

# Central High School/Tri-C

## Extended School Based Management Model Proposal

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## Summary Analysis

### Mission Statement

Central High School/Tri-C is a multi-site, district-wide, dropout prevention and credit recovery school. The school welcomes all at-risk students into a safe, nurturing environment. Central High School/Tri-C is dedicated to providing a rigorous, individualized, standards-based, instructional program. Our mission is to prepare students to graduate and/or be employed and to become self-motivated, successful, contributing members of society with 21<sup>st</sup> Century Skills.

### Vision Statement

Our vision of Central High School/Tri-C is that, in partnership with home and community, we will enable students to become self-motivated, socially responsible individuals who are productive and contribute to their families and communities. We envision providing students with a safe, technologically rich environment that provides successful research-based instruction by dedicated and highly qualified personnel who are provided with appropriate resources.

### Core Beliefs

- Given the right support and instruction, every student will succeed. However, each student must set individualized goals and have a supportive learning plan to reach these goals.
- Environment plays a key factor in student success. Students should be provided a learning environment that meets their needs with appropriate caring staff and materials.
- Unique circumstances require innovative schools. Central/Tri-C is designed to function as a place for students who have been unsuccessful in a traditional setting.
- Small learning settings allow for greater rapport between teachers and students.
- Collaborative school governance and local empowerment increases commitment by all stakeholders.

## School Data Analysis

### Adequate Yearly Progress

#### CENTRAL HIGH SCHOOL

The Academic Performance Index (API) for Central High declined from the 2010 base score of 464 by 36 points to 438 in 2011. It declined again by 11 points to 427 in 2012. This includes a 32-point loss for the subgroup English Learners from 2011 to 2012. Central High did not make Adequate Yearly progress (AYP) in 2012. It met 0 of the 12 AYP criteria. When looking at statistically significant changes to explain the drop, there has been some increase in the number of English Learners. After holding steady at approximately 165 for the three previous years, the number of EL students rose to 191 in 2011 before falling back to 175 in 2012. Perhaps more significantly, during the same time the attendance rate held steady for the three previous years at about 75% before falling precipitously to 62% in 2011 and to 52% in 2012. A deeper and thoughtful analysis of EL instructional and attendance practices are an area of need.

#### CDS/TRI-C

The Academic Performance Index (API) for Tri-C increased from the 2010 base score of 367 by 23 points to 390 in 2011. It declined by 8 points to 382 in 2012. The API for English Learners declined by 67 points from 434 in 2011 to 367 in 2012, while students with disabilities showed a 20-point gain. Tri-C did not make Adequate Yearly progress (AYP) in 2012. It met two of the 6 AYP criteria. In English Language Arts, students in every subgroup did slightly better in 2012 than in 2011. As a whole, the percentage of students that achieved proficient or advanced went from 4.3% to 4.4%. In Mathematics, the percentage of students who scored proficient or advanced increased to 1.2% from .4%.

The students referred to CDS/Tri-C have multiple risk factors. While Tri-C API and AYP provide some indicators of student academic success, other non-academic factors must also be taken into account to determine actual school effectiveness.

(See *Attachment A – AYP Scores* for a detailed chart)

### CELDT Data Trends

**Central High School** - The California English Language Development Test (CELDT) scores have increased recently. The percentage of students scoring “proficient” on the CELDT went from 29% in 2011 to 38% in 2012. School-wide focus and effort have led to Central High School students being reclassified at an increased rate to 3.4% in 2012 as compared to 0% in 2011. The growth accountability objective increased from 50% to 58%.

**Tri-C** - Tri-C improved the proficiency scores on the CELDT test by 4.9%, going from 19.5% in 2011 to 24.4% in 2012. The reclassification rate was 3.6%.

Although the rates of re-designation have improved, long term EL students are still a focus of concern for the school.

### Attendance

Tri-C has increased the percentage of students who have a high attendance rate from 62.6% in 2011 to 64.4% in 2012. This is not far from the district-wide goal of 66% which would suggest that Tri-C’s policies, as being implemented, are working for the population. (As of this writing, the data is not available for Central High School for this year or the past several years.)

Clearly student attendance is an underlying factor in lack of student achievement and therefore a concern of the school community.

### Alternative Schools Accountability Model (ASAM)

The California *Public Schools Accountability Act of 1999* established ASAM which provides school-level accountability for alternative schools serving smaller numbers of highly mobile and at-risk students. Central High School/Tri-C utilizes the ASAM accountabilities of graduation, attendance, course/credit completion for the following main reasons:

- The Open Enrollment policy at our school enables students to enroll at anytime throughout the school year.
- The students we serve have multiple risk factors and are highly transient and credit deficient.

- High stakes testing pressure traditional schools to find alternative placements for struggling students. While this practice may improve traditional schools test scores it causes concomitant low scores for the non-traditional schools such as Central/Tri-C who enroll these 'push-out'.
- As a population, the students who come to us have low academic skills and test scores, multiple risk factors scores and are undervalued and uninvolved. In addition to high school graduation, Central/Tri-C focuses on whole-student support including vocational training, job placement, academic, college and socio-emotional counseling. None of these are factored into the API.

To demonstrate the effectiveness of our school, in addition to state mandated assessments, we anticipate using the following data indicators:

- Number of students who graduate with a high school diploma.
- Attendance rate improvement
- Number of students who are concurrently enrolled with a community college and/or career/technical classes.
- English Learner re-designation rate (annual goal increase of 5%).

The above indicators are the marks of success in our student population and more closely aligned with the Central/Tri-C school mission.

In conclusion, the issues that must be addressed and therefore the top priorities to improve student achievement are as follows: improved student attendance, improved instructional support for teachers teaching in all A-G classes/subject areas, increased access to socio-emotional support for students and families and increased access to college, career and technical education.

## School Success Plan

### Instructional Program

Nearly a third of Central High School students have special education plans. About a third of the students are long-term English Learners. In addition, all the students are at high risk for dropping out of school with multiple risk factors such as low credits, a history of failure, homelessness, safety issues, involvement in the juvenile justice system, pregnancy and parenting responsibilities, poverty and physical and mental health issues.

Although we believe that all students can learn and succeed, many will require additional supports to be successful. Central High School/Tri-C provides students with a more personalized learning environment than that which is commonly found in a comprehensive high school. Classroom teachers strive to create a safe, nurturing environment. They understand our students have more challenges than the average population. Thus it is imperative that staff be understanding, dedicated and appropriate for the students we have. The autonomy for the school stakeholders to choose staff is necessary for success.

