



**LETTER OF INTENT**

The Letter of Intent provides formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the New Campuses or one of the Focus Schools for the school year beginning 2012-2013. A complete Intent to Apply Packet includes a Letter of Intent and a signed PSC Commitments and Expectations form; the complete packet is due no later than **6:00 pm on Thursday, March 31, 2011** and must be submitted to [psc@lausd.net](mailto:psc@lausd.net). Applicants are required to submit a Letter of Intent in order to be eligible to submit a proposal October 2011. If you have questions regarding the packet, please contact LAUSD at (213) 241-5104.

<b>Name of Applicant Team</b> (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)	
Local District 7 / United Teachers Los Angeles	
<b>Address:</b> Local District 7, 10616 S. Western Avenue, Los Angeles 90047 UTLA, 3303 Wilshire Boulevard, 10th Floor, Los Angeles 90010	<b>Phone Number:</b> Local District 7: 323-242-1300 UTLA: 213-487-5560
<b>Website</b> (if applicable)	<b>Email Address:</b> Russ Thompson: <a href="mailto:RLT4802@lausd.net">RLT4802@lausd.net</a> Christopher Arellano: <a href="mailto:carearellano@utla.net">carearellano@utla.net</a>
<b>School site for which your team is submitting a Letter of Intent:</b>	Augustus Hawkins High School (South Area HS #3) Health Careers High School
<b>School type for which your team is applying:</b>	<input type="checkbox"/> Traditional <input checked="" type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter
<b>For multi-school campuses only: How many of the schools are you applying for? Will they all operate under separate CDS codes?</b>	Local District 7 and UTLA are applying for all four schools on the site. Each school will have a separate CDS code.

List the name and contact information of your design team members below:

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Dr. George J. McKenna III		323 242-1300	GEORGE.MCKENNA @LAUSD.NET	LD 7
2. Russ Thompson		323 242-1492	RLT4802 @LAUSD.NET	LD 7
3. Laurice Sommers		323-242 1338	penay.sommers @lausd.net	LD 7
Nanetta Arceneaux		(213) 242- 1341	nanetta.arceneaux @lausd.net	LD 7

(Please add lines and pages as necessary)



LETTER OF INTENT (CONTINUED)

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)

Local District 7 / United Teachers Los Angeles

School site for which your team is submitting a Letter of Intent:

Augustus Hawkins High School (South Area HS #3)
Health Careers High School

List the name and contact information of your design team members below:

Table with 5 columns: Printed Name, Signature, Phone, Email address, School/Affiliation. Contains handwritten entries for team members like George Brown, Daryl Narumden, Cecilia Duenas, Earl Barner, Chris Downing, Mary Jackson-Freely, Elmer Choe, Reginald Brooker, Sonia Flores, and Taneda Hailey.

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## PSC 3.0 Commitments and Expectations Form

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*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by **6:00 pm on Thursday, March 31, 2011**. Documents must be submitted electronically to [psc@lausd.net](mailto:psc@lausd.net). If you have questions, please call the PSC number at (213) 241-5104.*

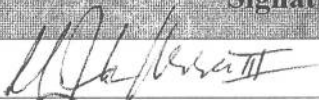
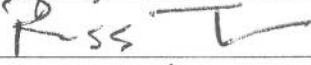
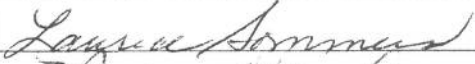







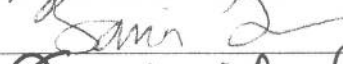


**We agree to:**

- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

## PSC 3.0 Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Augustus Hawkins High School (South Area HS #3) Health Careers High School
Name of Team Representative	Dr. Russ Thompson, Principal Leader, Local District 7
Signature of Team Representative	

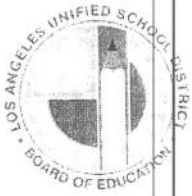
Design Team Member Name	Signature
Dr. George J. McKenna III	
Russ Thompson	
Laurice Sommers	
Nanetta Arceneaux	
DARYL NACIMMAN	
CECILIA DUENAS	
EARL BARNER	
Chris Downing	
Mary Jackson-Freemy	
Elmer Choe	
Reginald Brookens	
Sonia Flores	
Taneda Hailey	

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Public School Choice Resolution 3.0  
~~Applicant History Data Summary Sheet~~

LOCAL DISTRICT 7 HIGH SCHOOLS

	Demographic				API	Performance													Others										
	Ethnicity					CST Proficiency													Others										
	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SVD)	2010-11 Growth API	Net API Gain over 5 Years	% Proficient ELA 2010-11	Change from ELA 2009-2010	% Proficient Math 2010-11	Change from Math 2009-10	SVD % Proficient ELA 2010-11	SVD % Proficient Math 2010-11	EL % Proficient ELA 2010-11	EL % Proficient Math 2010-11	FRPL % Proficient ELA 2010-11	FRPL % Proficient Math 2010-11	Latino % Proficient ELA 2010-11	Latino % Proficient Math 2010-11	African-American % Proficient ELA 2010-11	African-American % Proficient Math 2010-11	Reclassification Rate 2009-10	Reclassification Rate 2010-11	Dropout 4 Year Rate 2009-10	4 Year Retention Rates for Students Entering 9th Grade 2010-11	Graduation Rate Over 4 Years 2009-10	
Fremont High School	4,337	9%	90%	0%	0%	71%	36%	12%	79	16%	2%	4%	1%	1%	1%	17%	4%	4%	16%	4%	7%	2%	10%	5%	10%	5%	28%	37%	60%
Hope Continuation School	90	10%	89%	0%	0%	64%	43%	1%	103	6%	1%	0%	-7%	*	*	7%	0%	0%	6%	0%	*	*	3%	0%	3%	73%	3%	48%	
Johnson Community Day Sch.	66	21%	79%	0%	0%	62%	38%	3%	407	7%	0%	3%	-1%	*	*	7%	2%	2%	10%	4%	0%	0%	*	0%	*	*	*	*	
King-Drew Medical Magnet H.S.	1,647	56%	42%	1%	0%	75%	3%	2%	769	56%	4%	21%	4%	16%	0%	5%	8%	56%	22%	61%	27%	15%	26%	18%	5%	5%	72%	94%	
Lanternman High School	229	14%	79%	2%	1%	76%	76%	100%	916	*	*	*	*	*	*	*	*	*	*	*	*	*	0%	0%	5%	0%	100%		
Riley Cyeasis High School	201	22%	77%	0%	0%	84%	37%	9%	493	6%	1%	1%	0%	0%	0%	0%	6%	1%	7%	2%	3%	0%	7%	6%	7%	73%	17%	45%	
Rodia Continuation School	61	25%	74%	0%	0%	70%	28%	5%	528	4%	4%	0%	0%	*	*	*	*	2%	0%	6%	0%	0%	8%	0%	8%	90%	22%	28%	
SRHS #2, Communications	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
SRHS #2, Green Design	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
SRHS #2, Performing Arts	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
SRHS #2, Public Service	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Youth Opport. Unlim. Alt. H.S.	333	17%	82%	0%	0%	65%	37%	6%	605	7%	-2%	0%	-3%	0%	0%	0%	8%	8%	7%	0%	10%	0%	4%	9%	4%	62%	22%	52%	
Average	871	22%	77%	0%	0%	71%	37%	17%	602	15%	1%	4%	-1%	4%	0%	1%	2%	15%	4%	16%	5%	12%	8%	5%	8%	48%	25%	61%	

\* Data not available or not applicable



## **SOUTH REGION LEARNING COMPLEX #2**

### **Communications and Technology School**

### **Principal, Small School**

The Los Angeles Unified School District seeks an outstanding Small School Principal to lead the students, staff, and community at the Communications and Technology School at South Region Learning Complex #2 towards improved academic success.

South Region Learning Complex #2 will open in September 2011 on a single-track calendar with four small high schools sharing the same campus. There will be a Communications and Technology School, a Green Design Community School, a Performing Arts Community School, and a Public Service Community School. Each small school will be led by its own principal, who will be responsible for providing a rigorous instructional program that is standards-based and aligned with the school's career theme.

The projected enrollment at this small school will be 300 students in grades 9-11 during the first year, and 375 students in grades 9-12 beginning in the second year. The Communications and Technology School will focus on the use of media technology to engage students in a rigorous, standards-based curriculum. Students will become socially concerned and involved, and media and technology literate. They will learn to communicate powerfully, think critically, and effect change in their communities. The campus is located at 6100 South Central Avenue, Los Angeles, CA 90001.

**The Ideal Candidate** will have strong instructional leadership skills and the ability to support teachers by providing feedback and organizing professional development; knowledge of counseling and the ability to build an effective master schedule; strong interpersonal skills; strong organization skills; the ability to work collaboratively with fellow staff members; the ability to work effectively with students, parents, and community members.

**IMPORTANT NOTE:** For an annualized employee who is changing basis during the year, this change may result in an annualized "settlement" (i.e., the process by which the District resolves an under or overpayment).

**SALARY: MST 40G – D Basis (\$79,007 - \$98,400) - 226 paid days**  
(Subject to furlough days approved by the Board and/or Superintendent for the 2011-2012 school year; above rates will be adjusted accordingly.)

#### **Required Experience**

- Five years of successful full-time public school certificated service
- Three years experience as a teacher in a K-12 public school program
- Two years experience at a middle or senior high school, grades 6-12
- At least one year of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher

#### **Minimum Requirements include:**

- A valid California Administrative Services Credential
- A valid California K-12 Teaching Credential
- Master's degree from an accredited college or university
- Multicultural coursework\*
- District Master Plan requirements\*

\*Out-of-District candidates have one year to complete this requirement

Check the District website for more detailed requirements for this position and employment updates at [http://certificated.lausd.k12.ca.us/admin\\_vacancies](http://certificated.lausd.k12.ca.us/admin_vacancies)

All applicants must submit a letter of interest, a resume with professional and academic preparation (include employee number), and three letters of recommendation, one from the current administrator, a teacher, and a parent/community member.

