SCHOOL PLAN OUTLINE: PSC 4.0

Sylmar High School
October 2012

PSC 4.0 Plan
Sylmar High School

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A. VISION AND INSTRUCTIONAL PHILOSOPHY

As a school with a long history and deep community ties, we the staff, students and parents at Sylmar High School recognize there are many assets our students bring, yet also understand that they face many obstacles and challenges. Although predominantly Latino, the socio-economic level of our students and parents is relatively stable with a low transience rate. While the number of new LEPs is minimal compared to other schools in the East San Fernando Valley, we have a large number of Long Term LEPs and RFEPs.

Recognizing the type of students we have and their needs, our fundamental effort at Sylmar will be three-fold; *1) to ensure students develop mastery in all core content areas as they prepare for college, 2) to ensure students participate in elective courses of choice, for the purposes of becoming career ready, 3) to guide students to become self aware, and yet recognize the importance of his or her role in the community and the world at large.*

To achieve these three overarching goals, we will strive to ensure that all of our students develop the specific skill sets listed below:

- Work collaboratively
- Communicate effectively
- Think critically and creatively
- Become responsible members of society

To achieve our vision and to ensure all students are learning, teachers and staff must make a fundamental commitment to substantively change the instructional and support practices provided to our students and families. Teachers must commit to meeting on a frequent and consistent basis to plan and develop curriculum, share best practices, examine data and student work, and conduct peer observations. No longer can teachers work in isolation.

Staff must also commit to establishing a true partnership with parents and community organizations. We must shift away from expecting parents to come to us, and must make a conscious and determined effort to reach out to parents and provide a welcoming environment in which they can actively participate in their child's education. Similarly, we must open our doors to community organizations so they can share their expertise and resources to provide for our students and their families. Finally, we must make a sustained effort to recruit and attract businesses and non-profit groups from various fields and disciplines. We seek to have them partner with us in our effort to drive our instructional and career pathway programs.

To become the school that we envision, our staff will be committed to develop and implement a plan that begins with short term, intermediate and long term goals. Within the first year, three distinct Small Learning Communities with unique career pathways will be created. One will focus on the Visual and Performing Arts, another on developing Leaders within the framework of environmental and social justice, and finally one that focuses on students acquiring technological skills as it relates to the world of Business. All three of these new SLCs will complement our existing Math and Science Magnet School, which will in essence serve as the

fourth school of choice. Our Magnet, in existence since 1994, reaches full capacity enrollment annually and has been recognized by the District as an "achieving Magnet school."

Like the Magnet school, each of the new small learning communities will have their own Master Schedule. More elective courses that meet A-G college entrance requirements will be offered. We at Sylmar have the luxury of offering additional classes as we have available QEIA funding to financially support a 2x8 or 4x4 block schedule. We have also been selected, and have agreed to participate in the District's effort to apply for the Federal *Race To The Top* grant.

As reflected in our Master Schedule, our instructional philosophy hinges on students linking academic learning to a career pathway. We strongly believe in the methodologies of developing thematic units, engaging in interdisciplinary teaching, and having students participate in Project Based Learning. In order to facilitate the implementation of these methodologies, two SLCs are committed to the *Linked Learning* framework and the School of Visual and Performing Arts will incorporate the *Humanitas* interdisciplinary teaching framework.

There exists compelling research and data which shows that these instructional programs are extremely effective in impacting student achievement, particularly with students who have a similar demographic to Sylmar High School. We recognize that both models work towards promoting student motivation, thus leading to higher matriculation and graduation rates while concurrently resulting in higher performance on state standardized tests. Data from these tests as well as formal and informal progress monitoring within the SLCs will provide us with information to continually assess student achievement. We also recognize that these models align very well with the upcoming Common Core framework, which emphasizes cross-curricular cohesion, close reading, text dependent questions and citing evidence. The success of both the *Linked Learning* and *Humanitas* models require the full commitment of all teachers to implement with fidelity. Therefore, teachers who want to teach at the New Sylmar High School must agree to training, follow up, full implementation, and reflection. Similarly, the school must provide the necessary time and resources for teachers to receive this training.