### Individualized Plan for Success

In order for the school to achieve the goals identified in Section A each student, upon enrollment, will have a comprehensive needs assessment. In collaboration with parents and staff the student will develop plans, goals and a roadmap to achieve goals to meet the needs of the whole student. (i.e. academic, socio-emotional, career and technical, health.) The plan will be updated as needed or at least annually.

### Individualized Instruction

The school staff will continue to develop an instructional program in which students receive a range of instructional experiences and materials to meet their needs. This includes lessons and lectures for the entire class, small-group work, one-to-one

instruction, project-based learning, computer based credit recovery and independent work time.

Some students may need a flexible schedule due to college and career classes, parenting or work obligations. The school will continue to develop partnerships with community and college and career and technical education to increase these opportunities for students.

With the ESBMM Model, and budget permitting, Central High School/Tri-C plans to return to a year-round schedule to allow students to increase credit recovery and provide support through-out the year.

In addition to our focus on classroom instruction to increase student achievement, we will also continue to provide the students with access to intervention. For six Saturday's preceding the CAHSEE test administration in March we will continue to offer CAHSEE Prep. Previously students who attended the program have either passed at least one section or have increased their score from the last test administration.

### ESBMM Autonomies

The autonomies available under ESBMM will allow Central High School/Tri-C to increase student achievement by individualizing an instructional program to meet the needs of each student. Control over funding will allow the school to provide increased class time for students. Control over bell schedules and curriculum are key to achieve the flexibility needed for students to be successful. Control over staff selection by the School Leadership Council is necessary to ensure staff congruence with the mission, vision and goals of our school for the success of our population of students.

### Professional Development

Central High School/Tri-C's multisite configuration provides a number of challenges for professional development. However, the professional development committee, made up of all stakeholders, is a strength within the school ensuring almost total participation by staff. Each year this collaborative committee conducts ongoing professional development based upon staff surveys, student achievement data and

research of best practices for all staff. Unique schools such as Central High School/Tri-C need unique professional development by the experts. The experienced and successful teachers and administrators of Central High School/Tri-C are the experts.

For the past three years, Central High School/Tri-C has used professional development days for teachers to work in subject area groups to develop, implement, reconstruct and re-teach lessons using the Japanese Lesson Study Model. These lessons and resources were shared with the entire faculty to assist teachers teaching outside their credentialed area. Each professional development concludes with an assessment by the staff that is shared with the presenter and the committee.

With increased autonomy allowed by ESBMM the committee will continue to work on developing 'best practices' for assisting staff working with the Central High/Tri-C student population. The committee has developed a three year plan which includes developing 'project based learning', developing formative and summative assessments to guide teacher instruction and the use of individualized student success plans. Professional development for teachers new to teaching our student population will include mentor teachers and visits to successful teachers to observe what works.

### School Culture and Climate

The staff agrees that all our students can succeed regardless of any initial academic shortcoming. Believing that our individual efforts are important and lead to change in student performance, our primary concern is how a student finishes not where he begins. By working together and supporting each other, we provide a positive environment that is one of the key components in the satisfaction, security, and achievement of our students. The results of the 2010-2012 Parent and Student Questionnaire indicate we are the school culture and climate for which we are striving. First, 97% of the respondents said that they felt welcome when coming into a Central High School classroom or office. 85% of the students who responded said that they felt safe and secure in their classrooms. This informs us that our efforts to make students welcome, secure and wanted have been recognized by our students and parents.

Another statistic that validates the commitment of our staff is the staff's attendance record. In the 2010-2011 school-year, 73% of our staff had a 96% attendance record.

Community stakeholders, including students and parents, consistently acknowledge our commitment to the welfare of students, as is recognized by our WASC accreditation report. Central High School/Tri-C is one of the first alternative schools in LAUSD to receive a six-year accreditation. The WASC team recognized that through self-governance our faculty is involved in and committed to the goal of increasing student achievement. Following the LEARN model, School-based committees search for new instructional strategies and more effective methods to implement district-wide goals. The professional development committee is constantly searching for the best instructional approaches. Our philosophy is that good teaching strategies will foster increased student achievement.

Because we are committed to the success of all students, we participate in ongoing, rigorous self-examination of our instructional practices and methodologies and pursue changes when needed improvement is indicated. This proposal for ESBMM status is a manifestation of our culture and our willingness to pursue the change we believe will foster student improvement.

### Parent and Community Engagement

Parent involvement is a key component to increase student achievement. Many of our sites are not on school campuses but embedded in housing developments (Mar Vista), in community centers (All Peoples, Cypress Park) and in agencies (Job Corps, UAI). Our teachers and administrators work with personnel at each site who are welcome to participate in our self-governance. We have monthly School Site Council meetings for both Central High and Tri-C that are composed of parents, students, teachers, community representatives, and school administrators. The councils make budgetary decisions and sets school priorities. The School Site Council has been in operation for many years; it is diverse and highly effective. Our parent survey questionnaires for 2010-2011 indicate that 73% of those surveyed strongly agree that there are ongoing opportunities for involvement in the school. During this ESBMM

application process the School Site Councils for both Central High and Tri-C have discussed the implications of becoming an ESBMM school and unanimously supported proceeding with the application process.

One of the key ways in which our program is unique, is the close relationship that each branch has with its community based agency support group. The agencies also provide services in many cases such as counseling, tutoring, supplies and equipment, extra-curricular activities and custodial services. The relationship between the classroom, its teacher and students, and the agency creates an unusually rich environment.

### Central/Tri-C School Site Councils Recommendations

The school site councils each consist of the principal, classroom teachers, parents or legal guardians, community members elected by parents, classified and student representatives. The functions and responsibilities of these councils are to ensure that Central H.S. and Tri-C each prepare a Single Plan for Student Achievement (SPSA). The SPSA is a blueprint to improve the academic performance of all students to the level of the targeted performance goals of the Academic Performance Index (API), the Adequate Yearly Progress (AYP) measures, and the LAUSD Performance Meter.