**Submit materials to:** **Dr. Russ Thompson, Principal Leader**  
Local District 7  
10616 South Western Avenue  
Los Angeles, CA 90047  
(323) 242-1492

**DEADLINE DATE: APRIL 1, 2011**  
FAXED COPIES WILL NOT BE ACCEPTED

The Los Angeles Unified School District intends that all qualified persons shall have equal opportunities for employment and promotions.



## SOUTH REGION LEARNING COMPLEX #2 Site Operations Principal

The Los Angeles Unified School District seeks an outstanding Site Operations Coordinator to lead the students, staff and community at South Region Learning Complex #2 School towards improved academic success.

South Region Learning Complex #2 will open in September 2011 on a single-track calendar with four small high schools sharing the same campus. There will be a Communications and Technology School, a Green Design Community School, a Performing Arts Community School, and a Public Service Community School. Each small school will be led by its own principal, who will be responsible for providing a rigorous instructional program that is standards-based and aligned with the school's career theme. The projected enrollment at each small school will be 300 students in grades 9-11 during the first year, and 375 students in grades 9-12 beginning in the second year.

The Site Operations Coordinator will be responsible for campus-wide discipline and supervision, the athletics program, physical education, student activities, the physical plant, and emergency operations. The campus is located at 6100 S. Central Avenue, Los Angeles, CA 90001.

**The Ideal Candidate** will have strong leadership and management skills; the ability to work effectively with students, parents, and community members; strong organization skills; the ability to work collaboratively with staff members; knowledge of athletics programs; the ability to perform school-wide discipline and supervision duties.

**IMPORTANT NOTE:** For an annualized employee who is changing basis during the fiscal year, this change may result in an annualized "settlement" (i.e., the process by which the District resolves an under or overpayment).

**Salary:** MST 40G, Temporary Adviser (0508) - D Basis (\$79,007 - \$98,400) - 226 paid days  
(Subject to furlough days approved by the Board and/or Superintendent for the 2011-2012 school year.)

### Minimum Requirements include:

- Eight years of successful full-time public school certificated service
- Two years in an administrative position
- A valid California Administrative Services Credential
- Master's degree from an accredited college or university
- Completion of required Multicultural coursework and Master Plan requirements\*

\*Out-of-District candidates have one year to complete this requirement

Check the District website for more detailed requirements for this position and employment updates at  
[http://certificated.lausd.k12.ca.us/admin\\_vacancies](http://certificated.lausd.k12.ca.us/admin_vacancies)

All applicants must submit a letter of interest, a resume with professional and academic preparation (include employee number) and three letters of recommendation, one from a current administrator, a teacher, and a parent/community member.

### Submit materials to:

Dr. Russ Thompson, Principal Leader  
Local District 7  
10616 South Western Avenue  
Los Angeles, CA 90047  
(323) 242-1492

**DEADLINE DATE: May 6, 2011**  
**FAXED COPIES WILL NOT BE ACCEPTED**

South Region High School #2  
 Administrative Responsibilities  
 September 13, 2011

Principal Operations	Principal Public Service Community School School A, 8867	Principal Communications and Technology School School B, 7718	Principal Green Design Community School School C, 7719	Principal Performing Arts Community School School D, 7721
Campus supervision	Instructional program	Instructional program	Instructional program	Instructional program
Campus discipline	Counseling	Counseling	Counseling	Counseling
Facilities	Master schedule	Master schedule	Master schedule	Master schedule
Physical education	Staff development	Staff development	Staff development	Staff development
Athletics	Testing	Testing	Testing	Testing
Activities calendar	Attendance	Attendance	Attendance	Attendance
Bell schedules	Budgets/purchasing	Budgets/purchasing	Budgets/purchasing	Budgets/purchasing
Cafeteria	Classroom discipline	Classroom discipline	Classroom discipline	Classroom discipline
Cafeteria staff	Detention follow-up	Detention follow-up	Detention follow-up	Detention follow-up
Cheerleaders	Field trips, buses	Field trips, buses	Field trips, buses	Field trips, buses
Civic center permits	Governance councils	Governance councils	Governance councils	Governance councils
Custodial staff	Hall lockers	Hall lockers	Hall lockers	Hall lockers
Dances	Lesson plans	Lesson plans	Lesson plans	Lesson plans
Deans	Parent conferences	Parent conferences	Parent conferences	Parent conferences
Detention room	Periodic assessments	Periodic assessments	Periodic assessments	Periodic assessments
Emergency operations	Pilot school model	Pilot school model	Pilot school model	Pilot school model
Financial manager	Registration/checkouts	Registration/checkouts	Registration/checkouts	Registration/checkouts
Main switchboard	Substitute teachers	Substitute teachers	Substitute teachers	Substitute teachers
P.E. teachers				
Payroll	Textbook distribution	ESL program	Categorical programs	School web site
PE lockers	Library	Special education	Title I coordinator	SIS/ISIS
Peer mediation				
School keys				
School nurse				
School police				
Student activities				
Student body budgets				
Student store				
Substitute teachers				
Welcome center				
Yearbook				



**AUGUSTUS HAWKINS HIGH SCHOOL  
PUBLIC SCHOOL CHOICE 3.0  
PERFORMANCE PLAN**

**APPENDIX E**

A-G: Course Requirements for Entrance into the University of California. CAHSEE: California High School Exit Exam. CAPA: California Alternate Performance Assessment.  
 CST: California Standards Tests. ELA: English Language Arts. FBB/BB/B: Far Below Basic / Below Basic / Basic. PROF/ADV: Proficient / Advanced.  
 Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Participation on State Assessments	86%	97%	Teachers in advisory classes will call parents whenever students are absent to ensure high rates of attendance throughout the school year. Students with perfect attendance during testing will receive certificates and be eligible to win prizes solicited from local businesses. Testing procedures will be planned carefully to ensure that all absent students take make-up tests.	Participation rates on the California Standards Tests (CST), the California Alternate Assessment Program (CAPA), and the California High School Exit Exam (CAHSEE).		
Graduation Rates (2009-2010)	63%	78%	Implementation of an eight-period alternate-day bell schedule will enable students to take sixteen classes per year instead of the twelve classes that are available on a traditional bell schedule. This will enable them to quickly retake any classes that are failed. Advisory teachers and counselors will monitor attendance and grades carefully, and meet with parents to ensure that all students are progressing towards graduation.	Graduation data furnished by the California Department of Education and the Los Angeles Unified School District.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Students Earning A-G Grades of C or Higher	19%	34%	Teachers will meet collaboratively in professional learning communities four mornings each month on banked-time days to examine student achievement data and share best practices. They will also discuss the progress of individual students and strategies to help every student achieve success.	A-G progress report available in MyData.		
CAHSEE Pass Rates	48%	63%	In addition to their core classes in English language arts and mathematics, all students will take supplemental classes in English language arts and mathematics to boost their skills. This will be made possible through implementation of an eight-period alternate-day bell schedule.	California High School Exit Exam (CAHSEE) scores furnished by the California Department of Education and available on MyData.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Retention Rate (Students On Track for Graduation)	48%	63%	Advisory teachers and counselors will monitor students closely via report card grades and MyData, and communicate with parents frequently to ensure that all students are achieving success. Students will be able to quickly make up classes without waiting for summer school through implementation of the eight-period alternate-day bell schedule.	Information from report cards and MyData.		
English-Learner Reclassification Rates	10%	25%	Students who exit ESL but are not yet reclassified as fluent English proficient (RFEP) will be monitored closely by advisory teachers, regular teachers, and counselors to ensure they are achieving success in their classes and making progress towards fluency. Specially designed academic instruction in English (SDAIE) will be provided in all classes to help students build language skills. Students will monitor their own progress towards fluency and receive achievement certificates for achieving fluency.	Information on California English Language Development Test (CELDT) scores, California Standards Test (CST) scores, and subject marks available in MyData.		

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 Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Graduates Completing All A-G Requirements	41%	56%	The master schedule will be structured so that 95 percent of all classes offered will be those required for graduation and/or A-G course requirements. Advisory teachers will monitor subject grades carefully and communicate frequently with parents if students are falling behind.	Graduation data furnished by the Los Angeles Unified School District and reports on grades in A-G courses from MyData.		

