Linda Blackwell	Teacher	<i>Linda Blackwell</i>
Jessica Feldslicht	Teacher	<i>Jessica Feldslicht</i>
Robert Grella Robert Grella	Teacher	<i>Robert Grella</i>

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Printed Name and Position	Role in SLC	Signature
F. ILLION	Teacher Teacher	Ingrid Illion
R. BYRD	Librarian	R. Byrd
C. CHITMAN	SLC Coordinator	Cora Chitman
N. POLL	Teacher	Nancy Poll
G. WERNER	Teacher	G. Werner
M. NOKUCHI	Teacher	M. Nokuchi
M. MILLER	Teacher	M. Miller
M. RIOS	Teacher	M. Rios
T. KEETIK	Teacher	T. Keetik
M. WRIGHT	Counselor	M. Wright
W. HANSEN	Teacher	W. Hansen
L. (LUILO) ARA	Teacher	L. Ara
J. HARLOW	Teacher	J. Harlow
J. MACION	TEACHER	J. Macion
A. KOONER	Teacher	A. Kooner
J. LEIGH	Counselor	J. Leigh

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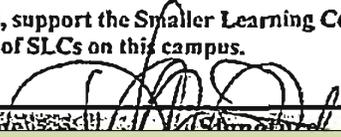
Printed Name and Position	Role in SLC	Signature
MICHAEL EVERDING	ESL Teacher	<i>[Signature]</i>
FRANCESCA HALUNA	SDC Teacher	<i>[Signature]</i>
DANIEL KLAIN	History Teacher	<i>[Signature]</i>
ELISE STEARNS-Nissen	Long Term Substitute	<i>[Signature]</i>
Robbie Madegan	Teacher	<i>[Signature]</i>
PATRICIA ORTIZ	Teacher	<i>[Signature]</i>
TANUA KARP	English Teacher	<i>[Signature]</i>
W.H. CHRISTIAN	Math Teacher	<i>[Signature]</i>
JOE AGEUS	Teacher Auto Shop	<i>[Signature]</i>
Jason Bryant	Special Teacher	<i>[Signature]</i>
Betty Kizzie	Teacher	<i>[Signature]</i>
Matthew Jordan	Teacher	<i>[Signature]</i>
Wendy Steib	SDP Teacher	<i>[Signature]</i>
Arthur Licon	SLC Design Team Member	<i>[Signature]</i>
KIM BRYAN	SDC TEACHER	<i>[Signature]</i>
Priscilla Vaz	Long-Term Sub	<i>[Signature]</i>

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	Van Nuys High School		
School Address:	6535 Cedros Avenue		
City, State, Zip Code:	Van Nuys, CA 91411		
Phone:	818-781-2371	SLC Contact Person:	Peter Chase

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.



Printed Name: _____ Printed Name: _____

(b)(6)



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Phone:	(818) 781-2371	SLC Contact Person:	

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City, State, Zip Code:			
Phone:	SLC Contact Person:		
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Printed Name	Signature	Printed Name	Signature

(b)(6)

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School Address:	6535 Cedros Ave.		
City, State, Zip Code:	Van Nuys, CA 91411		
Phone:	(818) 781-2371	S.L.C. Contact Person:	

STUDENT SIGNATURES

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Printed Name and Grade	Signature	Printed Name and Grade	Signature
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WESTCHESTER HIGH SCHOOL Smaller Learning Communities Plan

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This SLC plan is a work in progress. To honor the unique styles and preferences of each school site SLC team, LAUSD has allowed each to develop and package their plans according to local priorities while adhering to district requirements for SLC development and implementation. For the purposes of this grant proposal, we have attempted to build a consistent and reader-friendly outline from one school plan to the next, but there may be minor differences from plan to plan to honor the story each school wishes to tell.

Introduction

Student Population: Westchester High School serves a diverse population of over 2,200 students. Our student demographic mix includes: 56% African Americans, 35% Hispanics, 6% white and 3% Asian. Westchester High School (WHS) also serves a high percentage of educationally disadvantaged youth and receives Title I funding to support the academic needs of this student population.

Academic Performance: Academically, WHS did not meet its AYP nor did it meet API growth target for 2005. API for 2005 is Rank 2 out of 10. Academic performance is less than LAUSD as a whole and below state levels. Performance on the 2005 STAR was very concerning. The number of students less than proficient in English Language Arts (ELA) was: 63% in the 9th grade, 68% in the 10th grade, and 70% in the 11th grade. For the school overall, more than 50% of the students are not proficient in ELA. The number of students less than proficient in Algebra is also concerning: 96% in the 9th grade and 99% in the 10th grade. For the school overall, 71% of the students are not proficient in math. About a quarter of the students who begin their high school education at WHS will never see graduation and their job prospects are bleak.

School Culture Challenges: A major challenge facing WHS is the large number of non-resident students who attend our school. Students participating in the Capacity Adjustment Program (CAP) from over-crowded high schools within the LAUSD represent approximately 16% of the school population. Other students attending the school through open enrollment and No Child Left Behind (Parent Choice) provide opportunities for students to attend the school from outside the residence area. This creates challenges for the teachers and staff in terms of home/school communication, attendance and accommodation into the school community. Although there is a gang influence on the campus it is not a significant problem at this time. Attendance and academic performance, as well as retention rates are lowest for this group of students.

Small Learning Communities Objectives: WHS views the SLC grant as providing an opportunity to implement broad scale reform and to raise academic achievement at the school. Our goal is to provide outstanding academic training in a highly personalized environment that will engage our current students and attract new students to our school. The initial year of the Freshman Academy/PODS(Personalized Opportunity and Development Structure) implementation has shown dramatic improvements in student attendance. We hope to further the impact of this SLC through greater skill development and student engagement that ultimately will reduce dropout rates between 9th and 10th grades and beyond. Parents of our non-resident students will be involved through the PODS and SLCs. Personalization strategies in both the Freshman Academy and Humanitas SLC have improved student behavior. Expanding these strategies will enable WHS to further focus on academic achievement. The Humanitas SLC has also had a good track record in academics, but for a limited number of students. Its expansion will have a far greater impact on a larger number of students.

Facing significant challenges in math achievement, WHS seeks to radically improve the mathematic reasoning and problem-solving skills of all students and foster careers and postsecondary opportunities in math and science. As a result, a Math, Science and Environmental Sciences SLC has been created and will borrow, at least initially, community resources from the Math/Science Magnet program.

I. Description of Smaller Learning Communities

All smaller learning communities on the Westchester HS campus seek to enhance students' problem-solving and logical thinking skills so that students are better prepared for post-secondary success. This plan proposes to add four new SLCs to one existing SLC that will be expanded using funds from this grant and one magnet program that is self-sustaining.

Underlying strategies that apply to all smaller learning communities will include (1) close student-teacher interaction; (2) personalized educational plans for each student developed by a faculty mentor and parent input; (3) experience learning through integrated coursework in subject-specific classes through theme-based curriculum that stresses critical thinking and real world applications; (4) career exploration through internships, job shadowing and employment positions with public and private sector partners; (5) preparation for college through local college site visits, SAT preparation seminars, and meeting A-G requirements; (6) parent involvement through outreach activities and field trips.

The following chart summarizes descriptions of the smaller learning communities and respective maximum student enrollments with highlights of proposed strategies and plan of action. Each smaller learning community has prepared its own SLC plan that documents specific strategies for implementation and address seven attributes for effective implementation: (1) unifying vision; (2) personalization; (3) equity and access; (4) professional development; (5) accountability and distributed leadership; (6) parent and community engagement; (7) rigorous standards based curriculum, instruction and assessment.

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
1	9 th Grade Personalized Opportunity and Development Structure (PODS)	<p>Westchester High School has designed a 9th Grade SLC that consists of three separate SLC PODS that will serve approximately 200 students each.</p> <p>These PODS will provide matriculating 9th graders with an academic and behavioral support system that promotes achievement and assists students in their transition from middle to high school. This academy focuses on building and developing the skills needed to be successful in high school, post-secondary study, and the world of work. Major goals of the academy are on-time matriculation to the tenth grade, successful transition to a small learning community/academy, on-time graduation, and student behavioral accountability. Key characteristics of the program include extensive support and guidance to students. Freshman parents will be called upon to be very involved in this difficult transition year and will meet with teachers and counselors to keep track of the progress of their student's performance at our high school. Before going into the 10th grade students will learn about the various SLC options and then they will select an SLC for 10-12. (Additional information is provided following this chart.)</p>	<p>Expanding SLC</p> <p><u>Student Group:</u> 9th grade</p> <p><u>Current enrollment:</u> 600</p> <p><u>Maximum Capacity:</u> 600</p>
2	Humanitas SLC	The Humanitas program is a learning community that inspires students to think critically about their world through the inter-relationship of all disciplines. Students focus not	Expanding SLC

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
		<p>only on the arts, but also on the social sciences to better understand their world and their place in it. A key focus will be the intersection of social sciences with government and politics, while pursuing the A through G requirements. The standards provide a solid basis by which to structure the required set of courses, the teaching, and the assessments. Instructors will work closely with students and their families to ensure that each student leaves WHS with exceptional problem solving skills and an ability to understand and apply those skills in our ever-changing world. Students will also receive regular guidance to determine where their newly acquired talents can best be utilized upon graduation. This small learning community will be open to all students who demonstrate a sincere interest in what Humanitas has to offer. This community is to be composed of a highly motivated group of teachers who will work together to plan complimentary curriculums. One lead teacher will oversee the communication between staff, parents, and the community, ensuring consistent accountability. Articulation opportunities will include dual enrollment in local universities such as Loyola Marymount, USC and UCLA. Students will also be exposed to the inner workings of local art institutions, science museums and local government. Teachers will be given continual occasions through professional development to learn new strategies and become expert master instructors. (Additional information is provided following this chart.)</p>	<p><u>Student Group:</u> 10-12th graders <u>Current enrollment:</u> 70 <u>Maximum Capacity:</u> 375 - 450</p>
3	Media & Communication SLC	<p>The Media and Communications SLC will revolve around preparing students for careers in computer technology and journalism. Courses in web design, web development and computer-aided design will anchor the technology department and provide students with a solid, hands-on understanding of a cutting edge industry. Students with an emphasis in journalism will be exposed to the mechanics and production of writing and broadcasting. The curriculum for this community is based on a demanding set of standards that require a precise command of reading, writing, and speaking. Students will also meet all of their A through G requirements while participating in the SLC. Teachers and staff will create a unique plan for each student that encompasses their specific needs while still providing a well-rounded education. These classes will be available to every interested student. A lead teacher will oversee all course planning, as well as the implementation of the standards based objectives. The lead teacher will also initiate and maintain a relationship with parents and community members to ensure that Westchester has a long lasting, positive impact on the surrounding area. Training for teachers, staff and parents will be held during professional development hours and will include invited personnel with relevant, research-based pedagogy to continue the teaching staff's education. PD time will also be used for identifying curriculum strengths and weaknesses. (Additional</p>	<p>New SLC <u>Student Group:</u> 10-12th graders <u>Current enrollment:</u> 0 <u>Maximum Capacity:</u> 375 - 450</p>

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 Cohort 6 Smaller Learning Communities
 Appendix D, School Plans, Westchester High School, Page 5

Summary of Smaller Learning Communities			
No.	SLC Name	Description	Status of SLC
Information is provided following this chart.)			
4	Math/Science/ Environment SLC	<p>The Math/Science/Environment SLC will commit to developing students with a strong background in math and science, with an interdisciplinary emphasis that focuses on <i>current</i> issues of science- including ecology and marine life preservation, energy and housing. This SLC will also focus on preparing students for further education in fields that require strong math, science and technology skills such as construction management and real estate development, urban planning and automotive technology. All classes will include standard based lessons that continue to develop students as excellent readers and writers. Students will also continue working towards their A through G requirements. This program is selective only in that it requires those genuinely interested in the subject matter. A lead teacher will be assigned to each thematic area to work with teachers and staff to create a highly beneficial educational plan for the students. These teachers must be well qualified and prepared to maintain a level of excellence. Over the course of four years, students will have many opportunities to become involved with higher learning institutions, museums, not-for-profit groups, and local organizations. Teachers will use PD time to sharpen the skills necessary to maintain student engagement and achievement. (Additional information is provided following this chart.)</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th graders</p> <p><u>Current enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 375 - 450</p>
5	Visual & Performing Arts SLC	<p>The Visual & Performing Arts SLC is interdisciplinary within the core subjects, aligning the theories and elements of music, drama, and fine and graphic arts. A standards based curriculum will be implemented into daily instruction, providing students with a solid foundation to build upon. Teachers will collaborate with students to identify their individual strengths and weaknesses, ensuring a personalized educational experience while meeting their A through G requirements. Instruction and assessment, guided by teacher leaders, will be tailored to fit each child. Westchester's fully-equipped theatre and fine arts classrooms are readily available for use by the entire student body, giving students an opportunity to learn practical and technical skills for producing live performances, short films, and curating art exhibits. Westchester HS will team up with parents and community members to utilize the many applicable resources in the surrounding area. We have access to and relationships with professionals in production houses, costume shops, art galleries, graphic firms and animation companies. Professional development time will be regularly scheduled to ensure that teachers are meeting achievement goals, thoroughly analyzing classroom assessment data, and continually introducing a culturally relevant and invigorating education. (Additional information is provided following this chart.)</p>	<p>New SLC</p> <p><u>Student Group:</u> 10-12th graders</p> <p><u>Current enrollment:</u> 0</p> <p><u>Maximum Capacity:</u> 375 - 450</p>

1. 9th Grade Personalized Opportunity Development Structure (PODS)

Westchester High School will have 3 PODS for all of the 9th grade students. These houses will have an enrollment of approximately 150 students with 4 teachers per PODS.

The program will emphasize literacy and numeracy, assisting students in learning skills necessary to navigate high school, post-secondary schooling and work. Additionally, PODS will serve to bridge the transition between middle grades and high school and to intervene for those students who are struggling with gaining academic skills.

The focus for PODS:

- **Academic Engagement and Support:**
 - The teachers will provide the students with a standards-based curriculum which incorporates an integrated theme for the year. Teachers will work collaboratively with each other to develop common strategies and procedures and inter-disciplinary projects to engage students in the real-life application of academic skills. All students will receive the appropriate A-G requirements for the 9th grade. In future years where a 4X4 schedule is used, students will also have access to extra English Language Arts and Mathematics intervention.
 - Teachers will also utilize parent and community support. Teachers will help to facilitate ways that parents can help to support the students with homework. Parents and community members can volunteer in assisting the teacher with lessons. Each parent will be given a list of specific ways that teachers can use their assistance during school and non-school hours. Parents will also be invited to regular quarterly meetings where teachers will inform parents about supporting their students with academic work at home.
 - Teachers will also create a progress report, which includes but is not limited to, grades and behavioral progress. Students will receive these every third week in order to help them keep track of their own learning. Teachers will use these as a check-in for early intervention. If intervention is needed, teachers will work collaboratively with each other, the students, and his/her family to design a program personalized for the student and monitor the progress of this student.
 - Students will create the PODS portfolio to monitor their own academic progress (on-going) throughout the year. Students will present their portfolios at the end of the year, and teachers will use the portfolios to assist with vertical teaming when students move onto their chosen SLCs in the 10th grade.
 - PODS will have a SLC council that will include all teachers, an administrator, 1-2 student representatives and 1-2 parents. This SLC council will help to provide input and inform the teachers about engaging students more deeply in the academic arena. This council will also analyze student work in addition to structuring common planning time to address student learning needs.

- **Behavioral Engagement and Support:**
 - Concurrently with academic standards, PODS students will be required to maintain behavioral standards specified for all classes. The PODS community will work to identify an appropriate commitment form/contract to have teachers, students and parents sign to underscore their commitment level to the 9th grade structure. This form will be distributed on the first day of school initially, and amendment will be made to it at the close of each semester, if necessary.
 - Teachers and students will create a specialized progress report which will identify and monitor necessary skills to become successful in high school. This progress report will also include grades.
 - Teachers will also identify and create behavior support plans for students of concern (SOCs). The school and community resources will support the SOCs through a well-articulated referral process.
 - Teachers will also use common planning time to maximize the use of instructional time, discuss student work and behaviors and to create systems that will support the students.

- **Building a Positive School Culture:**
 - Teachers will work collaboratively to create a common academic vocabulary regarding periodic assessments, school culture, and SLC identity.
 - Teachers and students will work together to initiate projects within the community to increase student participation and school spirit.
 - Teachers will gather input from students and parents to provide structured choice for students in regards to SLC activities.
 - Peer-to-peer tutoring and other cross-age tutoring from the community resources will be utilized to create a positive affective atmosphere for the students and teachers.
 - Teachers will engage in data analysis to inform their decisions about how to deliver instruction to students.
 - Teachers will be involved in extensive professional development centered on project-based learning and student-centered lesson design in addition to culturally relevant and responsive education strategies.
 - Students will personalize the name for their PODS.

Underlying Strategies

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
<ul style="list-style-type: none"> - Project-based learning to develop integrated and thematic projects. - A final portfolio will be a culmination of coursework and community experiences - Teachers will gather data and utilize data pinpoint 	<p>Students will be provided with calendars and every teacher will work in their classes to provide time management skills.</p> <p>Students will be provided with personalized academic and behavioral plans</p>	<p>Community members will be invited and encouraged to participate in activities related to thematic units.</p> <p>Community members will be asked to participate in cross-age tutoring.</p>

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
<p>how to best deliver instruction.</p> <ul style="list-style-type: none"> - Teachers will work together to fill-in gaps in student learning in literacy and numeracy in all content areas. - Teachers will use 2-4 common literacy strategies in all content areas such as Cornell notes, Socratic seminar, etc. - As much as possible, projects will have interdisciplinary rubrics. - Teachers will train each other and gather expert teachers to assist them in creating student-centered classrooms. - Student interests and identities will be reflected in the realia and as much as possible in their interdisciplinary units. 	<p>Students will be able to name their PODS</p> <p>Students will serve as advisors on activities for the PODS.</p> <p>Teachers will work collaboratively to understand the whole child, not just the content areas through a variety of surveys, one-on-one conversations, and structured discussions within the classroom.</p>	<p>Community members and outside resources will provide real-life career exploration experiences and be guest speakers in 9th grade classes.</p> <p>Partnerships with businesses will be created to foster guidance and career exploration.</p> <p>An SLC Council will be created to illicit input from other stakeholders.</p>

Justification for Strategies

Background: PODS has as its main philosophy that students need to learn the new environment, and the teachers can teach them explicitly the “underlying rules of engagement” in high school. Students need to improve their reading and math skills, while remaining to grow on the socio-emotional continuum. As students learn to adjust to their new environment, the PODS teachers will engage their minds to improve academics and engage their hearts to foster team and school spirit.

By cocooning the 9th graders for the first year, PODS students will be able to create a climate of safety and nurturing along with high academic and behavioral standards. Students will develop of a sense of satisfaction and ownership of their learning and their school community.

Research: The separate Freshman Academy structure may very well have played the key role in helping more ninth graders succeed in the first year of high school (MDRC, 2006); SLCs improve student behavior (Cotton, 2000); Close relationships with teachers and mentors reduces feelings of alienation (Klonsky, 1995); SLCs improve attendance, credits

earned, GPA, dropout rates, compared to traditional schooling (Dayton et al, 1992); Drop out rates decrease and graduation and post secondary enrollment rates are clearly improved in small learning communities which foster positive student attitudes (Funk and Bailey, 1999); Small schools show the most promise for raising achievement levels of disadvantaged students and students of color (Gates, 2003).

2. Humanitas:

Humanitas is an existing learning community within Westchester High School, but one will be expanded with grant funds: The current enrollment in the program is about 100 students in 10-12th grades. Our Humanitas SLC is a challenging college preparatory curriculum with rigorous instruction and team teaching. A key focus of Humanitas is the connection between art and the social sciences including government and politics—local, state, national and international and how these levels of government affect our lives. Humanitas students will also receive the different perspectives from the fields such as architecture and photography. The community’s vision for this SLC is to graduate students who are prepared to enter the most challenging post-secondary institutions.

Students in Humanitas will experience the benefits of team teaching. Teachers will work collaboratively to teach academic skills in thematic units. These thematic units will focus on the social sciences as well as incorporate the aesthetics and arts. Students will explore alternate ways of dealing with art that increase their visual literacy and critical thinking skills. Project-based curriculum will be included to increase the connections between content areas. Teachers will be engaged in grade-level specific professional development teams that will enhance their ability to work with each other and create units that intersect at key learning points. Teachers will also receive training in analyzing student work and making decisions about how to facilitate the collaboration between learning and assessments.

Teacher, students, and parents will also be engaged in the process of creating a Humanitas Senate (a group of representative students and teachers within the SLC, parents, and/or community members), which will help facilitate discipline problems within the SLC. This senate will include student members and teachers. They will work together to create appropriate discipline policies to encourage students to increase their academic achievement. Parents will also work with the teachers to provide avenues to increase parent participation within the SLC and the Westchester community.

At the culmination of the three years, students will provide an arts-based project that they will present to a team composed of teachers, administrators, parents and community members. This will serve as a senior project portfolio that will integrate all the learning knowledge and projects from the previous three years.

Underlying Strategies

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
- Team teaching and	- Teachers and students in	- Local area art and

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
<p>integration the arts and social sciences</p> <ul style="list-style-type: none"> - A portfolio will be completed during the senior year to demonstrate writing skills and integrative thinking. - Project based learning will be the dominant form of pedagogy. - Technology-based projects will be used to help students connect core content area learning. - Students will work in cooperative groups resembling the professional learning community model shared by the teachers. 	<p>the 10th and 11th grades will determine the Humanitas themes (e.g., how does one acquire power?; what is truth?) for the next academic year</p> <ul style="list-style-type: none"> - Guidance counselors will focus on providing post-secondary school information tailored to student interests - Teachers will work to create individual learning plans for each student - The Humanitas Senate is a student advisory group to work with creating identity for students in SLCs. This group will also create a schedule of activities that will help to connect students to each other, their teachers, their school and community. 	<p>performance theaters will serve to provide students with hands-on experience in the field of aesthetics field.</p> <ul style="list-style-type: none"> - Museums of history will also serve to provide guest speakers and resources that will enable students to make connections from academia to the "real world." - Guest speakers and field trips will help students to understand the resources available within the community - Articulation opportunities will include dual enrollment in local universities such as Loyola Marymount, USC and UCLA. - Partnership building will focus on developing and sustaining relationships with local arts institutions, science museums and local government.

Justification for Strategies

Background: The Humanitas SLC is a college preparatory program that includes advanced course work. Strong integration of subject matter helps students see the inter-relationship among the arts and sciences. Students will be encouraged to use the local museums and art facilities to connect their learning to the world at-large. In addition to using art to teach social sciences, teachers will also work to create an atmosphere of safety and inquiry, which will lead to higher order thinking skills. These are the skills necessary to be successful at any type of job and to make sound decisions and choices throughout their lives.

Humanitas will also build on the foundation that has been laid through the PODS. Students will also work to continue learning about time management and developing their own character.

Research: Humanitas students are, on average, 30% more likely to graduate from high school than their peers (Urban Education Partnership, 2005); Harnessing the power of collective intelligence that already exists in the school will solve problems (DuFour, 2004). Fostering the role of parents in the planning process will result in parents serving as advocates for schools throughout the community (Cotton and Weikelund, 1989); (Bottoms and Creech, 1997). School-linked services enhance student performance (Golan et al, 1996). Three big ideas drive professional learning communities (DuFour, 2004). Teachers learn through observing, being observed, teaching, planning for classroom implementation, reviewing student work, and presenting, leading, and writing (Ancess, 1997).

3. Media and Communications SLC:

The Media and Communications SLC focuses on preparing the students to employ technology in a range of communication channels—oral, written and visual. The SLC will deploy the seven attributes for effective implementation. The SLC will serve the tenth, eleventh and twelfth grades. Students will voluntarily elect to join this SLC at the end of their freshman year—enrollment driven by student choice. It provides rigorous academic coursework integrated into thematic courses that address key communications issues of our time. The community’s vision for this SLC is to develop, in our students, a life-long ability to be proactive with changing technology and changing social environments. Students will also receive training in visual literacy and communication techniques. The curriculum will also include writing for each medium such writing on web pages, electronic book, Internet advertising, etc.

Our students will be on the “cutting edge” in planning and implementing those technological and social changes in a complex global environment. The SLC will use technologies of interest to the students (cell phones and iPods) to further engage and personalize instruction. Parent and community engagement will be achieved through student projects, iPod broadcasts and Internet publications. Radio and TV programs will be broadcast on web pages, and additional funds will be needed to acquire technology and tools needed for students. Professional development will focus on project-based learning, thematic instruction and team teaching. Students and teachers will assume leadership roles in determining projects, themes and interdisciplinary coordination. This SLC will provide a rigorous academic program that combines practical experience in the development, management and dissemination of information.

Underlying Strategies

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
<ul style="list-style-type: none"> - Project-based learning will be a key element designed to develop, manage and disseminate actual communications. - Self-designed and apprentice-learning 	<ul style="list-style-type: none"> - Professional development will focus on project-management and student engagement strategies - Students’ interests will be incorporated to help them engage with the 	<ul style="list-style-type: none"> - Guest speakers and field trips will help students to understand the media resources. - Internships at radio stations, newspapers, and complex businesses and

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
<p>models will be used for project-based learning.</p> <ul style="list-style-type: none"> - A challenging community-directed small group senior project will be the culmination of this integrative academic approach. 	<p>curriculum. For example, students will be able to use the technologies of cell phones and iPods in development of communication strategies and the understanding of cross-technology communication skills</p> <ul style="list-style-type: none"> - These “new media” technologies will be used to help create a culture of support and learning at the school through publication on the school’s website and through local media. - Strong relationship among counselors, teachers, parents and local businesses will help identify careers of the future. 	<p>government such as LAX will assist our students in understanding real world communications issues.</p> <ul style="list-style-type: none"> - Parents will be involved in student projects that focus on communications strategies within the family community. - Articulation opportunities will include dual enrollment in local universities such as Loyola Marymount, USC and UCLA. - Partnership building will focus on developing sustaining relationships with local businesses and governments.

Justification for Strategies

Background: The Media and Communications SLC is designed to provide hands-on involvement of our students in global communications. Student engagement and students understanding the relevance of their education is a challenge for all high schools. By deploying technologies that interest the students and are the “new media” we believe we can build a rigorous and engaging curriculum. Using students’ interest in technology and media-oriented minds, this SLC will tap into their creative talents in order to create enthusiasm for school and make relevant connections for our students. Along with the media skills, students will also take a rigorous standards-based curriculum that will help them to be competitive in any fields they desire to enter after high school.

Research: Creating a stretch culture means asking how good can we be? (Tichey, 1997) Adult advocate groups improve grades, attendance, and school safety. (McPartland and Nettles, 1991). Channels established to give students work experience improves attitude and test scores. (Bottoms and Creech, 1997). School-linked services enhance student performance (Golan et al, 1996). Teachers learn through observing, being observed, teaching, planning for classroom implementation, reviewing student work, and presenting, leading and writing (Ancess, 1997).

4. Math/Science/Environment:

The Math/Science/Environment SLC will serve tenth, eleventh and twelfth grades and placement will be driven strictly by student choice. This SLC will use the magnet’s structure as a model for its classroom instruction adding the twist of environmental science into its curriculum. Students will be engaged in projects that will incorporate a high level of mathematical thinking and connections to the environment. Students will research ideas and concepts such as urban sprawl, global warming and land development to support population growth. These combinations of conceptual thinking and numerical and scientific calculations would serve to increase not only math ability but also the excitement and connection of being able to use math and science in daily activities. The SLC will provide extensive opportunities for project-based learning and teaming with community businesses for identifying opportunities that connect secondary and post secondary training and employment. M/S/E is a post secondary preparation program for either further vocational training or for admissions to college. Along with this thematic emphasis, students will also be given the tools and courses necessary to meet A-G requirements and be competitive in the post-secondary arenas.

Students in this SLC will also be able to design their own grade level projects. These projects will be chosen at the beginning of the first semester and help to focus students for the rest of the year. The project topics will be determined from the themes that are chosen by the teachers that relate to the math/science/environment fields. For example, a 10th grade guiding question may be related to using energy wisely. Students will then research and write extensively about what types of energy is currently being used and what experimental ideas are being researched. This, then, will lead to a succinct presentation using technology and may be presented to the community at large. Students may also want to advocate for certain environmental ideas with their local city council or government.

The SLC team will be comprised of teachers, students and parents who will organize and schedule field trips and regular exhibitions that will showcase the student learning for the community to applaud. These exhibitions will occur on a regular basis, so that students will become accustomed to presenting to groups of people. It will also serve to provide the students with the opportunity to make their work public, thereby, increasing the rigor of the assignment.

Underlying Strategies

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
<ul style="list-style-type: none"> - Project-based learning to develop integrated projects in the environment and energy conservation, ecology, construction and urban planning - A grade-level project will be a culmination of 	<ul style="list-style-type: none"> - Teachers will apprentice students into designing their own projects from personal inquiry. - Students will lead classroom discussions and use a participatory format for their classrooms 	<ul style="list-style-type: none"> - Service learning will be a component of this SLC in order to foster long-term partnerships with the community. Service learning experiences will include environmental and housing projects.

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
<p>coursework and community experiences each year.</p> <ul style="list-style-type: none"> - Public exhibitions will be scheduled in advance and will showcase all students' work. - Professional development will focus on curriculum development of courses that are project-based and integrative. - Teachers and students will engage in Socratic seminars and other structured discussion led by students as much as possible. - Students will be given an active role in creating the questions to be answered and studied. - Inquiry-based learning will be dominant form of pedagogy. 	<ul style="list-style-type: none"> - Teachers, parents and students will meet monthly to discuss their academic and personal growth in formal and/or informal settings. - Students will be allowed a forum to provide input for culminating projects and exhibition formats. - Students will design projects for the school community and work with other SLCs in order to beautify the campus. - Every student will have one teacher to "follow" him or her through their four years of school as an advisor and counselor. This teacher will help with course selection, future career choices and even personal matters if necessary. 	<ul style="list-style-type: none"> - Strong connections will be developed with for-profit and not-for profit organizations to produce projects that mirror real world employment - Articulation opportunities will be enhanced with community vocational schools, community colleges and four-year institutions

Justification for Strategies

Background: The project-based learning environment will provide these students with the opportunity for greater involvement in school and enhance their ability to integrate key subjects into a comprehensive whole directed toward careers that are built on math, science and technology foundations. Using a similar curricular model of the magnet program above, Westchester High School proposes to create a new smaller learning community that re-invigorates our community's legacy in math, science and the environment. The community's vision for this SLC is that the integration of academic and thematic education in math, science and the environment will prepare students for living and working in the 21st Century and address the challenges that the school faces in its student performance in math and science. Currently, less than 50% of our students are proficient in math and by developing engaging curriculum that address the public policy challenges of environment, we will be able to excite our students and enhance their understanding of math and science through an interdisciplinary approach.

Research: Adult advocate groups improve grades, attendance, and school safety. (McPartland and Nettles, 1991). Channels established to give students work experience improves attitude and

test scores. (Bottoms and Creech, 1997). School-linked services enhance student performance (Golan et al, 1996). Small schools show the most promise for raising achievement levels of disadvantaged students and students of color (Gates, 2003).

5. Visual and Performing Arts:

This SLC focuses on developing foundations in the visual and performing arts—including music, theatre, dance, graphic arts, video production, culinary arts and stagecraft in addition to providing the A-G requirements. This SLC will provide a rigorous academic program that combines practical experience in the elements of production, craft and artistic performance. This SLC will serve grades ten, eleven and twelve. The community’s vision for this SLC is to prepare our students to solve problems, work with others, think abstractly and be capable of having a range of skills in the visual and performing arts.

During the first year, students will be able to study their A-G coursework with the thematic elements of the SLC embedded within content areas. Students will work in a variety of groups where interpersonal and intra-personal intelligences will be developed and refined. Students and teachers will create a learner-centered environment based on constructivist teaching ideas. All classroom participants will engage in a multitude of textual analysis and mathematical reasoning. Students will also be taught how to audition and/or interview for the jobs with a specific emphasis on portfolios and presentations. Teachers and students will bring their creative energy to the table when designing plays, presenting art shows, photography exhibits and performances for the community. Teachers will use their contacts with community to compliment the strengths that students already have in their repertoire. By doing this, teachers hope to make each student feel unique and known.

From this information, teachers will group students into specialized areas to work to deepen their performance skills in those areas. In year two and three of their program, students will be able to research projects related to their area of interest. Each teacher will be assigned a group of 12-15 students to direct, mentor and nurture for three years. Students will be grouped according to their interest areas. Teachers will be given extra support and training to understand how to create learning plans and mentor students through academic and socialization skills necessary for post-secondary work or school. Teachers will also be involved in professional development centered on the use of technology in the classroom. Funds need to be acquired to purchase appropriate and state-of-the art technology for the students to use for their projects.

Underlying Strategies

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
<ul style="list-style-type: none"> - Project-based learning will be a key element designed to develop, manage and implement actual theatrical 	<ul style="list-style-type: none"> - Professional development will focus on project management - Parents will also work 	<ul style="list-style-type: none"> - Students will use community resources to assist with performances

Curriculum and Assessment Strategies	Personalization Strategies	Community Connections
<p>productions</p> <ul style="list-style-type: none"> - A digitized work portfolio will be created by each student. This will be reviewed at the beginning of the year to determine elements of the learning plan. - Teachers will be encouraged to bring their artistic talents to use in the classroom and during performances. - Students will be shown how to organize events and time as well as study skills - Performances and public exhibitions of academic skills will be the dominant form of assessment in this SLC. A final exhibition will be required of each student at each grade level. - Students will also learn the behind-the-scenes work of the entertainment industry incorporating math and social sciences. 	<p>with teachers and students to create learning plans and goals for the students.</p> <ul style="list-style-type: none"> - Students will be given the opportunity to develop, organize and schedule events for the school community and for other grade level groups. - Opportunities for clubs and extra-curricular activities will be embedded in the SLC 	<p>and publicity</p> <ul style="list-style-type: none"> - Professions such as graphic designers and entertainment accounts who may live in the community will be called upon to help team teach lessons or give workshops for the students and their parents - Guest speakers and field trips will help students to understand the resources available within the visual and performing arts. - Our auditorium serves as a wonderful studio and laboratory for developing skills in the future. - Articulation opportunities will include dual enrollment in local universities such as Loyola Marymount, USC and UCLA. - Partnership building will focus on developing sustaining relationships with local elementary schools and middle schools by providing cultural events. - Work with community to acquire more funds to build structures such as a art gallery on the campus. - Partnerships will be built with Otis Art Institute and advertising agencies in the city to provide internships.

Justification for Strategies

Background: The Visual and Performing Arts SLC takes advantage of the current assets of both the school and the community. The auditorium seats over 2,000 and provides the perfect laboratory for students in developing, managing and producing theatrical events. Our graphic arts facilities and art facilities are also important assets for this program. Because of the rich legacy of the Los Angeles area, students will be able to utilize the resources present within the city to bolster and engage with the academic program. Student interests regarding performance and visual arts are high on all campuses, and Westchester High School would like to capitalize on the existing level of engagement. Students will be able to expand their knowledge of the performance industry to include those occupations not always seen in on the “big screen.”

Research: Schools must be learning organizations (P. Senge, 1995). Reckless reform can be changed to substantive instructional improvement (M. Schmoker, 2004). Fostering the role of parents in the planning process will result in parents serving as advocates for schools throughout the community (Cotton and Weikelund, 1989); School-linked services enhance student performance (Golan et al, 1996); SLCs improve student behavior (Cotton, 2000); Close relationships with teachers and mentors reduces feelings of alienation (Klonsky, 1995); SLCs improve attendance, credits earned, GPA, dropout rates compared to traditional schooling (Blum and Rinehart, 1997).

Established SLCs (which will NOT receive funding from this grant.)

6. Math/Science/Aerospace Magnet:

The Magnet program is a college/post secondary preparatory program for students through all four years of high school. This is an existing magnet and will not use any of the funds from the Smaller Learning Communities Federal Grant. Students participating in this community will be given a strong background in mathematics, science and aerospace, with technology integrated into every class. There is an intense focus on gearing students for successful careers using math, science and engineering. All courses will cover a standards based college preparatory curriculum that prepares them for professional partnerships during high school, and afterwards. Students will also take courses that meet their A through G requirements. Each student's experience will be personalized by a teacher who helps to schedule internships, job shadowing, mentoring, and field trips that are of particular interest to that student. This program will be accessible to all students who demonstrate an interest in participating. A lead teacher, who can monitor student achievement, will aid instructors with maintaining a high academic standard. Companies such as Boeing, Northrop, Aerospace Corporation, Jet Propulsion Labs and the Los Angeles Air Force Base will be active participants in the SLC by providing speakers, tours, sources for projects, internships for the students, and professional development for the teachers.

II. Student Choice

SLC enrollment will be strictly by student and parent choice.

SLC Selection Process

During the student's 9th grade year, the process of selecting an SLC will occur. It will be a multi-step process culminating in the 25th week when the students make final selections, a lottery occurs (if necessary) and students are placed into their choice of SLCs.

Students and parents will be given a selection sheet where they make primary, secondary and tertiary choices. The forms are sorted by the students' first choices, and then counted. If the number of applications is less than the number of available slots, all the applicants are admitted. If the number of applications is greater than the number of available slots, a lottery is conducted with those applicants and the slots are filled. If a student is not admitted, his application is then sorted into the group of his second choice for the second round of the lottery. Once all the SLCs have admitted students from the first choice group, the process is repeated with second choices, then third choices, until all students have been placed into an SLC.

It is estimated that with this process, 90% of the students will receive their first choice, and 99% will be placed in either their first or second choice.

In order to ensure students are offered equitable access and opportunity to join the SLC of their choice, the school wants to be sure that all students and their parents are completely informed of their options within the SLC. Each SLC will create a brochure that details its focus, expectations, course descriptions, teachers, collaborative groups and requirements beyond the mandated A-G requirements. These brochures will be available at the main and local district offices, the feeder middle schools, WHS, and online as well.

The process will begin in the feeder middle schools where students and families will be presented information about the design and structure of the high school to help identify possible paths before they arrive at high school. Once the student enters WHS as a 9th grader the process will begin in earnest. In the third week of school, an evening meeting will be held for students and families at which the selection process will be explained, and each SLC will make a presentation detailing and expanding on the information presented in their brochures. In the following two weeks students will meet with their counselors to fill out their initial selection form. This form will then be signed by the student, parent, and counselor.

Between weeks ten and fourteen, students will again meet with their counselors to modify their choices if necessary. The form will then be signed by the group again. The third meeting will occur between the twenty-second and twenty-fourth weeks. At this point the student and his family will confirm their final choices. During the twenty-fifth week the lottery will occur only if demand outweighs maximum capacity for an SLC. This will allow students, faculty and staff to prepare for the upcoming year.

If a student is unhappy with his initial placement, an appeals process will be put in place involving the appropriate SLC committees and the school's governance team. Once the student begins grade 10, placement is set. Any and all placement issues will be dealt with within the student's SLC for that year. To retain students for the full three years, a retention policy and program will be developed. This will include academic intervention programs, counseling with peer and teacher advisors, as well as counselors, administrators and outside mentors who are working within the individual SLCs. If all avenues of redress have been exhausted, at the end of the year a student can petition to change SLCs. This process will follow the same guidelines as the appeal process stated previously. Once a student enters grade 11 enrolled in an SLC, they will complete their graduation requirements within that SLC.

Parents will be requested to sign a SLC support agreement (Parent/Student Compact) which will require a minimum of 10 hours parental involvement with the SLC's activities and a commitment for on-time graduation. Students may enroll in the SLC only after the Parent/Student Compact is signed or there has been a meeting with the parent and student about the enrollment in the SLC. No assignments shall be based on academic scores, ethnicity, language or any other measure. Upon space availability, students may opt to transfer to another SLC in the 10th grade with the permission of their parents. However, students will be discouraged from transferring to other SLCs in the 11th and 12th grade.

Transfer students will be reviewed by the SLC Council and placed in an SLC based on student choice and availability. A Parent/Student Compact will be requested of transfer students. The SLC council will also review all requests from students to transfer from one SLC to another. Transfer requests will be granted based on grades, attendance and disciplinary records.

Since Westchester High School is a traditional calendar school, all SLCs (except the Magnet) will be offered at the same time. The Magnet will continue to conform to state and district recruitment and transfer policies, and will NOT receive funding from this grant.

III. Accelerated Learning Strategies

Westchester High School has a significant number of students who are below grade level in key academic subjects like reading/language arts and mathematics. Therefore, in compliance with LAUSD and State policies and local determinations of need, the school implements accelerated learning strategies and interventions that are designed to assist teaching staff trying to help these students. The school's accelerated learning strategies outlined in the chart on the following few pages collectively meet all of the criteria of this RFA to especially help 9th graders reach grade level in English/Language Arts and mathematics by the end of the 10th grade. Appendix C outlines the district's initiatives to improve student academic performance in literacy/reading and math in more detail.

A. Language Arts/Reading Accelerated Learning Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Language! <ul style="list-style-type: none"> • Students at 3rd grade level in reading and below • Poor test scores in CAHSEE, etc. • Poor grades in English 	<ul style="list-style-type: none"> • Based on empirical research findings on reading from the National Reading Panel, the National Council of Teachers of English and the International Reading Association • The district program offered in lieu of core English course. • Phonemic-based instruction for students who are not at the decoding level. • Scripted lessons; teacher picking and choosing activities based on need of students. • Constant assessment: daily, unit, pre/post. • Prescriptive program • Offered on all three tracks • Ongoing professional development offered to teachers throughout the year. 	<p>Yes</p>
High Point <ul style="list-style-type: none"> • English as a Second Language students • Limited English Proficiency at levels 1-4 as determined by previous portfolio 	<ul style="list-style-type: none"> • State-adopted curriculum 'High Point' to address primarily the needs of English Language Learners and English as Second Language students • The district program offered in lieu of core English course. • Students studying English as a second language enrolled in this course. • The scope and sequence of the program: (1) language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and spelling • Cohesive use of strategies across ESL levels learned in staff development: Total Physical Response, Thinking Maps, Anticipation Guides, 	<p>Yes</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	Reciprocal Teaching, Cooperative Learning. <ul style="list-style-type: none"> • Ongoing professional development offered to teachers throughout the year. 	
Kaplan <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in English encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for English 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based) that involve students in reading texts. • Students engaged in reading texts to utilize test-taking strategies for the CAHSEE. 	Yes
Summer Bridge program <ul style="list-style-type: none"> • Matriculating 8th grade students reading far below grade level 	<ul style="list-style-type: none"> • Designed for the summer to effect successful transition between middle school and high school. • English/Language Arts interventions and support and basic study skills (reading, vocabulary, note-taking, organization, etc.). A prescribed curriculum and good study skill habits will be taught to students. • Orientation to high school for students and their parents on graduation requirements • Parent meetings help the student and parent understand goals of program. • Student conference at the conclusion of program showcase to parents what they have learned. 	No
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • ESL tutoring 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. • Healthy start Saturday program to tutoring (please give short description of set up) • Tutoring offered through the Emerson Adult School. • Cross-age peer tutoring (explain how this is set up) • College students from Loyola Marymount University offering tutoring • In-class resource teacher with special education expertise assisting as needed. 	No

B. Math Accelerated Learning Strategies

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
<p>Kaplan</p> <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • Poor/failing grades in Math encouraged to enroll. • Poor test scores (e.g. CST) in English encouraged to enroll. • Lacking credits • Preparation for the California High School Exit Exam for Math 	<ul style="list-style-type: none"> • The district's Extended Learning Program offered on Saturdays. • Students attending a 9-week session. • Students in a class setting with a student: teacher ratio of 20:1. • Teachers delivering scripted lessons (Kaplan based). • Students engaged in math exercises to utilize test-taking strategies for the CAHSEE. 	<p>Yes</p>
<p>Carnegie Cognitive Math Tutor</p> <ul style="list-style-type: none"> • Algebra students. 	<ul style="list-style-type: none"> • Based on 20 years of research at Carnegie Mellon Univ. • Software & Information Industry Association (SIIA) selected this program as the winner at the annual Code Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award • Accelerated learning strategy to prepare low achieving Math students to take the CAHSEE. • Combines computer software with collaborative classroom activities. • Computer software and collaborative classroom activities. • Program assesses student ability and tailors the curriculum to his/her individual skill level. • Students spend three days a week in a traditional classroom and two days a week in tutoring program. 	<p>Yes</p>
<p>Differentiated Algebra Course</p> <ul style="list-style-type: none"> • 9th graders who have failed 1st semester of Algebra • Second semester of Algebra offered in a summer school program to make sure students remain at grade level in 10th grade. 	<ul style="list-style-type: none"> • New intervention program is offered during the second semester of 9th grade with different pedagogical models. • Carnegie Math program is combined with differentiated structure that includes intervention materials, cooperative learning groups, peer teaching. • Results from this year have been promising with a higher percentage of students passing class and students engaged in curriculum. Additional data is currently being analyzed to determine ways of improving the intervention. 	<p>No</p>
<p>Summer Bridge program</p> <ul style="list-style-type: none"> • Incoming 9th grade students math below grade level • Parents 	<ul style="list-style-type: none"> • Designed for the summer to effect successful transition between middle school and high school. • Math interventions and support and basic study skills (reading, vocabulary, note-taking, organization, etc.). A prescribed curriculum and good study skill habits will be taught to 	<p>No</p>

CHARACTERISTICS OF TARGETED STUDENT	DESCRIPTION OF ACCELERATED LEARNING STRATEGIES IN MATHEMATICS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
	students. <ul style="list-style-type: none"> • Orientation to high school for students and their parents on graduation requirements • Parent meetings help the student and parent understand goals of program. • Student conference at the conclusion of program showcase to parents what they have learned. 	
Tutoring Programs <ul style="list-style-type: none"> • All students regardless of proficiency may enroll. • ESL tutoring 	<ul style="list-style-type: none"> • Teacher tutoring before or after school. Student self referral or teacher referral • Specialized tutoring offered to students who have failed the California High School Exit Exam (CAHSEE) after school. Targets skills tested on the exam. • Healthy start Saturday program to tutoring (please give short description of set up) • Tutoring offered through the Emerson Adult School. • Cross-age peer tutoring (explain how this is set up) • College students from Loyola Marymount University offering tutoring • In-class resource teacher with special education expertise assisting as needed. 	No
In-class Math Intervention	<ul style="list-style-type: none"> • Math intervention specialist works with teacher in-class to help struggling students. • Peer teaching • Teachers provide additional support for identified students during their conference periods 	

C. Other Subject Specific Strategies

TARGETED STUDENTS	GENERAL INTERVENTION FOR OTHER SUBJECTS	PROGRAM REQUIRED BY DISTRICT (YES/NO)
Students failing in those courses	Tutoring for social studies and science	No
Students identified with potential for better academic performance	AVID	No

IV. Stakeholder Involvement: A Proof of Readiness

The chart below summarizes highlights of how Westchester High School has prepared for its SLC campus conversion. Planning and preparatory activities have built upon the review of published academic research, informal research and observation of successful programs, and professional development efforts throughout the district and local district. Outreach and consultation with and involvement of all school stakeholders, especially teachers needing to be actively involved in the planning and implementation processes, are demonstrated below. The school is continuing to build detailed action plans for the full term of the grant that will involve all stakeholders.