At the October meetings, these councils were informed of the E.S.B.M.M. proposal. The minutes reflect that the consensus of each was to pursue this model. These School Site Councils agreed that under the ESBMM governance stakeholders would retain the ability to hire staff that best meets the needs of our students. Our school would also be able choose and select strategies that best benefit our student population. In addition ESBMM very much resembles our current LEARN model which provides each stakeholder at our school an opportunity to voice opinions and make recommendations that help improve student academic performance.

### Parental Involvement

One of the most difficult challenges facing our school is to provide a school-wide, parent involvement plan that allows meaningful participation by all parents and guardians. Teachers at each site work closely with their students' parents and guardians

through orientation meetings, daily telephone calls and conferences, but our greatest challenge is bringing our parents together as a group because our classrooms are spread across the entire district. Central High/Tri-C has been working for the past year to develop a total school plan for parent involvement to overcome these geographical constraints. The main elements in this plan include the following:

- A monthly school site council includes parents who assist in making allocations of funds available to the school.
- Parent/guardian and community representation on the LEARN Council.
- Parent/guardian involvement in the council subcommittees.
- Access to district/school information through a bilingual newsletter.
- Parent participation in the school's Staff Selection Committee that fills teaching positions.

Using this plan, parents/guardians have been guaranteed representation as full partners in our effort to improve student achievement, and are now strong student advocates. The plan is being assessed regularly through the Parent Satisfaction Survey as well as through school-created surveys and evaluations of activities. It has proven to be working as seen in increasing participation in parent/community member elections, school site and LEARN councils, and their constituent subcommittees.

#### Additional Accountability Measures

Central High School/Tri-C administrators and staff use the LAUSD Decision Support System and the state's Dataquest web site to collect and assess data. In addition, the school's API scores and AYP scores are reported in the newspaper and on the internet. Parents are mailed the results of their child's STAR, CAHSEE, and SAT. Every six weeks the school mails home progress reports to parents as well as quarterly reports of progress toward IEP goals. Teachers set up conferences with parents throughout the year to discuss student progress. Counselors contact the parents of struggling students.

At each faculty meeting, LEARN Council, SSC, and ELAC and CEAC, a recent and/or relevant piece of data is reported to the all stakeholders. The results of data are

discussed and analyzed by all stakeholders and form the basis for the review of goals, benchmarks, and for the annual revision of the single plan for student achievement.

In addition to mandated, norm-based tests, teachers employ a variety of criterion referenced assessments of student learning in their classrooms. Teacher criterion referenced tests include the following: essays, projects, reports, experiment write ups, presentations, and computer-based instruction results. Students take a summative assessment at the end of each course.

Students' reading levels and math abilities are tested upon enrollment and at the end of the school year. LAUSD periodic assessments are also used by teachers to assess competency of students in core subject areas. These results inform instruction as teachers modify instruction to re-teach concepts.

As an ESBMM school, evaluation will also include the collection of data on students' credit recovery and numbers of students graduating (including tracking 5th and 6<sup>th</sup> year graduates).

### Pupil Services and Attendance (PSA) Counselor

In an on-going effort to improve student attendance and decrease the dropout rate at the school, Central HS/Tri-C has purchased the services of a Pupil Services and Attendance Counselor (PSAC) for the last 3 academic years. Administrators and teachers determined that in order to address student attendance issues, dropout prevention, and to address any other barriers that might prevent students from attending school, it was important to put in place an intervention plan that includes the purchased of a PSA Counselor.

The role of the PSA Counselor, in conjunction with teachers and administrators, is to develop and put in place strategies and interventions to increase student attendance, interventions such as:

- Daily phone calls (by teachers and PSAC) and documentation of calls (via Call Logs) from all classroom teachers to absent students.
- Logs are to be submitted on a weekly basis to the PSAC.
- Conduct parent/teacher conference, at all of the sites, to address attendance issues

- Mail truancy letters informing parents of students' absences
- Personal phone calls by PSAC to set up parent conferences to address attendance issues/barriers that prevent student from attending school
- PSAC conducts home visit to students with excessive absences and/or with other personal/family issues.
- PSAC provides referral services (mental health, social, medical etc...) for parents and students when appropriate and necessary.
- On-going dropout prevention and student place at other alt. ed. programs
- On-going work/update of Dropout Reports at Central HS/Tri-C

In order to demonstrate accountability, services and interventions provided by the school's PSA Counselor, in collaboration with teachers, a report of services from the academic year, 2011-12, has been attached. (See attached document).

### School Governance

Central HS/Tri-C continues to be governed under the LEARN model. The LEARN Council works in conjunction with the School Site Councils of both schools. This governance has provided us with tools to meet the challenges experienced in the last decade. Even though LEARN is no longer supported by the District, we have continued with this reform model. ESBMM will allow us to continue a self-governance model with renewed support from the District and the contract. Our mission, in conjunction with our multi-site configuration, presents unique challenges and concerns. The school community needs the authority to select collaboratively teachers, administrators and staff who can meet the demands resulting from these challenges.

### Composition of decision-making councils

Currently we have one LEARN Council representing both Central HS and Tri-C components of our school. All stakeholders are allowed to attend and to participate in any meeting, although only members of the council are allowed to participate in decision-making by consensus. The Principal is the administrative representative. The Central HS and Tri-C chapter chairs are automatically members of the LEARN Council. Other teacher/counselor representatives are nominated and elected by the combined CHS/Tri-C faculty. A classified representative is nominated and elected by the classified

staff. The council also includes elected parent and/or community and student representatives.

The LEARN council has a number of committees which meet separately and report back to the LEARN council about their particular issues. These are: Staff Selection, Professional Development, Special Education, Textbooks and Budget, Positive Behavior Support and School Safety, as well as instructional committees for each of the four core subject areas. The LEARN council and its committees makes decisions about certain budgetary items; staff selection; professional development; school safety issues.