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 Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: All Students Leaving CST FBB/BB/B	3%	18%	Activities to improve literacy will be included in all courses to improve skills in reading and writing. Teachers will teach content-area reading skills in all classes to help students build vocabulary and comprehension skills. Students will participate in sustained silent reading during advisory periods to improve general reading skills. Students will write frequently and maintain learning logs in all classes where they summarize what they have learned and react to the ideas that were presented. Student writing assignments will be posted in hallways and offices to emphasize the importance of writing skills. Teachers will include activities to build critical thinking skills throughout their instruction.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

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 Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: English Learners Leaving CST FBB/BB/B	0%	15%	Teachers will place a very high priority on ensuring that all students become fluent in the use of academic language. Specially designed academic instruction in English (SDAIE) will be utilized throughout all instruction to constantly build academic language skills. These strategies will be utilized for all students, including standard English learners. Counselors and teachers in advisory classes will use MyData to monitor the language status of students on a regular basis and provide guidance to help students reclassify at higher rates. Parents will be encouraged to enroll in adult classes to build English skills.	Achievement data from California English Language Development Test (CELDT), the California Standards Test (CST), and LAUSD periodic assessments.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: Special Education Leaving CST FBB/BB/B	5%	20%	Special education students will be mainstreamed into the regular program to ensure they receive high levels of standards-based instruction and do not feel the stigma of being separated from students in the regular program. Resource specialist teachers will travel with these students to monitor them closely and provide necessary interventions to bring about high achievement. They will also communicate frequently with parents. Teachers will receive training on inclusion strategies to ensure that students receive high levels of instruction.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
ELA: African-American Stu. Leaving CST FBB/BB/B	6%	21%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utilized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

**AUGUSTUS HAWKINS HIGH SCHOOL  
PUBLIC SCHOOL CHOICE 3.0  
PERFORMANCE PLAN**

**APPENDIX E**

A-G: Course Requirements for Entrance into the University of California. CAHSEE: California High School Exit Exam. CAPA: California Alternate Performance Assessment. CST: California Standards Tests. ELA: English Language Arts. FBB/BB/B: Far Below Basic / Below Basic / Basic. PROF/ADV: Proficient / Advanced. Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: Latino Students Leaving CST FBB/BB/B	2%	17%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utilized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
ELA: White Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
ELA: Asian Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
ELA: Econ. Disadvantaged Leaving CST FBB/BB/B	2%	17%	See above.	See above.		
ELA: All Students Reaching CST PROF/ADV	18%	33%	See above.	See above.		
ELA: English Learners Reaching CST PROF/ADV	1%	16%	See above.	See above.		
ELA: Special Education Reaching CST PROF/ADV	5%	20%	See above.	See above.		
ELA: African-American Reaching CST PROF/ADV	16%	31%	See above.	See above.		
ELA: Latino Students Reaching CST PROF/ADV	18%	33%	See above.	See above.		
ELA: White Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
ELA: Asian Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
ELA: Econ. Disadvantaged Reaching CST PROF/ADV	18%	33%	See above.	See above.		



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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Math: All Students Leaving CST FBB/BB/B	3%	18%	<p>Teachers will emphasize the use of mathematics in real-life situations and provide project-based learning activities. Teachers will use the results of weekly assessments to determine areas for re-teaching. Teachers will identify a limited number of essential standards and continue teaching those standards until there is an eighty percent mastery level. Students will retake classes of the same level immediately during the next semester if they do not achieve a passing grade the first time. (For example, students who do not pass Algebra 1A during the fall semester will take Algebra 1A again during the spring semester.) Teachers will check for understanding frequently and use pair-share activities in which students reinforce their learning by reviewing skills with each other. Students will be asked to keep daily math journals where they describe the steps for solving math problems and summarize what they have learned each day.</p>	<p>Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.</p>		

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 Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Math: English Learners Leaving CST FBB/BB/B	1%	16%	Teachers will provide specially designed academic instruction in English (SDAIE) to help students understand mathematics concepts.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
Math: Special Education Leaving CST FBB/BB/B	0%	15%	Special education students will be mainstreamed into the regular program to ensure they receive high levels of standards-based instruction and do not feel the stigma of being separated from students in the regular program. Resource specialist teachers will travel with these students to monitor them closely and provide necessary interventions to bring about high achievement. They will also communicate frequently with parents. Teachers will receive training on inclusion strategies to ensure that students receive high levels of instruction.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
Math: African American Stu. Leaving CST FBB/BB/B	2%	17%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utilized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Math: Latino Students Leaving CST FBB/BB/B	3%	18%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utilized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
Math: White Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
Math: Asian Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
Math: Econ. Disadvantaged Leaving CST FBB/BB/B	3%	18%	See above.	See above.		
Math: All Students Reaching CST PROF/ADV	6%	21%	See above.	See above.		
Math: English Learners Reaching PROF/ADV	2%	17%	See above.	See above.		
Math: Special Education Reaching PROF/ADV	0%	15%	See above.	See above.		
Math: African-American Reaching CST PROF/ADV	5%	20%	See above.	See above.		
Math: Latino Students Reaching CST PROF/ADV	6%	21%	See above.	See above.		
Math: White Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
Math: Asian Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
Math: Econ. Disadvantaged Reaching CST PROF/ADV	6%	21%	See above.	See above.		
Attendance Rate 96% or Above	45%	60%	Teachers in advisory classes will call parents every day whenever students are absent to ensure high rates of attendance through the school year. Students with high rates of attendance will be eligible for drawings to win tangible awards solicited from local businesses.	Attendance rates available in MyData and ISIS. Telephone logs and records of student awards.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Reducing Suspension Rates	6%	3%	Schoolwide positive behavior supports will be provided to guide students towards positive behavior. Alternatives to suspension will be utilized, including detention and parent conferences. Suspension will be used only as a last resort.	Suspension reports from MyData.		
Building a Positive School Culture for Students	N/A	95% of students participating in a school culture survey will indicate that the school culture is positive.	Teachers in all courses will be asked to create positive and motivating classroom environments that are interesting and engaging, with subject-matter displays and displays of student work. Teachers will also be encouraged to award achievement certificates to students to recognize effort, improvement, and positive attitudes. Tangible rewards will be solicited from local businesses to assist in this effort. The principal will meet regularly with students in focus groups to get their ideas on building a positive and encouraging school culture.	Results from a school culture survey containing questions about classroom environments and school climate.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Helping Students Develop College Goals	N/A	95% of students participating in a school culture survey will indicate they have specific college goals.	A college-going culture, including an extensive peer-counseling program, will be established in which students hear constantly that they are expected to achieve at high levels and become fully prepared for college. Counselors will provide college information to students during advisory classes. Available funding will be allocated to provide field trips to college campuses. The principal will meet with students in focus groups to get their ideas on strategies to help them develop college goals.	Results from a school culture survey in which students are asked to indicate their college goals.		
Helping Students Develop Career Goals	N/A	95% of students participating in a school culture survey will indicate they have specific career goals.	Teachers will be asked to relate their teaching to career themes, thinking about the future, and developing career goals. The principal will meet with students in focus groups to get their ideas on building a positive and encouraging school culture. The principal will meet with students in focus groups to get their ideas on strategies to help them develop career goals.	Results from a school culture survey in which students are asked to indicate their college goals.		

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 Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Building a Positive School Culture for Staff Members	N/A	95% of teachers will indicate in an survey that the school culture is positive and they are receiving strong support in their efforts to help students learn at high levels.	The principal will check weekly lesson plans to ensure they are standards-based. Classroom observations will be focused upon creation of a positive learning environment, high standards of student conduct, standards-based instruction that is well planned, rigorous, and bell-to-bell. The principal will visit classrooms and meet individually with teachers to provide feedback and guidance. Teachers will meet weekly in professional learning communities to discuss the progress of students and develop best practices. The principal will meet regularly with teachers and staff members in focus groups to get their ideas on bringing about school improvements. Teachers and staff members will receive recognition for their efforts to improve student achievement.	A survey asking teacher to rate the school culture, the working environment, and the support for their efforts to help students learn at high levels.		

Augustus Hawkins High School  
Professional Development Schedule  
2012-2013

Day	Date	Hours	Topics
Friday	July 27, 2012	8:00 to 3:00	Team-building activity Campus tour Essentials of classroom instruction, part 1 Standards-based instruction, part 1 Issue classroom keys
Monday	July 30, 2012	8:00 to 3:00	Team-building activity Analysis of student achievement data Essentials of classroom instruction, part 2 Creating a positive classroom environment Standards-based instruction, part 2
Tuesday	July 31, 2012	8:00 to 3:00	Team-building activity Bus tour of community Social and emotional needs of students Professional learning communities
Wednesday	August 1, 2012	8:00 to 3:00	Team-building activity Analysis of student achievement data, ELA Providing effective classroom discipline Standards-based instruction Professional learning communities Curriculum planning
Thursday	August 2, 2012	8:00 to 3:00	Team-building activity Analysis of student achievement data, math Checking for understanding Standards-based instruction Professional learning communities Curriculum planning
Friday	August 3, 2012	8:00 to 3:00	Team-building activity Using MyData: individual students Connecting instruction to the real world Standards-based instruction Professional learning communities Curriculum planning
Monday	August 6, 2012	8:00 to 3:00	Team-building activity Using MyData: achievement by classrooms Building thinking skills Marva Collins video Standards-based instruction Professional learning communities Curriculum planning

Day	Date	Hours	Topics
Tuesday	August 7, 2012	8:00 to 3:00	Team-building activity Using MyData: schoolwide achievement Harry Wong video Standards-based instruction Professional learning communities Curriculum planning
Wednesday	August 8, 2012	8:00 to 3:00	Team-building activity Essentials of classroom instruction, review Harry Wong video Standards-based instruction Professional learning communities Curriculum planning
Thursday	August 9, 2012	8:00 to 3:00	Team-building activity Checking for understanding Connecting instruction to the real world Building thinking skills Professional learning communities Curriculum planning
Friday	August 10, 2012	8:00 to 3:00	Pupil-free day Logistics for opening day Emergency procedures Curriculum planning
Tuesday	August 14, 2012	8:00 to 9:15	Faculty meeting
Tuesday	August 21, 2012	8:00 to 9:15	Professional learning communities
Tuesday	August 28, 2012	8:00 to 9:15	Professional learning communities
Tuesday	September 4, 2012	8:00 to 9:15	Faculty meeting
Tuesday	September 11, 2012	8:00 to 9:15	Professional learning communities
Tuesday	September 18, 2012	8:00 to 9:15	Professional learning communities
Tuesday	September 25, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 2, 2012	8:00 to 9:15	Faculty meeting
Tuesday	October 9, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 16, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 23, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 30, 2012	8:00 to 9:15	Professional learning communities
Tuesday	November 6, 2012	8:00 to 9:15	Faculty meeting
Tuesday	November 13, 2012	8:00 to 9:15	Professional learning communities
Tuesday	November 20, 2012	8:00 to 9:15	Professional learning communities
Tuesday	November 27, 2012	8:00 to 9:15	Professional learning communities
Tuesday	December 4, 2012	8:00 to 9:15	Faculty meeting
Tuesday	December 11, 2012	8:00 to 9:15	Professional learning communities
Tuesday	January 8, 2013	8:00 to 9:15	Faculty meeting
Tuesday	January 15, 2013	8:00 to 9:15	Professional learning communities
Tuesday	January 22, 2013	8:00 to 9:15	Professional learning communities



