



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

South Region High School #4

Executive Summaries



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Local District 8

(Juan Flecha)

Executive Summary

I. EXECUTIVE SUMMARY

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.

MISSION: South Region High School #4 (Grades 6-12) will provide all students with a high-quality, rigorous academic program, featuring best first instruction coupled with high expectations, to ensure all students graduate college-prepared and career-ready. Caring adults, passionate about high student achievement and positive relationships, will support students' best efforts at self-expression by encouraging their dynamic curiosity of the world through project-based learning opportunities and collaborative work with their peers and community partners. The school will value student autonomy, positive interaction, respectful discussion of multiple points of view and choice in a personalized setting of small school Academies that cultivate students' academic and social development. A safe, clean, and organized learning environment will enable all students to develop pride in themselves, their peers, their school, and their community.

VISION: South Region High School #4 will produce college-prepared, career-ready graduates who are creative, empowered, ethically responsible and engaged critical thinkers who demonstrate a global perspective.

CORE BELIEFS: At South Region High School #4, all members of the school community believe that all students can learn though not always in the same way or on the same day. The school will adopt a cycle of continuous improvement for both students and staff. Staff, both certificated and classified, will work in Professional Learning Communities dedicated to assessing and improving practice through collaboration, based on collective inquiry and action research, no matter what the job. A rigorous A-G curriculum is required in Los Angeles Unified schools; SRHS #4 will give students ample opportunity for during-the-school-day intervention and during-the-school-year credit recovery. School-wide strategies such as Cornell note-taking and Socratic seminar will support the critical thinking skills students will require to become successful graduates and attain success after high school graduation. Adopting common teaching strategies, rituals, and routines will help maintain a school culture of high expectations. A rigorous curriculum, project based learning, and community-based service learning will develop the essential skills of the 21st century in: Information, Media and Technology; Life and Career Skills; and Learning and Innovation.

Staff will hold themselves and each other to a high level of involvement and responsibility for the success of students. A rigorous interview process and Elect to Work Agreement will be implemented (Section 12: Staffing) to ensure that all team members are equally dedicated to student success. The most important relationship is that of the student and the teacher in the classroom and all resources, professional development, and activities will be marshaled to support the positive, personalized relationships that ensure success for each student.

Equal quality education is a civil right and all students are expected to succeed in a safe, clean and compassionate environment. The staff is dedicated to doing "whatever it takes" to ensure the success of each student by effective teaching, mentoring, creating project-based learning opportunities, leading by example, developing community partnerships, and promoting pride in self, school and community.

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.

Feeder Schools

School Name	% Proficient in ELA	% Proficient in Math	2010 API Growth API	2009-2010	Made AYP
Leapwood ES	48.6	54.8	764	37	Yes
Annalee ES	39.1	39.9	696	-31	No
Broadacres ES	36.8	44.3	706	-17	No
Del Amo ES	51.2	56.9	786	-33	No
Dominguez ES	43.7	53.6	753	0	No
Carnegie MS	38.4	29.1	698	27	No
Curtiss MS	30.8	24.0	650	0	No
Banning HS	34.8	42.5	646	33	No
Carson HS	41.3	54.8	641	30	No

School Name	% African American	% American Indian/Alaskan Native	% Asian	% Hispanic	% Pacific Islander/Filipino	% White
Leapwood ES	87.85%	0	.6231%	9.657%	.6231%	1.246%
Annalee ES	87%	.25%	2%	8%	2%	.75%
Broadacres ES	91.46%	.3559%	1.779%	5.694%	.3559%	.3559%
Del Amo ES	18%	.25%	23.5%	44%	13.5%	.75%
Dominguez ES	4.786%	.1709%	6.667%	82.05%	3.761%	2.564%
Carnegie MS	19.56%	.5882%	11.47%	54.1%	11.544%	2.647%
Curtiss MS	74.6%	.5952%	.7937%	22.02%	.3968%	1.587%
Banning HS	4.387%	.1935%	1.419%	90.68%	1.677%	1.645%
Carson HS	8%	0	8%	52%	16%	16%

School Name	% English Learner	% Special Education	% Economically Disadvantaged	Total Enrollment
Leapwood ES	2.516%	10.8%	54%	321
Annalee ES	3.046%	11.56%	72%	400
Broadacres ES	.7168%	10.78%	68%	281
Del Amo ES	18.56%	15.9%	63%	400
Dominguez ES	30.07%	16%	88%	585
Carnegie MS	9.232%	10.9%	71%	1360
Curtiss MS	5.159%	12.51%	73%	809
Banning HS	21.72%	15.53%	75%	3407
Carson HS	8%	11.03%	51%	3304

Students attending South Region High School #4 will be a diverse group of 6th through 12th grade students. Based on feeder school demographics our population will likely be comprised of approximately 69% Hispanic, 10% African American, 6% Pacific Islander, 2% Filipino, 5% Asian, 6% White and 2% other. Of all students enrolled approximately 11% will need special education services, 16% English Learners, 71% economically disadvantaged and 9% state identified Gifted and Talented.

