



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

East LA Star High School Academy

Local District 5 (Robert Lee)

Executive Summary

EXECUTIVE SUMMARY

1.a. Mission and Vision

State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

With a focus on medicine, health and technology, East Los Angeles Star Academy students' academic achievement and responsibility for their own learning will be guided, nurtured and encouraged by capable staff in a safe, clean, orderly environment. Teachers will be committed to providing a personalized and innovative program of instruction which will help students think critically about their role in their education, academic, career and social goals. Students will acquire skills to analyze and develop their relationships between their families, teachers, community and the world, and will empower them to change their realities and contribute to creating a more peaceful, compassionate and pluralistic society. Staff and community members are committed to having the students continually reflect, examine and learn from their own experience and practice, and thus further their own growth by utilizing a variety of research- and evidence-based instructional methods to teach content, subject matter skills, and support student learning.

Mission Statement:

East LA Star Academy is committed to providing:

- A rigorous, standards-based instructional program utilizing inquiry and project based learning opportunities to ensure all students are college-prepared and career-ready.
- A safe and secure learning environment, which is personalized and based on mutual respect and tolerance for the diversity of the school population and the community at large.
- A learning community with a vested interest by all stakeholders to become lifelong learners. This will be accomplished by providing opportunities and experiences with community partners.

Vision Statement:

East LA Star Academy is a safe, technology-based community that provides equal access and empowers all students to become knowledgeable, skilled, problem solvers utilizing analysis and critical thinking to be engaged and successful in a multi-cultural society.

1.b. Student Population

Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

East Los Angeles Star Academy is located primarily within the Garfield High School attendance area. However, as a Zone of Choice School, students within the Garfield High School and

Wilson High School attendance areas will be able to choose to attend this high school. The API for Garfield High School for 2010 is 630; Wilson High School, 612. Both schools are PI 5 schools. East Los Angeles Star Academy will serve students from grades 9 through 12. The chart below provides data about the projected student population.

SCHOOL	% LATINO	% EL	% SED	% SWD	% GATE	API	% GRAD RATE	% COMPLETE A-G	SUSPENSION RATE
Garfield	99	30	89	10	8	630	78	11.2	14.9
Wilson	93	22	NA	NA	NA	612	77	22	7.3

Source: 2008-2009 School Accountability Report Cards

The high poverty rate and the low average income of this community demonstrate the low social-economic status of this community. There is empirical evidence that found that students who live in a high-poverty neighborhood have higher school dropout rates. Poor communities may influence adolescent development as a result of the lack of resources, lack of parental education, and through exposure to peers who may have dropped out of school (Orfield, 2004). Students' low-income status affects their education because they may live in a household without a healthy diet or adequate medical care. There is a high percentage of the population without medical insurance. Monetary difficulties may lead to a broken home or a single parent living arrangement. Parents may have two or three jobs which do not allow them to be at home supervising their children or participating fully in their education. Furthermore, there is a high youth incarceration rate and street gangs in these neighborhoods that negatively impacts student learning and motivation.

This proposal holds the community needs and expectations at the heart of the plan. Community outreach efforts have been a continuous part of this process to seek input on community needs and interests. Multiple community meetings were held and surveys were taken to gauge the community's priorities. Findings include a collective desire for a safe school environment and a strong academic curriculum with a focus on medicine and technology. It is our intention to honor the traditional use of this building (previously Santa Marta Hospital) as a location for medical and health resources, while fostering students' abilities as —digital natives! (raised in a culture of abundant technology). Additionally, the community expressed a desire for essential services such as parent classes, mental health counseling and basic health screenings.

1.c. Instructional Program

Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

Students at East Los Angeles Star Academy will participate in a rigorous, relevant, and coherent curriculum that supports high student achievement of the California Content Standards in all four core content areas. Our curriculum is standards-based with an emphasis on critical thinking in order to elevate our students' problem solving capabilities. To ensure all students receive the support needed to achieve, the Response to Instruction and Intervention (RtI2) framework will be implemented. 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. Through the ongoing problem-solving cycle it will be

imperative to collect and analyze robust data on instruction and intervention to determine its effectiveness. The evidence-based instructional strategies that will be implemented include Specially Designed Academic Instruction in English (SDAIE), reinforcement of literacy across the curriculum, integrated technology, inquiry-based instruction, interdisciplinary projects and additional strategies detailed in Classroom Instruction that Works (Marzano, 2001). Teachers will be engaged in a process of meaningful continuous improvement as they work collaboratively during professional development.

1d. School Culture

Describe the school culture that your team envisions for the proposed school and what, if any social emotional supports are necessary to create that culture.

East Los Angeles Star Academy recognizes the benefits of creating a positive learning environment, a culture of inquiry, and a climate of passion for learning. Having such characteristics, East Los Angeles Star Academy will be a place that students enjoy attending, an institution which parents will support, and a source of pride for the community.

The East Los Angeles Star Academy culture will feature a rigorous academic program for all students that is aligned to the California State Standards and a staff that is focused, involved, and concerned with the academic success of the students. We will create a student-centered, supportive environment where students can positively interact with peers and adults within the school and actively participate in the decision-making body. Students, staff and parents will collaborate together to resolve problems, value and appreciate diversity, and will work together to form a more just, pluralistic, and democratic society.

East Los Angeles Star Academy believes that meeting the social and emotional needs of all students will strongly support academic achievement. Several studies suggest resources that influence students' success such as: a low teacher/student ratio, high quality of teachers (as perceived by students), counselors who deal with students social and emotional needs, one-on-one and/or peer counseling groups, after school clubs, extracurricular activities, sports, academic competitions, talent shows, and student-created performances (Orfield, 2004).