PROOF OF READINESS		
Timelines	Tasks	Personnel and Other Stakeholders Participating/Involved in Task
	Began Math/Science/ Aerospace Magnet	Community, administration, Aerospace Corporations, faculty, parents
	Began Humanitas Program	Community, administration, Los Angeles Educational Partnership (non-profit), faculty, parents
	Began research database (gathering and indexing data and research) focused on SLCs)	Administration and selected faculty
2001-2003	Began Local District Initiation to convert to SLCs	Local District Administration, Site Administration, School Councils
2002-2003	Developed preliminary plan for full conversion of school to SLCs.	Local District Administration, Site Administration and faculty
2002-2005	Held meetings of School Site Councils and ad hoc committees on SLCs to introduce, discuss and plan transition	Local District Administration, Site Administration and faculty, School Site Council
2002-2005	Attended SLC Conventions in Florida and Chicago (facilitated by Local District)	Local District Administration, Site Administration and faculty,
2003-2006	Held a series of formal and open debates among faculty and community over the value of SLCs in the instructional program	Administration, Professional Development Committee, Faculty, Community Leaders
2003-2006	Examined research from various universities, research institutions, and schools systems to determine characteristics of successful models and what might be successful at WHS	Administration, Faculty, Community, Business, Parents, Site Council
2004-2006	Visited sites of Small Learning Communities in Florida, New York, Chicago and Los Angeles to learn about and discuss their implementation of SLCs.	Administration, Faculty and Site Council

PROOF OF READINESS		
<i>Timelines</i>	<i>Tasks</i>	<i>Personnel and Other Stakeholders Participating/Involved in Task</i>
2004-2006	Determined focus, size, lead teachers and locations of SLCs	Administration, Faculty, Community Organizations
2004-2005	Began initial planning for Freshman PODS	Faculty and parents
Summer 2005	Developed plan to organize and provide common planning time for Freshman PODs	

V. Conflict Resolution Plan

The Westchester/Playa del Rey communities are facing major challenges within their family of schools. As a result, we cannot simply look at the high school alone, but must view it within the current system or family of public schools in our community. Our challenges are the following:

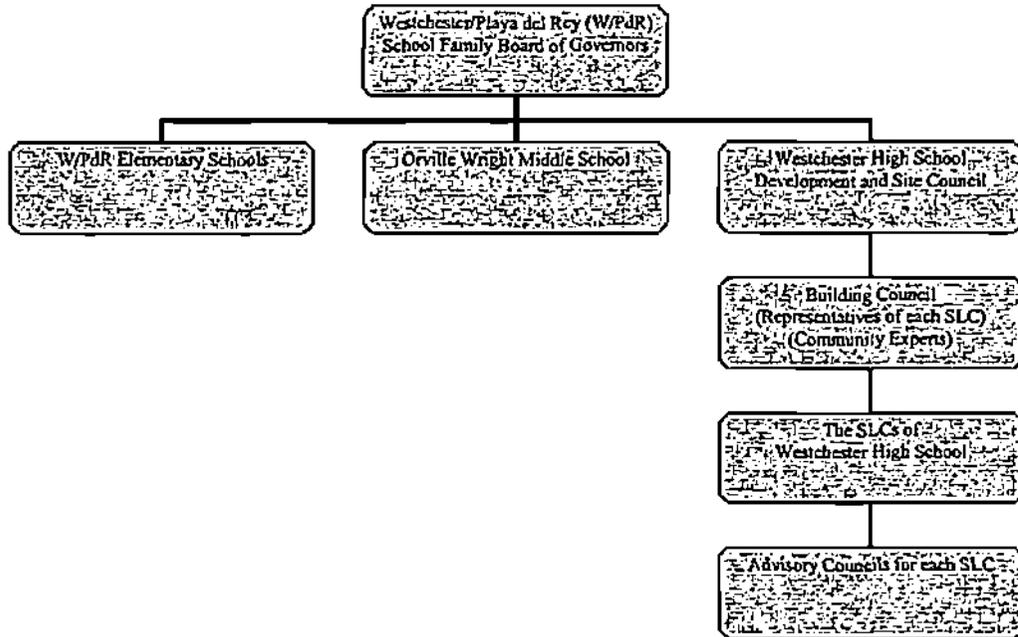
- i. We need to get our community back to support our public schools and we need our local children to enroll in our public schools. Currently, a vast majority of local students leave the public school system in 3rd grade. These students leave to attend private, parochial and magnet schools because their parents do not want them to attend our community's middle school and Westchester High School.
- ii. As a community, we need immediate academic improvement in the middle school and high school and we need to be able to engage all students in learning and achievement.
- iii. We need to harness the intellectual capital within the schools, across the schools, across all our parents, our students and our community members.
- iv. We need to market our schools to our community.
- v. We need an organizational structure for our family of schools that will develop sustaining resources for our plans for improvement; determine and allocate resources; and resolve conflicts—both decision disputes and conflicting resource needs.

The following structure proposes to address the above challenges:

- i. The School Family Board of Governors (BOG) works across all seven schools and is comprised of leaders of the schools—administration and teacher leaders, community leaders and the academic community. The work of this governance group is: private funding, progress on academic achievement across the schools, safety, marketing of schools—ensuring increased enrollment of the community's children and effective articulation from Pre-K through 12. It also develops long-term relationships with businesses and government to enable the schools to provide internships, job shadowing and partnerships. It reviews the data on student performance quarterly and makes recommendations for improvement to the schools, Local District 3 and LAUSD's Central Office and Board.
- ii. The elementary schools and the middle school will have subordinate groups that mirror the high school's organization.
- iii. The High School will define the function and responsibilities of the School Site Council (SSC) as it relates to the governance of the SLC. The SLC Council is composed of representatives from each SLC who collaboratively resolve disputes between SLC. The SLC Council reports the resolution of resource and decision conflicts to the SSC. Within each SLC, there is an Advisory Council that represents shareholder groups (parents, teachers, students, classified staff, and administrators). Each SLC's Advisory Council (SLCAC) determines decisions related to allocation of resources within the SLC. A key function of the SSC is to review data on student performance from each SLC. These data will be presented to the Board of Governors on a quarterly basis. The SSC is also responsible for solving disputes between SLC that are not resolved by the building council. The SSC also manages budget, monitors school wide Professional Development activities, and evaluate program effectiveness. The SLC Council

considers space allocation, school schedules, human resource issues, sharing of classes, recruiting and transferring of students. It will also review student performance data on a monthly basis and make reports to the SSC.

- iv. WHS commits to working with the United Teachers Los Angeles to resolve all personnel disputes within collective bargaining agreements.



VI. School Community Partners

Westchester High School is committed to building strong community resources and partnerships to help sustain its smaller learning communities over the long-term. Industry partners, for example, are extremely important for providing resources, mentors, internship opportunities, job shadowing and after-school and summer jobs for students. Partners include, but are not limited to, institutions of higher education, local non-profit agencies, local large and small businesses, and faith-based organizations.

A sampling of the school's existing community partners are noted in the following chart and demonstrate that local community support is broad-based. These lists will be expanded upon over the term of this grant in an aggressive effort to create more resources for the SLCs being implemented and to provide more opportunities for student and teacher mentoring and supports.

Each of Westchester's SLCs is in line with current and projected workforce needs and, thus, will provide significant opportunities with employers seeking to develop their future workforce. Additional community partners will be recruited for each SLC theme. (A few sample partner letters of commitment or signatures have been appended to this school SLC plan.)

A. Existing Community Resources/Partnerships

Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value (per year)
School Wide Partners (available for all SLCs)			
WPEF	WPEF is a community-based organization dedicated to creating outstanding schools. WPEF offers technical assistance with fundraising, funding for special programs and grant writing, public relations and marketing; and community involvement	2006-2015	(b)(4)
WHS Booster Club, Non-Profit 501 (c) (3)	For more than 20 years the Booster Club has supported WHS.	On-Going	
Westchester Rotary	College scholarships and teacher mini-grants	2000-2015	
Chamber of Commerce	Career lectures, job opportunities, teacher recognition awards	On-Going	
Westchester Neighborhood Council	SLC facility beautification	2006-2012	
West LA College	Post secondary career pathway support for all SLCs	2006-2012	
Westchester KIWANIS	Scholarships	2001-2012	
LAX	Mentoring programs	On-Going	

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Existing Community Partners by SLC	Role/Use of Resource for SLC	Expected Timeframe for Resource to Last (month/year)	\$ Value (per year)	
Freshman PODS				
UCLA	Westchester High School is a test site for UCLA's math diagnostic tests—skill assessment in Math.	2006-2011	(b)(4)	
Humanitas SLC				
Neutrogena	Provider of cash for trips, bus tours	On-Going		
African American Museum	Tours and facilities for professional development	2005-2012		
Urban Education Partnership	Workshops for teachers in interdisciplinary instruction; professional development activities on thematic instruction	1990-On-Going		
Academy of Motion Pictures Arts and Sciences	AMPAS staff help teachers design three-day media literacy project for 11 th graders	1996-On-Going		
Media & Communications SLC				
Los Angeles International Airport	Lectures on technology for passenger, plane/pilot communications	On-Going		
Math, Science and Environment SLC				
Real Estate Consultants	Print media for parents and community on the newly established environment SLC	2006-2012		
LAX	Mentoring and summer programs	On-Going		
Visual and Performing Arts SLC				
Loyola Marymount	Special seminars for teachers to incorporate visual and performing arts into core curriculum	On-Going		
Established SLC Not Funded through this Grant				
Math, Science and Aerospace Magnet				
LAX	Career lectures, summer programs	On-Going		
Boeing	Long-term partnership with Magnet	On-Going		
Raytheon	Technology equipment	2006-2012		

B. Potential Community Resources/Partnerships

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
School Wide Partners (available for all SLCs)		
Loyola Marymount University	LMU and WHS are initiating a partnership that will benefit both institutions. LMU is prepared to provide professional development to all SLCs and to work with WHS in effective implementation and dual enrollment	(b)(4)
Santa Monica College	A Partnership will be developed with SMC to provide dual enrollment	
Playa Vista	We will work with Playa Vista to create meaningful internships and job shadowing	
W/PdR Elementary Schools	We will ask our elementary schools to help us provide venues for performances and assist us with our long-term goals of effective transitions of students	
Orville Wright Middle School	The role and resources of the middle school will parallel those of the elementary school with the added opportunities for the middle school to dual enroll with the high school.	
9th Grade PODS		
PODS will have access to partnerships with community businesses and organizations through relationships that are developed within other SLCs as a means to introduce students to different smaller learning communities on campus. Articulations with SLC partners will grow over time as each SLC develops their own respective partnerships during and beyond the grant term.		
Humanitas SLC		
LACMA	Tours, speakers, teacher professional development	(b)(4)
LA City Council	Site visits, speakers	
Museum of Tolerance	Conflict Resolution/Leadership Academy	
Media & Communications SLC		
Entertainment Arts	School/Business Partnership, internships, job shadowing, advisory board membership	(b)(4)
Apple Computer	Equipment and expertise on use of iPod technology	
Verizon, Sprint	Equipment and expertise on use of cell phone technology	
LA Times	Expertise and professional development for teachers on changing channels of technology	

Potential Community Partners by SLC	Role/Use of Resource for SLC	Target Date for Securing Resource (Month/Year)
NPR	Telecast of WHS productions	6/2008
Math, Science and Environment SLC		
LA DWP	Tours, speakers, on-going projects for water and energy conservation	4/2007
H.B. Drollinger Development	Tours, speakers, internships	4/2007
Vons/Safeway Construction and Real Estate Department	Internships, hands-on experiences walking job sites and potential market sites	7/2007
Real Estate Consultants	Job shadowing, speakers, marketing of schools	9/2006
Universal Construction Department	Internships, hands-on experiences walking job sites and potential market sites	4/2007
UCLA	Dual enrollment, tutoring	4/2007
USC MESA	Provides hands-on experiences and opportunities in math, science and engineering applications	5/2007
Visual and Performing Arts		
Disney Hall/LA Philharmonic	Tours, concerts, Master Chorale	6/2007
Music Center	Musicians in the Schools	6/2007
Otis college	Dual enrollment	9/2007
Grammy Foundation	Teacher professional development, speakers, performance support, concerts	8/2007
Sony Entertainment	Production and assessment	10/2007
Established SLC Not Funded through this Grant		
Math, Science and Aerospace Magnet		
LAX	Tours focusing on operations and hangar visits to view aircraft and equipment	8/2006
Boeing	Funding for added professional development	11/2006
Northrop	Speakers and sources for on-going projects	9/2006
Aerospace Corporation	Mentors/role models and sources for on-going projects.	9/2006
Jet Propulsion Laboratory	Mentors/role models and sources for on-going projects.	9/2006
Los Angeles Air Force Base	Job shadowing, internships, sources for projects	9/2006
Teledyne Technologies	Internships, speakers, tours	9/2006
Cal Tech	Speakers, student tutors	10/2006

VII. SLC Teams: Roles, Responsibilities and Qualifications

SLCs at Westchester are designed and implemented by groups of stakeholders dedicated to each program. The roles, responsibilities and qualifications of the project directors/administrators, support staff, and teachers who will coordinate the smaller learning communities are detailed below. Due to the extremely large and complex organizational structures of LAUSD's large schools, we have not included the roles of parents, students and community stakeholders in these charts since they are not paid for their services. Neither have we attempted to add ALL staff, but have focused on the lead positions. Other components of this proposal, including the Proof of Readiness, Professional Development, Community Partners, Leveraging of Funds, and signature sheets and letters attached, attest to the involvement of these other groups and outline their various roles.

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
CENTRAL ADMINISTRATIVE TEAM				
Anita Bamer Principal	<p>Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead the school-wide SLC conversion process in accordance with District policy and the bargaining agreement. <input type="checkbox"/> Central areas of responsibilities include oversight of: <ul style="list-style-type: none"> - Categorical and other budgets - Decision making councils - Grant monitoring and implementation - District mandates - Union contract compliance - Personnel selection - Student registration - Faculty meetings - School data and AYP review, analysis, and reporting <input type="checkbox"/> Ensure rigorous academic programs for all students, recruiting <input type="checkbox"/> Collaborate with school leadership to: <ul style="list-style-type: none"> - Recruit, retain, and professionally develop staff - Monitor supplemental programs - Monitor school funds - Maintain articulation with feeder elementary and middle schools <input type="checkbox"/> Facilitate community and public relations activities with: <ul style="list-style-type: none"> - Loyola Marymount University and other institutions providing learning opportunities after high school - Community-based businesses - Community-based organizations - Other community-based partnerships 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	Qualifications: <ul style="list-style-type: none"> <input type="checkbox"/> Bachelor of Science, Spellman University <input type="checkbox"/> Master in Adaptive Physical Education, University of Missouri <input type="checkbox"/> Administrative Credential, California Lutheran University <input type="checkbox"/> Master in Education, California Lutheran University <input type="checkbox"/> 3 years Principal <input type="checkbox"/> 6 years Assistant Principal <input type="checkbox"/> 6 years Dean of Students <input type="checkbox"/> 17 years classroom teacher <input type="checkbox"/> Coordinating <ul style="list-style-type: none"> - Student Information Systems - Student Activities - Senior Class Graduation - Crisis Team 			
School Improvement Facilitator (SIF)	Role: <ul style="list-style-type: none"> <input type="checkbox"/> Supports the leadership role of the Principal <input type="checkbox"/> Facilitates the distribution and allocation of resources between SLC <input type="checkbox"/> Collaborates with the SLC to develop and implement professional development activities <input type="checkbox"/> Participates and collaborates in staffing and organizational decisions <input type="checkbox"/> Monitors and analyzes enrollment patterns to ensure equity and access for all students <input type="checkbox"/> Collects, disaggregates, analyzes and reports student achievement data to all representative school and community groups Qualifications: <ul style="list-style-type: none"> <input type="checkbox"/> Minimum of 5 years successful teaching experience in a high school or span school environment <input type="checkbox"/> Has or is working towards administrative credential <input type="checkbox"/> Minimum of 2 years coordinating a school program <input type="checkbox"/> Experience collaborating with shareholder groups in the development and implementation of a Single Plan for Student Achievement, Accreditation process, and/or State or Federally Funded Grant <input type="checkbox"/> 2 years experience working in a SLC <input type="checkbox"/> Familiarity with District policies related to the development and implementation of SLC 	100%	YES	YES
Elizabeth Rosinsky, College Counselor,	Roles: <ul style="list-style-type: none"> <input type="checkbox"/> Provides support for all students through the college office <input type="checkbox"/> Consistently communicates with parents and student regarding educational options and opportunities after high school <input type="checkbox"/> Provide regular and consistent interactions with all students through the College office <input type="checkbox"/> Organizes, schedules, and coordinates activities 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<p>related to the college office including:</p> <ul style="list-style-type: none"> - College fairs - SAT, ACT and Advanced Placement testing - Scholarships - Financial planning <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Master in Counseling <input type="checkbox"/> Masters of Arts in School Counseling <input type="checkbox"/> Pupil Personnel Services Credential <input type="checkbox"/> Bachelor of Arts in Human Development with emphasis in Juvenile Delinquency <input type="checkbox"/> Six years home-based counselor <input type="checkbox"/> 8 years academic coach <input type="checkbox"/> 2 years pre-veterinary science 			
9th Grade PODS				
Eric Davidson Assistant Principal	<p>Roles:</p> <p>The Administrator of the 9th Grade PODS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinates meetings <input type="checkbox"/> Works collaboratively with SLC teachers and counselors to plan and coordinate curriculum, assessment, and professional development activities <input type="checkbox"/> Coordinates interventions and any special events of the SLC <input type="checkbox"/> Supervises budget expenditures related to the SLC <input type="checkbox"/> Maintains communication with parents and other stakeholders <input type="checkbox"/> Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bachelor of Arts in Communication Arts with a Minor in Business Administration <input type="checkbox"/> Clear multiple subject teaching credential <input type="checkbox"/> Clear Administrative Credential <input type="checkbox"/> Master's degree in Education <input type="checkbox"/> 7 years teaching experience <input type="checkbox"/> 6 years Categorical Programs Advisor <input type="checkbox"/> One year English Learner Program Secondary Advisor – Local District D <input type="checkbox"/> Two years English Learner Program K – 12 Specialist – Local District D <input type="checkbox"/> Two years Assistant Principal, Westchester High School <input type="checkbox"/> Demonstrates consistent and effective communication skills with all stakeholder groups <p>Is knowledgeable of and follows district policies and procedures related to SLC</p>	100%	YES	YES

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Position/Name	Qualifications; Roles & Responsibilities	% of Time	Availability	Release Time
Jennifer Lisowski, Lead Teacher	<p>Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively plans and implements professional development activities for colleagues in the PODS <input type="checkbox"/> Collects, disaggregates, analyzes and reports student achievement data to all stakeholder groups within the SLC <input type="checkbox"/> Facilitates allocation of funds and resources related to the PODS <input type="checkbox"/> Monitors student achievement, behavior, and participation within the PODS <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bachelor of Art in English <input type="checkbox"/> Master's degree in English <input type="checkbox"/> 5 years successful teaching with middle and high school students <input type="checkbox"/> Participation in teacher team responsible for curriculum and assessment development <input type="checkbox"/> Participation with 9th grade PODS <input type="checkbox"/> Year book advisor 	100%	YES	YES
Mary Ann Rose, Lead Teacher	<p>Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively plans and implements professional development activities for colleagues in the PODS <input type="checkbox"/> Collects, disaggregates, analyzes and reports student achievement data to all stakeholder groups within the SLC <input type="checkbox"/> Facilitates allocation of funds and resources related to the PODS <input type="checkbox"/> Monitors student achievement, behavior, and participation within the PODS <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bachelor of Arts <input type="checkbox"/> Master's degree in French <input type="checkbox"/> 3 years successful teaching experience <input type="checkbox"/> Coordinator of Developing Readers and Writers program <input type="checkbox"/> Participation in the initial planning and implementation of PODS 	100%	YES	YES
Lead Teacher Vacant Position	<p>Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively plans and implements professional development activities for colleagues in the PODS <input type="checkbox"/> Collects, disaggregates, analyzes and reports student achievement data to all stakeholder groups within the SLC <input type="checkbox"/> Facilitates allocation of funds and resources related to the PODS <input type="checkbox"/> Monitors student achievement, behavior, and participation within the PODS <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Possesses a Professional Clear Credential and has 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	permanent status with the District <input type="checkbox"/> Has experience or educational background on personalization, curriculum, and assessment strategies related to SLC <input type="checkbox"/> Maintains accurate and timely student records <input type="checkbox"/> Demonstrates consistent organizational and leadership skills			
Counselor, Vacant	Roles: <input type="checkbox"/> Provides services to 9 th graders, including: - Assisting students in SLC selection process - Referral to academic and behavior interventions - Collaborate with teachers to enhance communication processes with parents and the community - Participate in articulation activities <input type="checkbox"/> Facilitate student discussion groups that address academic and socialization issues <input type="checkbox"/> Collaborate with teachers and administrators to gather, analyze, and discuss data results <input type="checkbox"/> Support students within the PODS and as they matriculate into SLC <input type="checkbox"/> Provide regular and consistent interactions with students within SLC Qualifications: <input type="checkbox"/> Bachelor of Arts degree <input type="checkbox"/> Hold Pupil Personnel Services (PPS) credential <input type="checkbox"/> Master Degree in School Counseling <input type="checkbox"/> One year of successful counseling service	100%	YES	YES
Humanitas SLC				
Administrator Vacant Position	Roles: The Administrator of Humanitas: <input type="checkbox"/> Coordinates meetings <input type="checkbox"/> Works collaboratively with SLC teachers and counselors to plan and coordinate curriculum, assessment, and professional development activities <input type="checkbox"/> Coordinates interventions and any special events of the SLC <input type="checkbox"/> Supervises budget expenditures related to the SLC <input type="checkbox"/> Maintains communication with parents and other stakeholders <input type="checkbox"/> Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options Qualifications: <input type="checkbox"/> Minimum of 5 years successful teaching experience in a high school or span school environment <input type="checkbox"/> Has or is working towards administrative credential	50%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> <input type="checkbox"/> Minimum of 2 years coordinating a school program <input type="checkbox"/> Experience collaborating with shareholder groups in the development and implementation of a Single Plan for Student Achievement, Accreditation process, and/or State or Federally Funded Grant <input type="checkbox"/> 2 years experience working in a SLC <input type="checkbox"/> Familiarity with District policies related to the development and implementation of SLC 			
<p>Caroline Stebbins, Lead Teacher</p>	<p>Role:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional development activities related to curriculum and assessment strategies <input type="checkbox"/> Collaboratively plans on-going professional development with teachers, administrators, and curriculum coaches <input type="checkbox"/> Plans and implements processes for collecting, disaggregating, analyzing, and reporting data results to the SLC, the school, and community <input type="checkbox"/> Lead and/or coordinate professional development that improves and integrates the use of Specially Designed Academic Instruction in English (SDAIE) and Culturally Relevant and Responsive Education (CRRE) pedagogies across content areas <input type="checkbox"/> Collaboratively plan thematic instructional curricula that focuses on the needs of students within the SLC <input type="checkbox"/> Plans and organizes resources to support the instructional needs of students within the SLC <input type="checkbox"/> Collaborates with teachers and other stakeholder groups to organize community resources and maximize their uses <input type="checkbox"/> Design a process for identifying students for early intervention <input type="checkbox"/> Plans and develops accelerated learning opportunities for targeted students across disciplines to ensure equitable access to a rigorous standards-based curriculum <input type="checkbox"/> Participate in the decision-making processes <input type="checkbox"/> Monitor plan implementation and fund allocations <input type="checkbox"/> Support distributed leadership within the SLC by facilitating opportunities for stakeholder groups to participate in decision-making processes, providing on-going feedback to stakeholder groups, and monitor, assess, and evaluate the effectiveness of the SLC plan <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bachelor of Liberal Arts <input type="checkbox"/> Teaching credential from National University <input type="checkbox"/> 120 continuation credits from University of San Diego <input type="checkbox"/> 20 years of teaching experience <input type="checkbox"/> Eight year coordinating Humanitas Program <input type="checkbox"/> Establish and sustain outreach program with 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	Academy of Motion Pictures and Sciences, CBOP, Neutrogena, and Theatrical Botanical Program <input type="checkbox"/> Write grants to enhance educational experiences of students participating in the program <input type="checkbox"/> Collaborate in the development and implementation of interdisciplinary curriculum <input type="checkbox"/> Six years Academic Decathlon coach <input type="checkbox"/> Collaboration with Urban Education Partnership to facilitate professional development activities at the school <input type="checkbox"/> Facilitates articulation with feeder middle schools to assist matriculating students in preparing for the high school experience - Other experiences - West Coast Director of training and development for Dun and Bradstreet - Budget development and maintenance			
Carolynne Klier, Counselor	Roles: <input type="checkbox"/> Provide regular and consistent interactions with students within SLC <input type="checkbox"/> Collaborate with the lead teacher and administrator to ensure all students not making adequate progress are provided with appropriate and timely intervention <input type="checkbox"/> Facilitate student group discussions Qualifications: <input type="checkbox"/> Master of Education Psychology and Counseling <input type="checkbox"/> Pupil Personnel Services Credential <input type="checkbox"/> Bachelor of Arts in English Education <input type="checkbox"/> Kentucky State Department of Education - Teacher training facilitator <input type="checkbox"/> Ojai Foundation Program training facilitator – Circles in School	50%	YES	YES
Media and Communications SLC				
Dechele Byrd Assistant Principal	Roles: The Administrator of the Media and Communications: <input type="checkbox"/> Coordinates meetings <input type="checkbox"/> Works collaboratively with SLC teachers and counselors to plan and coordinate curriculum, assessment, and professional development activities <input type="checkbox"/> Coordinates interventions and any special events of the SLC <input type="checkbox"/> Supervises budget expenditures related to the SLC <input type="checkbox"/> Maintains communication with parents and other stakeholders <input type="checkbox"/> Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options.	50%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release-Time
	Qualifications: <ul style="list-style-type: none"> <input type="checkbox"/> Masters of Science and Administration <input type="checkbox"/> Master in Arts, Curriculum and Instruction <input type="checkbox"/> BBA in Marketing Management <input type="checkbox"/> Two years experience as Assistant Principal <input type="checkbox"/> Two years experience as Dean of Students <input type="checkbox"/> 7 years of successful teaching experience in K-8 <input type="checkbox"/> 5 years Information Design Coordinator with Diamond Shamrock/Ultramar Inc. <input type="checkbox"/> Financial Accountant for Diamond Shamrock/Ultramar Inc. <input type="checkbox"/> Owner/operator of Web-based company <input type="checkbox"/> Wrote and received Energy Grant from Edison 			
Bill Weronka, Lead Teacher	Roles: <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional development activities related to curriculum and assessment strategies <input type="checkbox"/> Collaboratively plans on-going professional development with teachers, administrators, and curriculum coaches <input type="checkbox"/> Plans and implements processes for collecting, disaggregating, analyzing, and reporting data results to the SLC, the school, and community <input type="checkbox"/> Lead and/or coordinate professional development that improves and integrates the use of Specially Designed Academic Instruction in English (SDAIE) and Culturally Relevant and Responsive Education (CRRE) pedagogies across content areas <input type="checkbox"/> Collaboratively plan thematic instructional curricula that focuses on the needs of students within the SLC <input type="checkbox"/> Plans and organizes resources to support the instructional needs of students within the SLC <input type="checkbox"/> Collaborates with teachers and other stakeholder groups to organize community resources and maximize their uses <input type="checkbox"/> Design a process for identifying students for early intervention <input type="checkbox"/> Plans and develops accelerated learning opportunities for targeted students across disciplines to ensure equitable access to a rigorous standards-based curriculum <input type="checkbox"/> Participate in the decision-making processes <input type="checkbox"/> Monitor plan implementation and fund allocations <input type="checkbox"/> Support distributed leadership within the SLC by facilitating opportunities for stakeholder groups to participate in decision-making processes, providing on-going feedback to stakeholder groups, and monitor, assess, and evaluate the effectiveness of the SLC plan Qualifications: <ul style="list-style-type: none"> <input type="checkbox"/> Bachelor Arts in Journalism <input type="checkbox"/> Teaching Credential 	100%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional Technology Coordinator – Westchester High School <input type="checkbox"/> 5 years teaching experience <input type="checkbox"/> 25 years in journalism and broadcasting <input type="checkbox"/> CEO of Public Relations firm <input type="checkbox"/> Pulitzer Prize Award winner 			
Shanell Leggins, Counselor	<p>Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide regular and consistent interactions with students within SLC <input type="checkbox"/> Collaborate with the lead teacher and administrator to ensure all students not making adequate progress are provided with appropriate and timely intervention <input type="checkbox"/> Facilitate student group discussions <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Masters of Arts in School Counseling <input type="checkbox"/> Pupil Personnel Services Credential <input type="checkbox"/> Bachelor of Arts in Sociology with Minor in Psychology <input type="checkbox"/> 4 years successful teaching <input type="checkbox"/> 2 years Special Education Assistant Trainee <input type="checkbox"/> Safe Sitter Instructor for Beach Cities Health District 	50%	YES	YES
Math, Science and Environment SLC				
Dechele Byrd, Assistant Principal	<p>Roles:</p> <p>The Administrator of the Environmental Science:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinates meetings <input type="checkbox"/> Works collaboratively with SLC teachers and counselors to plan and coordinate curriculum, assessment, and professional development activities <input type="checkbox"/> Coordinates interventions and any special events of the SLC <input type="checkbox"/> Supervises budget expenditures related to the SLC <input type="checkbox"/> Maintains communication with parents and other stakeholders <input type="checkbox"/> Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options. <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Masters of Science and Administration <input type="checkbox"/> Master in Arts, Curriculum and Instruction <input type="checkbox"/> BBA in Marketing Management <input type="checkbox"/> Two years experience as Assistant Principal <input type="checkbox"/> Two years experience as Dean of Students <input type="checkbox"/> 7 years of successful teaching experience in K-8 <input type="checkbox"/> 5 years Information Design Coordinator with Diamond Shamrock/Ultramar Inc. <input type="checkbox"/> Financial Accountant for Diamond Shamrock/Ultramar Inc. 	50%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
	<ul style="list-style-type: none"> <input type="checkbox"/> Owner/operator of Web-based company <input type="checkbox"/> Wrote and received Energy Grant from Edison 			
Sherman Lambert, Lead Teacher	<p>Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional development activities related to curriculum and assessment strategies <input type="checkbox"/> Collaboratively plans on-going professional development with teachers, administrators, and curriculum coaches <input type="checkbox"/> Plans and implements processes for collecting, disaggregating, analyzing, and reporting data results to the SLC, the school, and community <input type="checkbox"/> Lead and/or coordinate professional development that improves and integrates the use of Specially Designed Academic Instruction in English (SDAIE) and Culturally Relevant and Responsive Education (CRRE) pedagogies across content areas <input type="checkbox"/> Collaboratively plan thematic instructional curricula that focuses on the needs of students within the SLC <input type="checkbox"/> Plans and organizes resources to support the instructional needs of students within the SLC <input type="checkbox"/> Collaborates with teachers and other stakeholder groups to organize community resources and maximize their uses <input type="checkbox"/> Design a process for identifying students for early intervention <input type="checkbox"/> Plans and develops accelerated learning opportunities for targeted students across disciplines to ensure equitable access to a rigorous standards-based curriculum <input type="checkbox"/> Participate in the decision-making processes <input type="checkbox"/> Monitor plan implementation and fund allocations <input type="checkbox"/> Support distributed leadership within the SLC by facilitating opportunities for stakeholder groups to participate in decision-making processes, providing on-going feedback to stakeholder groups, and monitor, assess, and evaluate the effectiveness of the SLC plan <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bachelor of Arts in Biology <input type="checkbox"/> Master of Science in Biology <input type="checkbox"/> Master of Arts in Biology <input type="checkbox"/> 18 year teaching experience in middle and high school <input type="checkbox"/> Teaching Associate UCLA <input type="checkbox"/> Research Associate UCLA <input type="checkbox"/> Chemical Safety Coordinator <input type="checkbox"/> Teacher Advisor – NASA/NSTA Space Science Student Program 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Shanell Leggins, Counselor	Roles: <ul style="list-style-type: none"> <input type="checkbox"/> Provide regular and consistent interactions with students within SLC <input type="checkbox"/> Collaborate with the lead teacher and administrator to ensure all students not making adequate progress are provided with appropriate and timely intervention <input type="checkbox"/> Facilitate student group discussions Qualifications: <ul style="list-style-type: none"> <input type="checkbox"/> Masters of Arts in School Counseling <input type="checkbox"/> Pupil Personnel Services Credential <input type="checkbox"/> Bachelor of Arts in Sociology with Minor in Psychology <input type="checkbox"/> 4 years successful teaching <input type="checkbox"/> 2 years Special Education Assistant Trainee <input type="checkbox"/> Safe Sitter Instructor for Beach Cities Health District 	50%	YES	YES
Visual and Performing Arts SLC				
Administrator Vacant Position	Roles: The Administrator of Visual and Performing Arts: <ul style="list-style-type: none"> <input type="checkbox"/> Coordinates meetings <input type="checkbox"/> Works collaboratively with SLC teachers and counselors to plan and coordinate curriculum, assessment, and professional development activities <input type="checkbox"/> Coordinates interventions and any special events of the SLC <input type="checkbox"/> Supervises budget expenditures related to the SLC <input type="checkbox"/> Maintains communication with parents and other stakeholders <input type="checkbox"/> Articulates with middle schools to coordinate enrollment and information for students and parents about coming to the high school and the SLC options Qualifications: <ul style="list-style-type: none"> <input type="checkbox"/> Minimum of 5 years successful teaching experience in a high school or span school environment <input type="checkbox"/> Has or is working towards administrative credential <input type="checkbox"/> Minimum of 2 years coordinating a school program <input type="checkbox"/> Experience collaborating with shareholder groups in the development and implementation of a Single Plan for Student Achievement, Accreditation process, and/or State or Federally Funded Grant <input type="checkbox"/> 2 years experience working in a SLC <input type="checkbox"/> Familiarity with District policies related to the development and implementation of SLC 	50%	YES	YES

Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Jordan Catapano Lead Teacher	<p>Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional development activities related to curriculum and assessment strategies <input type="checkbox"/> Collaboratively plans on-going professional development with teachers, administrators, and curriculum coaches <input type="checkbox"/> Plans and implements processes for collecting, disaggregating, analyzing, and reporting data results to the SLC, the school, and community <input type="checkbox"/> Lead and/or coordinate professional development that improves and integrates the use of Specially Designed Academic Instruction in English (SDAIE) and Culturally Relevant and Responsive Education (CRRE) pedagogies across content areas <input type="checkbox"/> Collaboratively plan thematic instructional curricula that focuses on the needs of students within the SLC <input type="checkbox"/> Plans and organizes resources to support the instructional needs of students within the SLC <input type="checkbox"/> Collaborates with teachers and other stakeholder groups to organize community resources and maximize their uses <input type="checkbox"/> Design a process for identifying students for early intervention <input type="checkbox"/> Plans and develops accelerated learning opportunities for targeted students across disciplines to ensure equitable access to a rigorous standards-based curriculum <input type="checkbox"/> Participate in the decision-making processes <input type="checkbox"/> Monitor plan implementation and fund allocations <input type="checkbox"/> Support distributed leadership within the SLC by facilitating opportunities for stakeholder groups to participate in decision-making processes, providing on-going feedback to stakeholder groups, and monitor, assess, and evaluate the effectiveness of the SLC plan <p>Qualifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bachelor of Arts, Theatre Arts, Long Beach State University <input type="checkbox"/> Teaching credential, Los Angeles Unified School District <input type="checkbox"/> PODS teacher <input type="checkbox"/> Accreditation team member <input type="checkbox"/> Member of Actors Circle Theatre: Hollywood <input type="checkbox"/> HB Studios: New York City <input type="checkbox"/> South Coast Repertory <input type="checkbox"/> Acting, writing, directing credits: various 	100%	YES	YES

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Position/Name	Qualifications, Roles & Responsibilities	% of Time	Availability	Release Time
Carolynne Klier, Counselor	Roles: <ul style="list-style-type: none"> <input type="checkbox"/> Provide regular and consistent interactions with students within SLC <input type="checkbox"/> Collaborate with the lead teacher and administrator to ensure all students not making adequate progress are provided with appropriate and timely intervention <input type="checkbox"/> Facilitate student group discussions Qualifications: <ul style="list-style-type: none"> <input type="checkbox"/> Master of Education Psychology and Counseling <input type="checkbox"/> Pupil Personnel Services Credential <input type="checkbox"/> Bachelor of Arts in English Education <input type="checkbox"/> Kentucky State Department of Education - Teacher training facilitator <input type="checkbox"/> Ojai Foundation Program training facilitator – Circles in School 	50%	YES	YES

VIII. Professional Development

All professional development activities for the next five years will correlate with the needs of instruction and structure to provide foundational elements for SLC implementation and refinement. Instructional coaches and specialists will work within SLC themes to create sound interdisciplinary units that meet student needs.

Because Westchester High School will be wall-to-wall by 2008, school wide professional development will focus on how the school culture needs to change to accommodate the attributes of small learning communities. Wherever possible, SLCs will collaborate with departments and content areas to provide the most instructionally sound education for the students. To ensure that the broader implementation plan towards smaller learning communities occurs efficiently, the school's plan includes a strong commitment to professional development that stresses personalization and achievement for students. The chart below provides specifics on sustained and intensive professional development for teachers, administrators and other stakeholders that will prepare them to transform and expand the campus into an SLC campus by focusing on teaching in and managing SLC programs, as well as continuously recruiting community support for sustainability.

In addition to the school level professional development outlined below, school staff participate in SLC professional development provided by the district, which focuses on these seven attributes adopted by LAUSD for successful implementation of small school learning communities: (1) Unifying Vision/Identity; (2) Rigorous Standards-Based Curriculum, Instruction and Assessment; (3) Equity and Access; (4) Personalization; (5) Accountability and Distributed Leadership; (6) Collaboration; (7) Professional Development . Please see the main narrative for the district's professional development program.

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
1. To advance understanding of teachers, administrators, and other stakeholders of effective research-based instructional strategies for improving student achievement (particularly those below grade level)				
Understanding and using quantitative data for student performance: Analysis and discussion of CST data to address standards across the curriculum.	All school staff members, site council, School Family BOG	One hour, monthly for faculty beginning 8/2006; One hour, quarterly for Site Council and BOG,	On-going/Monthly August 2006 – June 2011 During common planning time provided by master schedule	Staff and other stakeholders will be prepared to use student performance data to inform instruction and identify individual student needs in each SLCs.. Staff will also be able to create common instructional goals to achieve school-wide improvements through the SLCs collaboration.

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Math and Literacy Coaching Develop effective instruction through classroom observations, modeling, co-teaching, collaborative planning and cognitive coaching	All Staff	5 hours, weekly	Ongoing until 2011	Each SLC team will work to improve student and teacher performance by developing effective thematic instruction through classroom observations, modeling, co-teaching, collaborative planning and cognitive coaching. SLC teams will be able to create interdisciplinary units with training from coaches.
SDAIE Methods for ELL Use of hands-on activities, realia, scaffolding, modeling, graphic organizers, content specific vocabulary instruction and manipulatives	Advanced training for ELD staff	4 hours, weekly	Four times per year according to PD calendar for until 2011	SLCs team will improve comprehension and develop language skills in ELL students through the assessment of student work in specific SLCs to reclassify students and to reduce Far Below Basic scores on the CSTs.
Standards Application to Student Work and SPA assessments Through the use of anchor papers representative of all four levels of proficiency in SLC teams	Core teachers, Students	2 hours, Three to five times per year according to number of assessments based on District mandate per core department	On-going/as per master calendar as determined by the District	Ongoing assessment of student progress toward meeting grade level proficiency standards to guide re-teaching and continuing instruction will provide for improved scores on SPAs.
Kaplan Training for Differentiated Instruction to extend student learning and the preparation for the CAHSEE	Staff addressing the learning needs of lower and higher performing students, Students	32 Hours, yearly	Intensive training beginning 8/2006-6/2011	Teachers will learn and develop techniques to differentiate curriculum and instruction for intervention.

School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
				engagement, enrichment, and advanced learning.
Principals' Academy Develop administrators ability to organize resources, allocate time efficiently, expand techniques for supporting instructional growth school wide, including professional development, the use of data, coaching and personalization	Administrators	3 hours, Monthly	Intensive training beginning 8/2006-6/2011 Monthly	Administrators will be able to use effective management skills to maximize SLC implementation.
2. To provide teachers, administrators, other stakeholders with knowledge and skills they need to participate effectively in the development, expansion or implementation of a SLC.				
District SLC Workshops	Principals, Coordinators, Community Members	8 hours, quarterly	June 2006-June 2011	Participants will be able to differentiate between models of small learning communities and use this knowledge to evaluate and refine the current SLCs.
Board of Governors Meetings	Members of BOG for school family and SLC coordinators and school Administration	2 hours, quarterly	Commencing 8/2006, ongoing until 2011	Participants will create a system of evaluation that will guide refinement of SLCs with community relations to guide action for the next five years.
Site Council Training	Site council members, SLC staff	2 hours, quarterly	Commencing 8/2006, ongoing until 2011	Participants will create a system of evaluation that will guide refinement of SLCs with school site implementation to guide action for the next five years.
Chamber of Commerce, Rotary	Chamber members	6 hours, yearly with education focus	Commencing 8/2006, ongoing until 2011	Community members will be able to communicate status and performance of SLCs to understand school status.

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School and Local District Level Professional Development (PD) and Collaboration for SLC Implementation				
Type of Training or Collaboration	Intended Stakeholder	Duration & Frequency	Expected Schedule (Month/Year)	Expected Outcomes
Middle School Site Council	Middle school site council members, school staff	6 hours yearly with articulation focus	Commencing 8/2006, ongoing	Middle school Council will be able to articulate with high school structure to improve student and community understanding of SLCs
Elementary School Site Council	Elementary school site council members, school staff	6 hours yearly with articulation focus	Commencing 8/2006, ongoing until 6/2011	Elementary schools will be able to articulate SLC attributes in their school structure to collaborate with high school structure.
Annual Retreat	SLC Leadership personnel, parents, teachers and students	32 hours, yearly	Commencing Summer 2007 Summer 2008 Summer 2009 Summer 2010 Summer 2011	Participants will be able to articulate the plans, understand results and create refinements to the SLC timeline and implementation schedule.
LASUD Office of School Redesign-School Improvement Facilitator	All Stakeholders	Addition of school improvement facilitator 40 hours, weekly	One school year, 2006-2007 If additional funding given, 2007-2011	All stakeholders will be given skills necessary to design, implement, evaluate and refine SLCs. These skills will include recruitment of partners, parent collaboration, improvement of instructional practices and other strategies that are relevant to the implementation of SLCs.

IX. Leveraged Funds

Westchester High School is committed to ensuring that its SLCs are able to benefit from existing funding as part of its strategic plan to increase student achievement in secondary education. Leveraging central office and community support for this purpose is critical. The chart below demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs at the school. These grants pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Source Grant or Pool of Funds	\$ Value	Role/Use of Funds for SLC	Timeframe
Leveraged Federal, State, and Local Public Funds:			
ESEA Funds	\$210,000	Accelerated learning strategies in math and science	Annual
Parent Title I	(b)(4)	Parent training and operations of parent center	Annual
Economic Impact Aid/Limited English Proficient		Develop fluency in English and academic proficiency of English Language	Annual
Economic Impact Aid/State Compensatory Education		Help educationally disadvantaged students succeed in the regular program	Annual
High Priority School Grant		School restructuring and professional development for literacy and math skills.	Ends 2006-2007
LAUSD District Math & Literacy Coaches		Provide support for improving math and literacy instruction.	Annual
LAUSD Instructional Materials Account		Provides Materials and supplies for teachers	Annual
Beyond the Bell Program		Supplemental support services/Accelerated learning strategies for students significantly below grade level in literacy and math.	Annual
Tobacco Use Prevention Education		Promotion of non-smoking	Annual

X. Timeline and Milestones

In order to complete implementation of wall-to-wall SLCs at Westchester High School on-time and on-budget, a specific implementation plan has been developed. The school has initiated three new SLCs to add to two expanding and one established SLC. Complete transformation of the school to wall-to-wall SLCs will be completed by the 2010-2011 academic school year, when all SLCs will be institutionalized and operating at full enrollment. Because this is a conversion plan that builds upon the transformation of successful existing academies as well as the creation of new SLCs, each year will witness the addition of new students to each SLC.

The new academies are being rolled out as follows: 06-07 school year, 10th and 11th grade only for Math Science and Environment SLC with 12th grade the following year; 07-08 school year, 10th and 11th grades for Media and Communication with 12th grade the following year; 08-09 school year, 10th and 11th grades for Visual and Performing Arts with 12th grade the following year.

Westchester is also developing overall detailed timelines and milestones for its SLC implementation, a fluid plan that is flexible enough to meet upcoming challenges. The professional development discussion and chart provided earlier in this school SLC plan and the timelines for recruiting community partners are elements of that larger set of timelines.

Smaller Learning Community Roll-out Timeline during the Grant Term

Year of Implementation	1. 9 th Grade PODS	2. Humanitas SLC	3. Media & Communication SLC	4. Math/Science/ Environment SLC	5. Visual & Performing Arts SLC
Current	600	70 9 th - 24 10 th - 28 11 th - 17	0	0	0
1	600	120 10 th - 75 11 th - 28 12 th - 17	0	105 10 th - 70 11 th - 35	0
2	600	250 10 th - 150 11 th - 75 12 th - 28	190 10 th - 150 11 th - 40	250 10 th - 150 11 th - 70 12 th - 35	0
3	600	375 10 th - 150 11 th - 150 12 th - 75	340 10 th - 150 11 th - 150 12 th - 40	370 10 th - 150 11 th - 150 12 th - 70	250 10 th - 150 11 th - 100
4	600	375 - 450 10 th - 125-150 11 th - 125-150 12 th - 125-150	375 - 450 10 th - 125-150 11 th - 125-150 12 th - 125-150	375 - 450 10 th - 125-150 11 th - 125-150 12 th - 125-150	375 - 450 10 th - 125-150 11 th - 125-150 12 th - 125-150
5	600	375 - 450 10 th - 125-150 11 th - 125-150 12 th - 125-150	375 - 450 10 th - 125-150 11 th - 125-150 12 th - 125-150	375 - 450 10 th - 125-150 11 th - 125-150 12 th - 125-150	375 - 450 10 th - 125-150 11 th - 125-150 12 th - 125-150

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Westchester High School
 School Address: 7400 W. Manchester Avenue
 City, State, Zip Code: Los Angeles, CA 90045
 Phone: (310) 670-4003 Phone (310) 670-4003 SLC Contact Person: Eric Davidson
 Fax: (310) 410-1067

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
1. CAROLYN STEBBINS ENGLISH TEACHER	JOINT PERSON - HUMANITAS	
2. Jo Bernstein English Teacher	member of Math/Science Magnet - already in SLC	
3. #121 THOMAS ENGLISH TEACHER	Teacher - Language Arts Community	
4. C.B. ALLEN French Teacher	Teacher - Language Arts Community	
5. THOMAS MEASERS	Magnet English Teacher	
6. Charles Miller ENGLISH TEACHER	ENGLISH - HUMANITAS	
7. Shannon Miller English Teacher	English (cultural & creative writing) - Environmental Sciences	
8. Andrew Kamm Social Studies Teacher	TEACHER, SLC.	
9. JORDAN CATAPANO ENGLISH TEACHER	VISUAL & PERFORMING ARTS - LT	
10. Maryann Rose ENGLISH TEACHER	Teacher SLC.	
11. Ann Schaefer S.S.O.	teacher	
12. David Fulkerson Mathematics	9th grade acc. teacher / intervention	
13. Jared Garrieth Social Studies Teacher	Teacher SLC	
14. Ruffin Patterson	Teacher	
15. Danielle Paul	Teacher	
16. LISA Kramer	member math/science magnet already in SLC	
17. Pete Jussus	DEPT. TEACHER MATH SCIENCE MAGNET ALREADY IN S.L.C.	
18. T-CHAD Mark S.S. DEPT. CHAIR	TEACHER	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Westchester High School
 School Address: 7400 W. Manchester Avenue
 City, State, Zip Code: Los Angeles, CA 90045
 Phone: (310) 670-4003 ^{fax} phone (310) 410-1067 SLC Contact Person: Eric Davidson

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

	Printed Name and Position	Role in SLC	Signature
11.	Greg Phillips ^{Teacher}	Teacher in a SLC - ^{math} math	G Phillips
20.	Thomas Kill ^{Teacher}	Math/science SLC	T.R. Kill
21.	Joy Yoon ^{Teacher}	Teacher in Science SLC ^{math}	Joy's Yoon
22.	Kandylle ^{Teacher}	Teacher	K Chair
23.	Becky Tentim ^{Teacher}	math/science Physical teacher sec	Becky Tentim
24.	Fred Page ^{Teacher}	COMMUNICATIONS/MEDIA	Fred Page
25.	FLOYD BELL	2ND. ARTS	Floyd Bell
26.	Sharon Lambert ^{Teacher}	Teacher/Leader Science/Math SLC	Sharon Lambert
27.	ROSS ROSENFELD ^{TEACHER}	TEACHER/COACH	Rosefeld
28.	Brian Katakaka ^{Teacher}	Teacher	Brian Katakaka
29.	SUSAN COHEN	TEACHER	S. Cohen
30.	KEA Kohon	TEACHER	Kea Kohon
31.	BRYAN GAYER	TEACHER	Bryan Gayer
32.	JAMES CIBVALE	TEACHER	James Cibvale
33.	AARON IGUM	TEACHER	Aaron Igum
34.	Chris Heatt	Teacher	Chris Heatt

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL STAFF SIGNATURE FORM

School Name: Westchester High School	
School Address: 7400 W. Manchester Avenue	
City, State, Zip Code: Los Angeles, CA 90045	
Phone: (310) 670-4003	SLC Contact Person: Eric Davidson

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

Printed Name and Position	Role in SLC	Signature
41. Aja Whitten	teacher	
42. MICHAEL WRIGHT	Teacher - music dept	
43. Carol Shan-Louise Bitler <i>Teacher</i>	Teacher	
44. ALEX L. DELANO	TEACHER ENGLISH DEPT	
45. MAIRI SCAMBRAY	English teacher	
46. JORGE GALLEG0	Teacher Foreign Language	
47. Ricardo Garcia	Foreign Language	
48. Liana Rivera	Teacher ESL Foreign Lang <i>power slaw and work</i>	
49. Doug Church	ART TEACHER - ART/VISUAL ARTS	
50. Lauren Swick	Art Teacher	

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL STAFF SIGNATURE FORM**

School Name: Westchester High School
 School Address: 7400 W. Manchester Avenue
 City, State, Zip Code: Los Angeles, CA 90045
 Phone: (310) 670-4003 SLC Contact Person: Eric Davidson

TEACHER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and have been and will continue to be involved in the creation and expansion of Smaller Learning Community structures and strategies.