The relieved high schools, though not identical, have similar academic success with students as evidenced by the mere 5-point spread of the Academic Performance Index (API) for the schools: Carson High School at 641 and Banning High School at 646. Carnegie Middle School is substantially higher at 698. Proficiency on the Adequate Yearly Progress in English and mathematics is similar as well. This data tells us that SRHS #4 is poised to rapidly bring up the scores of all students but focusing on maintaining and excelling growth for each individual student. A strong, frequent, in-depth review of data will maintain the focus and keep students from slipping to lower levels of achievement.

At focus group sessions, students expressed enthusiastic interest in attending this new school and becoming involved in such activities as band, drill team, athletic teams, field trips, leadership, clubs, social events, and community service opportunities. They also were extremely interested in attending a new school that offered internships in local industries, government offices, universities, and non-profit organizations. Students also wanted a rigorous, college-prep academic program, including honors, Advanced Placement, college, and distance learning classes. Students said they wanted learning experiences that challenged them to solve real-world problems, which is why Project-Based Learning is the central strategy teachers at SRHS #4 will employ.

The Design Team members collectively have many years of experience in middle and senior high schools demographically similar to South Region High School #4. Our team consists of experienced educators from upper elementary level to university level. We have Design Team members who represent all content areas within a school, including the visual and performing arts. South Region High School #4 is dedicated to the children of the east and north sections of Carson, CA along with any other students that may come along through open enrollment permits.

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.

Our proposed curricular and instructional program is explicitly student-centered and grounded in research of effectiveness with similar student populations, particularly geared toward meeting the learning needs of English Learners (EL), Standard English Learners (SEL), Economically Disadvantaged (ED), and Students with Disabilities (SWD). Towards this end, we have consciously adopted key, research-based instructional strategies that have demonstrated effectiveness for the student population that will be served at SRHS #4. Moreover, our design of the curricular and instructional program is informed by findings from a study of ten “best practice” high schools in California¹ to ensure high standards of learning for all students and to guide the design of the instructional program at SRHS #4 including:

- **Focus on Standards:** State standards will be used to set goals, develop course outlines, and create common assessments.
- **Data- and Goal-Driven Instructional Planning:** Planning of teaching and learning will be driven by explicit, measurable goals based on data and aligned to standards.
- **High Academic Expectations:** Academic expectations will be high for all students, regardless of socioeconomic status, ethnicity, English language proficiency, learning disability, etc.

¹ National Center for Educational Accountability (2006). Just for the Kids – California. High School Best Practice Study, 2004-2005. Sacramento, CA.

- Evidence of Effectiveness: Selection of instructional programs and resources will be based on available research and/or evidence of effectiveness. These instructional programs will be tightly aligned to State standards with the understanding that the standards, not the textbooks, drive instructional planning.
- Differentiation: A variety of instructional structures, programs, and resources will be selected to assist in differentiating instruction so that students can be served in the regular classroom and have access to a rigorous and engaging curriculum.
- Personalization: Providing a personalized, differentiated classroom and enhancing adult-student relationships through advocacy and mentorship will be the primary means to reach high academic expectations for all.
- Alignment of Schedules and Support: Schedules and structures will protect instructional time and reflect an emphasis on core academic courses. Instructional specialists, coaches, and/or master teachers will work with teachers to ensure that evidence-based teaching strategies are implemented effectively in every classroom.
- Focused Teacher Collaboration: Teacher collaboration time will be used to refine and revise curriculum, develop assessments, and share instructional strategies and practices. Collaborative teams will take solution-centered approaches to address the learning needs of students, valuing professional inquiry, reflection and problem solving by team members.

Because SRHS #4 will serve middle school students grades 6-8, we have drawn on recent research on the effectiveness of California middle schools.² This EdSource study is based on 303 California middle schools that approximate the demographics of the students that will be served at SRHS #4. Drawing on data from 2007-2009, the study identified a set of characteristics as the most “predictive” or correlated with increased student achievement. These will guide the design of the instructional program, ensuring that the entire secondary instructional program is research-based:

1. SRHS #4 will set goals for improved student outcomes on standards-based tests:
 - The curriculum and instructional program will embody clear expectations for improving student outcomes for all students regardless of proficiency level or demographics.
 - Instruction will be guided and modified in relation to measurable goals set by grade and subject matter teams for summative and interim benchmark assessments.
 - SRHS #4 will prioritize meeting and exceeding State and Federal accountability targets.
2. SRHS #4 will exemplify a shared school mission aimed at preparing students academically for the future:
 - Curriculum and instruction will be designed to provide strong foundational academic and study skills, including mastery of standards tested on the California High School Exit Exam (CAHSEE) and student readiness for the academic rigor of the A-G course sequence in high school.
 - Instruction will promote literacy across the curriculum, as well as common strategies for teaching expository writing across the curriculum. The focus on expository writing is driven by the low pass rate on the Early Admission portion of the CST for 11th grade students as well as the understanding and use of writing required to pass the CAHSEE.
 - Instruction will be guided by multiple forms of assessment to review and place students and will include explicit review/examination of student access to a viable, guaranteed curriculum to ensure adequate scope and sequencing of key standards.