Counseling services for students in need of guidance will be provided. Peer counseling will provide students with the opportunity to use their own experiences for self-help sessions and group counseling sessions. A school counselor and/or psychiatric social worker will be responsible for supervising the support system which will include monitoring students who may need special attention and empowering them to take control of their own future. The counselor can receive referrals from parents, teachers and students to identify at-risk students with special needs.

1.e. Accountability and Performance Goals

Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

Required as a part of post-approval process.

1.f. Community Analysis and Context

Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

East Los Angeles Star Academy is a new high school located in the heart of East Los Angeles that will relieve over-crowding at Garfield and Wilson High Schools . It is located in unincorporated East Los Angeles, which is bounded by the city of Los Angeles to the west and the northwest, the city of Monterey Park to the northeast, the city of Montebello to the east, and the city of Commerce to the south. As of the 2000 census, the following statistics provide insight as to the demographics of the community:

- There were 124, 283 people living in East Los Angeles, 29, 844 households, and 25, 068 families.
- Speakers of Spanish as a first language accounted for 87.30%, while English accounted for 12.65%.
- The median income for a household in the community was \$28, 544 and the median income for a family was \$29, 755.
- The median gross rent in 2009: \$868
- Percentage of results living in poverty in 2009: 30%
- Primary class of workers: Employee of private company
- Foreign-born population: 46.3%
- Primary countries of origin: Mexico 90%, El Salvador 4%, Guatemala 3%

The majority of community members speak Spanish as a first language. This ability allows people to work together regardless of socio-economic status or generational differences. Creativity, determination, and a networking ability are other strengths that are prevalent in Latino communities and can be used to help organize a strong parent and community engagement center. The East Los Angeles community has a long history of community involvement in education and other civil rights issues. East Los Angeles has the largest concentration of Mexican Americans in the United States and this fact results in a deep cultural appreciation and pride. Being located in the greater Los Angeles area allows for access to resources provided by universities, community colleges, non-profit organizations, and private organizations that are interested in education and are willing to offer their time, expertise, and resources for the benefit of students as they prepare for various medical careers and to help them make a difference in the community.

Latino families traditionally emphasize interdependence over independence and cooperation over competition. These values can be used to engage parents and community members to contribute their effort to build a strong school community. Interdependence has been a part of the Latino culture for many centuries and it is manifested in family traditions and networks. Cooperation amongst Latinos is another value that adds to the family dynamic in many Latino families. Respecting and embracing these values can assist community outreach programs and will encourage members of the community to engage in meaningful school improvements. The heightened sense of collaboration amongst Latinos also fosters networking opportunities among stakeholders. It is these values that can be used to encourage community empowerment and involvement, leading to successful community partnerships that will improve student achievement.

Another deeply-held value is the community's reverence for education. Parents have a strong interest in the education of their children and hold opinions about how their children should be educated. They are deeply interested in advancing their children's education and in creating an opportunity for a prosperous future. By providing a safe, orderly, clean campus with a rigorous standards-based academic program with ample opportunities for students and parents to be involved in school activities, East Los Angeles Star will be a revered community asset.

All nine members who participated in the writing of this proposal are successful fully credentialed educators by the State of California, except for the parents and the Community Service Organizer, and have substantial teaching experience. All come from neighboring schools with similar students demographics and all have worked in the East Los Angeles area for a collective total of 47 years. The Design Team has ample experience working in education and engaging parents in this community. Through their previous work, and as a part of the PSC 2.0 process, the Team has included input from parents, students and community members from surveys and meetings. We are committed to building a school culture that is collaborative.

1.g. Leadership

Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

As an LAUSD school supported by Local District 5, East Los Angeles Star Academy will benefit from the successful leadership of Superintendent Roberto A. Martinez. Under his leadership, Local District 5 has experienced tremendous academic growth, boasting the highest reclassification rate of English Learners of any of the eight Local Districts and a total API point gain of 1189. Further, the data show that the over 15,000 high school students in Local District 5 are exceeding the overall District rates in the percent of students passing the California High School Exit Exam (CAHSEE), and the percent of high school students enrolled in Advanced Placement courses. Local District 5 supports teachers by organizing the largest implementation in the nation of Take One! (teachers working towards National Board Certification) and is piloting National Board Certification for Administrators. Superintendent Cortines recognizes Local District 5 as —the most improved Local District.¶ Belief in a common professional language, building capacity in every adult who works children and the establishment of collaborative models, such as Adaptive Schools, has translated into unprecedented student academic achievement than has ever been experienced.

The credentialed members of the Design Team are committed life-long learners who have demonstrated leadership capabilities. Four of the members have Masters Degrees; the administrative member has a doctoral degree in educational leadership. Two members have administrative credentials. Two members have served as Chapter Chairs and three have served as department chairs. One member is currently a lead teacher in a small learning community. Two members have been full-time out-of-classroom coordinators. One member has served as a master teacher; one has served as a mentor teacher; and, two members have served as instructional coaches. The administrative member is currently the K-12 Mathematics Coordinator for Local District 5.

Key attributes a potential principal should possess are: bilingual Spanish / English; knowledgeable about innovative instructional strategies; experienced in working collaboratively

with all stakeholders; willingness to engage in collective problem solving; and skilled in supporting a medicine and technology focus.

1.h. School Governance Model

Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

East Los Angeles Star Academy's Design Team has elected to adopt the Expanded School Based Management Model (ESBMM). We believe that ESBMM best meets the needs of the school community because it aligns with our inclusive philosophy and commitment to collaboration. In keeping with these elements and with California Education Code provisions encouraging School Based Management, our governance proposal seeks to facilitate improved staffing practices, transparent budget management, parent involvement, and flexible scheduling of time. East Los Angeles Star Academy will implement all aspects of ESBMM consistent with applicable laws and the terms of existing and future collective bargaining agreements between LAUSD and UTLA.