	Printed Name and Position	Role in SLC	Signature
51.	CARDYNNIE KLEIER, COUNSELOR	COUNSELOR IN SLC	<i>Cardynnie Kleier</i>
52.	ALAN SPARKS	ENGLISH DEPARTMENT	<i>Alan Sparks</i>
53.	Sue Sass	Art Department Teacher in SLC	<i>Sue Sass</i>
54.	Shelley Randolph	CBI - P. Arts	<i>Shelley Randolph</i>
55.	JUDITH A. PETER ^{TRAINING COORDINATOR /} _{FOR RESOURCES}	SLC - COORDINATOR	<i>Judith A. Peter</i>
56.	Jennifer Lisowski	English teacher - SLC Media/commun.	<i>Jennifer Lisowski</i>
57.	Mark Santos	SDC teacher - Media/communication	<i>Mark Santos</i>
58.	Edie Weeks	Resource Teacher SLC ^{Visual/Performance}	<i>Edie Weeks</i>
59.	Jean Peterson-Miller	" " " " "	<i>Jean Peterson-Miller</i>
60.	Sandy Nervig	" " " " "	<i>Sandy Nervig</i>

**COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Westchester High School	
School Address: 7400 W. Manchester Ave	
City, State, Zip Code: Los Angeles, CA 90045	
Phone: (310) 410-1067 <i>Fax</i>	(310) 670-4003 <i>Phone</i>
SLC Contact Person: Eric Davidson	

COMMUNITY STAKEHOLDER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Affiliation	Signature	Printed Name and Affiliation	Signature
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(b)(6)



COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name:	WESTCHESTER H.S.		
School Address:	7400 W. MANCHESTER AVE.		
City, State, Zip Code:	L.A., CA. 90045		
Phone:	Fax (310) 410-1067	Phone (310) 670-4003	SLC Contact Person: ERIC DAVIDSON

COMMUNITY STAKEHOLDER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Affiliation	Signature	Printed Name and Affiliation	Signature
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**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: <u>WESTCHESTER H.S.</u>		
School Address: <u>7400 W. MANCHESTER AVE.</u>		
City, State, Zip Code: <u>L.A., CA. 90045</u>		
Phone: <u>FAX (310) 410-1067</u>	<u>PHONE (310) 670-4003</u>	SLC Contact Person: <u>ERIC DAVIDSON</u>

COMMUNITY STAKEHOLDER SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Affiliation	Signature	Printed Name and Affiliation	Signature
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LAUSD
Cohort 6 SE
Signatures

**Westchester High School
Education Community
Support for USDE Smaller Learning Community Grant**

FAX: (310) 410-1067 Phone: (310) 670-4003
CONTACT: ERIC DAVIDSON

**Dear Members of the Selection Committee for Cohort 6 of the USDE
Smaller Learning Communities Grant:**

The Westchester High School Community—parents, teachers, staff, and community members—requests participation in the grant competition for Cohort 6 of the USDE Smaller Learning Communities Grant. We are asking the District to be proactive and help us become a center of educational excellence for our students. We need the support from this grant to further our existing efforts in developing small learning communities.

NOTE: THE FOLLOWING PAGES CONTAIN COMMUNITY MEMBERS' SIGNATURES.
Signed: "parent" means parent of a child in Westchester, not necessarily in the High School.

NAME	PARENT/TEACHER/SCHOOL STAFF/ COMMUNITY MEMBER
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**Westchester High School
Education Community
Support for USDE Smaller Learning Community Grant**

Fax: (310) 410-1067 **Phone:** (310) 670-4003
Contact: ERIC DAVIDSON

Dear Members of the Selection Committee for Cohort 6 of the USDE Smaller Learning Communities Grant:

The Westchester High School Community—parents, teachers, staff, and community members—requests participation in the grant competition for Cohort 6 of the USDE Smaller Learning Communities Grant. We are asking the District to be proactive and help us become a center of educational excellence for our students. We need the support from this grant to further our existing efforts in developing small learning communities.

Signed:

	NAME	PARENT/TEACHER/SCHOOL STAFF/COMMUNITY MEMBER
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**Westchester High School
Education Community
Support for USDE Smaller Learning Community Grant**

*fax (310) 410-1067
contact: ERIC DAVIDSON*

phone (310) 670-4003

Dear Members of the Selection Committee for Cohort 6 of the USDE Smaller Learning Communities Grant:

The Westchester High School Community—parents, teachers, staff, and community members—requests participation in the grant competition for Cohort 6 of the USDE Smaller Learning Communities Grant. We are asking the District to be proactive and help us become a center of educational excellence for our students. We need the support from this grant to further our existing efforts in developing small learning communities.

Signed:

	NAME	PARENT/TEACHER/SCHOOL STAFF/ COMMUNITY MEMBER
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LAWSD
Cohort 6 SLC
Signature

**Westchester High School
Education Community
Support for USDE Smaller Learning Community Grant**

FAX: (310) 410-1067

Phone: (310) 670-4003

Contact: ERIC DAVIDSON

**Dear Members of the Selection Committee for Cohort 6 of the USDE
Smaller Learning Communities Grant:**

The Westchester High School Community—parents, teachers, staff, and community members—requests participation in the grant competition for Cohort 6 of the USDE Smaller Learning Communities Grant. We are asking the District to be proactive and help us become a center of educational excellence for our students. We need the support from this grant to further our existing efforts in developing small learning communities.

Signed:

	NAME	PARENT/TEACHER/SCHOOL STAFF/ COMMUNITY MEMBER
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LAUSD
Cohort 6 SLE
Signatures

**Westchester High School
Education Community
Support for USDE Smaller Learning Community Grant**

~~FAX~~: (310) 410-1067
Contact: ERIC DAVIDSON

Phone (310) 670-4003

**Dear Members of the Selection Committee for Cohort 6 of the USDE
Smaller Learning Communities Grant:**

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Signed:

	NAME	PARENT/TEACHER/SCHOOL STAFF/ COMMUNITY MEMBER
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LAUSD
Cohort 6 SLC
Signatures

**Westchester High School
Education Community
Support for USDE Smaller Learning Community Grant**

Phone: (310) 410-1067
Contact: ERIC DAVIDSON

Phone (310) 670-4003

**Dear Members of the Selection Committee for Cohort 6 of the USDE
Smaller Learning Communities Grant:**

The Westchester High School Community—parents, teachers, staff, and community members—requests participation in the grant competition for Cohort 6 of the USDE Smaller Learning Communities Grant. We are asking the District to be proactive and help us become a center of educational excellence for our students. We need the support from this grant to further our existing efforts in developing small learning communities.

Signed:

	NAME	PARENT/TEACHER/SCHOOL STAFF/ COMMUNITY MEMBER
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Los Angeles Unified School District
Cohort 6 Smaller Learning Communities
Signatures

High School Name: <u>Westchester H.S.</u>	
School Address: <u>7400 W. Manchester Ave.</u>	
City, State, Zip Code: <u>L.A., CA. 90045</u>	
Phone: <u>(310) 410-1067</u>	SLC Contact Person: <u>ERIC DAVIDSON</u>

Community / **PROSPECTIVE PARENT SIGNATURES**

We, the undersigned, support the Smaller Learning Community conversion at our High School and will participate in the planning and implementation of SLCs on this campus.

Printed Name	Child's current school & grade level	Expected year entering High School	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Westchester High School

School Address: 7400 W. Manchester Ave

City, State, Zip Code: Los Angeles, CA 90045

Phone: (310) 410-1067 Phone (310) 670-4003
Fax

SLC Contact Person: Eric Davidson

PARENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name Signature Printed Name Signature

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**COMMITMENT TO SMALLER LEARNING COMMUNITIES
 SCHOOL COMMUNITY SIGNATURE FORM**

High School Name: Westchester High School	
School Address: 7400 W. Manchester Ave	
City, State, Zip Code: Los Angeles, CA 90045	
Phone: (310) 410-1067 (310) 670-4003 (Fax)	SLC Contact Person: Eric Davidson

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

	Printed Name and Grade	Signature	Printed Name and Grade	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

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City, State, Zip Code: Los Angeles, CA 90045	
Phone: (310) 410-1067 <i>Fax</i>	(310) 670-4003 <i>Phone</i> SLC Contact Person: Eric Davidson

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Westchester High School	
School Address: 7400 W. Manchester Ave	
City, State, Zip Code: Los Angeles, CA 90045	
Phone: (310) 410-1067 <i>Fra</i>	SLC Contact Person: Eric Davidson <i>(310) 670-4003</i> <i>Phone</i>

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

	Printed Name and Grade	Signature	Printed Name and Grade	Signature	
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Schaefer

COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Westchester High School
School Address: 7400 W. Manchester Ave
City, State, Zip Code: Los Angeles, CA 90045
Phone: (310) 410-1067 (310) 670-4003
FAX PHONE SLC Contact Person: Eric Davidson

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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COMMITMENT TO SMALLER LEARNING COMMUNITIES
SCHOOL COMMUNITY SIGNATURE FORM

High School Name: Westchester High School

School Address: 7400 W. Manchester Ave

City, State, Zip Code: Los Angeles, CA 90045

Phone: (310) 410-1067 (310) 670-4003
FAX PHONE SLC Contact Person: Eric Davidson

STUDENT SIGNATURES

We, the undersigned, support the Smaller Learning Community conversion at our school and will participate in the planning and implementation of SLCs on this campus.

Printed Name and Grade	Signature	Printed Name and Grade	Signature
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APPENDIX E

SSLC Core Administrative Team Bios/Resumes

This core administrative team for LAUSD's Small School Learning Communities Initiative (SSLC), described in Appendix D provides overall direction of SLC conversions at LAUSD under the auspices of the School Reform/Smaller Learning Communities (SR/SLC) Office. This team provides technical support for schools and ensures that school SLC plans meet State and district standards and synchronize with existing initiatives to improve student achievement for students, including those who are performing below grade level.

➤ **Key Staff :**

1. Shelley Weston, Assistant Superintendent, LAUSD Appendix E, 2
2. Larry Tasb, Office of School Redesign, Smaller Learning Communities, LAUSD..... Appendix E, 4
3. Catherine J. Foss, Coordinator, Office of School Redesign, LAUSD..... Appendix E, 7
4. Sherrie Lopez-Quach, Coordinator, Office of School Redesign, LAUSD..... Appendix E, 10
5. Marylin Williams, Coordinator, Office of School Redesign, LAUSD..... Appendix E, 13
6. Paula Tuckerman, Coordinator, USDE Grant, LAUSD..... Appendix E, 16

➤ **SSLC Steering Committee:**

1. Barbara Garry, SLC Coordinator, Local District 1, LAUSD Appendix E, 20
2. Pamela Hamashita, Adm. SLC Coordinator, Local District 2, LAUSD Appendix E, 21
3. Alicia Lindheim, SLC Coordinator, Local District 3, LAUSD..... Appendix E, 25
4. James Kodani, SLC Coordinator, Local District 4, LAUSD..... Appendix E, 28
5. Myra Fullerton, SLC Coordinator, Local District 5, LAUSD..... Appendix E, 30
6. Catherine Armstrong, SLC Coordinator, Local District 6, LAUSD Appendix E, 32
7. Lynn Snyder, SLC Coordinator, Local District 7, LAUSD Appendix E, 36
8. Barbara Newton, SLC Coordinator, Local District 8, LAUSD..... Appendix E, 39

➤ **Advisors to SR/SLC:**

1. Arzie Galvez, Director of Secondary Literacy, Instructional Support Services, LAUSD Appendix E, 41
2. Cheri Guenther, Director, Secondary Mathematics, LAUSD Appendix E, 43
3. Noma LeMoine, Director, Academic English Mastery Program and Closing the Achievement Gap Branch, LAUSD Appendix E, 46
4. J. Lloyd "Bud" Jacobs, Jr., Director, High School Programs, LAUSD Appendix E, 48
5. Ronald Klemp, Coordinator of Secondary Literacy and Developing Readers and Writers Course (DRWC), LAUSD Appendix E, 50
6. Athaur (Todd) Ullah, Director, Secondary Science Programs, LAUSD..... Appendix E, 56

➤ **Consultants:**

1. Public Works, Inc. Appendix E, 58
 - Mikala Rahn, President..... Appendix E, 64
 - Michael Butler, Vice President..... Appendix E, 75

➤ **Partnering Organizations with Letters of Commitment:**

1. Institute for Learning, University of Pittsburgh..... Appendix E, 94
2. United Network for the Improvement of Training and Education (UNITE-LA)..... Appendix E, 95

RESUME
Shelley M. Weston, Ed. D.

Office (323) 278 3939
E-mail: shelley.weston@lausd.net

Cell (b)(6)

Education

Doctorate, Institutional Management, Pepperdine University
Master of Science, Educational Administration, Pepperdine University
Bachelor of Arts, History, CSU, Fullerton

Credentials

California Administrative Services Credential
California Single Subject Teaching Credential: Social Science and Life Science
Language Development Specialist Certificate

Career History

December, 2005 to Present: Assistant Superintendent, Office of School Reform
Work with all high schools and middle schools in LAUSD to move to Small Learning Communities as a reform for improved student achievement

July, 2004 to November, 2005: Director, High School Services
Worked schools in Local District 6 to conduct a complete assessment of the schools, procedures, resources, data and challenges. Both short term and long term goals were set for each school to improve student achievement for every student.

August, 2005 to Present: Adjunct Professor, California State University, Northridge Administrative Credential Program

August, 2003 to June, 2004: Director of Instructional Services, Secondary Schools, District J, LAUSD
Focused and aligned the professional development offered at school sites and at the local district level to ensure coherence and growth
Provided PD for all secondary administrators in the areas of Small Learning Communities, Standards-Based Instruction, Language Acquisition, Rigor, Effective Instructional Design and Instructional Leadership

January, 1998 to June, 2003: Principal, Redondo Union High School

August 1990 to June 1997: Principal, Murrieta Valley High School

January 1988 to July 1990: Title VII Sheltered English Grant Coordinator and Staff Developer, Irvine Unified Schools

September 1983 to December 1987: Teacher and ESL Coordinator, Irvine High School
Irvine Unified School District
Taught Beginning, Intermediate, and Advanced ESL and Sheltered Social Science
Taught World History, U.S. History, American Government and Biology; Coordinated ESL Program

Professional Growth

Associate, University of California, Irvine Teacher Intern Education Program

Member, Western Association of Schools and Colleges

Trained in the use of the Perceiver Interview and CFIER Interest Bargaining

Principals' Academy, ACSA

Provided MTTI training for the CLAD credential

Member of ACSA, ASCD, NASSP, CLHS, NAHS, CATESOL, TESOL, Phi Alpha Theta Historical Society

Dissertation, Pepperdine University, 1990

"A Study of Sheltered Content Courses and Student FEP Status Attainment at the Secondary Level"

Michele Stimac, Ed.D., Chairperson

Lawrence James Tash

(b)(6)

larry.tash@lausd.net

EDUCATION

Master of Arts, Secondary School Curriculum, 1974
California State University Northridge

Clear Administrative Services Credential, 1974
Life Standard Secondary Teaching Credential, 1971
California State University Northridge

Bachelor of Arts, History, 1970
University of California, Los Angeles

**SUMMARY OF
PROFESSIONAL
EXPERIENCE**

Director, Office of School Redesign, 2004 - Present
Los Angeles Unified School District

- Manage and coordinate the Office of School Redesign in order to implement the district's Small Learning Communities initiatives. The office focuses on the creation of new small schools and the redesign of existing schools in order to improve student achievement, increase the number of high school graduates, reduce the district's drop out rate, and support the district's efforts to close the achievement gap for poor and minority students.
- Organize and lead professional development for superintendents, school and central office directors, principals, school leadership teams, parents, students, and community leaders.
- Develop working relationships with outside providers such as the Gates Foundation, the Los Angeles Chamber of Commerce, and local university leaders to encourage their support of the district's small learning community initiative.
- Supervise coordinators, professional development leaders, and school based personnel who support the district's small learning community initiatives.
- Lead administrator in the self-study of central offices to assist them to create the necessary changes that will allow for the greatest possible support to schools.

Director of Middle Schools Support Services, Local District E, 2000 - 2004
Los Angeles Unified School District

- Responsible for seven schools within the local district. Supported and supervised the principals of these schools. Accountable for the academic achievement of students within these seven schools. Provided oversight of programs including: instruction, assessment, school-based operations, bi-lingual implementation, special education implementation, GATE implementation, and other school requirements.
- Evaluated fiscal services for the local district office which had a budget of \$11 million.
- Supervised other business and facilities personnel.
- Supervised some clerical personnel within the local district.
- Maintained close working relationships with community and parent leaders within the local district.
- Represented the local district superintendent at parent, community, and Board of Education meetings.

Adjunct Faculty Member, Administrative Leadership/School & Community Relations, 2003 - 2005
National University

- Provided instruction to teachers who are working on their master's degree and education administration credential through National University.

District Supervisor, Middle School Principal's Organization, 2002 - 2003

Los Angeles Unified School District

- Supervised and provided central office support to the Middle School Principal's Organization.
- Provided updated information to the 76 members of this organization.

**OTHER
POSITIONS HELD**

Principal, Walter Reed Middle School, 1989 - 2000

Los Angeles Unified School District

- School identified as a State Distinguished School.
- First secondary school in the district to meet API targets, and staff recognized with State bonus payments.

Assistant Principal, Birmingham High School, 1987 - 1989

Los Angeles Unified School District

Assistant Principal, Locke High School, 1986 - 1987

Los Angeles Unified School District

Assistant Principal, Orville Wright Middle School, 1984 - 1986

Los Angeles Unified School District

Assistant Principal, George Washington Carver Middle School, 1983 - 1984

Los Angeles Unified School District

Assistant Principal, Fremont High School, 1981 - 1983

Los Angeles Unified School District

Assistant Principal, Mount Vernon Junior High School, 1980 - 1981

Los Angeles Unified School District

Teacher, Sepulveda Junior High School, 1971 - 1980

Los Angeles Unified School District

Teacher, Stevenson Junior High School, 1975 - 1978

Los Angeles Unified School District

PRESENTATIONS

Forum on High School Reform, Palm Springs, CA 2006

California League of High Schools State Conference, Monterey, CA 2006

Stanford University, School Redesign Network, Palo Alto, CA 2005

Parent Summit

2005 - Local District 4

2004 - LAUSD Parent Collaborative

2003 - Local District E

California League of Middle Schools State Conference, Los Angeles, CA 1990

**AWARDS
AND HONORS**

Councilman's Recognition 2000
City of Los Angeles

Los Angeles County Supervisor's Recognition 2000

PTA Life Membership Recognition
1978, Sepulveda Junior High
1985, Orville Wright Middle School
1998, Walter Reed Middle School

Los Angeles County Human Relations Commission Recognition, 1998

CATHERINE JO FOSS

(b)(6)

EXPERIENCE

2006 – present LAUSD Office of School Redesign Los Angeles, CA
Coordinator

- Implementation of Districtwide Small Learning Communities
- Liaison for Central with Local Districts 1, 2 and 4
- Liaison with Central and External Providers, Talent Development, Architects for Achievement, Big Picture, First Things First and New Tech High
- Professional development for Central, Local Districts and School Sites
- Preparation of school site proposals and presentation to LAUSD Board and Central Committee

2003 - 2006 Birmingham High School Van Nuys, CA
Assistant Principal

- Implemented Small Learning Communities, currently serving 1,800 students; wall-to-wall in 2006-2007
- Developed and implemented Birmingham's Patriot PLAN! *Personalized Learning Academies Now!*
- Developed and acted as liaison for Birmingham's proposal to the U.S. Department of Education Small Learning Communities Grant
- Piloted Vantage My Access! writing program for LAUSD
- Supervised Attendance Office, 2003-2004
- Coordinated schoolwide Professional Development, focusing on District Principles of Learning, Literacy, small study groups and Curriculum Mapping based on the work of Heidi Hayes-Jacobs
- Designed and facilitated Freshman Only Summer Camp, bridge program
- Organized and facilitated 2005 - 2006 Coordinated Compliance Review
- Supervised Technology program, maintaining 1000+ computers, and active directory local network and overseeing software audit 2004
- Monitored Title I and English Learners programs
- Developed Single Action Plan, 2002, 2003, 2004, 2005
- Responsible for English, Performing Arts, English as Second Language departments and Life Skills
- Facilitated grant proposals for Perkins and Anne and Kirk Douglas Foundation
- Developed and monitored grants, categorical and schoolwide budgets
- Fostered community partners, such as Apple, California State University, Northridge, Los Angeles Music Center and Camp Bravo
- Presented at education conferences: U.S. Department of Education, *Closing the Gap 2003, 2004*; *State Superintendent's High School Summit 2004*; *On the Right Track 2, Conversation with Roy Romer*

- 2005 Birmingham High School Van Nuys, CA
Summer School Principal
- Collaboratively developed master schedule
 - Supervised instruction and facilities, including ongoing Safety and Technology Project
- 1999 - 2003 Birmingham High School Van Nuys, CA
Magnet Coordinator
- Developed master schedule for 15 teachers
 - Programmed and counseled 370 magnet students
 - Disciple/Dean for magnet students
 - Developed and managed magnet and IIUSP grant budgets
 - Implemented training technology training program
 - Developed and secured grants from Milken Family Foundation
 - Designed and implemented computer lab
 - Created digital media program
 - Developed Magnet brochure and website
 - Designed and distributed schoolwide Parent Newsletter
- 1991-1999 Birmingham High School Van Nuys, CA
English and Theatre Arts teacher
- Designed curriculum and taught Advanced Placement Language
 - Designed curriculum and taught Technical Theatre course
 - Managed 600 seat Performing Arts Center
 - Established Performing Arts Department and Theatre Academy
 - Functioned as Performing Arts Chairperson, expanding program to include Instrumental, Choral and Dance programs
 - Served on SBIM Development Task Force development standards-based instruction models lesson plans, Division of instructional Services, Joan Evans
 - Produced and directed main stage productions and award-winning theatre festival scenes
 - Sponsored International Thespian Society troupe, Comedy Sportz Improvisational Team
 - Senior Class Sponsor, 1999
 - Master teacher for California State University, Northridge
 - Education guest lecturer, California State University, Northridge
 - School Based Management representative

- 1988-1991 Taft High School Woodland Hills, CA
Teacher, English, Humanitas, Stagecraft
- Developed ninth grade instructional guide used for all 9th grade levels, honors, regular and remedial
 - Created 12th grade honors course for Humanitas program titled, "Philosophical Criticisms of Literature"
 - Co-chairperson of Humanitas Festival, 1989, 1990
 - Directed students in main stage productions and theatre festivals
 - Facilitated installation of computerized lighting board
- 1978-1981 Bullocks Department Store Los Angeles, CA
Management and Buying
- Completed Management training program
 - Buyer for major department, purchasing from vendors
 - Managed various departments from ready-to-wear to furniture, inventory control, training staff, floor presentation and customer relations

EDUCATION

California State University, Northridge, Secondary Administrative Credential, Masters Degree, Educational Administration
Theatre Arts International Baccalaureate Training, Edmonton, Canada
English Language Arts International Baccalaureate Training, San Antonio, Texas
California State University, Northridge, English Single Subject Secondary Education Credential
California State University, Northridge, English Major, B.A.
University of California, Santa Barbara, Theatre major

RECOGNITION

California Educational Theater Association, Administrator of the Year, 2005
University of Santa Barbara, Honored Teacher, 2000
English Speaking Union, Teacher Award, 1999
Los Angeles Most Inspirational Teacher, 1997
Emerson College, Distinguished Teacher, 1996

PROFESSIONAL ASSOCIATIONS

California Educator Theater Association, vice-president, legislative advocate
Legislation Action Coalition for Arts in Education, vice-president
California Alliance for Arts Education
Camp Bravo, Board of Directors
Drama Teacher's Association, vice-president
Women in Theatre
National Association of English Teachers

Sherrie Lopez Quach

(b)(6)

Work (213) 241-8379

(b)(6)

PROFESSIONAL EXPERIENCE

COORDINATOR

Office of School Redesign

March 2006 – Present

Responsibilities include working with comprehensive high schools to convert to small learning communities, professional development, reviewing plans that are submitted for the conversion process

PRINCIPAL

International Studies 6-12 Span School (Location Code 8701)

March 2004 – March 2006

Opened a new 6-9 span school with an emphasis on global studies and languages Mandarin, Spanish and Japanese

Collaborated with principals from New York and North Carolina as part of a network of small secondary schools with an emphasis on making special connections students for global opportunities

Recruited teachers from diverse backgrounds in order to internationalize the faculty role models for students

Encouraged parents to assist with the recruitment of additional incoming sixth grade students. Worked with current students to develop PowerPoint presentations to assist in recruitment efforts

Worked with School Management Services and Student Operations and Transitions Units as well as two other principals to open two new Secondary buildings

Traveled to Heilongjiang Province, China, to set up sister school program with a Chinese Secondary School

PRINCIPAL

Beryle Heights School

920 Beryl St.-Redondo Beach, CA 90277

August 1999 – March 2004

Enrollment: 375, traditional school year

Maintaining general education and categorical budgets

Monitoring to ensure that state and district standards are implemented and assessed

Assisting with district-wide adoption of ELD materials

Guiding School Leadership Team to develop and implement a Language Arts Standards Unit

Participating as a member of the District's Curriculum and Vision Advisory Committee

Implementing the new requirements for No Child Left Behind Legislation

Facilitating training on High School Exit Exam

Evaluating certificated and classified employees

Collaborating with staff to provide quality staff development to improve student achievement

Serving as one of the administrators on the district-wide Peer Enhancement and Assistance Committee

Working with Adult School principal to author and implement Target grant to provide literacy training for parents and students from diverse language backgrounds

Assisting with achievement and maintenance of high test scores as evidenced by a State API of 9 overall and 8 for similar schools for school site
Working with School Site Council and ELAC to conduct CCR self-review
Serving as Director for Region XIV ACSA
Implementing an innovative after school extracurricular program

Title VII Facilitator

Whittier Elementary School

July 1998-June 1999

1761 Walnut Ave-Long Beach, CA 90813

- Coordinating staff development activities
- Monitoring Title VII Budget
- Providing professional development in areas of English Language Development, Math and Science
- Providing new teacher support as a BTSA coach
- Modeling and observing lessons for new teachers
- Motivating students and teachers for the school science fair
- Teaching and modeling Science Lessons

Principal

Leonora Fillmore School

July 1993-June 1998

1211 E. Pine Ave-Lompoc, CA 93436

- Enrollment: 653, traditional school year
- Maintaining general education and categorical budgets
- Overseeing staff development and curriculum
- Evaluating certificated and classified employees
- Acting as key member of PTA and leadership team
- Working with regular education and special education staff to ensure integration of SDC students in the regular classroom
- Working with custodial staff to provide a clean and pleasant environment for learning
- Serving on the Board of Directors for the Lompoc Valley YMCA
- Participating as a member of Leadership Lompoc with the Chamber of Commerce

Assistant Principal

Magnolia Avenue School

July 1990-June 1993

1626 S. Orchard Avenue-Los Angeles, CA 90006

- Enrollment: 2,400 multi-track, year round calendar
- Maintaining categorical budget
- Implementing staff development programs to improve instructional program
- Hiring of paraprofessionals
- Evaluating certificated and classified employees
- Community liaison to USC, YMCA and City Council
- Supervising maintenance of physical plant and payroll

Instructional Advisor, Bilingual Coordinator, Title I Coordinator and Bilingual Teacher

*Los Angeles Unified School District
September 1976-1989*

Education

*University of La Verne
Completed Course work in doctoral program, 2005
Master of Education I School Management, 1984*

*University of California, Santa Barbara
Bachelor of Arts in History, 1974*

Credentials

*California Administrative Services Credential
Standard Elementary Credential
Bilingual Certificate of Competence*

Professional Organizations

*Association for Supervision and Curriculum Development
Phi Delta Kappa*

MARYLIN WILLIAMS

Coordinator, Office of School Redesign, Los Angeles Unified School District
333 South Beaudry Avenue, Floor 24, Los Angeles, California 90017
Telephone: (213) 241-6802, Fax: (213) 241-8496
Email: marilyn.Williams@lausd.net

PROFESSIONAL EXPERIENCE

LOS ANGELES UNIFIED SCHOOL

Coordinator, Office of School Redesign

April 2006 – Present

Assist and support fifty-five high schools, with and without grants, in LAUSD to develop and implement plans for smaller learning communities by June 2007

Coordinator/Project Director, Office of School Redesign December

2004 – March 2006

Responsible for monitoring USDE implementation and planning grants for twenty-two high schools. Organize professional development for grantees; arrange site visitations for Central office and USDE to grantees schools. Organize schools that apply for new smaller learning community grants. Coordinate with external evaluator. Prepare documents and district reports related to the smaller learning communities initiative. Serve as a liaison to the USDOE, local universities and outside providers to support schools.

Assistant Principal, San Pedro High School

August 2004 - December 2004

Responsible for the Special Education program consisting of approximately 400 students and twenty teachers. In charge of administering the testing for CAHSEE and California Standards Test.

Administrator of the Title One program and student body activities.

Coordinator, Secondary Literacy, Local District 8

November 2001 June 2004

Implemented LAUSD secondary literacy initiative for Local District 8. Established an instructional focus with professional development and a reading intervention program to improve teaching and learning for nine middle schools and five high schools. Helped create periodic assessments for English/Language Arts and trained teachers and administrators in using them at the schools, in a district with an enrollment of 71,000 students. As an Institute for Learning Fellow provided training on the Principles of Learning and culturally responsive teaching to teachers and administrators through the use of content literacy cadres in each of the secondary schools and monthly principals meetings. Worked with the senior high schools and continuation schools to implement small learning communities. Coordinated trainings assisted with each of the school's SLC Core Team.

Instructor, Administrative Academy

July 2002-2003

Trained administrators on the district's literacy initiatives-reading intervention, periodic assessments, content literacy, supervision of instruction

Assistant Principal, Huntington Park High School

May 1999 - November 2001

In charge of plant maintenance and school operations for a 27-acre campus; student body activities and governance, assemblies and professional development. In 2001, in charge of attendance office- all student services including registration, attendance accounting and reports for 4,200 students. Supervised the math, physical education, music and industrial arts departments.

Advisor, Title One, East/Central Office

August 1998 – May 1999

Serviced schools on state and federal compliance issues through professional development, conferences, school visitations. Organized and implemented district mandated after school reading intervention program for East/Central schools.

Instructor, Central Office, New Teacher Orientation

July 1994-October 1998

Served as an instructor for all new incoming teachers to LAUSD.

Mentor Teacher/Coordinator, Gage Middle School

March 1985 – August 1998

Coordinated GATE and Impact programs. Instrumental in creating small learning environments for students and a collaborative structure for teachers in the gifted program. Mentored English teachers and lead staff development and in-service programs. Supervised student activities as a class sponsor.

Teacher/Gifted Coordinator, South Gate Middle School

September 1976 – June 1982

Coordinated and taught English in the GATE program. Developed curriculum for regular and gifted classes. Conducted professional development on differentiated instruction.

Teacher, Leland Stanford, Long Beach Unified School District

September 1974 – 1975

Teacher of English

OTHER EXPERIENCE

2003-2004	Co-Leader, Small School Learning Community Committee-District 8
2003	Member, Small School Task Force-Central
2003	Certified Trainer, Standards-Based Instruction-Doug Reeves Institute
2002-2003	Instructor, Administrative Academy-Central
2001-2002	Fellow, Institute for Learning (IFL)-District 8
1996-1999	Instructor, SB1969/CLAD Certification-Language Acquisition Office
1995-1999	Instructor, New Teacher Training Academy-Central

EDUCATION

B.A., ENGLISH, MINOR-SPANISH, 1974
University of Redlands, Redlands, California

STANDARD SECONDARY CREDENTIAL, LIFE, 1979
California State University, Long Beach

M.A., EDUCATION ADMINISTRATION, 1990
ADMINISTRATIVE SERVICES CREDENTIAL

California State University, Dominguez Hills

CLAD CERTIFICATION, 1996
Los Angeles Unified School District

PUBLICATIONS

New Teacher Training Manual
Secondary English Curriculum Guide for LAUSD
District Standards Manual

PROFESSIONAL ORGANIZATIONS

Association of California School Administrators
Council of Black Administrators

PAULA BURCH TUCKERMAN



GOALS:

- ❖ Further develop an understanding of Smaller Learning Communities based on dissertation work.
- ❖ Support school and district efforts to inform instruction based on research.
- ❖ Support development of education settings where all students are given clear and deep opportunities to learn.

DEGREES:

- ❖ BA English - College of Great Falls, Montana 1969
- ❖ MA English - CSU Long Beach 1978
- ❖ EdD Education, Policy Planning & Admin. - USC 2004

CREDENTIALS:

- ❖ Administrative Credential - Preliminary, 1st tier; 2nd tier (AB75)
- ❖ Standard Secondary - English - Life
- ❖ Single Subject - Mathematics (by exam) - Preliminary - exp 10/88

EXPERIENCE:

Employer: LOS ANGELES UNIFIED SCHOOL DISTRICT 1969-Present

- ❖ Office of School Redesign, Coordinator USDE/SLC Grant 2006-
- ❖ Huntington Park High School, APSSS, AP Generic, 2002 - 2006
- ❖ District J, Specialist Teacher Coach, 2000 - 2001
- ❖ District Intern/BTSA Program Advisor, 1999 - 2000
- ❖ Elizabeth Learning Center, 1994 - 1999
- ❖ Peary Middle School Magnet, 1993 - 1994
- ❖ Reseda High School, 1988 - 1993
- ❖ Fremont High School, 1984 - 1988
- ❖ Peary Junior High Magnet School, 1980 - 1984
- ❖ Bethune Junior High School, 1979 - 1980
- ❖ Gardena High School, 1969 - 1979
- ❖ Personnel Intake/Teacher Trainee Counselor, Summer 1987, 1988
- ❖ Adult School Teacher - Various Schools and dates

Employer: TEACH FOR AMERICA

- ❖ Research and Evaluation, Summer 1992
- ❖ Teaching Faculty, Summer 1991

PROFESSIONAL ADMINISTRATIVE DUTIES:

- ❖ APSSS ISIS Supervision during hiring interim, 2006
- ❖ Staffing Administrator, 2003-2006
- ❖ New Teacher Support and Student Teacher Oversight, 2003-2006
- ❖ Multilingual Teacher Career Academy Project Administrator, 2002-2006
- ❖ Mathematics and English Department Administrator, 2002-2006
- ❖ Supervision of students on grounds, 2002-2006
- ❖ Distributive Leadership Team, "Jaguar", Administrator, 2003-2004
- ❖ Attendance Office Administrator: 14 adults reporting, 2002

PROFESSIONAL POSITIONS:

- ❖ ASSISTANT PRINCIPAL, Generic & Secondary Student Services
- ❖ DISTRICT J(pre-6), SPECIALIST, TEACHER COACH
- ❖ DISTRICT J(pre-6) ADVISOR, INSTRUCTIONAL SUPPORT SERVICES
- ❖ DISTRICT INTERN ADVISOR
- ❖ MENTOR TEACHER -
 - New Teacher Orientation/Support
 - Reform Design Support New American Schools Design
 - Cooperative Middle School Scheduling
- ❖ LEAD TEACHER (Middle School/Off Track)
- ❖ MENTOR TEACHER
 - Selected in first round/three terms
 - Professional Development-
leadership, organization, presentation
 - CA SB1882 Professional Development - Three Year Plan
- ❖ RESEARCH AND EVALUATION
 - Data Review
 - Data Collection
 - Report Writing
- ❖ ENGLISH TEACHER
- ❖ MATHEMATICS TEACHER
- ❖ ADJUNCT POSITIONS:
 - Principal (acting)
 - Staffing Assistant
 - Dean (acting)
 - Assistant Principal (acting)
 - Traveling Student Coordinator
 - SHAKE '87 Co-Chairperson Fremont High School
 - Student Data Systems Experience
 - Drop Out Prevention/Student Success Program
 - Peer Coaching Trainer

PROFESSIONAL ORGANIZATIONS:

- ❖ Associated Administrators of Los Angeles
- ❖ Association of California School Administrators
- ❖ Association of Supervision and Curriculum Development
- ❖ Alumni Support Association, formerly EDUCARE (USC Support)
- ❖ Phi Delta Kappa

CONFERENCES/SESSIONS PRESENTED:

- ❖ Preliminary SLC Design Meetings to develop SLC team, 2005/2006
- ❖ As Assistant Principal, responsibility shifted to supporting emerging leaders in their presentations, 2004
- ❖ Looking at Student Work, 2003
- ❖ Expository Writing in Elective Content, 2003
- ❖ Professional Teacher Work Group/Reorganization of PD, 2002
- ❖ Buy Back Days: School Culture and Teacher Expectations, 2002
- ❖ Language Arts Standards, 2001
- ❖ Language Arts Performance Assignment Scoring Alignment, 2002
- ❖ Brain Based Learning Theories, 1999-2000
- ❖ New Teacher Meetings /Orientations, 1995-1999
- ❖ Standards Alignment by Grade for English, Summer 1999
- ❖ Middle School Master Calendar Cooperative Decision Making-
All middle school teachers involved
Process for resolving priority concerns
Commitment to Multi-Age, Interdisciplinary Thematic Instruction
- ❖ Middle School Multi-Age: Co-Chair- Elizabeth Learning Center 1994
- ❖ Teach For America - Career Concepts, Summer 1991
- ❖ Teach For America - Dynamic Decision Styles, Summer 1991
- ❖ Teach For America - Myers-Briggs Styles, Summer 1991
- ❖ Reseda High School - Professional Development:
 - Myers Briggs Styles
 - Active Student Participation
 - Responsive Student Behaviors
 - Peer Coaching
 - Student Self Esteem
- ❖ USC Educare Spring Conference
 - 1990 Committee Member, 1989 Committee Co-Chair
 - 1990 Co-Presenter/Dr. Mike Driver: Career Concepts
- ❖ University of San Diego/Continuing Education
 - Writing Across the Curriculum
 - Effective Discipline
 - Math Across the Curriculum
- ❖ Senior High School Division
 - Project Equality Lessons - Models/Lesson Design
- ❖ Fremont High School
 - Teaching Writing Through Literature
 - Community Relations

CONFERENCES/TRAININGS ATTENDED:

- ❖ USDE Bidders' Conference, Kansas City

- ❖ Office of School Redesign SIF Training
- ❖ High Point Training
- ❖ AB75 Administrator Training, 2004
- ❖ Read 180 Training, 2004
- ❖ Second Language Colloquium, 2004
- ❖ New Administrator Training, 2002
- ❖ Facilitative Leadership, 2001
- ❖ Cognitive Coaching, 2001
- ❖ Creative Professional Development, 2001
- ❖ Thinking Maps, 2001
- ❖ Jane Schaffer Writing Process, 2001
- ❖ Write Time Writing, 2001
- ❖ Language! Training, 2001
- ❖ Janet Allen: Secondary Literacy, 2001
- ❖ Brain Based Learning Theories, 2000
- ❖ ACSA State Conference - Spring and Fall, 1994
- ❖ California State Middle School Conference, 1993
- ❖ National ASCD Conference - Washington DC, 1993
- ❖ Student Self Esteem - Bob Harris (Jack Canfield)
- ❖ National ASCD Conference - New Orleans
- ❖ Student Self Esteem - Clare LaMeres, 1992
- ❖ ASCD National Conference - San Francisco, 1991
- ❖ Increasing Teaching Repertoire -
Hanson, Silver, Strong (ASCD), 1990
- ❖ Attention Deficit Disorder Conference, 1990
- ❖ Shared Decision Making Conference, 1990
- ❖ State Mentor Conference, 1990
- ❖ Self Esteem - Dr. Michelle Borba, 1990
- ❖ Mentor Renewal Training, annually
- ❖ Reseda High School - Off-Campus Trainer of Trainers
Peer Coaching/Responsive Behaviors, 1989
Active Participation/Student Motivation, 1988
- ❖ Reseda High School - Off Campus Leadership
Training Retreat, 1988
- ❖ National Council of Teachers of English, 1988
- ❖ Administrative Training Sessions, 1988
- ❖ ACCESS I, II, III, IV - LAUSD Administrative Training
- ❖ Clinical Observation/Coaching Sessions
- ❖ Culver City Mentor Teacher Conference, 1986
- ❖ CATE English Conferences; Ojai English Conferences
- ❖ National Council of English Conference, 1972

Barbara Garry
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Employment Experiences

Los Angeles Unified School District), 1969 – present

Coordinator, High School Programs, LAUSD Local District One (2004-present)

- Assist and support high schools to implement redesign strategies and programs including facilitating alterations and improvements, supporting curriculum/program design, and assisting schools to access funds to improve student achievement through redesign. District One liaison for AVID Program; accreditation process consultant; organize and implement professional development/training appropriate to identified District needs/goals. Member: LAUSD Smaller Learning Communities Steering Committee.

Assistant Principal, Grover Cleveland High School (2001-2004)

- Administrator in charge of accreditation, staff development, new teacher training, master calendar, student activities, graduation, Title I (wrote *Single Plan*), English Department; implemented AVID program; member of Small Learning Communities Implementation Committee (assisted with successful writing of a grant awarding \$400,000 for implementation of SLCs); wrote Distinguished Schools Application.

Assistant Principal, Mark Twain Middle School (1998–2001)

- Administrator in charge of master calendar, class coverage, staff development, activities (Student Body Budget), class coverage, new and student teachers, English and Social Studies Departments, supervision, Safe School Plan, emergency preparedness.

Assistant Principal, San Fernando High School (Year Around Calendar) (1994–1998)

- Administrator in charge of athletics, physical plant, student activities, student discipline, graduation, new teacher training, English, Social Studies, Health, and Music Departments, transition to year around calendar.

Assistant Principal, Secondary Student Services, San Fernando High School (1992 – 1994)

- Administrator in charge of attendance, student discipline, supervision, Math and Industrial Arts Departments, Human Relations Council.

Pre-Administrative Experiences:

- Dean of Students, Reseda High School, (1987-1992)
- Counselor, Marina del Rey Middle School (1984 – 1985)
- Dean of Students, Orville Wright Jr. High (1980 – 1984)
- Teacher: Social Studies, Reading, English (Orville Wright Jr. High, 1973 – 1980; John Muir Jr. High (1969 – 1972)

Degrees and Credentials

Administrative Services Credential
Pupil Personnel Services Credential
Master's Degree (UCLA, 1974)

Standard Secondary Credential
Reading Specialist Credential
B.A. Degree (UCLA, 1968)

Pamela Mary Hamashita

Telephone: (b)(6)

(b)(6)

Fax: (818) 368-2894

Current Position:

Administrative Coordinator Secondary Redesign, Los Angeles Unified School District, Local District 2, January 2004 – Present

Administrative Responsibilities:

- Community Meetings
- Curriculum and Instructional Support Services Team Member
- Development of Community Partnerships
- Federal SLC Steering Committee
- Grant Applications
- Local District Learning Walks
- Master Programming Facilitation
- New School Opening
- New School Construction
- Professional Development Team Member
- Secondary Audits
- Small School Learning Communities
- Spring Enrollment Roadshow

Past Experiences:

Administrative Coordinator School Management Services, Los Angeles Unified School District
July 2001 – January 2004

School Management Services (SMS) staff is responsible for working with Master Planning and Demographics to ensure every student has a seat in the district. This staff also works in conjunction with various units to coordinate programs for the district. SMS staff is responsible for the calendars for the district and meets with the bargaining units for input and approval. Staff from SMS provides support for schools and other districts with multi-track issues.

Administrative Responsibilities:

- Accommodation System
- Alternate Instructional Calendars
- Board Informatives
- Board Reports
- Boundary Studies
- Class Size Reduction Programs
- Committee on School Utilization
- CSR Teacher Waivers

- Enrollment Roadshow
- Legislative Issues
- Liaison with Appeals Committee
- Liaison with Division of Instruction
- Liaison with Facilities Division
- New Construction
- New Secondary School Openings and Reopenings
- New School Handbook
- Permits
- Portable Classrooms
- Reconfiguration
- School Information Branch Issues and Reports
- Secondary Schools and Issues
- Small Learning Communities
- Year-Round Principals' Committee

Assistant Principal James Monroe High School January 1999 – June 2001

The school is a year-round school with a population of 4,200 students, which also has special programs of the Law and Government Magnet, Police Academy Magnet, Fire Academy, Perkins Academies, Humanitas, Bilingual Program, Special Education and all other programs of a comprehensive high school. In this position, my responsibilities fell under three general categories.

Curriculum:

- Accreditation
- Bilingual Surveys
- Standard Based Instruction
- Testing
- Grant Writing
- Instructional In-services
- Curriculum Development for new programs
- Bilingual Compliance
- New Teacher
- 1882 Staff Development
- School Policing Grant
- Extended School Year Study

Supervision:

- New Teachers
- Mentors
- Substitute teachers
- Foreign Language Department
- Physical Education Department
- ELL Department
- Library
- Bilingual Program
- Perkins Program
- Admissions Office
- Hospitality
- Athletics
- Athletics Budgets
- Football Game Supervision
- School Police
- Football Game Security
- Athletic Supervision (24 sports)
- Sports Accident Follow-up
- Booster Club
- ID Pictures

- Student Meal Program
- Sexual Harassment
- Stulls
- New Student Orientation
- Clerical Supervision
- Testing Program

Reports:

- Norm Day
- Bilingual Surveys
- Norm Day
- Bilingual Surveys
- Student Rosters
- Fall Projections
- Rodriguez Consent
- Fall and Spring Surveys
- Classifications
- Athletic Eligibility Reports
- Athletic Certification

Assistant Principal, Secondary Counseling Services James Monroe High School January 1991 – January 1999

- Master Program:
 - Planning the master program for three tracks
 - Room Assignments
 - Track Assignments
 - Organization of room triad process
 - Coordination with Intersession classes and rooms
 - Updating the master program every eight weeks
 - Organizing hiring of new teachers
 - Articulation
- Progress report cards every four weeks
- Rollbooks
- Diplomas
- Whole Child Concept including programming, discipline and attendance
- Gifted Program
- Computer
- Mathematics Department
- Counseling Department
- Graduation
- Career/Work Experience

- College Office
- Academic Decathlon
- Special Education
- Volunteers
- Cum Records
- Drop out Prevention
- Impact/Tupe
- PSA
- Student Teachers
- Transition into multi-track concept and calendar
- Intersession

Counselor – Reseda High School 1983 – 1988

- Testing Coordinator
- Wrote “Student Curriculum Handbook”
- Norm Day Coordinator
- Master program development
- Attendance Counselor
- Administrative Assistant in charge of staff development and curriculum development
- Athletic Supervision

Mathematics Teacher – Reseda High School 1976 – 1983

- Gifted Coordinator
- CSF Advisor
- PWT Coordinator
- Title IV C Coordinator
- Athletic Supervision
- Academic Decathlon Coach

Education and Credentials:

- December 2002 – Cal State Northridge
 - Administrative Credential
- December 1997 – Cal Lutheran University
 - Administrative Certificate of Eligibility
- August 1993 – Cal Lutheran University
 - Masters of Education
 - Pupil Personnel Service Credential
- June 1975 – University of Southern California
 - Elementary Teaching Credential
 - Secondary Mathematics Credential
- June 1974 – U.C.L.A.
 - Bachelors of Science: Mathematics

Affiliations:

- AALA Asian Pacific Alliance LAUSD - PTSA

Dr. Alicia Lindheim

(b)(6)

EDUCATION:

2002-2005: Doctor of Education (Educational Leadership), University of Southern California.

April 2004: Certificate (Managing Conflict Within the Organization) Program on Negotiation, Harvard Law School.

2002-2003: California Preliminary Administrative Services Credential, University of Southern California (and completed by California State Licensure Exam).

2000-2003: California Professional Clear Single Subject Teaching Credential (Social Studies), with CLAD Certificate, California State University, Northridge.

October/November 2000: Certificate (Conflict Resolution and Negotiation), El Camino College.

1997-1999: Master of Arts (Political Science: American Government/Educational Public Policy/Public Law), Boston University.

1995-1997: Bachelor of Arts (Political Science: American Government), Boston University.

JOB EXPERIENCE:

2004 – Present: High School Specialist, District 3, Los Angeles Unified School District; responsibilities include: working with the two Directors of High Schools to supervise 8 high schools and 9 continuation high schools in the areas of:

- o instructional leadership
- o management
- o supervision of instruction
- o personnel
- o safety and operations
- o internal accountability structures (e.g. program monitoring and evaluation, data-driven decision-making, school-community partnerships, etc.) and
- o budget(s).