With the establishment of new SLCs as schools of choice, combined with the implementation of innovative teaching methodologies, we see our students becoming effective communicators, critical thinkers, collaborative workers and self-aware members of the community. All of these skills will not only increase student achievement but will help our students become both college and career ready.

B. SCHOOL DATA PROFILE/ANALYSIS

Areas of Strength

The PSC 4.0 Design Team recognizes that Sylmar High School has some key elements in place that show potential. For the past four years, Sylmar High School has operated under Small Learning Communities. SLCs provide the structure in which professional collaboration and personalization for students can occur. However, the process of sustaining pure SLCs has had severe limitations. As a result, staff acknowledges that the current SLCs exist only in name.

In contrast, our Magnet School has operated as a true SLC. With greater classroom student purity, greater autonomy over its own Master Schedule, and effective and meaningful collaboration amongst teachers, the students have outperformed students in the resident school even though the Magnet has a larger percentage of Title I and LEP students.

Sylmar High School also possesses several Career Technical Education (CTE) programs. Based on the Classroom Walkthrough observations, greater student engagement is evident in these classes when compared to most of the core content classes. This holds true in our observations of the more traditional elective classes in the visual and performing arts as well.

Recognizing these as areas of strength, it is critical we reformulate our SLCs to provide more autonomy and establish safeguards to ensure purity. In essence, each SLC must operate more as a "small school." Concurrently, our CTE and elective classes must fully align to a particular SLC. The teachers of these classes must collaborate with all core content area teachers within the SLC. This collaboration will occur under the umbrella of the *Linked Learning* and *Humanitas* models.

Finally, another area of strength has been the implementation of common assessments. Starting during the 2011-12 school year, all teachers agreed to develop and administer department wide "Essential Learnings" (ELs) to measure student performance on a consistent basis. Unfortunately, the use of ELs as a leading indicator has not transpired into desired results, as CST data from the past school year indicates that student performance levels were lower than expected. The Design Team recognizes the fundamental need to change the types of ELs that are established and tested, as well as how the results should be analyzed.

Areas of Concern

Based on classroom observations using the Walkthrough Protocol, it is evident that a majority of teachers do not utilize teaching strategies that address the needs of many of our students. Specifically, a very small percentage of teachers practice *Access To Core* strategies on a consistent basis. Although *Access To Core* has been interpreted as strategies that should be used predominantly with LEP students, it is evident from classroom observations that these strategies would also benefit Standard English Language Learners (SELs).

Long Term English Learners (LTELs) comprise the bulk of our English Learner population at Sylmar High School. Approximately 83% of our LEP students are LTELs. We must ensure the reclassification of these individuals before they promote. In order to guarantee reclassification, the new English Learner Master Plan offers an instructional program to support their success. Progress monitoring within their instructional programs will assure that students progress toward reclassification, as well as excel in their academic courses.

Additionally, the Walkthrough Protocol also reveals that a minimal amount of differentiation occurs to address the needs of all of our students, including those who are gifted as well as those who have special needs. Similar to utilizing *Access To Core*, it is evident that ALL students would benefit from teachers engaging in differentiated instruction and assessment practices.

Finally, classroom observations also show that teachers in ELA and Math have not fully been trained in the use of the additional period (under the block schedule) allotted for intervention. In most cases, there is no structured program that is utilized to provide intervention services. Instead, the additional period is used as an extension of the core class. This is particularly evident within the ELA and Math classes, in which many of the classes are double blocked. As a result, even though students have been provided additional minutes in Math and ELA instruction, the number of students scoring FBB/BB in Math is still well above district average while the number of students scoring Proficient and Advanced and ELA is relatively low (see Table A and B).

Additional Informal Data

Information collected from Parent Focus groups also reveal a "disconnect" in communication between the school and home. In particular, the parents felt that many teachers do not communicate consistently on the progress of their children. Many noted that the only indication that they receive on their child's progress comes from the report cards.

Students who serve on the PSC 4.0 writing team also felt that a "majority" of their teachers do not send positive messages home. According to them, many parents begin to "tune out" school messages because the majority tends to be negative.