Day	Date	Hours	Topics
Tuesday	January 29, 2013	8:00 to 9:15	Professional learning communities
Tuesday	February 5, 2013	8:00 to 9:15	Faculty meeting
Tuesday	February 12, 2013	8:00 to 9:15	Professional learning communities
Tuesday	February 19, 2013	8:00 to 9:15	Professional learning communities
Tuesday	February 26, 2013	8:00 to 9:15	Professional learning communities
Tuesday	March 5, 2013	8:00 to 9:15	Faculty meeting
Tuesday	March 12, 2013	8:00 to 9:15	Professional learning communities
Tuesday	March 19, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 2, 2013	8:00 to 9:15	Faculty meeting
Tuesday	April 9, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 16, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 23, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 30, 2013	8:00 to 9:15	Professional learning communities
Tuesday	May 7, 2013	8:00 to 9:15	Faculty meeting
Tuesday	May 14, 2013	8:00 to 9:15	Professional learning communities
Tuesday	May 21, 2013	8:00 to 9:15	Professional learning communities
Tuesday	May 28, 2013	8:00 to 9:15	Professional learning communities
Tuesday	June 4, 2013	8:00 to 9:15	Faculty meeting

## Augustus Hawkins High School

### 2012-2013 School Calendar

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
July																																
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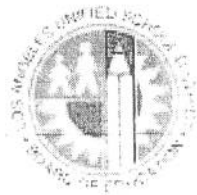
First Day of School: August 14, 2012  
 Last Day of School: June 4, 2013  
 Number of Instructional Days: 180  
 Number of Holidays: 8

**School Hours**  
 Mondays: 8:00 a.m. to 2:52 p.m.  
 Tuesdays: 9:30 a.m. to 2:52 p.m.  
 Wednesdays: 8:00 a.m. to 2:52 p.m.  
 Thursdays: 8:00 a.m. to 2:52 p.m.  
 Fridays: 8:00 a.m. to 2:52 p.m.

Admissions Day Observed: August 31, 2012  
 Labor Day Observed: September 3, 2012  
 Veterans Day Observed: November 12, 2012  
 Thanksgiving Holiday: November 22-23, 2012  
 Winter Vacation: December 17, 2012 through January 6, 2013  
 Dr. Martin Luther King Day Observed: January 21, 2013  
 Presidents' Day Observed: February 18, 2013  
 Spring Vacation: March 25, 2013 through March 29, 2013  
 Memorial Day Observed: May 27, 2013

## MEMBERS OF THE BOARD

MONICA GARCIA, PRESIDENT  
 TAMAR GALATZAN  
 BENNETT KAYSER  
 MARGUERITE POINDEXTER LAMOTTE  
 NURY MARTINEZ  
 RICHARD A. VLADOVIC  
 STEVEN ZIMMER



## LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office  
 333 South Beaudry Avenue, 24<sup>th</sup> Floor  
 Los Angeles, California 90017  
 Telephone: (213) 241-7000  
 Fax: (213) 241-8442

JOHN E. DEASY, Ph.D.  
 SUPERINTENDENT OF SCHOOLS

September 19, 2011

Dear Parents and Guardians of LAUSD Students,

On September 13, 2011, the Board of Education decided to proceed with implementation of a District-wide Early Start Instructional Calendar for the 2012-13 school year. Only two schools, Del Olmo Elementary and Cahuenga Elementary, will remain on the Multi-Track Calendar for the 2012-13 school year.

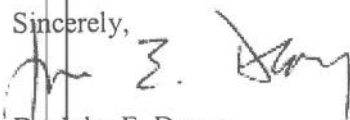
All students in grades K-12 will continue to be on a two-semester instructional calendar. Under the District-wide Early Start Instructional Calendar, the first day of instruction for students will be August 14, 2012 and the last day of instruction will be June 4, 2013. Summer school information will be forthcoming. Other important holidays to note include:

Admission Day observed on August 31, 2012  
 Labor Day observed on September 3, 2012  
 Veterans Day observed on November 12, 2012  
 Thanksgiving observed on November 22, 2012 and November 23, 2012  
 Winter Recess from December 17, 2012 through January 6, 2013  
 Dr. Martin Luther King, Jr. Day observed on January 21, 2013  
 Presidents' Day observed on February 18, 2013  
 Spring Break from March 25, 2013 through March 29, 2013  
 Memorial Day observed on May 27, 2013.

For the first time in decades, virtually the entire school district will be on one academic calendar. This consistency across all schools will hopefully be appreciated by the families of LAUSD students. However, it is critical to know that the 2012-13 school year will begin three weeks earlier. It is our hope that, with this ample notice, families will be able to make plans accordingly and will be prepared for the start of an earlier school year in 2012-13.

LAUSD appreciates all our families for partnering with us to ensure the vision of all youth achieving. We thank you for your cooperation and your attention. Please call your school office if you have any questions.

Sincerely,

  
 Dr. John E. Deasy

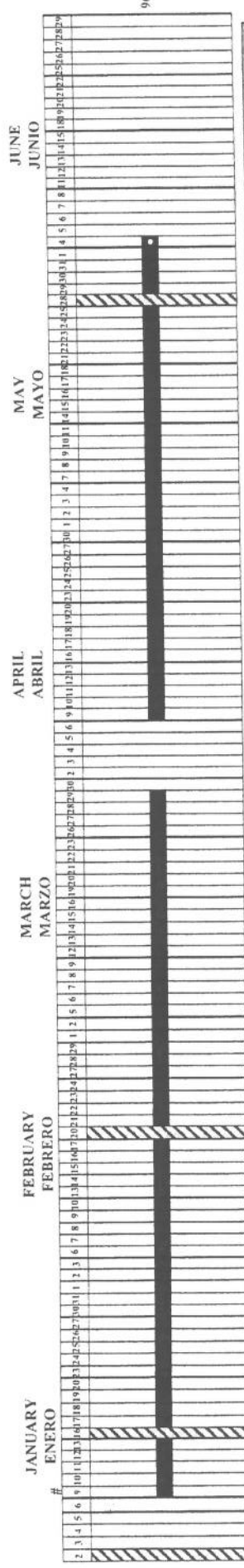
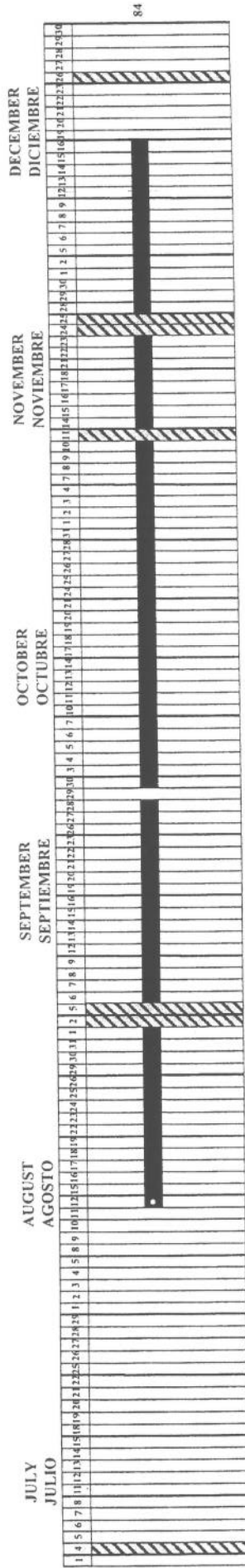


**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Early Start Instructional Calendar Year 2011-2012**  
**Local Districts 1, 2, 5 and 6 Schools**

**HOLIDAY**  
**DIA DE FIESTA**

Board Approved  
 4/12/2011

- |  |   |  |   |
|--|---|--|---|
| <p><b>Local District 1 Schools</b><br/>                 Canoga Park Senior High<br/>                 Chatsworth Senior High<br/>                 Grover Cleveland Senior High<br/>                 John F. Kennedy Senior High<br/>                 James Monroe Senior High<br/>                 Northridge Academy Senior High<br/>                 Daniel Pearl Journalism and Comm. Magnet<br/>                 Reseda Senior High<br/>                 Taft Senior High</p> | <p><b>Local District 2 Schools</b><br/>                 Verdugo Senior High<br/>                 Sylmar Senior High<br/>                 Van Nuys Senior High</p> | <p><b>Local District 5 Schools</b><br/>                 Thomas Jefferson Senior High<br/>                 Abraham Lincoln Senior High<br/>                 LEMA at Lincoln Senior High</p> | <p><b>Local District 6 Schools</b><br/>                 Jaime Escalante ES<br/>                 Maywood Academy Senior High</p> |
|--|---|--|---|