2003 – 2004: Organization Facilitator, Local District D, Los Angeles Unified School District; responsibilities included:

- Coordinating community-based resources for K-12 schools and Early Education Centers;
- Supervising Healthy Start and Healthy Start-like sites in Local District D;
- Heading the Local District D Crisis Team under the direction of the Operations

Administrator;

- Providing professional development/training to teachers, site and district-level administrators, parents, and community partners in the areas of: Student Success Teams, classroom and school-based intervention strategies, *No Child Left Behind Act* of 2001, school organizational culture, the *Institute for Learning's*, "Nine Principles of Learning," and increasing parent and community involvement;
- Grant-writer and grants contact for Local District D;
- Managing service provider contracts with schools (including Memorandums of Understanding and Site Delivery Plans);
- Overseeing K-12 Student Success Team programs; and
- Preparing the Local District D Strategic Plan for the implementation of Small School Learning Communities at all middle and senior high schools.

1999 – 2003: Teacher at Emerson Middle School, Los Angeles Unified School District; responsibilities included:

- teaching 7th and 8th Grade Social Studies and Peer Counseling;
- Healthy Start Coordinator (responsibilities included: Program Director for Healthy Families Collaborative; case manager; articulation with feeder elementary schools; business development with community-based agencies; Chairperson of the Emerson Intervention Team; bi-yearly program evaluations including data analysis to Local District D; other adjunct responsibilities);
- Student Success Team Coordinator (responsibilities included: identifying students, scheduling meetings, facilitating meetings, writing all reports, and maintaining all SST student files);
- Part-time 7th Grade Dean (responsibilities included: working as the grade-level dean and handling counseling [under the supervision of the grade-level counselor], disciplinary, and attendance matters); and
- LAUSD Health Education Impact Facilitator (responsibilities included: co-facilitating at-risk student groups).

Summer 2000, 2001, and 2002: Teacher at Fairfax High School, Los Angeles Unified School District (responsibilities include: teaching 12th Grade American Government and Economics).

JOB-RELATED SKILLS:

Program evaluation w/ data analysis experience: have participated in and/or conducted the following program evaluations: Local District D Organization Facilitator/Healthy Start Support Services (2004); Program Improvement School Improvement Plan Facilitation (2003); II/USP, Emerson Middle School (2002-04); Healthy Families Collaborative, Emerson Middle School (2001-2003); Program Quality Review, Emerson Middle School (2000); and, University High School's Block Scheduling Program, Los Angeles Unified School District (1996).

Budget experience: manage one-third of the Local District D MediCal reimbursement budget (2003-04); have written Single Plan to accompany the school's categorical budget, Emerson Middle School (2003).

Grant-writing experience: have written the Local District D Small School Learning Communities Strategic Plan, Title I Data-Driven Plan for Student Achievement, School-to-Career Partnership, Healthy Start Planning, Federal GEAR UP, State GEAR UP, Los Angeles Educational Partnership (School and Teacher), and the California Demonstration Project grants.

Computer literacy: knowledge of the Student Information System (LAUSD), Decision Support System (LAUSD), all word processing software, the Internet, Grade Quick, Power Point, Excel, Quattro Pro, Accelerated Reader, Neufield Math Software, Inspiration, Timeliner, and Front Page.

JOB-RELATED CERTIFICATIONS AND TRAINING:

Certificate in Conflict Resolution and Negotiation

Certificate in Managing Conflict Within an Organization (sub-topics include: how to diagnose sources of conflict, building consensus, assembling coalitions to support change, understanding relationships between management structures and successful organizational transformations, etc.).

Certificate of Completion for LAUSD Health Education Programs Impact Training (an early intervention, curriculum-based, student assistance program for secondary students based around issues of drug use and crisis intervention); certificate authorizes facilitation of any "Alcohol, Tobacco, and Other Drug Issues (ATOD)" or "Crisis" group within the Los Angeles Unified School District.

Completion of Training for SERA Learning Anger Management Program (a standards-based, anger management program for secondary students); completion of the training authorizes teaching of the SERA Learning curriculum to any secondary student attending a school which has purchased the rights to the program.

HONORS AND AWARDS:

Phi Delta Kappa International (2004)

Golden Key National Honor Society (1997)

(b)(6)

James Kodani

(b)(6)

Experience

*Local District 4 / Local District E (2003 – Present)
High School Director*

*Office of Staff Relations (2001- 2003)
Coordinator – Staff Relations*

*Banning High School (1999 – 2001)
Principal*

*Marshall High School (1995 - 1999)
Assistant Principal*

*Jefferson High School (1992 - 1995)
Assistant Principal, SCS*

*Belmont High School (1986 - 1992)
Assistant to APSCS
Counselor
Teacher*

Educational Experiences

Presenter –

APSCS Cohort

Master Program Design for:
High School Directors
Middle School Directors
Local District 1 Principals
Local District 4 Principals
Local District E – APSCS
Local District 4 - Coordinators

Local District Support Personnel
Small Learning Communities / New Schools
High School #1 – conversion to SLCs

PRP / ELL Support

Education

California Lutheran University
Master of Science
Education

California State University, Los Angeles
1972
Master of Arts
Bachelor of Arts

UCLA

Art Center College of Design

Otis Art Institute

Credentials

Administrative
Pupil Personnel
Standard Secondary

Related Activities

District E
Math Task Force

Presenter – Prof. Development Collaborative
Master Program Design

Gardena – Washington Cluster
Cluster Technology Committee

Information Technology Division
Secondary Education Technology
Advisory Committee

Community Activities

East West Players
Japan American Museum
Asian American Health Fair

(b)(6)

Work Phone: Local District 5 (323) 224-3127

EDUCATIONAL BACKGROUND

Professional Clear Administrative Services Credential
Secondary Teaching Credential
Bachelor of Arts

ADMINISTRATIVE EXPERIENCES

LOCAL DISTRICT 5 -- DIRECTOR, SUPPORT SERVICES HIGH SCHOOLS -- July 2004 to Present

OFFICE OF STAFF RELATIONS -- COORDINATOR, LOCAL DISTRICT E -- August 2003 to June 2004

TAFT HIGH SCHOOL - PRINCIPAL -- February 1999 to August 2003

FRANKLIN HIGH SCHOOL

ASSISTANT PRINCIPAL -- January 1995 to February 1999

ASSISTANT PRINCIPAL, SECONDARY STUDENT SERVICES -- September 1993 to January 1995

ATHLETIC DIRECTOR -- September 1989 to Spring 1994

DEAN OF STUDENTS -- September 1990 to September 1993

ADMINISTRATIVE ASSISTANT -- September 1986 to September 1990

COUNSELOR (Part-time) -- September 1985 to September 1986

TEACHING EXPERIENCES

FRANKLIN HIGH SCHOOL - October 1980 to June 1990

Taught physical education and health. Coached JV and varsity softball, GiA tennis and men's tennis.

GRANT HIGH SCHOOL - September 1979 to October 1980

Taught physical education, health and multi-cultural awareness.

PARKMAN MIDDLE SCHOOL - February 1979 to June 1979
Taught physical education.

BRET HARTE MIDDLE SCHOOL - September 1978 to January 1979
Taught physical education, typing, and science.

FROST MIDDLE SCHOOL - January 1977 to June 1978
Taught physical education and history.

DAY-TO-DAY SUBSTITUTE -- September 1976 to January 1977

TEACHING AREAS

Physical Education; Health; History; Social Studies

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PROFESSIONAL EXPERIENCE

August 2006 - Los Angeles Unified School District – Local District 6

Small Learning Communities Advisor

Work collaboratively with Local District 6 Secondary Directors and the Office of School Redesign to develop and design tools and resources that will support and build the capacity of Small Learning Communities to function as distinct, caring and personalized learning environments (in alignment with characteristics of District Bulletin 1600)

- Assist Small Learning Communities in the writing/rewriting of design proposals based on the guidelines indicated in District Bulletin 1600
- Design and implement professional development workshops that focus on collaboration skills, examining data, looking at student work and examining best practices
- Develop networks that provides opportunities for Small Learning Community Lead Teachers to meet and discuss successes/challenges
- Act as a District 6 liaison for the Office of School Redesign

July 2004-2006 Los Angeles Unified School District – Local District E

Professional Development Advisor

Designed and implemented professional development collaboratively with a team of educational specialists in the areas of secondary literacy, new teacher induction, peer coaching, and Small School Learning Communities

Secondary Literacy Cadre/Coaches

- Assisted in the development of standards-based instructional curriculum workshops for literacy coaches
- Co-facilitated workshops for secondary literacy cadres

BTSA

- Designed and implemented professional development for CFAAST Trainings
- Developed, designed and implemented trainings for BTSA Support Providers
- Coached Support Providers and new teachers in the CFASST process
- Assisted in the management of program implementations/District meetings

Small School Learning Communities

- Conducted extensive research on Small School Learning Communities
- Developed and designed professional development workshops on Small School Learning Communities
- Presented and facilitated workshops on Small School Learning Communities to Administrators, Teachers and District staff
- Coached secondary schools in developing professional development for Small School Learning Communities
- Designed, developed and wrote a 5 Year Strategic Plan for Small School Learning Communities with a District team

District Professional Development/Activities

- Presented/facilitated Principal's Meetings
- Presented/facilitated Assistant Principal's Meetings
- Conducted secondary school needs-assessments with district administrators as part of the Red Team
- Presented/facilitated at Staff Meetings

July 1997-2003 Los Angeles Educational Partnership – Los Angeles, California

Assistant Director of Programs

Managed grant and public school contracts and worked collaboratively with a team of educational specialists to insure implementation of research based instructional practices and school reform.

Teacher Networks

- Designed, developed and implemented The Support Network (in collaboration with LAUSD and UTLA) to support teachers through the National Board Certification process
- Designed, developed and implemented facilitator training for National Board facilitators.
- Planned and facilitated National Board informational workshops for LAUSD teachers
- Planned and facilitated workshops for Teacher Network facilitators and Teacher Practitioners
- Developed and supported five cross school Teacher networks facilitated by National Board Teachers that promote the process of inquiry through analysis of student work, best practices and lesson design and study
- Designed and refined a "Looking at Student Work Process" for Teacher Network use
- Designed and implemented (in collaboration with UCLA, LAUSD), a research study on National Board Teachers

School Reform – LEARN, Urban Learning Centers

- Developed and implemented LEARN workshops for LAUSD that focused on meeting, leadership, collaboration skills, examining data and best instructional practices
- Planned and facilitated workshops for Urban Learning Centers that focused on Backward Mapping, standards-based instruction and Principles of Learning
- Managed and implemented MGSSPI, the Carnegie "Turning Points" Middle School Reform, working with thirteen LEARN middle schools in Los Angeles
- Coached Secondary Teachers to support Standards Based Curriculum and Literacy across the Curriculum
- Conducted CFASST training for Coaches at the District G Professional Development School
- Planned and facilitated Peer Coaching Workshops for District E

July 1995 – 1997 Los Angeles Unified School District - Los Angeles, California

Jefferson Cluster - Teacher Advisor

Worked with Cluster schools to identify and mobilize resources to implement their school goals/plans

- Planned and facilitated Cluster meetings involving all stakeholders to develop Cluster Student Outcomes
- Planned and facilitated monthly Cluster governance meetings
- Developed Cluster professional development workshops k-12 in curriculum, instruction and assessment
- Trained Cluster stakeholders on LAUSD Standards and school reform issues
- Editor of Cluster Newsletter

September

Thomas Jefferson High School – Classroom Teacher, ~~Coburn~~

1982 – 1995

Proposal Writer, Curriculum Development

Taught English, Reading, American Literature, Advanced Composition, Drama Speech and Film

Coordinatorships

- SB 1882 – School Wide Professional Development Activities
- SB 1274 – Coordinator of School Wide Change Plan
- Phoenix Program – Small School Learning Community based on the Coalition of Essential Schools principles, located off site on the campus of Los Angeles Trade Technical College
- Perkins Academy – Small School Learning Community with interdisciplinary team of teachers combining high level academic work /technology with practice, providing a smooth transition from school to work

Proposal Writing

- SB 1882 Proposal
- School Based Management Three Year Plan
- SB 1274 Planning Grant
- Los Angeles Educational Partnership Grant
- Second to None
- SB 1274 Demonstration Grant

Curriculum Development

- Developed performance-based assessment/portfolios
- Testing Coordinator
- Developed curricular units for Core Literature
- Field tested activities for CLASS test

Special Activities

- Academic Decathlon Coach
- Master Teacher for Teacher for America 1990 – 1994
- Department Chair, English
- Chapter Chair, United Teachers, Los Angeles

September

Edwin Markham Junior High School, Classroom Teacher,

1979 – 1982

Coordinator

Taught English, Drama

Special Activities

- Coordinator, Reading Program
- Chapter Chair, United Teachers, Los Angeles

September

Lake Ellsinore High School, Lake Ellsinore School District

1976 – 1979

Classroom Teacher, Project Writer

Taught Speech Communication

Special Activities

- Project Writer – Competency Based Curriculum for the District
- President, Ellsinore Federation of Teachers

Presenter:

Los Angeles Unified School District

- School Based Management Workshops
- SB 1274 Writing Workshops
- Second to None Writing Workshops
- LEARN Implementation

Coalition of Essential Schools, Facilitator, Regional Forums, 1990-94

Awards:

- Educational Consortium Central Los Angeles, Secondary Teacher of the year 1993
- Jefferson Teacher of the year, 1992
- English Council of Los Angeles Teacher of the year, 1991

Education:

English/Speech Communication, B.A. California State University at Northridge, Lifetime
Credential, English
Current: Administrative Candidate, U.S.C.

LYNN SNYDER (b)(6)
(b)(6) W: (323) 733-2157 FAX (323) 571-1428
e-mail: (b)(6)

EDUCATION:

- 2000 Master of Arts in Administration
California State University Dominguez Hills
- 1967 Bachelor of Arts, Major English, Minor Journalism
California State University at Northridge

CREDENTIALS:

- 2002 Professional Clear Administrative Services Credential
- 1998 Cross-Cultural Language and Academic Development Certificate (CLAD)
University of California at Los Angeles Extension
- 1969 Standard Elementary Teaching Credential K-8 (Life)
California State University at Northridge

ACCOMPLISHMENTS

- The daily transformation of Mount Vernon Middle School, as demonstrated by: the successful implementation of small learning communities; evidence of quality standards-based instruction in all classrooms; an API increase of more than 100 points; increased parent participation (at the last Parent Conference Night over 1500 parents were in attendance); creation of House student pride with the Ambassadors Student Leadership Group, Student Greeters and Students of the Month; House designed intervention for strategic students and 8th grade mandatory tutoring; development of personalization and relationship building through daily Advisory; capacity building of teacher leaders by supervising the Instructional Leadership Team; creation of a spirit of collaboration; and the new positive climate and culture.
- Developed Transition Program for Local District 5: a Cadre of 25 teachers and administrators on the Secondary Transition Team; a Summer Bridging Program for seven schools; and a Student Leadership Team
- Charter member and collaborated on the development of the Pre-Intern Teaching Program, including the grant, curriculum, and monitoring of weekly classes at a school site.
- Senior Trainer for California Formative Assessment and Support System for Teachers (CFASST)
- Charter member and collaborated on the development and implementation of the 40-hour training for Teacher Training Academy and trainer of trainers

- Charter member and collaborated on the development and implementation of the Teacher Induction Program (TIPS)

PROFESSIONAL EXPERIENCE:

- 2002-present **Assistant Principal of Instruction, Mount Vernon Middle School**, responsible for: the implementation of the State Audit plan; providing the leadership and unifying vision for my small learning community- House of Lights; developing and implementing continuous professional development based on state standards and the Superintendent's Initiatives; cultivating the skills of a cadre of Content Coaches; creating a climate and culture in my House based on personalization and relationships; developing parent involvement and a sense of student and parent identity with my House; supervising and evaluating teachers; coordinating schedules; and maintaining student discipline.
- 2000-2002 **Specialist Teacher Coach, Local District H**, support and provide professional development for principals and teachers on Standards-Based Instruction, Principals of Learning, Learning Walks, Professional Teacher and Leadership Standards, literacy and math; responsible for developing a Secondary Transition Program and facilitating the Roosevelt Academic Focus Team; point person parent meetings, including semi-annual parent forums and parent relations; point person for Program Improvement, including reviewing grants and school plans; facilitator and presenter at meetings and professional development.
- 1999-2000 **Pre-Intern Teaching Program Advisor**, support, advise and monitor pre-interns and their instructors on subject matter competencies and certification options.
- 1996-1999 **Beginning Teacher Support Provider, Mentor Teacher Program, LAUSD** out-of-classroom support provider to hundreds of District Interns and new teachers district wide. Certified state assessor of new teachers.
- 1988-1996 **Teacher (Grades 4 and 5), Baldwin Hills Gifted Magnet, LAUSD** Mentor, faculty chairperson, grade level chairperson, union representative, member of local school leadership and school site councils.
- 1981-1988 **Co-owner of California Bike Company retail stores** Supervisor of ten employees; running day-to-day operation (hiring, firing, training, budget, inventory, customer relations, advertising and promotion)
- 1969-1981 **Teacher (Grade 2,3,5) Grant Elementary, LAUSD**

PRESENTATION HIGHLIGHTS:

- 2002/present On-going classroom demonstrations and workshops for faculty at Mt. Vernon MS
2004 Workshop: *Looking At Student Work* at Ten Schools Program Summer Professional Development
2000 District Mentor Conference – *Teaching Literacy in the Content Areas (Grades 4-12)*
2000 District Professional Development Branch Workshops/*Adult Learning Theory*
1998 CFASST training for mentor teachers in LAUSD and Beverly Hills
1997 California State Mentor Teacher Conference – San Francisco *Cognitive Coaching*
1996 Greater Los Angeles Teachers' Science Association Spring Conference

PROFESSIONAL GROWTH HIGHLIGHTS:

- 2002-present District Trainings on Literacy, Mathematics, Science, Small Learning Communities
2002 Marilyn Tabor's *Leading Groups in Conversation-Peak Performance amidst Complexity*
2002 Julie Quinn's workshops on *Looking at Student Work and Collaboration*
2001 Interaction Associates – *Facilitative Leadership-Tapping the Power of Participation*
2001 Peer Coaching – District E

BARBARA NEWTON

EXPERIENCE:

- December, 2005 – Present Local District 8, LAUSD
Coordinator, Small Learning Communities
- 2003 – November 2005 Banning High School, Wilmington, Ca., LAUSD
Assistant Principal, Generic
In charge of curriculum, instruction, new teacher training,
professional development, graduation, budgets, textbooks, 9th
Grade Houses
- 2001 – 2003 Gardena High School, Gardena, Ca., LAUSD
Assistant Principal, Generic
In charge of curriculum, instruction, new teacher training,
professional development, textbooks budgets
- 1999 – 2000 Virgil Middle School, Los Angeles, Ca., LAUSD
Assistant Principal, Generic
In charge of curriculum, instruction, teacher teaming,
professional development, graduation, textbooks
- 1994 – 1999 Banning High School, Wilmington, Ca., LAUSD
Discipline Dean
In charge of discipline program for the school, including the
development of a school-wide discipline policy, conducted
disciplinary conferences, suspensions, and expulsions.
- 1981 – 1989 Banning High School, Wilmington, Ca. LAUSD
Teacher/Coordinator English, grades 9 – 12,
Reading, grade 9, Beginning Journalism, Newspaper Advisor,
Activity Director, Cheerleader Sponsor, SB 1881 Professional
Development Coordinator
- 1973 – 1981 Wilmington Junior High School, Wilmington, Ca, LAUSD
English/Reading Teacher – grades 7 – 9,
Reading Lab Teacher, grades 7 – 9, Reading Coordinator,
English Department Chairperson
- EDUCATION** California State University, Long Beach, Long Beach, Ca.
Bachelor of Arts Degree – English, 1972
- State of California
Standard Secondary Credential – English (life),
1974

**California State University, Dominguez Hills, Ca.
Master of Arts – Educational Administration,
1992**

**State of California
Administrative Services Credential, 2005**

**LAUSD Language Development Specialist Program
1992 – 1994**

Arzie Galvez

(b)(6)

Home: (b)(6)
Work: (213) 241-4137

ADMINISTRATIVE EXPERIENCE

Director, Secondary Literacy, Instructional Support Services, Los Angeles Unified School District,
2001-present
Administrative Coordinator, Local District D, Los Angeles Unified School District 2001
Specialist, Teacher Coach-Local District D, Los Angeles Unified School District, 2000 to 2001
Principal, Kepner Middle School, grades 6-8, Denver Public Schools, Denver Colorado, 1989-2000
Assistant Principal for Instruction, North Senior High School, grades 9-12, Denver Public Schools,
Denver, Colorado, 1986 – 1989
Instructional Supervisor/Administrator, North High School, grades 9-12, Denver Public Schools,
Denver, Colorado, 1985 – 1986

TEACHING EXPERIENCE

Teacher, North Senior High School, grades 9-12, Denver Public Schools
Coordinator, Gifted and Talented Program, Skinner Middle School, Denver Public Schools,
Denver, Colorado
Teacher, Skinner Junior High School, grades 7-9, Denver Public Schools, Denver, Colorado
Teacher, South High School, grades 9-12, District 60, Pueblo, Colorado

EDUCATIONAL BACKGROUND

Secondary Administrator License Program, University of Colorado, Boulder, Colorado
Master of Arts Degree in Reading, University of Colorado, Boulder, Colorado
Professional Teacher Certification Program, University of Colorado, Boulder, Colorado
Bachelor of Arts Degree, University of Colorado, Boulder, Colorado

ADMINISTRATIVE EXPERTISE

- Ability to develop, direct and coordinate all aspects of a comprehensive standards-based literacy program at the secondary level, particularly in the areas of reading, English/language arts and history/social sciences.
- Practical knowledge and skill in providing professional development that focuses on English/language arts content knowledge and pedagogical repertoire
- Extensive curriculum development experience. Currently engaged in the development of standards-based English/language arts instructional guides, periodic assessments and sample lessons that emphasize content specific knowledge and pedagogy, including culturally responsive instructional strategies and methodologies
- Broad-based professional experience that spans both the middle and high school levels and central administration. Administrative experience reflects expertise in creating collegial structures that nurture collaboration, effective instructional practices and opportunities for adult shared learning at the secondary level
- Comprehensive knowledge and pedagogical expertise, particularly in the areas of reading, language arts, and history/social sciences
- Successful experience in developing and implementing secondary programs for culturally and ethnically diverse students

- Developed at both the middle and high school levels an on-site instructional model for English language learners that supports expeditious English acquisition and proficiency
- Designed and implemented a sustained collaborative school site educational model that provided opportunities for all stake holders in shared decision making and small learning community practices
- Developed and sustained a school-wide special education inclusion model
- Experienced in collaborating successfully with all members of a school community (school staff, parents, students, central administration, the Board of Education, Department of Education, business and other educational organizations and institutions)
- Excellent fiscal management and resource acquisition skills

SPECIAL RECOGNITION

Outstanding Hispana Educator

Womtn's Bank, Denver, Colorado

Newsweek's Unsung Hero, State of Colorado

Selected by *Newsweek* magazine as one of America's Unsung Heroes for outstanding achievement as an educator

Outstanding MESA (Mathematics Engineering Science Achievement) Advisor

Denver Public Schools

REFERENCES

Ronni Ephraim, Chief Instructional Officer, Los Angeles Unified School District

Liza Scruggs, Assistant Superintendent, Instructional Support Services

Merle Price, Consultant for Los Angeles Unified School District

Irv Moskowitz, Director, Center for Urban Education, University of Northern Colorado,
(303) 365-7631

Leroy Lopez, Superintendent, Elbert School District, (303) 648-3030

CHERIL M. GUENTHER

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(818) 654-3605(W)

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Summary of Qualifications

Over twenty years of experience in the Los Angeles Unified School District in the areas of teaching, student activities and administration. Duties have involved planning, coordinating, implementing and evaluating programs for students, staff and administrators at the secondary school site, local district and central office, K-12 levels.

Professional Experience

DIRECTOR, SECONDARY MATHEMATICS
LAUSD, Beaudry Bldg., 25th Floor, Los Angeles, CA

6/2004 – Present

- Direct and implement the secondary mathematics plan in LAUSD
- Direct and develop mathematics professional development for secondary math coaches, teachers and administrators
- Develop and implement curriculum and assessments for secondary mathematics in LAUSD

COORDINATOR, K-12, MATHEMATICS
Local District C, Van Nuys, CA

7/2001 – 5/2004

- Coordinate and implement the district mathematics plan in Local District C
- Coordinate and supervise math coaches assigned to Local District C schools
- Coordinate mathematics professional development for math coaches, teachers and school site administrators
- Develop, implement and monitor curriculum and assessment materials in Local District C

ASSISTANT PRINCIPAL, SECONDARY STUDENT SERVICES
Taft High School, Woodland Hills, CA

3/99 – 6/2001

- Implement and maintain district attendance policies and procedures
- Implement and maintain school wide tardy policies
- Counsel students with excessive and/or long term absences and their parents
- Conduct parent / student / teacher conferences
- Coordinate assemblies to recognize students with perfect attendance
- Supervise the Dean's office policies, procedures and staff
- Supervise the SIS Coordinator, Attendance Coordinator and PSA Counselor
- Assisted Leadership Team with the development and revision of ESLR's
- Chairperson of Assessment & Accountability focus group for accreditation on self-study
- Assisted with design of SB-1882 Staff Development three-year plan focusing on literacy
- Supervise, support & evaluate Mathematics and Science teachers
- Serve on Personnel Committee responsible for hiring staff
- Supervise and attend athletic events
- Develop budgets for and supervise the expenditure of selected categorical and IMA funds
- Coordinate and support school P.T.S.A. meetings and activities
- Assisted mathematics department in aligning curriculum to the standards

LEAD TEACHER

9/98 -- 3/99

Taft High School, Woodland Hills, CA

- Student Outcomes Steering Committee (S.O.S.C.)
Plan and facilitate meetings
Write and/or revise Taft Site Action plan
- Complex Instructional Cabinet
Plan/organize Passport to Reading
Participate in annual review and LAAMP public reporting presentation
- Reading Coordinator
Implemented Silent Sustained Reading Program
Developed Reading Labs program
- Testing/STAR Coordinator
Plan and supervise Stanford 9 testing and Golden State exams
- Coordinate Professional Development
Plan staff development efforts to improve student test scores
Responsible for SB-1882 School Development three-year plan

DEAN, ADMINISTRATIVE ASSISTANT

9/94 – 9/96

Taft High School, Woodland Hills, CA

- Primary disciplinarian responsible for resolving conflict and enforcing the Student Code of Conduct
- Conduct parent, teacher and student conferences
- Plan, organize and coordinate the operation of various school programs including locker clean out, emergency drills, and a detention program
- Share the responsibilities for carrying out student suspensions, opportunity transfers and expulsions
- Assist in the supervision of various school, athletic and other extracurricular activities
- Develop and implement school-wide human relations program and activities

STUDENT ACTIVITIES, DIRECTOR

9/94 – 6/95

Taft High School, Woodland Hills, CA

- Responsible for coordinating all school co-curricular activities for a student body of nearly 3,000
- Teach the student government leadership class, supervise student body/class elections
- Plan and supervise all student body assemblies, homecoming, campus beautification, and fundraising activities
- Insure that all of the nearly 30 clubs on campus are representative of most interest and cultural/ethnic groups and abide by the District and school policies
- Assist with the preparation and maintenance of the student body budget, student receipts and club/class accounts. Approve requisitions for student body expenditures
- School site coordinator the District Consolidated Charitable Campaign and student-to-student integration program

TEACHER/COORDINATOR, MATHEMATICS AND WORLD HISTORY

9/91 – 6/94

Taft High School, Woodland Hills, CA

- Attendance and After School Tutorial Program Coordinator
- Drug and Impact Coordinator / Career Advisor
- School Community Advisory Council (SCAC) and Parent Teacher Student Association (PTSA member)
- Organize school Open House and Back-to-School Night activities

ACTING ASSISTANT PRINCIPAL, SECONDARY STUDENT SERVICES 3/89 – 6/91
Taft High School, Woodland Hills, CA

- Counseled, disciplined, programmed and supervised students
- Monitored and maintained student attendance and related documents
- Developed and implemented the dropout prevention program and focused on reducing absenteeism
- Audited roll books and prepared district reports including faculty evaluations
- Directed student body registration and I.D. pictures

TEACHER / STUDENT ACTIVITIES DIRECTOR 9/84 – 3/89
Taft High School, Woodland Hills, CA

- Mathematics and Student Government
- Develop innovative and effective team teaching methods for low-achieving students

TEACHER 9/75 – 2/80
Emerson Junior High School, Los Angeles, CA

- Mathematics (7th – 9th grade)
- Assistant to Vice Principal's Office coordinating a variety of activities for faculty and students

E d u c a t i o n

Master of Arts Degree in Education Administration and Supervision 1978
California State University, Northridge, CA

Bachelor of Arts in History (Minor in Mathematics) 1972
University of California, Los Angeles, CA

C r e d e n t i a l s / C e r t i f i c a t i o n

Administrative Services Credential, California State University, Northridge 1979
 California Secondary Teaching Credential, University of California, Los Angeles 1973
 Quality Skill Building (QSB) Certification, LAUSD 1985
 Impact I and II Certification, LAUSD 1990

P r o f e s s i o n a l M e m b e r s h i p s

Member, Association for Supervision and Curriculum Development 1998 --
 Present
 Member, Associated Administrators of Los Angeles 1999 --
 Present
 Member, National Council of Supervisors 2004 --
 Present
 Member, National Council of Teachers of Mathematics 2004 --
 Present

Biographical Sketch

Dr. Noma LeMoine currently serves as Director of the Los Angeles Unified School District's *ACADEMIC ENGLISH MASTERY PROGRAM AND CLOSING THE ACHIEVEMENT GAP BRANCH*. In this role she is responsible for overseeing the design, development, coordination and implementation of the district's Program for Standard English Learners, which, serves over 40,000 students, 3,000 teachers and 1,000 paraeducators. The Program, previously known as the Language Development Program for African American Students, has been featured on 60 minutes and in periodicals including Education Week and Teacher Magazine. It has as its primary goal providing students for whom Standard English is not native, equity in access to the core curricula by facilitating their acquisition of school language and literacy. Dr. LeMoine's responsibilities also include providing tactical support to Central office. Local District and school staffs regarding the District's "Closing the Achievement Gap Initiatives."

Noma LeMoine holds a Ph.D. in Education from the University of Southern California with a specialization in Language, Literacy, and Learning. Additionally she holds a Master's degree in Language and Speech Pathology and Audiology from California State University at Los Angeles, and a second Master's degree in Education from California Lutheran University. Dr. LeMoine has served over thirteen years as an adjunct professor at California Universities and Colleges teaching courses in Language Acquisition in Children, Speech and Language Development and Disorders, and Language and Speech Development in Culturally and Linguistically Diverse Populations. She has served as a Language and Speech Consultant to Los Angeles based Headstart programs, as a Special Education classroom teacher and "Mentor" teacher, and a Language and Speech disorders Diagnostic Specialists. Dr. LeMoine has over 18 years of experience in administrative positions in the Los Angeles Unified school district including as program Administrator and Coordinator of the Los Angeles Unified School district's Speech, Language and Aphasia Programs, as supervising administrator/specialist over the West Valley speech and language services program, as Principal, and Director of Operations of the Maxine Waters Saturday Academy for Student Advancement in Math, Science and Communications, ten years as Director of the District's Language Development Program for African American Students /Academic English Mastery Program, and as Director of the Los Angeles Unified School District's "Closing the Achievement Gap Initiative".

Dr. LeMoine's research interests are language and literacy acquisition and learning in culturally and linguistically diverse populations. She writes curriculum, and designs and conducts professional development for educators. Noma has served on numerous State Department of Education committees including over 5 years on University Accreditation Teams with the Commission on Teacher Credentialing, and as a member of the State Department of Education's Exemplary Schools Committee. Dr. LeMoine served two years as Commissioner on Education for the California Speech, Language and Hearing Association and currently serves as a member of the National Citizen's Commission on African American Education, an arm of the Congressional Black Caucus Education Brain Trust.

Dr. LeMoine is a national consultant on issues of literacy acquisition, and learning in African American and Hispanic students for whom Standard English is not native. She has conducted seminars and workshops at Universities and colleges throughout the U.S., including Stanford University, the University of California at Los Angeles (UCLA), the University of Massachusetts at Amherst, the University of Southern California (USC), San Francisco State University, and others and at school districts throughout the United States. She has also conducted educational tours and exchanges to Africa, India, and the Caribbean.

Dr. LeMoine has received many professional honors including, the California Speech, Language and Hearing Association, District 6, "OUTSTANDING ACHIEVEMENT AWARD" (1988), the "DISTINGUISHED SERVICE AWARD" from the Southern California Affiliate of the National Black Association for Speech, Language, and Hearing (1990), and she was the recipient of the LOIS V. DOUGLASS, "DISTINGUISHED ALUMNUS AWARD" from the Department of Communication Disorders at California State University, Los Angeles in November of 1991. In April of 1992, Dr. LeMoine was named FELLOW of the California Speech Language and Hearing Association, one of the organization's highest honors, and in June of 1995, she was the recipient of the NAACP. Legal Defense Fund "BLACK WOMAN OF ACHIEVEMENT AWARD". In 1997 Mount St. Mary's College awarded Dr. LeMoine the "CULTURAL FLUENCY AWARD" in recognition of outstanding contributions to the development of cross-cultural understanding in the Los Angeles Community.

(b)(6)

WORK
LAUSD: Instructional Services • 333 South Beaudry
Ave. 25th Floor, Room 131
Los Angeles, CA 90017 • Employee number 230953-1 •
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• Fax (213) 241-8495 • E-mail: noma.lemoine@lausd.net

(b)(6)

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J. Lloyd "Bud" Jacobs, Jr.

(b)(6)

(b)(6)

Work (213) 241-6895

(b)(6)

Education

Masters of Arts, University of California, Los Angeles
Bachelor of Arts, University of California, Berkeley
Associate of Arts, Santa Monica College

California Credentials

Administrative Services, K-12
Standard Secondary Teaching, 6-12

Employment

Los Angeles Unified School District (LAUSD)

2000-2004 High School Programs-LAUSD, *Director*
2001-2004 National Science Foundation-LAUSD, *Project Director*
1992-2000 Venice High School-LAUSD, *Principal*
1986-1992 Venice High School-LAUSD, *Assistant Principal*
1984-1986 John Muir Middle School-LAUSD, *Assistant Principal*
1982-1984 Bret Harte Intermediate School-LAUSD, *Assistant Principal*
1975-1982 Administrative Region C-LAUSD, *Instructional Advisor*
1968-1975 Fremont High School-LAUSD, *English Teacher*

Higher Education Involvement

UCLA School of Management and UCLA Graduate School of Education and Informational Studies, *Guest Lecturer*
National University, *Instructor of School Finance*
Harvard University Principals' Center, *Institute Fellow 1996-1997-1999*
LAUSD Administrative Academy, *Instructor*

Education Organizations

Los Angeles Educational Alliance for Reform Now, *Trustee*
Associated Administrators of Los Angeles, *Past Representative Council Member*
Education Alumni of UCLA, *Past President*
Phi Delta Kappa at UCLA, *Past President*
Senior High School Principals' Organization, *Past President*
Senior High School Assistant Principals' Organization, *Past President*
Venice Boys and Girls' Club, *Board of Governors*
University of Pittsburgh's Institute for Learning, *Institute Fellow*

Recognition and Honors

Presidential Recognition: Venice High School National Science Bowl Championships

California Governor's Recognition: Venice High Schools 1999 API Rating

Los Angeles Magazine Recognition - Venice High School's Top Ten Rating of Los Angeles Public Schools

Newsweek Magazine Recognition - Venice High School National Rank (478) among 25,000 high schools

LA City Council: Resolution for Achievement in Leadership

U. S. Secretary of Education's Recognition: Public-Private Partnership with Creative Artists Agency

Association of California School Administrators: Valuing Diversity Award

American Jewish Committee: Humanitarian Award for Inter-group Relations

Public-Private Partnerships Initiated

Venice-Marina Rotary: Career Education Projects

American Jewish Committee: Human Relations Projects and Video Production Projects

Creative Artists Agency: Career Exploration Projects

Hollywood Radio and Television Society: Student Mentorship Program

Communities in Schools: Cisco Academy and Technology Workshops

Northwest Airlines: Attendance Incentive Program for Students and Teachers

Urban Land Institute: High School Career Development Programs

United Nations Global Classroom Projects

National Service Learning Task Force

Ronald M. Klemp. Ed.D.

(b)(6)

Office: 1 (310) 885-8253

FAX 1 (310) 559-3226

(b)(6)

Educational Background

- 1988 - Ed.D, Reading. - California Coast University
- 1982 - Administrative Service Credential
Point Loma University
- 1980 - MAE, Reading
California State University, Northridge
- 1974 - Ryan Reading Credential
California State University, Northridge
- 1972 California Standard Secondary Teaching Credential
California State University, Northridge
- 1971 - Bachelor of Arts Degree, English, Social Studies
San Fernando Valley State College

College and University Teaching

- 1986 - Present - California State University, Northridge
Instructor - Teacher Credential Program
- 1993- Present - National University
Instructor - Associate Professor/Teacher Credential Program
- 1978 - Present - California Lutheran University
Instructor - Teacher Credential Program
Director - Hawthorne Reading Credential / Center

Courses Taught

- Fundamentals of Secondary Education in a Multi-Cultural Society
- Fundamentals of Reading in Secondary Education-CLAD
- Teaching Reading to Speakers of Non-Standard English
- Motivating Strategies in Secondary Education
- Diagnosis of Reading Disability in Secondary Schools
- Writing and Reading Across the Curriculum - Bay Area Writing Project

Los Angeles Unified School District

- 2000 - 2002 *Coordinator Secondary Literacy, LAUSD*
1992 - 2001 *Northridge Middle School / Senior High Practitioner Center*
 Facilitator/Coordinator
 Advisor, Northridge Middle Peace Institutes
1991 - 1992 *Northridge Middle School Dean of Discipline*
1982 - 1991 *Sun Valley Junior High School*
 Dean of Discipline
 Presenter - Staff Development
 Spanish Translator
 Reading Coordinator
 Testing Coordinator
 Juvenile Justice Liaison
 Sports Program Coordinator
 Articulation Coordinator
- 1981 - 1982 *Area H Alternative School*
 Teacher - English, Reading Physical Education, Spanish
- 1977 - 1981 *Crenshaw High School*
 Teacher, Reading Coordinator
 Body Building Club Sponsor
- 1973 - 1977 *Mount Vernon Junior High School*
 Teacher, Reading, Language Arts
 Reading Coordinator
 Reading Lab Director
 Faculty Chairperson
 Boys' League Coordinator

Related Work Experiences

- 1979 - 1982 *Venice Boys' and Girls' Club*
 Assistant Program Director
1967 - 1972 *Santa Monica Unified School District*
 Playground Director

Publications

- 2003 *"Reading and the High School Student" Allyn & Bacon (Co author with Judith Irvin and Doug Beuhl*
2002 *"Peer to Peer Accountability: Cooperative Literacy. In Focus, Indiana Middle Level Assoc.*
2002 *Reader's Handbook, Great Source (Co author with Laura Robb and Wendell Schwartz*
2000 *"Middle School Peace Institute," National School Safety Center Newsletter*
1999 *"The Middle School Peace Institute", In Focus, Indiana Middle Level Assoc.*

- 1997 "The Directed Reading Sequence." Middle School Journal.
- 1996 "Cooperative Literacy Through Cooperative Discipline, A Management System to Support Cooperative Learning Ventures in Middle Level Classrooms." Journal of New England League of Middle Schools.
- 1996 "The Interdisciplinary Team Organization: Promoting Teacher Efficacy and Collaboration." Michigan Middle School Journal
- 1994 "The Directed Reading Sequence" Prentice Hall Desk Reference
- 1994 "Wordstorm: Increasing Students' Databases" The Reading Teacher
- 1994 "Math Museum" Instructor Magazine
- 1993 Middle Schools in Transition: A Cooperative Approach:
New Mexico Middle School Journal
- 1993 "A Meta-View Approach to Discipline for Middle Schools"
In the Middle: Saskatchewan Middle Years Association
- 1993 "Cooperative Literacy: A Learning Strategy Based Approach"
NMSA Middle School Journal
- 1992 "Sports as a Theme in Middle School"
The Kappan
- 1992 "Heterogeneous Grouping: A Good Cook Knows When to Toss the Salad"
Kansas Middle School Journal
- 1990 "Life in the Mainstream"
Intervention
- 1980 Project Care : Title IVC Grant - High School Course in Child Psychology
- 1979 Reading With Winners Series
Let's Talk Associates

Professional Organizations

- National Middle School Association - Research Committee Member 1992 1998
- International Reading Association
- Association for Supervision and Curriculum Development
- American Educational Research Association

District, State, Miscellaneous Conference Presentations

- 2005 California League of Middle Schools
- 2004 California League of Middle Schools
- 2004 California League of Middle Schools
- 2004 California Reading Association
- 2003 California League of High Schools
- 2003 California Reading Association
- 2002 IRA, San Francisco, CA, Middle School S.I.G.
- 2002 California League of Middle Schools, San Francisco, CA
- 2001 California League of Middle Schools San Diego, CA
- 2001 "Kids Who Know and Do" Conference (Pre-con), San Fran. CA
- 2001 Administrators' Academy

- 2001 California League of High Schools, Los Angeles, CA
- 2001 California League of Middle Schools Hot Topics/ Literacy
- 2000 Maui, HI, Indian Wells, CA
- 2000 National Alliance of Model State Drug Laws, Jackson, MS
- 2000 Jackson, Mississippi, Reading Workshop
- 2000 National Middle School Association Urban Educators, Chicago, Ill.
- 2000 California League of Middle School, San Francisco, CA
- 1999 National MS Association, Orlando Fla
- Maui, Hawaii, Indian Wells, California, California League of High Schools
- 1999 Ocean View School District, Huntington Beach, CA
- 1999 Coombs Middle School, Banning, CA
- 1999 International Reading Association, San Diego, CA
- 1999 National Association of Attorneys General Conference on School Violence, Jackson, Mississippi
- 1999 California League of Middle/High Schools, Maui, HI, Indian Wells, CA
- 1999 Middle Grades State School Policy Initiative, Dallas, TX, Chicago Ill.
- 1999 California League of Middle Schools Focus Group Session San Diego, CA
- 1999 National Middle School Association Pre-conference session, Denver, CO
- 1998 National Middle School Association Pre-conference session, San Fran., CA
- 1998 California League of Middle Schools
- 1996 Early Literacy Project, UCLA
- 1996 National Middle School Association Pre-conference Session, Baltimore, MD
- 1996 California League of Middle Schools, San Francisco, CA
- 1996 New England League of Middle Schools Conference, Providence, RI
- 1995 International Reading Association Conference, New Orleans, LA
- 1995 New England Middle Schools Conference, Providence, RI
- 1995 California League of Middle School Conference. San Diego, CA
- 1995 Professional Development Conference on Integrated Curriculum,
- 1994 National Middle School and National Staff Development Council
- 1994 National Middle School Association National Conference
- 1994 California League of Middle Schools State Conference
- 1993 Trenton Middle School Conference, Trenton New Jersey
- 1993 California League of Middle Schools State Conference
- 1992 California League of Middle Schools State Conference
- 1992 Los Angeles Unified School District Middle School Symposium
- 1992 LAUSD - Office of Bilingual Instruction New Teacher Workshop
- 1974 - 1994 Faculty and school Staff Development, In- Service Presenter on Literacy, Cooperative Learning, Discipline, Classroom Management

Consults

2004 Westlake Middle School, Salt Lake City, Utah
2004 Antelope Valley High School
2004 Whitten Middle School, Jackson, Mississippi
2004 Oak Forest Feeder Pattern, Jackson, Mississippi
2003 Whitten Middle School, Jackson, Mississippi
2004 Laneer High School Feeder Pattern, Jackson, Miss.
2003 Diablo Vista Middle School, San Ramon, CA.
2002 Franklin High School
2002 Belmont High School
2001 Angel Gate Academy
2001 John Muir Middle School
2001 Bret Harte Middle School
2001 Brinkley Middle School, Jackson, Miss.
2001 James Denman Middle School, San Francisco, CA
2000 Citrus Middle School, Orange Cove, CA
2001 John Muir Middle School, LAUSD
2001 Coombs Middle School, Banning, CA
2002 Fremont Middle School, Oxnard Ca
2001 Roan Middle School, Jackson, Miss.
2000 Down Town Business Magnet, LA, CA
2000 University High School, LA, CA
2000 Culver City High School, Culver City, CA
2000 Kennedy High School, Granada Hills, CA
2000 Liberty High School, Bakersfield, CA
2000 Taft Union High School, Taft, CA
1999 Brinkley Middle School, Jackson, Mississippi
1999 Glendale, Tall MS (MSDRP coach)
1997 Brinkley Middle School, Jackson, Mississippi
1996 Carnegie Schools of Connecticut, ACES, Hamden Conn.
1996 Glendale Unified, Tall Middle School, Wilson Middle School
1996 Simi Valley Unified
1996 Thousand Oaks Unified, Los Cerritos Middle School
1995 Desert Sands Unified, Indio CA
1995 Sedgwick Middle School, West Hartford, CT.
1994 Lompac Middle School, Lompac, CA
1994 La Habra Middle Schools, Washington Middle School
1994 Middle College High School
1994 Coalinga Middle School, Coalinga, CA
1992 Sylmar High School
1989 Alta Dena Middle School
1988 Burbank Middle School
1987 Westlake High School

News Articles

1999 Daily News, "Peace Program Helps Teens Cope"

1981 - Los Angeles Times View Section "A High School Program That Carries Weight"

References:

Dr. Bonnie Ericson, Dept. Chair, Secondary Education, CSUN (b)(6)

Dr. Jeanne E. Hon, Principal (ret.) 1 (b)(6)

Ronnie Ehraim, Director, District Reading Program I (213) 625-6444

John Leichy, Assistant Superintendent, "Beyond the Bell" 1 (b)(6)

Dr. Christine Smith, CSUN 1 (b)(6)

Lloyd Jacobs, Director, Sr. High Schools, LAUSD. 1 (213) 625-6895

Athaur(Todd) Ullah

(b)(6)

Education:

University of California, Los Angeles	1997	Ed.D	Educational Leadership
California State University, Los Angeles, CA.	1992	M.A.	Educational Administration
California State University, Los Angeles, CA.	1989	M.A.	Curriculum and Development
California State University, Los Angeles CA.	1982	M.S.	Molecular Biology
California State University, Los Angeles CA.	1980	B.S.	Biology

Research and Professional Experience:

1978-1980	High School Teacher: Laboratory Technician, CSULA, Dept. of Biology
1980-1982	Graduate Instructor /CSULA
1982-1986	Research Technologist II
1986-1993	Humanitas Teacher, Jefferson High School, Los Angeles
1986-1994	Mentor Science Teacher, Jefferson High School, Los Angeles
1994-1999	Math, Science, Technology Magnet Program Coordinator, Palisades High School
1999-2000	Administrative Specialist, Digital High Schools
2001-2003	Director, Instructional Technology Applications
2003-	Director, Secondary Science Programs

Professional Appointments:

1988-89	School Site Counsel Representative, Los Angeles Unified School District (LAUSD)
1988	Association for Biochemistry & Molecular Biology (ASBMB)- Teacher Participant, Las Vegas Symposia
1989	Jefferson High School Academic Decathlon Coach
1990	Director of the Thematic Interdisciplinary Project, Los Angeles Educational Partnership LAEP
1991-93	Mentor Teacher for the LAUSD
1991-92	Initiatives in Industry for Math /Science Education (IISME)Fellow for the Los Angeles Dept. Of Water And Power
1992	Participant, The IMPACT II Institute for the Future of Education
1992-95	IMPACT II Regional Affinity Group Leader
1992-94	LAUSD Science Textbook Adoption Committee
1992	LAEP Teacher Advisory Network
1993 -95	LAUSD Mentor Teacher Selection Committee
1994	LAEP Small Grants Review Committee
1994	TV Show Anchor-How Teachers Are Changing Schools- Satellite Telecast for IMPACT II and the United States Department of Education
1994	Palisades Charter High School, Magnet Coordinator/Leadership Council
1994-96	Palisades Charter Schools Foundation, Board Member

Professional Appointments:

1995	Palisades Charter/Magnet High School, Technology Director/Chairperson
1997-1999	Palisades Charter/Magnet Complex, Los Angeles Annenberg Metropolitan PROJECT (LAAMP) Technology Director/Co-Chair
1997	QUEST/UTLA 97 Keynote Presenter on Charter and Magnet Schools
1997	Director/Writer Of AB 64 Digital High School \$1.1 Million Technology Grant for Palisades Charter/Magnet High School
1998-	State of California, California Technology Assistance Project Council Member

Academic Honors and Awards:

1980	Dean's List Graduate in Biology
1990	LAEP Teacher Representative Citywide, Keynote
1990	Teacher Magazine Interviewee on Local Educational Funding
1990	Pre-Doctoral Fellowship Award for California State University Systems
1990	Jefferson High School Teacher of the Year
1992	Los Angeles County Teacher of the Year -Fulfillment Fund Scholar
1993	Winner of Best Classroom Video, VIC Award, Channel 58 KLCS, LAUSD
1993	ASBMB High School Teacher Research Fellow -USC, School of Medicine
1994	Minaret Magazine Interviewee on Public Education, January 1994
1994	Education Consortium of Central Los Angeles- Teacher Recognition
1994	Winner of Best School Information Video, VIC Award, Channel 58 KLCS, LAUSD
1995	California State University, Doctoral Fellowship Awardee
1997	Suma Cum Laude Graduate in Educational Leadership, UCLA

Publications:

- Ullah T., E.Y. Chi, M.J. Bishop, and K.G. Suen. Morphometric And Ultrastructural Analysis Of Type II Pneumocytes In Dogs After Pulmonary Occlusion. American Review of Respiratory Diseases 4:A296. 1986.
- Bishop, M.J., E.Y. Chi, J.P. Jordan, T. Ullah, and F. W. Cheney Jr. Lung Reperfusion In Dogs Causes Bilateral Lung Injury. Journal of Physiology 146 (2); 1986.
- Bishop, M.J., E.Y. Chi, J.P. Jordan, T. Ullah and F. W. Cheney Jr. Lung Reperfusion Results In Bilateral Injury And Is Not Prevented By Allopurinol Plus Vitamin E. American Review of Respiratory Diseases 133 (4):A 275. 1986.
- Cheney, W.F., M.J. Bishop, E.Y. Chi, T. Ullah, , and B.L. Eisenstein. The Effect Of Regional Alveolar Hypoxia On Permeability Of Pulmonary Edema Formation In Dogs. Journal of Applied Physiology. 1986.
- Krott, I.U. ,T. Ullah, and R.L. Rauch. Characteristics Of The Protoscolex Of "Echinococcus Vogeli" (Cestoda: Taeniidae) As Determined By Electron Microscopy. Journal of Parasitology. 1986.
- Ullah, T. Charter Schools: Innovations In Educational Reform. How Teachers Are Changing Schools. IMPACT, 1994.
- Ullah, T. A New Idea For Charter Schools: An Education Park For South Central Los Angeles. UCLA Graduate School of Education and Information Studies. June, 1997.