### School Planning Team

#### Planning Team Members

1. Janet Seary, Principal
2. Janine Antoine, Vice Principal
3. Gary Martinez, Vice Principal
4. Dan Ackerman, Chapter Chair, Teacher
5. Dave Wiseman, Special Education Teacher
6. Rod Napoltes, Tri-C Teacher
7. Santos Robles, Micro-computer Support Assistant
8. Courtney Ramsey, Administrative Assistant
9. Ric Perez, Teacher
10. Carmen Alderete, Special Education Teacher
11. Camere Solis, Staff Selection Chairman, Teacher
12. Florentina Grecu, Teacher
13. Hector Martinez, Tri-C Advisor

#### Parental Engagement in Plan Development

The ESBMM application process has helped us reinvigorate our School Site Council (SSC) parental involvement. We have two parallel site councils. One school site council exists for Tri-C, a community-centered expulsion program while another exists for Central High School, a continuation program. Both SSC's are involved in the application process since September. Every month, a major segment of the agenda of the two parallel councils is devoted to discussing the progress of the ESBMM application. The parents of the Central High School SSC voted to authorize the start of

the application process at the first council meeting of the year. In October, the Tri-C SSC participated in an awareness process. After briefing the parents, paired parent groups were formed and each pair brainstormed and came up with suggestions that the school could use in its reformation process. These suggestions were shared with the council as a whole. This is a new way for the Site Council to engage parents and involve them in the learning process of being an ESBMM school. We hope to continue this self-educating process as we move into the future. The School Site Council is in the process of turning into the focal point for increased parent involvement. We believe the existence of the autonomies will have a motivating affect on parent participation. The ultimate goal will be to take parental input and incorporate it in our ongoing governance. Our two parallel school site councils will give greater priority to parental input as participation increases.

## Attachment A – AYP Scores

### Central High Adequate Yearly Progress

<b>Central High 2006-2011, AYP</b>							
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Made AYP</b>	No						
<b>Met AYP Criteria</b>	0 of 11	2 of 6	1 of 12	1 of 9	1 of 12	1 of 12	0 of 12
<b>ELA Participation Rate</b>	No	Yes	No	No	No	No	No
<b>Math Participation Rate</b>	No	No*	No	No	No	No	No
<b>ELA Percent Proficient</b>	No	Yes	No	No	No	No	No
<b>Math Percent Proficient</b>	No						
<b>Academic Performance Index (API)</b>	No	No	No	No	Yes	No	No
<b>Graduation Rate</b>	No	No	Yes	Yes	No	No	No

### Tri-C Adequate Yearly Progress

<b>Tri-C AYP, 2006-2011</b>							
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Made AYP</b>	No						
<b>Met AYP Criteria</b>	0 of 10	3 of 6	5 of 6	0 of 10	0 of 5	1 of 5	2 of 6
<b>ELA Participation Rate</b>	No	No	Yes	No	No	No	Yes
<b>Math Participation Rate</b>	No	No	Yes	No	No	No	Yes
<b>ELA Percent Proficient</b>	No	Yes	Yes	No	No	No	No
<b>Math Percent Proficient</b>	No	Yes	Yes	No	No	No	No
<b>Academic Performance Index (API)</b>	No	Yes	No	No	No	Yes	No
<b>Graduation Rate</b>	No	No	Yes	Yes	N/A	No	No

## Attachment B – Site Descriptions

### **Abram Friedman Occupational Center (AFOC)**

This three teacher site is located downtown on Olive Street, near the 10 freeway in the Abram Friedman Occupational Center. It has served students there for over twenty-two years. The purpose of the program is to provide career and technical classes to special day class students who are also pursuing their high school diploma. Ideally, the student graduates with a vocational certificate and a high school diploma. Students frequently transition very rapidly into employment after they graduate from the program. Some students involved in internships at the Los Angeles Airport. The students are motivated to succeed by the introduction of ‘real world’ career and technical goals into their lives. One classroom exclusively serves students with IEPs transitioning back from the Juvenile Justice System into high school.

### **All Peoples**

This two-teacher site has been in existence since the early 1970s. Originally named Service for Asian American Youth (SAAY), it was organized by community activists to serve the needs of Asian American students. It is located near Washington Blvd. and San Pedro Street, within the All Peoples Christian Center. With changing demographics, it now services a variety of students. Students benefit from the Center’s services, such as, family support counseling, drug education and intervention, their facilities, and supportive staff. The He’ Art Project is also offered here, which provides art education for students.

### **Angel’s Flight Tri-C**

This one teacher site caters specifically to runaway/unaccompanied minor youth who are temporarily housed at the homeless shelter. The classroom is located near Vermont Ave. and Santa Monica Blvd. The shelter provides transportation for various field trips to the museums, science centers, and parks, as well as additional personnel to ensure a more individualized curriculum. As a result, Angel’s Flight Tri-C has consistently graduated students every year. These graduates continue their education at a nearby college. Angel’s Flight also houses a Night- Work Experience Program, which caters to young working adults who want to complete their high school education.

### **Angelus Plaza Tri-C**

This one teacher site is located on the third floor of a high rise at the corner of 3rd Street and Hill Street, in downtown Los Angeles. The high rise houses one of the largest retirement homes in the world, Angelus Plaza. The classroom’s unique placement directly in the heart of the community allows students many opportunities for community service. Also, the downtown Los Angeles Library and numerous museums are only a few blocks away. The focus of this site is social and academic remediation to allow students to return to the traditional classroom or graduate.

### **Bellevue Small Learning Community**

This two-teacher site opened in the fall of 2010 as a two-teacher site re-located from Beverly Blvd., near Alvarado Street to the Bellevue Early Childhood Education Center. Bellevue serves

students mainly from Belmont and Marshall and is one of the sites served by the He' Art Project, which provides innovative instruction in art to at-risk students. The school site also enjoys a collaborative relationship with Dixon Education and Recovery which provides various services, including case management, parenting classes, anger management, mentoring, and job training. Weekly student-led meetings are held to discuss issues related to the site.

### **Century Wilton**

Is a newly opened (fall 2012) one-teacher special education classroom for students from the Century Wilton Housing Development who have not been successful at their home school. The students are mainly from Washington High School but the site serves 50% housing development students who are at high risk for dropping out of school.

### **Cypress Park**

This one teacher continuation site is located at the Cypress Park Youth and Family Center. The site is north of Dodger's Stadium and south of Highland Park. The classroom serves students mainly from Sotomayor and Marshall High Schools who, due to neighborhood rivalries are unable to attend their home schools. Students work towards their high school diploma and as part of the Cypress Park Branch program. In addition to a regular high school curriculum, they must be involved in community improvement projects. Students work on their self-esteem issues and learn how to care about their community. All students do volunteer work for the Youth and Family Center. This site also works with The HeArt Project, which enables students to express their artistic talents and present them at museums and other community venues throughout Los Angeles. To add to their academic studies, students enrolled in community colleges and vocational schools on Saturdays.