IMPORTANT DATES:	
07-04-2011	Independence Day
08-12-2011	Pupil Free Day
08-15-2011	First Day of Instruction
09-02-2011	Admissions Day
09-05-2011	Labor Day
09-29-2011	Unassigned Day
11-11-2011	Veterans Day
11-24 & 11-25-2011	Thanksgiving Holiday
12-19-2011 thru 01-06-2012	Winter Recess
01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed
01-09-2012	Second Semester Begins
02-20-2012	Presidents' Day
03-30-2012	Cesar E. Chavez Day Observed, Unassigned Day
04-02 thru 04-06-2012	Spring Recess
05-28-2012	Memorial Day Observed
06-01-2012	Last Day of Instruction
* 06-04-2012	Pupil Free Day



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**2010 - 2011 Graduation Requirements and Minimum College Admission "A-G" Requirements**

SUBJECTS	HIGH SCHOOL GRADUATION Grades 9 – 12 <i>230 credits needed to graduate</i>	UNIVERSITY OF CALIFORNIA "A-G" Requirements <i>Grades of C or better</i>	CALIFORNIA STATE UNIVERSITY "A-G" Requirements <i>Grades of C or better</i>	PRIVATE COLLEGES <i>Grades of C or better</i>	COMMUNITY COLLEGEE <i>Grades of C or better</i>
Social Studies "A" Requirement	30 credits World History AB US History AB Principals of American Democracy Economics	2 years: World History, US History, or Principles of American Democracy  AP courses are recommended	2 years: World History, US History, or Principles of American Democracy  AP courses are recommended	World History, US History, Principles of American Democracy & college preparatory electives recommended  AP courses are recommended	No subject requirements.  Must be 18 years of age, a high school graduate or Possess a high school proficiency test certificate
English "B" Requirement	40 credits English 9, English 10 11 <sup>th</sup> grade American Lit & Cont Comp 12 <sup>th</sup> grade Comp. & an English Lit. Elect	4 years: College Preparatory English  AP/additional courses are recommended	4 years: College Preparatory English  AP/additional courses are recommended	4 years: College Preparatory English  AP/additional courses are recommended	
Mathematics "C" Requirement	20 credits College Prep Math: Alg. 1, Geometry, Alg. 2 or higher levels Adv. App. Math (11 <sup>th</sup> graders must be enrolled in math) Additional courses recommended	3 years: Algebra 1, Geometry, Algebra 2  AP/additional courses are recommended	3 years: Algebra 1, Geometry, Algebra 2  AP/additional courses are recommended	College preparatory Math each year  AP/additional courses are recommended	<p><i>Please note:</i></p> <p><i>Students are most successful when they continue to take the college preparatory courses suggested for each semester. Students are also encouraged to enroll in honors, Advanced placement and other rigorous courses</i></p>
Lab Science "D" Requirement	20 credits total 10 credits Biological Science (Biology) 10 credits Phys. Sci. Chemistry, Physics, or ICS 1	2 years: Lab Science  3-4 courses are recommended	2 years: Lab Science  3-4 courses are recommended	3-4 years: Lab Science	
World Languages "E" Requirement (Language Other Than English)	Not required for graduation, but recommended	2 years: Same World Language  AP and 3-4 courses are recommended	2 years: Same World Language  AP and 3-4 courses are recommended	3-4 years: Same World Language  AP courses are recommended	
Visual/Performing Arts "F" Requirement	10 credits Visual/Performing Arts	1 year: Visual and Performing Arts (same discipline)	1 year: Visual and Performing Arts (same discipline)	Visual & Performing Arts courses may count as electives	
Electives "G" Requirement	70 credits	1 year or more: Advanced courses in Math, English, Visual/Performing Arts, Lab Science, World Language, and/or Social Sciences	1 year: Advanced courses in Math, English, Visual/Performing Arts, Lab Science, World Language, and/or Social Sciences	College preparatory electives in the subject area of interest	
Applied Technology	10 credits		Career Technical Ed. courses accepted		
PE	20 credits	None	None	None	None
Health	5 credits	None	None	None	None
Life Skills	5 credits	None	None	None	None
Total Credits to graduate	230 credits				
Additional Non-Course Requirements	1. Computer Literacy 2. Career Pathway 3. Service Learning				
Assessments	California High School Exit Exam (CAHSEE)	SAT Reasoning Test or ACT plus ACT Writing Analytical Writing Placement Exam (Subject A)	SAT Reasoning Test or ACT Placement exams in: English EPT and Math ELM	SAT Reasoning Test or ACT SAT Subject Tests are required for some colleges	Placement exams for English, Mathematics and Chemistry

\*E Requirement may be met by evaluation of foreign transcripts, examination and/or assessment of proficiency in Language other than English.

Appendix J

[REDACTED]

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**From:** [REDACTED]  
**Sent:** [REDACTED]  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** [REDACTED], OBSERVATION REPORT, [REDACTED]

**To:** [REDACTED], Principal, [REDACTED]  
 [REDACTED]  
**Cc:** [REDACTED]  
 [REDACTED]

On [REDACTED] from 1:30 p.m. to 2:15 p.m., I came for an unannounced visit to observe classrooms at [REDACTED]. When I visit a classroom I am looking for the following fundamentals: (1) Is there an interesting and engaging learning environment, with subject-matter displays and displays of student work? (2) Is classroom discipline handled in an effective manner to bring about high standards of student conduct? (3) Is the teacher implementing standards-based, well-planned, rigorous, bell-to-bell instruction? (4) Is the teacher using effective methods to check for understanding that engage all students?

I am also looking for the following fundamentals on a school-wide basis: (1) Is there an effective discipline system, including positive incentives, to ensure high standards of student conduct? (2) Are there supplemental learning activities for students who need extra help in English and mathematics? (3) Do administrators observe in classrooms every day and provide feedback to teachers? (4) Does the school have professional learning communities for teachers to analyze student achievement data and share best practices?

During period six we visited the classroom of [REDACTED]. We observed the following: (1) Student work needs to be posted as soon as possible. (2) The conduct of the students was satisfactory. (3) The learning standard for the day was not posted. Corrective action is needed right away to ensure that learning is standards-based. (4) When checking for understanding, [REDACTED] needs to call on all students, not just the volunteers. This will increase student engagement and provide him with accurate feedback on the learning taking place.

During period eight we visited the classroom of [REDACTED]. We observed the following: (1) The learning environment was satisfactory. (2) The conduct of the students was excellent. (3) The learning standard for the day was not posted. Corrective action is needed right away to ensure that learning is standards-based. (4) The methods used to check for understanding were effective. Learning will improve, however, if more wait time is provided during questioning.

Please express appreciation to [REDACTED] for their efforts and dedication. Please provide them with the necessary feedback and guidance to help them reflect on their teaching. Thank you for the leadership you are providing to improve student achievement.

Best regards,

[REDACTED]  
 [REDACTED]  
 Director/Principal Leader  
 Los Angeles Unified School District, [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]

2010 - 11 Growth Academic Performance Index (API) Chart



**School Demographic Characteristics**  
 2011 Growth  
 Academic Performance Index (API) Report

California Department of Education  
 Analysis, Measurement & Accountability Reporting Division  
 9/22/2011

School: Mary McLeod Bethune Middle  
 LEA: Los Angeles Unified  
 County: Los Angeles  
 CDS Code: 19-64733-6058143  
 School Type: Middle

2011 Growth API Links:

School Report - Growth
School Chart
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

**School Demographic Characteristics**

These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document

<b>Ethnic/Racial* (STAR)</b>	<u>Percent</u>	<b>Enrollments**(STAR)</b>	<u>Percent</u>
Black or African American	12	Grade 2	0
American Indian or Alaska Native	0	Grades 3-5	0
Asian	0	Grade 6	0
Filipino	0	Grades 7-8	100
Hispanic or Latino	87	Grades 9-11	0
Native Hawaiian or Pacific Islander	0	<i>**This is a percentage of all enrollments in grades 2-11.</i>	
White	0	<b>Parent Education Level (STAR)</b>	
Two or More Races	0	Percentage with a response***	53
<i>*These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		Of those with a response:	
<b>Participants in Free or Reduced-Price Lunch (STAR)</b>	99	Not a high school graduate	60
		High school graduate	27
		Some college	9
		College graduate	3
		Graduate school	1
<b>Participants in Gifted and Talented Education Program (STAR)</b>	6	<i>***This is the percentage of student answer documents with stated parent education level information.</i>	
<b>Participants in Migrant Education Program (STAR)</b>	0	<u>Average</u>	
		<b>Average Parent Education Level (STAR)</b>	1.59
<b>English Learners (STAR)</b>	31	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
<b>Reclassified Fluent-English-Proficient (RFEP) Students (STAR)</b>	43	<b>Average Class Size (CALPADS)</b>	
		(These data will not be available until October.)	
<b>Students with Disabilities (STAR)</b>	10	<u>Grades</u>	<u>Average</u>
		K-3	

BETHUNE MIDDLE SCHOOL  
155 W 69TH ST LOS ANGELES 90003

Student Demographics (2010-11)

Student Demographics	2009-10	2010-11	Chg
African American	14%	13%	-1%
American Indian	0%	0%	0%
Asian	0%	0%	0%
Filipino	0%	0%	0%
Latino	85%	85%	0%
Pacific Islander	0%	0%	0%
White (not Latino)	0%	0%	0%

API	2009-10	2010-11	Chg
English Learners	29%	29%	0%
Redesignated ELs (RREP)	42%	42%	0%
Students with Disabilities	11%	11%	0%
Economically disadvantaged	100%	100%	0%
Identified Gifted - All	6%	6%	0%
Identified Gifted - African Amer	2%	2%	0%
Identified Gifted - Latino	5%	5%	0%

APL	2009-10	2010-11	Chg
Met AYP 2010-11	16	16	0
Criteria Met	25	25	0
Criteria Possible	5	5	0
PI Year	1997-1998		
Year Entered PI			