References: Available on request.

Public Works, Inc. Organizational Experience and Qualifications

Public Works, Inc. (PW), a 501c(3) corporation headquartered in Pasadena, California is dedicated to working with schools, government, parents and communities by providing services and resources to educate and inform children, youth and families. PW concentrates in the areas of education, social services and economic development by:

- Facilitating strategic planning and policy formulation with private and public agencies, organizations and associations;
- Conducting program evaluation and improving accountability by measuring the effectiveness of delivery systems;
- Assisting in the development of collaborations and partnerships that offer new opportunities to communities; and
- Enhancing communication to better inform stakeholders about public policy issues.

Public Works, Inc. functions as a matrix organization in which individual senior staff members with training and experience appropriate to each project, along with necessary research and support staff, are assembled as unique teams to manage each project. The internal Public Works, Inc. project team is often supplemented with the resources of other firms or technical experts contracted to participate on a specific project. This matrix structure allows us to combine the expertise and experience of Public Works, Inc. staff members in a variety of ways and ensures that each project is adequately and appropriately staffed.

A number of systems are in place to ensure successful completion of each project. For example, meetings of the full project team are conducted on a regular basis, emphasizing group problem solving and the maximization of project success. The activities and progress that have occurred on the project are reviewed in detail and plans for both the short-term and long-term are discussed. When work is performed with subcontractors or consultants, these members of the project team are always included in the planning and problem solving process.

In addition to project meetings, Public Works, Inc. has systematic tools to monitor the progress of timelines and budgets. Staff time and expenses are tracked electronically and are reviewed frequently by management to ensure that projects will be completed in a timely and cost-conscious manner.

Program Evaluation Strategies

Public Works, Inc. has extensive experience and ability in designing and conducting both quantitative and qualitative evaluations using a varied set of methods and tools. Staff members possess varied backgrounds in social science research including Education Administration, Policy Studies, Political Science, Psychology, Communications, Social Welfare, Public Administration and Law, which allows Public Works, Inc. to apply thoughtful solutions to evaluation problems. Through staff and technical consultants, we have the ability and capacity to measure with state-of-the art statistical and sampling methods key outcomes, apply assessment and testing methodology to measure student achievement, and use qualitative methods to measure successful implementation and identify necessary areas for improvement. Public Works, Inc. expertise includes:

- Experience in creating focus group protocols as well as organizing and conducting focus groups with many different stakeholder groups. These groups have included students, teachers, parents, school

site personnel and employers. The focus group method and approach is customized to the populations and topics involved.

- **Site visit or case study research methodology** is used to assess the relationship between inputs and outcomes. Based on the research questions, interview guides and protocols are developed to probe the level of implementation of the particular project strategies. A wide range of stakeholders' perspective are gathered in the interview and observation process in order to attain multiple perspectives to draw accurate conclusions.
- **Expertise in statistical analysis** related to student academic and behavioral measures including, but not limited to, GPAs, attendance, suspension, high school graduation or equivalency, college entrance and certification and degree completion. Work has ranged from simple descriptive statistics to more complex modeling.
- **Analysis of standardized academic achievement tests, including criterion and norm referenced exams.** The analyses have included scores, gains and trends of individual students and cohorts and have included close examination of performance in many subject areas. In addition, Public Works, Inc. staff members are nationally recognized in performance-based assessment, including the design and use of rubrics and benchmarks for scoring.
- **Credit Pace or Transcript Analysis** involves examining course enrollments, pass rates and completion of course sequences by individual students and cohort groups. These evaluative methods illustrate the flow of students through articulated sequences and identify any gaps or barriers for student success. They also detect areas impeding student progress toward postsecondary courses or programs. Public Works, Inc. has performed transcript analysis in a variety of school and district settings.
- **Experience in creating and administering surveys** of multiple populations including K-16 students and teachers, parents, school sites, administrators, and employers. These surveys have been appropriately tailored to the targeted populations and have ranged from simple one page formats to more complex, lengthy instruments.

Project descriptions

Public Works, Inc. specializes in three distinct areas of education, public and non-profit agency support. Project experience has been categorized based on one of the following three specialty areas: (1) School-to-Career and Workforce Development, (2) Public Education and School Reform and (3) Intervention Programs and Support. In each of these specialty areas, Public Works, Inc. tailors its services to meet client needs and provides evaluation services, technical assistance, instructional design and training and strategic planning in order for our clients to better serve their clients, improve programs and meet legislative or grant funding requirements.

- **School-to-Career and Workforce Development.** This category of projects includes technical assistance, evaluation services, strategic planning and other services to support clients involved in school-to-career, vocational education and workforce development initiatives. Experience in this area includes work at the state, national and local level.
- **Public Education and School Reform.** Public Works, Inc. supports schools and school districts in the implementation of a variety of school reform initiatives. Public Works, Inc. has primarily supported the initiation of state and district level mandated accountability efforts and supporting individual sites in the use of data to improve programs. Depending on the nature of the project, Public Works, Inc. has experience both as an internal or a third party evaluator.
- **Intervention Programs and Support.** For this specialty area, Public Works, Inc. has worked with a range of small, medium and large non-profit, educational and public service agencies to build organizational capacity, evaluate programs, develop evaluation strategies to improve programs and to implement strategic plans.

Select evaluations include:

Evaluation of Montague Charter Academy, Los Angeles Unified School District (LAUSD). As part of the five-year Charter reapplication process, Public Works, Inc. evaluated the progress of Montague Charter Academy, an elementary charter school in the northeast San Fernando Valley. The evaluation focused on the analysis of quantitative data linked to school performance and student achievement, comparing Montague to a matched sample of demographically similar schools. In addition to tracking longitudinal student-level data over time, the evaluation employed regression techniques to isolate the differential impact and statistical significance of Montague's performance controlling for student demographic characteristics. In addition, the evaluation included an in-depth analysis of the charter's impact on curriculum and instruction, assessment practices, professional development, intervention programs and services and parent and community involvement. This report was used to determine whether or not to re-approve the school's status as a charter school.

Contact: Jeane Ramos, Coordinator, Charter Schools, Educational Services
Diane Pritchard, Principal
Phone: (213) 625-4625, (818) 899-0215
Project #: 198
Dates: March 2001-July 2001

Evaluation of the Palisades Charter Complex, Los Angeles Unified School District (LAUSD). As part of the Charter reapplication process, Public Works, Inc. evaluated the progress of eight schools (five elementary schools, a middle school, a high school and one continuation high school) that had operated as a Charter school for the previous five years. The evaluation focused on the analysis of quantitative data linked to school performance and student achievement. In addition to tracking longitudinal student-level data over time, the evaluation used logistic regressions to isolate the relative weight of different school and student variables in terms of achievement. In addition, school staff, parents, and secondary students were surveyed to evaluate school progress towards the goals and objectives outlined in the Charter. This report was used to determine whether or not to extend charter status for an additional five years.

Contact: Jeane Ramos, Coordinator, Charter Schools, Educational Services
Phone: (213) 625-4625
Project #: 147
Dates: December 1999-June 2000

Evaluation of the Comprehensive School Reform Demonstration (CSRD) Program, Los Angeles Unified School District (LAUSD). Public Works, Inc. serves as LAUSD's District evaluator of the CSRD program, currently in place at 14 Cohort I and 18 Cohort II schools. All schools are implementing research-based model reform designs intended to improve student achievement. Evaluation methods included pre/post (Fall/Spring) school staff and parent surveys as well as the analysis of student achievement data linked to annual State and District performance benchmarks. In addition, a sample of schools was included in a case study, which allowed an in-depth examination of the factors behind effective implementation of site-based comprehensive reform. Data from the evaluation provided LAUSD with information that can be used to match underperforming schools with appropriate and effective reform designs. Public Works, Inc. also facilitated quarterly meetings with all LAUSD CSRD schools, providing information and training on using data to guide school improvement efforts. As part of the project, Public Works, Inc. prepared an annual End-of-Year report to the State and assisted schools in meeting State accountability and reporting requirements.

Contact: Harry Gerst, Director, SB IX Office, Specially Funded and Parent/Community Programs Division
Phone: (213) 625-6532
Project #: 168
Dates: August 2000-present

External Evaluator Services for Schools Receiving Public Schools Accountability Act Planning Grants (Senate Bill IX), Los Angeles Unified School District. In line with California legislation intended to improve school accountability, Public Works, Inc. worked with four elementary schools receiving planning grants under the

Public Schools Accountability Act, Immediate Intervention/Underperforming Schools Program (II/USP) during 1999-2000. Public Works, Inc. also worked with six elementary schools, one middle, and one high school during 2000-2001. Legislatively mandated tasks included: public meetings with parents and community representatives, as well as comprehensive school reviews to identify barriers to school improvement. Methods included in-depth analyses of student achievement data as well as school site visits devoted to interviews, focus groups and classroom observations. Throughout the project, Public Works, Inc. facilitated an Action Team made up of representatives of all stakeholder groups, culminating in the development of a school improvement plan covering four areas: school management, curriculum management, resource allocation, and parent/community involvement. This plan recommended curricular programs and reform strategies, outlining measurable goals, contractual arrangements with outside model reform providers, and an expenditure plan linked to school-wide reform goals. During 2000-2001, four of the schools opted to apply for Federal Comprehensive School Reform Demonstration (CSRD) program grants. All plans and grant applications were approved by the State and the schools received implementation awards of up to \$200 per student for a period of either two or three years.

Contact: Roberta Benjamin, Elementary School Director, Local District D
Maynae Lew, Director of Instruction, Local District B
Phone: (310) 253-7100, (818) 755-5425
Project #: 143-146, 175-178, 180-183
Dates: November 1999-June 2000, December 2000-June 2001

Evaluation of the Implementation of the Los Angeles Annenberg Metropolitan Project (LAAMP), Pasadena Unified School District (PUSD). As local evaluator for the PUSD LAAMP initiative, Public Works, Inc. evaluated the differential impact of LAAMP on PUSD's existing reform programs as well as progress toward PUSD's K-12 articulation targets in the areas of literacy, mathematics, professional development, and parent involvement. Qualitative evaluation methods included site visits to a sample of participating schools to conduct interviews with school staff, students, parents and District stakeholders. Special attention was paid to assessing the impact of California Proposition 227 (which limited the use of bilingual education in California) on the instructional services and student outcomes of English Language Learners. Quantitative analyses centered on identifying trends and patterns in student achievement and school performance data, analyzing secondary transcripts to highlight equity and achievement issues and examining the performance of a subset of schools implementing *Success for All*, a model program for improving reading. Public Works, Inc. also facilitated meetings of participating schools and otherwise assisted PUSD in preparing an annual report submitted to the Los Angeles County LAAMP Office from 1996-1997 through 1999-2000.

Contact: Christine Johns, PUSD Deputy Superintendent
Phone: (626) 568-4550
Project #: 100, 110, 150
Dates: October 1998-April 2001

Evaluation of Teacher Recruitment and Retention Policies, National Commission on Teaching and America's Future (NCTAF), Teachers College, Columbia University. As part of a national study of urban school districts, Public Works, Inc. evaluated teacher induction, recruitment and retention policies in the Pasadena Unified School District (PUSD). The first component of the study focused on the effectiveness of the two induction programs of the District—Beginning Teacher Support Assistance (B TSA) and the New Teacher Team Coaching (NTTC). Evaluation methods included surveys of new teachers and mentor teachers as well as observational assessments using the California Teaching Standards. In the second component, surveys of former teachers were used in conjunction with interviews of PUSD central office staff to highlight the impact of existing personnel policies, professional development and school climate on overall teaching quality and teacher satisfaction. Districts where PUSD teachers were leaving to teach were compared for policies and practices related the recruitment and support of new teachers. The third component was a best practice study of the pre-service and in-service support practices offered through PUSD's Professional Development Center and College for Teachers.

Contact: Fred Frelow, Director
Phone: (212) 678-8254
Project #: 120, 151
Dates: May 1999-December 2000

Preparation of LEARN School Report Cards, Los Angeles Educational Alliance for Restructuring Now (LEARN). Public Works, Inc. developed "report cards" for all of the LEARN schools in the first three cohorts (approximately 200 schools). These report cards summarized a wide range of data related to school demographics and resources, student achievement and school performance data, as well as survey data from staff and parents linked to the implementation of site-based reforms. The primary goal of the project was to promote accountability among LEARN school communities by providing parents and rank-and-file school staff with a user-friendly, two-page summary of their school's data that could be used as the basis for making decisions related to school curriculum, budget allocations, and staffing. Along with the individual school report cards, Public Works, Inc. prepared a report discussing how data might be used to guide local school reform efforts as well as recommendations related to the refinement of the goals and objectives in schools' reform plans.

Contact: Mike Roos, President and CEO
Phone: (213) 255-3276
Project #: 105
Dates: March 1998-November 1998

Statewide Performance Evaluation of Tech-Prep Local Consortia and Tech-Prep Targeted Use Grants, Chancellor's Office, California Community Colleges (COCCC). Public Works, Inc. conducted a management evaluations using both qualitative and quantitative methodologies to provide the COCCC information about local program delivery by reporting on the status of local consortia in meeting program funding criteria and reporting student outcomes for the performance measures include by the State of California in its Plan for Vocational and Technical Education prepared in response to Perkins III. Public Works, Inc. conducted a two-strand evaluation. The first strand reviews the status of program implementation through document reviews, a survey of all consortia and site visits to a subset of local consortia. This strand will assess the status of implementation, barriers encountered and the degree to which local factors promote certain elements over others. The second strand of the evaluation involved the collection and analysis of local and state data related to identifying Tech-Prep students and reporting progress toward the state's Perkins III student performance measures.

Contact: Ron Selge, Project Monitor COCCC
Phone: (916) 322-1677
Project #: 220

Dates: November 2001 to June 2002

Technical Assistance to States to Implement Accountability Requirements and Integrate School Reform and Workforce Development Initiatives, National Center for Research in Vocational Education. Public Works, Inc. provided technical assistance to state agencies in the areas of accountability, using data for program improvement and standards-driven curriculum and assessment. Public Works, Inc. also provided technical assistance to state agencies in the implementation of accountability requirements included in the Carl D. Perkins Vocational and Applied Technology Education Act of 1998 (Perkins III). Through workshops, individual visits and best practice studies, strategies for improving the integration of academic and vocational policy and practice were disseminated to support states' efforts to improve student achievement. Written surveys, telephone interviews, and case study research were among the methodologies employed. A report documenting best practices across states was developed to spur innovation and information sharing around improving accountability in vocational education. A second document was developed with profiles of all states involved in the project including their accountability system developed under Perkins III.

Contact: Phyllis Hudecki, Associate Director
Phone: (405) 270-4499
Project #: 108, 109

Dates: January 1999 to October 2000

Evaluation of the LACOE After-school Enrichment Program, Los Angeles County Office of Education (LACOE). Public Works, Inc. evaluated the effectiveness of the multiple year, County funded after-school program in place in 105 schools across Los Angeles County. Evaluative research examined the level of implementation at the site and overall program levels as well as the program's impact on academic and behavioral achievement. Evaluation methods included interviews of key stakeholders at all 105 sites as well as in-depth site visits at 35 selected sites; student, parent and program staff surveys; and descriptive analysis of quantitative data including scores on the SAT-9 and attendance rates.

Contact: John Berndt
Phone: (564) 401-5597
Project #: 221
Dates: November 2001-present

Evaluation of the Early Childhood Program (ECP), Pasadena Unified School District (PUSD). Public Works, Inc. investigated the immediate effects of ECP, a pre-Kindergarten program targeting the academic, social, and emotional development of children ages three and four. Using a combination of interviews, focus groups, questionnaires, and surveys, the evaluation assessed ECP in terms of its ability to prepare children for Kindergarten through an examination of program curriculum, intake and assessment procedures, instructional materials and resources, and interactions with parents. Public Works, Inc. also analyzed quantitative measures of student achievement for ECP graduates compared to Head Start participants and PUSD students not involved in either early childhood program. A second phase of the evaluation examined the long-term effect of ECP participation, comparing ECP graduates to Head Start and other PUSD secondary school students. Ordinary Least Squares (OLS) regression analyses isolated the independent effects of prior ECP participation on the standardized test scores and attendance of current grade 6-10 students controlling for student demographics.

Contact: Robin Gordon, Director, Early Childhood Program
Phone: (626) 792-9741
Project #: 111,158
Dates: November 1998-April 2000, March 2001-July 2001

Evaluation of Pasadena LEARNs and LACOE After-School Program, Pasadena Unified School District (PUSD). Public Works, Inc. evaluated the effectiveness of a three-year County, State and Federally funded after-school program in operation at 14 elementary and 2 middle schools in PUSD. Evaluative research examined the program's impact on academic achievement as well as student behavior, leadership and community involvement. In addition, the evaluation included an in-depth examination of program implementation in a variety of areas including safety, program management, parent involvement, school linkages, and sustainability. Evaluation methods included interviews and focus groups, site observations, surveys (student, parent, teacher, and outside service provider) as well as the descriptive and inferential (regression) analysis of quantitative data linked to student outcomes (literacy and math assessments, classroom performance logs, standardized test data and regular school day attendance among other measures). This evaluation was participatory insofar as Public Works, Inc. assisted PUSD and individual schools in the refinement of program implementation as well as the development and maintenance of electronic record keeping intended to create a data-driven model for after school programs.

Contact: Margaret Shoemaker, Program Director
Phone: (626) 795-6981 x352
Project #: 137, 157, 172
Dates: September 1999-present

**DR. MIKALA L. RAHN
PRESIDENT
PUBLIC WORKS, INC.**

Dr. Mikala Rahn is the President of Public Works, Inc. in Pasadena, California. She has extensive experience related to services provided to children and families, including preK-16 education, after-school programs, workforce development, child care, and foster care at the federal, state and local levels. Within these areas, Dr. Rahn has specialized in evaluating and working with collaborative initiatives and systems development that include both public and private entities. She regularly works to bridge the gaps between government agencies and school districts and the communities they serve, and also oversees a non-profit learning center housed within Public Works, Inc. that benefits Los Angeles County children and their parents. Her work with agencies and schools requires a high level of knowledge and experience with state and local policy issues, statewide accountability systems, academic content standards implementation, and approved curriculum and intervention programs. Dr. Rahn is a very experienced researcher in qualitative and quantitative methods as well as analyzing and presenting information for professional and lay audiences.

Relevant Experience

Intervention Programs and Support

Project Director, Evaluation System Development, Alumni House, Casey Family Programs and Transition Partners. Public Works, Inc. developed an implementation and evaluation process for the Alumni House in Pasadena, an organization providing housing, social services, job search and other information and support to graduates of foster care who are transitioning to adult independence. Public Works, Inc. conducted a needs assessment of foster care youth in independent living programs, graduates of foster care, and community-based organizations providing service. The needs assessment involved interviews and focus groups with county departments, foster care providers, and community-based agencies as well a quantitative data collection on the graduates of foster care. Based on the information gathered, Public Works, Inc. developed a logic model that identified individual and program outcomes to be measured for progress in the evaluation plan. Public Works, Inc. then developed a plan for revised intake procedures and a user-friendly data system intended to facilitate the efficient case management of youth served through the Alumni House. Interim and yearend evaluation reports were prepared evaluating both process and participant outcomes linked to the effective delivery of services by the Alumni House. A new logic model for case management was developed to reflect changes in organizational structure and service delivery since the opening of the program.

Project Director, Evaluation of the PasadenaLEARNS after-school program in the Pasadena Unified School District. The primary objectives of the evaluation includes monitoring and describing the implementation of an after-school program in fifteen demonstration schools in relationship to the original intention of the grant; providing stakeholders with information on program implementation and outcomes in order to improve program effectiveness; and determining the impact of program activities on student achievement, staff and partner performance, parent involvement; and community participation. The evaluation design includes both process and outcome measures using a combination of quantitative and qualitative methods including: student, parent, teacher and partner surveys; monthly student performance logs; transcript analysis at the middle level; pre-/post-test results on literacy and mathematics; district

student performance data including SAT-9; leadership assessment of students; and intensive site visits that include interviews, focus groups and program observation.

Project Director. Evaluation of the LACOE After-school Enrichment Program, Los Angeles County Office of Education (LACOE). The primary objective of the evaluation was to measure the effectiveness of this multiple-year, County funded after-school program in place in 105 schools across Los Angeles County. Evaluative research examined the level of implementation at the site and overall program levels as well as the program's impact on academic and behavioral achievement. Evaluation methods included interviews of key stakeholders at all 105 sites as well as in-depth site visits at 35 selected sites; student, parent and program staff surveys; and descriptive analysis of quantitative data including scores on the SAT-9 and attendance rates.

Project Director, Needs Assessment of Teen Program on Domestic Violence for Haven Hills and KYDS. Through a grant from the California Department of Health Services (DHS), Maternal and Child Health Branch/Domestic Violence, developed a plan for a two-year project that deals with the problems of relationship abuse among young people, ages 14-22, in West San Fernando Valley. Conducted a needs assessment that identified available programs and/or gaps in services; selected some strategies for intervention and prevention, and decided on workable solutions to set up a successful project. Techniques included one-on-one interviews, focus groups and surveys with teen clients of battered women's shelters, staff from battered women's shelters, like Haven Hills, staff from youth-serving agencies, and youth and adults from our local community. Work resulted in a Work Plan and Evaluation Plan.

Project Director, Evaluation of Angel Gate Academy, Los Angeles Unified School District (LAUSD). Evaluated the Angel Gate Academy, a joint program between LAUSD, the National Guard and Cuesta Community College aimed at intervening with at-risk middle school students in a quasi-military, four-week experience. Evaluation methods included intensive focus groups with students and National Guard personnel, student surveys, parent telephone interviews, transcript analysis and interview/observation techniques.

Project Director, Evaluation of Early Childhood Program (ECP) for Pasadena Unified School District. Investigated the immediate effects of ECP, a pre-Kindergarten program targeting the academic, social, and emotional development of children ages three and four. Using a combination of interviews, focus groups, questionnaires, and surveys, the evaluation assessed ECP in terms of its ability to prepare children for Kindergarten through an examination of program curriculum, intake and assessment procedures, instructional materials and resources, and interactions with parents. In progress is the longitudinal progress of ECP students to determine whether participation in the program yields long-term academic and social benefits for children.

Project Director, Evaluation of Family Literacy Programs, Division of Adult and Career Education, Los Angeles Unified School District. Designed a longitudinal evaluation system for the district family literacy programs in order to measure the impact of the programs on parents, children and their relationships through both quantitative and qualitative methods.

Career Technical Education/School-to-Career/Workforce Development

Project Director, State of Massachusetts Certificate of Occupational Proficiency (COP) Assessment Research and Design. In partnership with the National Occupational Competency Testing Institute (NOCTI), conducted research on promising national and state assessment models including the implementation and results of the COP implementation to date. In order to inform the state's assessment design, the project examined the following dimensions of assessment including assessment types (written, performance, simulations and portfolio); issues of reliability, fairness and validity; feasibility; scoring, test management and reporting; performance specifications; and costs. Methods included a review of promising state assessment and industry-based certification models, National Skill Standards Board projects and a survey of Massachusetts high schools to investigate the level of portfolio usage.

Project Director, Technical Assistance in Developing State Systems of Vocational Certification at the Secondary Level in the State of Kentucky. Beginning in 1999, advised Kentucky on the development of a cluster-based, standards-driven assessment system resulting in standards for 17 areas. Facilitated Work Groups of educators and employers for each content area in the development of standards and assessment, conducted employer validation meetings, assisted in the development of an RFP to select a test developer for Manufacturing and trained state staff in managing and growing the system. Multiple-choice tests and written scenarios have been written for all 17 areas. Assessment results are used for Perkins III reporting requirements and also reported to the school by standard, teacher and students.

Project Director, Southern Regional Education Board's *High Schools that Work* Network. Development of a Working Paper for the State Policy Board entitled, *Developing Secondary Student-level Assessment for Industry Clusters* based on all the lessons learned in the development of standards, curriculum frameworks and assessment in statewide policy and practices for career technical education.

Project Director, State Level Efforts to Integrate School Reform and Workforce Development Initiatives, National Center for Research in Vocational Education. Provided technical assistance to state departments of education in the areas of accountability, using data for program improvement, and standards-driven curriculum and assessment. Through workshops, individual visits and best practice studies, strategies for improving the integration of academic and vocational policy and practice were disseminated, ultimately, in order to improve student achievement. Written surveys, telephone interviews, and case study research methods were among the methodologies employed. A report documenting best practices across states was developed to spur innovation and information sharing around improving accountability in vocational education. A second document was developed with profiles of all states involved in the project including their accountability system developed under Perkins III and WIA.

Project Director, Evaluation of California's Tech-Prep Education program, Chancellor's Office of the California Community Colleges. Assessed the implementation of Tech-Prep, a vocational education reform aimed at improving the articulation between secondary schools and community colleges, as part of a five-year comprehensive statewide evaluation. Evaluation activities focused on examining relationship between Tech-Prep, school-to-work and partnership academies throughout California in order to describe state and local program activities, assess

program effectiveness, and identify effective implementation strategies. Evaluation activities in the second year of the evaluation focused on the implementation of “targeted use” grants to selected consortia sites related to the California Department of Education Industry Sectors and Innovative Programs & Practices for Tech Prep.

Project Director, State of California School-to-Career Case Study Evaluation. Conducted case study evaluations of three school-to-career partnerships as part of the state’s evaluation of school-to-career. The partnerships include UNITE-LA (Los Angeles), Sonoma County School-to-Career and Verdugo School-to-Career. These case studies are included in the state’s evaluation under the direction of WestEd in San Francisco and MPR Associates in Berkeley, California. The case studies consist of a core evaluation, which includes a survey of seniors and a follow-up survey, site visits, interviews of employers and labor organizations and a written survey of all K-12 schools in the partnership. For two of these partnerships (Verdugo and UNITE-LA) additional evaluation (called “Plus” studies) are conducted related to student achievement and school-to-career participation.

Project Director, Evaluation of the Career-Technical Assessment Program (C-TAP), Sacramento County Office of Education. Evaluated the effectiveness of C-TAP, a state-wide assessment system that includes a portfolio, project and written scenario for high school vocational students, by examining issues related to its implementation, psychometric features, cost effectiveness, and programmatic benefits. Evaluation methodologies include site visits, a written survey, employer telephone interviews and technical quality review.

Project Director, Development of Construction Standards, Laborers-Associated General Contractors (AGC). Evaluated the Laborers-AGC’s skill standards utilized on the job by workers in the areas of Concrete, Open Cut Pipe Laying, Lead Abatement, and Hazardous Waste, by conducting site visits and interviews of workers and training providers in these occupational areas. The evaluation included the development of academic and industry standard crosswalks intended to improve classroom training conducted by Laborers-AGC. Site visit write-ups will be used to guide teachers in the improvement and implementation of new training strategies that better align to industry need. Laborers-AGC standards were aligned to National Academic Standards to assess the level of math, science and SCANS competencies embedded in construction standards.

Project Director, Research on Alternative Assessment in Vocational Education, National Center for Research in Vocational Education (NCRVE). Researched the applicability of alternative assessment to vocational education. Research results used to develop materials that help practitioners select and develop alternative assessment strategies for improving learning, certifying students, and improving programs.

Project Director, Evaluation of UNITE-LA, Los Angeles Unified School District (LAUSD) and Los Angeles Community College District (LACCD). Directed the collection of baseline data that used to measure the long-term impact of UNITE-LA, one of the largest School-to-Career (STC) partnerships funded in California. The evaluation focused on documenting the extent of STC implementation, stakeholder support and involvement in STC initiatives, and the impact of STC on student outcomes. Research methods included an intensive study based on a sample of 11

LAUSD high schools representing all of the regional consortia served by UNITE-LA, as well as 3 community colleges and 3 JTPA youth programs. The evaluation also collected survey data from key stakeholders (e.g., employers, educators) in the Los Angeles area STC community and all 12th grade students in the 11 sample schools. In the second year of the evaluation, project included two phases: an in depth study of student achievement in a selected sample of career academics and tracking and correlating UNITE-LA funding and organizational strategies to an evaluation of the partnership's effectiveness in the community, among employers and at the school level. The third year of the evaluation consisted of a follow up to the baseline study.

Project Director, National Assessment in Vocational Education, U.S. Department of Education. Developed a conceptual framework to conduct research on state's responses to the accountability requirements in the Carl D. Perkins III Act and WIA Act. The paper provides a typology for categorizing states in the four required indicator areas of: academic and occupational competency attainment, completion, placement and retention, and enrollment and completion in nontraditional areas. The paper provides the context for vocational education by describing the tensions between purposes in workforce development and school reform and centralized and decentralized governance structures.

Project Director, Evaluation of Career & Transition Services, Los Angeles Unified School District (LAUSD). Evaluated a pilot joint venture at Los Angeles Mission College providing work-based learning and career education for special education students 18-21 years old and classified as Mentally Retarded Moderate (MRM) or Specific Learning Disability (SLD). Examined the program implementation in terms of its ability to provide participating students with opportunities to acquire knowledge and skills related to a potential career and place them on a job related to classroom instruction. Interviews with program staff, employers, and students were the primary methods used to provide an interim report aimed at improving this pilot program. In addition, evaluated student records and outcomes of program completers in the areas of basic and social skills through the analysis of test scores, transcripts and Individual Education Plans (IEPs).

Project Director, Los Angeles County Office of Education, Division of Career Workforce Development (CWD). CWD offers services for Los Angeles County primarily through Regional Occupation Programs (ROP) offering vocational education and Greater Avenues for Success (GAIN) offering welfare-to-work services. Facilitated the Directors of the CWD Division to develop a strategic plan in the areas of program development, product development, infrastructure, communication, technology, legislation, and fund development. Work also included the dissemination of the results to the overall CWD through retreats as well as the coordination of committees in the strategic plan areas. Work focused on assisting committees with deliverables such as a report on infrastructure, product development plan, program inventory, and brochures.

Project Director, Technical Assistance to the ASAP School-to-Work Partnership, Foothill Private Industry Council (FPIC) and Pasadena Unified School District (PUSD). Served as the coordinator of the state school-to-career partnership grant in the Foothill region called All Students Access Pathways (ASAP). The partnership included the communities of Pasadena, Altadena, Sierra Madre, Alhambra, Duarte, South Pasadena, Arcadia, Monrovia and San Marino.

Coordination activities included conducting all meetings related to the partnership, coordinating the development of Technology Centers at each high school and middle school, managing grant activities, and developing materials. Documents developed include guides on work-based learning curriculum, teachers' internships, elementary curriculum units, implementing Senior Project and using the Internet for career and postsecondary searches.

Co-Project Director, Los Angeles City, Youth Job Training Partnership Act (JTPA) programs. In collaboration with Stottlemeyer and Associates provided technical assistance through workshop and one-on-one consults to over twenty partners serving youth throughout the city of Los Angeles. Training focused on implementation of SCANs, mentoring, curriculum and assessment, training plans, and work-site supervisor training. Best practice document was developed for the City.

Project Director, Evaluation of the Orange County Coalition Vision 2020 project, Orange County Office of Education and the Orange County Private Industry Council. Evaluated the first-year implementation of Vision 2020, a federally funded comprehensive school-to-career project through the examination of student outcomes and program activities in 10 Model Collaboratives and 100 Local Integrated Projects. Evaluation efforts focused on assessing the effectiveness of the Coalition's collaborative governance structures and collecting baseline data on school-to-career efforts in 12 participating school districts.

Project Director, Teacher Guide Development, Southern Regional Education Board (SREB). Developed a guide aimed at achieving the "High Schools That Work" goal of advancing academic, intellectual, technical and personal development through the improvement of classroom assessment strategies. The guide helps teachers implement assessment strategies such as multiple choice tests, short answers, essays exams, scenario/case studies, projects/products, portfolios and presentations. The guide is used by administrators and academic and vocational teachers in over 400 high schools.

Project Director, Curriculum/Staff Development, National Center for Research in Vocational Education (NCRVE). Developed *Getting to Work: A Guide for Better Schools*, a workbook and training materials for administrators or lead teachers working with teachers to create work-oriented education. Concepts include project-based learning, articulation, work-based learning and student assessment. Developed training services to deliver *Getting to Work* training at state, regional and local trainings.

Analyst, Evaluation of Counseling for High Skills, DeWitt Wallace-Readers Digest Fund Evaluated an instructional program, Counseling for High Skills, developed by Kansas State University. Evaluation examined how the program affected counselors' ability to counsel students and students' knowledge of high-technology careers and other postsecondary options.

Analyst, Evaluation of School-to-Work Transition Programs, Foothill Associates. Evaluated school-to-work transition programs in California primarily in the areas of graphic arts and printing, health, and construction trades. Evaluation focused on three components: integrated academic and vocational curriculum, work-based learning, and postsecondary articulation. Analysis included employer, student, and teacher surveys; interviews; and student data.

Analyst, Research, National Assessment of Vocational Education (NAVE). Conducted research and reported on performance measures and standards and industry skills standards in the *NAVE Final Report to Congress*.

Analyst, Technical Assistance in Performance Standards, National Center for Research in Vocational Education (NCRVE). Provided technical assistance to states in the development of performance standards and measures as required by the Carl D. Perkins Act of 1990. Involved in planning and conducting workshops and video surveys, providing telephone assistance, and producing reports on measures and standards and related issues, including assessment, industry skill standards, and data systems.

Analyst, Research on Performance Standards, National Center for Research in Vocational Education (NCRVE). Researched the effects of performance standards and measures as required by the Carl D. Perkins Act of 1990. Research included the impact of accountability on state and local policies and practices.

Analyst, Development of Tech-Prep and Integrated Academic and Vocational Programs, National Center for Research in Vocational Education (NCRVE). Assisted in the development of summer institutes for secondary teachers to develop of tech-prep and integrated academic and vocational programs for a teacher network.

Education Reform

Project Director, California Scholastic Audit, Blair High School, Pasadena Unified School District (PUSD). Public Works, Inc. served as the School Assistance Intervention Team (SAIT) provider to Blair High School, one of twenty-four California public schools subject to a SAIT audit during the 2002-2003 school year. As part of the audit, Public Works, Inc. conducted a five-day on-site examination of the school's academic program including an in-depth analysis of student achievement data, structured classroom observations, interviews and focus groups with school staff and students, a public meeting with parents, and surveys of school staff members. In addition, the audit encompassed a review of District-level policies and support for the school. A set of findings and corrective actions were produced detailing steps for the school and PUSD to take in four key areas: School and District Leadership; Curriculum and Instruction; Assessment, and Parent/Community Engagement. Public Works, Inc. continues to assist Blair during the implementation of the audit's corrective actions with quarterly follow-up visits and brokering of outside support.

Project Director, Evaluation of Teacher Recruitment and Retention Policies, National Commission on Teaching and America's Future (NCTAF), Teachers College. As part of a national study of urban school districts, evaluated teacher recruitment and retention policies in the Pasadena Unified School District (PUSD) as well as the experience of new teachers in induction programs. Evaluation methods included surveys of new teachers, mentor teachers, and former teachers were used in conjunction with interviews of PUSD central office staff to measure the impact of existing personnel policies, professional development, and school climate on overall teaching quality and teacher satisfaction. Analysis was conducted of support teachers' observational assessment of their new teachers in relation to the California Standards for the Teaching Profession

Project Director, External Evaluator and State Reporting on Underperforming Schools, Pasadena Unified School District. Public Works, Inc. prepared required End-of-Year reports for one elementary and one middle school in PUSD receiving Immediate Intervention/Underperforming Schools Program (II/USP) grants. Evaluation activities included a review of summative student achievement data, on-site interviews and focus groups, and review of school budgets and professional development documentation.

Project Director, Rubric Development for the Sylmar and North Hollywood School Family, Los Angeles Unified School District (LAUSD). Facilitated North Hollywood School Family in the development of writing prompts and rubrics to be used as pre – (fall) - and post – (spring) assessment of students in kindergarten through the fifth grade. Facilitated the Sylmar School Family in the development of reading comprehension and writing prompts and rubrics to be used as pre – (fall) and post – (spring) assessment of students in the third, fifth, eighth and tenth grade. A random sample of student work was selected and scored, results summarized, benchmarks selected and rubrics fine-tuned.

Project Director, Evaluation of the Implementation of the Los Angeles Annenberg Metropolitan Project (LAAMP), Pasadena Unified School District (PUSD). Designed a local evaluation plan to assess the differential impact of LAAMP on PUSD's existing reform programs as well as progress toward the PUSD's articulation targets. Evaluated the implementation of a district plan to improve literacy, mathematics, professional development, and parent involvement. Evaluation methods included site visits, interviews, surveys, transcript analysis and performance data analysis. Conducted site visits to a sample of participating schools to conduct interviews with school staff, students, parents and District stakeholders regarding the impact of Proposition 227 on educational services for English Language Learners. Analyzed quantitative data on student achievement and school performance to highlight equity and achievement issues. Investigated the effectiveness of instruction for English Language Learners as well as implementation of Proposition 227.

Project Director, Evaluation of the Implementation of the Los Angeles Annenberg Metropolitan Project (LAAMP) Los Angeles Unified School District (LAUSD). Conducted site visits and interviews with selected "families" of LAUSD schools participating in the LAAMP, a five-year comprehensive educational reform aimed at increasing articulation and improving communication across levels of schooling. Employed statistical techniques to assess the progress of schools receiving LAAMP funds in terms of improving student achievement, and provided the LAUSD with an evaluation of the success of the LAAMP in terms of coordinating educational efforts (e.g., professional development, integrating technology into the classroom, parent involvement, etc.) among elementary, middle, and senior high schools. Coordinating the LAUSD's collection of summative data from school "families" and assisting in the preparation of the Annual Review Report submitted to the Los Angeles County LAAMP Office. Work has included providing technical assistance to Families in the collection and analysis of data as well as the production of data-driven brochures for the stakeholder communities involved in the 22 School Families.

Project Director, Evaluation of *The Brain at Work* Conference for KCET. In conjunction with representatives from Los Angeles area community colleges, a regional School-to-Career partnership, and a local public television station, helped design and facilitate a conference entitled: *The Brain at Work: Achieving a Shared Agenda for Academic and Applied Learning in Math and Science*. Funded by the National Science Foundation (NSF), the conference focused on identifying a research agenda for educators and other partners based on the implications of recent brain development research for the teaching of math and science at both the secondary and post-secondary levels. Presentations and workshops at the conference also discussed ways to integrate academic and applied learning as well as strategies for improving articulation and coordination across educational institutions.

Project Director, Evaluation of Los Angeles Educational Alliance for Restructuring Now (LEARN) reform efforts, Los Angeles Unified School District (LAUSD). Conducted in-depth interviews with LEARN staff, LAUSD personnel, and school site personnel at selected case study schools implementing the LEARN reforms to assess the District-level support for LEARN, examine the policy-making and organizational change processes, and identify obstacles to further implementation of LEARN throughout the District in nine areas: governance; accountability; budget decentralization; student learning and assessment; parent involvement; professional development; social services; school-to-work transition; and facilities.

Other Professional Experience

Curriculum Specialist, University Metropolitan Oakland Forum, Oakland, California. Provided technical assistance to teams of teachers creating a curriculum guide on integrated academic and vocational education in areas such as health, media, transportation, law and government, business, and computer technology.

Evaluator, Policy Analysis for California Education (PACE), Berkeley, California. Evaluated the impact of the federal math and science Eisenhower program on California schools through survey and phone methodology.

Intern, Council of Chief State School Officers, Washington, D.C. Coordinated policy and topical conferences for state education agencies that received grants from the Carnegie Corporation to promote reform in middle-grade education from the recommendations in Turning Points. Involved in planning, budgets, and overall technical assistance.

Program Quality/Integration Review, California State Department of Education. Reviewed elementary schools in the 14 state criteria areas, identified needs, recognized outstanding programs, and developed an action plan for overall school improvement.

Education

University of California, Berkeley, Ph.D. in Education Administration-Policy Studies.

University of California, Berkeley, M.A. in Political Science.

University of California, Berkeley, M.A. in Education Administration.

University of California, San Diego, B.A. in Communications.

Publications

Developing Secondary Student-level Assessment for Industry Clusters for the Southern Regional Education Board (SREB), Prepared for the State Policy Board, 2003

Taking Off! Sharing State-level Accountability Strategies; with Patricia O'Driscoll and Phyllis Hudecki report prepared for the National Center for Research in Vocational Education, 1998

Advancing Students' Academic and Technical Achievement by Improving Classroom Assessment; Site Development Guide #10, Southern Regional Education Board (SREB), 1998.

The Right Fit; with B. Stecher, A. Ruby, and M report prepared for the National Center for Research in Vocational Education, 1997

Using Alternative Assessments in Vocational Education; with B. Stecher, A. Ruby, and M report prepared for the National Center for Research in Vocational Education, 1997

"Lively Connections," in the *AVA Vocational Education Journal*, May 1996.

Getting to Work: A Guide for Better Schools, with M. Alt, D. Emanuel, C. Ramer, E.G. Hoachlander, P. Holmes, M. Jackson, S. Klein, K. Rossi, a professional development package prepared for the National Center for Research in Vocational Education, December 1995.

"How Health Career Academies Provide Work-based Learning," with David Stern, in the *Education Leadership*, May 1995.

Improving Perkins 11 Performance Measures and Standards: Lessons Learned from Early Implements in Four States, with B. Stecher, L. Hanser, B. Hallmark, K. Levesque, E.G. Hoachlander, D. Emanuel, and S. Klein, a RAND report prepared for the National Center for Research in Vocational Education, January 1995.

National Assessment of Vocational Education: Final Report to Congress, chapter on performance measures and standards, with Martha Alt, and chapter on industry skill standards, with Steve Klein and David Emanuel, National Assessment of Vocational Education, U.S. Department of Education, July 1994.

High School to Career, with David Stern and Yue-Ping, a report prepared for the California Policy Seminar, October 1995.

Profiles of the National Industry Skills Standards Projects, a report prepared for the National Center for Research in Vocational Education, June 1994.

"National Skill Standards," with E. Gareth Hoachlander, in the *AVA Vocational Education Journal*, January 1994.

State Systems for Accountability in Vocational Education, with E. Gareth Hoachlander and Karen Levesque, a report prepared for the National Center for Research in Vocational Education, December 1992.

Examples of Integrated Academic and Vocational Curriculum from High School Academies in the Oakland Unified School District, a report prepared for the National Center for Research in Vocational Education, December 1992.

**MICHAEL BUTLER
EXECUTIVE VICE PRESIDENT AND PROJECT MANAGER
PUBLIC WORKS, INC.**

Widely recognized as a leader in the field of evaluation and research of current California education accountability and school reform issues, Mr. Butler has conducted presentations and training to school districts and state departments of education around the country, and devotes a significant amount of his time to leading data teams for reflective practice and Learning Walks for peer to peer observation for benchmarking student engagement, curriculum and teaching practice. While at *Public Works*, Mr. Butler has directed numerous program evaluation studies and research projects focused on the issues of comprehensive school reform and school accountability with elementary, middle and high schools involved in the Immediate Intervention/ Underperforming Schools Program (II/USP), the High Priority School Grant (HPSG), and the Comprehensive School Reform (CSR) program. In addition, he served as lead auditor for schools subject to the California Scholastic Audit, a process for intervention in chronically underperforming schools. Mr. Butler has also directed the evaluations of several California charter schools as part of the charter renewal process, and facilitated site- and district-level data teams charged with developing master plans for instruction in reading, mathematics and English Learner (EL) instructional services. Mr. Butler regularly incorporates both quantitative analyses of student- and school-level achievement data and rigorous qualitative data collection methods. His evaluation expertise includes conducting detailed case studies of schools involved in comprehensive reform, and administering large-scale surveys of teachers, parents and secondary students. In addition to monitoring longitudinal student achievement gains and progress toward school performance benchmarks, the evaluation studies directed by Mr. Butler have been used to design local accountability systems conducive to self-evaluation, data-driven reform and on-going school improvement efforts promoting alignment to the California academic content standards. Mr. Butler holds an M.A. in Political Science from the University of California, Los Angeles and a B.A. in Political Science from Occidental College in Los Angeles.

Relevant Experience

Public Education and School Reform

Project Director, Evaluation of Smaller Learning Communities (SLCs) in Los Angeles Unified School District. Directed the evaluation of SLC implementation at five large, urban comprehensive high schools engaged in developing more personalized, interdisciplinary learning environments. Designed all data collection instruments including site visit protocols, student and school staff surveys, and rubrics to assess school level implementation status. Supervised the analysis of baseline achievement data for schools. Prepared final evaluation report documenting key findings in terms of eight key areas of SLC implementation with recommendations for both school decision-makers and policy guidelines for LAUSD.

Project Director, Evaluation of the Professional Development School (PDS) in LAUSD Local District I, Los Angeles Educational Partnership (LAEP). Directed the evaluation of an initiative designed to increase the proficiency levels and retention rates of uncredentialed teachers assigned to inner city schools in south Los Angeles. Designed surveys and interview guides for collecting data from PDS credential candidates, coaches assigned to these teachers, and the leadership at schools sending teacher candidates to the PDS. Supervised the direction of an evaluation report providing LAEP with recommendations for strengthening the PDS program, including guidelines for examining the impact of the PDS on teacher retention as well as the link between teacher quality and student achievement.

Project Director, Evaluation of the Comprehensive School Reform (CSR) Program, Los Angeles Unified School District (LAUSD). Directed a comprehensive evaluation of the CSR program in LAUSD involving 32 schools implementing research-based model reform designs intended to improve student achievement. Coordinated the administration of pre/post (Fall/Spring) school staff and parent surveys as well as analyses of student achievement data linked to annual State and District performance benchmarks. Designed and managed a case study of six CSR schools in order to examine the factors behind effective implementation of site-based comprehensive reform. Data from the evaluation provided LAUSD with information on how to match underperforming schools with appropriate and effective reform designs. Facilitated quarterly meetings with all LAUSD CSR schools, providing information and training on using data to guide school improvement efforts. Prepared an annual End-of-Year report to the State and assisted schools in meeting State accountability and reporting requirements as well as a summative evaluation report on the first two years of CSR implementation LAUSD.

Project Director, Facilitation and Training of Math Data Team, Whittier Union High School District (WUHSD). Coordinated bimonthly meetings of a data team comprised of district leaders and math department chairs from five high schools aimed at improving student achievement in mathematics. Examined key accountability data from the California Standards Test and the California High School Exit Exam in order to develop a set of recommendations for mathematics instruction including plans for professional development, new teacher support, provision of instructional materials, assessment practices, and intervention services for struggling students.

Project Director, Evaluation of II/USP Implementation, Evergreen Elementary, Los Angeles Unified School District (LAUSD). Directed the local evaluation of an elementary school located in East Los Angeles implementing the first year of an Immediate Intervention/Underperforming Schools Program (II/USP) grant. Supervised the collection of evaluation data linked to an action plan developed as part of the II/USP process during 1999-2000. Working closely with a site-based Data Team, coordinated the administration of staff and parent surveys, observed classrooms, interviewed school personnel and examined student progress under the Open Court Reading program. Provide evaluative technical assistance focused on helping a Data Team of school personnel interpret and use data for program improvement. Prepared a final report summarizing the results of implementation results.