### **Del Rey Tri-C**

This three-teacher site opened in October 2007. These classes are located on the campus of Westchester High School, East of Lincoln Blvd in a former continuation school. One classroom services community day school students with IEPs. This site is supported by trained Special Education Staff. Students receive support in all academic classes. If students are eligible, they are able to receive other support services such as counseling and speech therapy. The He' Art project provides art education for the students.

### **East Los Angeles (Belvedere)**

The East Los Angeles classroom moved to Belvedere Middle School in August of 2012 from their previous 'Door of Hope' location. The two teachers team-teach using project based learning. This instructional approach serves as an effective means to provide students with a rigorous and diversified curriculum. Students have recently re-stated a horticultural program and the parents from the parent center at Belvedere are teaching some students to knit. Students also benefit from an arts rich curriculum through partnerships with the California Institute of the Arts, Community Arts Partnership (CAP), ArtsCOOL program, and 'About Productions' ...Young Theater Works'. Employment opportunities through the 'Door of Hope' program are available from time-to-time.

**East Los Angeles Occupational Center**

This three-teacher site includes one general education classroom, one special day class teacher, and one business education teacher. The classrooms are located on the campus of East Los Angeles Center where teachers work together with the career and technical education teachers. Students work with Central High School teachers to complete their academic subjects. In addition to their academic classes, students take technological and vocational classes, such as computer literacy, mobile electronics and construction at the occupational center. When students graduate it is the goal that they have both a high school diploma and a technical certification.

**Elysian Valley Community Center**

This site is located in Northeast Los Angeles, adjacent to Dodger Stadium and the Los Angeles River. Housed in a former sweat shop, the site has been in continuous operation since 2000 enrolling students who are unable to attend Marshall High School for various reasons. With two teachers team-teaching, students are provided with a supportive and creative academic environment, which challenges young adults. Students have access to a wide variety of opportunities, including radio production, web-casting, an applied economics program that focuses on entrepreneurial and vocational training, cardiovascular “spinning” instruction, weight training, and visual arts/multimedia design. Elysian Valley encourages academic, creative, and personal growth, fostering the development of critical thinkers who will make significant contributions to our community. A night work experience program is also offer at this site.

**Gardena Tri-C**

This site is for students who have qualified for special education services in a special day class. The classroom consists of one special education teacher and one special education assistant. It is located in a residential community on the campus of 186th Street Elementary School with Riley High School. The school offers students an opportunity to earn their high school credits and improve their behavior in an effort to return to their home school. The length of time a student remains at the school varies. Yearly, each student’s progress is evaluated by an IEP Team and/or the District’s Expulsion Unit. Those who receive a satisfactory report are able to return to their home school.

**Harbor Occupational Center**

These two, one teacher special education classrooms are located on the Harbor Occupational Campus. The purpose of the program is to provide career and technical classes to special day class students who are also pursuing their high school diploma. Ideally, the student graduates with a vocational certificate and a high school diploma. Students frequently transition very rapidly into employment after they graduate from the program. The students are motivated to succeed by the introduction of career and technical goals into their lives.

**Hope Street**

Central High School/Hope Street Branch is an alternative program housed within an operational Medical Complex. The small learning community rounds out the California Hospital human services division’s commitment to provide its severely depressed six-mile catchment area

with developmental services to children, ages 10 to 18. Hope Street's program is a highly enriched cognitive environment utilizing sustained reading cooperative and interactive learning methodologies to support its humanities based curriculum. Local artists come in weekly to work on art projects with students regarding substance abuse issues. Some years ago, the classroom was outfitted with several Macintosh computers, software, and a high-speed internet connection by UCLA as part of its Community Education Resource outreach program. All students are or become adept at manipulating website design, media presentation, filmmaking and editing software as an integral part of their project-based course work.

### **Job Corps**

Job Corps was established in 1964 by the U. S. Department of Labor to help support the academic and career and technical needs of at-risk youth between the ages of 16-24. Currently there are 129 sites throughout the United States where students can enroll in GED, high school or college programs to help reach their personal and career goals. Central High School students at Job Corps attend classes in the morning and pursue their career and technical training in the afternoon. The academic classes provide coursework towards a high school diploma. Job Corps trainees live in dormitories and have access to health and dental care; they are provided career and career and technical counseling, work-based learning and placement services. The trainee can choose from approximately 50 career and technical offerings such as electronics, construction and industrial training, office and business training, health services, culinary arts and automotive occupations.

### **La Familia**

This site is located at the Maravilla Housing Development, near Whittier blvd. and Atlantic Blvd. It was set up originally for students living in the housing development that were not attending classes. In order to live in the housing development, all children must attend school. Through the years this branch has allowed students from outside the housing development, but at least 50% of the students are from the housing development. The proximity to students' residences has allowed for much student involvement and the teacher is considered a vital part of the Maravilla Housing development. This site offers a computer lab class taught by an adult school teacher. The Total Family Support Clinic holds group sessions on drugs, relationships, self-esteem, depression, teen pregnancy, STDs and other issue facing teenagers today. Operation Read from the Los Angeles County Probation Department provides tutors for at risk teens (especially those on probation) in their reading skills.

### **Mar Vista**

This site serves mostly students who reside within the six hundred unit complex or within one or two blocks of the Mar Vista Gardens Housing Development. This is a one teacher general education site. In the 2007-08 school year, the class moved to a new space in the complex recreation center that is more conducive to learning and has received in-kind donations of much needed furniture and supplies. A volunteer university professor from UCLA comes in to teach a computer class once a week and the students are currently learning to assemble, repair, and upgrade donated computer hardware components. The He' Art project is currently providing arts education in this

classroom. The students are involved with the Wildwood school mentoring and tutoring students and have set up a garden to grow fruits, vegetables and herbs they use to augment their lunches.

### **North Hollywood**

This one teacher continuation site is located on the campus of East Valley High school to serve students from the high schools in the area. In addition to a full academic program the students utilize the high school's athletic facilities in a learn-to-swim program and a body conditioning program.

### **North Valley Occupational Center**

There are two single teacher classrooms on the campus. The purpose of the program is to provide career and technical classes to special day class students who are also pursuing their high school diploma in the North Valley area. Ideally, the student graduates with a vocational certificate and a high school diploma. The students are motivated to succeed by the introduction of 'real world' career and technical goals into their lives. One classroom exclusively serves students with IEPs transitioning back from the Juvenile Justice System into high school.