Additionally, responses from the School Report Card provide revealing information from the perspective of parents. While 89% of parents "feel welcome to participate" at the school, only 39% communicate with their teachers about their child's homework.

Parents felt that the support staff, including counselors, coordinators and administrators, were "not welcoming" and "indifferent" to the needs of their children. They often cited support staff as focusing on a few kids, but not all. One focus group commented that the administrators in particular need to be "more humane."

Finally, many parents expressed that their students were not learning skills that are necessary to succeed in college or to be ready for a career after high school. One focus group noted that teachers need to "teach at a higher level."

Central Issues/Challenges

To address the issues listed above, the staff at Sylmar High School must commit to a comprehensive plan with specific strategies in order for the school's turnaround to be successful.

- Innovative curricular program that is engaging and relevant for students, and focuses on both college preparedness and career readiness

- Instructional practices that focus on improved "first instruction" in which both *Access To Core* strategies and differentiation occurs in ALL classes

- A strategically designed math program, led by knowledgeable experts, to serve as support for teachers in the improvement of instructional practices

- A school climate in which all support staff, including counselors, coordinators and administrators, provide a welcoming and nurturing environment for students and parents, and teachers who communicate with parents on the progress of their children on a consistent basis

C. SCHOOL TURNAROUND

In analyzing the data above, the PSC Design Team recognizes the urgency in addressing instructional and behavioral issues. It is clear that Sylmar High School, operating under the status quo, does not adequately serve the needs of the majority of our students and families. Therefore, the Design Team feels it is critical for all staff to implement instructional programs that are both innovative and proven. The *Linked Learning* and the *Humanitas* models provide a curriculum that is engaging and relevant for students, and focuses on both college readiness and career preparedness. To effectively implement these innovative instructional models, Sylmar High School will operate under the structure of Small Learning Communities (SLCs).

Structure: Small Learning Communities

Studies show that high achieving schools have teachers that share best practices and have peer observations (Reeves 2000). In order for Sylmar to reach its full potential, teachers need to work in a collaborative manner to grow as both learners and educators. Creating a professional community with an open door policy will allow all staff the opportunity to learn from each other.

Sylmar is committed to guiding students to become self aware, and yet recognize the importance of his or her role in the community and the world at large. In order to guide students, we must model what we expect. Participating in Small Learning Communities, or Small Schools of Choice, will allow staff to focus on building community. These include, but are not limited to the following:

- Student Portfolios to promote college and career readiness
- Student created and managed activities to promote a sense of identify and leadership skills
- Events and celebrations to emphasize acceptance and school involvement
- Student Led Conferences that encourage student ownership over one's education
- Meaningful and consistent partnerships with parents and community organizations

Strategies: Curriculum and Instruction

1. Innovative Curricular Program

The *Linked Learning* and the *Humanitas* models, embedded within the structure of three distinct small learning communities, will allow every student to engage in an area of interest and the opportunity to further explore college and career pathways within that field. Each small school will provide a range of elective courses that will meet the needs of their target students, and students will have the opportunity to research various career opportunities within that focus area. As students progress through high school, they will participate in internships and job opportunities.

Based on the research, the *Humanitas* Program "is organized around a thematic interdisciplinary curriculum whose two goals are professional growth for teachers and enriched humanities education for students" (Integrating the Curriculum). Students raise questions, actively listen, engage in discourse, and think critically in order to explore and make connections among the five core subjects (Educational Leadership). Through in-depth discussions and inquiries students develop a habit of thinking about words, examining metaphors, and asking, "What does this mean?" The *Humanitas* Program also uses the arts to teach students through both studying and creation. This approach allows all learners the opportunity to develop their skills.

According to the UCLA Center for the Study of Evaluation, students in interdisciplinary "*Humanitas* classes read better, write better, think more critically, attend school more often, drop out less, and go on to post-secondary education more frequently than their counterparts in traditional classes" (Aschbacher 1991 as cited in Educational Leadership). The study found that there was an improvement in all relationships. Teacher collaboration increased through common lesson planning. Using academic discussion to analyze important issues further developed the relationships between teachers and their students. This program, focused on questioning and learning, also creates a positive school culture where both teachers and students are learners.

