

**March 2012**

**South East High School**



**Western Association of  
Schools and Colleges**

*The State of California  
Department of Education*



# South East High School

## *SOUTH EAST HIGH SCHOOL*

2720 TWEEDY BOULEVARD  
SOUTH GATE, CALIFORNIA 90280  
(323) 568-3400

Established in 2007  
Grade Levels: 9-12  
Traditional Calendar School

*Maria Sotomayor*  
*Principal*

## *LOS ANGELES UNIFIED SCHOOL DISTRICT*

John Deasy

Superintendent

## *BOARD OF EDUCATION MEMBERS*

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Tamar Galatzan	Member
Bennet Kayser	Member
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Nury Martinez	Member
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### LOCAL DISTRICT 6 STAFF

Rowena Lagrosa	Local Superintendent
Jose Hernandez	Director, Secondary Student Services



# South East High School

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# Community/School Profile

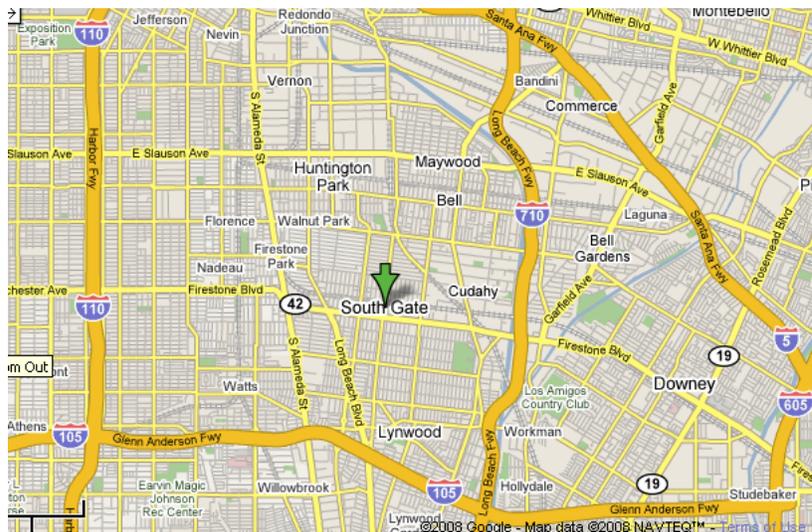




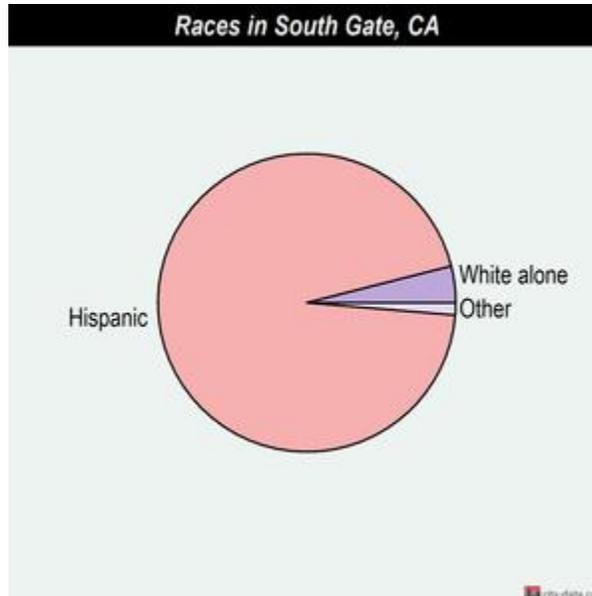
# South East High School

## COMMUNITY

South East High School Complex (SEHS) is located in South Gate, California. South Gate, a predominantly Latino and Spanish-speaking community, is an urban residential area. With a population of 96,285, it is the sixteenth largest city in Los Angeles County, bordered by Watts and the cities of Lynwood, Bell, and Huntington Park.



Source: Google Maps



Source: CityData [www.city-data.com/city/South-Gate-California.html](http://www.city-data.com/city/South-Gate-California.html)

This gateway city used to be the industrial heartland of Los Angeles, which included the automotive giants of Firestone Tire and Rubber Company and General Motors. Built on the former General Motors plant, South East High School now lies approximately one mile from the city's commercial activity.



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## SOCIOECONOMIC STATUS

The median income level of families in the South Gate area is \$40,653, approximately \$13,000 below the statewide average. The unemployment rate is approximately 15.5% of the city's population. More than 85% of South East High School students are on the free or reduced lunch program. About twenty-one percent of South Gate's residents are currently living below the poverty level. Several low-income housing properties, both single-family and apartment houses, make South Gate attractive to a small but significant transient population which is also reflected in the socioeconomic makeup of the student population at South East High School. The city has recently experienced a growing economic redevelopment, witnessed by the emergence of middle-income apartment complexes and the reactivation of local coalitions to refurbish the South Gate area.

Below is a chart showing the percent of students who received free/reduced lunches. If 85% of students enrolled are eligible for free or reduced lunch, then under the National School Lunch Act, Provision II, the school is allowed to provide lunch for 100% of its students. This was done in an effort to reduce paperwork, streamline meal service, decrease food service costs, promote good nutrition and help improve student performance.

Percent of Students Eligible for Free/Reduced Lunch	
	Free/Reduced Lunch
2008-09 % of enrollment	80.1%
2009-10 % of enrollment	88.4%
2010-2011 % of enrollment	85.5%
2011-2012 % of enrollment	85.46%

Source: SEHS Testing Coordinator extraction from SIS and LAUSD school report card

## SCHOOL PROFILE

Los Angeles Unified School District (LAUSD) is the largest school district in California, and the second largest in the nation. After the county government, the district is the second largest employer in Los Angeles County. LAUSD is regionally divided into eight local districts. Every LAUSD household or residential area is zoned to an elementary school, a middle school, and a high school. With two feeder middle schools, South East High School is one of five high schools in Los Angeles Unified, Local District Six. South East High School opened for students of the community in September of 2005, providing 2,700 high school seats and relieving overcrowding at South Gate, Huntington Park and Jordan High Schools.

SEHS is a comprehensive high school in its seventh year of operation. Many district initiatives were being implemented upon its opening, and the school's steering committee decided to open with two research-based initiatives already in place, small learning communities and the 4x4 block schedule. As 30% of the teaching staff was coming from the combined schools of South Gate and Jordan High Schools, the SEHS administrative team worked with intended faculty at both schools to examine how the proposals would be implemented. During the spring semester of the 2004-2005 school year, there were a series of meetings with faculty and community members to explain the small learning community reform movement, the pros



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and cons of being on a 4x4 schedule, and the challenges of opening a new school. Through this collaborative process, the intended faculty joined SEHS with six small learning communities on a 4x4 block schedule.

Several factors led to the change from a 4x4 block schedule to a traditional six period day. In 2010, the Leadership Design Team had discussions of the advantages and disadvantages of both bell schedules until a decision was made to shift to a traditional six period day. Additional factors that catalyzed the decision were the expiration of funding from the Title I Stimulus and the increase in average classes. The 2 million dollars in stimulus funding provided the school with the ability to purchase 12 teaching lines. If SEHS were to retain the 4x4 bell schedule, the average class size could increase to approximately 45 to 50.

Although there was a change in the bell schedule, the focus continues to be on the small learning communities model. Each small school has its own identity within the comprehensive high school and is based on career interests. While offering a standards-based A-G curriculum, small schools also offer career electives to prepare SEHS students to be college prepared and career ready in the 21st century. South East High School has gone from six small schools to five small schools due to demographic projections.

The following are our five small schools chosen by shareholders:

1. The **Business, Innovation and Leadership Small School (BIL)** - provides a rigorous education that prepares students for successful leadership roles in business and leadership positions. Students in this school will take classes that will prepare them for higher education and future careers in investment banking, business management, business entrepreneurship, business marketing, sales, and other business related possibilities.
2. The **Health, Science, and Environment Small School (HSE-)** helps students understand the real-world connections between personal health, public health, and our natural and man-made environments, as well as their responsibility to get involved as leaders in the health and environmental issues of their community. HSE provides a rigorous college-readiness curriculum that emphasizes problem-solving and life-long learning as requirements for success in higher education and careers in medicine, health, and the environmental sector.
3. The **Justice, Law and Service Small School (JLS)** offers a college and career preparation curriculum for students serious about professions in the legal, public services, law enforcement and safety professions. We will provide a rigorous education that will teach students to value diversity, protect the interests of our society and prepare them for challenging and rewarding careers serving individuals, our community and our nation.
4. The **Technology and Media Magnet (TMM)** enables students to achieve technological proficiency and media literacy. We provide opportunities for our students to expand and apply their critical thinking and problem solving skills. The Technology and Media Magnet empowers students, through literacy in technology and media, to become leaders in the 21st Century.
5. The **Visual and Performing Arts Small School (VAPA)** nurtures the individual gifts of each student while maintaining the highest standards of performance and production quality. VAPA teachers are committed to creating an artistic environment where students will achieve their highest potential while expressing their art form. VAPA's aim is to provide a holistic education



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by combining a rigorous academic curriculum within a variety of artistic disciplines to prepare our students to become lifelong learners.

In the fall of 2005, shareholders participated in a process to create the school's initial vision and Expected School wide Learning Results. Each academy was asked to develop a vision, mission, and goals based on its student needs, achievement data from feeder schools, and the belief that all students can achieve at high levels. The idea behind developing the academies' vision and purpose was to build identity and culture within all academies and to build on academy strengths as a school. As a next step in the process, departments took the academy visions and drafted a schoolwide vision. The final step included revision and approval of the proposed vision and purpose from the Steering Committee (Leadership Team). The result of the multiple layered collaboration of all shareholders was the development of the school's vision and Expected Schoolwide Learning Results (ESLRs).

The same layered collaborative process was used in the creation of our mission statement and the revision of our vision and ESLRs in spring 2008 and then again in 2011. Under the Public School Choice process, the goal throughout in refining the vision, mission, and ESLRs was to ensure that the identified goals will be measurable, attainable, and clearly tied to the rigor of a standards-based high school. Additionally, core values of the school were added to fortify the vision, mission, and ESLRs of the school.

## **Vision**

The South East High School Complex is committed to providing an interdisciplinary and multidisciplinary curriculum to educate, enlighten and inspire students to explore higher education and career opportunities. Graduates will be empowered to be responsible citizens who are self-motivated critical thinkers and life-long learners.

## **Mission**

Our school will prepare our students to be productive members of society and life-long learners. We provide a rigorous standards-based curriculum across all disciplines. Through thematic and career oriented small schools, we help students achieve personal and academic goals for success in the future. These goals are based on our core beliefs, which are characteristic of teaching and learning in the 21st century.

## **ESLRs**

Academies strive towards their visions and missions while concurrently striving towards SEHS' vision, mission, and expected school wide learning results. Each academy hosts end of the semester ESLR projects where students demonstrate proficiency of the ESLRs and members of the school community may become involved as participants or spectators. Our Expected School wide Learning Results (ESLRs) are:

South East prepares students to be:

**Aware and Socially Responsible Citizens who:**

- Practice ethical behavior
- Accept civic responsibility
- Respect and appreciate diversity and self
- Maintain an informed world view



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Critical Thinkers who:

- Analyze and interpret information
- Utilize effective strategies to solve problems
- Demonstrate technological literacy

Effective Communicators who:

- Speak confidently
- Write effectively
- Read critically
- Listen reflectively

## Core Beliefs and School Values

The South East High School Complex's (The Complex) underlying educational core beliefs are that all students must receive a quality education. We believe that all students want to learn and can learn in a safe and nurturing environment. We emphasize this philosophy through our five small schools, which provides multiple pathways for students into college and careers. We believe that:

- All students will become aware and socially responsible citizens who practice ethical behavior, accept civic responsibility, respect and appreciate diversity and maintain an informed worldview.
- All students will become critical thinkers who analyze and interpret information, utilize effective strategies to solve problems and demonstrate technological literacy.
- All students will become effective communicators who speak confidently, write effectively, read critically and listen reflectively.
- All teachers will use effective research based strategies to provide a rigorous program of instruction.
- All teachers will collaborate and reflect to promote continuous instructional achievement.
- All parents will be provided numerous opportunities to be engaged as partners in their child's education.
- All small schools will build community partnerships to enhance the students' education and ability to compete in the 21st century.

## WASC ACCREDITATION HISTORY

South East opened with 2,728 students in grades 9-11, with plans of expansion to grade 12 within the following year. As many envisioned programs were in place during the first school year, SEHS applied for its initial accreditation. This would ensure that its first class of seniors (spring 2007) would have validated credits to attend their desired universities. In the spring of 2006, South East High School was granted candidacy until spring 2009.

In spring 2009, South East earned a six year WASC accreditation. The Accreditation Team highlighted strengths such as its encouragement of parent participation, professional learning communities, intervention opportunities for students, advanced placement courses offered, interdisciplinary ESLR projects, and its clean campus. Areas of growth included outreach for tardies and truancies, continuity issues with the 4x4 schedule, achievement gap for EL students, and a continuous effort to "raise the bar"

Our WASC action plan is designed using a highly collaborative and transparent model, alternating meetings



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between home (homogeneous) and focus (heterogeneous) groups. The Leadership Team guides the process throughout. The Leadership Team reviews the plan and WASC recommendations annually and the findings are communicated to all stakeholders. As the team reviews the benchmarks that have been reached and those that remain ahead, the plan will guide our work for each school year as action plan items are implemented.

The Critical Areas of Academic Need have been and continued to be points of reference for the Professional Development Advisory Committee as they plan PD for each year. South East recognizes that the Focus on Learning process is not a stand-alone obligation completed every few years, but rather an integral part of the continuous development of our school. The timeline for developing and writing the actual plan begins more than a year out, allowing sufficient time for reflection, accountability, and problem-solving.

## ENROLLMENT AND ATTENDANCE

School	Year	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Reported	Total
South East High	2010-2011	3,011	4	3	1	1	22	7	0	4	3,053

Source: <http://dq.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cType=ALL&cGender=B&cYear=2010-11&Level=School&cSelect=SOUTH%5EEAST%5EHIGH--LOS%5EANGELES%5EUNI--1964733-0109454&cChoice=SchEnrEth>

STUDENT RACIAL ETHNIC HISTORY															
Year	AI/Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2009-10	2	0.1	2	0.1	0	0.0	0	0.0	13	0.5	2843	99.2	7	0.2	2867
2008-09	2	0.1	0	0.0	0	0.0	0	0.0	14	0.5	2794	99.2	7	0.2	2817
2007-08	4	0.1	2	0.1	0	0.0	0	0.0	12	0.4	2720	99.1	8	0.3	2746
2006-07	4	0.1	3	0.1	0	0.0	1	0.0	10	0.4	2785	99.0	9	0.3	2812

Source: School Comprehensive Profile <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school.profile.content&which=8881>

South East High School reflects the culture of its community. As evidenced by the ethnic diversity chart above, the student population at South East High School is 99% Latino. Of this, 24% are English Language Learners (ELL).

ATTENDANCE DATA			
Year	Stability Rate	Transiency Rate	Actual Attend Rate
2010-11	83.69	22.01	91.72%
2009-10	79.02	29.18	91.18%
2008-09	80.73	27.67	91.68%
2007-08	80.84	28.49	90.54%

Source: School Comprehensive Profile <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school.profile.content&which=8881>



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The Attendance data table above illustrates a transiency rate that affects daily attendance. SEHS students who transfer mid-year go back to their home country or transfer to a school within their new community. But as noted by the stability trend, approximately 83% of SEHS families stay within the community, allowing students to make community connections and further develop their cultural foundation at South East High School.

Over the years, there has been an increase in the actual attendance rate and a decrease in transiency, which allows for deeper community ties and for the ability of South East to retain and work with the same population of students. South East High School has anchored itself deeply into the South Gate community.

