

**LAUSD School Improvement Proposal for San Pedro High School, 2010-2011
Submitted by: San Pedro High School**

Part 1: Executive Summary

Assurances

San Pedro High School (SPHS) is a public high school operating under the management, agreements, and regulations of the Los Angeles Unified School District (LAUSD). As such, SPHS provides all required assurances in Appendix A regarding:

- *Business Status:* As a LAUSD public high school, SPHS is a not-for profit entity;
- *Student Enrollment:* As a LAUSD public high school, SPHS will continue to enroll and welcome all students from the attendance area;
- *Student Composition:* As a LAUSD public high school, SPHS is committed to providing quality educational opportunities to all who seek it; therefore, the student composition at SPHS does, and will continue to, serve all students within San Pedro and the larger school community (Magnet, permit, etc.) according to the current LAUSD attendance boundary map. All students living in the boundary of the attendance map will continue enrollment, whereby the unique student demographics specific to the current school population will be inherently maintained. At SPHS students are not selected, but welcomed;
- *Fiscal Solvency:* As a LAUSD public high school, the SPHS financial structure is managed as an element of the overall LAUSD finances, and is therefore fiscally solvent;
- *Special Education:* As a LAUSD public high school, SPHS will continue to adhere to the Modified Consent Decree detailing the requirements for students with disabilities and will adhere to all state and LAUSD guidelines and policies for the education of students with disabilities.

Student Population

SPHS is a unique school in that it truly embodies the concept of diversity that is mentioned and sought in the public education structure. Specific student data is attached, but in summary SPHS students are a reflection of the San Pedro community that is comprised of a variety of races, ethnicities and cultures, in addition to the widest range of socio-economic backgrounds.

SPHS is composed of 3,376 students, 67% Latino, 20% White, 8% African American, 2% Filipino, 2% Asian and 1% other. Of this population, 47% of students are eligible for the Federal Free Lunch Program and identified as economically disadvantaged, while 19% of the student body is identified as Gifted and Talented. Twelve percent of the population is identified Special Education. Although only 9% of the students are designated English Learners, an additional 22% of the population have reclassified as fluent English proficient. This data signifies that 31% of SPHS's total population speaks a language other than English as the primary language at home. The attendance rate is 91.6% compared to the average high school District average of 94%. The dropout rate is 32.4%, 6% more than the District average for high schools. Academically, 40.5% of the students score advanced and proficient in English Language Arts with a range among significant subgroups existing from 3.6% to 61.1% being advanced and proficient. Only 12.7% of students score proficient and advanced in mathematics, consistent with a devastating trend across the state of California.

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SPHS students are not simply “White,” “African-American,” and “Latino,” but within those general designations are individuals from all over the globe with a unique set of experiences, cultures and levels of academic preparedness, related to each. Economically, because San Pedro has neighborhood enclaves of the broadest range, SPHS students come from the most diverse backgrounds, with students living in government subsidized housing to affluent neighborhoods. Such diversity, though it presents great opportunities for students to experience and bond with many different types of people, presents educational challenges that extend beyond the normal range of student diversity when one demographic indicator dominates (culture, ethnicity, economy). Student level of ability varies dramatically upon entering ninth grade, creating a large achievement gap. Still, SPHS has been successfully serving this community student population for over 100 years, has gained community experience, trust, and collaboration and has established numerous partnerships in order to provide a quality education for the youth of San Pedro.

Vision and Mission

The community of San Pedro High School is committed to creating an environment that engages students in rigorous academic work that results in high achievement, aligned with our established vision and mission.

The mission of San Pedro High School will empower students to:

Be Educated for the 21st Century

Be Motivated to think critically and act responsibly

Graduate with pride and honor

Participate as respectful citizens

The vision of San Pedro High School is to become a learning community embracing collaboration, inquiry, and a culture of personal and civic responsibility in the pursuit of academic excellence.

Philosophy

The efforts that SPHS stakeholders will undertake to achieve our mission and create the school culture that we envision will be grounded in a set of core beliefs. At San Pedro High School, we believe that:

- All school stakeholders are responsible for cultivating a culture of high expectations that sets the bar above mediocrity
- Teachers must have regular opportunities for collaboration to enhance practice and data driven instruction that will enable students to thrive
- Adults on campus should know the strengths, interests and learning style of every student at SPHS
- To engage students as learners, the curriculum must be both rigorous and relevant to their life experiences
- The broad diversity of our student body is a strength to be embraced.
- Relationships are key to student success; students flourish when they have a sense of connectedness and belonging
- Upon graduation, students must be prepared not only for college and careers, but also ready to participate in our democratic society. We must create a locally and globally informed citizenry that will contribute to society in a variety of capacities by thinking critically and acting responsibly.

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- Academic achievement is correlated with students' social, emotional and physical well-being.
- Community partnerships are vital to our capacity to support the full range of student needs

Education Plan

SPHS will inspire to design a thorough educational program that can result in academic success for all students. Through experience in working with the San Pedro community, students thrive when they are able to make connections with the world around them. It becomes the school's responsibility to improve the quality, the number, and the depth of connections. Rigor, relevance, and relationships become integral parts in the efforts to ensure a successful program that will reach and have an impact on each individual student.

The SPHS staff is committed to providing viable connections through personalization, making learning meaningful, real world applications, and a high quality academic program in which all students will achieve academic success. School-wide personalization is a focal point of our school design, allowing teachers additional time to interact with each student during each class period. Individualized instruction will be designed according to student needs, strengths, and interests, which will further engage and motivate students in their learning. Intervention classes will be part of the school day, assigned to students who are struggling with specific English and Math classes, or those needing extra support to continue to their personal pathway of success. Acceleration of coursework or advanced coursework will be available through the block schedule for students progressing through our program at an advanced pace. Partnerships with our community colleges, our regional occupation centers, our business community, and our adult schools will provide our students with additional opportunities to maintain progress and to accelerate their personal high school journey, further ensuring that all students emerge from SPHS fully prepared for college entrance and the work force.

To support school-wide personalization and intervention for students, SPHS will create a system that allows students to feel connected to the school and their education through a "small-school" approach. Specifically, the campus will be organized into Small Learning Communities (SLC), with each SLC located in one contiguous space, effectively transforming a large school of over 3,300 students into seven small schools. Each SLC will have fully inclusive educational programs serving no more than 500 students each, and each employing a pyramid of interventions (Appendix B) tailored to meet the specific needs of all students (Advanced, Students with Disabilities, English Learners, At Risk, Average). Each SLC has utilized Career Technical Educational (CTE) Standards to exemplify real world applications through the SLC, and will ensure that regional specific opportunities of employment are explored and highlighted as viable pathways to careers. Specialized electives will be designed to exemplify the most common aspects of the CTE standards and the SLC themes. Industry job-shadowing, required service learning projects, internships, and a variety of other SLC-unique opportunities will promote student pride, personalization and engagement within each SLC. Each SLC-specific mechanism will be implemented, routinely assessed, and modified as appropriate to enable students to achieve greater success as measured by graduation rates, Academic Yearly Progress (AYP), drop out rate, CST data, API growth, and other identified benchmarks.

SPHS will provide standards-based academically rigorous curriculum, supported by Response to Instruction and Intervention (RTI²) strategies. SPHS will utilize the research driven LAUSD Core Guidelines for Instruction. SPHS will utilize professional development opportunities to support the Instructional Guides with strategies learned in recent UCLA professional development teacher trainings on the use of Curricular Unit Design, delivering rigorous instruction, and utilizing formative and summative assessment to make curricular decisions. All departments have created common curriculum maps

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(Attachment 1) to guide the development of instructional units that culminate in common standards-based assessments, creating opportunities for collaboration and growth. Teachers will be empowered to utilize creativity in supporting the core curriculum, adjusting instructional time based on results, and in analyzing data to explore new techniques and strategies that will increase achievement. The Academic Curriculum Council (Lead Teachers, Department Heads, UTLA Chair, Coordinators, Coaches, and Administrators) will meet regularly to determine Professional Development topics centered on data, research, assessment, curriculum, and instructional needs as part of the cycle of continuous improvement. As part of routine work, staff will utilize the inquiry cycle to examine data and establish student needs, gather research and data driven successful strategies, strategize an improvement practice through the planning and delivery of a lesson and the design of a unit of instruction, and then analyze the results to determine next steps.

SPHS will have high academic expectations and utilize RTI² strategies for the full range of students served, including those at-risk, using proven instructional models such as the Four Access Strategies and Culturally Relevant Instructional methods supported by the work of Dr. Norma LeMoine. Teachers will use Uniform Classroom Practices (UCP) that standardize specific skills and strategies used by instructors in all classes, creating a common expectation of learning for the students. Administration will visit classrooms routinely to promote universal use of UCPs and to support, guide and coach the implementation of designated instructional strategies. SPHS will offer a full range of classes that align with the educational A – G Requirements. To promote student success for all students, with emphasis on those identified as at-risk, intervention classes (as determined by SLC’s Pyramid of Intervention) will be designed to support students’ instructional needs. The support staff will provide additional layers of support for non-academic interventions.

SPHS will develop connections between classroom learning and the community. This is an effective strategy based on the numerous partnerships in existence, including LAPD, Marine Mammal Center, Cabrillo Marine Museum, San Pedro Boys & Girls Club, International Trade Education Program, Junior Achievement, International Documentary Association, SPPYMCA Youth and Government, and many more to be outlined in the plan. Part of SPHS’s philosophy is to foster and empower students to make successful connections within their communities. SPHS will endeavor to establish a network of community supports to establish a safety net of resources available for all students, not only motivating them to stay on track with schooling, but allowing them an outlet for their personal strengths. Establishing a ‘Beyond the Fence’ network that is easily identifiable and welcoming to students with a menu of choices and options is critical to decreasing the drop-out rate. The Healthy Start Collaborative along with many of direct community service providers, working with community partnerships, will ensure that the well being of students and families are supported so that the students are enabled to focus on learning when they come to school.

Community Impact and Involvement

Through the design of the Public School Choice (PSC) Plan, the writing team and staff of SPHS demonstrates its commitment to change in order to meet the unique needs and interests the community to be served. San Pedro is home to generations of families that have entered the doors of SPHS. San Pedro is a close-knit community in Los Angeles County where many staff members have attended school. A large percentage of the current staff lives within the San Pedro community. This involvement and ownership provides a unique understanding of the philosophy, goals, and needs of the community and its students. The majority of staff members have worked at SPHS for more than six years. Through this PSC process, stakeholders have been engaged in becoming actively involved in collaboratively redesigning the program based on valued community input. New relationships have been forged with business partners, parents have been invited to participate in the development of the plan, and students’ voices have been listened to about how their needs

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can be better met through the plan. Community outreach has enabled more teachers, administrators, parents, students and community members to give and receive input into the development and design of the school than ever before. This plan reflects the vision and mission of the SPHS community.

Leadership and Governance

Leadership and governance at the site continue to be critical for success. Parent involvement will be revamped in order to engage more parents in the leadership and governance structures. To manage oversight of these opportunities, and to give parents a larger voice for input into the operation and success of the school, SPHS will sponsor and support the formation of a parent council. As a vehicle for community autonomy and control of their own council, parent volunteers will oversee all management, elections and appointments of representatives to this council. The elections will be held according to District, State, and Federal mandates where applicable. Once elected, the Parent Council will be responsible for managing the appointment/election of all community and parent representatives to the various councils/advisories upon which service is required, including SBM, SSC, ELAC, CEAC, and the multiple SLC parent advisories. The Parent Council will collaborate closely with SPHS administration to ensure that all positions requiring parent involvement are appropriately filled, and that the appointed/elected members are fulfilling all necessary responsibilities.

Modeling after our Global Environmental SLC's partnerships, all SLCs will establish an advisory board with the intended purpose of increasing industry's presence on campus for student connections. Parents will continue to serve on boards, committees, and councils according to District policies.

The leadership, including teacher leaders via the Academic Curriculum Council and the committees will focus on the quality of the academic program and make necessary corrections in a timely manner to avoid losing valuable instructional time. Through the SPHS mission and vision, academic outcomes will be reached or adjustments will immediately be made. The interim benchmarks created will be the key measures of need.

SPHS will be governed by the policies, bulletins and regulations of LAUSD. All labor union agreements will be followed as described. Facilities, maintenances, and cafeteria services will continue to be provided by the District. The District will continue to support SPHS in providing leadership training, budget supports, and guidance. Based on experience in the community, with the current school program, and with the desire to step-up to provide the needed improvements to meet student objectives, SPHS will thrive under the tenets of personalization, intervention, and a culture of collaboration.

Fiscal Plan

San Pedro High School is in accordance with Education Code 64001. The Los Angeles Unified School assures SPHS has developed a *Single Plan for Student Achievement* (SPSA). The school site council developed the plan, and updated and reviewed it in June of 2009. The SPSA is aligned with the goals for improving student achievement, and addresses how funds will be used to improve academic performance. The evaluation and effectiveness of the instructional program is based on the analysis of verifiable student data and annual updates reflect the appropriate modification to the program, and the realignment of funds to address identified student needs.

The Federal and State Education Programs plan writing unit in conjunction with the Los Angeles County Office of Education provides technical assistance to local districts to support in developing a compliant and appropriate SPSA based on district, state, and federal guidelines.

Please refer to San Pedro High School's Single Plan for Student Achievement Accountability Matrix in Appendix C.

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Part 2: Curriculum and Instruction

Curriculum Map and Summary

SPHS teachers will follow the LAUSD's Guidelines for Instruction, available for review at http://www.lausd.k12.ca.us/lausd/offices/instruct/instruction_guidelines/. As outlined in the Guidelines for Instruction, the Instructional Guides will become the content curriculum, utilizing the specific textbooks and resources, including California State Frameworks indicated. Each content course in the Guidelines for Instruction indicates the Scope and Sequence, teaching strategies, assessment, and appropriate supplemental resources to be utilized. SPHS will refocus our efforts around these sources, which have been shown District wide to improve achievement and which support our school's Mission Statement. SPHS has developed curricular maps for each course.