² EdSource (2010) Gaining Ground: Why Some Schools Do Better. Sacramento, CA.-7-

3. SRHS #4 staff will deliver precise and coherent implementation of standards-driven curricula and instructional practices:

- Instruction will be closely guided by state academic standards and state-adopted curricula, including a focus on ELD standards.
- Instruction will emphasize key standards in each grade and core subject; teachers will regularly collaborate around “breaking down” standards to identify prerequisite skills and ways to address them.
- Teachers will regularly collaborate on curriculum pacing, scope, and sequence, as well as development of common benchmarks and assessments to design and modify instruction.
- Instruction will be standards aligned and coherent from classroom to classroom within content grade-level classes.

4. SRHS #4 teachers will be held accountable for demonstrating high levels of expertise and competence:

- Teachers know California content standards and mapping curriculum standards to specific instructional practices/strategies.
- Teachers use student assessment data to improve teaching and learning.
- Teachers adapt curriculum and instruction to meet the learning needs of Standard English Learner (SEL) and English Learner (EL) students.
- Teachers understand adolescent development issues and ability to make personal connections with students.
- Teachers work collaboratively with peers in a professional manner

Based on analysis of achievement data of students currently attending Banning High, Carson High, and Carnegie Middle schools (i.e., the student population that SRHS #4 will draw from), it is clear that many of our anticipated students have moderate to severe learning gaps which complicate the delivery of rigorous, grade level instruction tied to the California content standards. Put another way, the “typical” SRHS #4 student will need additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. As such, the SRHS #4 Design Team has come to consensus on the following research-based instructional strategies that support such an approach and, therefore, will form the basis of instructional delivery across content areas and Academies:

1. Specially Designed Academic Instruction in English (SDAIE) is a pedagogical approach that focuses on providing students with scaffolded and differentiated lessons that enable students to access and master rigorous core content through the application of modified speech and explicit modeling by teachers, frontloading of academic vocabulary, student involvement in multi-sensory experiences that address multiple learning modalities, cooperative learning activities³, comprehensible input including use of graphic organizers and other non-linguistic representations⁴ to categorize and organize learning, frequent checking for student understanding, pre-writing activities, and design of formative assessments.

³ Cooperative learning is a research-based instructional strategy ranked sixth of nine key strategies overall. See Marzano, R. J., Pickering, J.D., and Pollack, J.E. (2001) Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD. Cooperative learning ranks higher (fourth of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) Classroom Instruction that Works with English Language Learners. Alexandria, VA: ASCD.

⁴ Non-linguistic representations are a research-based instructional strategies in and of themselves, ranked fifth of nine key strategies overall. See Marzano, R. J., Pickering, J.D., and Pollack, J.E. (2001) Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD. Nonlinguistic representations rank higher (second of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) Classroom Instruction that Works with English Language Learners. Alexandria, VA: ASCD.

2. Advancement Via Individual Determination (AVID) is a college-readiness system designed to increase the number of students who enroll in four-year colleges by raising expectations and providing academic and mentoring support. WICR — writing, inquiry, collaboration, and reading — forms the basis of the AVID curriculum. It gives students the skills they need to succeed in college-preparatory class by transforming students from passive learners into active classroom contributors and critical thinkers, including the use of Socratic Seminars⁵ to stimulate higher-level thinking and meta-cognition. AVID also focuses on improving students' study skills (e.g., time management, note-taking, and generation of good questions for interactive classroom discussions). AVID will be infused across the curriculum for all students rather than concentrated among a small group of “AVID” students.

3. Project-Based Learning (PBL) is an approach for classroom activity that emphasizes learning activities that are long-term and student-centered. Within the PBL framework, students collaborate, working together in original ways to come up with the solutions to real world problems and/or learning applications. PBL provides complex tasks based on challenging questions or problems that involve the students' problem solving, decision-making, investigative skills, and reflection that emphasize teacher facilitation of learning rather than directed teaching. In sum PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.⁶ PBL also provides the basis for students to develop the “soft skills” of the 21st Century in the areas of 1) Information, Media and Technology; 2) Life and Career Skills; and 3) Learning and Innovation.