## **ENGLISH LANGUAGE LEARNER PROGRAM**

South East High School's English Learner (EL) Program serves approximately 24% of the student population. Of the identified students, 11% are in the English as a Second Language Program (ESL) while the remainder are in the Preparing to Redesignate Program (PRP). Families of students enrolled in ESL may select from three specially-designed options to address primary instruction: Structured English Immersion, Basic Bilingual Alternative Program, and Mainstream Specially Designed Academic Instruction in English (SDAIE). All are part of the Master Plan Program through NCLB. Currently, ESL I and II students are part of the Structured English Immersion Program where they receive primary English Language support in the core areas. Although the Basic Bilingual Program is presented as an option to students and parents upon enrollment, it is currently not offered because district policy based on state law requires a minimum of 20 students to establish the program. Students in ESL at the advanced level (ESL III and IV), receive two periods of ESL instruction and have access to the core curriculum through the mainstream program. PRP students are placed in the mainstream English program. This program provides grade level academic instruction in English. All teachers are expected to instruct using SDAIE strategies. On average, the EL program redesignates approximately 14% of its students yearly. Additionally, all teachers are either certified in Bilingual Cross-Cultural Language Academic Design, Cross-Cultural Language Academic Design (CLAD) or California Teacher of English Learners (CTEL).

<b>Number of English Language Learner Students</b>				
<b>SY</b>	<b>Total</b>	<b>EL Students</b>	<b>Home Language (Spanish)</b>	<b>EO Students</b>
<b>2008-09</b>	2647	770	2388	257
<b>2009-2010</b>	2703	718	2427	266
<b>2010-2011</b>	2879	719	2550	318
<b>2011-2012</b>	2915	711	2561	348

Source: SEHS Testing Coordinator extraction from SIS

As demonstrated by the table above, approximately 88% of SEHS students have a primary home language of Spanish; approximately 24% are English Learners and approximately 12% are English Only. Our ELL Programs provide instructional support for students who otherwise may not receive adequate language support at home. English Learner funds are used to purchase supplementary instructional materials in the core classes. Teacher assistants are assigned to classes to provide instructional support to students in



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whole group and on one to one basis. Technologies such as laptops, LCD projectors, and a Smart Board have been provided to support the various learning modalities.

## **CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)**

Students are automatically given the California English Language Development Test (CELDT) if, on school registration forms, they mark a language other than English as their home language. The CELDT is a standardized test that assesses the English Language Proficiency (ELP) levels of English Learners (ELs). All CELDT questions are developed based on the English Language Development (ELD) Standards. Three purposes for the CELDT are specified in state law, including: 1) identify pupils as limited English proficient, 2) determine the level of English Language Proficiency (ELP) who are limited English proficient, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

Regarding proficiency, ELs have increased in proficiency comparatively. The Los Angeles Unified School District's proficiency average is 24%; South East has exceeded this average at 28%. CST English scores for ELs in LAUSD is 28% and South East has also exceeded that average at 32%. Again, the number tested per level ranges depending on grade level. SEHS's reclassification rate indicates tremendous growth (27%) from SY 08-09 to the present.

School Year	# EL	# Reclassified	% Reclassified
2008-2009	879	86	9.8%
2009-2010	820	81	9.9%
2010-2011	768	56	7.3%

Source: MyData

## **SUPPLEMENTAL ACADEMIC PROGRAMS AND SERVICES**

There are many supplemental academic programs at SEHS: after-school tutoring, CAHSEE Boot Camp, after-school and Saturday CAHSEE prep classes, CST Boot Camp and Saturday CST prep classes, Read 180, Accelerated Reader and English Language Skills are interventions integrated into our instruction program over the last six years. Additionally an Advisory Curriculum is being developed by small school teachers to focus on the socio-emotional needs, academic skills, and intervention needs of our small school students.

### **Tutoring**

South East offers after school tutoring in the core academic areas. The tutoring program was started as a morning and after school program; however, due to low student participation in the morning, the morning program was closed. The Title I coordinator has since concentrated efforts on increasing program participation in the after school tutoring program. Aside from school wide tutoring, teachers also tutor their own students in classrooms. Based on qualitative data, the students who have participated in the tutoring program were those who regularly pass their classes and attend tutoring based on their desire to improve their grade. To address the needs of at-risk students, the coordinator in conjunction with the assistant principal who oversees discipline, developed a plan to allow students to serve detention hours in the



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tutoring program. Students can choose to select from the following tutoring options: Academic support in Math, Science, Social Studies, and English; a quiet place to do homework; test preparation; and/or literacy materials to target reading and writing.

## CAHSEE Intervention

The school offers several different CAHSEE intervention programs for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. In 2005, SEHS began offering CAHSEE classes for seniors who had not passed the ELA and/or math portions of the exam. CAHSEE support services have increased every year. Interventions courses include instructional day courses, Saturday classes, Boot Camp, and after school workshops. The results of the CAHSEE are used throughout the year to identify student needs, to place students in the appropriate intervention class, and to provide counseling to students.

During the instructional day, CAHSEE elective courses are offered to seniors who need to pass the exam in order to graduate. There are separate ELA and Math CAHSEE courses held during the instructional day offered each semester. Students receive intensive direct instruction on the specific standards and skills necessary to pass the exam.

Saturday extended learning classes are also offered to 10<sup>th</sup> grade students. Prior to the March administration of the CAHSEE, all 10<sup>th</sup> grade students are asked to attend eight Saturday sessions of intensive CAHSEE study. The classes are geared to prepare all 10<sup>th</sup> grade students who are taking the exam for the first time; however, 11<sup>th</sup> and 12<sup>th</sup> grade students may also participate in the program.

Since the inception of the program, the first time proficiency pass rates for our students have increased from 26% to 43.2%. The school continues to offer a two-week CAHSEE Boot Camp for seniors. Seniors who have not passed one or both portions of the exam are enrolled in one week of ELA and one week of math instruction. After school CAHSEE preparation classes are also offered for seniors and juniors who have not passed.

## Read 180 Program

*Read 180* is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. The three-part system, which includes whole group instruction, small group collaboration, and individual reading, allows students to work through technology. *Read 180* is proven to meet the needs of struggling readers whose reading achievement is below proficient level.

Within our master schedule, SEHS offers two Read 180 classes per day for targeted students, as well as an after school component for EL learners. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Students are targeted using their middle school California Standards Test ELA score (FBB or BB), and enrolled in *Read 180*. SEHS growth reports from students enrolled in Read 180 show that the reading level increase is substantial. During the SY 2010-11 our data reflects that 75% of the students enrolled in the Read 180 program demonstrated an average growth level of two grades in their reading level. Of the 75%, half of the students showed an increase of one to six grade levels.



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## Accelerated Reader (AR) Program

South East has also integrated *Accelerated Reader (AR)* to address its most critical academic need, academic literacy. AR is a technology-based reading comprehension assessment method. At the beginning of the school year, all ninth grade students are given initial AR reading assessments to determine specific reading levels. Some teachers use AR to make reading practice more effective for every student, personalize reading practice to each student's current level, manage all reading activities including reading to, reading with, and independent reading. These teachers use AR to assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes. Through interactive quizzing, AR encourages students to read for incentives. The primary AR Lab is in the library and the application is also installed in computer labs for whole class usage. Currently, teachers who use AR have access to data to inform individual class performance. SEHS plans to incorporate AR data to inform instruction school wide.

Currently, all English classes have access to the AR program. Some teachers use it as a supplemental reading assessment, while others use it as a part of their classroom curriculum routine. Individual student data is available, but group data and trend data is inconsistent. Student groups change upon class enrollment and presently, students can only be tracked individually over time. Analyzing individual student scores, some students have begun at a 6<sup>th</sup> grade reading level in the 9<sup>th</sup> grade and are now testing at a reading level post-high school.

## English Language Skills (ELS) Program

The English Language Skills (ELS) Program is an intervention program at South East created to meet the needs of the 9<sup>th</sup> and 10<sup>th</sup> grade PRP students who are in need of additional English Language Development (ELD) above and beyond the regular ELA instructional program. Students are placed in this course if they meet two of the following three criteria: CST ELA score of below basic or far below basic; CELDT reading at 3 or below and CELDT writing at 3 or below; and/or a grade of 'Fail' in the last English course taken. Currently, the school offers 4 periods of ELS. Students in ELS are concurrently enrolled in an English course. The ELS course has a curriculum designed to help EL students meet the grade level standards in reading and writing.

## CST Intervention

Saturday Intervention classes were offered during the months of April and May for all South East High School students. Students received targeted intervention from a curriculum developed utilizing essential standards by South East teachers. CST released questions were also provided to familiarize students with the format of the test. Each Saturday was dedicated to an individual core subject matter and during the last Saturday, students attend all disciplines. To alleviate any testing anxiety for students, students received additional study materials to review prior to the test.

Students who were unable to take the Saturday courses were offered afterschool tutoring through their core and academy teachers. Students could build and sharpen their skill sets to gain a better understanding of the material and work on their areas of growth. This proved especially helpful for students on the 4x4 block. Since students took two core classes per semester, their retention of material from the previous semester



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may have been lacking. Thus CST intervention proved helpful for all students at South East as evidenced by the gains.

Additionally, weeks prior to testing, each grade level met in the auditorium for a special assembly. Students were reminded of the importance of CST testing and the implications for the school and community. Parents were also notified of the importance of CST testing through Connect-Ed messages, during parent meetings, and paper newsletters.

## **Math Tutorial Lab Intervention Class**

All ninth-grade students, including students with disabilities served in a special day class, who took Algebra Readiness in the 8th grade and received a D or Fail, and scored less than 15 out of 30 (50%) on the LAUSD 8th Grade Mathematics Diagnostic Assessment administered in Spring 2010, must be enrolled in a second elective mathematics class(Math Tutorial Lab). Additionally, all students who took Algebra 1 in the 8<sup>th</sup> grade and received a D or Fail, and received an FBB or BB on the 7th Grade CST examination must be enrolled in a second elective mathematics class (Math Tutorial Lab). At South East, these students will concurrently take a Math Tutorial Lab class and Algebra 1 class to support their learning in mathematics.

## **POST-SECONDARY PREPARATION**

South East High School supports the Los Angeles Unified School District’s Superintendent John Deasy’s vision statement to make students college-prepared and career-ready. As evidenced by the table below, many residents of South Gate do not move beyond a high school education.

for population 25 years and over in South Gate	
Educational Level	Percentages
High school or higher:	39.9%
Bachelor's degree or higher:	4.9%
Graduate or professional degree:	1.7%
Unemployed:	10.0%

Source: CityData [www.city-data.com/city/South-Gate-California.html](http://www.city-data.com/city/South-Gate-California.html)

For this reason, SEHS is part of the discretionary grant program, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The six-year grant’s purpose is to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

The LAUSD South Gate College Partnership currently serves the 12<sup>th</sup> grade students at South Gate High School and South East High School. This partnership grant works with the students as they transition to and through SEHS. The grant provides tutoring, mentoring, parent/student education programs, academic enrichment academies, SAT Prep, teacher/counselor trainings, and college awareness. Services are targeted to fulfill four main objectives:

- (1) Increase the rate of high school graduation and college admissions



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- (2) Increase academic performance and preparation for students' post-secondary education
- (3) Increase students' and their families' knowledge of post-secondary options and financial aid assistance
- (4) Assist in establishing and supporting a college-going culture in the city of South Gate

The Los Angeles Unified School District is partnered with the University of California at Los Angeles, California State University, Northridge, East Los Angeles College, Salvadoran American Leadership and Educational Fund, Parent Institute for Quality Education, HON Company, and the City of South Gate. This South Gate College Partnership uses their resources and expertise to collaborate in order to significantly increase the number of low-income students who are prepared to enter and succeed in college through increased academic achievement, awareness and knowledge of postsecondary education, family support, and community investment.

Through the senior survey, Twenty four percent (24%) of graduates from the Class of 2011 reported committing and attending to four-year universities while forty four percent (44%) have enrolled in other post-secondary schools including community colleges. Thirty-four percent (34%) declined to answer or listed full-time employment.

SEHS established programs to meet the needs of the current and changing demographic by building a strong career-ready program within small schools. We offer a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The following courses are offered within small schools at SEHS:

Small School	Career Electives Offered
BIL	Introduction to Computers, Introduction to Business, Marketing, and National Foundation for Teaching Entrepreneurship (NFTE),
HS	Environmental Science
JLS	Law and Youth, Psychology, and Sociology
TMM	Introduction to Computers, Animation, Introduction to Programming, Web Development, Exploring Computer Science, Networking, Journalism, and Broadcast Journalism
VAPA	Introduction to Art, AP Studio Art, Dance, Band, Stage Design, and Theater Workshop

The emphasis of all five small schools is to prepare students with a foundational skill level for the world of work and to prepare them for postsecondary education.

## School for Advanced Studies

To meet the needs of SEHS's diverse population of students, SEHS has a School for Advanced Studies (SAS). The school's plan has been approved for four years and labeled as exemplary. Teachers, GATE students, and high achieving students (CST scores of 400+) make up the SAS. Teachers are required to teach to the SAS goals, complete 30 hours of professional development in 2 years, and attend regularly schedule SAS meetings. Students are enrolled in one of the 21 AP sections, 33 honors English, Science,



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History, and other elective sections or taking courses within one of the gifted clusters supported in each level of math. Gifted clusters and honors classes feed into the AP courses. SEHS's wide range of AP courses provides students with the opportunity to accelerate learning and the opportunity to obtain college credit while attending high school. These opportunities also provide students with a more competitive advantage in the application process.

According to the table below, there is an increase in student enrollment in advanced placement (AP) courses. The three-year increase in enrollment is consistent with enrollment levels in the local and central district. The data also reflects a yearly improvement of the school's AP pass rate. Based on statistics from the College Board, South East High School has the highest pass rates in AP U.S. History, AP English Language and Composition, AP Spanish Language, AP Spanish Literature in the state of California and globally. SEHS's AP program also shows growth in the number of tests offered and the student pass rates. There has been growth in the number of students passing AP exams in the courses offered. In 2011, 31 students were recognized as AP Scholars (students who receive scores of 3 or higher on three or more AP exams). Of the 31, 7 were classified AP scholar with honors (students who receive scores of 3 or higher on four or more AP exams) and 6 were classified as AP scholar with distinction (students who receive scores of 3 or higher on five or more AP exams).

School Year: *END OF SPRING SEMESTER 2008-2009*

	# Students Enrolled	# Students Not Enrolled	# Exams Given	# of 1s	# of 2s	# of 3s	# of 4s	# of 5s	# Qualifying Scores
<b>Total</b>	<b>419</b>	<b>148</b>	<b>567</b>	<b>150</b>	<b>135</b>	<b>130</b>	<b>94</b>	<b>58</b>	<b>282</b>

School Year: *END OF SPRING SEMESTER 2010-2011*

	# Students Enrolled	# Students Not Enrolled	# Exams Given	# of 1s	# of 2s	# of 3s	# of 4s	# of 5s	# Qualifying Scores
<b>Total</b>	<b>568</b>	<b>113</b>	<b>681</b>	<b>98</b>	<b>179</b>	<b>198</b>	<b>127</b>	<b>79</b>	<b>404</b>

Source: LAUSD, MyData

## College Center

The College Center strives to reach all students to share college and university admissions information. The College Center services are modeled after Public College and University standards under California's Master Plan of Higher Education. In this model, students learn how to prepare for the community college system, the California State University (CSU) system, the University of California (UC) system, and private university systems. Aside from following California's Master Plan, the College Center emphasizes a college-going culture by delivering eligibility information to students across all grade levels on admissions eligibility to the University of California, the California State University, private/independent colleges, and California's public community colleges. Services are provided through one-on-one advising, classroom presentations, general assemblies, workshops, parent meetings, and community presentations. The College Center also trains Peer College Counselors (seniors) who can assist their classmates with college options. Lastly, partnerships with USC and East Los Angeles College have provided outreach programs and services to SEHS students.



# South East High School

## South East High School Rubric of College Counseling Services

The table below is a clear illustration of supports the College Center offers for students across all grade levels.