Please refer to Attachment 1: SPHS1CM_ Curricular Maps to review all curriculum maps.

The Los Angeles Unified School District has aligned the standards measured on the California Standards Test and its periodic assessments as a means to provide evidence of the effectiveness of the curriculum in English Language Arts, Mathematics, and Social Studies. These exams over the recent years have shown marked growth as evidenced by CST data. The analysis by the District's Program Evaluation and Research Branch showed strong correlations between Periodic Assessment performance and CST performance. The correlations are in English Language Arts Grades 6-10 and Algebra AB. These correlations suggest that the utilization of the curriculum has had a positive impact on student achievement.

Students will be assessed to determine program placement, thereby further supporting each learner's individual needs. For instance, per LAUSD Bulletin REF-4232.0, all 8th grade students will be tested for proper Math placement as they matriculate into the 9th grade. These math skills assessment tests will be used to determine placement in Algebra, Geometry and Algebra II. For English Learners, the English Learner (EL) Coordinator will follow all District policies to determine placement of EL students in our program, ensuring successful transition into the regular English program. Once a student has demonstrated requisite language mastery according to LAUSD EL guidelines, he/she will be transitioned into courses commensurate to his/her abilities. The EL Coordinator will monitor student success and recommend adjustments in the program to further improve student progress. Students with disabilities will enroll in classes according to IEP goals and objectives, based on their learning needs and according to District policies and guidelines established. Where student-learning modalities are concerned, the school psychologist, Special Education Coordinator and counselors will work with students, parents, and special education teachers to ensure students meet their academic goals and achieve content mastery. Special Education teachers will monitor student progress according to IEP goals and objectives to insure that accommodations defined in the IEP are being implemented, assessed, and modified as necessary to support student success. SLC teachers will regularly assess students to determine the level of intervention they need to be successful in High School.

SPHS teachers will use differentiated instructional techniques, to support learning for all children. As noted in the "Education Plan" section of the Executive Summary, SPHS does, and will continue, to implement a variety of instructional techniques to insure the academic program is both rigorous and diverse enough to meet the personalized needs of all students.

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Additionally, the District's Contextual Framework has identified numerous research-based approaches that promote student learning in all content areas when used with one another, resulting in enhanced literacy for diverse learners. Such approaches include learning skills in context, learning reading comprehension strategies through explicit instruction before, during and after reading, and modeling/apprenticeship as a teaching technique and framework. Scaffolding also becomes a key element in teaching diverse learners. Through dialog, questioning, conversation, and nonverbal modeling, the learner attempts tasks that could not be done without that assistance with teacher scaffolding. Additional strategies identified as effective that will be analyzed and implemented through the support of professional development time are explicit instruction of strategies, such as modeling a strategy through a think-aloud, reading practice with opportunities to discuss ideas in the texts, recognition and honor of cultural and linguistic diversity, and assessment during teaching to determine if the instruction worked and the next steps in the course of the instructional cycle. According to our implementation of Responsive Intervention and Instruction (RtI²), staff will also implement four instructional methodologies and strategies to scaffold culturally and linguistically diverse students' universal access to core instruction. All students, including English Language Learners (EL), Students With Learning Disabilities (SWD), Standard English Learners (SEL), and Gifted and Talented students (GATE), will benefit from methodologies such as Cooperative and communal learning, Instructional Conversations, Graphic Organizers and targeted academic language development.

SPHS will provide opportunities for intervention and accelerated learners. To insure that all students, whether accelerated or requiring intervention, have an opportunity for success, SPHS offers programs including RTI² that will allow their academic needs to be met. SPHS offers Advanced Placement (AP) and Honors courses designed to challenge students and prepare them for the rigors of college. For students for whom intervention is required, SPHS will establish distinct levels of support to meet each student on his/her own level of personalization. For instance, an SLC Pyramid of Intervention (see below) exists for each SLC to identify and provide necessary supports at the SLC level. Special Education classes exist where more intensive intervention is needed, and in compliance with Individual Education Program (IEP) requirements.

Our proposed bell schedule for the 2010-2011 school year offers the ability to support students in opportunities to enroll in additional classes as needed. For example, for students needing extra support for mathematics, time will be made available for in-depth exploration of concepts which will enhance opportunities for mastery of course level skills and content. Our schedule will also accommodate the option of additional time for Advanced Placement classes, thereby increasing the number of students that can demonstrate success.

Enrollment in the arts, including music, dance, theatre, visual arts and media arts will be available to all students as passport classes. The library will be utilized as a media center available for research, instruction on resources available, and a resource for students and teachers alike for materials, access to research, and for classroom access. The library media center will be available before school, during breaks, and after school for students.

Track Record of Proposed Curriculum

The Los Angeles Unified School District has aligned the standards measured on the California Standards Test and its periodic assessments as a means to provide evidence of the effectiveness of the curriculum in English Language Arts, Mathematics, Science and Social Studies. Our District adopted curriculum is aligned to the California State Standards, is researched based, and has been shown to be effective for our students as evidenced by student gains in achievement across the District. Our school is currently WASC accredited, our courses are approved by UCOP, and our College

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Board number is 053195. Through our WASC accreditation action plan, we are on a pathway to ensure future student success and accreditation utilizing the District curriculum as a tool to improve student achievement.

Addressing the Needs of All Students

The goal of SPHS is for every student to receive quality, standards-based instruction in all content areas, and to enable all students to graduate College Prepared and Career Ready. San Pedro High School uses the process of RTI², which is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction and intervention that is matched to student need and directed by student outcome data from multiple measures. This structure ensures that instruction, academic, and behavioral /social emotional needs of all students are the highest priority, including English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWDs), Title 1 Students, and Gifted and Talented Education students (GATE).

The Response to Instruction and Intervention (RtI²) framework is based on the provision of good, quality, first instruction in the classroom and the use of data to identify students for appropriate acceleration and interventions. The implementation of RtI² is the responsibility of all staff members and advances academic achievement through frequent progress monitoring, on-going data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it. In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students will have universal access to high-quality instruction. Staff will implement four instructional methodologies and strategies to scaffold culturally and linguistically diverse students' universal access to core instruction. All students, including ELs, SELs, SWDs, Title 1 Students and GATE benefit from these methodologies: cooperative and communal learning, instructional Conversations, use of graphic organizers and targeted academic language development. These methodologies are used across three tiers.

Tier 1 is "Core Instruction" to which all students must have universal access. Students receive high quality, evidence-based, core classroom curriculum, research-based teaching strategies. To monitor and evaluate student progress, Ca. Standards Tests (CST), CELDT, periodic assessments, curriculum-based measures, and behavior data (e.g. suspensions, offices daily referrals) are used to guide and inform instruction/intervention. School wide screening is used to identify students at risk for difficulty, and design of supports for these students within their regular classrooms.

When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, Tier 2 services are provided. Tier 2 is "Strategic or Supplemental Intervention" through Small Learning Communities (Content Teacher, Counselor, Lead Teacher). Interventions may include intervention classes for core academic subjects—English, Math, Science and Social Studies or CAHSEE preparation. At the first month of each semester, data from SIS will be used to identify 9th-12th grade students at-risk of dropping out (based on academics, attendance and behavior referrals). Each SLC will implement a prevention/intervention plan to address the risk factors. At each semester, using the 5-week report card, students with two or more fails will be provided additional support (parent support meeting with counselor, student success team referral, weekly progress reports and mentorship by individual teachers). Within the first month of each semester, data will be utilized to identify at-risk students. A systematic intervention plan will be developed to support all students not meeting grade level criteria for graduation. This plan will include an intervention plan specific to each SLC which will meet with all students and families who are at-risk, but do not have the correct credits or courses to complete school in the expected timeframe. An individual plan for addressing each student's discrepancy will be created. This will be

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aligned to the Individualized Graduation Plan meetings required under AB 1802 conferences. Intervention plans will also identify, log and assign a case carrier to the students who demonstrate one or more risk factors. Lastly, the plan will track student progress every five weeks. At the beginning of second semester, data will be used to determine a Student Success Team referral, possibly leading to a COST referral. An individual intervention plan will be implemented and monitored. Targeted tenth grade students with two or more fails, not passing CAHSEE at the fall semester will be enrolled in a semester developmental reading or math intervention class. Year long Algebra intervention classes will be available for all students who failed Algebra and all incoming 9th graders preparing to take algebra with a score of FBB or BB on CST's. Additional courses for students who score FBB or BB in ELA CST's will be available to provide students with additional time and support in accessing course content.

Through systematic monitoring of marks, students will be placed on support lists and their needs will be addressed through the utilization of an organized plan, including: parent meetings, marks mailed home and delivered to students every 5 weeks, progress checks to counselors, counseling sessions, Student Success Team referrals, weekly parent contact, and SLC interventions. Tier 2, known as "Strategic or Supplemental Intervention," is provided in addition to Tier 1 core instruction. Strategic Intervention is for 10-15% of students that need additional time and type of instruction to learn successfully. Strategic interventions include more intensive (time and focus), immediate instruction aligned to students' instructional needs based on data from multiple measures including ongoing progress monitoring. Tier 2 serves the needs of students that are not making adequate progress given good, first instruction in Tier 1 and is for those in need of additional instruction to increase the impact of core instruction to achieve proficiency. Strategic interventions can give students more time to learn either by using an instructional strategy used in the core or a different instructional pedagogy-whichever benefits the student more.

Tier 3, known as "Intensive Intervention" is for the 1 – 5% of students that need individualized and /or very small-group instruction that is highly focused. It is not synonymous with special education services, but is a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. Data obtained is considered a key component of eligibility determinations for specific learning disabilities. Processes for identifying the needs of these students include: Coordination of Services Team (COST), School Attendance Review Team (SART), School Attendance Review Board (SARB), Student Success Team (SST).

SPHS will provide a Free Appropriate Public Education (FAPE) in the least restrictive environment for students who have disabilities. To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Services provide a range of options, which may include: accommodations, modifications, DIS (designated instructional services), co-planning, learning center, Special Day Program, Community Based Instruction, Resource Specialist Program, and Inclusion. Summer School/Intersession programs are tentative and may be impacted by state and district budget reductions. Eligible students may participate in: ESY (Extended School Year) for 9 – 12 offered in the summer, CAHSEE preparation & intervention programs for students at risk of not meeting grade level standards and graduation requirements after school, Development Reading and/or Math Tutorial Lab, Essential Standards Math or English, Strategic Literature 1A/B and 2A/B for students scoring BB and FBB on the CST and CAHSEE Boot Camp during the day -2 week intensive program before the March CAHSEE.

CBI (Community Based Instruction) is the "Alternate Curriculum." The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and identified in the Curriculum Guide for Students with Moderate to Severe Disabilities. Some of the interventions used for our CBI population include mainstreaming in the regular classes, such as the elective courses,

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and the Doyle Career and Transition Center Located in Gardena. The Doyle Career and Transition Center offers a wide variety of training areas. Each of these areas contains the necessary job skills needed to enter the job market and live independently.

In order to further increase SPHS rate of success, our school will continue to supplement core interventions through the purchase of the Pupil Services and Attendance Counselor, Diploma Project Counselor, and Psychiatric Social Worker. These positions will monitor and continue to use data-driven strategies designed to prevent and reduce drop-outs, absenteeism, suspension, detention, and academic low achievement rates of our At Risk student population. These data will provide our school with the tools necessary to identify early on the student population in need of intensive intervention.

Each SLC shall be responsible and accountable for the institutionalization of mechanisms designed to identify each students' skill levels and develop instructional strategies designed to enable the student to achieve grade level performance. Identification of needs, assessment of present levels of performance, provision of appropriate and helpful services to achieve successive levels of performance, transitioning from one level to the next, and monitoring student performance are at the core of each SLC's responsibilities.

The EL Program is designed to create an educational structure that meets the EL student at his/her level of proficiency in order to support the student's gradual attainment of a proficiency level necessary to exit the ELD program and reclassify and graduate. The EL coordinator provides comprehensive educational support by directing the assessment, placement, and reclassification of each EL student for appropriate instruction. The EL Coordinator provides a variety of indirect services, such as developing and providing staff development, addressing faculty meetings and administrative meetings concerning the progress of the EL program, assisting attendance office personnel in admitting and identifying potential EL students, coordinating the record-keeping for Master Plan program, training and supervising bilingual paraprofessionals in the implementation of the ELD program, maintaining a liaison with region and central office staffs, attending meetings, participating in training projects, presenting lessons, and correlating program activities with non-program teachers, with the scope of these services such that they take place both during the school day and beyond. Organizing and participating in ELAC parent meetings and activities, as well as delivering and implementing suggestions recommended by the ELAC, including but not limited to parent trainings, conferences and workshops, is also the responsibility of the EL Coordinator.

The curriculum for all of the ELD levels includes that which is required by LAUSD through the High Point program, as well as a specialized reading program developed specifically for SPHS ELD 2A/B courses, with which students are exposed to novels. The novels chosen are culturally relevant and based on the students' background and experience. The reading focus in ELD 2A is the concept of adapting to surroundings, and the novels read in ELD 2B include primarily present the themes of self-identity and loss of innocence. Because core-specific credit is given in ELD 3 and 4, each follows LAUSD and SPHS 9th grade curricular requirements.

As described above, students who are placed in mainstream English classes taught by credentialed staff, yet are still designated as English Learners are PRP students. These students are placed with a CLAD certified teacher and the class is designated as "Sheltered." In these classes, the teacher will accommodate EL students through a variety of research based English Learner strategies to ensure that they have access to the curriculum. Research has shown that integration for English Learners is necessary for their success. Therefore, at SPHS every class is designated as Sheltered and every teacher is credentialed to teach English Learners. In this format every class has 1-12 English Learners, enabling them to be exposed to English-Only students. This class structure is also supported by recent reclassification data, as SPHS reclassifications increased from 1 student in

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2002 to an average of 40 a year by 2009 since the English Learner has expanded to all classes. Through these strategies, our target is to show measurable, aggressive gains of 1 – 3% growth within this subgroup.