### **Shatto**

Shatto is a two-teacher site located in an office building in the Pico-Union area. The teachers divide the student's instructional time based on their subject matter needs. One teacher teaches math and the other sciences. The both teach different levels of English and social studies. Teachers have worked build a strong environment of trust and caring and communication with both students and parents.

### **Silver Lake**

This branch of Central High School was created in 2001 in partnership with Citibank of California. Citibank provided the building funds and classroom space to create this school as a community commitment. It is a one-teacher site. The class serves at-risk students from the Silver Lake-Eagle Rock area who have not been successful in the large traditional high school settings. The class provides individualized standards based instruction in all core subject areas. The site partners with HeArt Project, a non-profit visual and performing arts program that brings professional artists into our school on a regular basis.

### **Sojourner Truth**

Located in the West Adams District, this site has been an integral part of Los Angeles African-American community for over 100 years. Started in 1907, and named after the famed feminist/abolitionist, Sojourner Truth, it originally served as a finishing school for African-American women, giving them a place to live and training them for the job market in fields such as nursing, teaching, and secretarial work. In 2004, Central High School established a continuation school program here offering a complete and rigorous high school academic program.

**Toland Way**

The site is a two-teacher site recently moved from the Highland Park area. One classroom is a special education classroom. The site serves students from the Eagle Rock area and is located besides the campus of Toland Way elementary in a closed ECE building. The teachers team teach using use total inclusion and a variety of instruction approaches including project based learning, lecture, direct instruction, small groups and individualized instruction. The Total Family Drug, Alcohol and Gang intervention program works weekly with students. The teachers have started to develop a relationship with the elementary school to foster opportunities to collaborate in a garden and paint murals.

**Total Family**

Total Family is a one teacher CDS/Tri-C classroom located in a center devoted to drug, alcohol and violence diversion. In addition to a complete high school diploma program students have constant access to counselors and intervention. Parents are involved in the family counseling and support groups held by Total Family at the site. Students may spend a semester or longer in intervention until they are able to return to their home schools.

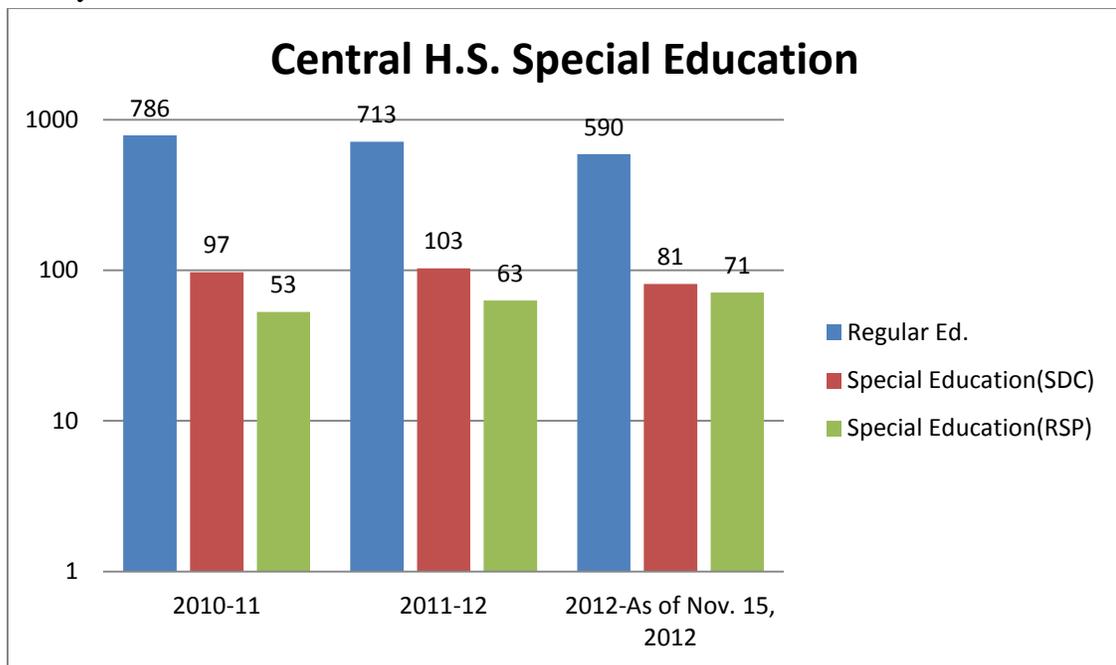
**United American Indian Involvement**

This is an instructional program that provides a culturally sensitive high school curriculum for American Indian (A/I) youth who are in need of an alternative program to complete high school. This classroom was founded in 2004 in partnership with United American Indian Involvement, Inc., the oldest health and social services organization in Los Angeles County serving the Southern California American Indian community. The site's mission is to provide academic, health and social services, which are culturally responsive to the needs of our American Indian youth and their families. Students develop leadership skills from their Service Learning Projects with A/I Healthy Families and the National A/I Diabetes Prevention Program. They receive medical, counseling and career education from the UAII staff.

## Attachment C – Enrollment by Disability Status

### Central HS Enrollment by Disability Status

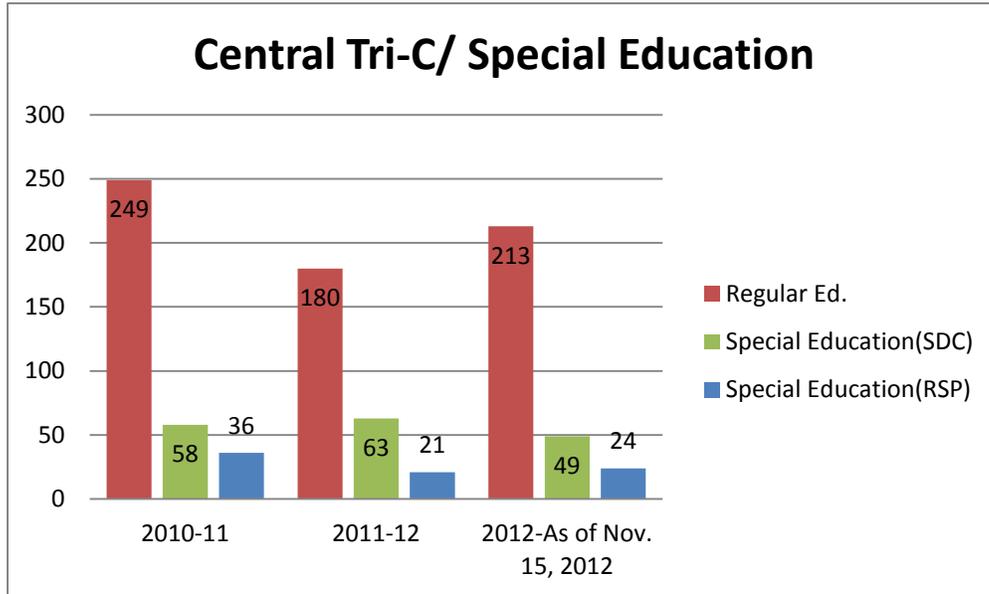
The following shows the past and current enrollment of Central HS according to disability status. Several items should be noted. The first is that it would appear that attendance is lower this year than is years prior. This is due to our enrollment system. Instead of getting a steady cohort of students from specific high schools, we accumulate individual students as the year goes on. The second point is that the percentage of enrolled special education students is far higher than at a traditional school. This contributes to our performance on state testing and other accountability metrics.