Grade	Academic Planning	Workshops	Outreach	SAT & ACT Prep	Scholarships & Financial Aid
9	<ul style="list-style-type: none"> <li>Classroom Presentations</li> <li>Classroom visits to College Office</li> </ul>	<ul style="list-style-type: none"> <li>UC/CSU eligibility</li> <li>Extra-curricular Involvement</li> <li>Concurrent Enrollment</li> <li>SAT Information</li> <li>College Search</li> </ul>	<ul style="list-style-type: none"> <li>College Peer Counselors (Pending Training)</li> <li>Classroom Presentations</li> <li>University Interns</li> <li>Visits by College Representatives</li> </ul>	----- -----	<ul style="list-style-type: none"> <li>Search Strategies</li> <li>Online Resources: Fastweb</li> </ul> <p>CollegeBoard</p>
10	<ul style="list-style-type: none"> <li>UC/CSU students identified</li> <li>Advise on A-G deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>UC/CSU eligibility</li> <li>4 systems of higher education</li> <li>Concurrent Enrollment</li> <li>College Search</li> </ul>	<ul style="list-style-type: none"> <li>College Peer Counselors Present in classes</li> <li>University Interns Present in classes</li> </ul> <p>*All presenters must be trained or screened</p>	<ul style="list-style-type: none"> <li>PSAT Administration in October</li> <li>Continued use of Online resource</li> </ul>	<ul style="list-style-type: none"> <li>Search Strategies</li> <li>Continued use of Online Resources</li> </ul>
11	<ul style="list-style-type: none"> <li>UC/CSU students identified</li> <li>Classrooms visits to College Office</li> <li>Advise on A-G deficiencies</li> <li>Encourage Concurrent-Enrollment</li> </ul>	<ul style="list-style-type: none"> <li>UC/CSU eligibility</li> <li>Extra-curricular Involvement</li> <li>PSAT &amp; SAT Info.</li> <li>Concurrent Enrollment</li> <li>Scholarship Search</li> <li>Summer Programs</li> </ul>	<ul style="list-style-type: none"> <li>College Peer Counselors (Pending Training)</li> <li>One on One with Academic or College Counselor</li> <li>One on One with University interns</li> <li>Emphasis on Transcript Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>PSAT: Registration highly encouraged</li> <li>SAT: Spring Registrations</li> <li>Continued use of online resources</li> <li>Ivy West or Princeton Review if funds permit</li> </ul>	<ul style="list-style-type: none"> <li>Search Strategies</li> <li>Continued use of Online Resources</li> <li>Local scholarship resource list</li> </ul>
12	<ul style="list-style-type: none"> <li>UC/CSU/Private students: Apply to four year schools beginning in October</li> <li>Advise on A-G deficiencies</li> <li>Encourage Concurrent-Enrollment &amp; Community College</li> </ul>	<ul style="list-style-type: none"> <li>UC/CSU Application</li> <li>SAT Registration</li> <li>Financial Aid/Scholarships</li> <li>Award Letters</li> <li>Transfer System</li> <li>Concurrent Enrollment</li> </ul>	<ul style="list-style-type: none"> <li>One on One aid on: UC/CSU/Private Applications</li> <li>Financial Aid</li> <li>Award Letters</li> </ul>	<ul style="list-style-type: none"> <li>SAT: Final SAT Registration in the Fall</li> </ul>	<ul style="list-style-type: none"> <li>Continued use of Online Resources</li> <li>Local scholarship resource list/FAFSA/ Cal Grant Applications</li> <li>Distribute Sr. Surveys and find out about awards</li> </ul>



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The following table indicates the frequency of contact the College Center has had with parents and students on these specific services:

Academic Year	Academic Planning	Student Work Shops	PSAT/SAT/ACT/AP's	Scholarships	Financial Aid	College Visits	Fairs or Trips	College Classes	Work Permit	Parent/Counseling or Event	Summer Programs	TOTAL SERVICES
2007-2008	1718	231	76	540	97	49	7	57	19	106	0	<b>2900</b>
2008-2009	1565	648	450	850	524	191	13	425	105	41	146	4958
2009-2010	2148	544	138	760	579	91	123	83	89	192	164	<b>4911</b>

The College Center's aim is to provide as much support as possible to increase the likelihood of students' post-secondary plans including higher level education.

## College-Going Rates

Since opening our doors in 2005, the expectations of our faculty has been to graduate students and have them be college ready. The efforts of our administration, teachers, counselors and faculty culminate in establishing a set of expectations to create a supportive college going culture for all SEHS students. The following tables are indicators of our expectations and our success as our students consistently commit to post secondary institutions of higher learning with averages of 60% or higher.

	Class of 2010	Class of 2011
<b>Institution Type</b>	<b>Post-Secondary Choice</b>	<b>Post-Secondary Choice</b>
California Private Colleges/Universities	7	14
University of California	37	37
California State University	67	103
California Community College	214	273
<b>Post-Secondary Trends</b>	<b>Rates</b>	<b>Rates</b>
Senior Class	556	617
Attending 4 Year Colleges/Universities	18.8%	24%
Attending 2 Year Colleges	41.5%	44%

For the class of 2010, 60.3% of the senior class reported that they plan on enrolling at a college or university in the fall of 2011. This statistic is based on a survey of seniors prior to their graduation that year. For the class of 2011, 68% of the senior class reported that they would enroll at a college or university in the fall of 2011. This statistic is based on a survey of seniors prior to their graduation that year.

## SPECIAL EDUCATION

The special education program at South East High School has students with disabilities of Mental Retardation, Orthopedic Impairments, Deaf and Hard of Hearing, Autism, Emotional Disturbance, Speech



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and Language, Visual, and Other Health Impairments. Five levels of collaborative support are offered to provide these students in receiving a free and appropriate public education in the least restrictive environment.

Programs	Description
CBI	<ul style="list-style-type: none"> <li>• Alternate Curriculum</li> <li>• Certificate of Completion</li> <li>• In general Ed. for advisory, elective, PE</li> </ul>
MRM	<ul style="list-style-type: none"> <li>• Alternate Curriculum</li> <li>• Certificate of Completion</li> <li>• In general Ed. for advisory, elective, PE</li> </ul>
SDC Self-Contained	<ul style="list-style-type: none"> <li>• Self-Contained in Core Classes-Special Ed.</li> <li>• General Ed. Elective and Advisory period</li> <li>• Diploma Track</li> <li>• Serviced in Core Classes</li> </ul>
SDP Full Inclusion	<ul style="list-style-type: none"> <li>• Fully included in General Ed. Classes</li> <li>• Focus is on all core subjects (Math, English, History, Science)</li> <li>• FBB/BB in English/Math are scheduled in Learning Center as support.</li> <li>• Diploma Track</li> </ul>
RSP	<ul style="list-style-type: none"> <li>• Fully included in General Ed. Classes</li> <li>• Focus is on Math and English</li> <li>• FBB/BB in English/Math are scheduled in Learning Center as support.</li> <li>• Diploma Track</li> </ul>

Within the five small schools, there is one CBI class, one MRM class, four Special Day Class (SDC) Self-Contained classes, four Special Day Program (SDP) Full-Inclusion teachers and five Resource Specialists. Most small schools have both a Special Day Program full-inclusion teacher (SDP) and a Resource Specialist (RSP) focusing on all core subjects who collaborate with the general education teachers to meet the accommodations and modifications of the Individual Education Plan (IEP). Additionally, each special education teacher has a dedicated special education assistant to reinforce students' access to the state standards and curriculum. The Special education program functions under the collaborative model, where the general education teachers and special education teachers co-teach, co-plan or work together on a



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consultative basis. There is a dedicated Bridge Coordinator to assist, support and monitor students with disabilities, verifying all responsible parties in the educational process are adhering to the IEP and the MDC outcomes. The counselors cluster students according to their IEP needs and academy core. As some students within the general education classes requiring special education services cannot be clustered because of their IEPs or they require more assistance, they are supported through a learning center.

## **MAGNET SCHOOL**

The South East High School Magnet Program is a voluntary integration opportunity available to students living within the city of South Gate's residential boundaries. All District students within these residential boundaries, including English Learners, Special Education and Gifted/Talented are encouraged to apply. The magnet will serve ninth through twelfth grade students interested in the career fields of technology or media. This is the only magnet high school in local district 6.

Each magnet offers a subject specialty; at South East High School, this specialty is technology and media. While concentrating on all four core content areas, the Technology and Media Magnet (TMM) will follow a thematic approach, where all subjects are taught with the integration of technology and/or media to provide real world experiences that make instruction relevant and tangible to students. The focus is to prepare students for college and careers through a rigorous academic standards-based program. The use of technology and media in design and production of projects are emphasized. Participating students are enrolled in required courses necessary for promotion, graduation, and college entrance.

## **Performance Assessment**

South East employs a wide variety of performance assessment tools to support instruction such as periodic assessments for Language Arts, mathematics, Science, and Social Studies; examination of student work; end-of-unit assessments; common summative and formative assessments; portfolios; performance evaluations and standardized tests. Standardized tests utilized by the school include the PSAT, the SAT I and II, the California Standards Test (CST), California Achievement Test (CAT9), California High School Exit Exam (CAHSEE), Advanced Placement exams (AP), and the Early Assessment Program (EAP). English Language Learners also have to place on the California English Language Development Test (CELDT). Although our students generally score below the means on national and state tests, overall the data from various performance assessment tools shows steady growth in various areas.

## **Annual Yearly Progress (AYP) and Academic Performance Index (API)**

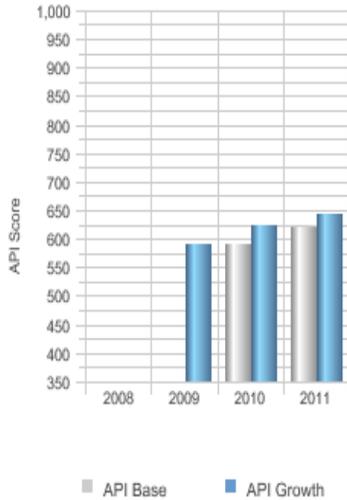
The following tables show AYP data for all students and numerically significant subgroups, including participation rate, percent proficient, and API. South East's baseline API in 2009 was 591. South East did not receive an API because it failed to test a significant proportion, 85%, of students in the Life Science subtest. The results show that only 82.6% of the tenth grade students were tested. Although South East missed the cut-off point by 30 students, the school projected an overall gain of 45 points, from 546 to 591.

Over the past three years, South East High School has had an overall gain of 100 points. This significant gain was attributed to a variety of factors including but not limited to research based instructional strategies, CST intervention courses, the PLC cycle of continuous improvement, additional professional development opportunities for teachers, and the CST ramp up.

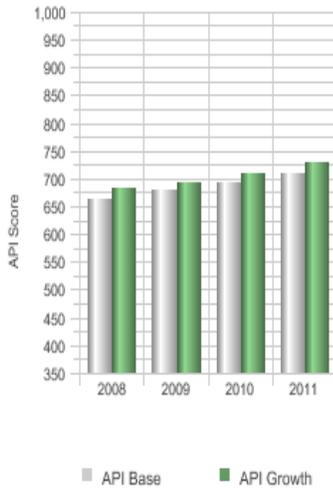


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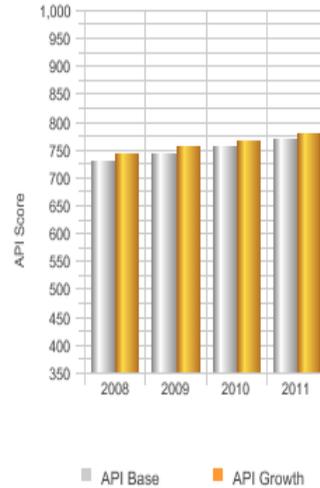
South East High School



LAUSD



California



SEHS	2008	2009	2010	2011
Base			590	621
Growth		591	622	644

LAUSD	2008	2009	2010	2011
Base	662	681	693	709
Growth	683	694	709	728

CA	2008	2009	2010	2011
Base	728	741	754	768
Growth	742	755	767	778

According to the comparative data in graphs 1, 2, and 3 above, South East demonstrates a similar growth pattern to local and state schools. However, South East has a higher growth rate as compared to LAUSD and CA schools. South East had an overall growth of 100 points in the past three years, whereas LAUSD had 48, and CA had 37.

Although South East is in Program Improvement (PI) status year 5, its API growth has been significant. In the chart below, all subgroups were able to show growth with the exception of our students with disabilities. Only five students with special needs took the California Modified Assessment (CMA) but this year students with special needs who scored far below basic and below basic will be allowed to take the California Modified Assessment.



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Academic Progress - Academic Performance Index	
2008 API Growth Score	Not official (591)
Statewide Rank	1
2008-09 Program Improvement Status	PI 2
2009 API Growth Score	622
Statewide Rank	1
2009-10 Program Improvement Status	PI 3
2010 API Growth Score	644
Statewide Rank	1
2010-11 Program Improvement Status	PI 4

The Academic Performance Index table below shows a comparison of the last three years, including subpopulations. In 2006 the school established its API and although the school has made some gains, the target growth has not been met in the two subpopulation areas. In 2011, only one subpopulation has not met its target growth.

Academic Performance Index, Including Significant Subpopulations									
	2009			2010			2011		
	Base	Growth	Met?	Base	Growth	Met?	Base	Growth	Met?
Schoolwide	591	45	N/A	590	32	Yes	672	23	Yes
African-American/Black <sup>+</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native <sup>+</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian <sup>+</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino/Latino <sup>+</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	591	10	Yes	622	31	Yes	621	23	Yes
Pacific Islander <sup>+</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White not Hispanic <sup>+</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	598	10	Yes	598	27	Yes	623	21	Yes
English Learners	545	13	Yes	545	20	Yes	563	13	Yes
Students with Disabilities	369	22	Yes	365	-4	No	346	-6	No

\* Schoolwide API growth target not met  
 # Subgroup API growth target not met  
 + Not a numerically significant subgroup for the reporting period. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores

Source: SEHS Testing Coordinator created chart through Secondary Integration Systems extraction

## CALIFORNIA STANDARDS TEST (CST)

The past three years of CST data indicate an increase in performance in all areas.