4. Guided Language Acquisition Development (GLAD) offers strategies intended to promote positive, effective interactive instruction that develops meta-cognition, academic language, and literacy in heterogeneous classrooms. GLAD emphasizes that language is acquired most effectively when the emphasis is on meaning and the message (relevance and applications). As such, GLAD strategies provide authentic opportunities for use of academic language such as: 1) Activating and focusing prior knowledge through inquiry charts, brainstorming, and clustering of ideas; 2) Providing students with direct experiences with visuals, films, and read-alouds; 3) Organizing ideas with graphic organizers and thinking maps⁷, summaries, visuals, charts, process grids, and contextual or semantic clues; and, 4) Negotiating meaning from language and text via cooperative learning activities. Under GLAD teachers focus on a) Direct teaching of text patterns, academic language, writing patterns, and decoding skills; b) Providing a set purpose for learning and facilitating student goals and student choices; c) Organizing pre-writing activities and interactive journals; d) Signaling a language functional environment; and e) Infusing teaching with thematic connections that prioritize oral ideas and cross-cultural respect.

5. Writing Across the Curriculum (WAC) is a strategy for having students practice writing in a variety of contexts based on the following principles: a) Writing promotes learning; b) Integration of writing and the writing process promotes student participation, a diversity of student voices, and engages

⁵ Socratic seminar is a method of teaching that engages students in intellectual discussion by responding to questions with questions, instead of answers. This method encourages the students to think for themselves rather than being told what to think. Open-ended questions allow the students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence.

⁶ Definition taken from Buck Institute for Education. See www.pbl-online.org

⁷ Thinking Maps are distinct graphic organizers used to scaffold instruction for students in eight fundamental thinking processes (defining in context, describing with adjectives, sequencing and ordering, identifying part/whole relationships, classifying and grouping, comparing and contrasting, analyzing cause and effect, and illustrating analogies). Thinking Maps enable students to organize their thinking and are typically used in conjunction with collaborative learning groups to facilitate brainstorming, pre-writing, and other learning activities that help students to access and master rigorous content.

students as critical thinkers while promoting their texts as important resources and thinking tools; c) Effective writing instruction integrates subject area disciplines; d) The opportunity to write in every class develops good writers; e) Using writing as part of instruction can be used in every classroom; and f) Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.

While the specific curricular use of these strategies will differ from Academy to Academy based on their thematic orientation, ALL students at SRHS #4 will receive an instructional program that incorporates the regular use of these strategies. We believe these instructional strategies are mutually reinforcing and complementary. As such, they provide a common “toolkit” for designing classroom teaching practices and student learning activities that will enable us to reach our vision of all students graduating from high school college-prepared and career-ready.

D. 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.

South Region High School #4 (Grades 6–12) will cultivate a school-wide culture of respect, inclusion, shared responsibility, and high expectations, rooted in the core belief that every student can be academically successful and make a meaningful contribution to the community. Students will develop academic and social skills in a personalized and caring atmosphere of emotional safety. Small school Academies, both staff and structure, will provide the academic and emotional support each student needs to attain success. All stakeholders of SRHS #4 will share the vision, mission, and core beliefs of the learning community and make decisions based on that understanding. The Middle School Global Studies Academy, the Freshman Academy, the Law, Government, and Public Service Academy, and the Engineering, Technology, and Design Academy will be the construct of this learning community. Students will identify themselves both as members of an Academy and members of the whole school community. The school will create a healthy balance between Academy identities and a strong schoolwide identity based on common values, structures, and routines.

The school will implement a systematic plan for identifying student needs and matching those with appropriate support. The Response to Instruction and Intervention (RtI2) tiered approach to problem solving will be used in the areas of academics, attendance and behavior to determine appropriate interventions from the school-wide to the individual student level.

The school will assess the effectiveness of this plan through data regarding attendance, grades, referrals, attitude surveys from students, parents/guardians, and staff, and anecdotal discussions within academies. After identifying a baseline for these data points, the school will systematically monitor and re-design its attendance, behavioral and academic intervention plans to support the success of all students.

SRHS #4 will develop several systems designed to provide students with social and emotional support:

- A mixed grade-level, student-led Advisory period will meet weekly to lay the foundation for student success. 11th and 12th grade student Advisory facilitators will be trained to run these groups and will play an active role in shaping the Advisory curriculum based on student interest, needs, and feedback.
- A one-on-one peer mentoring program will pair younger students with older peer mentors who will meet regularly to discuss challenges ranging from academic to social to emotional (Elevate Your Game).
- Counselors, School Psychologist, PSA Counselor, and Health and Human Services professionals will collaborate to offer group and individual counseling to students identified with support

needs. The school will utilize the processes of Coordination of Student Services Team (COSST), Student Success Teams (SST) and School Attendance Review Board (SARB) as a support for students who need additional support on an individual basis. - A school-wide Positive Behavior Support plan will ensure that students and staff have clear expectations of appropriate conduct and systematic protocols to deal consistently with behavioral issues. The Office Discipline Referral (ODR) form will be utilized to monitor referrals for behavioral and other reasons so that appropriate interventions can be utilized in an “on time” basis to keep the school environment positive. The data generated by the ODR will assist the school in making decisions on our schoolwide approach to positive behavior support as well as with response for individual student needs.