The Individuals with Disabilities Education Act (IDEA) mandates that students with disabilities are provided a “free appropriate public education” (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepares them for employment and independent living.”

**Tri-C Enrollment by Disability Status**

The following is the enrollment of Tri-C according to disability status. Please note that in contrast to traditional schools, Central High School/Tri-C enrolls more SDC students than RSP. This is due to the limited support in Options schools of students with disabilities.

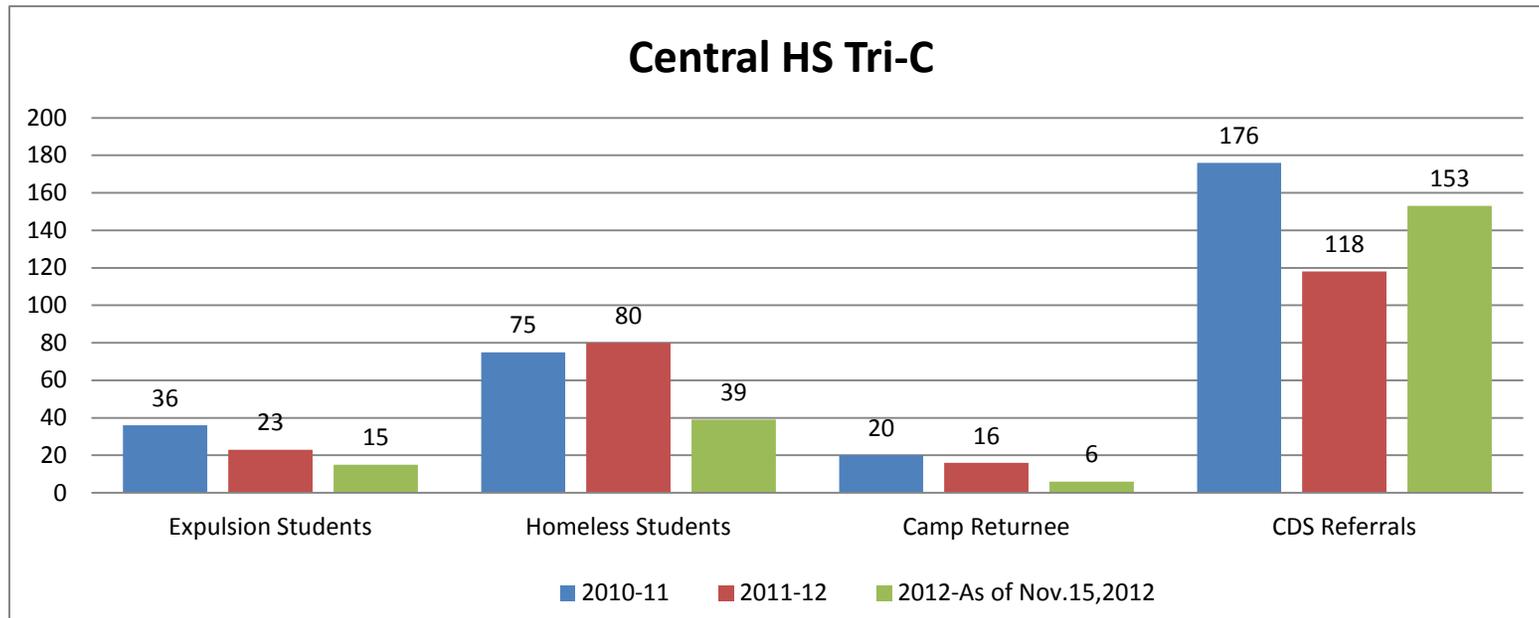


The law allows for the alternative placement of special education students with behavioral problems, in addition to non-public school assignments.

## Attachment D - Tri-C Enrollment by Placement

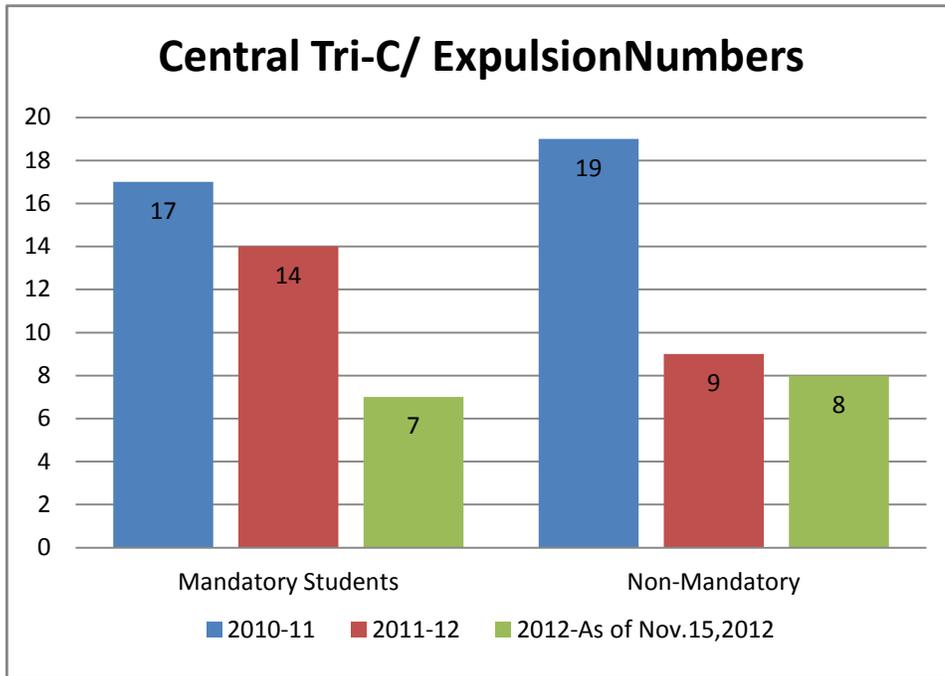
As a raison d'être of Tri-C, students are enrolled from a variety of reasons and from different agencies. The following charts show where the students are coming from and the category of expulsion students that are enrolled.