# South East High School

California Standardized Test Reporting (STAR) SPRING 2009 (by percentage)															
Subject	Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
ELA	6	5	7	16	19	17	33	30	27	24	21	23	21	24	26
Algebra I	0	0	0	3	2	5	10	7	10	42	41	43	45	49	42
Geometry	1	0	0	11	3	5	25	8	7	43	50	50	20	39	37
Algebra II	0	0	0	10	7	0	45	12	4	10	38	36	35	44	60
Summative Math	0	0	0	0	0	4	0	12	14	0	65	53	0	23	30
World History	8	3	0	19	12	0	26	26	0	12	20	0	35	38	100
U.S. History	----	----	8	----	----	14	----	----	28	----	----	19	----	----	31
Life Science	----	4	----	----	13	----	----	31	----	----	23	----	----	29	----
Biology	4	0	2	10	7	11	31	11	38	25	21	30	30	51	18
Chemistry	3	0	0	5	5	1	21	20	9	15	17	27	56	58	64

California Standardized Test Reporting (STAR) SPRING 2010 (by percentage)															
Subject	Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
ELA	8	11	10	21	16	15	32	33	31	21	18	20	18	21	24
General Math	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Algebra I	0	0	0	5	4	0	15	13	14	50	46	54	30	38	32
Geometry	0	0	0	5	1	2	30	17	5	47	44	47	17	38	47
Algebra II	4	1	0	16	8	2	47	22	8	22	38	30	11	32	60
Summative Math	0	6	1	0	19	6	0	38	12	0	25	49	0	13	32
World History	11	7	----	24	14	----	27	31	----	8	12	----	30	36	----
U.S. History	----	----	10	----	----	18	----	----	24	----	----	23	----	----	25
Life Science	----	8	----	----	17	----	----	34	----	----	21	----	----	21	----
Biology	7	5	3	13	12	12	35	27	38	19	23	24	26	33	23
Chemistry	0	2	0	0	8	3	4	23	8	11	22	25	86	44	64
Physics	----	----	6	----	----	26	----	----	61	----	----	6	----	----	0
Inte/Coor Science	0	0	0	0	0	0	27	0	0	18	9	18	55	91	82



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California Standardized Test Reporting (STAR) SPRING 2011 (by percentage)															
Subject	Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
ELA	10%	11	14	23	21	19	32	37	34	19	19	18	17	12	15
General Math	0	----	----	5	----	----	11	----	----	42	----	----	42	----	----
Algebra I	0	0	0	3	4	8	15	7	4	51	54	44	31	35	44
Geometry	1	0	0	11	1	1	21	13	14	47	53	45	20	33	40
Algebra II	0	0	0	9	3	0	31	14	4	28	36	20	31	47	75
Summative Math	----	0	0	----	4	3	----	19	8	----	54	46	----	23	44
World History	3	2	6	10	7	0	27	30	18	21	25	29	38	36	47
U.S. History	----	----	6	----	----	19	----	----	31	----	----	22	----	----	22
Biology/ Life Science	2	0	1	13	5	9	36	25	40	24	29	28	25	42	21
Chemistry	0	1	0	0	4	3	3	16	15	17	18	19	80	60	63
Physics	----	----	0	----	----	17	----	----	48	----	----	26	----	----	9

Source: <http://star.cde.ca.gov/>

SEHS's focus on standards-based curriculum and the supplemental academic programs has allowed students to be better prepared to tackle high stakes exams. The Student Performance table below reflects an increase in percent proficient and above over the past three years in the four content core subjects.

Student Performance - California Standards Tests			
	2008-09 Percent Proficient and Above	2009-2010 Percent Proficient and Above	2010-2011 Percent Proficient and Above
English-Language Arts	24%	28%	33%
Mathematics	5%	5%	10%
Science	24%	24%	16%
History-Social Science	26%	26%	26%

Source: SEHS Testing Coordinator created chart through Secondary Integration Systems extraction

## CST RAMP UP

In addition to South East High School's strong instructional program and highly qualified teaching staff, the Assistant Principal, Diploma Project Counselor, and instructional coaches initiated the CST ramp up in an effort to increase awareness and preparedness in Spring 2011. A month prior to CST testing, CST promotional items were distributed to teachers and students. Items such as 350 target posters, study tips, and countdown days were advertised to students daily. Homeroom teachers were asked to share past CST scores with students and help with goal setting for the upcoming tests.

The SEHS Associated Student Body (ASB) Leadership class also helped with the promotional efforts to ensure the goal of 100% proficiency for all students. "350", "SEHS is proficient", "Jaguars care about the CSTs", and "Let's make South Gate proud" posters were publicized on campus which sparked awareness and curiosity amongst the student body. Leadership also hosted a pep rally during lunch for students who



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received proficiency in two or more subjects.

During CST week, healthy and nutritious breakfast snacks were provided by El Super Market (South Gate), North Gate Market (South Gate), Teen Challenge (South Gate), Rotary Club (South Gate), and McDonald's (El Segundo) to students at 7AM. A healthy breakfast allows students to be alert and attentive during testing. This partnership with our local business proved beneficial as evidenced by our API growth.

## CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

The next table shows the results of the California High School Exit Exam (CAHSEE) given to 10<sup>th</sup> grade students. These results demonstrate success in increasing proficiency rates in both English Language Arts (ELA) and mathematics.

School Year	ELA			MATH		
	# Tested	% Passed	% Proficient	# Tested	% Passed	% Proficient
2010-2011	692	77.00%	45.80%	692	74.30%	43.20%
2009-2010	711	73.70%	39.80%	700	70.30%	38.10%
2008-2009	630	70.50%	32.40%	650	63.70%	33.40%
2007-2008	615	68.80%	32.80%	627	60.00%	26.00%

Source: LAUSD Performance Meter – Data Summary Sheet

Targeted intervention was utilized to ensure students succeed during their first administration. Factors that brought forth the increase in scores were the targeted classroom instruction, the Saturday CAHSEE classes and after school tutoring.

## CAHSEE Results

The following tables show the pass rate for the graduating classes over the last three years. All students take the CAHSEE in the 10<sup>th</sup> grade for the first time. In the 11<sup>th</sup> grade, students are given two additional opportunities to pass the test, and in the 12<sup>th</sup> grade, they may take it five more times. In addition, CAHSEE classes are offered during the school day, after school and on Saturdays. As a result, the trend data shows that more of our students are passing the CAHSEE by graduation. The Diploma Plus Counselor identifies students struggling to meet A-G and to pass the CAHSEE requirements. Students receive counseling and additional resources through various local adult schools. The results for the class of 2012 are compiled after the October 2011, November 2011, February 2012, March 2012, May 2012, and July 2012 administration of the CAHSEE test. Additional results for the students for the class of 2012 are still pending, as the students still have the opportunity to take the test in February, March, May, and again in July 2012. Class of 2011 non-grads are allowed the opportunity to retake the test up to two years after graduation to receive their high school diploma. As seen in the chart below, the percentage of students who have passed the CAHSEE to date, are higher than during past administrations of the test.



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Percent of Students by Graduating Class Who Have Passed the California High School Exit Examination in Language Arts			
	Class of 2009	Class of 2010	Class of 2011
	(All administrations)	(All administrations)	(All administrations to date)
	% Passed	% Passed	% Passed
School - All Students	80.5%	90.13%	91.33%
<b>Gender</b>			
Male	75.6%	86.64%	90.28%
Female	85.6%	93.58%	92.36%
<b>Race/Ethnicity</b>			
African American/Black	66.7%	0.00%	75.00%
American Indian/Alaskan Native	100%	-	*
Asian	-	-	-
Filipino	-	-	-
Hispanic/Latino	80.4%	90.13%	91.43%
Pacific Islander	-	-	-
White not Hispanic	100%	100%	100%
Multiple/No Response	-	-	-
<b>Language Fluency</b>			
English Only	82.5%	89.42%	94.02%
Redesignated FEP	95.1%	100%	98.52%
EL	52.6%	64.66%	69.11%

Percent of Students by Graduating Class Who Have Passed the California High School Exit Examination in Mathematics			
	Class of 2009	Class of 2010	Class of 2011
	(All administrations)	(All administrations)	(All administrations to date)
	% Passed	% Passed	% Passed
School - All Students	71.3%	89.18%	88.21%
<b>Gender</b>			
Male	71.8%	88.17%	86.46%
Female	70.9%	90.19%	89.97%
<b>Race/Ethnicity</b>			
African American/Black	66.7%	0%	-
American Indian/Alaskan Native	100%	-	-
Asian	-	-	-



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Filipino	-	-	-
Hispanic/Latino	71.2%	89.18%	88.46%
Pacific Islander	-	-	-
White not Hispanic	100%	0.00%	100%
Multiple/No Response	-	-	-
<b>Language Fluency</b>			
English Only	78.9%	87.50%	86.32%
Redesignated FEP	86.0%	99.35%	97.63%
EL	35.9%	63.79%	64.23%

Source: SEHS Testing Coordinator created chart through Secondary Integration Systems extraction

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	34.5%	34.9%	0.2%	37.2%	36.8%	40.2%	52.9%	52.0%	54.0%
Mathematics	27.0%	34.4%	39.3%	35.5%	38.9%	39.8%	51.3%	53.3%	53.4%

Source: SEHS Testing Coordinator created chart through Secondary Integration Systems extraction

## SAT/ACT –

The average SAT score for the Class of 2010 was 1266 (Verbal 423, Math 405, Writing 438) while the national average was 1500 (Verbal 497, Math 514, Writing 489). The average ACT score was 17.98 and the statewide average is 21.93.

## Local Assessments

South East’s four core departments; English, Science, Mathematics, and Social Studies are mandated to test students with the district-developed periodic assessments in selected subjects: English 9 and 10, Algebra 1 and Geometry, Biology and Chemistry, and World History. These assessments are aligned to the California standards and include multiple choice, short answer response, and in some cases, an essay. Teachers use periodic assessments as common summative assessments as part of the 9 Step Professional Learning Community (PLC) cycle of improvement. PLCs identify the areas of need, create strategic and time bound goals, and design rigorous lessons. Once the lesson is taught and the results of the common summative assessment are gathered, the PLCs look at student work, share best practices, and implement interventions or extension activities within the instructional day. All departments have developed and created common scope and sequences and common formative and summative assessments to ensure continuity in the curriculum. Results from the common formative and summative assessments are analyzed during PLC meetings. Reteaching and retesting is then implemented as needed.

## Dropout Rates

The data in the two tables below show SEHS dropout rates over a two year period and a SEHS dropout rate in comparison to the district, county and state. The chart below indicates the number and percent of dropouts by grade level. Based on the data, our 9th grade student dropout rate is lower than that of the district and the county.



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SEHS has added two counselors (Attendance and Diploma Project Counselor); one is dedicated to the attendance needs of the 9th graders, while the second focuses on providing services to identified at-risk students. These two counselors have incentive programs and a system in place for home visits. They also hold monthly parent meeting and student meetings. Students who are not on track to graduate can also take adult school classes, community college classes, or attend summer school. (The data for the 10-11, school year will be released by the California Dept. of Education approximately April 2012).

Year 2008-2009	Adjusted					Reported
	Reenrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12 4-year Derived Dropout Rate	Adjusted Grade 9-12 1-year Dropout Rate	Grade 9-12 Cumulative Enrollment
School Total	35	42	176	25.9%	6.3%	3,073
<a href="#">Districtwide</a>	8,558	5,157	16,093	29.6%	7.6%	
<a href="#">Countywide</a>	10,368	14,293	34,292	24.3%	6.4%	
<a href="#">Statewide</a>	20,721	45,652	114,826	21.5%	5.7%	

Year 2009-2010	Adjusted					Reported
	Reenrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12 4-year Derived Dropout Rate	Adjusted Grade 9-12 1-year Dropout Rate	Grade 9-12 Cumulative Enrollment
School Total	30	47	140	21.3%	5.2%	2,939
<a href="#">Districtwide</a>	1,943	5,925	13,285	24.1%	6.4%	
<a href="#">Countywide</a>	4,890	14,282	28,671	20.6%	5.5%	
<a href="#">Statewide</a>	13,142	36,622	91,074	17.4%	4.6%	

Source: CDE Educational Demographics Unit <http://data1.cde.ca.gov/dataquest/DistRpt.asp?> and SEHS Diploma-Plus Counselor

## School Safety and Facilities

Beginning January 2012, the school will undergo a safety upgrade by installing security cameras. The cameras will be installed in highly frequented areas and areas where vandalism and property damage are more likely to occur. There are daily random searches of lockers and students, two full time deans, two full time school police officers, a school safety committee, a campus aide, and a temporary referral room teacher who support school safety and discipline. Campus supervision before/afterschool and during lunch by out of classroom support personnel and the school police officer at the middle school provide an additional layer of safety for the school.



# South East High School

The assignment of classrooms is laid out to support the small learning community model. All small schools share a contiguous space except Visual and Performing Arts, due to the need of specialized classrooms for dance, drama, music, and art. Also, all science classes have been placed in one building, to support their content through the science labs.

South East High School continues to share facilities with the adjoining school, South East International Learning Center such as some classrooms, the food service, auditorium, and sports fields. Besides classrooms, SEHS campus features include a library, parent center, student store, health office, textbook room, food service, faculty cafeteria, auditorium, gymnasium, sports fields and administration offices.

## School Finance

The following table shows funding allocations for various budgets for the past three school years. The majority of our budgets are approved by the school's various governing councils (School Site Council, ELAC, CEAC, or SDMC). The South East High budgets will be based on student needs derived from an annual comprehensive needs assessment and student achievement results.

Elected members of the Compensatory Education Advisory Committee (CEAC), English Learner Advisory Committee (ELAC), and School Site Council (SSC) receive training in all areas under their purview including budget development. Therefore, budget training is provided to all members both at the school-site level and local district level throughout the school year. As the budget development process approaches, the school conducts the Annual Evaluation of the Single Plan for Student Achievement (SPSA). All expenditures are evaluated to assess the effectiveness of the programs and services and to ensure that there is a positive relationship between the expenditure and improved student achievement. Expenditures found to be ineffective will be defunded for the next school year.

Once the budget allocations are known, the budget development process begins. A joint meeting of the advisory committees and SSC will be called. At the meeting, the budget development process is discussed along with other budget information. Members are then asked to form a Budget Committee.

The Budget Committee reviews expenditures for the actual year. Data including state test results, academic grades, attendance, and graduation rate are also being reviewed. The results of the Annual Evaluation are presented. An examination of District instructional priorities, and federal and state mandates also take place. A zero-based budgeting process is followed. That is, the budget is created from the bottom up to ensure that budgeting is based on student need not prior expenditures.

Once the budget is submitted by the Budget Committee, the recommendations are taken back to the respective advisory committees. The committees then make recommendations, in writing, to School Site Council. The council, as a decision-making body, takes into consideration the recommendations and make final budget approvals.

To ensure there is broad representation from all stakeholders, the Budget Development Committee is composed of representative members from the advisory committees, and School Site Council. The school follows all election regulations so these bodies already represent a cross-section of all stakeholder groups, including parents, students, and staff members. However additional stakeholders, including representatives from each small school that want to participate are welcome.



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Once the budget is submitted by the Budget Committee, all stakeholders will be invited to a meeting where the proposed budget is presented. Attendees will be able to provide input at the meeting. Stakeholders will also have the opportunity to communicate with their representatives in CEAC, ELAC, and SSC. After the budget is finalized by SSC, the budget will be presented to all stakeholder groups.

School Finances			
Account Name	2009-10	2010-11	2011-12
Title I	1,393,456	1,578,528	1,598,889
Title I – Program Improvement	154,829	173,124	179,651
Title I – Parent Involvement	44,300	50,400	52,300
Title I- Stimulus	544, 890	878, 094	0
Title II	77, 940	75,600	85,560
Title III – English Learner	61,500	57,600	28,035
EIA/SCE	43,193	49,880	28,765
EIA/SCE Supplemental	108,535	49,770	78,450
EIA/LEP	274,032	349,500	377,097
EIA/LEP Supplemental	90,222	68,118	52,221
Extended Learning Program	0	0	0
School Library Block Grant	0	0	0
Block Grant	0	0	0
Perkins (Technology)	0	0	0
<b>TOTAL</b>	<b>2,792,897</b>	<b>3,330,614</b>	<b>2,480,968</b>

Source: Title I Coordinator

SEHS operates as a Title I Schoolwide Program (SWP). The Schoolwide program has allowed the school to consolidate funds to meet the educational needs of the SEHS student population. The funding has enabled the school to have supplemental/intervention programs for students and professional development for teachers to increase student achievement.

As seen in the table above - South East High School is operating under a deficit budget. Several funding sources are no longer available for use such as the Title I stimulus, extending learning program, school library block grant, and the Perkins technology grant. These funding sources enabled the school to sustain its 4x4 block scheduling, additional professional development opportunities, and technology upgrades. The



# South East High School

significant change has caused the school to reprioritize and reevaluate its spending.

## Special Programs

South East High School has established a partnership with Woodcraft Rangers to bring additional extracurricular programs for SEHS students. The Beyond-the-Bell program serves youth who would not normally be involved in after school extracurricular activities. It seeks to extend SEHS's capacity to provide a safe and supportive environment beyond the school day and to help students improve social, behavioral and learning skills that contribute to improved school achievement. The organization's programs are responsive to social trends and designed to help children mature into healthy, productive adults through positive experiences and age-appropriate challenges. Current course offerings include graphic design, photography, radio, physical education (football, weight training, and cheer), job skills, drum line and color guard. Student work is also published in the woodcraft magazine, *Inner-View*. Currently over 250 students are enrolled in the program. In addition to these course offerings, students are required to attend an hour of academic coaching or homework time. Support for post secondary education is offered for students through a yearly College Fair.