Linked Learning is also a proven model in raising student achievement and leading to other positive outcomes for students. Currently, Sylmar High School carries several CTE certified programs; Horticulture, Floriculture), Woodworking, Auto Repair, Home Economics, Culinary Arts, Fashion Design and Merchandising. *Linked Learning* is centered on Project Based Learning, an instructional approach built upon "authentic learning activities" that encourage student interest and motivation (ConnectEdCalifornia.org).

These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. Project Based Learning is synonymous with learning in depth as it helps students internalize information and act as an apprentice in the discipline. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. Project Based Learning teaches students' 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.

Project-based learning creates opportunities for groups of students to investigate meaningful questions that require them to gather information and think critically. "In a five-year study, researchers at SRI International found that technology-using students in Challenge 2000 Multimedia Project classrooms outperformed non-technology-using students in communication skills, teamwork, and problem solving. The Center for Learning in Technology researchers, led by Bill Penuel, found increased student engagement, greater responsibility for learning, increased peer collaboration skills, and greater achievement gains by students who had been labeled low achievers" (Edutopia).

As the implementation of Project Based Learning increases, so does the research that supports it. "Boaler (2002) compared student mathematics achievement in two similar British secondary schools, one using traditional instruction and the other using project-based instruction. After

three years, students in the project-based-learning school significantly outperformed the traditional-school students in mathematics skills as well as conceptual and applied knowledge. In fact, in the Project Based Learning School, three times as many students passed the national exam" (Educational Leadership). The research on Project Based Learning very clearly illustrates that its use increases student achievement. Common Core Standards with their emphasis on real life learning and application is aligned to the tenets of Project Based Learning.

2. Improvements in 'First" Instruction

In addition to implementing an innovative curricular program, the staff at Sylmar High must re-visit some fundamental concerns as related to "first instruction." The data clearly indicates that our students are not achieving academically at expected levels. It is therefore critical that all teachers re-visit strategies that are supposed to be implemented, including *Access To Core* and differentiation for all students, whether gifted or those with special needs.

To accomplish this, teachers and administrators at Sylmar High School must adhere to the following:
- Engage in on-going professional development on "*Access To Core*" and differentiation strategies
- Share best practices, develop model lessons
- Conduct peer observations to grow as an educator and provide feedback to colleagues
- Administrators monitor classroom performance and implementation

Teachers at Sylmar High School must also fully incorporate the following *"Access To Core"* Strategies:
- Academic Language Development
- Cooperative and Communal Learnings
- Advanced Graphic Organizers/Thinking Maps
- Academic Conversation

The new English Learner Master Plan supports effective "first" instruction. We will ensure that all English Learners and Special Education students are placed in the Master Schedule with priority. "First" instruction for these students will include appropriate differentiation and scaffolding. They will receive the necessary support so they can maintain parity with all mainstream students. To ensure excellence in "first" instruction, we will set goals for student achievement on all common assessments.

English and Math Intervention courses will be imbedded in the school day and teachers will use this time to provide intensive support and intervention according to the needs of the students. Students will be double blocked so teachers will be able to inform intervention instruction by examining the needs of their students in the core classes.

Similarly, the administrators at Sylmar High School will adhere to the teacher evaluation guidelines established under the ***Teaching and Learning Framework*** in which teachers receive frequent and critical feedback on instructional practices. The primary focus is to assist teachers in refining and improving their instructional practices.

3. Changes in Math Instruction

Another major area of concern is student performance in math. As a critical component of our school's turnaround, it is imperative that a strategically designed math program, led by knowledgeable experts, serves to support teachers in the improvement of instructional practices. These include:

- The utilization of our newly hired math coach/administrator to provide PD to math teachers, conduct classroom observations, lead in building a culture of collaboration
- Implementation of common pacing plan and the establishment of common planning time
- School wide implementation of the eight Common Core math standards in all content area and elective classes

This past year, we experienced strong gains in Algebra 1 scores. However, student performance in Algebra 2 and Geometry are still unsatisfactory. To address this, the math department will utilize the model that has worked in Algebra 1 in which teachers collaborate during a common conference period to co-plan and share best practices. Additionally, the Math coach/administrator will focus on evaluating student data to support teachers in using appropriate strategies. The coach also conducts classroom observations, which will identify areas of strength in teacher instruction, and identify areas they can improve upon. Using this data, the math coach will provide Professional Development that targets the areas of immediate instructional growth. The math coach will also model and build a culture of collaboration.