In addressing the needs of our Standard English Learners (SELs), professional development will enable teachers to be better prepared to meet the needs of Standard English Learners (SEL) through the implementation of Culturally Relevant and Responsive instruction. Educational outcomes for African American as well as other students of color will be systemically monitored and ongoing reflection and planning will occur. Culturally Responsive teachers will develop intellectual, social emotional, and political methodology by using cultural references to impart knowledge, skills, and attitudes. Culturally Responsive Teaching will encompass content, learning in context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments. This approach will enable students to be empowered by becoming academically competent, personally confident, courageous, and willing to act. Culturally Responsive Teaching will inform students about different ethnic groups, providing validation, information, and pride in that it generates psychologically and intellectually liberating empowerment. These strategies utilized consistently over time will empower our SELs to be confident, motivated learners as they will find value and worth in their learning experience which is shown to have a positive impact on student achievement.

Accelerated Learning

SPHS currently offers GATE and Advanced Placement classes as follows: Government, Art History, English Literature, Language & Composition, Calculus, Environmental Science, Spanish, Biology, French, Studio Art, Physics, and US History. We have an identified Gifted and Talented population of 387 and we have 15 appropriately trained teachers. Our plan to increase enrollment in advanced placement courses includes the following: Counselors will increase the number of all students, targeting minority students enrolled in these classes by articulating the importance of Honors and AP classes to all incoming 9th grade students, informing parents of the benefits of AP courses at the 9th grade spring orientation, ELAC, CEAC, and parent meetings, and encouraging all underrepresented students to challenge themselves with AP curriculum.

The seven period bell schedule enables acceleration by offering advanced students the opportunity to satisfy most graduation credit requirements up to one semester early. This process allows college bound students to take college and trade-school courses in their final semester at SPHS. Partnerships will be explored in order to house the college courses on campus and to expedite enrollment.

We want to provide a continuum of services for students currently attending school in lower grades in our local area. As such, it is important that we continue to invest in developing a School for Advanced Studies program and that we explore our options for an International Baccalaureate (IB) program.

Instructional Strategies

SPHS uses instructional strategies that are supported by research-based evidence, and is currently in the development and planning stages for implementation of LAUSD's RtI² framework. SPHS is part of LAUSD's cohort 2 training priority, and as such will be completing the training in September 2010, however, support staff are currently meeting to devise systemic strategies to insure needs of all students are met. Upon completion of the training, full Professional Development, collaboration and other instructional focus will be given to fully implementing the RtI² strategies.

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Teachers explore a variety of research-based instructional methods to teach content, subject matter skills, and support student learning. Utilizing well known research such as Howard Gardner's Multiple Intelligences, Carol Tomlinson's The Differentiated Classroom, and Marzano's Classroom Instruction that Works, SPHS will focus on implementing effective strategies and evaluate their success. Our strategies, curriculum and methodologies are aligned to and embedded in the District Guidelines and Instructional Guides. Effectiveness of implementation is evidenced by progressive improvement in CST data over recent years. All supplemental programs, such as AVID and Accelerated Reader, will be adopted and supported based upon data gathered from these respective programs. The District's Conceptual Framework as well as the four access strategies identified above will continue to be incorporated into the design and delivery of instruction, based on the work of Noma Lemoine. For SELs, Culturally Relevant and Responsive Education strategies designed by Noma Lemoine will be utilized.

The AVID program has successfully been infused across curriculum, offering consistency in its instructional approach to core content areas for AVID students. It is our goal to expand this program to provide service to many more students per SLC over the next year. Currently, over 150 students are enrolled in the program, but this cross-curricular infusion has allowed for the larger student body to be exposed to, and benefit from, the strategies. San Pedro is an AVID certified program and is in high demand by the parents and students of our feeder middle schools. Students are exposed to the research based instructional strategies of the AVID curriculum such as Socratic seminar, philosophical chairs, WICR, Cornell Notes, and reciprocal teaching. San Pedro's AVID team of teachers annually receives professional development by the AVID Center (LACOE) and has attended the AVID Summer Institute for the past three summers to further define their implementation of the program and improve their instruction. Professional development will be expanded in the summer of 2010.

Part 3: School Culture and Climate

School Culture

SPHS' school culture is strong, intentional, supportive, sustainable, promotes student learning and graduation, and alleviates negative behavior through an insistence on a Culture of Caring and Respect for ALL stakeholders. In conjunction with San Pedro High School's Safe and Civil Schools team, SPHS promotes respectful behavior, manners, appropriate language, and strong interpersonal relationships between ALL stakeholders within the daily school environment and after school activities.

Participatory opportunities for students include clubs like the Gay-Straight Alliance, Italian Club, French Club, Croatian Club, Mabuhay Club, Kings and Queens Club, Chinese Culture Club, New Life Club, and the San Pedro Youth Council, among others. Additionally, students can be more engaged in SPHS's positive environment through its annual assemblies for African-American History Month, Latino Culture, and the various SLC-sponsored events planned throughout the school year.

SPHS will create and maintain a welcoming atmosphere for all incoming freshmen and students new to San Pedro High School. There will be a peer mentoring program for seniors and juniors who have successfully navigated their high school careers to help our freshmen understand San Pedro High School way of life, how to get good grades, maintain good attendance, fulfill graduation requirements, get involved in extracurricular activities,

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and overall become positive influences on the school. These upperclassmen will be partnered with credentialed employees in order to supplement the mentoring.

There will be ongoing structured activities involving individual SLCs, as well as crossover activities, assemblies, etc. that involve ALL SLCs, to allow students to take their personal connections out to the broader school population. With the new implementation of contiguous space, SLCs will create a sense of smallness on our large campus and provide students with a sense of belonging to a group to identify with and be proud of immediately as they walk onto the school grounds. Each SLC has developed plans to create environments around seven attributes, including Unifying Vision and Identity, Rigorous Standards-Based Curriculum, Instruction, and Assessment, Equity and Access, Personalization, Accountability and Distributed Leadership, Collaboration/Parent and Community Engagement, and professional development focus. See Appendix D for SLC plans.

SPHS will establish an innovative mentoring program where administrators and teachers mentor two or more students who are not at grade-level status. This will include daily attendance checks, weekly behavior and grade checks, meeting individually with students, meeting collaboratively with student, parent, and counselor, etc. The mentoring program will incorporate honest feedback from the stakeholders involved, documentation of the student's progress, and further intervention (Healthy Start, Impact, etc.) if the required goals are not being met.

SPHS help create a class for Peer Tutoring. The AVID program has a 16-hour training for tutors that includes the needed curriculum in order to tutor underclassmen appropriately. This class will be a senior elective that replaces a portion of the Teacher/Office Assistant elective. It would include a grading and evaluation process for the Peer Tutor. The overall purpose of this class is to support core classes with academic leaders on our campus. We will provide the appropriate intervention to all students in all grade levels with two Fails or more on any given 5, 10, 15, or 20-week progress report or report card.

SPHS will convey a positive academic culture through the implementation of mandatory tutoring for identified at-risk students. If tutoring is required, the student will attend after school sessions in the core subject areas he/she is failing. If the student is failing a non-core class and tutoring is not available (P.E., art), then he or she will be required to take a daily progress report to that class. If the student is blatantly not making any attempt to improve, he/she will require a stricter outside intervention in which the student and parent/caregiver will be held responsible for completion. This may include adult classes, outside tutoring, or local opportunities such as Toberman Neighborhood Center, the Boys and Girls Clubs of San Pedro, Healthy Start, etc. If all attempts to help this student fail, he or she will be recommended for alternative education.

SPHS will support successful students with rewards (Universal Homework Pass, prizes, assemblies, etc.). Success will be celebrated at every level. This includes strong grade point averages (GPA) good attendance, improvement, sports, academics (Academic Decathlon and Science Bowl), behavior, etc.

SPHS's mission is realistic and the school is organized and experienced in creating an innovative and effective school culture and environment. ALL stakeholders (parents, students, staff, community) will be involved in achieving the success San Pedro High School deserves. Through the establishment of outside school relationships such as the Boys and Girls Clubs of San Pedro, the YMCA's Youth and Government program, the Cabrillo Marine Aquarium and Museum, community service via SLC, and student internships through SLC's, a school-community connection will be cultivated that can bring funding to the school as well as future job opportunities for future graduates.

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SPHS will foster positive public relations that will elevate San Pedro High School to a higher standard by promoting successes to the community through local periodicals. The recognition will be focused on academic achievements such as AP classes, Academic Decathlon, the Marine Science Magnet, all student improvement, Science Bowl, high GPA's, AVID, Impact, Peer Counseling, and Student Government, among others. Student academics, graduation, and student success will be celebrated on the same level as student athletics.

SPHS' plan to motivate students is clear, comprehensive, and models respect for diversity. SPHS will ensure that ALL San Pedro High School stakeholders have a shared responsibility to create a learning environment that is demonstrative of our community's diversity that is safe, supportive, and responsive. Community outreach meetings will be held in the San Pedro High Auditorium to collaborate with ALL stakeholders to discuss successes and areas of continued improvement. The Principal will start each school year with a "State of the School Address." These meetings will take place regularly and as needed, and will be advertised well in advance.

The SPHS educational program will regularly include positive motivations for students such as meaningful assemblies, field trips such as Finance Park, educational events such as College Fairs, Job Fairs, Motivational Speakers, positive incentives and rewards, among other activities to get students excited about the business of learning, graduating, and their futures. For those students who recognize this message and take the initiative to improve without imposed intervention, academic workshops will be created as a support. This can include after school tutoring or lunchtime clubs used for the sole purpose of studying or catching up on work. These "Clubs for Studying" will allow the student to work alone, or collaborative groups will be created according to subject. Club sponsors will include credentialed personnel to provide guidance.

SPHS will set high expectations for students and other stakeholders, and will target students who may be heading for possible dropout status. The SPHS Dropout Counselor has stated that potential dropouts feel "disengaged and disconnected" from the school environment. In order to prevent this, SPHS will provide intensive intervention for students who are dangerously behind in credits. Intensive intervention may include weekly meetings with his or her school counselor, assigning an adult mentor to the student, adult education after school and Saturdays, and holding the parent/caregiver accountable for outside tutoring and/or counseling. It is our objective to work with students through a variety of different options to ensure graduation. This will become a primary focus of support staff and it will be accomplished collaboratively with all the necessary stakeholders.

SPHS will encourage students that are not college-bound to find alternative post-high school/career opportunities that are research-based and fit the student's individual strengths and interests. These include the exploration of trade school options, job placement strategies, job fairs, internships with local businesses and companies, and the continuation of a Work Experience program. It is imperative to offer vocational courses, such as Auto Shop and Culinary Arts, to motivate this proud segment of the SPHS student population.

SPHS will recognize teachers, parents/caregivers, administration, and community members who have worked diligently to bring innovative support, to the classroom and school. These ideas will be modeled as norms school-wide and SLC-wide. These non-student stakeholders will be celebrated at ceremonies, lunches, and will be recognized in local periodicals.

SPHS will strongly encourage students not only to show up for District and State-mandated tests, but also to do well and take them seriously. Students will be made aware of the importance of the test and their ability to perform well on standardized tests given that numerous professions

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require such examinations. San Pedro High will also provide a school-wide incentives to the classes where 100% of the students tested. Once scores are reported the next year and overall improvement occurs, students will be recognized for their accomplishments.

College and Career Readiness

SPHS has specific strategies to expose students to college and career opportunities, as well as support them to be successful. This will also include A-G pathways (see Appendix E for the High School Individualized Graduation Plan outlining the A-G pathway) for students and a promotion policy that sets high standards and an evaluation process. The promotion policy includes movement from one grade level to the next based on the accumulation of course credits as follows:

Grade:	Credits Required to Promote to the Next Level:
9	55 (10 th grade)
10	110 (11 th grade)
11	170 (12 th grade)
12	230 (High School Diploma)

With regard to career preparation and opportunities, SPHS offers the following: a Work Experience class where students earn high school credits, a paycheck, and valuable experiences. The classroom component of the course also provides training regarding labor laws, resume writing, and job searching skills. Also, mandatory Life Skills classes that teach students about life after high school, including college and career exploration. The senior portfolio, which demonstrates work completed during high school and includes a resume, letters of recommendation, statement of educational and career goals, and work samples is required for graduation. Career internships with Northrup Grumman allow students to see and experience the career world. The Work Investment Act (WIA) provides students with jobs for low-income students in the community and job opportunities and are posted in the Career Center for students regularly. Finally, all branches of the military meet with interested students in the Career Center and give presentations.

SPHS offers the following transition services: a transition services Coordinator for students with learning disabilities. The Coordinator reviews the transition plans for all special education students and assists the students and parents with the transition into the workforce or into the college system. Special needs scholarships are offered.

Also, SPHS offers college preparation services and information and resources to assist with the college admissions process, financial aid, academic major and career exploration, and college and university partnerships. The College Counselor holds a California counseling credential and college counseling certificate from LAUSD. The college counselor also coordinates student “peer” college advisors who give other students one-on-one information regarding their post-secondary plans. The College Center offers classroom presentations regarding college readiness, financial aid and scholarship opportunities.

The College Center is the primary resource center for college and university representatives to speak with potential students. The college counselor escorts students on visits to college campuses. Scholarship opportunities/applications are publicized. College Center News delivers information

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about college representatives visiting the Los Angeles Area, representatives visiting the high school, testing requirements, NCAA eligibility requirements for athletes, college application information and other related information. A writer's workshop is for college essays.

When preparing college applications, the college counselor meets with individual students to review and assist with college applications. College application workshops are also available to all students. A representative from one of the local community colleges is available weekly to accept applications and answer any questions about the Community College System including transferring to the university system. Bulletin announcements inform students on anything college-related including testing requirements and deadlines, college representatives visiting, application assistance, and more. A representative from ETS (Education Talent Search) is in the College Career Center several days per week with a select group of students in the program. Assistance is provided to students with their college applications, college exploration, campus visits, test registration and financial aid and serves as a resource and assists the college counselor. Parent informational meetings are provided, covering topics such as planning, financial aid, and applications. Monthly communication with the Lady Boosters provides information related to college to parents. The College Center houses a variety of catalogs, brochures and handbooks on colleges. AP classes are offered to give students a more rigorous experience in a college level class.