## Student Recognition

Students are recognized for their accomplishments in various ways. Award ceremonies, website/bulletin/newsletter announcements, and small school bulletin boards are some prominent modes of student recognition. Biannual award ceremonies are held at the end of each semester to recognize student achievement. During spring, a ceremony is hosted by the school that recognizes high honors and excellent citizenship and attendance. Additionally, students with perfect attendance are invited to an incentive celebration. Other ceremonies are hosted by small schools to recognize students in a variety of other areas of citizenship and scholastic achievement. There is also a National Honor Society induction ceremony and several individual sports awards banquets.

In an effort to continue the recognition of students, the dean's office has implemented a positive behavior support plan. The plan includes teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and the appropriate use of consequences.

## Student Activity Participation and Involvement

Students have the opportunity to be involved in over 12 award winning sports teams and 25 co- or extra-curricular activities. South East High School's sports teams have won a variety city and league championships. Co-curricular clubs are sponsored by small school teachers in support of small school goals. All clubs are currently seeking the equivalent of certification methods within their fields of study. Extra-curricular activities are sponsored by teachers to support student interests. Students also have the opportunity to be involved in annual school wide activities such as the Student Club Fair.



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Co-Curricular Clubs	Extra-Curricular Activities	Sports
<ul style="list-style-type: none"> <li>Mathematics Engineering Science Achievement (MESA)</li> <li>Drama</li> <li>Technology Club</li> <li>Small School Councils</li> <li>Band: Drumline, Marching, Mariachi, Orchestra and Jazz</li> <li>Color Guard</li> <li>Close-Up</li> <li>Academic Decathlon</li> <li>Junior Statesman of America (Debate Club)</li> <li>Model United Nations Club</li> <li>Arts and Craft Club</li> <li>Future Business Leaders of South East High School</li> </ul>	<ul style="list-style-type: none"> <li>Chess Club</li> <li>Book Club</li> <li>Interact Club</li> <li>Wise Up!</li> <li>Travel Club</li> <li>Cultural Awareness</li> <li>Ephebian Society</li> <li>Gay-Straight Alliance</li> <li>Youth Action</li> <li>Womyn's Collective</li> <li>Anime Club</li> <li>National Honor Society</li> <li>Students Run Los Angeles</li> <li>Harry Potter Alliance</li> <li>Jaguar Scholars</li> <li>New Age</li> </ul>	<ul style="list-style-type: none"> <li>Football</li> <li>Basketball</li> <li>Volleyball</li> <li>Swimming</li> <li>Soccer</li> <li>Softball</li> <li>Baseball</li> <li>Cheerleading</li> <li>Tennis</li> <li>Track &amp; Field</li> <li>Cross-Country</li> <li>Spirit Squad</li> </ul>

## Student Health and Fitness

The California Physical Fitness Test is administered to students taking a physical education class. The FitnessGram is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity. The FitnessGram provides information that can be used by students to address and plan personal fitness programs, by teachers to design the curriculum of physical education programs; and by parents and guardians to understand their child(ren)'s fitness levels.

The FitnessGram uses criterion-referenced standards to evaluate the student's fitness performance. These tests assess six key fitness areas that represent three broad components of fitness: 1-aerobic capacity, 2-body composition, and 3-muscle strength, endurance, and flexibility. The third component is divided into four areas: 1-abdominal strength and endurance, 2-trunk extensor strength and flexibility, 3-upper body strength and endurance, and 4-flexibility. This table displays, by grade level, the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.



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Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
09	18.2%	26.3%	34.0%

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Source: School Accountability Report Card <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=sarc4&which=8881>

There were 1114 students tested and enrolled in physical education during the spring of 2009. 71% the students were within or above the healthy fitness zone. There were 885 students tested and enrolled in physical education during the spring of 2010. 74% of the students were within or above the healthy fitness zone. This is an increase of 3% from the previous year. If a student passes by credits, but not on the HFZ, they will be required to remain in physical education until the state test is passed.

On June 1, 2011, the Physical Education Department also sponsored its first 5k run on campus in response to the national child obesity rate. All students, faculty, and staff were encouraged to participate in the 5k course. Awareness of a healthy lifestyle was the goal. 575 participants ran the course and more are expected this year.

Another activity that promotes a healthy lifestyle is Students Run Los Angeles. It is non-profit 501(c)(3) organization that prepares students for the Los Angeles Marathon (26.2 miles). Since its inception, the program has expanded from 5 students to 20 students. Faculty and staff have also joined the movement as the "Friends of Students Run Los Angeles."

## Faculty and Staff

South East High School has five administrators, 135 certificated staff members, and 45 classified staff members. All teachers are "highly qualified," including three National Board Certified Teachers. There are five long term subs. Five teachers are in the Beginning Teacher Support and Assessment (BTSA) or university program for clear credential completion.

	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners*	57	66	0
Misassignments of Teachers of Physical Education (Secondary level only)*	7	0	0
Misassignments of Other Subjects*	36	58	35
Total Teacher Misassignments*	100	124	35
Vacant Teacher Positions	0	0	0

Note: Misassignments and vacancies for the 2010-11 school year are as of October 1, 2010.

\* At the Secondary level, this count is at the course assignment level and is a duplicated count of teachers. Source: School Accountability Report Card <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=sarc3&which=8881>

Above, the numbers for teacher misassignments may seem high, but we currently have five teachers on leave and four teachers in the university intern programs.



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Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	77	104	131	32,302
Without Full Credential	33	9	3	487

There has been a transition in teaching staff due to natural attrition and budget cuts. Classified staff, as all personnel, is hired based on need and fiscal support.

## Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school. One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	Number of FTE Assigned to School
Academic Counselor	9.0
Counselor (Social/Behavior Or Career Development)	No Data Available
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.3
Psychiatric Social Worker	1.0
Nurse	0.8
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other	2.3

Source: School Accountability Report Card <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=sarcx4&which=8881>

Although it is listed that we have 10 academic counselors, we have 5 that schedule academic courses and the other five support academic success for our students. The five that support academic success are the college counselor, the Gear-up counselor, the diploma project counselor, the attendance counselor, and the pupil services and attendance counselor.

## Staff Development

To increase student achievement, staff has been involved in district-mandated, campus-wide and small school-selected professional development. District mandates are integrated in banked PD days, while school wide initiatives are introduced during buy-back days. The infusion of accreditation meetings in the impacted professional development schedule was not well-received, but our highly collaborative environment encouraged participation from all shareholders. With a new administrative team and several new teachers, the accreditation process familiarized all shareholders with the process of self-study.

Professional development has continued to be centered around reflective practice and looking at student work. In both SEHS's Small Schools and departments, faculty focuses on these practices. About 50% of the SEHS faculty has been trained to be Critical Friends Group (CFG) facilitators, which is used to conduct small school meetings. CFG protocols help teachers have more equitable discussions around student achievement. Currently, all lead teachers, most department chairs, and select staff are able to conduct



# South East High School

CFG protocols. Future trainings for new staff will depend on the budget but SEHS goal is ensure that reflective protocols are utilize to analyze student work during all meetings.

Since the 2007-2008 school year, all SEHS faculty have continued to work within their PLCs. The faculty works collaboratively to complete four 9-step cycles over the course of a school year. The cycle includes:

1. Identification of the content's **essential standards** to add relevancy.
2. Collaboration on the **scope and sequence** to assure a coherent curriculum.
3. Creation of **common summative assessments** to assure rigor and coherence.
4. Creation of **common formative assessments** to assure rigor and coherence.
5. Identification of **SMART goals** to increase rigor.
6. Design of **rigorous lesson plans**.
7. **Looking at student work** reflectively.
8. **Sharing Best Practices**.
9. Collaboration on **intervention and extension** that can be offered to support achievement of the academic standards and expected school wide learning results.

The Jane Schaffer writing method has been taught to most teachers to provide a consistent academic writing process that students can use to demonstrate their understanding in each content area. New teachers were provided with the skills to implement the Jane Schaffer writing method during the new teacher's institute during the summer.

The SEHS faculty was also trained on the strategies provided during the 2010-2011 buy-back days, as Gale Elkins shared effective methods for active participation. The strategies presented through this workshop are highly regarded by teachers to be effective for the classroom as the high-energy workshop displayed best practices that work in all instructional settings.

To further support professional development efforts, teachers and parents are encouraged to participate in Peer Observation Walk Throughs and share observations and best practices. Observations were conducted in the spring of the 2007-2008 school year, the fall of 2008, winter of 2011 in hopes to continue our process improvement. Training for procedures and observational terminology was done through a period by period training.

Each summer, SEHS hosts an annual New Teacher Institute. SEHS has employed between 10 and 20 new teachers each year of its functioning. The New Teacher Institute is led by two veteran teachers, one of whom is National Board Certified. The seminar curriculum includes an orientation to SEHS, formulating objectives, active participation, and routines and procedures. Additionally, an EL coordinator, an Intervention Coordinator, and a Gifted Coordinator have provided instructional support for our new teachers through trainings, observation walk throughs, and in-services.

During the 2009-10 school year, all professional development efforts have been aligned to a multi-tiered framework called Response to Instruction and Intervention (RtI<sup>2</sup>). RtI<sup>2</sup> is student-centered, data-based, and promotes the practice of providing high-quality, effective instruction to all students across all arenas - academic, social-emotional, and behavioral. There is district-wide emphasis on the problem-solving model that utilizes and builds on:

- the work of educators who team together to increase student engagement, motivation, and achievement;



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- standards-based content knowledge and access strategies to support the achievement of diverse learners-English Learner (EL) and Standard English Learner (SEL) students, Gifted/High Achieving students, and Students With Disabilities (SWD);
- the analysis of multiple sources of data; and standards and evidence-based instruction and intervention matched to student need.

Below is the chart that shows the available time for professional development allocated by the District. During this time, teachers received trainings on RtI<sup>2</sup>, SDAIE, Active Participation, Formulating Objectives, and Marzano strategies.

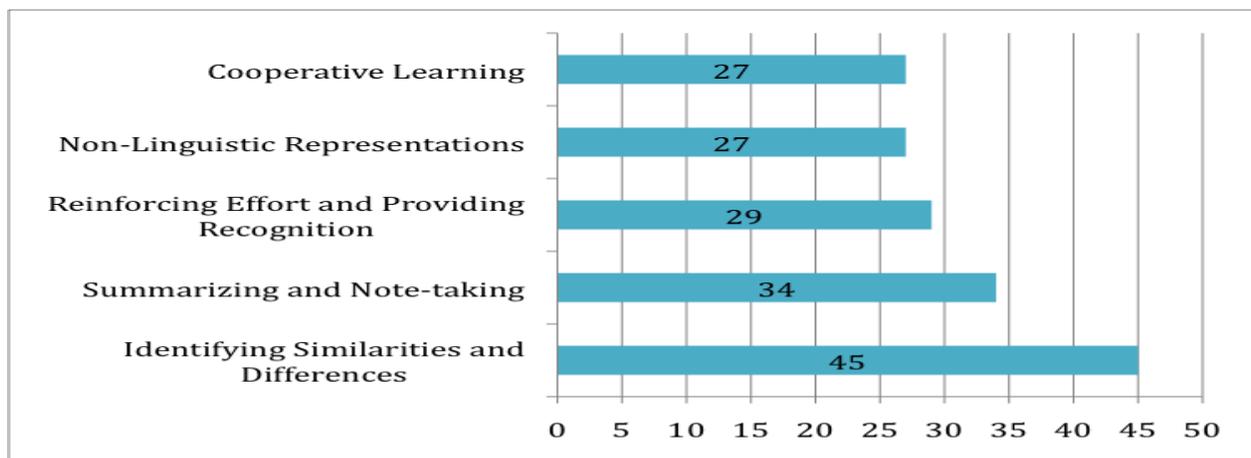
Academic Year	Banked (up to)	Time Buy (up to)	Back Pupil (up to)	Free	Total Possible Hours (up to)
2009-10	14 Hours	0 Hours	0 Hours		14 Hours
2008-09	14 Hours	0 Hours	6 Hours		20 Hours
2007-08	21 Hours	18 Hours	6 Hours		45 Hours

Source: School Accountability Report Card: <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=sarcx4&which=8881>

## Professional Development Pull Outs

Core (English, Math, Social Science, Science) teachers received additional professional development during the 2010-2011 school year through PD pull outs. Instructional coaches provided instructional training on Robert Marzano's *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement to use consistently (2001)* as well as additional time to work on their Professional Learning Community and the 9-step cycle of continuous improvement.

PLC groups were able to choose from five high yield research-based instructional strategies. Marzano, Pickering, and Pollock assert that the Coleman Report titled "Equality of Educational Opportunity" found that schools account for about 10 percent of the differences in student achievement. This 10 percent difference turns into a gain of 23 percentile points for students who attend an effective school (2001). Professional Development also helps teachers manage content in their classes.





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## Average Class Size

The average student-teacher ratio in core classes is approximately 32:1; in electives it's 40:1. Teachers carry an average load of approximately 185 students. This number is an average of the certificated staff and students. Although some classes may have larger population of students, other specialized courses may have a lower amount.

## Discipline

Student-to-student and student-to-adult interaction at South East High School is favorable. There is a low number of disturbances on campus and only a few major incidents both inside and outside of campus per year. South East has maintained a community of collective responsibility. Most small schools have enacted progressive consequences, resolving early negative student behavior issues that could potentially escalate into more serious behavior issues. The small school structure assures that students know there are teachers who are mentors who care.

When students are required to participate in classroom consequences, which may include small school detention, they serve the school community. When situations escalate beyond the purview of the classroom teacher, student cases are referred to the school deans. SEHS has an in-house referral room where students are counseled and progressive action is taken. Detention is held daily, and students have the option of participating in yoga, tutoring, community service, campus beautification, and/or Woodcraft Rangers as a behavior-modification activity in order to clear hours. If further counseling is needed, the deans counsel on an as-needed basis with both students and their families. Students who don't serve their hours are denied participation in selected student activities. Students who commit serious infractions are referred for suspension or expulsion.

S U S P E N S I O N S											
Year	Al/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total	Avg # Days	Suspension (Rate)
2010-11	0	0	0	0	0	12	0	0	12	1.33	0.4
2009-10	0	0	0	0	0	19	0	0	19	1.63	0.7
2008-09	0	0	0	0	0	15	0	0	15	1.27	0.5



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EXPULSION REFERRALS										
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total	Expulsion (Rate)
2010-11	0	0	0	0	0	3	0	0	3	0.1
2009-10	0	0	0	0	0	0	0	0	0	0.0
2008-09	0	0	0	0	0	1	0	0	1	0.0

Beginning in the 2011-2012 school year, South East teachers were able to report classroom incidents through a new online referral system. Over 50 staff members have utilized the system to report a variety of discipline issues. The deans and the assistant principal over discipline have responded to the referrals but there is currently a backlog. In response, the deans have stressed to faculty and staff the need for parental/guardian contact prior to creating an online referral. Student consequences resulted in parent conferences, detention hours, suspensions, and expulsions.

Below is a chart of behavioral issues reported by staff:

School Year: 2011-2012

Problem Behavior	# of Problem Behaviors	% of Problem Behaviors
Abusive Language	43	9.10%
Battery	3	0.60%
Brandishing of a dangerous object	1	0.20%
Bullying/Hazing	14	3.00%
Cheating/Forgery/Lying	14	3.00%
Defiance	179	38.00%
Disruption	157	33.30%
Extortion	1	0.20%
Fighting	7	1.50%
Harassment	5	1.10%
Inappropriate Sexual Behavior	1	0.20%
Misuse of Electronic Device	25	5.30%
Physical Aggression	10	2.10%
Possession of Dangerous Object	1	0.20%
Possession of Drugs	1	0.20%
Property Damage/Vandalism	1	0.20%
Theft	5	1.10%
Threat	3	0.60%
<b>Total</b>	<b>389</b>	<b>100.00%</b>

Source: LAUSD, MyData

## Supplemental Data

Additional educational opportunities available to students while attending South East High School include East Los Angeles College, which hosts classes on the SEHS campus. Other institutions providing adult



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and continuing education are the Regional Occupational Program and the adult schools in the surrounding area: South Gate, Lynwood, and Harbor Occupational Center. In addition, SEHS participates in school-to-work programs designed to connect employers and education in a collaborative effort through our academies, the Career Center, and a School-to-Career Initiative, HUB Cities.