- SRHS #4 will partner with the California State University, Dominguez Hills’ Negotiation, Conflict Resolution, and Peace-Building Program to develop student governance and positive school climate creation processes that focus on fostering personal responsibility and mutual respect among and between students and staff. In addition, we will have the support of the L.A. County Bar Associations Peer Mediation Program.

The school will implement a systematic plan for identifying student needs and matching those with appropriate support. The Response to Instruction and Intervention (RtI2) tiered approach to problem solving will be used in the areas of academics, attendance and behavior to determine appropriate interventions from the school-wide to the individual student level.

The school will assess the effectiveness of this plan through data regarding attendance, grades, referrals, attitude surveys from students, parents/guardians, and staff, and anecdotal discussions within Academies. After identifying a baseline for these data points, the school will systematically monitor and re-design its attendance, behavioral and academic intervention plans to support the success of all students.

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.

Per Monique Epps, only schools selected through the Public School Choice process will be required to complete the performance management matrix.

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.

SRHS #4 is located in the South Bay region of Los Angeles County, in the incorporated City of Carson. The enrollment of this culturally diverse school in its first year will be approximately 1,390 students in grades 6-11. With the addition of a 12th grade class in year two, the enrollment should grow to approximately 1600 students. The matriculating family of schools is: Dominguez, Del Amo, Leapwood, Annalee, Broadacres Elementary Schools, and Carnegie and Curtiss Middle Schools. The school will relieve overcrowding from Banning and Carson High Schools.

Historically, sixth graders from Dominguez Elementary School have had to traverse a dense and intimidating industrial zone on their travels to middle school causing concern for parents/guardians. The incorporation of a middle school program addresses this ongoing concern by providing the matriculation

of sixth, seventh, and eight graders at SRHS #4. Culminating 5th graders from Dominguez ES will seamlessly matriculate to the “school-next-door!” The span provides a golden and unprecedented opportunity for teachers to articulate, and more actively respond to the needs of middle school students and matriculate them to the ninth grade at a rate greater than 95%. As importantly, students as early as sixth grade will begin learning about the rigors, rituals, and routines of the high school experience.

The City of Carson has over 89,000 residents. The current composition is: African-American (25.7%), American Indian (0.6%), Asian (22.3%), Caucasian (25.7%), Filipino (18.8%), Hispanic (34.9%), Japanese (0.9%), Korean (0.6%), Native Hawaiian and Other Pacific Islander (3%), and Samoan (2.4%). Carson residents speak a variety of languages. 50.1% of households speak English only, 29.1% speak Spanish, 19.3% speak Asian and Pacific Island languages, and 0.9% speaks other Indo-European languages at home.

Education levels vary among the City of Carson. Of the residents, 13.9% have less than a 9th grade education, 15.4% have attended high school and did not graduate, 70.5% have graduated from high school, and 49.1% have attended college or graduate school. The median household income in the City of Carson is \$52,284 with an average per capita income of \$17,107. Social Security is received by 24.8% of the population, 8% receive supplemental Social Security income, and 5.5% receive public assistance. Retirement income is received by 19.8% of the residents. With regard to socio-economic status, 9.3% of families with children under the age of 18 live in poverty status and 11.8% of families with children under 5 live in poverty.

Moreover, the data from the three schools being relieved, Banning and Carson High Schools and Carnegie Middle School, demonstrates the need for South Region High School #4 to have a laser-like focus on the instructional program, being prepared to meet the needs of a diverse group of learners as they prepare for post high school graduation success.

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.

For South Region High School #4 (Grades 6-12), we assert that we need a transformational instructional leader capable of relentlessly aligning the school with our student-centered philosophy, based on a shared vision of all students becoming college-prepared and career-ready graduates. Such a leader must also coordinate and orchestrate the development of a school culture, buttressed by structures for authentic professional development and collaboration, which focuses on whole school accountability for raising student achievement. As one pivotal study of leadership defines it, transformational leadership means forming “a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.”⁸ Seen this way, principal leadership is the transformational guidance that is required to focus the core mission of schooling on student learning, rather than merely managing what is taught in schools.

In developing the proposal for SRHS #4, we have already selected an interim principal who has a wide range of experience as an administrator in both middle and high schools in LAUSD (Resume: Appendix I4). Moreover, this person has the capacity to be a transformational instructional leader based on a proven track record of accelerating student achievement at schools with similar student populations, as well as experience supporting effective practices of adults charged with improving student achievement.

⁸ Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.

In selecting future principals, SRHS #4 will adhere to the guidelines for Staff Selection under the ESBMM governance model described in Section 10: Governance and Oversight. The ESBMM Staff Selection Committee, an inclusive body comprised of school stakeholders, will review Principal candidates in terms of the aforementioned criteria. The Committee will, in turn, recommend a candidate for approval by the School Leadership Council (SLC). A formal job description of the principal is located in Appendix S.

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?