GOAL 3: 100% Attendance

Attendance Rate	2009-10	2010-11	Chg
Staff	91.4%	93.7%	1.8
Student	93.8%	93.7%	-0.6
Student Transiency	32.6%	26.2%	-6.5

Percentage with 95% or Higher Attendance

Percentage with 95% or Higher Attendance	2009-10	2010-11	Chg
Staff	51.4%	59.2%	7.8
Student	52.3%	51.7%	-0.5

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11	Chg
% of Parents that responded	19.9%	42.6%	22.7
% Strong Agree or Agree	80.4%	85.6%	5.2
Opportunities for Involvement	85.7%	91.4%	5.7
Feel Welcome at school	39.4%	50.5%	11.1
Talk with Teacher About Child's Schoolwork			

Student Survey

Student Survey	2009-10	2010-11	Chg
% of Students that responded	48.5%	82.6%	34.1
% Strong Agree or Agree	85.5%	63.8%	-21.7
Feel safe on school grounds			

GOAL 5: School Safety

Student Suspensions	2009-10	2010-11	Chg
% Students Suspended	9.9%	13.0%	3.1
All	23.7%	32.8%	9.1
African American	7.6%	9.9%	2.3
Latino	3.0%	19.7%	16.2
Instructional Days Lost to Suspension	364	345	-19

GOAL 2: Proficiency For All

English Learner Progress

English Learner Progress	2009-10	2010-11	Chg
Scoring Proficient on CELDT	45.8%	51.1%	5.3
Scoring Basic or Above on CST ELA	17.6%	21.5%	3.9
Passing English/Adv. ESL with 'C' or above	68.2%	59.5%	-8.7
Redesignation Rate Trend	16.7%	17.4%	0.7

Students With Disabilities (SWD)

Students With Disabilities (SWD)	2009-10	2010-11	Chg
CST ELA	16.4%	14.1%	-2.4
CST Math	18.4%	18.8%	0.3

CST TRENDS: English Language Arts

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	2,461	2,402	2,223	2,150	1,339	-811
African American	364	341	285	300	166	-198
Asian	2,088	2,063	1,933	1,842	1,167	-921
Latino	1,030	985	861	721	405	-625
White	231	238	237	201	128	-103
SWD	2,275	2,232	2,204	2,135	1,331	-944
Socio-Eco Disadv						

CST TRENDS: Mathematics

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	2,456	2,395	2,222	2,149	1,330	-1,126
African American	364	340	285	302	165	-199
Asian	2,083	2,047	1,932	1,838	1,159	-924
Latino	1,035	980	862	720	401	-634
White	228	235	237	201	128	-100
English Learner	2,272	2,226	2,203	2,134	1,321	-951
SWD						
Socio-Eco Disadv						

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	547	51%	19.0%	30.9%	25.7%	19.3%
African American	692	7.4%	19.7%	32.5%	20.5%	19.9%
Asian	566	12.7%	19.2%	25.4%	30.7%	12.5%
Latino	42	0.0%	0.0%	11.9%	52.4%	35.7%
White	642	10.0%	18.1%	20.1%	33.6%	18.2%
English Learner	592	26.4%	18.6%	25.9%	11.8%	17.2%
SWD	599	22.9%	15.8%	22.9%	17.9%	20.5%
Socio-Eco Disadv						

CHANGE IN PROF/ADV

Subgroup	2009-10	2010-11	Chg
All Students	24.1%	21.0%	-3.1
African American	27.0%	22.0%	-5.0
Asian	31.4%	24.9%	-6.5
Latino	10.6%	10.6%	0.0
White	28.0%	27.1%	-0.9
English Learner	45.1%	33.3%	-11.8
SWD	38.9%	36.2%	-2.6
Socio-Eco Disadv			

Appendix K

English Learner Accountabilities	2009-10	2010-11	Chg
AMAO 1 - CELDT Annual Growth	Yes	Yes	45.8%
AMAO 2 - Allowing Eng Prof < 5 Yrs > 5 yrs	No	Yes	13.4%
AMAO 3 - Proficiency in ELA	No	No	32.0%
Proficiency in MATH	No	No	14.4%
	No	No	19.5%
			25.5%

Students With Disabilities (SWD)

Students With Disabilities (SWD)	2009-10	2010-11	Chg
CMA ELA			
CMA Math			

CMA Results included when > 10 students tested

Subgroup	2009-07	2009-08	2009-09	2009-10	2010-11	Chg
All Students	14.6%	18.5%	20.4%	20.9%	25.6%	4.7
African American	9.9%	11.4%	12.3%	18.0%	13.9%	-4.1
Asian	15.3%	19.7%	21.6%	21.3%	27.2%	5.9
Latino	0.6%	1.7%	1.9%	1.8%	2.2%	0.4
White	0.4%	0.8%	4.2%	5.5%	0.8%	-4.7
SWD	14.9%	18.5%	20.5%	21.0%	25.8%	4.8
Socio-Eco Disadv						

CST TRENDS: Mathematics

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	9.9%	12.9%	14.0%	21.4%	28.8%	7.4
African American	3.0%	4.7%	2.8%	7.9%	9.7%	1.8
Asian	10.9%	14.2%	15.7%	23.4%	31.3%	7.9
Latino	1.7%	3.2%	3.0%	4.2%	6.7%	2.5
White	1.8%	1.7%	2.5%	3.5%	3.1%	-0.4
English Learner	10.3%	13.0%	14.1%	21.5%	29.0%	7.5
SWD						
Socio-Eco Disadv						

CHANGE IN PROF/ADV

Subgroup	2009-10	2010-11	Chg
All Students	24.1%	21.0%	-3.1
African American	27.0%	22.0%	-5.0
Asian	31.4%	24.9%	-6.5
Latino	10.6%	10.6%	0.0
White	28.0%	27.1%	-0.9
English Learner	45.1%	33.3%	-11.8
SWD	38.9%	36.2%	-2.6
Socio-Eco Disadv			



BETHUNE MIDDLE SCHOOL

GOAL	School Baseline		School Annual Target			LAUSD Annual Target				
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>GOAL 1: 100% GRADUATION</b>										
A. Four-Year Cohort Graduation Rate								60%	63%	70%
B. Students On-Track for Meeting A-G Requirements								38%	50%	75%
<b>GOAL 2: PROFICIENCY FOR ALL</b>										
A. English Language Arts, Elementary	19%	20%	21%	26%				60%	67%	74%
B. English Language Arts, Secondary								45%	50%	54%
C. Mathematics, Elementary: Proficient & Advanced	13%	14%	21%	29%				69%	75%	82%
D. Mathematics, Secondary: Proficient & Advanced								36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts	13%	16%	27%	28%				49%	55%	62%
F. Proficiency in Algebra	17%	17%	17%	7%				38%	47%	55%
G. Reclassification Rates								21%	24%	27%
<b>GOAL 3: 100% ATTENDANCE</b>										
A. Percentage of students with 96% or higher attendance	55%	57%	52%	52%				66%	71%	76%
B. Percentage of staff with 96% or higher attendance	52%	54%	51%	59%				69%	74%	79%
<b>GOAL 4: PARENT AND COMMUNITY ENGAGEMENT</b>										
A. Percentage of parents who talk with the teacher about their child's schoolwork		36%	39%	50%						
B. Parent participation on School Experience Surveys		19%	20%	43%				35%	40%	50%
<b>GOAL 5: SCHOOL SAFETY</b>										
A. Instructional days lost to suspension	387	212	364	345				43,506	41,006	38,506
B. % of students who feel safe on school grounds (agree or strongly agree)			86%	64%				86%	88%	90%

2010 - 11 Growth Academic Performance Index (API) Chart



**School Demographic Characteristics**  
 2011 Growth  
 Academic Performance Index (API) Report

California Department of Education  
 Analysis, Measurement & Accountability Reporting Division  
 9/22/2011

School: Manual Arts Senior High  
 LEA: Los Angeles Unified  
 County: Los Angeles  
 CDS Code: 19-64733-1935519  
 School Type: High

2011 Growth API Links:

School Report - Growth
School Chart
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

**School Demographic Characteristics**

These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

<b>Ethnic/Racial*</b> (STAR)	<u>Percent</u>	<b>Enrollments**</b> (STAR)	<u>Percent</u>
Black or African American	17	Grade 2	0
American Indian or Alaska Native	0	Grades 3-5	0
Asian	0	Grade 6	0
Filipino	0	Grades 7-8	0
Hispanic or Latino	83	Grades 9-11	100
Native Hawaiian or Pacific Islander	0	<i>**This is a percentage of all enrollments in grades 2-11.</i>	
White	0	<b>Parent Education Level (STAR)</b>	
Two or More Races	0	Percentage with a response***	74
<i>*These percentages may not sum to 100 due to responses of other, multiple, declined to state, or non-response.</i>		Of those with a response:	
<b>Participants in Free or Reduced-Price Lunch</b> (STAR)	91	Not a high school graduate	52
		High school graduate	33
		Some college	8
		College graduate	5
		Graduate school	2
<b>Participants in Gifted and Talented Education Program</b> (STAR)	5	<i>***This is the percentage of student answer documents with stated parent education level information.</i>	
<b>Participants in Migrant Education Program</b> (STAR)	0	<u>Average</u>	
<b>English Learners</b> (STAR)	35	<b>Average Parent Education Level (STAR)</b>	1.72
<b>Reclassified Fluent-English-Proficient (RFEP) Students</b> (STAR)	39	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
<b>Students with Disabilities</b> (STAR)	12	<b>Average Class Size (CALPADS)</b>	
		(These data will not be available until October.)	
		<u>Grades</u>	<u>Average</u>
		K-3	