All college testing is coordinated through the College Center. Students can sign up and get information on the SAT, ACT and other college-bound entrance exams. For students who face a financial hardship, SAT and ACT fee waivers are provided to those on the free or reduced lunch program. Furthermore, SPHS offers to its students the PSAT, free of charge, each year in preparation for the SAT.

School Calendar/Schedule

Under District policy, SPHS will have the total annual instructional minutes required for High Schools with Grades 9-12, which is at least 65,300. Below is a chart describing the types of days, number of days for each type, and the total number of minutes for the school year. Appendix F displays the LAUSD School Calendar which outlines by date each of the 180 days of instruction.

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Number of Minutes for 2010-2011 School Year			
Type of School Day	Number of Minutes	Number of Instructional Days In 2010-2011 School Year	Number of Total Minutes
Regular Day	377	141	53,157
PD Late Start Friday	312	36	11,232
3 Shortened Days TBD	312	3	936
Total		180	65,325

SPHS has selected a seven period block bell schedule for numerous reasons. Personalization is improved greatly when teachers and students are able to interact for extended amounts of time, thereby allowing time to create relationships around trust and knowledge. During an extended period, it is more likely that a teacher will interact with all of his or her students in one period. The schedule also allows for a decrease in the number of students

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each teacher sees on a daily basis and it creates more opportunities for relationships to form. Students have less transition time and less distance to travel on average due to the reconfiguration into contiguous space for next year. There will also be an increase in classroom instructional time due to the decrease of transition time on this schedule. Teachers are allowed more freedom in planning projects, labs or hands-on activities knowing that this additional work time is available.

Through the seven period block program design, intervention will be easily embedded to ensure that students are able to meet and exceed their academic goals leading to graduation. To accomplish this, SPHS will establish guided intervention classes for all grades and SLCs, addressing adjustment needs, academic needs, and recovery needs. Each SLC will identify the specific intervention courses to be offered based on student need, determine the curriculum for the intervention classes, and class size will stay within a 25-to-1 student/teacher ratio where possible.

SPHS' school calendar supports all programs and needs of all students; including articulation of hours devoted to core subject areas. Often we know that the barrier to achievement is time. Through the establishment of a 7-Period Block Schedule Model, at-risk students will be able to core or double block content courses for student success, meaning the amount of time in a particular subject may be doubled. Specialized classes, especially in Algebra, Geometry and English, will be blocked to allow for immediate intervention to be embedded during the school day in their own class. Two class periods will be devoted to these specialized courses. Additionally, in a block period of time, students will have more time to interact with the content without disruption.

The seven period block bell schedule enables acceleration by offering advanced students the opportunity to satisfy most graduation credit requirements up to one semester early. This process allows on-track students to take college and trade-school courses in their final semester at SPHS. Partnerships will be explored in order to house the college courses on campus and to facilitate enrollment.

The SPHS bell schedule will support teacher collaboration through the inclusion of a weekly shortened day for Professional Development (PD) as outlined in our PD plan. Our PD will take place in the morning, allowing our students a late start for the day. Additionally, through programming priorities for our schedule, our goal is to enable each grade level in each SLC to have common conference periods to support interdisciplinary planning.

2010-2011 Bell Schedule

	Monday	Tuesday	Wednesday	Thursday	377 Instructional Minutes
Per 1/2	1	2	1	2	8:06-9:46
Per 3/4	3	4	3	4	9:53-11:39
N	N	N	N	N	11:39-11:54
Per 5/6	5	6	5	6	12:01-1:41
L	L	L	L	L	1:41-2:11
Per 7	7	7	7	7	2:18-3:08

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Period	Friday & Shortened Days 312 Instructional Minutes
1	9:11-9:49
2	9:56-10:38
3	10:45-11:23
N	11:23-11:38
4	11:45-12:23
5	12:30-1:08
L	1:15-1:53
6	1:53-2:23
7	2:30-3:08

Extracurricular Activities

SPHS offers additional programs, activities, or support services beyond academics to address students' social and emotional needs. SPHS will promote school spirit by offering a variety of extracurricular activities involving students during nutrition, lunch, and/or after school. Faculty and staff will volunteer to supervise a minimum of one extracurricular activity (Student Body or Small Learning Community) per semester. Sign-ups for activities supervision will take place at the beginning of each semester.

The activities that will take place are varied and allow all students to participate. SPHS will include all students interested in participating in extracurricular activities by having sign-ups based on grade level and interest for each activity, which include: friendly competitions between Small Learning Communities (SLCs) during the school day; Pep or Spirit Rallies throughout the school year to celebrate academics, sports, and extracurricular activities; a variety of clubs, including Anime Club, Croatian Club, Local to Global Club, Opera Club, Kings and Queens Club, Peace Club, Drama Club, End Genocide Now Club, Earth Club, etc. (almost 30 total) that meet the needs and interests of all students.

SPHS will continue to offer community service-based activities that would extend school spirit into the community. This will give local community members the opportunity to see San Pedro High School students in a more positive and charitable light. For instance, community members who are San Pedro High School alumni will be invited to speak to classes about their careers and the steps they took to achieve their various areas of success. Faculty will work to increase the participation in the Annual Women's History Luncheon, Annual Teen Conference, LETUP Program, Peer Counseling, Impact, and any other new and innovative programs that would fulfill the student support base.

Safe and Respectful Campus

The SPHS plan is aligned with best practices identified in "LAUSD's Discipline Foundation Policy" (Bulletin #3638.0) and demonstrates clear and thorough strategies to ensure safety of all students. The policy states, "School staff should be particularly aware of the important role that they have in maintaining and supporting appropriate behavior." During school hours, SPHS will provide security and supervision during nutrition/lunch and

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before/after school in the form of LAUSD School Police, campus aides, administrative supervision, supervision by counselors (when needed), and parent volunteers to maintain an adult presence. Parents will be an integral part of this supervision effort and will be monitored through the school's Parent Center and by policies regarding campus volunteering as per LAUSD.

SPHS will also provide a safe campus after school hours by strategically placing working security cameras throughout campus, providing functioning security/alarm systems, making sure the campus is properly lit, and having LAUSD School Police consistently patrol the perimeter of San Pedro High School and within the school grounds periodically, especially on weekends and holidays when most crimes can occur.

The SPHS infrastructure will be enhanced to maintain a safe campus in a variety of ways, including school support personnel (i.e. counselors) providing school staff with the opportunity to work collaboratively, as per "LAUSD's Discipline Foundation Policy," with "teachers and other school and District personnel to develop and implement plans for more intensive instruction and support, which includes working with District and community resources." These resources may include, but not be limited to, the Los Angeles Police Department's Harbor Division Liaisons, the Boys and Girls Clubs of San Pedro, local faith-based agencies, and already-established Safe Haven areas within walking distance of the San Pedro High School campus. Examples of established Safe Havens include Von's and the Omelet and Waffle Shop.

To support student participation and prevent community incidents, SPHS will provide teachers whose classrooms are near notorious "fence-hopping" areas with walkie-talkies so the LAUSD School Police and Dean's Office can be notified immediately. This will help in reducing neighborhood crime, as many of the students who would illegally be out would be retained in school. Also, all classrooms will have a working phone to notify officials in case of emergency situations, crimes, natural disasters, etc.

SPHS will demonstrate a plan to address potential safety and discipline issues that may arise through being proactive in dealing with potential safety and discipline issues. As per LAUSD's document, "Culture of Discipline: Guiding Principles of the School Community", all stakeholders are expected to understand the recommendations and principles detailed in this document. Administrators must teach, enforce, advocate, communicate and model these principles to the entire school community. This includes a written invitation to all stakeholders to participate in a school-wide discipline leadership team under the auspices of the School Based Management (SBM) committee that oversees discipline.

SPHS will make training available for parents/caregivers on the "Culture of Discipline" document to ensure that ALL stakeholders maintain a consistent tone in enforcing all disciplinary issues at home, within the classroom, and in and around the San Pedro High School campus. One week before school begins, the school site will provide a training opportunity for all parents/caregivers that will include an overview of the Code of Conduct, SPHS Student Behavior Code, Dress Code, School Attendance and Tardy Policies, Parental Responsibilities as per LAUSD's "Culture of Discipline" document, and District Policies.

SPHS will ensure that ALL students and campus personnel will understand and enforce the "Safe and Civil Schools" Program's Code of Conduct. This code will be placed for all to view, and students will also memorize, understand, and be able to recite this code at any time. As per "LAUSD's Discipline Foundation Policy," SPHS will adopt and implement "a consistent school-wide positive behavior support and discipline plan." Rewards for positive behavior will be provided by the school. Consequences for negative/prohibited behaviors will be consistent and swift as per San Pedro High School's "Student Behavior Code" which was approved by School-Based Management (SBM) on February 28, 2007.

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To ensure that all students and visitors are aware of their specific expectation with regard to safety, SPHS will ensure that all teachers have their individual Classroom Expectations posted in the classroom. These expectations must be equitable to all students, clear, consistent, and follow all school and district guidelines for discipline. Furthermore, students and parents/caregivers will be made fully aware of these expectations through the utilization of a parent letter that will be sent home. in order for the parent/caregiver to read and discuss these expectations with their child.

As a primary center for student discipline, the Dean's Office will be supported in identifying and apprehending known and/or suspected taggers who happen to be San Pedro High School (SPHS) students. A book in the Dean's office contains photos and drawings of tagging monikers known throughout SPHS and the San Pedro community. These monikers then become identified as the "artwork" of particular students. Although intervention will be used to help these students become more productive/less destructive human beings, continued tagging and vandalism may result in arrests, ticketing, and the financial burden, which includes clean-up and/or repair, to be placed on the parent of the offending student.

SPHS will closely monitor and enact attendance and tardy policies that are clear, consistent, and fair to all students while being strong and swift in enforcing the necessary consequences. If student's attendance is affecting his/her achievement, the student will be recommended to the Pupil Services and Attendance (PSA) counselor for further intervention. SPHS will provide the necessary support in helping the PSA Counselor mandate the Office of the Los Angeles City Attorney's "Truancy Prevention Program." SPHS has been selected for this pilot program that is an intervention on behalf of "Students with 9th and 10th grade credits who have five or more unexcused absences [and] will be targeted in this program." This group of students and their parents/caregivers will be required to attend a "General Assembly" meeting with the City Attorney's office. According to this pilot program, "students whose attendance rates qualify them for this program will then have to submit a doctor's note or have an absence verified by a school official to receive an 'excused' absence. Parent notes will no longer be accepted for excused absences following this meeting." The PSA Counselor and other SPHS staff will provide follow-up and the necessary intervention to these families.

SPHS will continue to use the "Safe and Civil Schools" Program and rely on its trained team to carry out the tenets prescribed by this program. Finally, the "Safe and Civil Schools" program is designed to foster respect and responsibility in students and help to develop proactive, positive behavior support strategies to improve the school climate and culture. It is designed so the entire SPHS staff can make data-driven decisions on a school-wide level.

Health Mandates

SPHS will follow the California Ed Code Section 47605 (b) (5) (F) to ensure the health and safety of pupils and staff. The school will comply with all of the health and safety laws common to the State of California and to the communities within which it operates. These procedures shall include the requirement that each employee of the school furnish the school a criminal record summary as described in Section 44237.

SPHS will comply with health care mandates of all students including students with IEPs, section 504 plans and chronically ill students by servicing, monitoring and data input of health records or the Welligent IEP system from our school nurse, case carrier and classroom teacher. The SPHS Healthy Start Grant provides referral to community health care agencies that will provide services for all SPHS students and their families.

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LAUSD Food Services provide breakfast and lunch that meet the needs of all students at SPHS. SPHS and the school nurse participate in the LAUSD Nutrition Network Grant to provide education for students to make sound nutritional choices.

Part 4: Assessments and School Data

Educational Goals and Metrics

The Goals have been provided as targets for guiding the actions and resources to improve student achievement in accordance with State: LEA (Local Educational Agency—LAUSD) and Federal: AYP (Adequate Yearly Progress) guidelines. The attached Accountability Matrix describes the activities and programs that will be implemented to ensure student success for all students, including all subgroups. School Site Council (SSC) will monitor the implementation of the School Accountability Matrix (SAM) and receive recommendations for program improvement from the English Learners Advisory Council (ELAC) and Compensatory Education Advisory Council (CEAC). As data becomes available, programs will be monitored, evaluated, and modified to ensure the learning targets of all students are being met.

Appendix C: Single Plan for Student Achievement Accountability Matrix

Student Assessment Plan

SPHS will develop and use assessments that are aligned with California State Standards, curriculum and instruction. SPHS will measure student learning with multiple forms of assessment including: Periodic Assessments from LAUSD, The California High School Exit Exam (CAHSEE), California Standards Test, department developed summative and formative assessments and teacher created formative and summative assessments. In coordination of the review of multiple assessments, SPHS will develop SMART (Specific, Measurable, Attainable, Reflect the mission and Time Specific goals) performance metrics through the departments, SLCs, interdisciplinary teams and individual teacher SMART goals in an effort to conscientiously focus instructional efforts on raising student achievement based on student need.

SPHS will establish a culture of continuous improvement and accountability for student learning, develop and utilize assessments that shape and inform instruction on an ongoing basis, and review data to gauge student, teacher and school progress. SLC members, interdisciplinary teams and departments will meet to develop benchmarks and assessments that reflect mastery of state standards for all content courses. These additional assessments are needed due to the low frequency of CST assessment data (given one time per year) and Periodic Assessment data (given three times per year) available, in addition to numerous courses not having CST nor LAUSD Periodic Assessments. In order to effectively modify pedagogy, we must consistently monitor what are students know and are able to do as a result of our instruction. The assessment data is then analyzed to inform instruction, create immediate and future action steps for re-teaching and recurring instructional opportunities and to determine second teaching opportunities from formative assessments. This analysis will happen in departments, interdisciplinary teams, and through self-analysis of individual formative and summative teacher generated assessments. Pre-planning and pre-teaching teaching activities and strategies are designed and created around summative assessment data prior to a unit launch.