### Placement by Agency



Community Day Schools (CDS) were established by Assembly Bill 922 (Chaptered 974, Statutes of 1995) and amended in 1998 by AB 1845. The schools are for pupils in kindergarten through grade 12 as an educational placement option for expelled and other high at-risk students (E.C. Sections 48660-48666). The law also allows for the alternative placement of special education students with behavioral problems, in addition to non-public school assignments.

## Tri-C Enrollment of Expulsion Students

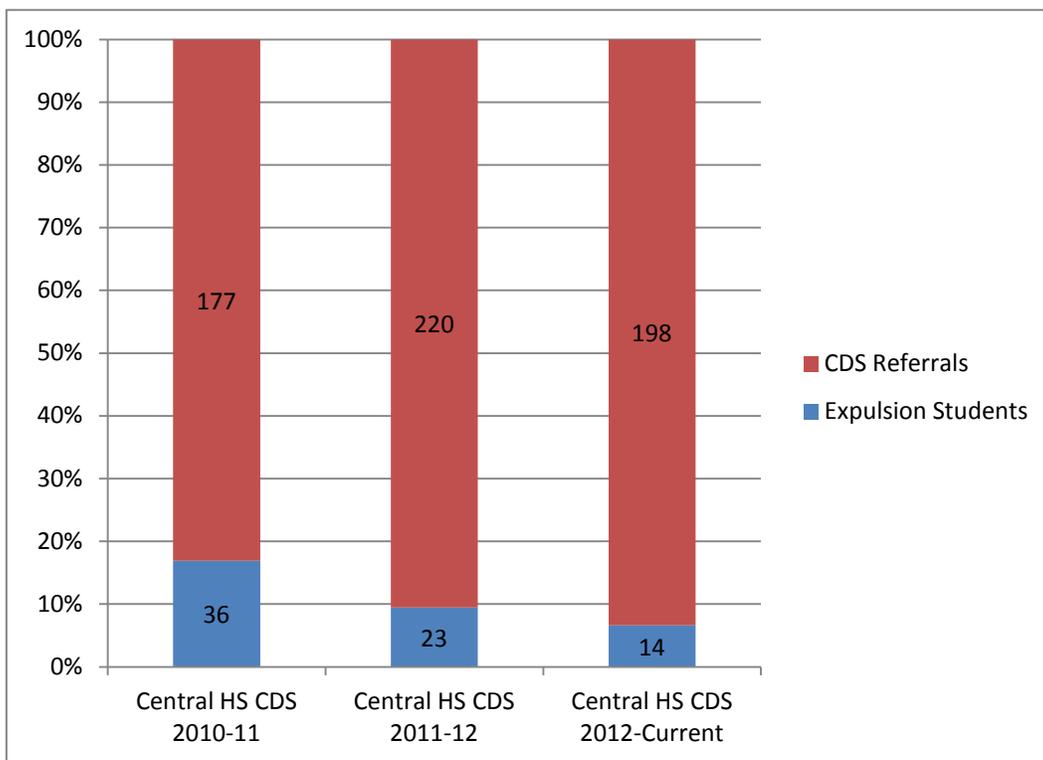


Students recommended for expulsion and expelled students with suspended enforcement are assigned to the CDS program by the Educational Options Placement Unit (E.C. Sections 48660-48666).

**Tri-C Expulsion Students as a Portion of Total Enrollment**

The *expulsion* of a student is the most severe disciplinary action a school district can take in response to student misconduct. Expulsion results in the prolonged removal of a student from the regular school program and should be considered only in the most severe cases or when the state mandates a recommendation to expel for the misconduct.

*CDS referrals* are those students who exhibit any of the following behaviors: history of excessive behavioral problems, repeated academic failure, negative peer-group involvement, lack of interest/motivation in school, and attendance problems.



## Attachment E - Time Line for ESBMM Application

1. August 2012 – Janet Seary, Principal and Janine Antoine, Vice Principal attend an ESBMM orientation session.
2. September 2012- Janet Seary briefs the LEARN council about the ESBMM process. The LEARN Council approves the formation of the ESBMM Committee. Dan Ackerman, UTLA Chapter Chair is elected to be chairman of the committee.
3. September 2012-Dan Ackerman contacts Bruce Newborn for further information. The committee submits a letter of intent.
4. September 2012-Dan Ackerman briefs The Central High School Site Council of parents, students, teachers, classified personnel, and administrators about the process. He asks stakeholders for approval to continue the ESBMM process. He receives unanimous approval
5. October 2012- Bruce Newborn is invited to a faculty meeting to answer staff questions about ESBMM.
6. October 2012- ESBMM teacher member Rod Napoltes briefs The School Site Council for Tri-C. The parents give their feedback for what they would like to see happen in Central High School and provide unanimous consent to proceed.
7. November 9, 2012 Bruce Newborn and Ms. Arceneaux come to advise the ESBMM Committee on the progress of the application.
8. November 13, 2012- The Central faculty reviews the rough draft of the application and makes suggestions and comments at a faculty meeting. The faculty comments are integrated into the application document.
9. Nov. 16, 2012- At the professional development meeting for paraprofessionals, the ESBMM process is explained by Dave Wiseman, an ESBMM Committee member. There is a consensus for approval.
10. At the November 27, 2012 professional development meeting for Central High School with representatives from Tri-C attending, the final application document is reviewed and finalized.
11. At the December 4, 2012 faculty meeting for both the Tri-C and Central Faculties, an approval election for ESBMM was held.
12. The votes were counted by the election committee and the application was approved. The Central High School faculty voted by 77% to approve ESBMM. The Tri-C faculty vote to approve ESBMM by 83%. All ballots, certification counts, and checklists of who voted are available for inspection.