The SRHS #4 Design Team is ready and willing to take on the autonomy afforded to us in the Public School Choice process. It is our belief that the Expanded School Based management Model (ESBMM) provides this opportunity. We are committed to a rigorous process of staff selection while maintaining and including the appropriate number of teachers from all relieved schools. During community meetings parents/guardians strongly commented on their desire for excellent teachers who care about the success of their students and are actively involved in all aspects of school life at South Region High School #4. In support of parent concerns, SRHS #4 is requesting a waiver to include an Elect to Work agreement in order to be able to recruit like-minded teachers to support a dynamic school opening.



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

MATTIE

(Multicultural Achievement Technology
Teaching & Innovative Experiences)
Academy of Change Charter School

Executive Summary

EXECUTIVE SUMMARY

The Executive Summary is a stand-alone document that should provide a succinct narrative overview of the application.

1. Executive Summary (5-7 pages)

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.

The MATTIE (Multicultural Achievement Technology Teaching & Innovative Experiences) Academy of Change is an innovative and progressive learning center that embraces cultural, linguistically, and developmental differences of its student body. The mission of this innovative charter school is to promote academic success in each grade 6-12 student through thinking, problem solving and in-dept learning at the secondary and post-secondary level. We expect to matriculate students who are college or career ready based on their superior (top 10% nationally) of students according to performance on standardized testing.

Our academy is designed to collaborate with communities, agencies and colleges to act as a catalyst for change to address vital aspects of students by raising their standard of living in their communities. We believe that a systematic and sustained emphasis on education and life skills will help remove students from negative lifestyles that have inhibited their development as constructive and successful citizens positively contributing to society.

We believe our students deserve the highest quality education possible. Further, we believe that students should be actively involved in their community and that there should be learning opportunities that are both appropriately differentiated and substantive in grades 6-12, and linked meaningfully to the core content areas of language, math, social studies, and science. It is our fundamental belief that all students who matriculate from the Academy should be amply prepared to successfully compete for both college admission and career performance and promotion. We believe that parents should continuously be involved and engaged in every aspect of our school culture.

We envision a learning community that respects the unique need and strengths of each student, emphasizing cognitive, imaginative, creative, social, emotional and physical development. Integrating an ethos of service and environmental stewardship, we hope to provide a unique opportunity for personal growth for all who are affiliated with our school.

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.

We propose that the MATTIE Academy, a public high school will serve 825 or more inner-city, at risk students in Carson grades 6 thru 12 in a No Child Left Behind, Title I area. The student population includes African-American, Asian, American Indian, Filipino, Hispanic, Pacific Islanders, White, Special Education, gifted and talented, English Language Learners, and economically disadvantaged students.

We expect to service a student population aged 11-18 from diverse socio-economic backgrounds to include students who qualify for free or reduced lunch, students with different learning styles and developmental needs. Specifically, we have determined and have developed instructional strategies for students for students not on alternate curriculum in community based instruction, students not expected to pass the CAHSEE and are working on alternate graduation standards, students who are deaf or hard of hearing, students with Autism requiring a restrictive special day class, and students with learning disabilities, using grade level standards. We contemplate that our students educational range will be from those designated from special education to gifted and talented - and we have developed an instructional program to educate and matriculate each child, regardless of where they are on that spectrum to achieve the aforementioned mission and vision. Additionally, because we are cognizant of the multilingual community where we will serve, we anticipate and have formulated strategies for the education and affirmation of English language learners in our school community.

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.

The philosophy of the MATTIE Academy is that there is brilliance in every child. Therefore, all students who will attend this learning community will be nurtured, be challenged, and will be engaged in collaborative group projects to think and to solve problems in inclusive and supportive classrooms. Thus, the charter school will focus on co-teaching to teach the core curriculum to special needs students, to general education students, and to English Limited Language students. The administration and the faculty will establish strong relationships with parents and the community through school wide events that celebrate cultural diversity through parent-teacher conferences, Career Day, Community Appreciation Day, etc.

MATTIE teachers will incorporate a wide variety of instructional strategies designed to address the different learning styles and developmental needs of the aforementioned student populations. Some of the instructional strategies will include student investigations, cooperative/collaborative learning, whole group instruction, independent and self-directed learning, peer coaching, graphing, concept mapping, self-assessment, research and simulations. Our school offers effective learning strategies to ensure that each student masters the concepts and skills of each subject. Through direct instruction and well prepared lessons,

we will focus on higher-level reasoning skills, collaborative learning groups, hands-on learning activities and problem-solving projects that develop deductive reasoning abilities. A least restrictive environment will be the standard strategy for meeting the needs of special education students. Gifted students will be provided special day classes, part-time groupings and cluster groupings that emphasize specialized curricular components that accentuate differentiated learning experiences within the regular school day.