SPHS relies on an Academic Curriculum Council (ACC) to review assessments and submit monthly reports to the School Site Council (SSC) and

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School Based Management Committee (SBM) regarding action plan implementation for continuous improvement to guide Professional Development. All staff members are focused on appropriate Action Plan goals at the start of each professional development. Curricular adjustments stemming from the review of assessments, both formative and summative, will be demonstrated through modifications of professional development, changes in lesson plans, intervention in the form of second teaching, differentiation, and scheduling of classes.

The following is a chart which summarizes formal assessment tests, tentative or approximate administration dates, and grades as overseen by LAUSD. Set dates will become available from the District in early June, 2010. Many dates are governed by the state of California. SPHS assures that administration of all assessments will be conducted within the timeframe allotted by the State.

2010-2011 Tentative Testing Calendar

Tests	Dates	Grades
Annual CELDT	Early September – Mid October	9, 10, 11, 12
Initial CELDT	Continuously	9, 10, 11, 12
CAHSEE	Two days in early October	12
PSAT	One day in Mid-October	10
CAHSEE	Two days in early November	11, 12
NAEP	Between late January – March	12
CA Physical Fitness Test	Early February – mid April	9, 10, 11
CAHSEE	Two days in mid-March	10, 11, 12
STS	May 3 – March 7	9, 10, 11
AP	2 Weeks in early May	9, 10, 11, 12
CAHSEE	Two days in mid-May	10, 12
CST	Mid May – end of May	9, 10, 11
CMA	Mid May – end of May	9, 10
CAPA	Early May – end of May	9, 10, 11

2010-2011 Formative Assessment Calendar

Periodic Assessment	Frequency	Tentative Months	Course
English	3 per year	November, February, June	Eng 9, Eng 10
Math	3 per year	October, January, April	Algebra, Geometry
Science	3 per year	December, March, June	Biology, Chemistry
History	3 per year	December, March, June	World History, US History

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The SPHS ESL department use levels 1-4 High Point tests at the end of each unit that are aligned with the state ELD standards for each EL level. These unit assessments are designed to inform the teacher of the content the students are acquiring and what the teacher needs to re-teach. The tests are submitted electronically so that the results can be easily graphed and charted for the teacher to use for second teaching.

Data Team and Instructional Team

Our school community values data as a tool to precisely enact change. Our school will utilize a variety of methods to receive feedback in order to ensure successful implementation of curriculum, to inform program and instructional decisions, to engage in meaningful and appropriate professional development designed to impact teaching and learning exponentially, and to assess other areas of and needs for our school program. Through open conversations and dialogue with departments and SLCs, through feedback forms, evaluations, student data, assessments and other tools designed to inform, we will continue to make adjustments to our school program as a process in our continuous improvement cycle.

The ACC comprised of teacher leaders, all coordinators and administrators will routinely examine data relevant to student achievement, including CST, CAHSEE, CELDT, graduation, drop-out, and the attendance rates. The ACC will have a predominant voice in the design and modification of our Accountability Matrix and the design of our professional development opportunities. Staff surveys, professional development evaluations, and classroom observations will drive the professional development plan.

Classroom teachers will participate in professional development utilizing the periodic, and common, assessments. Previous years data will be discussed, standard sets will be reviewed, and appropriate research based teaching strategies will be shared prior to the start of a unit. A discussion of the Four Access Strategies will encourage the use of effective methodology. Key differentiation techniques and models addressing the student data will be demonstrated and shared for the preparation of the upcoming unit. Following the administration of the periodic assessments, data will be reviewed to determine successful use of instructional strategies. Key findings will be recorded for future use.

Teachers will use MyData to access CST scores and strands, CELDT results, CAHSEE scores, and previous Periodic Assessment data that will assist in designing instruction to meet the needs of each learner, thereby differentiating instruction based on readiness. Student learning profiles will be tools utilized to create interest and motivation in the curriculum presented. Formative assessments will be utilized to determine whether instruction is hitting the expected learning targets.

The implementation of Learning Teams will result in the examination of data to identify student needs and the design of a common lesson. Both student data and teacher reflection data will be utilized to enhance the delivery of instruction and to solidify an understanding of instructional impacts, student outcomes and achievement.

Counselors will utilize a variety of data to determine support services that may be needed for students, as well as acceleration possibilities. Programming will continue to reflect parent and student requests, strengths of student ability, and necessary supports needed to provide equity and access to all program options. Data is a common thread presented through all professional development options.

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Data System

As an existing LAUSD public high school, SPHS will ensure that its special education program will commit to meeting requirements of all eighteen outcomes of the Modified Consent Decree and will use these indicators to monitor progress of students with disabilities. All LAUSD bulletins, memorandums and policies will be followed in fulfilling its commitment to students with disabilities and their parents. In order to share data with LAUSD, daily monitoring and data will be regularly updated in the Student Information System (SIS), Integrated Student Information System (ISIS) and Welligent IEP System for each student through grade 12 referred for or receiving special education services. Through these data systems, SPHS will track student records and services, Individualized Education Plans, attendance and assessment data to ensure compliance with all MCD outcomes.

LAUSD School Report Card

Per district and federal requirements, School Site Council (SSC), the Compensatory Education Advisory Council (CEAC) and the English Learner's Advisory Council (ELAC) will review the LAUSD Report Card annually. During this review, additional supports and resources will be discussed, such as the School Accountability Matrix. During these meetings, as well as our regularly scheduled monthly meetings, recommendations and review of data will be sought and addressed with the primary purpose of these venues to be to inform and improve our school program. Because our proposal is to continue as an LAUSD school, complete access to data, demographics, staffing information, and other sources of information will continue to be completely accessible to the District.

Research and Evaluation

SPHS agrees to participate in research and evaluation projects in partnership with LAUSD, higher education institutions and research organizations to ensure the capture, learning, and replication of best practices. This includes involvement with surveys and interviews with teachers and parents to understand factors associated with student performance.

Operational Goals and Metrics

The operational goals and metrics are outlined in our School Accountability Matrix, in accordance with LAUSD guidelines and policies, state and federal mandates. Additionally, SPHS guarantees that the school will follow all metrics established by the District as a Program Improvement District. Budget planning locally reflects the goals and metrics as stated in the School Accountability Matrix. Our endeavors to meet our objectives that lead to student achievement are supported with the current funding allocation allocated by the District. Our success in our specific strategies described in our matrix will be closely monitored, evaluated, and modified to ensure progress.

As a Title I school, SPHS is committed to meeting all No Child Left Behind (NCLB) requirements. The school funds a Title I Coordinator who ensures that SPHS is in compliance with NCLB Teacher Qualification notification letters, Semi-annual Certification, inventory purchased with Title I funds, and meeting records for School Site Council (SSC) and the Compensatory Education Advisory Council (CEAC). The Title I Coordinator also organizes parent, student, and staff elections for the advisory councils according to the District Bulletin. In addition, the Parent Involvement Policy

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and Student/Parent/Teacher compact are distributed each year and updated annually by the advisory councils. SSC, CEAC, and English Learners Advisory Council (ELAC) will review, evaluate and monitor the School Accountability Matrix and align the budget according to the school's needs, with raising student achievement the primary goal. The advisory councils, CEAC and ELAC, make recommendations to modify the matrix as needed to SSC. Annually, the matrix will be formally reviewed to ensure all activities and strategies are eliciting the desired results according to the data.

The staff at SPHS is working toward meeting the AYP/API goals set by the California Department of Education through RTI2. Additionally, all Modified Consent Decree metrics will be met by utilizing resources, monitoring progress, and establishing corrective actions to directly obtain the desired results.

Part 5: Professional Development Program

Professional Development

SPHS' Professional Development (PD) activities are aligned with the educational objectives of the school and direct teachers on how to use data to inform instruction. PD time is established to review how the instruction and assessment have been implemented. Teachers will adjust instruction according to both summative and formative assessment. Internal professional development will be "hands-on," where participants come away with practical, implementable, and measurable strategies and/or lesson plans that can be used immediately to improve student engagement and student achievement. These sessions will be results-oriented, with a work product identified and to be continued and returned to the next PD. Professional development that occasionally revisits, reviews, and, if necessary, rewrites, the school's Expected School-wide Learning Results (ESLR's) will also be provided. External professional development opportunities will be promoted and funded through Title 1. Student data and work samples will be reviewed to determine if ESLR's are being met. If not, administration and faculty will use PD time to make sure "Our students will become independent thinkers, socially responsible citizens, and life-long learners." SPHS' Professional Development (PD) plan, ensures all staff will be engaged in aligning development delivering instruction in the cycle of continuous improvement.

Teacher Orientation

SPHS will support the induction of new teachers, including offering a two day small group orientation to the school regarding all aspects of San Pedro High School, including data, curriculum, programs, and policies and procedures. The SPHS goals and vision will be explained as well as an in depth orientation to the curriculum and our implementation methodology. Teachers will be provided training on instructional strategies and differentiation practices that are utilized. On-going support will be provided with monthly new teacher meetings. A BTSA support provider will be assigned to each new teacher in probationary status. Aside from routine professional development, new teachers will receive a total of 12 hours of orientation and an additional hour per month adding up to a total of 22 hours of support throughout the year.

PD Calendar

In order to provide continuity for our families and a consistency in our professional development calendar for the 2010-2011 school year, we have decided to average our total District allotment of time over each Friday. To accomplish this, we have utilized all minimum days allotted according to

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District policy and our Professional Banked Time. In examining other successful schools in LAUSD, they have found this model to result in focused, reliable and timely opportunities. The day chosen is the day that we will meet with students in all periods of our classes while the remaining days of the week will be on a modified block schedule with one class meeting daily. In reviewing our Professional Development (PD) Plan, we note that we exceed the District average of PD due to the addition of professional days prior to the start of the school year.

Additionally, faculty meetings will extend some of our professional development sessions as needed, determined by progress of our student population, new mandates, data analysis, amount of time needed at particular moments throughout the year and as determined by other organizational issues and concerns that may need our faculty meeting time. Professional Development will be consistent with all mandates according to District provisions, policy and Collective Bargaining Agreements.

Time will be utilized to design interdisciplinary instruction through SLC meetings; Learning Teams will utilize 1 to 2 hours per month to focus on lesson design and delivery through the inquiry cycle; departments will meet one hour per month to align delivery of instruction to the curriculum map, share appropriate research-based strategies for improved student understanding of concepts and skills; and one meeting a month will address our implementation and our progress in utilizing our targeted methodologies based on our school wide focus areas. All professional development will be monitored through appropriate sign-in forms, agendas, and evaluations. Data will be the thread that weaves our work together in each of these sessions.

We recognize that adults learning needs are different. Through assessment, surveys, classroom observations, and student data, we will ensure that PD is specific to meet the needs of each member of our adult learning community. These identified needs will be discussed and addressed with our Academic Curriculum Council. During our longer periods of PD time, we will ensure that workshop offerings are differentiated to ensure a learning community for all.

With content department PD half days scheduled three to four times per year along with department PD time each month, the inquiry cycle will be utilized to enhance instruction. Compensatory education funds will be utilized to support this initiative. This cycle will include an overview of our student data, which will lead to establishing student needs and strengths. Research based effective practices will be analyzed and discussed that address the student needs. Instructional objectives will be reviewed and adjusted in reviewing the Instructional Guidelines, based on the research and the student data. Common assessments and the periodic assessments will be analyzed. Appropriate teaching methodology will be discussed, reviewed and integrated into the unit design. Assessments will be given and the student results will be brought to the table for discussion. Teachers demonstrating effective practice determined by student results on common assessments will share their strategies. Re-teaching opportunities will be discussed and planned. Time for reflection on teaching practice will be embedded into the process. All of this work will be woven together by data and under the umbrella of our vision which creates, "...a learning community embracing collaboration, inquiry, and a culture of personal and civic responsibility in the pursuit of academic excellence."

Appendix G: Professional Development Calendar

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Program Evaluation

SPHS will review and revise PD effectiveness through assessment of student work, classroom observation summaries, and data from all sources including marks, surveys, CST, periodic assessment data, etc.. The ACC, will collaboratively evaluate and monitor necessary strategic next steps for professional development in order to meet the needs of students and teachers. Designated administrators will work directly with department chairs and SLC lead teachers to determine future steps within the PD planning process for individual groups.

Some of the department and SLC group meetings will be differentiated. Summer Professional Development and Pupil Free Days will be opportunities for our school to differentiate our PD strategies to engage all teachers in meeting their personal needs for growth. Through the Stull evaluation process, these specific areas of growth will be collaboratively identified and focused upon throughout the year in a manner to support teacher development and growth.

Part 6: Professional Culture

Professional Culture

SPHS educators and staff work collaboratively to make academic, instructional, and operational decisions for the school site. San Pedro High School has in place many avenues to allow faculty, parents, and students a voice in the decisions made on campus. The professional culture actively employs collaboration, dialogue, research based recommendations, and the democratic process. The professional culture continues to grow and is clearly evidenced through group norms, meeting structures (both full faculty and small group meetings), frequency, meeting outcomes, and universal agreements made on school site decisions like block scheduling, contiguous space, and academic intervention.

In all endeavors, the focus of the work collectively will be student achievement. Meeting agendas and facilitation will maintain, compliment, and exhibit this objective. The journey of continuous improvement will be evidence through the inquiry cycle, utilized in Learning Teams and in Department PD. Collaboration will be clearly evidenced in these processes through the review of common assessment and periodic assessment data, classroom walk-throughs, use of protocols to engage all staff members, and the consistent use of evaluations.

The ACC will meet routinely to identify the school-wide focus, ensure global implementation of objectives that will lead to student achievement, to review data and staff needs based on a variety of assessment tools. This leadership group will also engage in professional development, led by administration, based on local and District initiatives and objectives, incorporating the use of the Accountability Matrix, student data, staff assessments, WASC recommendations and corrective actions, and all requests aligned to student achievement.