Project Director, External Evaluator Services for Schools Receiving Public Schools Accountability Act Planning Grants (Senate Bill 1X), Los Angeles Unified School District (LAUSD). Served as a State-approved External evaluator directing the involvement of schools

receiving planning grants under the Public Schools Accountability Act, Immediate Intervention/ Underperforming Schools Program (II/USP) during the first three cohorts (1999-2000, 2000-2001, and 2001-2002). Served as the project director for a total of 21 LAUSD elementary, middle and high schools. Project responsibilities focused on conducting a comprehensive review of school strengths and weaknesses as well as developing a strategic plan for improving student achievement. Methods employed to assess school strengths and weaknesses included in-depth analyses of student achievement data as well as school site visits devoted to interviews, focus groups and classroom observations, public meetings with parents and community representatives. Facilitated an Action Team made up of representatives of all stakeholder groups, culminating in the development of a school improvement plan with concrete recommendations and measurable benchmarks in the areas of school management, curriculum management, resource allocation, and parent/community involvement reform strategies.

Project Director, External Evaluator Services for Schools Receiving Public Schools Accountability Act Planning Grants (Senate Bill 1X), Lennox School District. Served as a State-approved External evaluator supervising the involvement of a large, year-round elementary school in the Lennox School District receiving an Immediate Intervention/ Underperforming Schools Program (II/USP) planning grant under the Public Schools Accountability Act during 2000-2001. Coordinated public meetings with parents and community representatives. Facilitated an Action Team made up of representatives of all stakeholder groups. Developed a Comprehensive School Reform Demonstration (CSRD) program grant application outlining plans for an arts-based curricular reform program encompassing measurable goals in literacy, math and services for English Language Learners.

Project Director, External Evaluator Services for Schools Receiving Public Schools Accountability Act Planning Grants (Senate Bill 1X), Pasadena Unified School District (PUSD). Served as a State-approved External evaluator for Wilson Middle School, one of several PUSD schools receiving an Immediate Intervention/ Underperforming Schools Program (II/USP) planning grant under the Public Schools Accountability Act during 2001-2002. Facilitated an Action Team made up of representatives of all stakeholder groups in the analysis of data on student achievement and school performance. Developed a school-wide plan for improvement focused on strengthening services for English Language Learners, providing professional development to staff on standards-based instruction, restructuring parent education and outreach, and using assessment data to guide and modify instruction.

Project Director, Data Analysis and Professional Development, Birmingham High School, Los Angeles Unified School District (LAUSD). Collected and analyzed four years of summative student achievement and school performance data for Birmingham High School. Provided professional development to the entire faculty designed to increase awareness of school accountability and assessment goals. Conducted follow-up training was conducted with core academic department chairpersons in order to deepen staff understanding of how to use assessment data to guide and modify instruction. Prepared a set of data notebooks summarizing student achievement data for use as a reference for the school.

Project Director, Evaluation of the Comprehensive School Reform Demonstration (CSR D) Program, Pasadena Unified School District (PUSD). Directed the evaluation of CSR D at Blair High School, a school implementing the International Baccalaureate (IB) program. Managed the administration and analysis of survey data from both school staff and secondary students. Analyzed longitudinal student achievement trends and other measures of school performance. Directed on-site qualitative research including classroom observations, focus groups, and interviews to examine the school's progress in implementing the IB reform design. Prepared school and district End-of-Year reports to meet State accountability and reporting requirements as well as a summative evaluation report on the first two years of CSR D implementation at Blair High School.

Project Director, Technical Assistance in Evaluation and Planning for School Families in the Los Angeles Annenberg Metropolitan Project (LAAMP), Los Angeles Unified School District (LAUSD). Supervised the provision of evaluative technical assistance to twenty-two LAUSD School Families (geographical groups of elementary and middle schools feeding into a single comprehensive high school) as part of a project aimed at building the capacity of school representatives to collect, analyze, and report data on student achievement and school performance. Technical assistance included training for the School Families in survey development, interpreting standardized test results, performance assessment, transcript analysis and focus groups methodologies. Coordinated a three-day Summer Institute on instructional technology, student intervention programs, and performance-based assessment. Activities also included training workshops on aligning evaluation techniques and strategies with school reform goals, implementing performance-based assessment, and presenting quantitative data to audiences. Prepared annual self-evaluation reports for all LAUSD School Families as part of the 1997-98 and 1998-99 LAAMP annual review processes as well as a District-level report summarizing quantitative and qualitative findings across all cohorts of LAUSD School Families.

Project Director, Evaluation of the Los Angeles Educational Alliance for Restructuring Now (LEARN), Los Angeles Unified School District (LAUSD). Documented and analyzed quantitative and qualitative data on LAUSD's implementation of the LEARN reforms, a systemic reform initiative aimed at decentralizing decision-making and strengthening school accountability. Assessed the impact of LEARN on selected student achievement and school performance variables through a statistical comparison of the progress schools involved in the LEARN reforms to non-participant schools. Analyzed selected District performance benchmarks to assess existing District accountability mechanisms. Conducted in-depth interviews with senior District management and school site personnel at selected case study schools implementing the LEARN reforms to assess the District-level support, examine the policy-making and organizational change processes at the school-level, and identify obstacles to further implementation throughout the District. Developed a comprehensive report which chronicled organizational and cultural changes in nine areas, including: governance; accountability; budget decentralization; student learning and assessment; parent involvement; professional development; social services; school-to-work transition; and facilities.

Project Director, Evaluation of the Los Angeles Annenberg Metropolitan Project (LAAMP), Los Angeles Unified School District (LAUSD). Conducted site visits and interviews with selected "Families" of LEARN schools within the LAUSD participating in LAAMP, a five-year comprehensive educational reform aimed at increasing articulation and improving communication across levels of schooling. Assessed the progress of School Families receiving LAAMP funds in terms of raising student achievement and coordinating educational efforts across the preK-12 structure of schools. Coordinated the LAUSD's collection of qualitative and quantitative data from School Families used to prepare annual reports. Prepared a summative District annual report summarizing cross-Family findings linked to program implementation and presenting student achievement and school performance data for all LAUSD School Families between 1997-1998 and 1999-2000.

Project Director, Evaluation of the Implementation of the Los Angeles Annenberg Metropolitan Project (LAAMP), Pasadena Unified School District (PUSD). Designed a local evaluation plan to assess the differential impact of K-12 articulated school reform on PUSD's plans to improve literacy, mathematics, professional development, and parent involvement as well as progress toward District performance targets. Evaluated the implementation of district. Conducted site visits to a sample of participating schools to conduct interviews with school staff, students, parents and District stakeholders regarding the impact of Proposition 227 on educational services for English Language Learners. Quantitative analyses centered on identifying trends and patterns in student achievement and school performance data, analyzing secondary transcripts to highlight equity and achievement issues and examining the performance of a subset of schools implementing *Success for All*, a model program for improving reading. Facilitated meetings of participating schools and assisted PUSD in preparing an annual report submitted to the Los Angeles County LAAMP Office from 1996-1997 through 1999-2000.

Project Director, Evaluation of the Implementation of the Los Angeles Annenberg Metropolitan Project (LAAMP), Little Lake City School District (LLCSD). Evaluated the extent to which the LLCSD has met its goals in the areas of literacy and mathematics as set forth in their Family Learning Plan using quantitative data on student achievement and school performance, as well as qualitative data on the status of reform implementation and stakeholder involvement. Facilitated meetings of school and District personnel aimed at improving school "family" governance, articulation, and accountability through the refinement of student/school outcome goals and staff development. Worked with school and district administrators to refine the implementation of standards-based instruction, improve school-level strategic planning, and disseminate information on reform efforts to parents and the surrounding community. Trained site-based data teams comprised of educators to pro-actively use assessment data to focus classroom instruction, professional development, and student interventions. Prepared annual reports submitted to the Los Angeles County LAAMP Office 1996-1997 through 1999-2000.

Project Director, Preparation of LEARN School Report Cards, Los Angeles Educational Alliance for Restructuring Now (LEARN). Coordinated the assembly of "report cards" for approximately 200 LEARN schools engaged in site-based school reform. The primary goal of the project was to promote accountability among LEARN school communities by providing parents and rank-and-file school staff with a user-friendly, two-page summary of their school's data that could be used as the basis for making decisions related to school curriculum, budget

allocations, staffing, etc. The report cards summarized a wide range of data related to school demographics and resources, student achievement and school performance data, as well as survey data from staff and parents linked to the implementation of site-based reforms. Prepared a final report discussing how data might be used to guide local school reform efforts as well as recommendations related to the refinement of the goals and objectives in schools' reform plans.

Project Director, Evaluation of *Success for All*, Local District I, Los Angeles Unified School District (LAUSD). Directed an evaluation on the effectiveness of *Success for All* (SFA), a reading intervention program developed by Johns Hopkins University, at four underperforming Title I elementary schools located in south central Los Angeles. Analyzed interval reading assessment data to determine overall progress and grade level attainment under SFA. Supervised a qualitative review of the schools' implementation of the model, particularly modifications to school structure, professional development, and parent outreach. Prepared final reports for each school detailing student achievement findings and providing recommendations for strengthening school-based reform efforts.

Project Director, School Assistance Intervention Team, Pasadena Unified School District (PUSD). Served as co-lead in directing a School Assistance Intervention Team at Blair High School, one of twenty-four California public schools targeted by the State for instructional audits for failure to meet academic performance goals. The State-mandated five-day audit process focused on school and district leadership; curriculum, instruction, and professional development; school and classroom assessments; and, school culture, climate, and communication. Collected and analyzed a wide range of data on the school including student achievement data, classroom observations, interview and focus groups, analysis of school master schedule, and a public meeting with parents and community members. Prepared a set of "corrective actions" documenting recommendations for school-wide improvement efforts. Monitored school progress for 18 months post-audit via quarterly visits and prepared documentation for the State on the school's on-going reform efforts.

Project Director, Facilitation and Training of the English Language Learners Data Team Task Force, Whittier Union High School District (WUHSD). Assisted WUHSD in the development of a set of proposals for restructuring instructional delivery, student scheduling, professional development and teacher articulation as part of the development of a district wide Master Plan for English Language Learners (ELLs). Facilitated monthly meetings of school representatives from the five WUHSD high schools and District leaders aimed at reaching consensus on the instructional program for ELLs. Developed a system of student achievement benchmarks to evaluate progress as well as recommendations for ongoing data management and analysis. Delivered annual professional development for three years to school principals, counselors, and teachers on assessment, accountability, and data analysis.

Project Director, Facilitation and Training of Reading Intervention Data Team, Whittier Union High School District (WUHSD). Coordinated bimonthly meetings of a data team comprised of district leaders, English department chairs, and high school teachers of reading intervention classes targeting students reading more than two years below grade level. Surveyed faculty at all WUHSD high schools as part of a needs assessment on the extent of literacy integration in all subject areas. Working with the WUHSD Data Team, developed a set of recommendations for

development of a system of course entry and exit criteria, instructional guidelines, assessment procedures, and professional development aimed at improving site-based reading interventions and promoting literacy across the curriculum.

Project Director, Evaluation of II/USP Implementation, Wilson Middle School, Pasadena Unified School District. Served as the lead local evaluator for Wilson Middle School, a school receiving an Immediate Intervention/ Underperforming School Program (II/USP). Assisted the school in designing a formative assessment system in English/language arts and mathematics. Restructured school services and support for English Learners, including budgetary reallocations and augmented instructional materials and team teaching. Directed the surveys of school staff and students regarding the school's implementation of the International Baccalaureate Program. Led structured observations of classroom instruction. Facilitated quarterly leadership meetings linked to II/USP implementation. Prepared a final End-of-Year report for the State on year one of II/USP implementation.

Project Director, Evaluation of HPSG Implementation, Webster Middle School, Los Angeles Unified School District (LAUSD). Served as the lead local evaluator for Webster Middle School, a school receiving a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing public schools in California. Facilitated monthly meetings of a site-based Instructional Leadership Team charged with examining multiple sources of data to inform and modify school improvement efforts. Worked closely with core academic department chairs to strengthen school plans for professional development centered on standards alignment and use of formative assessment data. Conducted a comprehensive needs assessment of parents in order to assist Webster in conducting parent education and outreach. Prepared a final End-of-Year report for the State on year one of HPSG implementation.

Project Director, Evaluation of HPSG Implementation, Bethune Middle School, Los Angeles Unified School District (LAUSD). Served as the lead local evaluator for Bethune Middle School, a school receiving a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing public schools in California. Facilitated monthly meetings of a site-based Instructional Leadership Team charged with examining multiple sources of data to inform and modify school improvement efforts. Worked closely with core academic department chairs to strengthen school plans for professional development and the design of appropriate interventions for students struggling to meet academic standards. Conducted a comprehensive needs assessment of parents in order to assist Webster in conducting parent education and outreach. Prepared a final End-of-Year report for the State on year one of HPSG implementation.

Project Director, Evaluation of the Summer Math Academy, Pioneer High School, Whittier Union High School District (WUHSD). Directed the evaluation of a Summer Math Academy program intended to increase the proportion of students completing the entire sequence of high school mathematics while also providing summer remediation to students who did not pass math courses during the regular school year. Conducted classroom observations, focus groups and interviews with staff and students, and a comprehensive review of transcripts for the graduating class of 2002. Prepared an evaluation report which recommended that the school redefine the mission of the program to include a more explicit focus on helping more students become

college eligible by increasing pass rates in benchmark mathematics courses. Presented report to school math teachers and site administration.

Project Director, Evaluation of HPSG Implementation, Webster Middle School, Los Angeles Unified School District (LAUSD). Directed local evaluation efforts for Webster Middle School, a school receiving a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing public schools in California. Work with Webster centered on facilitating a site-based Data Team comprised of administrators, teachers, and coordinators charged with moving examining data from multiple sources as part of school improvement efforts. Training was delivered to the Data Team and core academic department chairs on analyzing summative student achievement data as well as data from surveys and classroom observations. Conducted a needs assessment of parent education and communication needs. Prepared a final report for the State on year one of HPSG implementation.

Project Director, Evaluation of HPSG Implementation, Bethune Middle School, Los Angeles Unified School District (LAUSD). Served as the local evaluator for Bethune Middle School, a school receiving a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing public schools in California. Work with Bethune centered on facilitating a site-based Data Team comprised of administrators, coordinators, and teachers. Trained the Data Team and department chairpersons to analyze student achievement and survey data, as well as leading structured observations of classroom instruction. Conducted a needs assessment of parent education and communication needs. Prepared Bethune's final report for the State on year one of HPSG implementation.

Project Director, Dyer Elementary School, Los Angeles Unified School District. Prepared required End-of-Year reports for Brainard Elementary School in LAUSD as required for the Comprehensive School Reform (CSR) program grant. Evaluation activities included a review of summative student achievement data, on-site interviews and focus groups, and review of school budgets and professional development documentation.

Project Director, Brainard Elementary School, Los Angeles Unified School District. Prepared required End-of-Year reports for Brainard Elementary School in LAUSD as required for the Immediate Intervention/Underperforming Schools Program (II/USP) grant. Evaluation activities included a review of summative student achievement data, on-site interviews and focus groups, and review of school budgets and professional development documentation.

Project Director, Evaluation Technical Assistance and Grant Facilitator for the Reseda Family of Schools, Los Angeles Unified School District (LAUSD). Facilitated decision-making within the Reseda Family of Schools aimed at boosting student literacy through improvements in the areas of professional development, parent involvement, and instructional technology applications. Collected and analyzed data related to the implementation of the Family Learning Plan including the use of parent and school staff surveys and the examination of data measuring student reading levels and reading comprehension skills. Summarized Family progress in a 1998-99 final report as part of an annual review process overseen by LAUSD's School Reform Office.

Project Director, Evaluation Technical Assistance for the San Fernando Family of Schools, Los Angeles Unified School District (LAUSD). Provided evaluative technical assistance to the San Fernando Family of Schools designed to monitor and assess progress toward the literacy, professional development, and parent involvement components of the Family's Learning Plan. Analyzed of student reading achievement data following participation in the *Success for All* curricular program developed by Johns Hopkins University. Developed data collection instruments such as parent and school staff surveys and classroom observational assessments to measure the impact of professional development on instructional practices. Assisted the Family in developing a 1998-99 annual self-evaluation report summarizing progress in the areas targeted for improvement.

Project Director, Evaluation of the Parents as Learning Partners (PLP) High School Parent Orientation, Los Angeles Unified School District (LAUSD). Directed the evaluation of a Summer orientation program that seeks to smooth the transition of middle school students to high school in Northeast Los Angeles. Project methods focused on the collection of qualitative data using focus groups with high school students, parents, teachers, and high school counselors. Report findings were used to improve interactions between home and school, help parents and school staff work together to identify students not meeting academic standards, and target future parent education and outreach.

Project Director, Public Engagement Evaluation of Sun Valley Middle School, Los Angeles Unified School District (LAUSD). Directed a public engagement evaluation aimed at documenting school progress at Sun Valley Middle School since an audit conducted by the California Department of Education in October 2001. Coordinated the collection of data from the school including document and data review, classroom observations, focus groups and interviews, and surveys of school staff. Prepared an annual report detailing the story of the school's reform and transformation.

Project Director, Evaluation of II/USP Implementation, Local District D high schools, Los Angeles Unified School District (LAUSD). Coordinated evaluation activities for three high schools implementing Immediate Intervention/ Underperforming Schools Program (II/USP) grants. Working with a site-based Data Team comprised of teachers, counselors, and administrators at each school, trained school staff to examine a wide range of data including summative student achievement and school performance data and surveys of school staff. Conducted structured classrooms observations with the Data Team and core academic chairpersons aimed at helping the schools move towards a standards-based instructional program. Conducted needs assessments of parents as part of the design of school outreach to parents. Prepared State reports for the schools documenting II/USP implementation.

Project Director, Evaluation of High Tech High Los Angeles, Los Angeles Unified School District (LAUSD). Directed the second year operation of High Tech High Los Angeles (HTH-LA), a new charter school devoted to nurturing the talents and problem-solving schools of students using state of the art technology in a smaller learning community. Baseline evaluation activities included site visit interviews and focus groups, staff and student surveys, and structured classroom observations. The evaluation findings were used to refine the implementation of HTH-LA's charter school operations.

Project Director, Evaluation of Watts Learning Center Charter School, Los Angeles Unified School District (LAUSD). Directed the evaluation of the Watts Learning Center, a start-up elementary charter school in South Central Los Angeles. As part of the district's five-year charter renewal process, examined the school's implementation of the charter via focus groups and interviews with school staff, students, and parents, as well as structured classroom observations. In order to examine the impact of the charter on student achievement, directed the longitudinal analysis of student achievement data comparing the performance of students from Watts Learning Center to a matched sample of students from demographically similar schools, isolating the impact of different variables on student achievement. Prepared a summative evaluation report presented and used in consideration of approval of extending the school's charter school status for a following five-year term.

Project Director, Evaluation of Montague Charter Academy, Los Angeles Unified School District (LAUSD). Directed the evaluation of charter school involved in a five-year reapplication process. Analyzed quantitative data linked to school performance and student achievement, comparing Montague to a matched sample of demographically similar schools. In addition to tracking longitudinal student-level data over time, the evaluation employed regression techniques to isolate the differential impact and statistical significance of Montague's performance controlling for student demographic characteristics. Coordinated qualitative on-site research to assess the impact of the charter on curriculum and instruction, assessment practices, professional development, intervention programs and services and parent and community involvement. Prepared a report used to determine whether or not to re-approve the school's status as a charter school.

Project Director, Evaluation of the Palisades Charter Complex, Los Angeles Unified School District (LAUSD). Directed the evaluation of the Charter reapplication process for eight schools (five elementary schools, a middle school, a high school, and one continuation high school) that had operated as a Charter school in the Pacific Palisades for five years. Evaluation activities focused on the analysis of quantitative data linked to school performance and student achievement including the application of logistic regression techniques to isolate the relative weight of different variables in terms of student achievement. Coordinated the administration and analysis of surveys of school staff, parents, and secondary students to evaluate school progress towards the goals and objectives outlined in the Charter. Developed a final report used to determine whether or not to extend charter status for an additional five years.

Project Manager, Evaluation of Teacher Recruitment and Retention Policies, National Commission on Teaching and America's Future (NCTAF), Teachers College. As part of a national study of urban school districts, evaluated teacher recruitment and retention policies in the Pasadena Unified School District (PUSD). Analyzed survey data from former PUSD teachers in conjunction with interviews of PUSD central office staff to highlight the impact of existing personnel policies, professional development, and school climate on overall teaching quality and teacher satisfaction. Assisted in the development of a final report outlining recommendations for improving the recruitment and retention of teachers in the PUSD.

Project Associate, Evaluation of the Federal Four-Year Plan for Adult Education, California Department of Education. Coordinated on-site peer review visits to adult education providers throughout California and surveyed selected state grant recipients. Interviewed State Adult Education Unit staff and project directors of state-funded institutes and programs. Reviewed data obtained from statewide adult education facilities. Assisted with Second-, Third-, and Four-Year Interim Reports.

Project Associate, Evaluation of the Adult Literacy Instructors' Training (ALIT) Institute, California Department of Education. Drafted survey instruments and conducted interviews with ALIT Institute staff, adult literacy trainers, and adult education instructors in order to evaluate the design and implementation of the ALIT Institute. Proposed recommendations for improving both the pool of adult literacy trainers and developing instructional materials under the direction of the ALIT Institute.

Career Technical Education/School-to-Career/Workforce Development

Project Director, Evaluation of the Urban Network for Improving Training and Education in Los Angeles (UNITE-LA), Los Angeles Unified School District (LAUSD). Documented the extent of STC implementation, stakeholder support and involvement in STC initiatives, and the impact of STC on student outcomes as part of a project assessing the impact of UNITE-LA, one of the largest School-to-Career partnerships funded in California through the Federal School-to-Work Opportunities Act of 1994. Research methods during year one included an intensive study based on a sample of 11 LAUSD high schools representing all of the regional consortia served by UNITE-LA, as well as 3 community colleges and 3 JTPA youth programs. The evaluation also collected survey data from key stakeholders (e.g., employers, educators, and program staff) in the Los Angeles area STC community to present a broad picture of the STC services and programs available to youth. Focused on documenting the impact of STC on student achievement among students participating in high school career academies during year two of the evaluation. Selected a case study sample of exemplary STC programs from which to collect and analyze student achievement data and qualitative program information based on site visits, surveys and focus groups.

Project Director, Evaluation of UNITE-LA for the State of California STC Evaluation, Plus (Student Outcomes) Case Study. Directed an in-depth analysis of six career academy programs within LAUSD intended to assess the impact of STC participation on student preparation for postsecondary education and career entry. Evaluation activities centered on a comparative study of Academy students ("intervention sample") and non-Academy students (a random "control" sample) in six LAUSD high schools. Analyzed student outcome data using regression techniques to evaluate the differential impact of STC on student achievement controlling for other demographic and other variables. Collected qualitative data aimed at providing context for the results of the quantitative findings.

Project Director, Evaluation of the Verdugo School-to-Career Partnership for the State of California STC Evaluation, Plus (Student Outcomes) Case Study. Directed an in-depth analysis of student achievement at an occupational magnet high school in the Glendale Unified School District organized around math, science, and technology. The evaluation assessed the impact of

STC participation on student preparation for postsecondary education and career entry through the comparative analysis of student achievement among both magnet students and other GUSD students with similar characteristics who are not in STC programs. The study assessed the benefits of STC on key student performance measures (e.g. GPA, SAT 9, attendance) to determine the actual value and impact of STC on student outcomes. Collected qualitative data (site visits and focus groups) aimed at providing context for the results of the quantitative findings.

Project Manager, Evaluation of Vision 2020, Orange County Department of Education and the Orange County Private Industry Council. Conducted site visits to demonstration sites involved in a federally-funded effort to develop comprehensive school-to-work transition system aimed at providing K-12 students with integrated learning experiences through school-based, work-based, and connecting activities. Interviewed Coalition and steering committee members representing county administrators and politicians, school districts, employers, and labor unions. Designed and administered a survey to solicit input from Coalition members regarding program awareness, priorities, and coordination. Analyzed quantitative data from 12 participating school districts on the program's impact in target areas and student achievement measures.

Project Manager, Technical Assistance to New Ways to Work, California Workforce Investment Board. Researched and supervised the development of a matrix of Federal, State, and private foundation funding sources available for serving at-risk youth for local Workforce Investment Board (WIB) policy-makers and decision-makers. The programs and grants identified in the matrix center on identifying funds for assisting youth in meeting basic needs, completing educational goals, and securing employment.

Project Manager, Technical Assistance to Grantees of the National School-to-Work Learning and Information Center, U.S. Departments of Education and Labor. Provided technical assistance and evaluation services to state and local partnership grantees funded through the National School-to-Work Learning and Information Center, a center jointly administered by the U.S. Department of Labor and the U.S. Department of Education to promote workforce preparation through both school-based and work-based learning as well as comprehensive school-to-work transition systems between secondary and postsecondary education providers and employers.

Project Manager, Evaluation of Tech-Prep Education Program, Chancellor's Office of the California Community Colleges. Conducted site visits to local partnerships and Resource consortia implementing Tech-Prep, a structured and competency-based degree program built around a common core of required proficiency in mathematics, science, communications, and technologies leading to an associate degree or certificate in a specific field. Reviewed state and local Tech-Prep Education plans and interviewed program staff and business representatives participating in local and Resource consortia throughout California.

Project Manager, Technical Assistance and Training to Support Utah Applied Technology Education Perkins III Accountability. Delivered a series of one-day program quality initiative trainings on the assessment of vocational and technical education programs serving special populations under the Carl D. Perkins Vocational and Technical Education Act of 1998.

Provided training to school districts, technology centers and community colleges resulting in a self-assessment instrument and Program Quality Improvement Plan.

Project Manager, Technical Assistance of State Level Efforts to Integrate School Reform and Workforce Development Initiatives, National Center for Research in Vocational Education. Worked with selected state departments of education as part of a project providing technical assistance in the areas of accountability, using data for program improvement, and standards-driven curriculum and assessment related to Federal Carl D. Perkins III legislation. Through workshops, individual visits and best practice studies, strategies for improving the integration of academic and vocational policy and practice were disseminated to improve state-level accountability.

Project Manager, Evaluation of Standards Development for Hazardous Waste Workers, Laborers-Associated General Contractors (AGC). Conducted site visits and interviewed Hazardous Waste workers at a sample of national sites in order to evaluate the Laborers-AGC's skill standards utilized on the job by these workers. The evaluation included the development of academic and industry standard crosswalks intended to guide Laborer's-AGC instructors in the improvement and implementation of new training strategies that better align to industry need. Laborers-AGC standards were aligned to National Academic Standards to assess the level of math, science and SCANS competencies embedded in construction standards.

Project Associate, Gender Equity Management Services, California Community Colleges. Prepared articles related to gender equity activities for *California Connections*, a quarterly newsletter for California Community College counselors and administrators. Interviewed students participating in non-traditional vocational course offerings. Researched relationships between postsecondary education, demographic changes, and labor market trends.

Project Associate, Los Angeles Educational Alliance for Restructuring Now (LEARN) School-to-Work Transition Proposals, LEARN. Prepared draft report used by LEARN's School-to-Work Transition Task Force to construct a model for reforming career education in the Los Angeles Unified School District (LAUSD). Evaluated current delivery system, organizational structure, and funding sources for career education in the LAUSD. Researched and analyzed model vocational education programs nationwide, including interviews with business and industry representatives, community organizations, and secondary and postsecondary providers of vocational education. Acted as facilitator during meetings of LEARN's School-to-Work Transition Task Force in order to reach consensus on a set of recommendations subsequently integrated into LEARN's comprehensive public education reform plan for the LAUSD.

Project Associate, Evaluation of the Community Development Department's administration of the Job Training and Partnership Act (JTPA) programs in Los Angeles, Los Angeles Private Industry Council. Researched and analyzed occupational and industry data regard local labor market demand. Prepared a local labor market demand forecasting report to be used in the awarding of JTPA funds in the City of Los Angeles. Designed survey instruments for assessment of job training opportunities in Los Angeles County. Coordinated and conducted telephone interviews with service providers receiving JTPA funds.

Project Associate, Identification of Model 8% Job Training and Partnership Act (JTPA) Programs, California Department of Education. Researched evaluation criteria used to identify model JTPA programs receiving 8% discretionary funds. Prepared case studies of model JTPA programs serving youth and adult populations throughout California.

Project Associate, Performance Audit of the California Employment Training Panel (ETP), State Office of the Auditor General. Conducted surveys of training agencies involved in ETP training programs for unemployed persons and employers retraining employees likely to be unemployed. Reviewed legislative requirements and training data relation to program performance, coordination, and administration.

Intervention Programs and Support

Project Director, Evaluation of the *Reach for the Stars* After-School Program, Whittier City School District (WCSD). Directed the evaluation of WCSD's after-school program funded by the 21st Century Learning Centers grant. Coordinated the development of an electronic database for tracking after-school attendance. Conducted comprehensive site visits to participating elementary site. Analyzed quantitative student achievement data on after-school participants. Conducted surveys of elementary school teachers regarding student academic and behavioral progress tied to participation in after-school programming. Prepared evaluation reports setting baseline for Year One of the *Reach for the Stars* program.

Project Director, Evaluation of LA COPS After-School Program, Los Angeles Unified School District (LAUSD). Directed the evaluation of LA COPS, a federally funded 21st Century Learning Center after-school program operated at five LAUSD high schools. Designed and administered surveys of school and after-school program staff, students and parents. Examined the implementation progress in the key areas of academic support and tutoring services, enrichment programs, school-to-career opportunities, school safety and community collaboration. Analyzed student achievement results for after-school students who participated 30 or more days in the programs. Prepared reports to meet federal accountability and reporting requirements as well as a supplemental, comprehensive evaluation reports for LAUSD.

Project Manager, Evaluation of PasadenaLEARNS and LACOE After-School Program, Pasadena Unified School District (PUSD). Co-managed a three-year project aimed at evaluating the effectiveness of a three-year after-school program in operation at 14 elementary and 3 middle schools in PUSD. Conducted site visits and interviews to evaluate program implementation in a variety of areas including safety, program management, parent involvement, school linkages, and sustainability. Supervised the examination of the program's impact on academic achievement using descriptive and inferential (regression) analysis of quantitative data linked to student performance on standardized tests and regular school day attendance. Assisted in preparation of annual evaluation reports.

Project Director, Evaluation of Healthy Start, Van Nuys Elementary, Los Angeles Unified School District (LAUSD). Directed the evaluation of the second year of a State funded three-year Healthy Start program aimed at improving student and family access to basic health care and providing school-based access to mental health services at an elementary school in the San

Fernando Valley. Evaluation methods centered on the analysis of a case management sample of students and their families as well as the collection of service delivery data. Conducted interviewed program staff, teachers, and school health personnel in order to prepare an annual report for the State.

Project Director, Evaluation of the Hate Crime Prevention Program, National Conference on Community and Justice (NCCJ). Directed the evaluation of two NCCJ programs aimed at improving youth awareness of intercultural understanding and reducing hate crimes in Los Angeles County. Prepared final reports on the effectiveness of the Juvenile Offenders Learn Tolerance (JOLT) program, a group therapy program for juvenile hate crime offenders and their parents, as well as InterACTions, an interactive theatrical performance aimed at presenting alternatives to racism, hate and violence among secondary students and youth in County incarceration facilities.

Project Director, Evaluation of the Early Childhood Program (ECP), Pasadena Unified School District (PUSD). Co-directed the evaluation of ECP, a pre-Kindergarten program targeting the academic, social, and emotional development of children ages three and four. Project responsibilities focused on assessing the quantitative impact of ECP on both immediate and long-term student performance. Analyzed quantitative measures of student achievement for ECP graduates of a district-sponsored early childhood program compared to Head Start participants and other PUSD students. Analyses included Ordinary Least Squares (OLS) regression techniques capable of isolating the independent effects of prior ECP participation on the standardized test scores and attendance of students controlling for student demographics. Prepared two final reports summarizing the impact of ECP on student achievement.

Project Associate, Community Library Service Grants (CLSG) Program Evaluation, California State Library. Conducted on-site interviews with library directors, branch librarians, and community partners to determine the extent to which libraries were responsive to community needs in light of changed demographic conditions throughout California. Prepared case study evaluations of selected CLSG programs serving specific racial and ethnic populations as a means to advance models for other public libraries interested in restructuring their facilities and service programs.

Project Associate, Evaluation of Staff Training for a Multicultural Environment, Peninsula Library System (San Mateo County). Assessed the effectiveness of a training program designed to teach public library service staff how to work with various multicultural and multiethnic populations in their communities. Conducted content and data analysis of training workshops and assisted with final report on staff training.

Project Associate, Evaluation of Case Study Tobacco Control Projects, Santa Clara Tobacco Control Unit. Prepared survey instruments for the evaluation of six tobacco control and intervention projects. Proposed recommendations for evaluating program activities and outcomes.

Other Professional Experience

Project Manager, Brain at Work Conference, KCET and the National Science Foundation (NSF). Helped design and facilitate a conference entitled: *The Brain at Work: Achieving a Shared Agenda for Academic and Applied Learning in Math and Science*. Funded by the National Science Foundation (NSF), the conference focused on identifying a research agenda for educators and other partners based on the implications of recent brain development research for the teaching of math and science at both the secondary and post-secondary levels. Prepared report detailing the research agenda and integrated findings related to conference discussions on ways to integrate academic and applied learning as well as strategies for improving articulation and coordination across educational institutions.

Project Manager, Retrospective Evaluation of the Los Angeles Resource Program (LARP) 1991-1996, Los Angeles Department of Public Works, Bureau of Sanitation, Recycling and Planning Division. Prepared a retrospective evaluation report detailing the success of the LARP in terms of changing residential recycling and waste reduction behaviors. Analyzed survey data from eight prior evaluations of the LARP over five years in order to present cumulative findings on residential attitudes and behaviors toward recycling and waste reduction, composting, hazardous household waste disposal, and overall satisfaction with sanitation services.

Project Manager, Local Governmental Perceptions of the Los Angeles Resource Program (LARP), Los Angeles Department of Public Works, Bureau of Sanitation, Recycling and Planning Division. Conducted interviews with representatives from the Los Angeles City Council offices and the Mayor's Office regarding their perceptions of the LARP. Interviews were designed to determine respondents' understanding of the services provided by the LARP and their familiarity with recycling or waste collection problems specific to their jurisdiction. In addition, interviewees were asked to assess the potential impact of privatized trash collection and/or restructuring of the Los Angeles Board of Public Works.

Project Manager, Los Angeles Resource Program (LARP) Customer Satisfaction Survey, Los Angeles Department of Public Works, Bureau of Sanitation, Recycling and Planning Division. Designed, administered, and analyzed data obtained from a citywide survey of approximately 2,000 respondents designed to assess residential recycling and waste reduction behaviors, satisfaction with LARP services provided by the Bureau of Sanitation, and perceptions of possible innovations in the City's curbside recycling and automated waste reduction program.

Project Associate, Evaluation of the Tuition Awards Program, Education Foundation and the Department of Catholic Schools, Archdiocese of Los Angeles. Designed survey instruments to evaluate the effectiveness of a tuition assistance programs for families with children enrolled in Catholic schools. Conducted interviews with school principals and Archdiocese staff to identify procedural problems areas in the application process. Analyzed data on applicant/recipient characteristics and school demographic information.

Project Associate, Evaluation of Catholic School Education, Department of Catholic Schools, Archdiocese of Los Angeles. Analyzed quantitative and qualitative data taken from focus groups and participant surveys in order to evaluate attitudes toward Catholic education and identify areas of concern among clergy and parents of children in Catholic schools.

Project Associate, Evaluation of the California Academic Partnership Program (CAPP), The California State University. Analyzed student data and program outcomes as part of a longitudinal evaluation of academic partnership projects involving minority elementary and secondary students.

Project Associate, Evaluation of the Sweetwater Workplace Literacy Project, Sweetwater Unified School District. Reviewed relevant literature and prepared initial evaluation guidelines for a literacy program serving unemployed and under-employed adults.

Project Associate, Curbside Recycling Survey, Los Angeles Department of Public Works, Bureau of Sanitation, Recycling and Planning Division. Drafted and modified survey instruments designed to assess residents' knowledge of the Los Angeles Resource Program (LARP) as well as the impact of the City's publicity and marketing campaigns for the rollout of the City's curbside recycling and automated waste reduction program. Analyzed data comparing baseline survey results to current residential recycling behavior.

Project Associate, Evaluation of the Los Angeles Recycling and Waste Reduction Curriculum, Los Angeles Department of Public Works, Bureau of Sanitation, Recycling and Planning Division. Prepared evaluation instruments designed to assess elementary and junior high school students' knowledge of recycling and waste reduction programs in Los Angeles. Reviewed field test assessment data of the curriculum and proposed modifications for implementing the recycling curriculum in public schools at targeted grade levels.

Project Associate, Job Classification Study for the Los Angeles County Metropolitan Transportation Authority (LACTMA), under subcontract to William M. Mercer, Inc. Developed mechanisms for classifying non-represented transportation employees for the newly formed LACTMA. Administered an internal review of job classification documents and proposed recommendations for specifying occupational categories and merging positions based on an analysis of employment content questionnaires as well as individual and group interviews.

Project Associate, Worksite Transportation Planning Coordinator (WTPC) Handbook, City of Santa Monica. Developed an instructional manual and resource handbook to be used by employers responsible for preparing worksite trip reduction plans in accordance with the City of Santa Monica's Transportation Management Plan Ordinance. Researched information and legislation regarding air quality, emissions control, health hazards associated with air pollution, implementation of Transportation Demand Management (TDM), and Transportation Management Associations (TMAs) in the South Coast Air Basin.

Education

A.B. Political Science, Occidental College, Los Angeles, CA.
M.A. Political Science, University of California, Los Angeles.
Research Fellow, International Policy, RAND Corporation, Santa Monica, CA.

Professional Presentations and Awards

"If You Know What Accountability Means, Let Me Know: Evaluating Collaboration and Accountability in the LAUSD's LEARN Schools," Paper presented at the annual meeting of the California Educational Research Association, Marina Del Rey, CA, November, 1996.

"Wrestling with the Octopus: Evaluating the Implementation of the LEARN Reforms in the LAUSD," Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, March, 1997.

Principal Author, "Evaluation of LEARN, Implementing LEARN: Perspectives of School and District Stakeholders," selected as Runner Up in the American Educational Research Association, Division H (Program Evaluation) Outstanding Publications Competition, March, 1997.

"Education Reform in the Los Angeles Unified School District: A Status Report on the LEARN Reforms," Presentation to the Los Angeles Business Council, Los Angeles, CA, April, 1997.

"Measuring School Progress: Strengthening Evaluation and Assessment," Presentation to LAUSD LEARN Phase III Schools, Los Angeles, CA, November 1998.

"Assessment and Evaluation of Measurable Outcomes: Designing a Results-Oriented School Plan," Presentation to LAUSD Local School Reform Design Schools, Los Angeles, CA, February 1999.

"Tying Measurement to Learning: Using Data to Guide School Reform," Presentation to LAUSD School Management Schools, Los Angeles, CA, March, 1999.

"Measuring the Performance of Vocational Education: Perkins III Accountability," Presentation to the Georgia Department of Education, Task Force on Accountability, Atlanta and Brasstown Resort, GA, June, 1999.



Public Policy...Public Schools...Public Work

June 4, 2006

Paula Tuckerman, Coordinator - USDE Grant
Office of School Redesign
Los Angeles Unified School District
333 South Beaudry Ave., 24th Floor
Los Angeles, CA 90017

Dear Ms. Tuckerman,

It is with great pleasure that Public Works, Inc. agreed to be your evaluation partner on the federal small learning communities initiative. We truly believe in the effect of creating small learning communities and the need to measure results for continuous program improvement.

Public Works, Inc. (PW), a 501c(3) corporation headquartered in Pasadena, California is dedicated to working with schools, government, parents and communities by providing services and resources to educate and inform children, youth and families. We have extensive experience designing and conducting both quantitative and qualitative evaluations using a varied set of evaluation methods at the federal, state and local level with an emphasis on systems change. In particular, we have been working with schools in planning and evaluating the federal small learning community initiative in high schools in Los Angeles, San Bernardino, Orange County, Inglewood and Petaluma. In all, PW is responsible for successfully collecting program improvement data, coaching schools on implementation, fulfilling federal/state reporting requirements for 39 schools (5 in Cohort III, 15 in Cohort IV, and 19 in Cohort V).

Public Works, Inc. will measure Los Angeles Unified School District based on their program goals and the implementation of strategies to meet those goals through site visits, staff surveys, student surveys, graduate follow-up and student outcome analysis. Through the collection of quantitative and qualitative data, the design will meet two primary objectives: 1) fulfill the federal measurement and data collection requirements; and 2) measure local outcome measures in order to improve program improvements.

We look forward to documenting school progress toward achievement of the LAUSD SLC attributes.

Sincerely,

A handwritten signature in black ink that reads "Mikala L. Rahn".

Mikala L. Rahn, PhD
President

The Institute for Learning

The Institute for Learning was founded in 1995 as a partnership of school districts committed to standards-based education and system-wide reform. It serves as a liaison between its parent institution, the Learning Research and Development Center of the University of Pittsburgh, and educators in school systems nationwide. It bridges the domains of research and practice by conveying to educators the best of current knowledge and research about learning processes and principles of instruction. It serves as a think tank, a design center for innovative professional development systems, and an educator of core groups of school and district professionals, providing the resources and training that educators need to enhance learning opportunities for all students.

Lauren B. Resnick is an internationally known scholar in the cognitive science of learning and instruction. Her recent research has focused on school reform, assessment, effort-based education, the nature and development of thinking abilities, and the relation between school learning and everyday competence. Her current work lies at the intersection of cognitive science and policy for education. Resnick founded and directs the Institute for Learning, which focuses on professional development based on cognitive learning principles and effort-oriented education. She is co-founder and co-director of the New Standards Project, which has developed standards and assessments that have widely influenced state and school district practice. Resnick was a member of the Commission on the Skills of the American Workforce and served as chair of the assessment committee of the SCANS Commission and of the Resource Group on Student Achievement of the National Education Goals Panel. She has served on the Commission on Behavioral and Social Sciences and Education and on the Mathematical Sciences Education Board at the National Research Council. Her National Academy of Sciences monograph, *Education and Learning to Think*, has been influential in school reform efforts, and her widely circulated Presidential Address to the American Educational Research Association, "Learning In School and Out," has shaped thinking about youth apprenticeship and school-to-work transition. Resnick is Professor of Psychology at the University of Pittsburgh, where she directs the prestigious Learning Research and Development Center. Educated at Radcliffe and Harvard, she received the 1998 E. L. Thorndike Award from the American Psychological Association and the 1999 Oeuvre Award from the European Association for Research on Learning and Instruction.

Nancy Israel is the executive director of the Institute for Learning (IFL) and NetLearn projects. She was the manager for the High Performance Learning Communities Project at LRDC. She manages the programs, staffs and budgets of the IFL. Israel is also actively involved in community and parent organizations in the Pittsburgh Public Schools and has co-chaired District-wide committees on restructuring the Pittsburgh Public Schools, been a member of the charter school review committee for Pittsburgh and a member of the district's committee on equity and parity. She also sits on a city-wide board that serves as an oversight committee for the local public schools, as well as serves as the chair of the scholarship committee for another local organization. Israel has a Ph.D. in Policy and Administration.

UNITE-LA

UNITE-LA, an affiliate of the Los Angeles Area Chamber of Commerce, facilitates education and workforce development programs:

- California Intern Summer
- College Is Yours
- Educators in the Workplace
- Groundhog Job Shadow Day
- Principal for a Day/Executive for a Day
- Cash for College
- LA Youth At Work
- Small Schools/Small Learning Communities
- California State University Advantage

UNITE-LA services the Los Angeles Unified School District with School-to-Career and Small Schools and Small Learning Community resources. Administration staff and Facilitators work through local schools to form partnerships and solicit work-based learning opportunities for students.



June 6, 2006

To Whom It May Concern:

This letter is intended to serve as a letter of commitment between the Los Angeles Area Chamber of Commerce (LA Chamber), its affiliate UNITE-LA, and the Los Angeles Unified School District (LAUSD) to collaboratively support the Small Learning Communities grant. We view our collaboration—which has grown progressively stronger during the past eight years—as an opportunity to positively impact the abilities of LAUSD student's initiative to succeed academically and to provide them with the knowledge, skills and abilities to continue that success into their adult lives.

The Chamber and UNITE-LA are uniquely positioned to work to develop capacity for secondary school reform with high schools, local districts, and the LAUSD central office. UNITE-LA is a nonprofit, business-education intermediary whose role is to ensure the effective execution of small learning community reform by inspiring, coordinating communications, and mobilizing the support of a broad coalition that includes the Los Angeles Area Chamber of Commerce, the Economic Alliance of the San Fernando Valley, Junior Achievement, the National Academy Foundation, United Teachers-Los Angeles, Los Angeles Community College District, California State University-Los Angeles and California State University-Northridge, the Los Angeles City Workforce Investment Board and Youth Council, and other key stakeholders.

The UNITE-LA mission is to build partnerships that make it possible for every young person to have equal access to education and training that prepares him or her for high-skill, high-wage employment in a fulfilling career of choice, and where the local economy thrives as a result. UNITE-LA provides direct services to more than 25,000 students and educators in LAUSD annually, and indirectly reaches hundreds of thousands of students, teachers, parents and other school community members through its media campaigns and leveraged activities.

UNITE-LA manages and coordinates seven distinct Programs that offer school communities in LAUSD with opportunities to participate in activities that increase access for under-represented students by creating a vital link between classroom learning and "real world" living. We promote small learning communities through School-to-Career initiatives that prepare students for college and the job market by integrating academic studies with work-based learning experiences.

UNITE-LA will assist the district by:

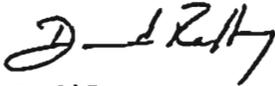
- Conducting study tours to cities such as Seattle, Sacramento, Boston, Chicago, New York, Oakland, Minneapolis, etc.
- Developing the capacity of SLC leadership teams
- Providing SLC technical assistance and experts
- Publishing a SLC newsletter

- Providing guest career speakers
- Hosting workplace field trips for students
- Arranging job shadowing and job mentoring opportunities
- Providing internships, apprenticeships or cooperative education opportunities
- Serve on advisory committees to partner with educators, businesses, community-based organizations, and parents
- Provide School-to-Career Best Practices

UNITE-LA and the Chamber recently received a (b)(4) grant to support SLC's in LAUSD during the next two years, and continues to serve as the local intermediary selected by the New Technology Foundation to implement five New Tech High Schools in LAUSD. The total projected value of these services and/or in-kind donations brokered by UNITE-LA is approximately (b)(6) which represents approximately (b)(6) for each High School in this grant.

I look forward to continuing to find ways to support both our successful partnership with LAUSD, and the work of administrators, teachers, parents and students as they participate in the development of small learning communities. If you have any questions or concerns, please contact me at (213) 482-3987 or drattray@aol.com.

Sincerely,



David Rattray
President, UNITE-LA
Vice President, Education and Workforce Development
Los Angeles Area Chamber of Commerce

APPENDIX F

Multi-track System (Year Round Academic Calendar)

Note: Five schools in this application follow a year round academic calendar with three tracks (A, B, and C). The multi-track system presents unique challenges establishing thematic SLCs since each track caters to a different group of students. In their efforts to ensure equity in scheduling and student choice, these schools are experimenting with offering similar thematic concepts on more than one track with possibly subtle variations on the theme in some cases. Each track will constitute an independent SLC serving a unique cohort of students and their families.

**Multi-track System
 (Year-Round Academic Calendar)**

Los Angeles Unified School District (LAUSD) schools are pressed well beyond their capacity for enrollments. As a result, more than 200 schools use multi-track scheduling to operate year-round and increase the student capacity at their campus. The year-round calendar is an alternative way of scheduling where students attend classes and have vacation times on staggered schedules throughout the year.

Year-round calendars break the instruction and vacation sequence of the traditional calendar into smaller timelines, also known as “tracks.” In these schools, the student population and staff are divided into several tracks, typically from three to five. A program guide to year-round education on the California Department of Education website describes the following year-round calendar options that schools can adopt.¹

Characteristics	Traditional	45/15 Multi-track	Concept 6 Multi-track	60/20 Multi-track	90/30 Multi-track	Orchard
Number of tracks	1	4	3	4	4	5
Number of instructional periods	2 to 4	4	2	3	2	3
Length of periods	45 to 90 days	45 days	81 days	60 days	90 days	60 days
Number of instructional days	180	180	163	180	180	180
Length of vacations	3 days to 3 months	15 days	43 days	20 days	30 days	3 periods of 15 days each; 1 period of 20 days
Number of vacations	1 long	4	2	3	2	4
Maximum capacity gain (percent)	0	33	50	33	33	25

One common sequencing approach in Los Angeles Unified School district is the “Concept 6” multi-track calendar in which three tracks rotate within the school all year, with two tracks in session and one track on vacation at any given time. The schedule of each track is as follows: Track A is in session from September to December, and from March to end of June. Track B is in session from July through August, November through February, and May through June. Track C is in session from July through October, and January through April.