## **Continuous Self Study**

The sections in this chapter focus primarily on student accomplishment of curriculum standards and learning objectives, as indicated by various measures. Information gathered from performance data provides the faculty with insight into the opportunities and challenges in improving the academic achievement of SEHS students.

During the WASC Focus on Learning process and midterm review, much progress has been made in organizing the collection of data, providing opportunity for careful analysis and interpretation, and applying the findings to the delivery of instruction in the classroom. Improving instruction remains a major emphasis in our standards based curriculum and professional development. Through the cycle of continuous improvement, collaboration, and reflection, SEHS strives to prepare our students to be college prepared and career ready in the 21<sup>st</sup> century.

South East High School

# Significant Developments



[2012]



# South East High School

## CHANGE IN SMALL SCHOOLS

In 2009-2010, South East received word from the Los Angeles Unified School District's Planning, Assessment and Research Branch (PAR) of demographic changes to occur for the 2011-2012 school year. PAR projected that South East High School will experience a decline in enrollment of 500 students because of a new school that would open about 2 miles away. Additionally, the LAUSD board vote to start on an early start calendar and the increase in charter schools also created a projection of declining enrollment. In response, South East sought the assistance of its shareholders to determine which five small learning communities would continue to exist. Since South East's vision aims to prepare students to be career and college ready, a survey was created and disseminated to students, parents, and teachers regarding fast growing industries in the 21<sup>st</sup> century. All shareholders voted and the results were the following five small schools: Business, Innovation, and Leadership (BIL), Health, Science, and Environment (HSE), Justice, Law, and Service (JLS), and Technology and Media Magnet (TMM), and Visual and Performing Arts (VAPA).

## PUBLIC SCHOOL CHOICE/FOCUS SCHOOL

On November 2, 2010, South East High School was placed on Public School Choice 3.0. The Public School Choice process was approved by the Los Angeles Unified School District Board of Education in August 2009. This allowed groups of teachers, other educators with proven track records, non-profit organizations, and charter school operators to develop and submit research-based proposals for improving student achievement. Seven organizations proposed to bid on South East (Alliance College-Ready Public Schools, Green Dot Public Schools, Huntington Park Community in Partnership, Pathways-to-Success, Richard Thomas, South East HS, and United Teachers Los Angeles)

With the concerted effort by all shareholders of the South East community, South East High School immediately set out to develop a new plan to further improve student success. A Design Team was created consisting of Lead teachers and two academy teachers, students, and parents as well as department chairs, and various out of classroom support personnel. The unwavering commitment to improving South East was evident. The organization and breakdown of the proposal set roles and responsibilities for shareholders to write a completed plan.

Writers were then responsible for gathering data from all shareholders in the small schools for school wide commitments. The self-reflective process included looking at data, analyzing the umbrella plan for student achievement (Single Plan for Student Achievement, Program Improvement, and WASC Action Plan), and setting forth the next steps towards implementing the plan. The new South East continues to be a research based instructional high school that prepares all students for the 21<sup>st</sup> century by ensuring students are college ready and career prepared. Additionally, South East would consist of four small schools and a magnet.

The completed document went through several drafts and during this process, in November 2011, South East High School was removed as a PSC focus school to a PSC Watch school. The Superintendent of the Los Angeles Unified School District, John Deasy, made this decision based on South East's efforts in "encouraging growth" for student achievement. Although South East is no longer on the Public School Choice list, it will implement its instructional research-based plan for the upcoming school year.

The plan is due on February 7, 2012 and must undergo a review process by the superintendent's staff, the board staff, parents, and community members, and be approved by Superintendent John Deasy. The faculty must also sign a commitment to South East High School's PSC plan that states they support the initiatives of the plan in order to return to the school for the 2012-2013 school year. SEHS has implemented some of the measures that were highlighted in the Public



# South East High School

School Choice document such as creating an advisory curriculum, utilizing Web 2.0 applications for professional development and utilizing Marzano instructional strategies, etc.

## **BELL SCHEDULE CHANGE**

The 4x4 block schedule is a successful research based initiative but it is also a costly one that requires additional teaching lines to maintain its operation. South East High School opened the school with a 4x4 block schedule by utilizing the New School Start Up Funds. From 2007-2011, the 4x4 block funding was supplemented by Title I funds and then by federal stimulus funding. For the 2011-2012 year, there would not be a funding source to supplement the additional lines of teaching needed for the 4x4 schedule. South East shareholders felt it was necessary to change the bell schedule for fiscal and instructional purposes.

For the 2011-2012 school year, South East shifted to a traditional six period day. Not only would this transition remedy budgetary concerns but also resolve some of the issues with the 4x4 block such as year long Math and English and creating purity in the small schools.

South East decided to utilize the 6 period day to group teachers according to their PLC by providing them with a common planning period. PLCs were able to meet on a weekly basis to share best practices, analyze data, refine their scope and sequence, and create common formative and summative assessments. Some teachers were able to meet on a weekly basis but others were unable to do so due to scheduling conflicts.

The six period day also limited the ability for small schools to meet weekly. Instead, small schools would meet twice a month during the shortened days. Small schools only have 60 minutes to meet twice a month in contrast with the 90 minutes they were able to meet weekly in previous years. The plan for the 2012-2013 school year would enable four out of the five small schools to meet weekly. The fifth small would have to meet afterschool or online. This plan would be on rotation basis to create equity and access for all small schools.

In addition to the bell schedule change, the Professional Development Committee and several small schools felt it was imperative to change the PD schedule to ensure that faculty members can meet on a weekly basis. This was done by increasing the number of shortened days and eliminating the minimum day bell schedule.

## **STAFFING CHANGES**

The fiscal crisis and economic downturn led the Los Angeles Unified School District to send Reduction in Force letters to 5,200 workers. South East's staff has a proportionally higher rate of probationary status teachers than compared to other LAUSD schools and were thus greatly affected by Reduction in Force letters. Every year since 2008, approximately 30% of South East's teaching staff has been replaced due to budget cuts.

To support new teachers, South East offers professional development opportunities before and during the school year. The series of workshops were developed by two of South East's veteran teachers. Workshops included acclimating them to the professional development plan, familiarizing them with the school's goals, and introducing them to school wide research based instructional strategies.

The classified staff has also undergone a reduction in force. Since 2008, 60% of classified staffing positions have been eliminated or replaced. Classified staff is necessary for the daily operations of the school and the elimination of several positions has caused a strain in services and requests. Offices are understaffed, janitorial staff is limited, and hours have



# South East High School

been cut for classified staff. The school administrative assistant has conducted several trainings in order to familiarize and support new staff.

Administrative changes have also taken place since the last self study in 2008. The former principal was promoted to a local district director and one of the assistant principals was promoted to principal. This year, three assistant principal positions have been replaced. Two former assistant principals were promoted to principals and another was moved to a middle school. The three new assistant principals started in late August and had to acclimate themselves to the school. Under new leadership and staff, SEHS is continuing to accomplish goals for student achievement and success.

## STUDENT TRAGEDY

A senior student was fatally stabbed at South East High School during lunch by her ex-boyfriend on September 30, 2011. Several people intervened and were wounded in the struggle including a senior student, a female dean, and a school police officer. The South East community was in a state of shock and sorrow as the story of dating violence unfolded. The Los Angeles Unified School District's crisis team and grief counselors responded to the stabbing with support personnel to help students and families cope with the loss of one of our own. Their presence on campus ensured that the socio-emotional needs of the students were met with professional care. Individual counseling was provided for students and our staff responded to the needs of close friends and family of the victim. Additional referrals were made to community mental health agencies for intensive counseling. Faculty and Staff were also provided with counseling.

The safety and mental health of students and staff are of the utmost importance at South East High School. Daily random searches are conducted by search teams and an assembly on teen violence took place in January 2012. Additionally, teachers have also had in-services and resources such as Common Responses to Crisis, information from suicide expert (Richard Lieberman), and a presentation on possible behaviors after a crisis (PTSD). The Peace Action Committee was also formed by a faculty member to help prevent violence on campus. In conjunction with the Woodcraft Rangers, Associated Student Body members, the Peace Action Committee will host a series on the prevention of dating violence. The Faculty Staff Association will create a scholarship fund to honor the memory of the student; The Visual and Performing Arts Department hosted a fundraiser show for a memorial, the Health, Science, and Environment Small School will create a Peace Garden, and the Student body will fundraise for a mural. This unfortunate tragedy brought the South East family closer as the community fundraised for the funeral by hosting car washes, concerts, and food sales. Several community organizations, South Gate City Council, and countless South East community members worked together to ensure that her short time on earth will be continually honored.

A stronger emphasis on school safety and administrative presence has been requested by shareholders. With the use of SEHS's security camera system, random daily searches of students and lockers, two full time deans, two full time school police officers, a school safety committee, a campus aide, and a temporary referral room teacher, SEHS will continue to support safety and discipline. Campus supervision before/after school and during lunch by out of classroom support personnel and the school police officer at the middle school provide an additional layer of safety for the school.

## SCHOOL IMPROVEMENT GRANT

In an effort to provide rigorous instructional intervention programs to increase student achievement, the United States Government has provided 2 million dollars yearly to schools seeking improvement through the School Improvement Grant (SIG). Reforms in four areas of critical need were required in school's intervention plan: college and career ready expectations for all students; state-developed differentiated recognition, accountability, and support; supporting effective instruction and leadership, and reducing duplication and unnecessary burden.



# South East High School

On January 12, 2012, South East High School was awarded the SIG. Under the transformation model, significant changes would occur over the next three years to improve student achievement. In alignment with SEHS's umbrella plan, the SIG grant will provide funding to ensure action plans are accomplished. A yearly progress report must also be provided to monitor student achievement.

Changes that will be implemented for the 2012-2013 school year will include adding instructional minutes to the school day and utilizing the new teacher evaluation system. The extended school day's bell schedule is currently in discussion with shareholders. This change will allow students to take additional intervention courses for credit recovery and/or enrichment. The new teacher evaluation system will be based on LAUSD's Academic Growth Over Time (AGT). Supporting all employees through observations, mentorship, and collaboration are vital components of AGT. By building the capacity for effective teaching and leadership, schools will succeed.

2012



SOUTH  
EAST  
HIGH  
SCHOOL

# PROGRESS REPORT

## Introduction

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The leadership team consisting of the principal, four assistant principals, student leaders, parent leaders, small school leads, department chairs, and out of classroom support personnel take on the responsibility of ensuring that the implementation of the action plan is carried out. Members meet on a regular basis to discuss changes, modifications, and evaluate items addressed in the action plan. The five administrators monitor the overall progress of the action plan. The school umbrella plan includes the Single Plan for Student Achievement, Program Improvement Plan, WASC Action Plan, and the Public School Choice Plan. The Action Plan created in 2008 was revised with WASC Visiting Team's recommendations for the 2009-2010 school year and revisited yearly to ensure progression.

Since WASC's 2008 visit, SEHS has undergone significant growth in programs, resources, staff and students. Following are the improvements made since the last WASC visit in the recommended areas. Granted a 6-year Initial Accreditation, the visiting committee noted 14 items for improvement.

### PARENT INVOLVEMENT

- 1. Parents and students need training to fully understand testing results so they may become full partners in improving student performance and academic success of their children. There needs to be an outreach campaign to parents for truanancies and tardiness.**

*CAN: Social/Emotional/Health, Academic Literacy, ESLR: Aware and Socially Conscious Citizen*

There are several opportunities for parents to be involved on campus. They are strongly encouraged to attend classes offered through the Parent Center, attend meetings, visit classrooms, and participate in student shadowing. The Title I Coordinator in conjunction with the community representative has created a series of workshops that help parents understand testing results, grading, the socio-emotional needs of their children, helping with homework, etc. The primary goal of our parent involvement efforts has been to increase participation within programs already in place at SEHS.

Parents have been part of the teaching and learning process through various activities. SEHS parents have had the opportunity to become involved in school programs such as gifted, special education, EL, and Title I through the informational meetings hosted in the fall semester. SEHS has continued to host computer classes for parents. These 8-week courses are conducted in Spanish and meet the needs of the beginning and intermediate parent computer user. These courses have helped SEHS parents become more helpful resources for their children. SEHS has also made concerted efforts to involve parents during the instructional day by inviting them to participate in student presentations as audience members. These efforts have assisted SEHS parents in understanding the "open door" policies for parental involvement.

Because 9<sup>th</sup> grade students have the highest drop-out rate, the school has instituting particular programs specifically for these students and their parents. A 9<sup>th</sup> grade Parent/Student Orientation is hosted before the start of every school year by the small schools to inform and encourage parents of freshmen of the support systems available to their students. Students and parents attend workshops on various topics such as understanding EasyGrade Pro, navigating the school's website, reading CST scores, and school discipline.

For the 2011-2012 school year, a 9<sup>th</sup> grade attendance counselor has joined the South East faculty. Her goal is 100% attendance for all 9<sup>th</sup> grade students. Her program includes monthly incentive programs for students who have perfect attendance, student attendance campaigns and parent meetings. To further encourage students to come to school every day and on time, South East has a perfect attendance award ceremony for all students at the end of each semester. Students and parents are invited to attend.

A new policy was also enacted to deter students from attending school late. Students who come to school after the 7:30 have to walk to the west gate to enter the school. The tardy line has also been moved to the auditorium from the 1<sup>st</sup> floor A building. This change in location has helped eliminate disruptions of period 1 classes in the A building.

South East and the Los Angeles Unified School District believe that student attendance is vital to student success. The 2008 WASC report found that students were often tardy to their first class of the day. The 7:30AM start time proved difficult for students and parents. South East has tried a variety of outreach activities to emphasize to parents and students the importance of arriving to school every day on time and ready.

The Dean of Students and the Pupil Services and Attendance Counselor (PSA) have conducted bi-yearly parent meetings for students with over 50 tardies or more. Students were then required to turn in daily attendance sheets to the PSA. Students must obtain a signature from every teacher on their class schedule along with homework assignments and a parent signature. If the PSA saw improvements then students were no longer required to complete dailies.

The PSA and the Diploma Project Counselor (DPC) have worked collaboratively to schedule home visits for students with excessive tardies and/or absences. Prior to norm day, both counselors called and visited homes. Both were able to account for over 15 students and re-enroll them into the system. Services also include monitoring identified students, hosting informational meetings and assemblies for involved shareholders, organizing parent conferences, and student referrals to alternative educational programs.

## **PROFESSIONAL DEVELOPMENT – DATA**

- 2. Additional professional development on the analysis of student performance data and its use to modify instruction; analyze course periodic and formative assessment data and then reflect on instructional strategies that should be modified to improve student achievement; assessment results need to be used more effectively to guide instruction and improve student performance.**

*CAN: Critical Thinking, Academic Literacy, ESLR: Critical Thinkers*

Since 2008, SEHS has continued gathering, analyzing, and sharing data to inform instruction. Small schools share data from student work, departments share both assessment data and data from student work within Professional Learning Communities (PLCs), and SEHS faculty gathers bi-annually (fall and spring) to review schoolwide data. Data analysis sessions have become part of the regular professional development schedule so all faculty can benefit from using data to inform and modify instruction.