Teachers will collaborate in school improvement efforts through small learning community development, WASC plan development, and their personal SMART goals related to the school-wide focus. Currently, SPHS has a functioning governance structure, with clear lines of authority and responsibility delineated among four bodies: administration, Academic Curriculum Council, School Site Council, and School-Based Management.

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The Academic Curriculum Council enacts the ideas and strategies identified in the School Accountability Matrix. Based on PD assessments, recommendations for change will be suggested through the SSC proposal process. Additionally, PD will be designed by the ACC and forwarded to the SBM committee for final approval. SBM will suggest and make modifications to ACC as needed. Summaries of feedback, surveys, informal assessments of the PD will be presented to the SSC on a monthly basis to provide the SSC an update on progress towards meeting our objectives.

The purview of SSC is to develop, and then yearly review, assess and modify the “Single Plan for Student Achievement” based on AYP and API scores, and to allocate categorical budgets (Title 1, Bilingual Funds) to support implementation. Decisions are made by majority vote of the twelve members.

School Based Management (SBM) takes its authority from the UTLA Collective Bargaining Agreement Article XXVII. SBM is a representative decision-making body of San Pedro High stakeholders who solicit preferences/opinions from their constituents (teachers, parents, non-certificated, etc) before voting. The purview of SBM is to oversee 50% of Professional Development, student discipline, special bell schedules to facilitate school activities and events, issue guidelines for the use of equipment (including copiers), and the Instructional Materials Account (IMA). SBM is made up of 50% Certificated employees (7 teachers and UTLA Chapter Chair) and 50% other stakeholders (5 parents, 1 principal, 1 non-certificated employee, and 1 student). Decisions are made by consensus.

All groups work collaboratively, are staffed by a minimum of parity of teachers on each committee or council, and each group is charged with decision making to ensure data driven results.

Evaluation

SPHS will monitor and support individuals who are having challenges in helping students succeed. Teacher monitoring is done by administrators through the district’s Stull evaluation process, which includes individual teacher professional goals and administrator- observation of these in classroom practices. The evaluation process is aligned to the California Standards for the Teaching Profession and needed support is offered by Department Chairs, Beginning Teacher Support Providers, Academic Coaches, SLC Leads and Bridge Coordinators. After observations of classroom performance, administrators will meet with teachers to discuss student success based on the lesson presented. Recommendations for adjusting delivery of instruction, or maintaining an appropriate learning environment, will be made and discussed as needed. Follow-up observations will be conducted to ensure successful implementation of recommended adjustments, or to further support the implementation of adjustments discussed previously. Following each observation with recommendations, follow-up discussions will be conducted. If needed, recommendations will be made to observe model classrooms, to attend professional development opportunities in the needed area, to meet with the instructional coach, the department chair, the SLC lead, or coordinators, to find additional resources or guidance in the needed area. Performance evaluations will document classroom observations and improvements where observed.

Feedback

Confidential evaluations and assessments are utilized to create an atmosphere of trust, elicit true feedback, and to further refine the school program to meet the needs of all stakeholders. Annually, a self-assessment professional development survey will be administered. At the end of each

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professional development session, each teacher will be asked to submit an evaluation form in order to monitor the success of the PD, and also to inquire as to future professional development, level of understanding, and possible misconceptions. Based on evaluations, PD can be designed to meet individual needs either through differentiation of PD activities or through providing workshop sessions specific to expressed needs. At the close of events or programs, staff input will be invaluable in modifying future programs to enhance the program and to better meet the needs of all students. Academic Curriculum Council will review assessments and data and incorporate findings into the planning of PD and or the adjustment of the school program. These findings will also be shared with SBM, SSC, CEAC, ELAC, and the Parent Council. Adjustments may need to be made to the Accountability Matrix based on these findings and on recommendations.

Part 7: Serving Specialized Populations

Specialized Instruction

SPHS will use research-based strategies to meet the needs of all students. Through its vision, SPHS will concentrate on making classroom instruction rigorous, relevant and having respectful relationships in order to give students needed tools for graduation. Prior to planning a unit of instruction, teachers will be trained in how to pre-assess students' readiness for the concepts to be taught, assess student interests, and how to relate concepts to real world applications. From there, teachers will identify student strengths and weaknesses in order to design instruction that will meet student needs with first instruction. Differentiation of instruction, compare and contrast, similarities and differences are all strategies that utilize higher levels of cognitive demand and increase rigor. Effective practices will be shared through the Learning Teams process, Periodic Assessment data analysis professional development, as well as through reflection opportunities.

In order to meet the needs of all students, including students with disabilities, gifted and talented and homeless students, the general program of instruction shall be responsive to the required sequence of courses and related curriculum for all students of SPHS. Our goal is for our educational program to provide enhanced opportunities for different kinds of learners to gain access to a rich and challenging curriculum, understand concepts and demonstrate proficiency, and build a solid foundation for future success. All students can learn, and will have equity and access, quality instruction and personalization while at SPHS.

Homeless Students are enrolled immediately, will choose an SLC and will meet with their academic counselor. Students are provided additional counseling and support from the SPHS liaison for the homeless and our PSA counselor. They will provide academic and mental health support, and monitor student progress on a weekly basis. The daily schedule includes student opportunity to enroll in additional classes for intervention and support including core subjects review, CAHSEE prep, ELD Intervention or credit recovery during the school day, which will enhance opportunities for mastery of course level skills and content. After school support including onsite tutoring, credit recovery classes, college classes and CAHSEE prep are also available as needed.

GATE students will choose their SLC and will be provided an academic counselor and GATE coordinator to support and guide them towards a challenging and enriched curriculum. Teachers will participate in planning and coordination of A.P., honors and elective classes to provide an enriched and challenging curriculum along with interdisciplinary methods across the curriculum. Students will have the opportunity to participate in

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supplemental enrichment programs and with the flexible schedule, can enroll in additional Advanced Placement classes or college prep electives. After school support includes onsite tutoring, college classes, credit recover classes and A.P. and SAT prep as needed.

Special Education

San Pedro High School will implement and monitor the special education process utilizing the LAUSD Special Education Policies and Procedures Manual.

Students with disabilities, requiring special services, enrolling in San Pedro High School are identified and promptly provided the appropriate services as designated by the IEP (Individualized Education Program).

A referral process by parent/guardian or staff is in place for students who may require special services. The five components of the Response to Instruction and Intervention are the guidelines for the referral process.

- Using the Multi-tiered framework to instruction and intervention, all students have access to “core instruction” in the classroom and are universally screened at the beginning of the year in order to identify learners that need additional support through differentiated instruction, scaffolding, frontloading or other instructional strategies.
- Tier 2, or Strategic or Supplemental Intervention is provided for the 10 – 15% of students that need additional time and type of instruction to learn successfully. A referral to COST(Coordination of Services Team) will provide additional intervention after “universal” supports and SLC interventions have been attempted and it is determined that more intensive services are required (based on the data). Students that have attendance issues are referred to SART (Student Attendance Review Team) or for students that do not progress academically, an SST (Student Success Team) meeting is scheduled. This meeting includes the general education teacher, Special Education Coordinator, School Psychologist, Administrative designee, academic counselor, the child and the parent/guardian and could result in a formal request for a special education assessment or a request for a 504 plan.
- Tier 3, known as “Intensive Intervention” is for an estimated 1 – 5 % of students that need individualized and/or very small-group instruction are highly focused, and progress monitoring is more frequent. Tier 3 services are not synonymous with special education services, but are a critical step in providing intensive intervention so that students have an additional opportunity to succeed.

Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing. Once a written request has been received, the team of an Administrative designee, Special Education Coordinator and School Psychologist reviews student records and can deny the request, or develop and provide the parents with a special education assessment plan within 15 days.

- After the assessment plan is signed by parent/guardian an IEP team meeting must be held within a 60 days.
- Once a student has been identified by an IEP team as having a disability and needing special education, all services and FAPE (Free and Appropriate Public Education) offers in the IEP will be implemented. It is required that student be reassessed every three years, or at any time at the request of the parent(s) or district staff except it shall not occur more frequently than once a year unless the parent and district agree.

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- IEP meeting is held to review its appropriateness within one year of the previous IEP meeting.

Administrators, Special Education Coordinator and case carriers will be responsible for implementing and reviewing the special education process on a daily basis for students with disabilities in accordance with federal, state, and local requirements, and will implement programs and services, including related services, required by the IEPs of students. Student data input through the Welligent system records tracking of hours and services, IEP timelines, goals and objectives, assessments, accommodations and modifications which are monitored on a daily basis. The general program of instruction provided to students with disabilities shall be responsive to the required sequence of courses and related curriculum for all students of SPSH. Student discipline and procedures for suspension and expulsion shall be in compliance with discipline procedures set forth in IDEA and consistent with federal and state law. Administrators, Special Education Coordinator and all teachers will monitor IEP timelines, services, assessments, accommodation and modifications, and classroom instruction following IEP guidelines on a daily basis. San Pedro High School will be responsible for implementing the appropriate educational goals and objectives for each student identified as an individual with exceptional needs. San Pedro High School will ensure that every student participates in a challenging curriculum that meets state required educational standards in the least restrictive environment. Multiple methods for assessing student growth and success will be ongoing. Special education students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to their needs. Special education students will demonstrate proficiency as defined in their IEP. Consultation and collaboration between general education and special education teachers will ensure full access to the general education curriculum. Teachers will participate in cooperative learning projects, attend conferences and professional development, and contribute to staff development regarding special education issues.

Each semester the School Site Level Special Education Compliance Team of Administrator, Special Education Coordinator, General Ed teacher, Special Ed teacher, Special Education Paraprofessional and Special Education Office Technician will also monitor and review all Special Education processes and policies on the Self-Review Checklist, Students with Disabilities provided by the District, to guarantee compliance with the (MCD) Modified Consent Decree mandates. Site administrators and staff review compliance with policies and procedures regarding the education of students with disabilities on a daily basis.

Students with Disabilities

SPHS will serve students with disabilities in the least restrictive environment, and provide a Free Appropriate Public Education (FAPE) in the least restrictive environment for students who have disabilities. Services provide a range of options which may include accommodation, modifications, designated itinerant services (DIS), co-planning, Learning Center, Special Day Program, Community Based Instruction (CBI), Resource Service Program (RSP), and inclusion.

The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and is identified in the Curriculum Guide for Students with Moderate to Severe Disabilities.

Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in general curriculum. Some of the interventions used for the CBI population include mainstreaming in the regular classes, such as the elective courses. Designated services implemented in the student's IEP may include: speech and language services, DIS –Counseling, Adapted Physical Education

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(APE), Occupation Therapy (OT), Assistive Technology (AT), Orthopedic Impairment (OI), Least Restrictive Environment (LRE), Individual Transition Plan (ITP), Community-Based Instruction, and instruction at the Doyle Career and Transition Center located in Gardena.

SPHS has now been engaged in implementing the Inclusion Program pursuant to the Modified Consent Decree for the several years or so. Inclusion has required that all Special Education Resource students be placed in the general education classroom environment for all subjects taught by general education teachers. Some special education students, depending on the provisions stated in their Individualized Education Program (IEP), are also scheduled in a resource class taught by a special education resource specialist teacher. The Inclusion program will include a Co-Teaching Model.

Extended School Year

SPHS will provide extended school year services to eligible students with disabilities through our Summer School program offered. Eligible students may participate in: Extended School Year (ESY) offered at summer school and CAHSEE Preparation and intervention programs for students at risk of not meeting grade level standards and graduation requirements.

English Language Learner and Standard English Learners

SPHS will identify and meet the needs of English Language (ELs) learners and Standard English Learners (SELs) in a way that is culturally relevant. For EL students, identification will be accomplished through the methods established in District policy and procedures. SELs will be identified as students scoring below basic and far below basic on standardized tests in language arts. Upon identification, SLCs and departments will collaborate to develop culturally relevant lessons that will meet the needs of these students. Teachers will assess the interests of their students through a brief survey, journal writing or other appropriate pre-assessment tool. Modifications and adjustments to incorporate ELs and SELs needs will be demonstrated through curriculum maps, daily lessons, student work and the improved attitude, grades, scores for these students.

Through the utilization of the District's Contextual Framework and the four Core Access Strategies, Culturally Relevant and Responsive Curriculum will be designed and developed in a manner that will promote meaning, empower students to socially engage in worthy activities, and to feel like an important part of the learning process as mentioned above.

At Risk Students

SPHS will provide resources to improve the achievement of all students, improve parent and community involvement, and target resources that recognize and address poverty factors.

SPHS will continue to focus, enhance and improve its professional resources, working more collaboratively and collegially. SPHS will exert an intensified and coordinated effort to refine and solidify an effective and uniform application of these services in a System of Tiered Intervention. The System will include teacher intervention, Academic Counselor intervention, SLC Intervention, Coordination of Services Team (COST), Student Success Team (SST), Student Attendance Review Team (SART), Special Education Assessment and 504 Plan, Student Attendance Review Board (SARB), as well as Pupil Services and Attendance Counselor (PSA), Diploma Project Counselor Services (DPC), and the School Mental Health

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Psychiatric Social Worker (PSW). These service providers work collaboratively and individually to serve students, families and the community. These teams will monitor and continue to use data-driven strategies designed to prevent and reduce dropouts, absenteeism, suspension, detention, and low academic achievement rates of the At-Risk student population.

Upon recognition of at-risk indicators, staff will have a menu of options available to choose from in order to support the student's specific needs. Some supports will be automatically provided, such as meeting with all students with low marks on a report card. Administration will guide staff members on the resources available, and work with teachers and the identified student to find the best pathway of effective support for non-routine at-risk behavior. If success is not evident in a short amount of time, the next course of action will be sought according to the menu of options.

Data will be secured from the following sources: CAHSEE, CST, attendance records, suspension records, and detention records.