Raising student achievement requires teachers to work together. The math department will be provided common planning time when they can design a pacing plan and common assessments. Common planning time will be used for analyzing student data and student work to adapt curriculum. Teachers will focus on "first" instruction and increasing the common assessment pass rate. If necessary, teachers will need to stop and re-teach if the data indicates students are not achieving mastery. The math coach, in collaboration with teachers, will also develop intervention courses that support students in their core math class.

4. Improved School-To-Home Communication

The last area of concern addresses a disconnect between the school and parents. It is critical that for Sylmar High School to be successful, a school climate must be established in which all support staff provide a welcoming and nurturing environment for students and parents. Similarly, teachers must communicate with parents on the progress of their children on a consistent basis.

Staff must see parents as an asset, not a hindrance. Teachers must commit to reaching out and engaging parents as "partners." Teachers will focus on increasing communication with parents. A system will be created to overcome language barriers so parents can be notified of their child's success and struggles on a consistent basis. Utilizing technology through the school website, email, *Moodle, Edmodo, EdLine* and *Connect Ed* will support this process. Teachers will implement effective communication strategies when responding to parent concerns and complaints. Teachers will work to involve parents in their student's educational progress.

Teachers will celebrate student success to validate the work completed by both the student and parent.

The process of engaging the school community has begun. Teams of teachers have been formed to develop the three SLCs. Selected members of each SLC have chosen to serve in the writing of this plan. We have solicited the participation and feedback of students, who have shared what they envision as an ideal school. We have already garnered parent support in the writing of this plan and have taken their suggestions and incorporated them into the plan. The excitement is there amongst the leaders of all stakeholders. It is now up to each group to share and generate interest amongst their constituents to ensure implementation of the plan with fidelity. To help all stakeholders fully understand and feel supported throughout the transition, Sylmar High School will provide professional development opportunities as well as consistent communication with the community. Our goal is to be transparent throughout this process, by providing information as well as eliciting feedback.

D. IMPLEMENTATION

Over the past decade, many educators at various school sites in LAUSD have commented that the Small Learning Community model has had limited success, specifically in regard to implementation with fidelity. To fully develop Small Learning Communities, all teachers within each community will therefore be expected to participate in training during June of 2013. Teachers will attend a one-week training to fully implement the PSC Plan for the upcoming school year. The *Linked Learning* framework will be provided by the District, while *Humanitas* will be delivered by LAEP. Each SLC will then map out their professional development agenda in preparation for the 2013- 2014 school year. The training will be paid by the school using QEIA funds.

During these trainings, teachers will plan and develop curriculum, share best practices, and examine student data in preparation for the school year. They will establish SLC norms for the year in regard to teacher expectations and group accountability. Teachers will also be given the opportunity to align their curriculum. In an effort to further engage students, teachers will develop thematic units and project-based assignments. Teachers will also be required to collaborate in creating specific SMART goals for their SLC to assess progress.

Small Learning Communities will also be given the autonomy of creating their own Master Schedule. Each community will design their schedule, classes, and curriculum around the needs of students. Teachers within each SLC will calendar common planning time across subject areas, grade levels, or professional learning groups. Creating collaboration time will further support their ability to plan together and participate in peer observations. In addition, SLCs will program Special Education students and English Learners in the matrix first, to guarantee adequate support and equity in compliance with the English Learner Master Plan.

To ensure that class schedules and classes are pure by SLC, each SLC Counselor and administrator will be responsible for checking the rosters of all classes on a weekly basis. Any student from outside the SLC will be placed in his/her appropriate SLC classes.