We have determined through the 2009-2010 CST trend for students in the subject area of English Language Arts that only a small percentage of students in all ethnic groups were advanced and proficient. Students in all ethnic groups in grades 10, 11, 12 in the subject areas; Algebra 1, Algebra 2, Geometry, Chemistry were not advanced or proficient. Students were either below basic or far below basic in these subject areas. Over 50% of the MATTIE student population is deemed economically disadvantaged. MATTIE will provide more time on task, using the block schedule format, provide hands on activities, rigorous instruction and collaborative activities in the Mathematics, Engineering, Science and Achievement (MESA) program. In an effort to address the needs of this population, administrators will monitor classroom instruction daily, provide immediate feedback to teachers, and provide instructional support to teachers, whenever necessary.

Mattie's instructional program will be based substantially on the California Curriculum Standards for Grades 6-12, including content standards, learning expectations, accomplishments and benchmarks. Subject areas will include English Language arts, Math, History-Social Sciences, Science, Physical Education, Independent Study, Social Studies, and Foreign Language, Career and Technology.

The MATTIE curriculum is an integrated learning system that consists of providing students with relevant skills and knowledge that enriches their intellectual and personal development that enhances their uniqueness and purpose of their life. Our educational program will adhere to the California State Framework of Content Standards for each subject and it will also encompass the following:

- Direct Instruction
- Text-Based and Print-Based Learning
- Collaborative Learning groups
- Social Skills and Personal Responsibility Instruction
- College Preparatory
- Life Skills and School-to-Work Instruction
- English as a Second Language (ESL) Instruction
- Project-based Instructions
- Contextual Learning
- Instructional resources and techniques including:
 - Computer-Assisted Instruction for all subjects including foreign language
 - Video-Based Learning
 - Audio Cassette and Auditory-Enhanced Learning
 - Sustained Silent Reading⁴

As the MATTIE team has had significant experience in serving a similar population of students, we are confident that our instructional approach is the most effective and efficient method for advancing our vision and achieving our mission. In fact, the CEO, Principal, and Administrative team were recruited specifically for their affinity for and success in addressing

the needs of students in a low performing school district in which the State took local control and management of the District. The Administrators on the team have been actively involved in writing the District's strategic plan, as well as leading schools that have had significant gains in test scores.

d. 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.

MATTIE will foster an environment of positive competition, diversity and respect which is both powerful and unique. MATTIE's Educational Program prepares students to meet real-world challenges and takes advantage of real-world opportunities. We will put emphasis on rigorous instruction for student excellence. Our charter school is aimed at supplementing the efforts of the Los Angeles Unified School District (District) to respond to the District's academic, social, emotional and cultural needs of a select group of socio-economic and educationally disadvantaged students in grades 6-12 whose poor historical performance on the California Content Standards and Achievement tests shows that they need special assistance to negotiate successfully through elementary, middle, and high school, attend college or succeed in career.

We endeavor to build a supportive, cooperative community-- a true collaboration of children, families and school staff, where we embrace diversity and honor the unique contributions of each citizen of our community. We further endeavor to meet each student's needs by acknowledging and honoring individual difference, offering clear instruction , providing varied opportunities for new experiences, exploration and discovery -- all in an encouraging and positive environment, as outlined in our charter bill. We hope to produce an environment that will promote the students' natural motivation to learn; and where accountability, flexibility, innovation, parent-teacher involvement, and public-private partnerships can combine to provide our students the brightest future possible.

We fully plan to have the cadre of employees and staff that represent the ethnic makeup of students from the surrounding community –African American, Asian, Hispanic, Pilipino, Samoan. The staff will embody, emphasize and promote racial harmony and positive attitude toward school. Motivational themes and inspirational assemblies will be held monthly to recognize outstanding students, staff and parents of the month. Multicultural assemblies and fairs will be a part of the activities that all citizen-scholars and staff will be able to participate.

School-wide motivational themes and inspirational sayings/quotations will be on display weekly in offices and classrooms and printed bulletins. ACT/SAT vocabulary words will be listed in school bulletins daily, as well as conflict resolution scenarios that students will be asked to respond to weekly. School-wide writing prompts and rubric will be given to students in all curricular classes including physical education and electives.

MATTIE Academy will maintain a safe, orderly, and clean school environment. Safety will be a priority for all students, staff and parents. MATTIE Academy plans to use school security and staff assistants to maintain safety. We plan to work collaboratively and preventively with all local law enforcement, including our local Sheriff.

If we achieve our objective, the MATTIE Academy will have taken a heterogeneous group of students wherever they are academically and have provided them with effective learning

strategies that reflect the high reasoning skills of Bloom's Taxonomy that prepares them for the skills needed in the 21st Century work arena. This group of students needs a school that meets their specific learning challenges. We are posed to assume the responsibility of providing a high quality learning environment that allows each student to develop into productive citizens for this democracy.