PERFORMANCE METER - DATA SUMMARY SHEET

MANUAL ARTS SENIOR HIGH  
4131 S VERMONT AVE LOS ANGELES 90037

Student Demographics (2010-11)

Category	2009-10	2010-11	% Change
African American	17%	17%	0%
American Indian	0%	0%	0%
Asian	11%	11%	0%
Filipino	0%	0%	0%
Latino	82%	82%	0%
Pacific Islander	0%	0%	0%
White (not Latino)	0%	0%	0%

**API**

Year	Met AYP	Criteria Met	Criteria Possible	PI Year	Year Entered PI
2006-07	3	No	1	3	No
2007-08	1	1	2	2	23
2008-09	N/A	N/A	5	5	1997, 1998
2009-10	3	No	1	2	2
2010-11	33	No	1	2	2

GOAL 1: 100% Graduation

**College Readiness - A-G Courses**

Grade	2009-10	2010-11	% Change
9th Grade	64.7%	80.1%	27.7%
10th Grade	55.1%	73.5%	17.9%
11th Grade	37.3%	41.1%	14.4%
12th Grade	47.3%	41.8%	15.4%

**CAHSEE Pass Rate (as of May)**

Grade	2009-10	2010-11	% Change
10th grade	36.6%	47.9%	11.3
11th grade	53.7%	61.0%	-2.7
12th grade	82.3%	82.6%	0.3

**Graduation and Dropout Rates**

Rate	2009-10	2010-11	% Change
Graduation Rate (NCLB)	67.4%	63.2%	-4.2
4-year Dropout Rate	27.4%	26.6%	-0.8
4-year Cohort Rate	51.0%	48.3%	-2.7

**Advanced Placement**

Students taking at least one AP course	2009-10	2010-11	% Change
Students taking at least one AP course	10.7%	11.7%	11.7%
Students passing at least one AP course	86.8%	84.9%	-84.9%

GOAL 3: 100% Attendance

**Attendance Rate**

Category	2009-10	2010-11	% Change
Staff	94.6%	93.5%	-1.2
Student	92.2%	92.7%	0.5
Student Transitory	44.3%	49.4%	5.1

**Percentage with 96% or Higher Attendance**

Category	2009-10	2010-11	% Change
Staff	66.5%	53.4%	-13.1
Student	51.1%	44.9%	-6.2

GOAL 5: School Safety

**Student Suspensions**

Category	2009-10	2010-11	% Change
% Students Suspended	6.3%	5.8%	-0.5
African American	8.4%	9.1%	0.7
Latino	5.8%	5.1%	-0.7
SWD	1.3%	2.6%	1.3
Instructoral Days Lost to Suspension	498	414	-84

**Student Survey**

Category	2009-10	2010-11	% Change
% of Students that responded	39.2%	49.3%	10.1
% Strongly Agree or Agree	83.2%	67.8%	-15.4

GOAL 4: Parent and Community Engagement

**Parent Survey**

Category	2009-10	2010-11	% Change
% of Parents that responded	23.3%	5.7%	5.7%
% Strongly Agree or Agree	87.4%	89.2%	89.2%
Opportunities for Involvement	84.5%	90.3%	90.3%
Feel Welcome at school	54.2%	49.4%	49.4%
Talk with Teacher About Child's Schoolwork			

Appendix K

GOAL 2: Proficiency For All

English Learner Progress

Category	2009-10	2010-11	% Change
Scoring Proficient on CELDT	34.3%	33.5%	-0.8%
Scoring Basic or Above on CST ELA	19.1%	22.9%	3.8%
Passing English/Adv-ESL with 'C' or above	49.8%	54.9%	5.1%
Reclassification Rate Trend	9.9%	9.6%	-0.3%

**English Learner Accountabilities**

Category	2009-10	2010-11	% Change
AMAO 1 - CELDT Annual Growth	No	No	0%
AMAO 2 - Attaining Eng Prof. < 5 Yrs > 5 yrs	No	No	0%
AMAO 3 - Proficiency in ELA	No	No	0%
Proficiency in MATH	No	No	0%

Students With Disabilities (SWD)

Category	2009-10	2010-11	% Change
CST ELA	5.1%	21.1%	16.0
CST Math	0.9%	2.9%	2.1

Students With Disabilities (SWD)

Category	2009-10	2010-11	% Change
CMA ELA	15.7%	15.7%	0%
CMA Math	20.7%	20.7%	0%

CMA Results include when > 10 students tested

**CST TRENDS: English Language Arts**

Subgroup	2005-07	2007-08	2008-09	2009-10	2010-11	% Change
All Students	2,782	2,205	2,535	2,707	2,245	12.9%
African American	441	392	439	387	317	9.8%
Asian	2,315	1,791	2,070	2,257	1,917	13.5%
Latino	1,024	790	985	1,059	772	2.1%
White	765	201	251	256	19	0.4%
English Learner	2,353	1,884	2,042	2,463	2,110	13.3%
SWD						0.5%
Socio-Eco Disadv						13.5%

**CST TRENDS: Mathematics**

Subgroup	2005-07	2007-08	2008-09	2009-10	2010-11	% Change
All Students	2,622	2,014	2,357	2,501	2,108	1.6%
African American	433	366	411	361	300	0.9%
Asian	2,165	1,629	1,920	2,085	1,793	1.7%
Latino	956	698	909	980	672	0.3%
White	252	181	215	233	34	0.0%
English Learner	2,222	1,717	1,907	2,279	1,982	1.7%
SWD						0.0%
Socio-Eco Disadv						1.7%

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

Category	2009-10	2010-11	% Change									
ELA G-9	904	3.2%	14.0%	32.9%	24.4%	25.4%	15.4%	17.3%	1.9	56.0%	49.8%	6.2
ELA G-10	703	3.7%	13.1%	36.4%	25.7%	21.1%	15.2%	16.8%	1.6	57.7%	46.8%	10.9
ELA G-11	638	3.8%	16.5%	32.3%	24.8%	22.6%	15.6%	20.4%	4.8	55.5%	47.4%	8.1
General Math	17	0.0%	0.0%	5.9%	35.3%	58.8%	0.0%	0.0%	0.0	93.3%	94.1%	0.8
Algebra I	715	1.5%	6.4%	11.9%	45.2%	35.0%	3.0%	8.0%	5.0	86.0%	80.7%	5.8
Geometry	842	0.7%	4.2%	9.6%	46.8%	38.7%	2.1%	4.9%	2.8	88.3%	85.5%	2.8
Algebra II	386	0.5%	3.4%	6.2%	24.4%	55.5%	3.7%	3.9%	0.2	89.5%	89.9%	0.4
HS Math	147	0.7%	8.8%	19.0%	40.8%	30.6%	13.9%	9.5%	-4.4	67.4%	71.4%	4.0
World History	846	5.0%	9.6%	22.5%	17.3%	45.7%	11.1%	14.5%	3.4	69.4%	63.0%	6.4
US History	700	4.3%	15.9%	24.7%	22.0%	33.1%	15.6%	20.1%	4.5	60.5%	55.1%	5.4
Life Science	699	7.7%	17.7%	28.3%	18.7%	27.5%	15.1%	25.5%	10.4	58.5%	46.2%	12.6
Biology	932	2.8%	13.9%	30.8%	24.5%	28.0%	14.0%	16.7%	2.7	56.7%	52.5%	4.2
Chemistry	529	0.0%	2.3%	24.0%	34.8%	38.9%	2.5%	2.3%	-0.2	77.0%	73.7%	3.3
Earth Science	20	0.0%	10.0%	30.0%	5.0%	55.0%	0.0%	10.0%	0.0	100.0%	60.0%	40.0
Physics	59	3.4%	13.6%	45.8%	23.7%	13.6%	28.6%	16.9%	-11.7	25.0%	37.3%	12.3
Int Science	543	0.0%	1.8%	26.2%	29.3%	42.7%	3.1%	1.8%	-1.3	69.6%	72.0%	2.4

CST Trends is based on CST results only, not AYP Reports. For detailed information, go to <http://star.cde.ca.gov>

MANUAL ARTS SENIOR HIGH

Appendix K

GOAL 1: 100% GRADUATION	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate	37%	46%	51%	48%				60%	63%	70%
B. Students On-Track for Meeting A-G Requirements			16%	20%				38%	50%	75%
<b>GOAL 2: PROFICIENCY FOR ALL</b>	School Baseline				School Annual Target			LAUSD Annual Target		
A. English Language Arts, Elementary	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
B. English Language Arts, Secondary	13%	14%	15%	18%				60%	67%	74%
C. Mathematics, Elementary, Proficient & Advanced								45%	50%	54%
D. Mathematics, Secondary, Proficient & Advanced	3%	3%	3%	6%				69%	75%	82%
E. 3rd Grade Proficiency Rate in English Language Arts								36%	41%	47%
F. Proficiency in Algebra	3%	4%	3%	8%				49%	55%	62%
G. Reclassification Rates	9%	10%	10%	7%				38%	47%	55%
								21%	24%	27%
<b>GOAL 3: 100% ATTENDANCE</b>	School Baseline				School Annual Target			LAUSD Annual Target		
A. Percentage of students with 96% or higher attendance	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
B. Percentage of staff with 96% or higher attendance	34%	36%	51%	45%				66%	71%	76%
	68%	70%	66%	53%				69%	74%	79%
<b>GOAL 4: PARENT AND COMMUNITY ENGAGEMENT</b>	School Baseline				School Annual Target			LAUSD Annual Target		
A. Percentage of parents who talk with the teacher about their child's schoolwork	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
B. Parent participation on School Experience Surveys		43%	54%	49%						
		16%	23%	6%				35%	40%	50%
<b>GOAL 5: SCHOOL SAFETY</b>	School Baseline				School Annual Target			LAUSD Annual Target		
A. Instructional days lost to suspension	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
B. % of students who feel safe on school grounds (agree or strongly agree)	1,113	1,093	498	414				43,506	41,006	38,506
		71%	83%	68%				86%	88%	90%