SLC professional development time will be devoted to designing interdisciplinary units and Project Based Learning activities. To begin for 2013- 2014 school year, each SLC will be required to develop one thematic unit per semester and one culminating project. This project is on-going throughout the semester and will be graded in phases. Once glitches are ironed out, it is our goal to increase the number of Project Based assignments per semester utilizing the Project Based Learning model.

During Common Planning periods, teachers within each department will be expected to study and apply one concept lesson per unit (approximately 2-3 lessons per semester). They will allocate time to examine student work. Schedules will be set up where teachers conduct peer observations for these lessons and debrief to provide invaluable feedback.

Departments will also implement common formative assessments, which will be administered approximately every two-three weeks. Teachers will again be expected to spend time analyzing the results, making adjustments and/or corrections, and re-teaching if necessary. Finally, all teachers will be provided training during the summer on implementing one of the school-to home communication models listed on page 8, Section D. During SLC meetings, time will be allotted for teachers to discuss communication that has occurred with shared students. Additionally, administrators will be given the task of checking communication logs of both teachers and counselors to ensure that parents are being called on a consistent basis.

To create a more welcoming environment for parents, all out of classroom school staff, including administrators and clerical, will receive a one-day training on providing customer service. Additionally, parents will be asked to fill out a quick survey on the services they received while visiting a particular office or staff member.

In analyzing the above implementation strategies, the biggest challenge appears to be time. It is critical that time is managed effectively, especially during Professional Development and Common Planning. The PD calendar that is established at the beginning of the year must be followed to the fullest extent possible. Teachers are expected to meet during their common planning periods, at least once a week. They must not be scheduled to conduct IEP meetings or do class coverage on that particular day. That time must be considered sacred.

Another major obstacle is fidelity. The operation of the SLCs and the implementation of the innovative curricular practices must remain paramount. Teachers, counselors and administrators within each SLC must hold each other accountable. This will be accomplished through shared responsibility in which all members are given a task, and the burden does not fall upon the SLC Lead teacher.

Finally, for all of this to work, the administrators, led by the Principal, must be committed to supporting teachers in their quest for a better school and their vision on what will be the ideal Sylmar High School graduate. In addition to handling each of his/her operational duties of the school, the administrator must serve as the advocate for his/her SLC.

E. AUTONOMIES

To prevent a future administrative team from dismantling the Plan created by the Design Team, it was proposed that the school consider an alternative governance model such as ESBMM or LSI. For the upcoming school year however, the current governance model of School Site Council is sufficient, with selected waivers in place (see Checklist).

Under the current School Site Council model, all stakeholders, including teachers, out of classroom staff, parents and students are represented. All were elected by their peers to serve on the Council. All categorical budget items as well as recommendations regarding school operations are decided by vote, although in most cases, decisions are made by consensus.

Based on the Checklist, the following autonomies were deemed necessary for successful implementation of our school plan:

- Methods of improving pedagogy: *Access To Core*, differentiation specifically designed math program; professional development consistent teacher collaboration
- Curriculum: *Linked Learning, Humanitas*
- Assessments: Common formative assessments based on the Essential Learnings; informal progress monitoring
- Scheduling: Common Planning period; priority programming for LEPs and SPED students; SLC purity
- Internal Organization: Small Learning Communities
- Professional Development: Weeklong summer training on *Humanitas* and *Linked Learning*; PD Banked Tuesdays on *Access To Core*, differentiation, Project Based Learning
- Mutual Consent Requirements: Teacher Commitment letter
- Teacher assignments: Based on SLC need, not seniority

F. SCHOOL TEAM (Planning Team Personnel Information Form)

Through various informational staff meetings held in August and September, all staff members were given the opportunity to join the design team. Those who were interested volunteered to meet on five Saturdays and two after school days to write the plan. By consensus, it was determined that the Principal would serve as the leader of the planning team to serve as mediator of potentially competing interests. He also provided his knowledge and expertise of District policies and procedures.