SPHS' collaborative efforts among all stakeholders will continue to pursue and increase efforts to provide: individual and group counseling, parent education, parent conferences, home visitation/dropout recovery, case management/intervention, referral to agencies and services, establish and coordinate community partnerships, work with the non-graduate population, connect dropped out students with alternative educational programs, liaison/advocate homeless students/families, liaison/advocate foster and group home youth, target enrollment "No-Shows" and coordinate efforts with and Enhance services through Coordination of Services Team (COST). These services are provided on a continuing basis. The COST team meets weekly and is comprised of academic counselors, nurse, PSA, DPC, PSW, dean, school psychologist, as well as SLC lead teachers, Special Education Coordinator, IEP case managers, and ESL Coordinator.

The School Mental Health Psychiatric Social Workers (PSWs) has, and will continue to, provide mental health services designed to enhance resiliency. This enables the affected population to gain greater self-confidence and academic success. The PSW will continue to provide such services as: individual, group and family therapy, parent education and training, mental health consultation, treatment for students exposed to trauma, case management, crisis intervention and psychological first aid, threat assessment and management, community linkage and collaboration, biopsychosocial assessment, behavior contracts and positive behavior support planning, evidence-based, trauma-specific practices, conflict mediation, and child psychiatry training program. Our referral process links students with the above services.

Part 8: Family and Community Engagement Strategy

Identification

Our school is located in the harbor community of San Pedro, located approximately 22 miles south of Downtown Los Angeles. Our school sits atop a hill, overlooking the Los Angeles Harbor Gateway to the Port of Los Angeles. Numerous aspects of our community revolve around the port, transportation, goods and services, and recreation. Many families living in this community have been here well over 100 years. Personnel at our school not only have attended our High School as students, but they are from a family tradition that has attended this school, dating back to the early 1920's. We have a vested interest in the success of our community as the majority of personnel live in San Pedro.

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Over the most recent decades, the student population has changed from a majority of middle class families to about 50% of our students being eligible for the Federal Free and Reduced lunch program. SPHS's population is 67% Hispanic, 20% White, 8% African American, 2% Asian, 2% Filipino, and 1% other. Our student body is diverse in all aspects, including economically, culturally, ethnically, linguistically, with varied interests, and achievement. Although many students may be labeled by ethnicity, we have come to know, for example, that many of our Hispanics come from cultural diverse backgrounds, similar to our Whites and African Americans. This rich diversity is evident in the numerous clubs on campus that exemplify our cultures, our interests, and our citizenry.

Appendix H: Program Improvement Information/Data

As noted by the data, we have shown growth over five years in English Language Arts, however we continue to struggle with Mathematics. In examining the data, our newly approved bell schedule for 2010-2011 will provide opportunities to address our student needs through intervention and with increased opportunities for students to receive more personalized instructional strategies, allowing for meaningful opportunities for learning. With continued professional development, specifically Learning Teams, and with the work of our dedicated math coach, we are changing our direct approach to teaching and learning in order to change the end result of our student achievement. Small steps have been taken this year in this area, which we anticipate will have an impact. The data collected will determine continuation of our program, modifications or termination.

The super majority of staff has over six years experience working at our school. With recent NCLB and WASC visits, our school has committed to change practice in order to command an entirely improved result. Staff members have requested training specific to improving instruction relative to recommendations of previous visits, staff members have agreed to move to structures that improve personalization, staff members have voted to fully implement the tenants of Small Learning Communities, exemplified by a vote to physically house SLCs in common areas, and a desire to provide intervention in a variety of capacities in order to ensure that no child falls through the gaps of achievement. With this renewed commitment to ensure student success and our experience in running a school program that is successful on many measures, we know we are the best match for this community.

We have formed strong relationships with community partners such as the YMCA which offers programs to expose our students to our system of government through hands-on experiences. The San Pedro Boys and Girls Club works along side SPHS to provide college support services, after-school tutoring, and recreation. The Toberman Neighborhood Center provides gang intervention and after school programs. The Cabrillo Marine Science Center and the Marine Mammal Center both offer programs to expand our student's knowledge about the habitats around us. Because of the involvement of the community in the writing of this plan, the San Pedro Democratic Club is organizing to create programs for our students. Numerous alumni have volunteered to host a Career Fair in the spring of this year. A San Pedro Community Principal Advisory board is beginning to be established in order to convey information about the school to the community and in turn to elicit concerns and actively engage in problem solving. Numerous relationships have been forged through this process. It is the commitment of San Pedro High School, specifically the principal, to encourage, to nurture, and to seek additional community partners for the benefit of our student body. Through these partnerships, we are sure to provide our students with additional community supports for their individual interests, needs and achievement.

Family and Community Engagement

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SPHS will effectively communicate and engage with its parent and family community in a variety of ways that provide equitable access for success to all students, and ensure that all stakeholders have an opportunity for input into the academic process. Overall communication with parents/students will be timely, varied, and on a schedule that allows for due process resolution of student challenges and complaints.

SPHS will implement overall strategies that integrate and mobilize to participate in, and take ownership of, student academic success.

At each communication point a student's progress, trajectory, and options for success can be evaluated/discussed. During the course of the academic year, and on a school-wide basis, this communication will consist of: four formal classroom conferences (Back to School Night, Open House, two PHBAO conferences); eight official grade-reporting periods and report cards (5, 10, 15, 20 week report cards each semester); real-time monitoring of student academic and citizenship progress through the continued use of the LAUSD ISIS Family Module, program-specific conferences/meetings, including AVID, ESL, Magnet, among others; teacher-specific conferences, with teacher contact information provided to parents/students on a class syllabus and on the SPHS website; teacher-specific grading requirements and format provided to parents/students on a class syllabus; Utilization of ConnectEd parent contact software for notification of student attendance, SPHS events/news and any other information that will enhance parent involvement and student success. The ConnectEd software provides for a uniform, multi-lingual message to go to all stakeholders on a regular basis and in a mass-communication format. All of these communication avenues provide parents and other community members with a variety of ways to monitor students' progress, and thus ensure the greatest opportunity for academic success. Each course syllabus will include counselor and administrative contact information.

In addition to the school-wide communication mechanisms, teachers will individually communicate with parents/students as needed throughout the academic year to monitor student progress and collaborate on strategies for individual student success within the classroom. Teacher communication responsibilities will be outlined specifically to all faculty, including a 24-hour return contact requirement. These individual communication opportunities will insure access to teachers for all parents and community members on a regular basis. In addition to the above communication channels, a current Parent Involvement Policy will be mailed to every SPHS household. This policy is updated each year, per state and federal requirements, by the SSC, CEAC and ELAC.

As a tool for the successful initial integration of students to high school, SPHS will sponsor 9th grade orientation meetings. This orientation will invite all new parents into their child's educational process and includes information on parent/community responsibilities, SPHS processes and strategies for communication, and parent opportunities for support and involvement.

Also, though there are currently many assessments of teacher/student performance (test scores, report cards, graduation rates, etc.), there are no quantifiable assessments of parent involvement and performance. Because every group is vital to a school's sustained success, it is necessary to identify areas of strength and weakness for all stakeholders so that focus can be directed to the necessary areas. Therefore, to increase parent engagement and collaboration, and in compliance with NCLB Section 1118 on shared responsibility, SPHS leadership, parents and students will collaboratively update and utilize the current "Student/Parent/Teacher Compact" as a guide for data collection. The measures for each stakeholder will be compiled into periodic surveys that will allow for all educational partners to have input into the performance of SPHS. This data collection will enable assessment and feedback on each stakeholder, including parents, and provide an opportunity for each to collaborate with the others in creating and implementing improvement strategies in the necessary areas as identified by the data. To accomplish this, the measures for each

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stakeholder will be compiled into periodic surveys, to be distributed to all stakeholders. A charter will be created for the Parent Center that will detail the responsibilities of its paid parent representative

Because the joint teacher/parent/student SPHS School Site Council (SSC) is divided equally between school and community personnel, this leadership team will distribute and collect the surveys. Giving this body oversight of the surveys will both provide for all measured stakeholders to be involved, and allow representatives to act as conduits back and forth between each represented group. Thus, additional community integration is achieved because the parents on SSC, as the community's parent representatives, will have the responsibility to take data directly back to the community where they will have ownership to engage other parents and community members directly on matters of educational success.

In addition to providing parent engagement through formal conferences, committees and agreements, SPHS will provide various informal opportunities for parents to become a part of both the school's and the community's success. To manage oversight of these opportunities, and to give parents a larger voice for input into the operation and success of the school, SPHS will sponsor and support the formation of a community Parent Council.

The Parent Council will be an "executive committee" constituted of elected and/or appointed representatives from each of the various volunteer councils and advisory bodies. The term of office will be one year. The council will be reconstituted each year after overseeing the appointment or election of all community and parent representatives to the various councils/advisories upon which service is required, including SBM, SSC, ELAC, CEAC, and the multiple SLC parent advisories.

The Parent Council will provide decision making input to the administration and will collaborate closely with SPHS administration to ensure that all positions requiring parent involvement are appropriately filled, and that the appointed/elected members are fulfilling all necessary responsibilities.

As a liaison on campus, SPHS currently has a Parent Center that is staffed by a paid parent representative to be chosen by the administrator and UTLA Chapter Chair, and will serve as a focal point for parent involvement with the school. A charter will be created for the Parent Center that will detail the responsibilities of its paid parent representative, and will include recruitment and coordination of community volunteers, grant-writing representative(s), and others as appropriate and determined by SSC parents and school leadership, with input from each SLC and other advisories. Once the areas of focus have been identified, the paid parent representative will be responsible for oversight of their implementation. To promote awareness of the Center, the paid representative will also give class presentations as necessary updating faculty/students on the status of the Parent Center. The parent representative will also organize parent workshops on topics such as college awareness, financial aid for college, accessing students' grades and attendance online, and how to become a campus volunteer. By engaging the parent representative with oversight and communication responsibilities, SPHS is utilizing the community expertise this parent brings.

Another engagement strategy will be the offering of informative/instructional opportunities to parents and all community members through the Parent Center and SPHS website. The SPHS website presently offers all school information to the greater community. This information flow will continue and be enhanced in a variety of ways, some electronic and some personal. SPHS currently offers various services, including free tutoring in core areas, to its student population. Through the Parent Center, this service will be expanded to include parent participation. By engaging the parents in the learning process, they both become more involved in the school community, and are able to take learning strategies home for student success.

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For parents who cannot attend such sessions, SPHS will research and work towards the goal of the creation of Public Service Announcement (PSA) and demonstration videos that will be linked through the school's website. These PSA demonstrations will have topics that include academic instruction and strategies, teacher/program profiles, frequently asked questions (FAQ), college application processes, health tips, parenting tips, and a variety of other topics generated by the stakeholders through survey or feedback. The PSAs will allow community members access to helpful information any time from any location. If a community member does not have access to a computer, one will be available in the Parent Center. To insure inclusion the SSC, with input from each SLC and advisory, will maintain oversight of the PSA topics.

While investigating the feasibility of the PSA videos, SPHS will establish a "Parents' Corner" link on the website that will be updated and managed by a community member to insure that it includes information that is of importance to the community. The person in charge of the "Parents' Corner" link will interface with SPHS personnel to bring community areas of need to their attention, and will post information/resolutions for community information.

The integration of parents at the SLC level is vital to the long-term success of SPHS. A variety of mobilization opportunities will be available to parents based on area of focus within each SLC. SPHS will oversee the creation of a mechanism that establishes SLC parent boosters/lead parents. These parents will be engaged in student success through their commitment to provide support to their SLC in areas determined by the SLC advisory. This support will be achieved through their ability to interact with the community and garner support, expertise and assistance for the identified focus areas.

Finally, SPHS is committed to sustained, respectful, and authentic relationships with all school stakeholders. The methods of communication and the strategies for parent engagement detailed above are created to ensure that all stakeholders feel respected, that their input is valued and necessary, and there are mechanisms in place that create long-term success and interaction between SPHS and the community.

SPHS has community representation on all leadership teams. School Based Management has parent Representatives and Student representatives in accordance with the UTLA Collective Bargaining Contract. School Site Council has parent and student representation consistent with state and Federal mandates. The community is represented on SPHS's leadership teams and the community is vested in the success of SPHS as evidenced by the letters of support (Appendix I). Letters have been submitted by the president of the San Pedro Chamber of Commerce, The Chief Operating Officer on International Trade Education Program Inc, the Student Recruitment Coordinator from Los Angeles Harbor College, a representative from the Community Development Department, El Camino College, Boys and Girls Club, Toberman Neighborhood Center, and the YMCA of Los Angeles. The Community Partners Matrix (Appendix J) lists community support advocates that were asked to review and amend this document. Letters of support from the majority of community advocates are attached in Appendix I, as well as letters of support from The Los Angeles Police Department, The International Documentary Association, YMCA Youth and Government, Junior Achievement.

There has been genuine interest among the community for SPHS. Each feeder school, community members, parents, staff and students will be given the opportunity to review, amend and vote on the final Public School Choice plan with a third party, non-involved group monitoring the elections.

SPHS has reached out to both the local and broader communities, integrating and establishing a presence within the community. Each planning meeting has been fully advertised, and parent input has been solicited through the use of the school's technical programs. A draft of the schedule was

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presented to the community, staff and student body. San Pedro High has established an in-house publicity department to disseminate information to the local community. Each Advisory Board for the City of Los Angeles has been invited to participate in the drafting of the document. The ConnectEd telephone notification system has been used to disseminate pertinent information in phone messages to all families of students attending SPHS. Update calendars and information continue to be sent home with students. Family and students have been represented throughout the Public Choice planning.

The writing of this document has been compiled with the input of community members, parents, teachers, and administrators and students. The writing of this plan was done with a collaborative team that included volunteer community, parents, students and staff. Community partners and representatives have all had access to drafts and amendments of this document.

There has been grassroots community supporting SPHS' process for choosing a Public School Choice plan. Planning was open and transparent, occurring in the school's public venues. Media was invited and appraised of each scheduled meeting. SPHS has had a clear process for soliciting parental engagement and empowerment concerning the academic and non-academic needs of students. Suggestions and questions were gathered at the initial meeting. Parents were invited to attend several planning meetings and committee assignment. All team members have held meetings to write, amend and construct this document. The School Based Management team and School Site Council meet monthly to review decisions that they have purview over to support academic and non-academic matters.