In addition to the statewide assessments, such as CAHSEE, CST and CELDT scores, PLCs also analyze their common formative and summative assessments. At the beginning of the school year, all departments

used schoolwide data and PLC data to revise their scope and sequence. The PLC process includes data analysis as an integral part of focusing on learning. In step one of the cycle, teachers choose essential standards on which to focus their instruction. Step two necessitates the analysis of schoolwide data to align pacing plans. In steps three and four, teachers must design common formative and summative assessments. In step five, PLCs collaborate on developing S.M.A.R.T. goals. S.M.A.R.T. goals are strategic, measurable, attainable, results-based, time-bound goals that help PLCs ensure that students have achieved success on the common summative assessment. In steps six through nine, PLCs design rigorous lessons, look at student work, share best practices, and collaborate on intervention and/or lesson extensions. Some core areas use their periodic assessments as the common summative assessment within their PLC cycles when available. All other PLCs use teacher-created common summative assessments; ELL uses High Point.

SEHS has student shadowing sessions twice a year (once in the fall and another in the spring). The goal of student shadowing is for faculty to place themselves in the position of EL students and identify how many meaningful opportunities a student has to read, write, or speak using academic language. The results from these sessions are published soon after the shadowing, with a schoolwide debrief held about the findings. The primary goal of the student shadowing activity is for observing teachers to change their teaching practices based on results of their shadowing experience. Student shadowing has been in place since the 2006-2007 school year but was discontinued for the 2011-2012 school year due to personnel changes. The professional development plan for the 2012-2013 school year will continue student shadowing. In 2011, SEHS introduced a formal peer observation walk through. The goals of the walk through were to support the 9-step PLC process by sharing best practices, and to support the professional development research based initiatives. Teachers were also strongly encouraged to debrief with one another to encourage the collaborative process.

Several departments have used Web 2.0 to enhance their data sharing. The English and Mathematics department shares and posts data to inform their instructional practices through Wikispaces. The Social Science Department is utilizing Google Docs to share data on common summative and formative assessments. Additional training for Wikispaces, Mydata, and Google Docs are planned for the second semester of the 2011-2012 school year.

In our Public School Choice plan, the PD and classroom instruction expectations include the 21st century skill of accessing and analyzing data, which will be accomplished through an ongoing data-driven decision-making and accountability process. Quantitative data extracted from MyData, SSIS, ISIS, Core K-12, DataQuest, and common summative and formative assessments will frequently be analyzed and classroom instruction will be adjusted for intervention and enrichment. Additionally, data analysis will drive goal setting for both staff and students. Small schools, PLCs, individual teachers, and students will utilize the results from their data analysis to craft SMART goals to improve instruction, learning, and achievement. Qualitative data gathered from our quarterly classroom observations and surveys will inform us about the perceptions of the effectiveness of instruction.

## **TECHNOLOGY**

- 3. Sufficient resources need to be allocated for increased access to technology across the curriculum. Need for a consistency in the use of technology within the teacher and student**

**experience. Ensure that existing computers are accessible to students and faculty throughout the day for instruction, research projects, and assessment.**

*CAN: Critical Thinking, Academic Literacy, ESLR: Effective Communicators*

South East's vision is to prepare our students to be 21<sup>st</sup> century learners. Access and the ability to use technology is a component of 21st century skills. Since the 2008 visit, South East has purchased two additional PC laptop carts. It also has two open computer labs during every period, and a yearlong checkout to all teachers for laptops, LCD projectors, document readers, video cameras, and mimios. Staff members can sign-up for open computer labs online and must attend a yearly training on proper procedures and protocols for use.

Additionally the math department has purchased its own PC laptop cart and the Technology and Media Magnet has purchased a MAC laptop cart. South East also had additional technology funding when it succeeded in receiving a Perkins Grant. Technologies such as cameras, camcorders, digital poster printers, broadcasting equipment, and digital drawing pads were purchased and maintained by the Technology and Title I Coordinator.

Small schools will make use of technology to access content, complete interdisciplinary and multidisciplinary thematic projects, and facilitate communication between students, parents, and teachers. Some examples of the use of technology to access content are Wikispaces, Google Docs, and United Streaming. A long-term goal is for small schools to implement electronic student portfolios to provide evaluation of instruction that meets the needs of students, specifically special populations, through the analysis of student work.

Teachers are also highly encouraged to utilize technology to enhance instruction in the classroom and to collaborate. Technology facilitates collaboration and the practice of 21st Century skills such as problem-solving and critical thinking, accessing and analyzing information, agility and adaptability, and effective oral and written communication. The Web 2.0 applications that assist with information sharing, co-operativity, and user-centered design will be incorporated in our PD structure and be part of our PD expectations. Frequently used Web 2.0 applications are Wikispaces and Google Docs.

## **ARTICULATION**

- 4. In addition to the present modes of outreach with the feeder middle schools, students should be able to make a more informed decision when choosing their academies.**

*CAN: Social/Emotional/Health, ESLR: Aware and Socially Conscious Citizens*

Learning is a life-long process of which high school is only four years. Thus, it is essential that we develop connections with both the schools our students come from as well as the schools they go into, to ensure transitions that are as seamless as possible for our students. Connection with feeder schools will allow for communication of the core values and beliefs amongst all stakeholders. This communication will also allow our feeder schools to provide a clear message to our future students about expectations when they arrive on campus.

Under the Public School Choice Plan, the vertical articulation plan is supportive and coordinated to ensure a seamless transition of our students from middle school to high school and from high school to college and the 21<sup>st</sup> Century workforce. This plan guarantees the core of our vision and mission. The thematic approach of each small school is to provide our students the skills necessary to compete in the 21<sup>st</sup> Century through small school driven areas of expertise. Partnerships are vital components to ensure that our students can and will participate in a multitude of enrichment opportunities. Every core curriculum is developed giving due consideration to both where students are coming from and where they are going.

SEHS's commitment to high expectations of our students makes vertical articulation an integral part of our instructional program. The matrix below explains our vertical articulation plan:

**The Complex's Vertical Articulation Matrix**

Type	Description	Articulation with <i>The Complex</i>
Elementary Schools	Every fall, fifth grade feeder schools will continue to attend an articulation day at which the principal is able to share the core beliefs and values of SEHS. Fifth graders and teachers from feeder elementary schools will continue to visit our campus so that they can witness the rigors of high school first-hand. This experience is not only valuable for the elementary students and their teachers, whose future educational goals are reaffirmed, but also for the high school students who are empowered as educational leaders for the youth in their community.	During fifth grade articulation day, students and teachers will: <ul style="list-style-type: none"> <li>• View student performances and presentations</li> <li>• Preview the school's small school themes and career</li> <li>• Take Student-guided tours of classrooms</li> <li>• View small school digital presentations, displayed student work and various interdisciplinary projects</li> <li>• Engage in conversations with teachers and current students</li> <li>• Be invited to attend Small School Showcase Night for parents and students</li> </ul>
Middle Schools	SEHS's commitment to ensuring a smooth transition for incoming ninth graders is done twice in their eighth grade year in the Fall and Spring semesters. Middle school parents and their children will be invited to an articulation event in the spring of their child's eighth grade year to learn about SEHS and its small schools before making their small school choice.	In the fall, eighth grade students will: <ul style="list-style-type: none"> <li>• View presentations by lead teachers about the vision and mission of their respective small schools</li> <li>• Be exposed to rigorous college and career pathways as related to small school themes</li> <li>• Receive brochures about SEHS and its small schools</li> </ul> In the Spring, eighth grade students and their parents will: <ul style="list-style-type: none"> <li>• View small school digital presentations by students and lead teachers, displayed student</li> </ul>

		<p>work and various interdisciplinary projects</p> <ul style="list-style-type: none"> <li>• Take part in a school tour</li> <li>• Engage in conversations with teachers and current students</li> <li>• Be invited to attend SEHS's Small School Showcase Night for parents and students</li> </ul>
Post-Secondary Schools	<p>We will continue to maintain a college-going atmosphere where both students and parents feel informed and included. Ever mindful of post-secondary learning opportunities for our students, we will also coordinate resources and curriculum with local universities and community colleges, including East Los Angeles College, our closest partner.</p>	<p>SEHS will continue to offer:</p> <ul style="list-style-type: none"> <li>• Community college courses to currently enrolled students consistent with student academic needs.</li> <li>• Our Peer College Counselor program to allow students to help each other make the transition to college.</li> <li>• College field trips, presentations by visiting colleges and universities, SAT preparation courses, college essay editing workshops, scholarship information and assistance, and financial aid workshops.</li> </ul>
Community Outreach	<p>Parents are an essential part of all that we do, and offering educational opportunities for them is a powerful model to students that learning never ends. We will encourage parents to be a part of the educational experiences occurring on our campus.</p>	<p>SEHS will offer the following workshops and courses:</p> <ul style="list-style-type: none"> <li>• Computers and other technology</li> <li>• Behavior management</li> <li>• Homework support</li> <li>• English as a Second Language</li> </ul>

## ENGLISH LANGUAGE LEARNERS

5. The school is working toward equity and consistency across the curriculum. There is a need for more collaboration centered around best practices that include the differentiation of instruction and strategies for English Language Learners. An achievement gap is

**recognized for EL students. Explore ways to support the implementation of content specific professional development on the use and monitoring of SDAIE strategies for mainstream EL students**

*CAN: Critical Thinking, Academic Literacy, ESLR: Critical Thinkers*

An English Language Learner Coordinator has been hired to meet the needs of our students by creating equity and consistency across the curriculum. According to Pauline Gibbons, “it requires more linguistic skills to use academic language for academic purposes than it does to use it in everyday conversations” (*Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, 2002). Recognizing that about one-third of our student population is identified as ELs and that Redesignated Fluent English Proficient (RFEP) students need support for at least two years after reclassification, we are dedicated to ensuring their access to the core academic curriculum.

To guarantee this access, all teachers will continue to be trained in:

- Specifically Designed Academic Instruction in English (SDAIE) Methodology
- Robert Marzano’s high yield strategies with emphasis on Non-linguistic Representations via Thinking Maps®
- Scaffolding writing through Jane Schaffer’s writing program across the curriculum
- Accountable Talk®
- EL instructional strategies emphasized by the Access to the Core Grant training

In addition to the use of good first teaching practices, we further support our ELs by drawing on the research of Pauline Gibbons’ *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* (2002), and Robin Scarcella’s *Accelerating Academic English: A Focus on the English Learner* (2003). Depending on the proficiency level of the English Learner, there are different stages of language acquisition based on the student’s level of listening, speaking, reading, and writing. Therefore, instruction and assessment will be differentiated to meet their individual needs.

Supporting the academic success of all of our EL students has been an area of continuous improvement for our shareholders. EL students and teachers have been supported through student shadowing and peer walk through observations. Also our English Language Skills class has adopted its own textbook and created a scope and sequence to support our PRP students. Through the PLC cycle, research based strategies, reflection, and dedicated shareholders; we hope to close the achievement gap for our EL students.

#### **4x4 BLOCK SCHEDULE**

- 6. The staff needs to address the continuity issues for students in English language arts and math caused by the 4x4 structure. Explore strategies and techniques to align course pacing, periodic assessments, and the 4x4 block.**

*CAN: Critical Thinking, Academic Literacy, ESLR: Critical Thinkers*

Due to fiscal reasons, South East no longer operates on a 4x4 block. The continuity issues on the 4x4 block have been eliminated. Instead, students will have English Language Arts and Math year long on the

six period day. Training on how to teach on the six period day was provided during a buy-back in-service in the 2010-2011 school year. SEHS faculty members have also revised their PLC's scope and sequence for the year long classes.

## **SPECIAL EDUCATION**

- 7. More collaboration within the special education and general education model to address the need of the IEP. Explore ways to support the implementation of special education inclusion through professional development and support of regular education teachers. Make the collaborative special education model more effective through staff development, increased collaboration of the co-teachers, and full utilization of all available certificated staff in direct instruction.**

*CAN: Critical Thinking, Academic Literacy, ESLR: Critical Thinkers*

Since the 2008 report, South East High School's full-inclusion special education program continues to include a CBI class, a MRM class, SDC Self-Contained class, SDP Full-Inclusion support and RSP support. To support the special education program, the school continues to provide services through a Bridge Coordinator designated to oversee special education and Division of Transitional Services supporting personnel who help special needs students in looking for and planning for careers.

The full-inclusion collaborative model is still the least restrictive environment for a large percentage of SEHS's special education students. Two special education teachers are assigned to most small schools, one for Math/Science, and the other for English/Social studies. By allowing special education teachers to focus within particular strength areas, they are able to work more collaboratively with the general education teachers to which their students are assigned.

Professional Development training on the collaborative model was provided by the special education chair in 2009-2010 and again in 2010-2011. Handouts and emails have been sent to all faculty and staff for the 2011-2012 school year on the collaborative model. Professional collaboration between general education and special education teachers takes place during PLC planning time, during a common planning period, or after school. The Bridge Coordinator and Department of Transition Teacher offered parental support to increase collaboration with all responsible parties involved in the IEP during an after school Fall training.

## **CAREER PREPAREDNESS**

- 8. Career experience needs to expand to more real life applications**

*CAN: Social/Emotional/Health, ESLR: Aware and Socially Conscious Citizens*

In order to prepare students for the 21<sup>st</sup> century, SEHS's goal is to have them become career ready and college prepared. The Career Center offers various services for students to prepare them for the 21<sup>st</sup> century workforce. Students are offered job search services, work permits, placement, and work experiences through the Career Center and HUB Cities. Students are also exposed to post-secondary options in the armed services. The campus hosts the Division of Transitional Services, which helps special

needs students in looking for and planning for careers. Experiences include field trips, completing career surveys to determine career pathways, résumé writing, and helping students to set career goals. Small school partnerships with businesses and community based organizations also offer students the opportunity to explore career choices. Below is a list of each small school’s partnerships.