Our parent center recruited parents to provide input and feedback. One of the key members of the design team was Imelda Mendoza, who is our school's Parent and Community Liaison. Also on the writing team were Sandra Monrrigo, our LAEP community school coordinator and Kristen Bonilla, our LAEP Program Assistant. Ms. Bonilla solicited the participation of two 11th grade students, Jocelyn Pelayo and Angie Escalera. They provided honest and invaluable input on the perspectives of students and what they envisioned as the ideal, model school.

We were fortunate to have the assistance of the Public School Choice Office, which provided a forum for parents to contribute ideas. During the evenings of October 1 and October 10 2012, parents participated in brainstorming and small group collaborative activities to come up what with they envisioned as the ideal Sylmar student.

Throughout the course of writing the plan, e-mail communication concerning revisions and modifications occurred between plan writers. Plan writers also shared their progress with colleagues within their current Small Learning Communities. Our efforts were aimed at keeping the plan writing process as transparent as possible.

Finally, specific staff members from Sylmar High School were solicited to revise and finalize the plan. Tanya Akapoff, the school's Title III Coach provided valuable input on *Access To Core* and Common Core. Tamika McKenzie, the school's EL Coordinator who discussed the new EL Master Plan and strategies towards intervention.

<div align="center">**APPENDIX**</div>

Table A: Proficient/Advanced: Proficiency for All

Subject	Sylmar High School			LAUSD 2011-12
	2009-10	**2010-11**	**2011-12**	
ELA	32%	33%	36%	44%
Math	8%	7%	10%	30%

Source: LAUSD Performance Meter

Table B: FBB/BB: Proficiency for All

Subject	Sylmar High School			LAUSD 2011-12
	2009-10	**2010-11**	**2011-12**	
ELA	32%	28%	29%	25%
Math	76%	72%	66%	45%

Source: LAUSD Performance Meter

Table C: Proficient/Advanced CST Performance: Math

Subject	Sylmar High School			LAUSD 2011-12
	2009-10	**2010-11**	**2011-12**	
Algebra 1	10%	9%	16%	27%
Algebra 2	3%	3%	4%	17%
Geometry	4%	7%	10%	21%

Source: CDE

Table D: Below Basic/Far Below Basic CST Performance: Math

Subject	Sylmar High School			LAUSD 2011-12
	2009-10	**2010-11**	**2011-12**	
Algebra 1	63%	63%	52%	51%
Algebra 2	88%	83%	79%	59%
Geometry	81%	74%	67%	59%

Source: CDE

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│              Public School Choice 4.0                 │
│            Waiver/Autonomy Checklist                  │
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School Site: <u>Sylmar High School</u>

Proposed School/Design Team Name: <u>Sylmar Schools Of Choice</u>

<u>Proposed Governance Model</u> (mark all that apply)**:**

X Traditional   □ Pilot   □ Expanded School Based Management

□ Local Initiative School   □ Affiliated Charter   □ Technical Assistance Partner

□ Limited Network Partner   □ Full Network Partner

<u>Waiver/Autonomy Requests</u>
Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

X **Methods of improving pedagogy.** Rationale on page(s): **<u>7, 8</u>**

> *School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).*

X **Curriculum.** Rationale on page(s): **<u>5-7</u>**

> *Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).*

X **Assessments.** Rationale on page(s): **<u>7-8</u>**

> *Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.*

X **Scheduling.** Rationale on page(s): **<u>9</u>**

> *Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).*

Ⅹ Internal organization. Rationale on page(s): **5, 9-10**

School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

Ⅹ Professional development. Rationale on page(s): **9, 10**

Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.

☐ Budgeting control. Rationale on page(s): _____

General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as those governing "guided purchases."

Ⅹ Mutual consent requirement for employees. Rationale on page(s): **11**

A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

Ⅹ Teacher assignments. Rationale on page(s): **11**

Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).

☐ Staff appointments (e.g., department chairs). Rationale on page(s): _____

Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

☐ Discipline & codes of conduct. Rationale on page(s): _____

School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

☐ Health and safety. Rationale on page(s): _____

School's health/safety matters, aligned with District-wide health/safety mandates.

☐ Additional Waivers: (list waivers requested) _____

_____

Applicants selecting "Additional Waivers" must provide a rational the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.