Five out of the nine schools of this application follow a year-round calendar with three tracks each: Bell, Franklin, Monroe, Polytechnic, and Roosevelt High Schools. Two of these—Monroe and Polytechnic—will be losing some students to new schools being constructed within the next few years and are expected to revert back to the traditional academic calendar, but enrollments will still top 3,000 students at each school.

While the Concept 6 approach does cut the instruction time from 180 to 163 days, students receive 25 minutes more instruction per day. In addition, the multi-track calendar not only creates the opportunity for multiple intersessions when enrichment and remedial program are provided but also allows for more course offerings.

¹ <http://www.cde.ca.gov/ls/fa/vr/vrrecal.asp> Last visited on May 7th, 2005.

APPENDIX G

Sustainability and Leveraging of Funds

Los Angeles Unified School District (LAUSD) has invested significant efforts and funds into putting the Small School Learning Communities priority into operation over the past several years—with the help of existing federal, State and local funds, a major grant from the Bill and Melinda Gates Foundation and myriad smaller private grants.

While the district is too large and there are too many sources of funds that might apply in small ways to this effort to list them all, the charts in this appendix show major sources of funds that will have significant impact on implementing SLCs for the schools of this application. These funds are being applied district-wide, but each has an impact on all schools since funds are leveraged for professional development, technical assistance, consulting to build community partnerships and other important functions of SLC conversion that can be shared for all or multiple campuses within the district. LAUSD, due to its size, provides great economies of scale for leveraging of funds, and the referenced charts show major district funding streams for this SLC purpose.

The chart below shows leveraged funds from various SLC-related partnerships currently operating in the district that will provide expertise, professional development and technical assistance to new SLCs being implemented under this grant. Activity of this grant will complement and synergize efforts underway under these existing grants that the Career Development Branch of LAUSD uses to support and develop career academies and bring in businesses to provide additional support and resources.

Los Angeles Unified School District					
Partner	Partner's Role/Use of funds for SLC	Leveraged Grants	In-Kind Contribution	Total Contribution	Timeframe
UNITE-LA (school-to-career partnership)	Significant systemic collaboration consistent with each SLC component/ integration as practicable those campaigns of UNITE-LA consistent with the needs of the SLC segments	UNITE-LA has a macro grant on file with LAUSD offering systemic support to the district.	(b)(4)		2 years
Workforce LA	Provided matching funds and Professional Development to New Media, Transportation & Youth Services Academies	California Partnership, QZAB & Technology Innovation Grant			12 Years
Los Angeles Police Academy Foundation	Provided matching funds and support for high school and middle school Police Academies	California Partnership, QZAB			8 Years
Hi-Tech-High Los Angeles Foundation	Provided matching funds and support for Hi-Tech High Los Angeles	QZAB			6 Years
Los Angeles Mental Health Associations	Provided matching funds and support for Human Services Academies	California Partnership, QZAB			8 years
Urban Educational Partnership	Provided matching funds and support for Academies of Finance & Travel & Tourism Academies	California Partnership, QZAB			6 years
Candle Corporation	Provided matching funds and support for Technology Academy	QZAB			6 years
Bill and Melinda Gates Foundation	Provided funds for four inner city high schools—Carson HS, Jordan HS, Fremont HS and Washington Prep HS—to implement strategies of the Institute for Research and Reform in Education (IRRE), Talent Development in High Schools (TDHS), and Architects of Achievement.	Gates Foundation			4 years

The chart following demonstrates some of the federal, State and local grants that are leveraged to support the development of SLCs in LAUSD. For instance, the district will be distributing over (b)(4) in Qualified Zone Academy Bond funds to the schools of this application over the next few years for improvements in facilities to enhance learning. QZAB monies in the past have renovated science labs and communications centers and have also been leveraged with private funds to equip gyms for use of the police and fire fighters academies. The list of sources below pay for facilities, teaching staff, professional development, supports to specific student groups and the development of community partnerships with businesses and others.

Los Angeles Unified School District	
Leveraged Federal, State and Local Grants, Including Private Sources	
Leveraged Grants:	
ESEA Funds	Increases opportunities for economically disadvantaged students. Funds used for substitute teachers, conferences, supplemental educational supplies and textbooks.
Carl D. Perkins Vocational and Technical Education Funds	Builds and maintains career pathways for students with common interests to work together through a sequence of courses
California Partnership Academy Funds	Creates & sustains career-themed academies (schools-within-schools) for comprehensive & personalized instruction with integrated academic and career/technical content
Qualified Zone Academy Bonds (QZABs)	Enhances academy programs by converting facilities into state-of-the-art professional learning and work environments
Comp. Ed/ EIA (English Language Learners)	Provided to students with limited English proficiency skills. Funds pay for supplemental materials for English Language Learners.
Gifted Education Funds	Provides high achieving students with supplemental materials and resources and staff development.
AP Challenge Funds	Increases opportunities for high performing students to accelerate their learning. Students are encouraged to enroll in AP classes. Funds pay for staff development.
PHBAO (Pre-dominantly Hispanic, Black, Asian and Other) Funds	Funds pay for reduced class size (pupil/ teacher ratio).
School for Advanced Studies Special Funding	Pays for supplemental assistance to high achieving gifted students, staff development and extra resources.
Regional Occupational Program	Provides funds for auto shop teachers' continuing education directly relating to education and technology.
SB 813 Funds	Provides supplemental time for counselors who work with parents and students.
School Improvement	Supports the enrichment of the student learning experience. Funds pay for improvement in student achievement, performance and attendance.
Smaller Learning Communities Planning Grant	Pays for the research, study tours, teacher and substitute teacher time as schools develop restructuring plans that facilitate the school's shift from a standard learning environment to smaller learning communities.
Special Education Funds	Provides resources to assist the learning experience of special needs students. Funds pay for special day classes and resources for special education.

There are also leveraged grants at local school sites, which include community partners' direct support to the school's of this grant application. The following chart shows sample allocations of community resources for the schools of this application. Each school will work with the Office of School Redesign and Local District representatives to develop new community partners, especially employers that will contribute funds and in-kind resources. Additionally, schools will be working with parent groups, consultants and existing partners to recruit new ones. (Details on sample grants for each school are outlined in Appendix D as a part of each school plan. Totals are represented in the ED524 Non-federal Funds form.)

School & Type of Fund	2005-06 Total	2006-07 Total	2007-08 Total	2008-09 Total	2009-10 Total	School Totals
Bell HS	(b)(4)					
Public Funds						
Community Partners						
Total:						
Chatsworth HS						
Public Funds						
Community Partners						
Total:						
Franklin HS						
Public Funds						
Community Partners						
Total:						
Locke HS						
Public Funds						
Community Partners						
Total:						
Monroe HS						
Public Funds						
Community Partners						
Total:						
Polytechnic HS						
Public Funds						
Community Partners						
Total:						
Roosevelt HS						
Public Funds						
Community Partners						
Total:						
Van Nuys HS						
Public Funds						
Community Partners						
Total:						
Westchester HS						
Public Funds						
Community Partners						
Total:						
GRAND TOTAL:						

APPENDIX H
Evaluation

Evaluation Purpose and Objectives

The evaluation of the proposed LAUSD Smaller Learning Communities (SLC) high school sites of this application is designed to assess the impact of SLC program implementation, focusing on documenting changes in the quality and progress of the schools as they implement SLCs in relation to the LAUSD's SLC attributes referenced above. Second, the evaluation will examine the impact of SLCs on student achievement, examining the extent to which student achievement improves among different groups of SLC participants.

The key research questions to be addressed as part of the evaluation of SLC program implementation are a continuation of the evaluation of five Cohort III, seven Cohort IV, and ten Cohort V schools in LAUSD. These research questions include the following:

1. To what extent has the implementation of SLCs modified the delivery of curriculum and instruction?
2. To what extent has the personalization of instruction at the heart of SLCs benefited students?
3. To what extent has the implementation of SLCs improved school safety?
4. To what extent has the implementation of SLCs engaged and involved parents, business, and community members?
5. What kinds of technical assistance and/or support are needed to effectively implement SLCs at large, urban high schools?

To evaluate program implementation, the evaluation will rely on qualitative analytic methods. PW will conduct an annual three-day site visit at each SLC implementation school. This site visit will include classroom observations along with interviews and focus groups with teachers, other school staff, and students. Interviews will also be conducted with the regional (local) district liaison with oversight authority over the school, as well as external technical assistance and key business/community partners at each funded SLC implementation site.

PW will administer annual surveys of school staff (administrators, teachers, and counselors) and students in order to collect and analyze data documenting the perspectives and satisfaction of stakeholders regarding SLC implementation. In addition, the evaluation will examine the structures in place to support SLC implementation (e.g., faculty who share students by SLC) through a comprehensive review of each school's master schedule.

In addition to examining the structures and strategies implemented as part of the rollout of SLCs and analyzing student achievement data, the evaluation will document the benefits of SLC participation on non-academic aspects of student development. For example, student surveys will catalog student involvement in extracurricular activities and career exploration activities. Similarly, the evaluation will examine the impact of SLC implementation on school safety, collecting data on disciplinary actions (e.g., student suspensions and expulsions) as well as incidents of violence, drug/alcohol use, and campus crime.

To evaluate the impact of SLCs on program implementation, the evaluation will rate the school sites against the LAUSD attributes using an implementation rubric developed by the PW and used with earlier SLC cohorts.

Evaluating SLC Impact on Student Achievement

Through the examination of quantitative, summative assessment data linked to student outcomes, the evaluation will address the following key research questions linked to student achievement:

1. To what extent has the implementation of SLCs improved student achievement?
2. To what extent has the implementation of SLCs increased student eligibility and preparation for postsecondary education and careers?

The evaluation will focus on examining school success in meeting measurable performance targets for key measures of student achievement including:

- STAR/California Standards Tests
- California High School Exit Exam results¹
- Average daily school attendance
- Graduation and year-to-year retention rates²

In addition, the evaluation will collect data from LAUSD on students linked to college and career preparation including:

- Student enrollment in A-G courses³ and pass rates in these classes
- Student enrollment in Advanced Placement courses and exam pass rates⁴

To supplement these measures of postsecondary eligibility, the evaluation will administer a follow-up survey to graduating seniors three months after graduation (i.e., September-October) to determine the following:

- Percentage of students who enroll in postsecondary education, apprenticeships, or advanced training for the semester following graduation

¹ Used to determine student proficiency in English/Language Arts and Mathematics as part of Federal Adequate Yearly Progress (AYP) goals under No Child Left Behind.

² As defined in California's approved accountability plan for Part A of Title of the Elementary and Secondary Education Act (ESEA).

³ The sequence of academic courses that leads to eligibility for the University of California and the California State University.

⁴ Dual credit academic courses that lead to college credit upon passage of an exam with a score of 3 or better (5 point scale).

- Percentage of students who are employed by the end of the first quarter after they graduate

To build the long-term capacity of the schools, PW will be responsible for the senior follow-up survey in Year One (Fall of the 2006-2007 school year) and will train the schools to administer the follow-up surveys in subsequent years. The evaluation will, however, coordinate the keypunching and analysis of survey data in all of the five grant years.

Because the term of the SLC grant has been extended from three to five years, it will now be possible to track the progress of an entire grade level cohort of students on the outcome measures mentioned above. Thus, the evaluation will be able to determine how many of the 9th grade students starting high school in 2006-07 successfully graduate and transition to postsecondary education and/or careers by Fall 2010 (i.e., the first quarter following high school graduation).

Quantitative student-level data will be collected annually from the LAUSD Planning, Assessment and Research Branch using 2005-2006 as the baseline against which to measure school progress. All quantitative data collected as part of the evaluation will be presented in disaggregated formats so that we may determine the differential impacts (if any) on sub-groups of students (e.g., major ethnic/racial groups, economically disadvantaged students, students with disabilities, and students with limited English proficiency). In addition, LAUSD's student information system has incorporated an identifier that allows for the disaggregation of student-level data for the various SLCs in place in the implementation sites. In this way, the evaluation will be able to compare students involved in SLCs to those not involved, as well as make comparisons across different types of SLCs at a given school site.

Evaluation Deliverables

PW will compile student outcome data for each site as well as a district-level data for the required Annual Performance Reports (APR) due each December. The LAUSD Office of School Redesign will be responsible for delivering the final site and district APRs to the USDE.

PW will prepare an annual, summative cross-site evaluation report in each of the five grant years. This annual report will document progress in implementing SLCs and the impact of SLCs on key measures of student achievement and school performance. In the fifth and final year of the grant, this summative cross-site evaluation report will include data on Year Five (2010-2011) as well as a summary of evaluation findings over the entire five-year grant period.

PW will prepare and deliver an annual presentation of the evaluation's results to LAUSD central office staff (e.g., Superintendent and Instructional Services Division) and the Los Angeles Board of Education.

Use of Data for Program Improvement

As the evaluator for this project, PW is committed to helping LAUSD central staff and schools use data for continuous program improvement. PW's evaluation project director and manager will meet monthly with LAUSD's Office of School Redesign to update project progress and communicate upcoming evaluation activities. PW will also work closely with the Office of School Redesign to prepare professional development content for use with grantee sites. These professional development meetings with grantee sites will be devoted to sharing evaluation findings and helping school site leaders (administrators and teachers) to interpret and use data for continuous program improvement. At these meetings, the evaluation team will brief sites using qualitative and quantitative data (e.g., interpreting staff and student survey results). Data will be presented and delivered in formats that lend themselves to readability and use by administrators and rank-and-file teachers. In this way, we aim to ensure that the evaluation results are disseminated to those who are in a position to make use of the results (i.e., school instructional leaders and the teachers who are closest to the students).

In addition, the evaluation will train schools to administer a follow-up survey to graduating seniors so that schools will be prepared to collect this type of data well beyond the five-year grant timeframe. This will help to build the capacity of school leaders involved in SLCs to collect, analyze and use data for school planning, resource allocation, and professional development well beyond the SLC implementation grant.

Five-Year Evaluation Workplan

Year One (July 1, 2006-June 30, 2007)

Task 1: Attend and present at professional development sessions orchestrated by the LAUSD Office of School Redesign. PW will present an overview of the evaluation requirements (October 2006), provide an update on evaluation progress (January 2007), and facilitate a two-day end-of-year retreat (June 2007) with grantee sites aimed at understanding and using evaluation data for continuous program improvement.

Task 2: Collect and analyze baseline (2005-2006) student achievement and school performance data for Cohort 6 SLC grantee schools and prepare site and district Annual Performance Reports for USDE due December 31, 2006 (November-December, 2006)

Task 3: Collect and analyze school staff and student survey data by school and cohort with disaggregated results (cross-tabulations) by grade level, SLC vs. Non-SLC, etc. (March-April, 2007)

Task 4: Conduct telephone interviews to SLC coordinators and other key staff (November 2006); conduct site visits to rate and document SLC implementation (April-May, 2007)

Task 5: Prepare summative, cross-site evaluation report for LAUSD that is educator, Board, and community friendly covering Year One of the grant for all Cohort schools (June 2007)

Task 6: Present evaluation results to LAUSD and Board of Education (August 2007)

Year Two (July 1, 2007-June 30, 2008)

Task 1: Conduct follow-up survey of all 2006-2007 graduating seniors at the Cohort 6 SLC grantee high schools to determine postsecondary and/or employment following high school graduation (September-October, 2007)

Task 2: Assist schools and LAUSD in preparation of required data and narrative for completion of site and district Annual Performance Reports (December 2007).

Task 3: Attend and present at professional development sessions orchestrated by the LAUSD Office of School Redesign. PW will present an update on evaluation progress (October 2007 and February 2008), and facilitate a two-day end-of-year retreat (June, 2008) with grantee sites aimed at understanding and using evaluation data for continuous program improvement.

Task 4: Collect and analyze school staff and student survey data by school and cohort with disaggregated results (cross-tabulations) by grade level, SLC vs. Non-SLC, etc. (March-May, 2008)

Task 5: Conduct telephone interviews with key SLC personnel (November 2007); conduct site visits to rate and document program implementation (April-May, 2008)

Task 6: Prepare summative, cross-site evaluation report for LAUSD covering Year Two of the grant for all LAUSD Cohort 6 schools (June 2008)

Task 7: Present evaluation results to LAUSD and Board of Education (August 2008)

Year Three (July 1, 2008-June 30, 2009)

Task 1: Train school staff to follow-up survey of all 2007-2008 graduating seniors at the Cohort 6 SLC grantee high schools to determine postsecondary and/or employment following high school graduation (September 2008)

Task 2: Assist schools and LAUSD in preparation of required data and narrative for completion of Annual Performance Reports due December 31, 2008. (November-December, 2008).

Task 3: Attend and present at professional development sessions orchestrated by the LAUSD Office of School Redesign. PW will present an update on evaluation progress (October 2008 and

February 2009), and facilitate a two-day end-of-year retreat (June 2009) with grantee sites aimed at understanding and using evaluation data for continuous program improvement.

Task 4: Collect and analyze school staff and student survey data by school and cohort with disaggregated results (cross-tabulations) by grade level, SLC vs. Non-SLC, etc. (March-May, 2009)

Task 5: Conduct telephone interviews with key SLC personnel (November 2008); conduct site visits to rate and document program implementation (April-May, 2009)

Task 6: Prepare summative, cross-site evaluation report for LAUSD covering Year Three of the grant for all LAUSD Cohort 6 schools (June 2009)

Task 7: Present evaluation results to LAUSD and Board of Education (August 2009)

Year Four (July 1, 2009-June 30, 2010)

Task 1: Train school staff to follow-up survey of all 2008-2009 graduating seniors at the Cohort 6 SLC grantee high schools to determine postsecondary and/or employment following high school graduation (September 2009)

Task 2: Assist schools and LAUSD in preparation of required data and narrative for completion of Annual Performance Reports due December 31, 2009. (November-December, 2009).

Task 3: Attend and present at professional development sessions orchestrated by the LAUSD Office of School Redesign. PW will present an update on evaluation progress (October 2009 and February 2010), and facilitate a two-day end-of-year retreat (June 2010) with grantee sites aimed at understanding and using evaluation data for continuous program improvement.

Task 4: Collect and analyze school staff and student survey data by school and cohort with disaggregated results (cross-tabulations) by grade level, SLC vs. Non-SLC, etc. (March-May, 2010)

Task 5: Conduct telephone interviews with key SLC personnel (November 2009); conduct site visits to rate and document program implementation (April-May, 2010)

Task 6: Prepare summative, cross-site evaluation report for LAUSD covering Year Four of the grant for all LAUSD Cohort 6 schools (June 2010)

Task 7: Present evaluation results to LAUSD and Board of Education (August 2010)

Year Five (July 1, 2010-June 30, 2011)

Task 1: Train school staff to follow-up survey of all 2009-2010 graduating seniors at the Cohort 6 SLC grantee high schools to determine postsecondary and/or employment following high school graduation (September 2010)

Task 2: Assist schools and LAUSD in preparation of required data and narrative for completion of Annual Performance Reports due December 31, 2010. (November-December, 2010).

Task 3: Attend and present at professional development sessions orchestrated by the LAUSD Office of School Redesign. PW will present an update on evaluation progress (October 2010 and February 2011), and facilitate a two-day end-of-year retreat (June 2011) with grantee sites aimed at understanding and using evaluation data for continuous program improvement.

Task 4: Collect and analyze school staff and student survey data by school and cohort with disaggregated results (cross-tabulations) by grade level, SLC vs. Non-SLC, etc. (March-May, 2011)

Task 5: Conduct telephone interviews with key SLC personnel (November 2010); conduct site visits to rate and document program implementation (April-May, 2011)

Task 6: Prepare summative, cross-site evaluation report for LAUSD covering Year Five of the grant as well as summarizing progress over the entire five-year grant period for all LAUSD Cohort 6 schools (June 2011)

Task 7: Present evaluation results to LAUSD and Board of Education (August 2011)

Relevant Experience and Qualifications

Public Works, Inc. (PW), a 501(c) (3) corporation headquartered in Pasadena, California is a nonprofit consulting firm that conducts evaluation, needs assessment and strategic planning in three broad areas: Public Education and School Reform, School-to-Career and Workforce Development, and Intervention Programs and Supports. PW has extensive experience designing and conducting both quantitative and qualitative evaluations and needs assessments using a varied set of methods and tools for education, the public sector and private industry. This includes

- Experience in creating focus group protocols as well as organizing and conducting focus groups with many different stakeholder groups. These groups have included students, teachers, parents, school site personnel and employers. The focus group method and approach is customized to the populations and topics involved.

- **Site visit or case study research methodology** is used to assess the relationship between inputs and outcomes. Based on the research questions, interview guides and protocols are developed to probe the level of implementation of the particular project strategies. A wide range of stakeholders' perspective is gathered in the interview and observation process in order to attain multiple perspectives to draw accurate conclusions.
- **Expertise in statistical analysis** related to student academic and behavioral measures including, but not limited to, GPAs, attendance, suspension, high school graduation or equivalency, college entrance and certification and degree completion. Work has ranged from simple descriptive statistics to more complex modeling.
- **Analysis of standardized academic achievement tests**, including criterion and norm referenced exams. The analyses have included scores, gains and trends of individual students and cohorts and have included close examination of performance in many subject areas. In addition, *Public Works, Inc.* staff members are nationally recognized in performance-based assessment, including the design and use of rubrics and benchmarks for scoring.
- **Credit Pace or Transcript Analysis** involves examining course enrollments, pass rates and completion of course sequences by individual students and cohort groups. These evaluative methods illustrate the flow of students through articulated sequences and identify any gaps or barriers for student success. They also detect areas impeding student progress toward postsecondary courses or programs. *Public Works, Inc.* has performed transcript analysis in a variety of school and district settings.
- **Experience in creating and administering surveys** of multiple populations including K-16 students and teachers, parents, school sites, administrators, and employers. These surveys have been appropriately tailored to the targeted populations and have ranged from simple one-page formats to more complex, lengthy instruments.

(See Appendix E or organizational bio and resumes of lead personnel for this contract.)

APPENDIX C:

**LAUSD Implementation Strategies—
Other Supportive Charts/Figures to Narrative**

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I. Alignment of State and Local Initiatives Chart

The Office of School Redesign (OSR) supervises the alignment of all district and school-based SLC endeavors to State and district initiatives—raising student academic achievement and closing the achievement gap between the various at-risk subgroups of students targeted by this RFA. The major initiatives in the right column of this chart direct all district schools as they plan and implement smaller learning communities. Applicant schools work within the parameters of these initiatives.

California State Initiatives	LAUSD Initiatives
<p><i>Standards, Frameworks and STAR</i>— The State adopted the California Content Standards which outline grade-level and discipline-specific content (i.e. English/Language Arts) that all students in public schools must learn. As required by the California Education Code, a set of frameworks has been developed mainly to define the vision for teaching strategies necessary to improve achievement, to develop specific guidelines for developers of instructional resources, and to assist teachers with resources that address the needs of ALL students. Furthermore, STAR (Standardized Test and Reporting) is the State’s assessment data, disaggregated by subgroups, to monitor student performance each year against content standards. The results help schools gauge their specific needs.</p>	<p>California and LAUSD curriculum and standards specialists will be involved in every stage of developing new curriculum for each SLC. The core of rigorous standards-based curriculum will be made more relevant for career academy students with the integration of industry-specific knowledge and skill sets, including SCANS skill sets.</p> <p>Curriculum for all LAUSD SLCs will align with the State standards in core courses. <u>LAUSD’s focus on literacy and math will be strengthened with the integration of career/industry information related to academics.</u></p> <p>SLCI students learn that they need to meet State standards to qualify for the enrichment activities, graduation and the best career opportunities.</p>
<p><i>the High Performance High Schools Initiative (HPHS)</i> was created by CDE to address student achievement and narrowing gaps in achievement among all students by “focusing high schools on their primary role of preparing students for admission to college or transition to a career.” The following goals, which parallel the Small School Learning Communities (SSLC) initiative at LAUSD, will drive the program:</p>	<p><i>Putting Students First</i> is the district’s secondary instructional program designed to improve academic achievement. The plan provides 1) a personalized educational experience for each student; 2) regular assessment of individual student progress; and 3) a return to consistent 180-day school calendar wherever possible, with expanded learning opportunities available during breaks. The SSLC will support the goals of #1 and #2. The district’s construction agenda supports #3.</p>

California State Initiatives	LAUSD Initiatives
<p>1) implement high expectations for all students; 2) develop world class teachers and site administrators; 3) develop world class instructional materials; 4) support successful transitions to post secondary education; and 5) nurture and develop a community of support to foster high student achievement for ALL students including economically disadvantaged, racial and ethnic group, disability and limited English proficiency. The HPHS program is funded by \$450 million in block grants to California high schools to provide local flexibility in prioritizing local solutions.</p> <ul style="list-style-type: none"> • Academic supports • School community culture to support the standards movement • Structural supports to personalize the learning environment and create the positive effects of a small school setting. Every student belongs, counts and is noticed. Increase participation and achievement, reduce dropout rate and absentees • Family and community supports to get family involvement, community involvement: business, postsecondary institutions <p><u>Supporting research policy paper:</u> Two State publications (<i>Second to None</i>, and <i>Breaking Ranks, Changing an American Institution</i>) advocate high school communities consisting of no more than 600 students. California Department of Education <i>Aiming High: High Schools for the 21st Century</i></p>	<p><u><i>Closing the Achievement Gap: Improving Educational Outcomes for Under Achieving Students</i></u> is the district plan approved by the Board of Education in June 2001 "to eliminate disparities in the achievement" of students and put into action the district-wide initiative on Small Schools Learning Communities. Core attributes, which include vision, rigorous standards-based curriculum and instruction, district accountability, equity and access, community collaboration and professional development, have been established to close the achievement gap.</p> <p><u><i>Title III Initiative for English Language Learners and Immigrant Students</i></u> was approved by the Board of Education in October 2002 to address why "current standards-based strategies, curriculum and instruction are not uniformly implemented"—a failure that engenders a culture of lowered expectations that hinders achievement among English learners and ethnic minorities that constitute a majority portion of the student body. Under this initiative, LAUSD's Office of Instruction provides support to Local Districts to develop a working implementation plan that includes professional and staff development, parent outreach and evaluation, to "ensure district-wide administrative and instructional accountability" in academic success among student subgroups.</p> <p><u><i>Modified Consent Decree for Students with Disabilities</i></u> is a federal court order issued last year in which the Board of Education committed to designing a Special Education program that is in full compliance with federal laws. The decree requires an annual plan and 18 measurable outcomes, achievable by 2006, that include increasing student academic performance, graduation rates, certification of completion, instructional time in general education program with supports and services, as well as parent participation in individualized education plan meetings for each student.</p>
<p><u><i>California School Information Service (CSIS) Program</i></u> bolsters efforts to obtain good data, improves school records and their transmission from school to school,</p>	<p><u><i>Student Information Systems</i></u> currently in use by the district is being completely overhauled to track comprehensive student level data from elementary to high school graduation and then on to adult vocational</p>

California State Initiatives	LAUSD Initiatives
<p>and streamlines the information collection process statewide. The program supports the Department of Education's goals for accountability.</p>	<p>education, regardless of transience. It has been phased-in gradually beginning with secondary schools last fall, with the entire system targeted to be ready by late 2006. <u>SIS is in full compliance with the CSIS and can be used to select and track 150 students at schools.</u></p>
<p><u>California Content Standards in Reading/Language Arts</u> http://www.cde.ca.gov/be/st/ss/en/main.asp</p>	<p><u>LAUSD's Accelerated Learning Strategy Policy</u> <u>District MEMO 2179</u> consists of the Secondary Literacy Plan and the Standards Based Promotion Policy which map the process for implementing literacy/reading interventions at the district. The California Standards Test administered yearly will help identify students far below basic grade level. These students are further tested with the Degrees of Reading Power (DRP) assessment to place students in intervention at appropriate comprehension level. Students that perform below the 3rd grade level in the DRP are required to enroll in the reading intervention known as the Developing Readers and Writers Course (DRWC). The course follows the Language! or the Read 180 literacy program. This course <u>replaces</u> the standard English Language Arts period, since these students are unable to keep pace with the regular Language Arts class. The overwhelming majority of schools, including those in this grant, select the Language! literacy program, which requires a two-year enrollment. Therefore an 8th grade student will enroll during the 9th and 10th grades. Depending on their DRP score, students will enroll in either Level 1 or Level 2 of the intervention program. The course is administered during two class periods, or 90 minutes, during the next academic year regardless of whether the student is in Level 1 or Level 2.</p> <p><u>LAUSD's Accelerated Learning Strategy Policy</u> <u>District MEMO 1459</u> is a Standards-Based promotion policy to assist struggling students in achieving grade level standards through the Beyond the Bell Branch (BTB) Extended Learning Program (ELP). Certified teachers instruct the Kaplan program and modify its curriculum to meet specific local needs. <u>The program is operated after school or on Saturdays at all LAUSD schools.</u></p>

California State Initiatives	LAUSD Initiatives
<p><i>Mathematics Framework for California Public Schools</i> http://www.cde.ca.gov/re/pn/fd/documents/mathematics-frame.pdf</p> <p><i>Mathematics Content Standards for Public Schools.</i> http://www.cde.ca.gov/re/pn/fd/documents/math-stnd.pdf</p>	<p><i>Mathematics Plan</i> guides teachers to focus instruction on key standards. The plan extends from Kindergarten to Algebra II. The plan consists of (1) instructional guides on scheduling, grouping of standards, attributes of a model math class, sample lessons for courses; (2) quarterly assessments to determine rigor of each standard, and professional development needs of teachers; (3) math coaches who support teachers in pedagogy, instructional modeling, integration of technology, and professional development; (4) local district coordinators who supervise math plan implementation; (5) professional development.</p> <p>Within LAUSD, the failure rate (grade of D or F) in basic college preparatory math classes is 45% and in the Algebra course it is 48%. Failing the math part of college entrance exams is one of the principal reasons why many students are not admitted to college. Since the 2003-04 academic year, the State and the district are monitoring progress in meeting the standards through the California High School Exit Examination, which in Mathematics, emphasizes Algebra, number sense, geometry, measurement, statistics and probability. A minimum score is needed in order to meet the high school graduation requirement. To meet this new standard and prepare students for Algebra coursework by 8th grade, basic algebraic concepts will be covered as early as kindergarten and will grow in complexity until the end of 7th grade.</p> <p>In addition, the district has created 5 pathways to Secondary Mathematics, which are based on when a student successfully passes Algebra. Depending on progress, each student will need to complete one of the following pathways in order to meet graduation requirements.</p>

II. Accelerated Learning Strategies Charts

The Los Angeles Unified School District is committed to providing students, particularly those significantly below grade level, every opportunity to improve their reading/language arts and mathematics skills. These interventions achieve success by adhering to the following goals as outlined in the SLC request for applications: (1) Equip participating students with grade level reading/language arts and mathematics skills by not later than 10th grade; (2) Apply scientifically based research interventions. (See Appendix D for alignment of intervention strategies to current research.); (3) Include age-appropriate instructional materials and teaching and learning strategies; (4) Provide services during summer school, the regular school day, before or after school, on weekends, and/or during intersessions; and (5) Provide sustained professional development and ongoing support for teachers and other personnel involved in instruction. (See main narrative and school plans in Appendix D for more details.) Students may enroll in a Interventions chosen by the schools of this application will provide additional resources for students below grade level via instructional tools, elective classes, or other extended-day programs offered before or after school, or during the weekend.

ACCELERATED LEARNING STRATEGIES IN ENGLISH/LANGUAGE ARTS CHART

LITERACY/READING PROGRAMS	PROGRAM TYPE	Bell	Chatsworth	Franklin	Locke	Monroe	Polytechnic	Roosevelt	Van Nuys	Westchester
High Point (9 th -12 th grades)	DISTRICT	X	X	X	X	X	X	X	X	X
Language! (9 th -10 th grades)	DISTRICT	X		X	X		X	X	X	X
Kaplan (9 th -11 th grades)	DISTRICT	X	X	X	X	X	X	X	X	X
Read 180	DISTRICT		X			X				
Accelerated Reader	SCHOOL	X		X		X		X		
Gear Up						X				
Star Reading	SCHOOL									
Summer School					X					
Saturday School	SCHOOL		X	X		X			X	
Summer Bridge Program	SCHOOL		X		X	X			X	X
Tutorial Programs (9 th -12 th grades)	SCHOOL	X	X		X	X	X	X	X	X
Specialized Programs										
• Intervention electives										
• Twilight School		X								
• Required Learning					X					
• Extended School Year										
• Transition to HS English (9 th -12 th grades)										
Vantage (9 th -10 th grades)	SCHOOL		X			X				

* District intervention programs are offered in addition to core English courses or are offered as extended-day after school programs. School programs refer to programs being implemented at the school site in addition to district requirements.

ACCELERATED LEARNING STRATEGIES IN MATHEMATICS CHART

MATH PROGRAMS	PROGRAM TYPE	Bell	Chalsworth	Franklin	Locke	Monterey	Polytechnic	Roosevelt	Van Nuys	Westchester
Kaplan (9 th -11 th grades)	DISTRICT	X	X	X	X	X	X	X	X	X
Accelerated Math	SCHOOL									
Carnegie Cognitive Math Tutor	SCHOOL	X	X	X	X	X	X	X	X	X
College Preparatory Mathematics	SCHOOL			X						
Holmath.com	SCHOOL		X							
Gear Up								X		
Saturday School				X						
Summer School	SCHOOL	X	X	X	X				X	
Summer Bridge Program (9 th -12 th grades)	SCHOOL	X	X		X	X			X	X
Tutoring										
• School	SCHOOL	X	X	X	X	X	X		X	X
• Community Partner										
(9 th -12 th grades)										
Specialized Programs										
• Intervention/Class Elective						X	X	X	X	X
• Algebra Readiness Course			X							
• CAHSEE PREP	SCHOOL	X								
• Math Essentials										
(9 th -12 th grades)										
Upward Bound								X		

Note: Students may enroll in a four-semester Algebra I course in order to have more time to master the concepts. Frequent assessments, review of student work, and appropriate accelerated learning strategies will be implemented. Students who earn a C or higher at the conclusion of Algebra will be required to move on to geometry. Students who earn a D or lower will be required to take a new options class, Mathematics Applications.

LEGEND for Accelerated Learning Strategies Charts

Accelerated Math intervention is completely software based. Nationally recognized by the Florida Center for Reading Research, and the Catalog of School Reform Models, the program generates personalized math assignments for every student, and provides reports for the teacher to monitor progress and identify problem areas. This software intervention is aligned with the California math standards. Students take a pre-test to determine math level. Students take computer-based quizzes which gauges student understanding. Students accumulate points to meet their class requirements. The intervention has been proven effective through experimental and quasi-experimental studies published by the Center for Research in Educational Policy, Journal of School Psychology, National Center for Educational Outcomes, Journal of Educational Research, Journal of Education for Students Placed At-Risk, Journal of Evidence Based Practices among others.

Accelerated Reader is a computer-based literacy software that allows teachers to monitor student reading progress through data-driven reports that provide continuous record of students' comprehension skills, number of books read and practice time. Each student takes a pre-test to determine reading level, known as the zone of proximal development. Students independently read books that are within the range of their reading level, and then take a computer-based quiz on them which gauges student understanding of the book. The intervention has been proven effective through experimental and quasi-experimental studies published by the Center for Research in Educational Policy, Journal of School Psychology, National Center for Educational Outcomes, Journal of Educational Research, Journal of Education for Students Placed At-Risk, Journal of Evidence Based Practices among others.

Algebra Preparatory Class is designed for students who enter grade eight demonstrating significant gaps in mathematics skills and concepts that will jeopardize their success in Algebra. Currently, the Algebra Prep Class is in development. The district is negotiating with the State about alignment of class with content standards and whether the course can also be offered in high school.

Carnegie Cognitive Math Tutor is based on 20 years of research at Carnegie Mellon University. Carnegie Tutor has received numerous awards : Software & Information Industry Association (SIIA) selected this program as the winner at the annual Codie Awards in the 'Best Secondary Education Instructional Solution: Mathematics' award. The program is designed for low achieving math students. At LAUSD, some schools use it to prepare students for the California High School Exit Exam. Carnegie Tutor combines computer software with collaborative classroom activities. It assesses student ability and tailors the curriculum to his/her individual skill level. Students spend three days a week in a traditional classroom and two days a week receiving this supplemental tutoring program.

College Preparatory Mathematics is, according to USDE, exemplary research-based curriculum that mixes algebra and geometry basics with conceptual development and problem solving. Incorporates real-world math applications. CPM "integrates basic skills and topics with conceptual understanding and problem solving strategies to achieve a complete and balanced mathematics curriculum. The two middle grades courses are designed to prepare students for Algebra. CPM high school courses parallel the course sequence of Algebra 1, Geometry, Algebra 2, and Mathematical Analysis. CPM also offers a lab and investigation-based AP Calculus course.

The CPM curriculum uses a variety of teaching methodologies, including lecture, class discussions, manipulatives, and structured study teams. During class, students are actively working on guided investigations, much like "math labs," to develop mathematical concepts and problem solving skills. Teachers lecture regularly and summarize lessons based on observed needs of the students." (see <http://www.cpm.org/teachers/what.htm>)

High Point: is the state-adopted curriculum that addresses primarily the needs of English Language Learners and English as Second Language students, but the program has also been available to other struggling students with limited reading and writing skills. Implemented in the district since 2002, the program has four levels of instruction, from Basics for beginners to Levels A, B and C. Upon completion of Level C, the most advanced level in the program, students join the mainstream core English program. The scope and sequence of the program includes language development and communication, 2) concepts and vocabulary, 3) reading, 4) literacy analysis and appreciation, 5) cognitive academic skills, 6) listening, speaking, viewing and representing, 7) writing, 8) grammar, usage and spelling. The program also has multimedia and cultural perspectives components.

Hotmath.com offers students math on-line homework help for textbook problems with step-by-step solutions. Students are given the complete path from the problem statement to the solution. Research shows that examples of solved problems are an effective teaching method (Carroll, 1992 & 1994; Ward, & Sweller, 1990; Pass & Van Merriënboer, 1994). The program is self-paced. Hotmath.com has received 2004 award for excellence from Technology and Learning.

KAPLAN Extended Learning Program is an after-school and Saturday program. Following State guidelines, the Los Angeles Board of Education has implemented a Standards-Based promotion policy to assist struggling students in achieving grade level standards. The Beyond the Bell Branch (BTB) Extended Learning Program (ELP) was created for this purpose. As outlined in the district's policy Memorandum 1459, students receive multiple sessions of additional instructional support from January to June to help them not fall further behind. The program is always offered after school or on Saturdays at all LAUSD schools. Certified teachers provide intense instruction of the Kaplan program and modify its curriculum to meet specific local needs. Classes have enrollments of 25:1.

Language! Program is based on empirical research findings on reading from the National Reading Panel, the National Council of Teachers of English and the International Reading Association. The Language! Program was developed as a comprehensive literacy intervention program for students in grades 3-12. The program scaffolds literacy by creating links among the following broad reading/language strands: Phonemic Awareness and Phonics, Word Recognition and Spelling, Vocabulary and Morphology, Grammar and Usage, Listening and Reading Comprehension, Speaking and Writing.

Read 180 is a comprehensive reading program developed and refined using the classroom as a laboratory. The program incorporates the five essential elements outlined in the No Child Left Behind Legislation for reading programs— phonemic awareness, phonics, fluency, vocabulary, and text comprehension—and also includes spelling and writing. The program provides adjusted reading instruction at each student's pace with assessment of student progress along each step of the way. Students are first individually assessed to determine their reading level. The program unfolds during a 90-minute block schedule.

Saturday School, Summer School or Bridge Programs are offered Saturdays or during the intersession to students who need additional help with the core subject area. Typically, programs are offered during the summer in schools on a traditional calendar to help with the transition from middle school to high school. In a year round school, the bridge program may be offered while a cohort of students is off-track. Students also learn basic study skills such as time management, note taking and organization to be more effective in learning.

Tutorial or Specialized Programs are being offered at several applicant schools. These programs have grown from local needs. All schools are offering several interventions in this category. For specific programmatic descriptions in each school, please see the school plans.

My Access/Vantage Learning was selected by Software & Information Industry Association (SIIA) as the winner in two categories at the annual Codie Awards, "Best Secondary Education Instructional Tool" and "Best English Language Learning Instructional Solution". The program have also been awarded the 2004 Award of Excellence from Technology and Learning Magazine and considered by Technology and Learning Magazine's as a Top 10 Smart Technologies for Schools in 2002. This is a technology that uses artificial intelligence in a web-based environment to assess students' writing ability. The software analyzes "semantic, syntactic and discourse characteristics" such as cohesiveness of main idea, organization, content and development, language use and grammar. Feedback to students is at two levels: 1) spelling, mechanics, language usage and 2) content based feedback depending on the type of essay written. Students also read model essays that are aligned to all points of the program's rubric.

III. District Professional Development Strategies Chart

The chart below outlines the training objectives of both the district and applicant schools.

PROFESSIONAL DEVELOPMENT STRATEGIES PROVIDED TO SLC SCHOOLS		
LAUSD District-Wide Training		
Type of Training	Recipients of Training	Expected Outcomes
Continuing training specific to SLCs that was begun during the planning phase, including how to recruit community stakeholder support, SLC issues and barriers to implementation, sustainability issues, etc.	Administrators, teachers, school staff, parents, students and other community stakeholders	SLC teams at each school and in each Local District will be prepared to address any SLC implementation issues that arise and complete timely implementation on time with a sustainable structure.
Research-based strategies in content literacy instruction to be used with students who are far below grade level in an English/Language Arts and Mathematics.	Assistant Principals of Instruction, English/Math teachers, coaches, coach coordinators	Those providing direct instruction and coaching to teachers in SLCs will have increased teaching skills and ability to monitor their instruction for the purpose of helping students below grade level catch up to grade level standards.
Research-based strategies for teaching literacy, math and science that will help all students to meet proficiency required for graduation	Assistant Principals of Instruction, math teachers, coaches, coach coordinators	Those providing direct instruction and coaching to teachers in SLCs will have increased teaching skills and ability to monitor their instruction for the purpose of helping all students meet graduation requirements.
Diagnostic, quarterly assessment training to inform instruction in literacy, math and science, according to State and district initiatives including periodic meetings with the local evaluator, as appropriate, to inform instruction.	Local District and school site administrators and teachers	Administrators and teachers in SLCs will have increased commitment to academic rigor and standards-based instruction with periodic data to inform instruction.
Research-based strategies in personalization that enable students to develop individual and academic growth.	Administrators, teachers, school staff, parents, students and other community	New school structures will develop a sense of community and team processes that will lead to increased attendance

PROFESSIONAL DEVELOPMENT STRATEGIES PROVIDED TO SLC SCHOOLS		
	stakeholders	and academic achievement.
Local Training (See school plans in Appendix D for detailed Professional Development planned at each school.)		
<ul style="list-style-type: none"> • Content knowledge in core academic subjects • <i>Best practices</i> related to the specific SLCs they are choosing to implement • Differentiated instructional strategies to address various learning needs of diverse student populations within each academy • <i>Best practice</i> looking at student work protocols • Collaboration/communication/articulation/intervention strategies • Working with post secondary institutions to link students to college-based programs • Expanding and nurturing community partners for sustainability as well as linking youth and teachers to the local community of work and services. 	Administrators, teachers, school staff, parents, students and other community stakeholders	<ul style="list-style-type: none"> • Teams of administrators, teachers, counselors, other school staff are aware of the issues and barriers to SLC implementation and can scale those barriers • Teachers are highly qualified to teach in and coordinate SLCs by the end of the grant term • School SLC implementation teams are more skilled at working with community stakeholders to recruit and expand SLC resources • Employers and community based organizations are committed to sponsoring PD and providing internships and jobs for students and support to teachers • Parents are engaged with their children's education and more involved in helping each child make choices that will affect his/her future

PROFESSIONAL DEVELOPMENT STRATEGIES PROVIDED TO SLC SCHOOLS		
		<ul style="list-style-type: none">• Stakeholders, including administrators are trained to provide technical assistance to schools and generate city-wide resources.

IV. District SLC Management Timeline and Milestones Chart

The chart below summarizes the major milestones and timelines that OSR will aggressively advance to guide applicant schools as they transition into wall-to-wall smaller learning communities.