Appendix K

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

2010 - 11 Growth Academic Performance Index (API) Chart



**School Demographic Characteristics**  
 2011 Growth  
 Academic Performance Index (API) Report

California Department of Education  
 Analysis, Measurement & Accountability Reporting Division  
 9/22/2011

School: John Muir Middle  
 LEA: Los Angeles Unified  
 County: Los Angeles  
 CDS Code: 19-64733-6058176  
 School Type: Middle

2011 Growth API Links:

School Report - Growth
School Chart
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

**School Demographic Characteristics**

These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

<b>Ethnic/Racial* (STAR)</b>	<u>Percent</u>	<b>Enrollments**(STAR)</b>	<u>Percent</u>
Black or African American	21	Grade 2	0
American Indian or Alaska Native	0	Grades 3-5	0
Asian	0	Grade 6	32
Filipino	0	Grades 7-8	68
Hispanic or Latino	78	Grades 9-11	0
Native Hawaiian or Pacific Islander	0	<b>**This is a percentage of all enrollments in grades 2-11.</b>	
White	0	<b>Parent Education Level (STAR)</b>	
Two or More Races	0	Percentage with a response***	54
<i>*These percentages may not sum to 100 due to responses of other, multiple, declined to state, or non-response.</i>		Of those with a response:	
<b>Participants in Free or Reduced-Price Lunch (STAR)</b>	81	Not a high school graduate	55
		High school graduate	26
		Some college	13
		College graduate	5
		Graduate school	2
<b>Participants in Gifted and Talented Education Program (STAR)</b>	6	<b>***This is the percentage of student answer documents with stated parent education level information.</b>	
<b>Participants in Migrant Education Program (STAR)</b>	0	<u>Average</u>	
		<b>Average Parent Education Level (STAR)</b>	1.73
<b>English Learners (STAR)</b>	31	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
<b>Reclassified Fluent-English-Proficient (RFEP) Students (STAR)</b>	28	<u>Average</u>	
		<b>Average Class Size (CALPADS)</b>	
		(These data will not be available until October.)	
<b>Students with Disabilities (STAR)</b>	12	<u>Grades</u>	<u>Average</u>
		K-3	

MUJR MIDDLE SCHOOL

5929 S VERMONT AVE LOS ANGELES 90044

Student Demographics (2010-11)

Subgroup	2009-10	2010-11	Chg
African American	23%	23%	0%
American Indian	0%	0%	0%
Asian	0%	0%	0%
Filipino	0%	0%	0%
Latino	76%	76%	0%
Pacific Islander	0%	0%	0%
White (not Latino)	0%	0%	0%

API	BASE	GROWTH	ETS	MEP STATEWIDE ALL RANK	SIMPAR SUBGROUPS RANK	AYP
2006-07	545	552	7	No	1	2
2007-08	552	557	5	No	1	2
2008-09	550	578	28	No	1	1
2009-10	576	567	-9	No	1	2
2010-11	567	613	46	Yes	1	1

GOAL 3: 100% Attendance

Attendance Rate	2009-10	2010-11	Chg
Start	89.0%	89.9%	0.9
Student	94.9%	95.6%	0.5
Student transiency	31.0%	27.5%	3.5

Percentage with 95% or Higher Attendance

Start	2009-10	2010-11	Chg
Start	41.4%	38.7%	-2.7
Student	58.7%	61.9%	3.2

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11	Chg
% of Parents that responded	16.7%	16.7%	3.6%
% Strong Agree or Agree	78.5%	78.5%	78.3%
Opportunities for Involvement	80.0%	80.0%	84.4%
Feel Welcome at school	56.2%	56.2%	47.7%
Talk with Teacher About Child's Schoolwork			

GOAL 5: School Safety

Student Suspensions	2009-10	2010-11	Chg
% Students Suspended	12.3%	5.2%	-7.1
All	26.7%	10.0%	-16.7
African American	8.0%	3.8%	-4.2
Latino	18.3%	4.8%	-13.6
SWID	678	176	-502
Instructional Days Lost to Suspension			

Student Survey

Student Survey	2009-10	2010-11	Chg
% of Students that responded	45.7%	55.4%	9.7
% Strong Agree or Agree	78.5%	78.5%	58.1%
Feel safe on school grounds			-20.4

GOAL 2: Proficiency For All

English Learner Progress

Scoring Proficient on CELDT	2009-10	2010-11	Chg
Scoring Basic or Above on CST ELA	51.1%	47.9%	-3.2%
Passing English/Adv ESL with 'C' or above	13.3%	24.6%	11.3%
Reclassification Rate Trend	15.9%	8.5%	-7.4%

Students With Disabilities (SWD)

CST ELA	2009-10	2010-11	Chg
CST ELA	9.1%	19.1%	10.0
CST Math	6.3%	14.7%	8.4

Students With Disabilities (SWD)

CMA ELA	2009-10	2010-11	Chg
CMA ELA	26.5%	26.5%	0.0
CMA Math	28.8%	28.8%	0.0

CST TRENDS: English Language Arts

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	2,232	2,098	1,915	1,750	1,220	-1,012
African American	534	466	454	412	246	-288
Latino	1,691	1,622	1,452	1,329	969	-722
White	1,010	881	680	565	346	-664
English Learner	234	229	217	209	47	-187
SWID	1,919	1,820	1,643	1,486	1,054	-865

CST TRENDS: Mathematics

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	2,214	2,013	1,923	1,741	1,230	-984
African American	528	448	459	408	252	-276
Latino	1,678	1,554	1,455	1,324	973	-705
White	1,002	838	678	562	356	-646
English Learner	230	214	219	205	68	-162
SWID	1,905	1,746	1,650	1,478	1,063	-842

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

Subgroup	2009-10	2010-11	Chg
All Students	383	50%	13.1%
African American	410	4.6%	19.0%
Latino	427	8.0%	18.7%
White	382	3.4%	13.4%
English Learner	411	4.6%	13.9%
SWID	262	0.8%	8.4%
Socio-Eco Disadv	175	9.1%	23.4%
ELA G 6	450	9.3%	18.4%
ELA G 7	428	18.3%	21.1%
ELA G 8			
Math G 6			
Math G 7			
General Math			
Algebra I			
History-Soc Sci			
Science Gr 6			

MUIR MIDDLE SCHOOL

GOAL 1: 100% GRADUATION	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate								60%	63%	70%
B. Students On-Track for Meeting A-G Requirements								38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	School Baseline			School Annual Target			LAUSD Annual Target			
A. English Language Arts, Elementary:	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
B. English Language Arts, Secondary:	15%	17%	18%	23%	60%	67%	74%	60%	67%	74%
C. Mathematics, Elementary: Proficient & Advanced	12%	14%	17%	18%	45%	50%	54%	45%	50%	54%
D. Mathematics, Secondary: Proficient & Advanced	18%	35%	39%	33%	69%	75%	82%	69%	75%	82%
E. 3rd Grade Proficiency Rate in English Language Arts	16%	16%	8%	5%	36%	41%	47%	36%	41%	47%
F. Proficiency in Algebra					49%	55%	62%	49%	55%	62%
G. Reclassification Rates					38%	47%	55%	38%	47%	55%
					21%	24%	27%	21%	24%	27%
GOAL 3: 100% ATTENDANCE	School Baseline			School Annual Target			LAUSD Annual Target			
A. Percentage of students with 96% or higher attendance	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
B. Percentage of staff with 96% or higher attendance	63%	63%	59%	62%	66%	71%	76%	66%	71%	76%
	55%	45%	41%	39%	69%	74%	79%	69%	74%	79%
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	School Baseline			School Annual Target			LAUSD Annual Target			
A. Percentage of parents who talk with the teacher about their child's schoolwork	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
B. Parent participation on School Experience Surveys	1,293	36%	56%	48%	35%	40%	50%	35%	40%	50%
		16%	17%	4%						
GOAL 5: SCHOOL SAFETY	School Baseline			School Annual Target			LAUSD Annual Target			
A. Instructional days lost to suspension	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
B. % of students who feel safe on school grounds (agree or strongly agree)	1,293	68%	678	176	43,506	41,006	38,506	43,506	41,006	38,506
		58%	79%	58%	86%	88%	90%	86%	88%	90%

## Waiver Identification Form

School Site: AUGUSTUS HAWKINS HIGH SCHOOL

Proposed School/Design Team Name: HEALTH CAREERS HIGH SCHOOL

**Proposed Governance Model (mark all that apply):**

- Traditional       Local Initiative School       Expanded School Based Management  
 Pilot       Network Partner

**Waiver Request:**

- Methods of improving pedagogy       Curriculum  
 Assessments       Scheduling  
 Internal organization (e.g., SLCs)       Professional development  
 Budgeting control       Mutual consent requirement for employees  
 Teacher assignments\*       Staff appointments (e.g., department chairs)\*  
 Discipline & codes of conduct       Other\*\*: \_\_\_\_\_  
 Health and safety

\*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

\*\*Both new and focus school applicants selecting "Other" above must provide a rationale for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

**Approval Signature:**

Principal/Administrator: Russ Thompson <sup>Russ</sup> Date: 2/6/2012

UTLA Chapter Chair/Rep: [Signature] <sup>Elmo Choo</sup> Date: 2/6/2012