Specifically the MATTIE Academy will:

- Enable children to acquire the skills for higher math and science and technology.
- Enable children to read effectively in two languages in addition to English, i.e. Spanish, French and Japanese.
- Enable Children to exceed state norms on standardized test.
- Enable Children to acquire requisite for enjoying living in an democracy.
- Enable all to meet the eligibility standards for all community, four-year colleges and universities.
- Establish a comprehensive program of cultural, social and other activities designed to assist the affecting development of children.
- Enable teachers to demonstrate their professional expertise in a safe, encouraging and nurturing environment.
- Enable parents to assist their children to participate fully in all of the activities of the academy.
- To enhance the academic and college prep potential for specific categories of children with special needs.
- To assist in the development of children's ability to appreciate music, visual and performing arts.
- To establish a program of physical education and healthy consciousness for all children at the academy.

Students will also participate in the University of California, Los Angeles' (UCLA) "I'm Going to College Program" where they will visit UCLA campus to attend college activities in an effort to expose students to college culture.

The schools motto is "On Time, On Task, and On a Mission". MATTIE staff recognizes that they must be on time with what is current in educational reform and the "Race to the Top" objectives of President Obama's administration. MATTIE administrators, staff, teachers, parents, community leaders, and students must be on task to accomplish these goals. All MATTIE stakeholders are on a mission to ensure the success of the students.

Our school motto is "On Time, On Task, and On a Mission". MATTIE staff recognizes that they must be on time with what is current in educational reform and the "Race to the Top" objectives of President Obama's administration. MATTIE administrators, staff, teachers, parents, community leaders, and students must be on task to accomplish these goals. All MATTIE stakeholders are on a mission to ensure the success of the students.

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.

1. We will use performance based assessment. This evaluation system will be developed in collaboration with teachers through the use of portfolios. Teachers will present various

measures of student performance as a way of demonstrating the effectiveness of their work. Tools use to support the evaluation process will be: Individual Development Plan, Performance Improvement Plan and DSA Portfolio Checklist.

1. Quarterly benchmarks to assess reading, math and writing skills. As well as state AYP, API, CST's, CAHSEE, and CAPA
2. Provide in-depth support for identified groups or individuals:
 - Implement Portfolio of Evidence that Single Plan for Student Achievement
 - Supports implementation of Essential Program Components (EPC's)
 - Demonstrate the School's ability to strategically and effectively implement the plan
 - Ensure evidence documenting the school's efforts, progress, and achievement for CCR, WASC and other compliance reviews
 - Analysis and interpret subgroup data
 - Assess student achievement at the grade level and/or department level
 - Target and support high priority Students
 - Assess implementation of priority strategies such as differentiated instruction, higher order thinking skills, thinking maps and school-wide writing

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.

Based on demographics for the City of Carson, CA alone, we know that MATTIE teaching professionals will be addressing a portion of the educational needs of a community that is composed of an elementary school population (grades 1-8) or approximately 12,491 43.7 eligible students and a high school (grades 9-12) population of 6,209 21.7 (Figures courtesy of Statistics from the 2000 US Census Data Database).

Based on our extensive informal surveys and community involvement, we believe the values of our community to be:

- To develop and implement an array of learning opportunities that are appropriately differentiated and substantive in grades 6-12 and are linked meaningfully to the core content areas of language, math, social studies, and science.
- To prepare students to be actively involved in the improvement of their community and become productive citizens and leaders in a global society.
- To transition from school to college or career
- To provide ongoing and appropriate training and staff development opportunities for administrators, counselors, and teachers involved in serving the needs of advanced students.
- To provide parent education opportunities and to solicit parent and community involvement to promote collective participation in the program.

Our key community partners include the City of Carson, the Carson Sheriff, congresswoman Laura Richardson, the MESA program, and California State University Dominguez Hills

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.

The MATTIE Academy of Change will embrace the system of what is referred to as SCHOOLBASED MANAGEMENT or SITE-BASED DECISION MAKING. This system allows for all school stakeholders to be actively involved in the decision-making process relative to all aspects of the school. Specifically, leadership councils are established and are responsible for making decisions to be communicated and responded to by the faculty and whole school community. Our goal is to eventually have a Governance Council which will include a representative from each council (SSC, SAC, and BAC) who will be involved in the decision-making practice for the school. Decisions are typically made in the areas such as:

- Budget
- Personnel
- Curriculum
- Professional development/training (administration, faculty, and parents)
- School environment
- School governance systems
- Other areas that directly support student achievement

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? Please reference Appendix B for more information on the governance models listed above.

MATTIE will establish Leadership Committees, members from each stakeholder will be represented on committees. These committees include Curriculum & Instruction, School Climate, Staff Development, Student Activities, Parent & Community.

The leadership council membership includes representatives from the school administration, certificated staff, classified staff, parents and business/community partners.

We are committed to and embrace the following resources that will result in high performance for all students:

- Empowerment⁸
- Professional development/training
- Information
- Leadership
- Instructional Guidance System
- Rewards (Extrinsic and Intrinsic)⁹