Timelines	Tasks	Personnel
YEAR 1		
7/06	Meet in large and small group sessions to further local planning in preparation for the district's implementation of smaller learning communities; meet with Steering Committee to plan cohesive Professional Development	School Reform/SLC Project Director/ Coordinator Paula Tuckerman; SLC Steering Committee and Advisors; Local District representatives; school teams, School Improvement Facilitators.
7/06	Meet with year round schools to set up budget guidelines and process	School Staff, Project Director/ Coordinator, Fiscal Specialist, Local District Coordinator, SIF
8/06	Professional development on freshman programs-what strategies are effective, bridge programs	SLC Project Coordinator in association with school teams from Cohorts 4, 5, and 6
9/06	Meet with traditional schools to set up budget guidelines and process	School Staff, SLC Project Director/ Coordinator; Fiscal Specialist, Local District Design Team, SIF
9/06	Workshop to go over action plan and the evaluation process with external evaluator	Public Works, School Staff, SLC Project Director/ Coordinator, Local District design team, SIF's
8/06-6/07	Meet with national small schools leaders for knowledge development: CA School Redesign Network at Stanford, Architects for Achievement, New Visions, Bay Area Coalition of Equitable Schools (BAYCES), Knowledge Works, Cross City Campaign, LA Small Schools Collective, Inc., CES	Superintendent, Board Members, Local District superintendents, facilities managers, Instructional and Union Leaders, SLC Project Director/Coordinator, Teachers, Parents, Youth and Community Members
9/06-6/07	Visit schools, collaboratively plan and deliver professional development workshops from information gathered, data	Project Director/Coordinator, External Evaluator, Local District Design Team, Central

Timelines	Tasks	Personnel
	from schools, and external evaluator reports	Coordinators, SIF's
10/06	Workshop on advisories at Wildwood, a CES mentor school	School staff, SLC Coordinator, Local District Design Team
11/06	Professional development on collaboration, building relationships, continue on action plans	School staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
1/07	Professional development on Looking at Student Data to Assess rigorous instructional practices Research-based strategies in accelerated learning instruction to be used with students who are below grade level in reading	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
2/07	Workshop on project based learning at Wildwood, a CES mentor school	School staff, SLC Coordinator, Local District design Team, SIF
3/07	Meet with previous Cohorts for grant mentoring/experience sharing and planning	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
4/07	Workshop on Habits of Mind and Heart at Wildwood School	School Staff, SLC Project Director/ Coordinator, Local District Coordinator and team, External Evaluator, SIF School staff, project director/coordinator
5/07	Professional development on evaluation process, budget guidelines and process	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
6/07	Workshop on portfolios at Wildwood School	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF School staff, SLC coordinator, Local District design Team

Los Angeles Unified School District
 Cohort 6 Smaller Learning Communities
 Appendix C, LAUSD Implementation Strategies, Page 17

Timelines	Tasks	Personnel
YEAR 2		
9/07— 10/07	Professional Development to Analyze Year 1 Data to drive decisions	SLC Project Director/Coordinator, School Teams, Local District Coordinators and Representatives, SIF's
7/07-9/07	Review research and literature of small learning communities and interventions for struggling students	LAUSD SLC Steering Committee, Focus Group, SLC Project Coordinator, teachers, SIF's. OSR Coordinators
9/07-6/07	Prioritize persistently low performing school sites with a readiness to transform to target for SLC support	Local Districts with LAUSD Instructional School Support staff and High School Branch
9/07-06/08	Visit schools and provide professional development workshops from information gathered and external evaluator reports	Project director, coordinator, Local District team
9/07	Interdistrict visits, school to school observation of SLC strategies	SLC teachers
9/07	Meet with schools to go over budget guidelines and evaluation process, including reflective school self assessment	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF Fiscal Specialist,
10/07	Professional development on portfolios, rigorous instruction and project based assessment	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
12/07	Professional development on matrix building and master schedule	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
1/08	Professional development on research-based strategies deep structure for personalization and community involvement	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF, community members, parents

Timelines	Tasks	Personnel
2/08	Professional development on strategies to provide equity and access for Special Needs Students, English Language Learners.	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
5/08	Professional development-Speaker chosen based on needs assessment developed Jan through April	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
YEAR 3 All tasks related to SLC activity		
9/08-06/09	Involve SLC staff and youth in developing outcomes and indicators of qualitative and quantitative to document student progress in learning/development	Local Districts with support from District Instructional Support team and High School Branch school leadership and design teams
9/08	Meet with schools to go over budget guidelines and evaluation process	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF Fiscal Specialist,
11/08	Professional development on restructuring facilities to build collaboration and teambuilding	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
10/08-11/08	Invigorate existing community partnerships to extend current work to apply the SLC concepts and to reinforce the vision for transformation. Create new partnerships towards those ends.	Local Districts with support from District Instructional Support team and High School Branch school leadership and design teams and LA Small Schools Collective
1/09	Professional development on community building and partnering	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF , community members, parents
3/09	Professional development on looking at student work to improve instruction	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF

Timelines	Tasks	Personnel
5/09	Professional development to review budgeting to support needs as assessed by several measures and the evaluation process	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF
YEAR 4 All tasks related to SLC activity.		
7/09-6/10	Continue professional development and workshops on personalization, rigorous instruction, Teambuilding, community involvement, budget and restructuring physical plant throughout the year	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF, community members, parents
10/09-06/10	Visit schools and provide professional development workshops from information gathered and external evaluator reports	SLC Project Director/Coordinator, local external evaluator, Local District representatives, research study team
8/09-6/10	Meet with national small schools leaders for continued knowledge development	Superintendent, board members, Local District superintendents, facilities representatives, instructional and union leaders, SLC Project Director, SLC Coordinator, teachers, parents, youth and community members
YEAR 5 All tasks related to SLC activity.		
7/10-6/11	Finalize transforming school facilities to maximize SLC concept	Superintendent, Central, Facilities Unit, Budget Staff, school leaders, community
07/10-6/11	Evaluate the rollout of grantee schools wall-to-wall transformation	Superintendent, Central Staff, SR/SLC Project Director, SLC Coordinator, Local Districts, schools
7/10-6/11	Continue professional development and workshops on personalization, rigorous instruction, Teambuilding, community involvement, budget and restructuring physical plant	School Staff, SLC Project Director/ Coordinator, Local District Coordinator, External Evaluator, SIF

Timelines	Tasks	Personnel
	throughout the year	
7/10-6/11	Evaluate the data to determine the impact of SLCs on students who enroll in postsecondary education, apprenticeships, or advanced training in the semester following graduation	Superintendent, Central Staff, SLC Project Director, SLC Coordinator, Local Districts, schools, external evaluator

Budget Narrative

Budget Narrative

Attachment 1:

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Attachment 2:

Title: Pages: Uploaded File: 4970-LAUSD6schoolbudnar.pdf

Los Angeles Unified School District Smaller Learning Communities Implementation Grant Budget Narrative for Los Angeles Unified School District						
Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5 Yr. Total (% of Total)
Personnel &	\$960,297	\$913,196	\$768,259	\$762,319	\$652,344	\$4,056,415 (41.29%)
Fringe Benefits	\$219,722	\$203,564	\$180,094	\$176,248	\$148,883	\$928,511 (9.45%)
Contractual	\$392,531	\$356,945	\$308,766	\$296,904	\$297,554	\$1,652,700 (16.82%)
Supplies	\$262,305	\$235,719	\$150,663	\$141,321	\$146,325	\$936,333 (9.53%)
						<p>The proposed District budget for Smaller Learning Communities (SLC) is \$9,825,000. This will implement SLCs to serve a student population of more than 36,500.</p> <p>Personnel — \$4,056,415, or 41.29% of the total budget, is allocated for personnel costs. An additional \$928,511 (9.45%) is budgeted for fringe benefits associated with personnel positions funded and/or supported by the grant. Personnel costs were estimated and cover substitute time (\$233 per day), professional expert hourly compensation (\$25 per hr), and teacher release time (\$45 per hr). The number of days and hours it will require are estimates. Auxiliary pay is at the teacher's regular hourly salary and assumes outside preparation. Auxiliary is reserved for lead teachers.</p> <p>Generally, personnel costs cover four types of functions: (1) SLC Coordinators who are responsible for implementation; (2) Auxiliary teacher pay for lead teachers and other certificated staff for after-school planning and implementation; (3) Clerical, technological and aide support for various SLC implementation activities; (4) Substitute teachers to release teachers for planning, professional development and community support activities; and (5) Community Representative support for parent connections.</p> <p>\$1,652,700 (16.82%) is budgeted for contractual services to support SLC development. The contract for the required external evaluator, <i>Public Works</i>, is budgeted here, as well as funds for technical consultants, <i>Six Trails Writing, Cal Ed and Associates</i> at Chatsworth, California State University School of Education, Leadership, and Management, the Redesign Network of Stanford University, and other similar experts to help with implementation at the schools.</p> <p>\$936,333 (9.53%) is allocated for instructional materials, supplies and supplemental resources to support professional development and redesign efforts. Schools will also create communication materials, brochures, newsletters, and recruitment materials to engage parent, student and business stakeholders in SLCs and their advisories. Additionally schools have set some grant money aside to purchase enrichment curriculum materials to supplement the core program and to provide scaffolding where necessary to increase access to academic rigor. Examples include software, art and science supplies, planners, and classroom materials such as globes, supplemental reading books, and math manipulatives.</p>

Los Angeles Unified School District Smaller Learning Communities Implementation Grant Budget Narrative for Los Angeles Unified School District							
Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5 Yr Total (% of total)	Detailed description of uses
Travel	\$183,731	\$170,720	\$135,417	\$128,953	\$128,953	\$747,774 (7.61%)	\$747,774 (7.61%) of the budget will pay for lead teachers and key members of the leadership team to attend conferences and participate in study tours to learn from other schools and practitioners, such as the California Partnership Academy conference.
Equipment	\$141,402	\$145,004	\$106,698	\$101,698	\$101,698	\$596,500 (6.07%)	\$596,500 (6.07%) of the budget will pay for equipment, especially technological equipment for classrooms, such as smartboards, printing stations, cameras, and calculators, as well as medical supplies for the Franklin medical SLC and equipment for effective professional development, trainings, workshops at other schools.
Construction	\$10,000	\$5,000	\$0	\$0	\$8,634	\$23,634 (0.24%)	\$23,634 will be used by Chausworth High School to develop physical identities for our various academics in terms of creating learning spaces for students, office space for our SLC coordinator, and a teacher resource center in our Freshman Academy office.
Other	\$31,268	\$35,569	\$22,666	\$21,666	\$21,666	\$132,835 (1.35%)	In Los Angeles schools, overbooking makes it difficult to find adequate meeting space. \$132,634 (1.35%) is budgeted for rental of facilities for professional development and meetings with the schools by the district SLC office and school SLC retreats. These funds may also be used to fund fieldtrips aligned with the themes of the SLC's.
Training Stipends	\$106,510	\$101,533	\$66,663	\$66,666	\$66,232	\$407,171 (4.14%)	\$407,171 (4.14%) is budgeted to pay for SLC teacher teams to attend conferences/workshops on advisories, student portfolios, Cornell notes, high quality instruction, co-planning/co-teaching, and other worthwhile trainings during off track time for year round schools and Saturdays for traditional schools and return to school site and collaborate to develop and/or share gained knowledge from workshops.
Indirect Costs	\$83,609	\$78,387	\$62,906	\$61,324	\$56,901	\$343,127 (3.49%)	The Indirect Rate assigned to LAUSD by USDOE is 3.51% and is associated with monitoring grants.
Total Costs	\$2,391,375	\$2,245,637	\$1,802,132	\$1,756,666	\$1,629,190	\$9,825,000	

Note: Schools of this application have worked with community partners to generate funds and in-kind contributions toward SLC implementations in an approximate amount of \$184,079,450. For these high density schools, this equals only about \$1,000 per student per year in transition costs—not much for the deep systemic reform needed to provide every student with a small, stable cadre of teachers, counselors, and support staff who know his/her name and story. The 'California Educational Opportunity Report 2006' published by University of California at Los Angeles states, "Adjusting for regional cost differences, California ranks 43rd among the states in educational spending per student." LAUSD is the largest school district in the State most affected by this statistic.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization: Los Angeles Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

Name of School: Bell High School

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel (add 4%)	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$450,000
2. Fringe Benefits (add 4%)	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$54,000
3. Travel	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$275,000
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$33,676	\$33,676	\$33,676	\$33,676	\$33,676	\$168,380
6. Contractual	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$194,476	\$194,476	\$194,476	\$194,476	\$194,476	\$972,380
10. Indirect Costs*	\$7,074	\$7,074	\$7,074	\$7,074	\$7,074	\$35,370
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$201,550	\$201,550	\$201,550	\$201,550	\$201,550	\$1,007,750

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01 / 06 To: 06 / 30 / 07 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: _____ is included in your approved Indirect Cost Rate Agreement? or _____ Complies with 34 CFR 76.564(e)(2)?

**Los Angeles Unified School District
Smaller Learning Communities
Implementation Grant Budget Narrative for Bell High School**

Budget Category	Implementation Grant Budget Narrative for Bell High School					5 Yr. Total (% of total)	Detailed description of uses
	Year 1	Year 2	Year 3	Year 4	Year 5		
Personnel &	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$450,000 (44.7%)	The proposed budget for Smaller Learning Communities (SLC) at Bell High School is \$1,007,750. This will implement SLCs to serve a student population of 4800. Personnel — \$100,000 or 44.7 % of the total budget, is allocated for personnel costs. An additional \$4,000 (5%) is budgeted for fringe benefits associated with personnel positions funded and/or supported by the grant. Personnel costs were estimated and cover substitute time (\$233 per day), professional expert hourly compensation \$40 per hr, and teacher release time (\$30 per hr.) The number of days and hours it will require are estimates. Auxiliary pay is at the teacher's regular hourly salary and assumes outside preparation. Auxiliary is reserved for lead teachers. Generally, personnel costs cover four types of functions: (1) SLC Coordinators who are responsible for implementation; (2) Auxiliary teacher pay for lead teachers and other certificated staff for after-school planning and implementation; (3) Clerical support for various SLC implementation activities; and (4) Substitute teachers to release teachers for planning, professional development and community support activities.
Fringe Benefits	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$54,000 (5%)	
Totals	\$100,800	\$100,800	\$100,800	\$100,800	\$100,800	\$500,800	
Contractual	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000 (2.5%)	\$25,000 (2.5%) is budgeted for contractual services to support SLC development. 6 Traits Writing Strategies for all SLC programs. Instructional programs presented by Redesign Network of Stanford University with respect to implementation of SLC Advisory programs.
Supplies	\$33,676	\$33,676	\$33,676	\$33,676	\$33,676	\$168,380 (16.7%)	\$168,380 (16.7%) is allocated for instructional materials, supplies and supplemental resources to support professional development and redesign efforts. Schools will also create communication materials, brochures, newsletters, and recruitment materials to engage parent, student and business stakeholders in SLCs and their advisors. Additionally schools have set some grant money aside to purchase enrichment curriculum materials to supplement the core program and to provide scaffolding where necessary to increase access to academic rigor.
Travel	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$275,000 (27.5%)	\$275,000 (27.5%) of the budget will pay for lead teachers and key members of the leadership team to attend conferences and participate in study tours to learn from other schools and practitioners.
Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$ (0%) of the budget will pay for (specify the equipment and how it supports the SLC specifically) and equipment for effective professional development, training, workshops.
Construction	\$0	\$0	\$0	\$0	\$0	\$0	No part of this grant will be spent on construction or renovation.
Other	\$0	\$0	\$0	\$0	\$0	\$0	5 (%) is budgeted for rental of facilities for professional development and meetings with the schools by the district SLC office and school SLC retreats; then specify any "other" other expenses.
Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$ (%) is budgeted to pay for SLC teacher teams to attend conferences/workshops on advisories, student portfolios, high quality instruction and other worthwhile trainings during off track time for year round schools and Saturdays for traditional schools and return to school site and collaborate to develop and/or share gained knowledge from workshops.

**Los Angeles Unified School District
Smaller Learning Communities
Implementation Grant Budget Narrative for Bell High School**

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total (% of total)	Detailed description of uses
Indirect Costs	\$7,074	\$7,074	\$7,074	\$7,074	\$7,074	\$35,370	The Indirect Rate assigned to LAUSD by USDOE is 3.51% and is associated with monitoring grants.
Total Costs	\$201,550	\$201,550	\$201,550	\$201,550	\$201,550	\$1,007,750	



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization: Los Angeles Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

Name of School Chatsworth HS

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel (add 4%)	\$159,402	\$79,701	\$79,701	\$79,701	\$79,701	\$478,206
2. Fringe Benefits (add 4%)	\$42,182	\$21,542	\$21,542	\$21,542	\$21,542	\$128,350
3. Travel	\$8,400	\$3,000	\$3,000	\$3,000	\$3,000	\$20,400
4. Equipment	\$6,000	\$6,000	\$3,000	\$3,000	\$3,000	\$21,000
5. Supplies	\$10,000	\$10,000	\$5,000	\$5,000	\$10,000	\$40,000
6. Contractual	\$18,000	\$18,000	\$18,000	\$13,000	\$13,000	\$80,000
7. Construction	\$10,000	\$5,000	\$0	\$0	\$8,634	\$23,634
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$253,984	\$143,243	\$130,243	\$125,243	\$138,877	\$791,590
10. Indirect Costs*	\$10,040	\$5,662	\$5,149	\$4,951	\$5,490	\$31,292
11. Training Stipends	\$21,233	\$14,942	\$10,814	\$10,815	\$10,814	\$68,618
12. Total Costs (lines 9-11)	\$285,257	\$163,847	\$146,206	\$141,009	\$155,181	\$891,500

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 06 To: 06 / 30 / 07 (mm/dd/yyyy)
 Approving Federal agency: X ED Other (please specify):
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)?

**Los Angeles Unified School District
Smaller Learning Communities**

Implementation Grant Budget Narrative for Chatsworth High School

Budget Category	Fiscal Year					5 Yr. Total (%) % of Total	Detailed Description of Uses
	Year 1	Year 2	Year 3	Year 4	Year 5		
Personnel & Fringe Benefits	\$159,402	\$79,701	\$79,701	\$79,701	\$79,701	\$478,206 (53.6%)	The proposed budget for Smaller Learning Communities (SLC) at Chatsworth High School is \$891,500. This will implement SLCs to serve a student population of 3,100. Personnel — \$478,206, or 53.6% of the total budget, is allocated for personnel costs. An additional \$128,350 (14.3%) is budgeted for fringe benefits associated with personnel positions funded and/or supported by the grant. Personnel costs were estimated and cover substitute time (\$233 per day), professional expert hourly compensation (\$25 per hr), and teacher release time (\$45 per hr). The number of days and hours it will require are estimates. Auxiliary pay is at the teacher's regular hourly salary and assumes outside preparation. Auxiliary is reserved for lead teachers. (These costs are from 2005 submission documents. Please check for current amounts)
Contractual	\$18,000	\$18,000	\$18,000	\$13,000	\$13,000	\$80,000 (9.8%)	For Chatsworth HS, personnel costs cover five types of functions: (1) SLC Coordinators who are responsible for implementation; (2) Auxiliary teacher pay for lead teachers and other certificated staff for after-school planning and implementation; (3) Clerical support for various SLC implementation activities; (4) Substitute teachers to release teachers for planning, professional development and community support activities; (5) Intervention Coordinator for the Freshman Academy. \$ (9.8%) is budgeted for contractual services to support SLC development. These funds will pay for professional development services and the support of CalEd Associates, Inc. who will act as the SLC consultant working with the existing and new teams for the development and curriculum design of the academies. CSU Northridge School of Educational Leadership/Management will provide training for teachers in teambuilding and co-planning/co-teaching strategies.
Supplies	\$10,000	\$10,000	\$5,000	\$5,000	\$10,000	\$40,000 (4.5%)	\$ (4.5%) is allocated for instructional materials, supplies and supplemental resources to support professional development and redesign efforts. CHS will also create communication materials, brochures, newsletters, and recruitment materials to engage parent, student and business stakeholders in SLCs and their advisors. CHS has set some grant money aside to purchase enrichment curriculum materials to supplement the core program and to provide scaffolding where necessary to increase academic rigor.
Travel	\$8,400	\$3,000	\$3,000	\$3,000	\$3,000	\$20,400 (2.3%)	\$ (2.3%) of the budget will pay for lead teachers and key members of the leadership team to attend conferences and participate in study tours to learn from other schools and practitioners. We will send some teachers to the California Partnership Academy conference.
Equipment	\$6,000	\$6,800	\$3,000	\$3,000	\$3,000	\$21,000 (2.3%)	\$ (3.3%) of the budget will pay for six desktop and six laptop computers for student use and multi-media equipment (two LCD projectors) for effective professional development trainings, workshops.
Construction	\$10,000	\$5,000	0	0	\$8,034	\$23,034 (0.9%)	\$ (0.9%) of this budget will be used to develop physical identities for our various academies in terms of creating teaming spaces for students, office space for our SLC coordinator, and a teacher resource center in our Freshman Academy office.

Los Angeles Unified School District Smaller Learning Communities Implementation Grant Budget Narrative for Chatsworth High School						
Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5 Yr Total (% of total)
Other	\$0	\$0	\$0	\$0	\$0	\$0
Training Stipends	\$21,233	\$14,942	\$10,814	\$10,815	\$10,814	\$68,638 (7.6%)
Indirect Costs	\$21,233	\$14,942	\$10,814	\$10,815	\$10,814	\$31,292 (3.5%) Use the number from the worksheet.
Total Costs	\$285,257	\$163,847	\$146,206	\$141,009	\$155,181	\$891,500

Detailed description of uses

\$ (%) is budgeted for rental of facilities for professional development and meetings with the schools by the district SLC office and school SLC retreats; then specify any "other" other expenses.

\$ (7.6 %) is budgeted to pay for SLC teacher teams to attend conferences/workshops on advisories, student portfolios, Cornell Notes, Co-Planning/Co-Teaching, Teambuilding, high quality instruction and other worthwhile trainings (WASC preparation) during summer break and Saturdays and return to school site and collaborate to develop and/or share gained knowledge from workshops.

The Indirect Rate assigned to LAUSD by USDOE is 3.51% and is associated with monitoring grants.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization: Los Angeles Unified School District

Name of School Franklin HS

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel (add 4%)	\$90,000	\$120,000	\$30,000	\$30,000	\$30,000	\$300,000
2. Fringe Benefits (add 4%)	\$13,225	\$17,634	\$4,408	\$4,408	\$4,408	\$44,083
3. Travel	\$25,808	\$34,409	\$8,606	\$8,602	\$8,602	\$86,027
4. Equipment	\$25,806	\$34,408	\$8,602	\$8,602	\$8,602	\$86,020
5. Supplies	\$64,515	\$86,020	\$21,505	\$21,505	\$21,505	\$215,050
6. Contractual	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$12,903	\$17,204	\$4,301	\$4,301	\$4,301	\$43,010
9. Total Direct Costs (lines 1-8)	\$232,257	\$309,675	\$77,422	\$77,418	\$77,418	774,190
10. Indirect Costs*	\$9,387	\$12,516	\$3,129	\$3,129	\$3,129	\$31,290
11. Training Stipends	\$25,806	\$34,408	\$8,602	\$8,602	\$8,602	86,020
12. Total Costs (lines 9-11)	\$267,450	\$356,599	\$89,153	\$89,149	\$89,149	\$891,500

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 06 To: 06 / 30 / 07 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)?

**Los Angeles Unified School District
Smaller Learning Communities**

Implementation Grant Budget Narrative for Franklin High School

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5 Yr. Total (\$)	5 Yr. Total (%) of total	Detailed description of uses
Personnel & Fringe Benefits	\$90,000 \$13,225	\$120,000 \$17,643	\$70,000 \$4,408	\$30,000 \$4,408	\$30,000 \$4,408	\$300,000 (34%) \$44,083 (6%)		The proposed budget for Smaller Learning Communities (SLC) at Franklin High School is \$891,500. This will implement SLCs to serve a student population of 3,500. Personnel — \$100,000 or 34% of the total budget, is allocated for personnel costs. An additional \$ (6%) is budgeted for fringe benefits associated with personnel positions funded and/or supported by the grant. Personnel costs were estimated and cover substitute time (\$233 per day), professional expert hourly compensation (\$25 per hr), and teacher release time (\$45 per hr.) The number of days and hours it will require are estimates. Auxiliary pay is at the teacher's regular hourly salary and assumes outside preparation. Auxiliary is reserved for lead teachers. Generally, personnel costs cover four types of functions: (1) SLC Coordinators who are responsible for implementation; (2) Auxiliary teacher pay for lead teachers and other certificated staff for after-school planning and implementation; (3) Clerical support for various SLC implementation activities; and (4) Substitute teachers to release teachers for planning, professional development and community support activities.
Contractual	\$0	\$0	\$0	\$0	\$0	\$0		
Supplies	\$64,515	\$86,020	\$21,505	\$21,505	\$21,505	\$215,030 (25%)		\$215,030 (25%) is allocated for instructional materials, supplies and supplemental resources to support professional development and redesign efforts. Schools will also create communication materials, brochures, newsletters, and recruitment materials to engage parent, student and business stakeholders in SLCs and their advisories. Additionally schools have set some grant money aside to purchase enrichment curriculum materials to supplement the core program and to provide scaffolding where necessary to increase access to academic rigor. \$86,027 (10%) of the budget will pay for lead teachers and key members of the leadership team to attend conferences and participate in study tours to learn from other schools and practitioners.
Travel	\$25,808	\$14,409	\$8,602	\$8,602	\$8,602	\$86,027 (10%)		\$86,027 (10%) of the budget will pay for lead teachers and key members of the leadership team to attend conferences and participate in study tours to learn from other schools and practitioners.
Equipment	\$25,806	\$14,408	\$8,602	\$8,602	\$8,602	\$86,020 (10%)		\$86,020 (10%) of the budget will pay for cement for the media site, computers for the business site, medical supplies for the medicine site, smart boards for the health and human services, and equipment for effective professional development, trainings, workshops. No part of this grant will be spent on construction or renovation.
Construction	\$0	\$0	\$0	\$0	\$0	\$0		
Other	\$12,903	\$17,204	\$4,301	\$4,301	\$4,301	\$43,010 (5%)		\$43,010 (5%) is budgeted for rental of facilities for professional development and meetings with the schools by the district SLC office and school SLC retreats.
Training Stipends	\$25,806	\$14,408	\$8,602	\$8,602	\$8,602	\$86,020 (10%)		\$86,020 (10%) is budgeted to pay for SLC teacher teams to attend conferences/workshops on advisories, student portfolios, high quality instruction and other worthwhile trainings during off track time for year round schools and Saturdays for traditional schools and return to school site and collaborate to develop and/or share gained knowledge from workshops.
Indirect Costs	\$9,387	\$12,516	\$3,129	\$3,129	\$3,129	\$31,290		The Indirect Rate assigned to LAUSD by USD OE is 3.51% and is

**Los Angeles Unified School District
Smaller Learning Communities
Implementation Grant Budget Narrative for Franklin High School**

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5-Yr Total (% of total)	Detailed description of uses associated with monitoring grants
Total Costs	\$167,450	\$356,599	\$89,133	\$89,149	\$89,149	\$891,500	Use the number from the worksheet.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization: **Los Angeles Unified School District**
Locke High School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel (add 4%)	\$37,688	\$37,688	\$37,688	\$37,688	\$37,688	\$188,440
2. Fringe Benefits (add 4%)	\$1,720	\$1,720	\$1,720	\$1,720	\$1,720	\$8,600
3. Travel	\$5,161	\$5,161	\$5,161	\$5,161	\$5,161	\$25,805
4. Equipment	\$72,062	\$72,062	\$72,062	\$72,062	\$72,062	\$355,480
5. Supplies	\$20,645	\$21,645	\$20,645	\$20,645	\$20,645	\$104,225
6. Contractual	\$7,043	\$8,043	\$8,043	\$8,043	\$8,043	\$39,215
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$17,365	\$17,365	\$17,365	\$17,365	\$17,365	\$86,825
9. Total Direct Costs (lines 1-8)	\$161,718	\$161,718	\$161,718	\$161,718	\$161,718	\$808,590
10. Indirect Costs*	\$6,259	\$6,259	\$6,259	\$6,259	\$6,259	\$31,295
11. Training Stipends	\$10,323	\$10,323	\$10,323	\$10,323	\$10,323	\$51,615
12. Total Costs (lines 9-11)	\$178,300	\$178,300	\$178,300	\$178,300	\$178,300	\$891,500

***Indirect Cost Information (To Be Completed by Your Business Office):**
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:
(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/06 To: 06/30/07 (mm/dd/yyyy)
Approving Federal agency: X ED Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: _____
Is included in your approved Indirect Cost Rate Agreement? or _____ Complies with 34 CFR 76.564(c)(2)?

**Los Angeles Unified School District
Smaller Learning Communities**

Implementation Grant Budget Narrative for Locke High School

Budget Category	Year					5 Yr Total (% of Total)	Detailed description of uses
	Year 1	Year 2	Year 3	Year 4	Year 5		
Personnel &	\$37,688	\$37,688	\$37,688	\$37,688	\$37,688	\$188,440 (21.1%)	The proposed budget for personnel in Smaller Learning Communities (SLC) at Albin Leroy Locke High School is \$188,439, or 21.1% of the total budget. This will implement SLCs to serve a student population of approximately 3400.
Fringe Benefits	\$1,720	\$1,720	\$1,720	\$1,720	\$1,720	\$8,600 (98%)	Personnel costs will cover two functions: (1) Auxiliary teacher pay for lead teachers and other certificated staff for after-school planning and implementation and (2) Substitute teachers to release teachers for planning, professional development and community support activities.
Contractual	\$7,043	\$8,043	\$8,043	\$8,043	\$8,043	\$39,215 (4.4%)	Personnel — \$188,439, or 21% of the total budget, is allocated for personnel costs. An additional \$8,602 (96%) is budgeted for fringe benefits associated with personnel positions funded and/or supported by the grant. Personnel costs were estimated and cover substitute time (\$250 per day) and teacher release time (\$45 per hr.) The number of days and hours it will require are estimates. Auxiliary pay is at the teacher's regular hourly salary and assumes outside preparation.
Supplies	\$20,645	\$20,645	\$20,645	\$20,645	\$20,645	\$103,225 (11.6%)	\$39,214 (4.4%) is budgeted for contractual services to support SLC development. We seek to use these funds to hire SLC as well as curriculum specialists. These contractual consultants will have expertise in project based learning, cultural sensitivity, technology implementation, and SLC redesign/implementation. They will lead professional developments to enhance organization, leadership and instruction.
Travel	\$5,161	\$5,161	\$5,161	\$5,161	\$5,161	\$25,805 (2.9%)	\$103,244 (11.6%) is allocated for instructional materials, supplies and supplemental resources to support instruction, and redesign efforts. Schools will create brochures and recruitment materials to engage parent and students in their SLC's. Additionally, schools will purchase enrichment curriculum materials to supplement the core program and to provide scaffolding where necessary to increase access to academic rigor. Examples include software to aid in the development of curriculum, science materials, art supplies, student portfolio supplies, planners, horticulture supplies and other expendable/ consumable resources. Classroom materials include encyclopedias, posters, globes, maps, and reading books.
Equipment	\$72,062	\$72,062	\$72,062	\$72,062	\$72,062	\$25,805 (39.8%)	\$25,806 (2.9%) of the budget will pay for lead teachers and key members of the leadership team to attend conferences and professional developments held off campus.
Construction	\$0	\$0	\$0	\$0	\$0	\$0	\$335,481.12 (39 %) of the budget will pay for mobile laptop carts, Quizdom, Smartboards, Navigator, printing stations, digital cameras, musical instruments, data analysis software, calculators, LCD projectors, and gardening equipment, all technologically technical equipment aligned with the special program goals of individual small learning communities. No part of this grant will be spent on construction or renovation.
Other	\$17,365	\$17,365	\$17,365	\$17,365	\$17,365	\$66,827 (9.7%)	\$66,827 (9.7%) is budgeted to fund fieldtrips. These costs include renting buses. These field trips are curricular/enhancement specifically aligned with the thematic and academic goals of individual small learning

**Los Angeles Unified School District
Smaller Learning Communities**

Implementation Grant Budget Narrative for Locke High School

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5-Yr Total (% of Total)	Detailed description of uses
Training Stipends	\$10,322.40	\$10,322.40	\$10,322.40	\$10,322.40	\$10,322.40	\$51,612 (5.8%)	communities. \$51,612 (6%) is budgeted to pay for SLC teacher teams to attend conferences/workshops on advisories, student portfolios, high quality instruction during Saturdays and summers and return to school sites and collaborate to develop and/or share gained knowledge from workshops.
Indirect Costs	\$8,259	\$8,259	\$8,259	\$8,259	\$8,259	\$31,295 (3.51%)	The Indirect Rate assigned to LAUSD by USDOE is 3.51% and is associated with monitoring grants.
Total Costs	\$178,300	\$178,300	\$178,300	\$178,300	\$178,300	\$691,500	



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization: Los Angeles Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

Name of School: Monroe HS

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel (add 4%)	\$140,860	\$140,860	\$102,860	\$102,860	\$102,860	\$590,300
2. Fringe Benefits (add 4%)	\$38,365	\$38,365	\$31,743	\$31,743	\$31,743	\$171,959
3. Travel	\$7,500	\$7,500	\$7,500.00	\$7,500	\$7,500	\$37,500
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$34,925	\$34,926	\$21,756	\$21,756	\$21,756	\$135,119
6. Contractual	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$221,650	\$221,650	\$163,859	\$163,8659	\$163,859	\$934,878
10. Indirect Costs*	\$8,386	\$8,386	\$6,200	\$6,200	\$6,200	\$35,372
11. Training Stipends	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$37,500
12. Total Costs (lines 9-11)	\$237,536	\$237,536	\$177,559	\$177,559	\$177,559	\$1,007,750

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 06 To: 06 / 30 / 07 (mm/dd/yyyy)
 Approving Federal agency: X ED Other (please specify):

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 ___ is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)?

**Los Angeles Unified School District
Smaller Learning Communities
Implementation Grant Budget Narrative for Monroe High School**

Budget Category	Implementation Grant Budget Narrative for Monroe High School					Detailed description of uses	
	Year 1	Year 2	Year 3	Year 4	Year 5		5 Yr Total (% of total)
Personnel & Fringe Benefits	\$140,860	\$140,860	\$102,860	\$102,860.00	\$102,860	<p>The proposed budget for Smaller Learning Communities (SLC) at James Monroe High School is \$1,007,150.00. This will implement SLCs to serve a student population of 4,680.</p> <p>Personnel — \$590,300.00 or 58% of the total budget, is allocated for personnel costs. An additional \$171,959 (17%) is budgeted for fringe benefits associated with personnel positions funded and/or supported by the grant. Personnel costs were estimated and cover substitute time (\$251 per day), professional expert hourly compensation (\$25 per hr), and teacher release time (\$45 per hr). The number of days and hours it will require are estimates. Auxiliary pay is at the teacher's regular hourly salary and assumes outside preparation. Auxiliary is reserved for lead teachers.</p> <p>Personnel costs cover will cover: (1) Full time (A Basis for the first two years while Monroe is still year round, and then B Basis as projected enrollment drops) SLC Coordinator who will be responsible for implementation; (2) Auxiliary teacher pay for lead teachers and other certificated staff for after-school planning and implementation; (3) Substitute teachers to release teachers for planning, professional development and community support activities.</p>	
Supplies	\$34,926	\$34,926	\$21,756	\$21,756	\$21,756	\$135,119 (13%)	<p>\$135,119 (13%) is allocated for instructional materials, supplies and supplemental resources to support professional development and redesign efforts. Schools will also create communication materials, brochures, newsletters, and recruitment materials to engage parent, student and business stakeholders in SLCs and their advisories. Additionally schools have set some grant money aside to purchase enrichment curriculum materials to supplement the core program and to provide scaffolding where necessary to increase access to academic rigor.</p>
Travel	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$37,500 (3%)	<p>\$37,500.00 (3%) of the budget will pay for lead teachers and key members of the leadership team to attend conferences and participate in study tours to learn from other schools and practitioners.</p>
Equipment	\$0	\$0	\$0	\$0	\$0	\$0 (%)	
Other	\$0	\$0	\$0	\$0	\$0	\$0	
Training Stipends	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$37,500	<p>\$ (%) is budgeted to pay for SLC teacher teams to attend conferences/workshops on advisories, student portfolios, high quality instruction and other worthwhile trainings during off track time for year round schools and Saturdays for traditional schools and return to school site and collaborate to develop and/or share gained knowledge from workshops.</p>
Indirect Costs	\$8,386	\$8,386	\$6,200	\$6,200	\$6,200	\$35,372	<p>The Indirect Rate assigned to LAUSD by USDOE is 3.51% and is associated with monitoring grants.</p>

Los Angeles Unified School District
Smaller Learning Communities
Implementation Grant Budget Narrative for Monroe High School

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total (%) of total	Detailed description of uses
Total Costs	\$237,536	\$177,559	\$177,559	\$177,559	\$177,559	\$1,007,750.88	



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization: Los Angeles Unified School District

Name of School Polytechnic HS

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel (add 4%)	\$130,018	\$130,018	\$130,018	\$130,018	\$28,553	\$548,625
2. Fringe Benefits (add 4%)	\$35,850	\$35,850	\$35,850	\$35,850	\$9,761	\$153,161
3. Travel	\$30,000	\$15,000	\$10,000	\$5,000	\$5,000	\$65,000
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$53,910	\$10,032	\$5,032	\$5,032	\$5,086	\$79,092
6. Contractual	\$64,000	\$25,000	\$10,000	\$11,000	\$13,500	\$123,500
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$1,000	\$1,000	\$1,000	\$0	\$0	\$3,000
9. Total Direct Costs (lines 1-8)	\$314,778	\$216,900	\$191,900	\$186,900	\$61,900	\$972,378
10. Indirect Costs*	\$11,450	\$7,890	\$6,981	\$6,799	\$2,252	\$35,372
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$326,228	\$224,790	\$198,881	\$193,699	\$64,152	\$1,007,750

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 06 To: 06 / 30 / 07 (mm/dd/yyyy)
 Approving Federal agency: X ED Other (please specify): _____
- (3) For Restricted Rate Programs (check one) - Are you using a restricted indirect cost rate that: _____ Is included in your approved Indirect Cost Rate Agreement? or _____ Complies with 34 CFR 76.564(c)(2)?

**Los Angeles Unified School District
Smaller Learning Communities
Implementation Grant Budget Narrative for Polytechnic High School**

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5-Yr Total (% of total)	Detailed description of uses
Personnel & Fringe Benefits	\$130,018	\$130,018	\$130,018	\$130,018	\$28,533	\$548,625	The proposed budget for Smaller Learning Communities (SLC) at John H. Francis Polytechnic High School is \$1,007,750. This will implement SLCs to serve a student population of 4611. Personnel — \$348,625 or 47% of the total budget, is allocated for personnel costs. An additional \$153,161 (13%) is budgeted for fringe benefits associated with personnel positions funded and/or supported by the grant. Personnel costs were estimated and cover substitute time (\$233 per day), professional expert hourly compensation \$25 per hr, and teacher release time (\$45 per hr). The number of days and hours it will require are estimates. Auxiliary pay is at the teacher's regular hourly salary and assumes outside preparation. Auxiliary is reserved for lead teachers. Generally, personnel costs cover four types of functions: (1) SLC Coordinators who are responsible for implementation; (2) Auxiliary teacher pay for lead teachers and other certificated staff for after-school A week and planning and implementation; (3) Clerical support for various SLC implementation activities; and (4) Substitute teachers to release teachers for planning, professional development and community support activities.
Contractual	\$64,000	\$25,000	\$10,000	\$11,000	\$13,500	\$123,500	\$123,500 (13%) is budgeted for contractual services to support SLC development. This is for services for professional experts to develop SLC lessons and projects and outside consultants to work with professional development
Supplies	\$33,910	\$10,032	\$5,032	\$5,032	\$5,086	\$79,092	\$79,092 (7%) is allocated for instructional materials, supplies and supplemental resources to support professional development and redesign efforts. Schools will also create communication materials, brochures, newsletters, and recruitment materials to engage parent, student and business stakeholders in SLCs and their advisories. Additionally schools have set some grant money aside to purchase enrichment curriculum materials to supplement the core program and to provide scaffolding where necessary to increase access to academic rigor.
Travel	\$30,000	\$15,000	\$15,000	\$10,000	\$5,000	\$65,000	\$65,000 (6%) of the budget will pay for lead teachers and key members of the leadership team to attend conferences and participate in study tours to earn from other schools and practitioners.
Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0 (0%) of the budget will pay for (specify the equipment and how it supports the SLC specifically) and equipment for effective professional development, trainings, workshops.
Construction	0	0	0	0	0	0	No part of this grant will be spent on construction or renovation.
Other	\$1,000	\$1,000	\$1,000	0	0	\$3,000	\$3,000 (.2%) is budgeted for rental of facilities for professional development and meetings with the schools by the district SLC office and school SLC retreats; then specify any "other" other expenses.
Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0 (0%) is budgeted to pay for SLC teacher teams to attend conferences/workshops an advisories, student portfolios, high quality instruction and other worthwhile trainings during off track time for year

**Los Angeles Unified School District
Smaller Learning Communities**

Implementation Grant Budget Narrative for Polytechnic High School

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total (%) of Total	Detailed description of uses
Indirect Costs	\$11,450	\$7,890	\$6,981	\$6,799	\$7,252	\$35,372	round schools and Saturdays for traditional schools and return to school site and collaborate to develop and/or share gained knowledge from workshops.
Total Costs	\$326,228	\$224,790	\$198,881	\$193,699	\$64,152	\$1,007,750	The Indirect Rate assigned to LAUSD by USDOE is 3.51% and is associated with monitoring grants.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization: Los Angeles Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

Name of School: Roosevelt HS

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel (add 4%)	\$143,675	\$143,678	\$143,678	\$143,678	\$143,678	\$718,390
2. Fringe Benefits (add 4%)	\$44,798	\$44,798	\$44,798	\$44,798	\$44,787	\$223,990
3. Travel	\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
6. Contractual	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$194,476	\$194,476	\$194,476	\$194,476	\$194,476	\$972,378
10. Indirect Costs*	\$7,074	\$7,074	\$7,074	\$7,074	\$7,074	\$35,372
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (lines 6-8)	\$201,550	\$201,550	\$201,550	\$201,550	\$201,550	\$1,007,750

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/06 To: 06/30/07 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)?

**Los Angeles Unified School District
Smaller Learning Communities**

Implementation Grant Budget Narrative for Roosevelt High School

Budget Category	Implementation Grant Budget Narrative for Roosevelt High School					5 Yr Total (% of Total)	Detailed description of uses
	Year 1	Year 2	Year 3	Year 4	Year 5		
Personnel & Fringe Benefits	\$143,678	\$143,678	\$143,678	\$143,678	\$143,678	\$718,390	The proposed budget for Smaller Learning Communities (SLC) at Roosevelt High School is \$1,007,750.00. This will implement SLCs to serve a student population of 4,190. Personnel — \$718,390., or 71% of the total budget, is allocated for personnel costs. An additional \$186,012.50 (22%) is budgeted for fringe benefits associated with personnel positions funded and/or supported by the grant. Personnel costs were estimated and cover substitute time (\$233 per day), professional expert hourly compensation (\$25 per hr), and teacher release time (\$45 per hr.) The number of days and hours it will require are estimates. Auxiliary pay is at the teacher's regular hourly salary and assumes outside preparation. Auxiliary is reserved for lead teachers. \$120,000 / Teacher release time for each of the 12 SLC academies for professional development, planning and SLC community supported activities. \$30,886.60 / Resource Liaison (4 hrs) – assist the Principal with the coordination of the 12 academies throughout the 3 tracks in the leadership and decision making process to ensure equity. \$27,589 / Educational Aide II (6 hrs) – assist the Office of Instruction and teachers at Roosevelt with the coordination of the 12 academies throughout the 3 tracks. \$10,000 / Community Representative (3 hrs) – assist with calls to parents in the evening to inform them of student progress in their academy. Generally, personnel costs cover four types of functions: (1) SLC Coordinators who are responsible for implementation; (2) Auxiliary teacher pay for lead teachers and other certified staff for after-school planning and implementation; (3) Clerical support for various SLC implementation activities; and (4) Substitute teachers to release teachers for planning, professional development and community support activities.
Supplies	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000	\$30,000.00 (3%) is allocated for instructional materials, supplies and supplemental resources to support professional development and redesign efforts. Schools will also create communication materials, brochures, newsletters, and recruitment materials to engage parent, student and business stakeholders in SLCs and their advisors. Additionally schools have set some grant money aside to purchase enrichment curriculum materials to supplement the core program and to provide scaffolding where necessary to increase access to academic rigor.
Indirect Costs	\$7,074	\$7,074	\$7,074	\$7,074	\$7,074	\$35,372	The Indirect Rate assigned to LAUSD by USDOE is 3.51% and is associated with monitoring grants.
Total Costs	\$201,550	\$201,550	\$201,550	\$201,550	\$201,550	\$1,007,750	



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization: Los Angeles Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

Name of School: Van Nuys High School

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel (add 4%)	\$60,138	\$60,138	\$65,670	\$72,140	\$72,140	\$330,226
2. Fringe Benefits (add 4%)	\$6,882	\$6,882	\$7,786	\$7,707	\$7,707	\$36,964
3. Travel	\$18,862	\$18,150	\$14,150	\$13,190	\$13,190	\$77,542
4. Equipment	\$17,500	\$19,500	\$14,000	\$14,000	\$14,000	\$79,000
5. Supplies	\$5,000	\$5,000	\$8,000	\$3,000	\$3,000	\$24,000
6. Contractual	\$43,011	\$43,011	\$43,011	\$43,011	\$43,011	\$215,055
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
B. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$151,393	\$152,681	\$152,617	\$153,048	\$153,048	\$762,787
10. Indirect Costs*	\$6,259	\$6,259	\$6,259	\$6,259	\$6,259	\$31,295
11. Training Stipends	\$20,648	\$19,360	\$19,424	\$18,993	\$18,893	\$97,418
12. Total Costs (lines 9-11)	\$178,300	\$178,300	\$178,300	\$178,300	\$178,300	\$891,500

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 06 To: 06 / 30 / 07 (mm/dd/yyyy)
 Approving Federal agency: X ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) - Are you using a restricted indirect cost rate that: _____ Is included in your approved Indirect Cost Rate Agreement? or _____ Complies with 34 CFR 76.564(e)(2)?

**Los Angeles Unified School District
Smaller Learning Communities**

Implementation Grant Budget Narrative for Van Nuys High School

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5 Yr. Total (% of total)	Detailed description of uses
Personnel & Fringe Benefits	\$60,138	\$60,138	\$65,670	\$72,140	\$72,140	\$330,226	The proposed budget for Smaller Learning Communities (SLC) at Van Nuys High School is \$891,500. This will implement SLCs to serve a student population of 3660. Personnel costs will account for \$330,226 or 37% of the total budget. An additional \$36,964 or 4 % is budgeted for fringe benefits associated with personnel positions funded and/or supported by the grant. Personnel costs were estimated and cover substitute time (\$250 per day), professional expert hourly compensation (\$30per hr), and teacher release time (\$50 per hr.) The number of days and hours it will require are estimates. Auxiliary pay is at the teacher's tenhly rate and assumes outside preparation. Auxiliary is reserved for lead teachers. Personnel functions will include but not be limited to coordination, collaboration, clerical support, and substitution, so that teachers can plan and implement the SLC.
Contractual	\$43,011	\$43,011	\$43,011	\$43,011	\$43,011	\$215,055	\$215,055 or 25% is budgeted for contractual services to support SLC development and implementation. Potential contractors are California State University at Northridge and Center for Minority Language Research at CSU Long Beach. We are also investigating the role professional consultants and outside professional development providers can play in the development of our SLC.
Supplies	\$5,000	\$5,000	\$8,000	\$3,000	\$3,000	\$24,000	\$24,000 or 2.6% is allocated for supplemental supplies to support professional development and redesign efforts. We will have costs for flyers to students explaining their choices in SLCs and for varying the core curriculum.
Travel	\$18,862	\$18,150	\$14,150	\$13,190	\$13,190	\$77,542	\$77,542 or 8.7 % of the budget will pay for lead teachers and key members of the leadership team to attend conferences and participate in study tours to learn from other schools and practitioners.
Equipment	\$17,500	\$19,500	\$14,000	\$14,000	\$14,000	\$79,000	\$79,000 or 9 % of the budget will pay for (specify the equipment and how it supports the SLC specifically) and equipment for effective professional development, trainings, workshops.
Construction	\$0	\$0	\$0	\$0	\$0	\$0	No part of this grant will be spent on construction or renovation.
Other	\$0	\$0	\$0	\$0	\$0	\$0	
Training Stipends	\$20,648	\$19,360	\$19,424	\$18,993	\$18,993	\$97,418 10.4(%)	\$92,918 or 10.4% is budgeted to pay for SLC teacher teams to attend conferences/workshops or activities, student portfolios, high quality instruction and other worthwhile trainings during off track time for year round schools and Saturdays for traditional schools and return to school site and collaborate to develop and/or share gained knowledge from workshops.
Indirect Costs	\$6,259	\$6,259	\$6,259	\$6,259	\$6,259	\$31,295 3.5 % Use the number from the worksheet.	The indirect rate assigned to LAUSD by USDOE is 3.51% and is associated with monitoring grants.

Los Angeles Unified School District
 Smarter Learning Communities
 Implementation Grant Budget Narrative for Van Nuys High School

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5-Yr. Total (% of total)	Detailed description of uses
Total Costs	\$178,300	\$178,300	\$178,300	\$178,300	\$178,300	\$891,500	



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization: Los Angeles Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

Name of School: Westchester HS

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel (add 4%)	\$80,358	\$82,958	\$60,489	\$48,079	\$39,569	\$311,453
2. Fringe Benefits (add 4%)	\$19,242	\$19,315	\$14,789	\$11,022	\$9,746	\$74,114
3. Travel	\$3,000	\$2,500	\$2,000	\$1,500	\$1,500	\$10,500
4. Equipment	\$20,000	\$15,000	\$10,000	\$5,000	\$5,000	\$55,000
5. Supplies	\$17,749	\$12,535	\$13,164	\$8,822	\$8,772	\$61,042
6. Contractual	\$55,477	\$57,891	\$24,712	\$16,850	\$15,000	\$169,930
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$195,826	\$190,199	\$125,154	\$91,273	\$79,587	\$682,039
10. Indirect Costs*	\$7,828	\$7,415	\$4,929	\$3,727	\$3,312	\$27,211
11. Training Stipends	\$21,000	\$15,000	\$10,000	\$10,000	\$10,000	\$66,000
12. Total Costs (lines 9-11)	\$224,654	\$212,614	\$140,083	\$105,000	\$92,899	\$775,250

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 06 To: 06 / 30 / 07 (mm/dd/yyyy)
 Approving Federal agency: X ED Other (please specify):

(3) For Restricted Rate Programs (check one) - Are you using a restricted indirect cost rate that: Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(e)(2)?

Los Angeles Unified School District Smaller Learning Communities Implementation Grant Budget Narrative for Westchester High School							
Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5 Yr. Total (% of total)	Detailed description of uses
Professional Development and Assessment Training • Westchester/ Playa del Rey Education Fund	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000	The Westchester/Playa del Rey Education Fund is a partner with the high school and provides community resources and facilitates community meetings; provides grant-writing expertise and training on community-involvements
Total Contracts	\$55,477	\$57,891	\$24,712	\$16,850	\$15,000	\$169,930	
Supplies	\$17,749	\$12,535	\$13,164	\$8,822	\$8,772	\$61,042	\$61,042 or 8% of our grant request is allocated for instructional materials, supplies and supplemental resources to support professional development and redesign efforts. Schools will also create communication materials, brochures, newsletters, and recruitment materials to engage parent, student and business stakeholders in SLCs and their advisors. Additionally Westchester High plans to obtain additional grant dollars to purchase enrichment curriculum materials to supplement the core program and to provide scaffolding where necessary to increase access to academic rigor.
Travel	\$3,000	\$2,500	\$2,000	\$1,500	\$1,500	\$10,500	\$ 10,500 or 1% of the budget will pay for lead teachers and key members of the leadership team to attend conferences and participate in study tours to learn from other schools and practitioners.
Equipment	\$70,000.00	\$15,000.00	\$10,000.00	\$5,000.00	\$5,000.00	\$55,000	\$55,000 or 7% of the budget will pay for computers and software for lead teachers that is dedicated to tracking student data and professional development activities across the school.
Construction	\$0	\$0	\$0	\$0	\$0	\$0	No part of this grant will be spent on construction or renovation.
Other	\$0	\$0	\$0	\$0	\$0	\$0	
Training Stipends	\$21,000	\$15,080	\$10,000	\$10,000	\$10,000	\$66,000	\$66,000 or 9% of our grant is budgeted to pay for SLC teacher teams to attend conferences/workshops on advisories, student portfolios, high quality instruction and other worthwhile trainings during off track time for year round schools and Saturdays for traditional schools and return to school site and collaborate to develop and/or share gained knowledge from workshops.
Indirect Costs	\$7,828.46	\$7415.67	\$4,929.09	\$3,726.33	\$3,311.46	\$27,211.00	The indirect rate assigned to LAUSD by USDOE is 3.51% and is associated with monitoring grants.
Total Costs	\$224,654	\$212,614	\$140,083	\$105,000	\$92,899	\$775,250	