Appendix I: Letters of Support

Key Community Partnerships

San Pedro High has established partnerships within two of its Small Learning Communities, Global Environmental and Business Action League. The International Trade Education Program (ITEP) has partnered with the Global Environmental House. ITEP organizes the advisory board and numerous activities and events related to the Global Environment SLC. Junior Achievement has become a partner of the Business Action League which provides students in the SLC financial literacy skills through the JA signature curriculum and through field trips. Business men and women come to the school to deliver the curriculum, talk about their career choices, and become a role model for women and men in the professional business arena. It is the intent and goal to develop these professional partnerships and advisory boards for each of the houses of the SLC.

The Boys and Girls' Club of San Pedro is in an educational partnership with San Pedro High. The Club offers educational tutoring to students of San Pedro in an effort to assist students in successful completion of classes for graduation as well as encourage students to consider higher education after high school. Through the College Bound Project, both entities have provided additional services beyond the bell for seven years. Numerous students have been serviced through this successful program partnership.

The Toberman Neighborhood Center has established a partnership with San Pedro High through the LetUp Project. The program has existed for nine years and seeks to assist student with mediation of conflict in school and in the community. Because San Pedro represents a vast and varied ethnic, cultural, economic and social population, the objective of this partnership has been to diffuse tension and animosity in a positive and lasting manner.

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The Los Angeles Police Department's Harbor Division is also involved in the project in an advisory capacity. Toberman also provides after school tutoring and programs.

Because of our community involvement, advisory boards will be utilized as part of the parent engagement piece. Not only has the principal begun to establish an advisory board made up solely of community partners and business leaders in order to connect to the community, reach out for support, and to establish a welcoming presence in San Pedro, but each SLC has established or will be establishing an advisory board that will assist in bringing the industry experience to life in each SLC. By June 2010, each SLC will have worked diligently to establish at least two advisory board partners for their SLC.

SPHS's Healthy Start Grant has established a collaborative of community-based organizations that provide educational, physical, emotional, and well-being support. This year, Healthy Start is in its first year of implementation and we are continuing to grow our collaborative to support our student needs at the school.

Appendix J: Community Partners

Pirate and Lady Boosters, are organizations established for the sole purpose of supporting the youth of San Pedro that provide opportunities for our students for college entrance fees, scholarships, sports fees, field trip fees and more. These organizations have 503c status, and are established for the sole purpose of supporting our students academic success. Both of these organizations have been supporting our students for decades.

Part 9: School Governance

School and Advisory Organizational Charts

SPHS will develop an inclusive governance and organizational structure that maintains a committee oversight and advisory structure that provides full stakeholder input to result in a tangible effect on school decision-making and adheres to both the LAUSD/UTLA Collective Bargaining Agreement and the relevant state/federal Education Code.

The SPHS management and advisory structure integrates all stakeholders in the decision-making process, giving vote and voice to parents, students, teachers, administrators, and other community members. Specifically, this is accomplished through two primary school governing bodies, the School Based management (SBM) committee and the School Site Council (SSC), both of which are approved and have specific roles and responsibilities per the LAUSD/UTLA Collective Bargaining Agreement and state/federal Education Code. All members on each governing committee/council have equal voting rights. The two advisory councils are the English Learners Advisory Council (ELAC) and the Compensatory Education Advisory Council (CEAC). These two advisory councils review the school program, data, and the results, making recommendations for program improvement or modifications to SSC.

SBM is a committee that is made up of representatives from many interests within the school. Within its 16 members there is representation from teachers, UTLA, parents, the principal, students, and classified staff. Per LAUSD/UTLA Collective Bargaining Agreement, this committee has

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oversight of scheduling, school equipment, staff development, student discipline/conduct, and various budgets (textbooks/materials, school-determined needs, IMA, California Lottery funds, etc.). The co-chairs of the committee automatically are the UTLA Chair and the principal.

SSC is a council made up of representatives from many interests within the school. Half of its 12 members are from the community, with the other half comprised of various positions to reflect all stakeholders, including students. Per federal law, SSC is a mandated council that complies with stipulations regarding the receipt of Title I funds, and has specific guidelines regulating its scope and budgetary expenditures. SSC is tasked with insuring that all approved funding requests satisfy these guidelines. As the governing body comprised equally of SPHS and community members, SSC will further be charged with overseeing certain development and self-evaluation tasks, detailed in Section 8 of this plan regarding the update and utilization of the current “Student/Parent/Teacher Survey” as an assessment and data collection tool for all named members. SSC is mainly responsible for overseeing the implementation of the School Accountability Matrix. Program evaluation and modifications need to stem from the oversight of this committee. Recommendations from ELAC and CEAC are also presented to this body for review and approval.

The Academic Curriculum Council is a group formed by the Principal for the purpose of improving the practice of teaching and student learning. Members of this group include all coordinators, instructional coaches, department chairs, SLC lead teachers, administrators, UTLA chair and one SBM Professional Development Liaison. As the teacher leadership group, this is a learning community where time is invested in the teacher leadership by providing activities central to the pending work. These activities engage the ACC in research based best practices such as protocols, the analysis of current research through articles, and the exploration of new reform oriented practices. This group, in detail, reviews data, the WASC recommendations and the Action Plan, the School Accountability Matrix, synthesizes professional development needs, identifies student needs as well as teacher needs based on the data analysis, and recommends a course of action with the professional development time. Professional development recommendations, agreed upon by consensus, are brought to the SBM committee by the SBM Professional Development Liaison for final approval.

As detailed in *Part 8* of this plan, *Family and Community Engagement*, a Parent Council will be established to enhance the parent/community voice for input into the operation and success of the school. The scope, creation and oversight responsibilities of this council, including election of members to the above councils and advisories, are defined in that section of the plan. CEAC and ELAC elections will be run according to the District bulletin.

As the primary governance boards, SBM and SSC encourage any advisory or individual that wishes to submit proposals for school change/improvement. As pedagogy and practices change, SPHS must remain up to date with the most current successful practices. Still, all proposals/requests that alter the instructional program or outline Professional Development guidelines must be research-based in order to be considered for approval. Each governance/advisory committee will have a mechanism and guidelines in place detailing the method for proposal submission and describing acceptable research-based support. The need for this change must be driven by data, or it must be already identified in the School Accountability Matrix.

With representation from all effected stakeholders, decisions made by the governance or advisory committees are done with the consideration of whole community impact, with the ultimate goal being improved student achievement. By design, all decisions are collaborative and are the responsibility of each stakeholder’s committee representative. Parents are responsible for parental accountability. School personnel are responsible

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for SPHS accountability, and students are responsible for student accountability. This structure represents a diverse skill set within committees, and guarantees that advisories are appropriate for the school and its population.

All representatives electing to serve on the SBM or SSC governance councils, or any established advisory, will collaborate to identify areas where educational or operational focus is necessary and implement policies, training, and support as necessary to foster student success as identified in the School Accountability Matrix. Yet, if each above mentioned body does not have the requisite attendance, decisions either cannot be made, or are non-binding. Therefore, there will be strict attendance and participation requirements for all committees, agreed upon by each committee and written into its charter and norms. Furthermore, to encourage accountability within each committee, if one member is non-compliant with the outlined responsibilities as a stakeholder, that member will be supported for improvement or, replaced, according to committee staffing guidelines.

Appendix K: Governance Flow Chart

Appendix L: Administrative Organization Chart

Part 10: School Leadership and Staffing Plans

Leadership, Staffing, Compensation, Recruitment

As an existing Los Angeles Unified School District school, SPHS will recruit, staff, and compensate personnel in all certificated and administrative positions in accordance with the following Articles from the LAUSD/UTLA (certificated) and LAUSD/AALA (administrative) Collective Bargaining Agreements:

- Article XIII – Reduction in Force/Reinstatement (LAUSD/UTLA)
- Article IX – Hours, Duties and Work Year (LAUSD/UTLA)
- Article XI – Transfers (LUSD/UTLA)
- Article XIV – Salaries (LAUSD/UTLA)
- Article X – Duties, Responsibilities and Hours (LAUSD/AALA)

Additionally, in support of the Collective Bargaining Agreements and specific to SPHS, hiring committees will be established to manage the interview and oversight when positions become open. These committees will be comprised of an SLC administrator, teacher representatives of the impacted department and SLC, and a community representative from the SLC. The hiring committee will form an interview panel, align interview questions to the mission and vision of the school, and will make a hiring recommendation to the principal.

A rigorous selection process will be utilized to identify and select candidates to lead the school. With the assistance of the Local District, vacant administrative positions will be advertised to the candidate pool. Interested applicants will submit a cover letter, resume, and three letters of recommendation, including one from the current supervisor, a community member, and a parent. Eligible candidates will be screened and interviews by a school site staff selection committee will be scheduled. The selection committee will be composed of all stakeholder groups, including parents,

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classified, certificated, and administrative. The interview will be conducted in a manner that elicits a compatible candidate match to the vision and mission of the school. Upon completion of interviews, the selection committee will submit a list of unranked names of the three highest-ranking individuals to the Local District superintendent for selection.

Candidates with experience in, or who demonstrate an ability to lead schools with our vision and mission, will have a decided advantage in the selection process. Characteristics of this individual include being knowledgeable about implementing change, facilitating adult learning, understanding of District policies, have knowledge of Collective Bargaining Agreements, procedures and mandates, strong commitment to student achievement and the factors that contribute to improvement, prioritize work well given unique time constraints, and familiarity with our community. School reform knowledge would be required as well as an ability to encourage and motivate improvement efforts by creating a professional and supportive working environment for all stakeholders. Alignment of the vision and mission of the school to the candidates experience, beliefs and or understanding would serve as critical criteria in the selection process.

Currently, our school principal is Jeanette Stevens. Her principal experience includes transforming an underperforming middle school into a model for research driven practice including collaboration, data analysis, improved personalization and remarkable math scores. Most recently, as principal she designed and opened a brand new middle school in the downtown Los Angeles area, hiring each employee to the mission and vision of the school. In its second year, the new school outperformed the neighboring school from which a majority of our students had transferred. These results were attributed to teacher collaboration, professional development designed to meet the needs of the students and teachers based on data, and to the Small Learning Community environment that increased personalization and student connections to their world around them. Innovation and realistic school reform measures have been well supported and proven to be effective in raising student achievement under the leadership of Jeanette Stevens. Working collaboratively with teachers, students, and parents has been a key to maintaining a safe, clean and academically focused campus. In her seven years as principal, API scores have risen each year at her respective schools.

A complete staffing roster is available in Attachment 2: SPHS2SR_Staffing Roster.

Interested candidates for employment opportunities will be familiar with our key beliefs and theory of action for our school program. A staff selection committee consisting of at least one representative from each stakeholder group will interview candidates that meet eligibility requirements. Recommendations for hiring will be given to the principal for final decision. Job duties and responsibilities will be explicitly reviewed during the hiring process.

The following are leadership positions at SPHS: Assistant Principals, Bridge Coordinator, Data Coach, Math Coach, Instructional Coach, Title 1 Coordinator, English Learner Coordinator, SLC Leads, Dean, UTLA Chair, Financial Store Manager, School Administrative Assistant, Plant Manager, Cafeteria Manager. These positions require a strong track record of job performance. They have worked diligently to create a school that is nurturing, safe, and academically focused. Their knowledge of our community, our needs, and their skill set will allow us to transition into our new program.

Our teachers are in place and committed to our school program (see Attachment 2: Staffing Roster). Recruitment of new teachers will include the use of the eligibility teacher pool established by the teacher. The selection process will incorporate the alignment of the selection process with the

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experience, beliefs and educational philosophy of each candidate in order to determine the best fit for our student population and our school program. SPHS will follow District staffing ratios for all regular and special education students. All staff credentials will be reviewed to ensure appropriate credentialing.

Part 11: Operations

Internal Application

As an internal LAUSD applicant, SPHS will continue to adhere to LAUSD operational services regarding Master Service Agreements and School Operations. Coordination of operations will be done in collaboration with all District supports and resources. Transportation will be handled by the transportation branch. The School Administrative Assistant will utilize Business Tools for Schools (BTS) services with the District for Payroll. School Police will handle security and campus safety in collaboration with our deans and administrator over discipline. Our cafeteria manager will continue to work under the direct supervision of Food Services. The Plan Manager will utilize District supports for service and will oversee maintenance.

Our campus is fully operational. Additional routine maintenance or service will be handled through our established routines and policies, abiding by District mandates, through our Maintenance and Operations Branch.

We will continue to work collaboratively with LAUSD for all goods and services.

Part 12: Finances

Funding

SPHS will receive funding via LAUSD's transparent budgeting process based on ADA.

Budget Narrative

SPHS' financial management plan will be feasible and sound. As an existing LAUSD school, SPHS will receive a standard LAUSD norm-based budget based on student enrollment. Additional funding is available through compensatory education funds. As a Program Improvement School, the Student Accountability Matrix will be developed collaboratively with all stakeholders, seeking out the most effective programs that have the greatest results to implement in order to close the achievement gap. The matrix is developed in collaboration and support from the Local District and LAUSD ensures that the matrix adheres to all state and federal guidelines for expending all funds.

General funds delivered to the school site will be overseen by the appropriate council and or committee, depending on source. This will be accomplished with adherence to all bargaining unit agreements, federal guidelines, and mandates of the specific funding. SPHS's budget is consistent

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with all parts of the proposal and aligned to the mission, vision and philosophy of the school. Any flexibility of funds that would become available will be aligned to our educational philosophy, mission, vision, and instructional program.

Internal Financial Controls

SPHS will abide by all LAUSD procedures regulating the control and expenditure of all allotted funds. A detailed financial accounting will be maintained and available for audit by LAUSD.

Part 13: Facilities***Facilities***

SPHS will agree and adhere to the facilities use agreement provided by LAUSD and finalized by the Workforce Stability Taskforce. We will maintain our status of an LAUSD school.