SMALL SCHOOL	COMMUNITY PARTNERSHIPS
<p><b>VISUAL &amp; PERFORMING ARTS</b></p>	<p>Performing Arts: LAUSD All City District Marching Band Grammy Day (Beyond the Bell)</p> <p>Visual Arts: MOLAA – Museum of Latin American Art Participation with MOLA in terms of exhibits of student artwork and art contests from our visual arts students.</p> <p>Otis College of Art and Design Is a local fine arts college where SEHS students have the opportunities to speak to admissions personnel to find out about college and career opportunities in the creative market. Field trips and tours to the campus are also provided, especially for those students following Pathway 1.</p> <p>Pasadena Art Center College of Design The partnership with Art Center involves guest speakers coming to our school to discuss the opportunities Art Center has for local students living in the urban areas of Los Angeles. A formal presentation, Q &amp; A and applications are given to students interested in pursuing an art career.</p> <p>South Gate Art Association The City of South Gate provides a community gallery space for our Advanced Placement students. This opportunity helps students work as artists as they must prepare their work, hang it, price it, organize an art opening, promote it and invite important community members. This is a great opportunity to show future artists “real life” experiences.</p> <p>LAUSD Arts Branch In 2010, South East Senior High School was honored as a “Arts Banner School” The only one in District 6. The partnerships created with the Arts Branch have given our students the opportunity to exhibit their artwork in Los Angeles and St. Petersburg, through a special exhibit, which sends our students work to Russian Orphanages. The partnership with the Arts Branch also includes professional development for our visual arts teachers.</p> <p>FIDM – Fashion Institute of Design Provides “Teacher Day” and a tour of FIDM, which ranges from having past alumni speak about the connections students make to the industry, to showing studios for</p>

SMALL SCHOOL	COMMUNITY PARTNERSHIPS
	<p>foundation, to high end retail studios and work spaces. This partnership helps teachers re-connect to this local college, therefore giving students another direct link to the “creative market” and future jobs. Tours are also provided to students interested in this school.</p> <p>Art Beat - Beyond the Bell  South Gate Art Association  Congressional Arts Contest  LAUSD Arts Branch</p>

<b>JUSTICE, LAW &amp; SERVICE</b>	<p><b><u>South Gate Police Department</u></b></p> <p><b>South Gate Police Explorer Program</b> 10-week program given to qualified students. After the extensive training, students become police explorers and work alongside the police and perform a variety of duties.</p> <p><b><u>University of Southern California – USC Law School</u></b></p> <p>Street Law Program – First and Second Year Law students come to South East for 4 sessions per semester and “teach” students about variety issues of criminal and civil law, such as search and seizure, torts, free speech, etc. Students are taken to USC Law school for “mentor day” and interact with the law students, listen to professors and “experience” the law campus.</p> <p><b><u>University of Southern California – Center for Active Learning in International Studies/ Teaching International Relations Program (CALIS/TIRP)</u></b></p> <p>First and second year undergraduate students involved in the CALIS/TIRP program come to South East for 4 sessions each semester and “teach” students about a variety of issues involving international relations, such as terrorism, ethics, international trade, etc. All sessions involve interactive simulations and critical thinking involvement.</p> <p><b><u>Federal District Court Law Day Program</u></b></p> <p>South East students attend Law Day at the U.S. Federal District Courts in Los Angeles, California. During Law Day, students conduct a mock trial in one of the courtrooms in the Federal Court. All students are assigned roles and work with a federal judge, federal attorneys, clerks, etc. Students also hear from a variety of professionals who work with the federal court including U.S. Marshalls, Federal Probation Officers, Attorneys, etc.</p> <p><b><u>East Los Angeles Community College</u></b></p> <p><b>Administrative Justice Course</b> Students take an introductory college course on administration of justice. Students learn the basics of law and law enforcement.</p> <p><b><u>Los Angeles City Fire Academy</u></b></p> <p>Students are enrolled in the fire academy conducted by the Los Angeles Fire Department. Students complete the program and learn about fire science and techniques of combating fires. Upon completion of the program, students then are graduated into the Fire Academy and assigned to work in a fire station, alongside the Los Angeles City Fire Fighters.</p>
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<b>SMALL SCHOOL</b>	<b>COMMUNITY PARTNERSHIPS</b>
<b>TECHNOLOGY &amp; MEDIA MAGNET</b>	<p><b><u>MEDIA</u></b></p> <p><b><u>Los Angeles Times</u></b></p> <p>Students in Journalism are provided with the opportunity to visit and tour the Los Angeles Times Headquarters, intern, and engage with guest speakers/writers. This invaluable partnership provides students with hands on experience with copy writing,</p>

	<p>editing, creating prints, and newsprint media</p> <p><b><u>Workplace Hollywood</u></b></p> <p>Students are able to experience career speaker presentations</p> <p><b><u>Charter Communications Cable</u></b></p> <p>Students in broadcast journalism create school media that can be broadcast on public access channels through Charter Communications Cable. Students will also be able provide excellent media coverage in our newspaper and proposed vidcasts, newsmagazine, and closed-circuit television channel, while also providing needed technological business services.</p> <p><b><u>TECHNOLOGY</u></b></p> <p><b><u>UCLA School of Computer Science and Engineering (CENS)</u></b></p> <p>CENS EDUCATION focuses on integrating ENS technology into learning opportunities. A visiting professor works closely with our technology teacher and students to ensure advanced understanding of the intersections between education, cyberinfrastructure, and digital libraries. Students are invited to attend a summer seminar to conduct hands-on computer science research, learn more about life as a college student, and prepare for college and future careers.</p> <p><b><u>Cisco Networking Academy</u></b></p> <p>Students are taught how to design, build, troubleshoot, and secure computer networks for increased access to career and economic opportunities in communities around the world. Networking Academy provides online courses, interactive tools, and hands-on learning activities to help students prepare for ICT and networking careers.</p> <p><b><u>Field Trip and Guest Speakers</u></b></p> <ol style="list-style-type: none"> <li>1. Jet Propulsion Laboratory</li> <li>2. California Science Center</li> <li>3. Museum of Tolerance</li> </ol>
<p><b>BUSINESS, INNOVATION, &amp; LEADERSHIP</b></p>	<p><b>Partnership with:</b></p> <p>Junior Achievement (JA) empowers young people to own their economic success. The volunteer-delivered, K-12 programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire kids to dream big and reach their potential. Students in the Business Innovation and Leadership Small school will continue to attend JAL events such as the Finance Park.</p> <p>LA Youth at Work</p> <p>LA Youth at Work is a partnership between The Los Angeles Area Chamber of</p>

	<p>Commerce, Mayor Villaraigosa's office, the City of Los Angeles, and the Workforce Investment Board on Hire LA's Youth, focused on connecting L.A.'s youth to employment opportunities. Business Innovation and Leadership teachers trained by the LA Chamber of Commerce will conduct workshops on Saturdays to help 11th and 12th grade students obtain entry level employment.</p> <p>Urban Teacher Fellowship The Urban Teacher Fellowship is a career pathway into credentialed teaching that includes part-time employment in after-school programs. Piloted in 2008 as a collaboration between the South Bay Center for Counseling (SBCC), LA Harbor College, CSU Dominguez Hills, and after-school providers, the Urban Teacher Fellowship (UTF) is now in place at five community colleges and four CSU's in Los Angeles County as well as several sites throughout the state including San Diego and the San Francisco Bay Area. Urban Teacher Fellowship actively recruits seniors from the Business Innovation and Leadership small school.</p> <p>Wells Fargo Bank Wells Fargo Bank employees will continue to provide workshops through their Hands on Banking program designed to educate on consumer banking topics such as credit worthiness, cost of credit and loan terms.</p>
<p><b>HEALTH SCIENCE &amp; ENVIRONMENT</b></p>	<p><b>Partnership with:</b> Association for Climate Education This organization provides an annual assembly to students about the dangers of climate change and how they can become involved as student leaders in their community. This small school has begun working with the Health Science and Environment Student Council as they work on environmental issues in our community, particularly establishing a community garden on campus. This small school also runs youth leadership trainings; several students have attended, and this year the small school was awarded a \$200 grant for a project.</p> <p>Tree People This organization has partnered with this small school in an effort to help the campus become greener. The group conducted a trash audit of the school as the first step towards developing a comprehensive recycling program (run by students), and are consulting on the development of a community garden. TreePeople also offers trainings on environmental issues to teachers.</p> <p>PILLAR/LA Chamber of Commerce The small school participates in PILLAR's annual Principal for a Day program that partners it with local business leaders who want to become involved in the educational issues of their community. Through this event, relationships with an architect interested in issues of sustainable development and the chair of the South Gate Chamber of Commerce were established. Visitors speak to students, discuss issues with teachers, and help develop plans to improve the program and meet the needs of students.</p>

## COURSE CATALOG

### 9. Create a course catalog for student and parent reference when deciding on academies

*CAN: Social/Emotional/Health, Critical Thinking, Academic Literacy, ESLR: Aware and Socially Conscious Citizens*

WASC visiting members and shareholders felt it was imperative that SEHS had a course catalog for student academic planning. Course catalogs have a descriptor for each section as well as instructor and period information. A course catalog has been completed by the Assistant Principal over counseling and will be ready for use by Spring 2012. Information will be posted on the school's website and shareholders will have access to hard copies of the catalog in the counseling office.

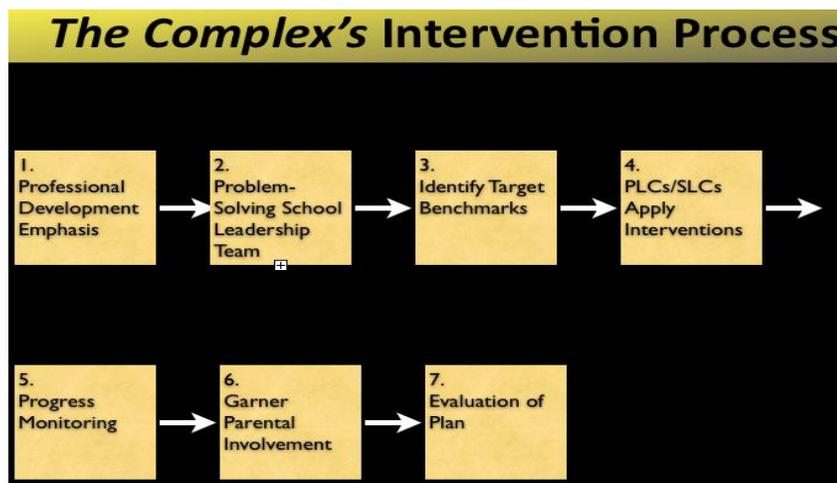
## INTERVENTION

### 10. A formalized, step-by-step, schoolwide academic “pyramid of interventions” is needed to support students and teachers.

*CAN: Social/Emotional/Health, Critical Thinking, Academic Literacy, ESLR: Aware and Socially Conscious Citizens*

SEHS is steadfastly committed to providing all students with a challenging, standards-based curriculum that prepares students to be effective communicators, critical thinkers, and socially aware and responsible citizens prepared for post-secondary education and the 21<sup>st</sup> Century workforce. We have high expectations for all of our learners, and have structures in place to support them when they are struggling to achieve their maximum learning potential. For the 2011-2012 school year, with the approval of the School Site Council, SEHS hired an Intervention Coordinator.

Under the Public School Choice Plan, our intervention model has a seven-step process that ensures the use of data to inform decision-making, progress monitoring and screening, and parental involvement.



Good first teaching and the use of universal access instructional strategies address the needs of all students, which is the initial step in our response to intervention model. Each small school will use “MyData” to identify at risk students. Reports from the Secondary Alert System will serve as a universal screening tool to proactively determine which students are performing below basic academic expectations and require supplemental intervention. To support students who perform moderately or significantly below grade level, a pyramid response to intervention will be implemented based on Buffman, Matos, and Webber’s *Pyramid Response to Intervention: RTI, Professional Learning Communities, and how to Respond When Kids Don’t Learn (2008)*. Progress monitoring will happen in the classroom concurrently with good first teaching. Grouping, peer mentoring, entrance/exit slips are systematically utilized to address students who are not meeting the standards. Progress monitoring is embedded in our curriculum, instruction, and assessment system. An afterschool tutoring program will also continue to be offered to all students in all subject areas.

A California High School Exit Exam (CAHSEE) Saturday program in the spring will continue to be offered for eight Saturdays to all tenth grade students in review and preparation for the test. All students from the eleventh and twelfth grades who have yet to pass the test are mandated to attend as well. As part of the CAHSEE boot camp, English Learners will continue to be clustered in small groups to further support them in their acquisition of the English language. Furthermore, eleventh and twelfth grade students who have not passed the CAHSEE will continue to have a CAHSEE intervention class during the school day. After school intervention will continue to be offered for eleventh and twelfth grade students who have not passed one or both sections of the CAHSEE during the fall.

An additional period of intervention will continue to be provided during the school day to target ninth grade students who are not demonstrating proficiency in the California Standards Test (CST) in English and/or Algebra I. We will continue to provide a CST intervention for ALL students who have scored in the Far Below Basic and Below Basic bands on the prior year’s CST. This CST intervention is provided during four consecutive Saturdays before testing for English, Math, Social Science, and Science.

Credit recovery is available for students who need it through summer school, online courses through LAUSD, adult school courses, and additional courses through the East Los Angeles College.

## **ETHICAL BEHAVIOR**

- 11. A need for school wide program curriculum to address ethical behavior and citizenship; Add measurable benchmarks to the social/emotional/physical health action plan that reflect student achievement, attendance, and/or behavioral objectives.**

*CAN: Social/Emotional/Health, ESLR: Aware and Socially Conscious Citizens*

Since the 2008 visit, we are scheduling an advisory period once a week as a proactive approach to target behaviors before intervention is necessary. The content of these advisory periods will reinforce the work of the small schools to support the whole child as students develop social global awareness and citizenship. Advisory period content will support the social and emotional health of students. One aspect will include working with counselors to discuss student responsibilities and how that extends beyond school and to the real world. The following books have been selected to spearhead our learning about mindset and motivation:

- Carol Dweck’s *Mindset: The New Psychology of Success (2006)*

- Richard Carlson's Don't Sweat the Small Stuff for Teens (2000)
- Sean Covey's Seven Habits of Highly Effective Teens (1998)
- Jack Canfield's et. al Chicken Soup for the Teenage Soul (1997)

Teachers will retain the same advisory group throughout their four years at SEHS to build strong relationships with their teacher and peers thereby reinforcing a safe and nurturing learning environment. Two teachers from each small school have created a school wide advisory curriculum and it will be implemented in Spring 2012.

## **RIGOR/ACHIEVEMENT GAP**

### **12. A continuous effort to “raise the bar” for all students; need to explore the gap between students’ current level of achievement and grade level standards.**

*CAN: Social/Emotional/Health, Critical Thinking, Academic Literacy, ESLR: Aware and Socially Conscious Citizens, Critical Thinking, Effective Communicators*

The instructional philosophy of SEHS is based on the essential foundational belief that all students can learn at high levels and deserve to be challenged. Our practice is student-centered, with parents as partners, guided by our core values and beliefs, as well as the current research. Committed to helping our students achieve proficient to advanced performance levels on common core and state standards and A-G requirements, we will prepare all of our graduates through data-driven instruction to go on to college, higher learning and/or the 21<sup>st</sup> Century global economy. Every student receives rigorous standards-based instruction committed to a knowledge core, with high thinking demand, and active use of knowledge (*Principles of Learning*; IFL, 2010). This will prepare all students to become 21<sup>st</sup> century citizens through the attainment of 21<sup>st</sup> century skills.

We also recognize the essential role of differentiation for student needs, whether students are at-risk or accelerated. Instruction is differentiated within the classroom using SDAIE strategies, IEP accommodations, and GATE differentiation approaches. Dedicated to the fundamental right of all students to pursue the most challenging curriculum available, all Advanced Placement (AP) courses have open enrollment. SEHS offers a myriad of Advanced Placement classes for students. SEHS has the highest pass rate in local district 6 and the highest pass rate for AP Government, AP U.S. History, and AP English Language in the state of California.

In order to ensure a common standard of rigor, each department is establishing common essential standards based on the research of Mike Schmoker in *Results Now!* (2006). These essential standards constitute our “safety net” curriculum that is supported by RtI2 (*Power Standards: Identifying the Standards that Matter the Most*; Larry Ainsworth, 2003). These common essential standards will be followed by the implementation of common end-of-course summative assessments for each subject in each department. This commitment to a common vision for our students guarantees a viable, college-preparatory curriculum for all, while still allowing for teacher autonomy in expanding and differentiating the curriculum to meet the needs of his or her unique students.

## ASSESSMENTS

- 13. The leadership and faculty should increase the number of students in all subgroups demonstrating proficiency on California Standards Tests and the California English Language Development Test, and passing the California High School Exit Exam.**

*CAN: Critical Thinking, Academic Literacy, ESLR: Critical Thinking*

Since the 2008 WASC Visit, South East High School continued to steadily increase proficiency for students in all subgroups on standardized tests. On the California Standards Test (CST), every sub group has increased in levels of proficiency with the exception for our students with disabilities. On the California English Language Development Test (CELDT), the number of English Language Learners who have reclassified over the past three years are higher than the District's scores. On the California High School Exit Exam (CAHSEE), all students have demonstrated an increase in proficiency. Through a guaranteed and viable curriculum, South East will continue to increase proficiency rates for all of our students.

SEHS believes that all students can learn at high levels of cognitive demand. Through the cycle of continuous improvement inherent in the work of our PLCs, we gather data indicating levels of student learning through the use of multiple assessments such as common formative, periodic, and summative assessments. These assessments are aligned to California State and Common Core Standards, district periodic assessments and instructional guides; they reflect what students need to learn in each of the content areas and also assess the necessary skills for the next level of instruction. Shareholders believe that assessments and the data play an integral role in determining the types of intervention and/or enrichment that are required for our students to demonstrate proficiency of curriculum standards on the CST, CELDT, CAHSEE. Below is a chart of methodologies and strategies to support all learners:

### Methodologies, Strategies, and Supported Student Populations

Methodology	Rationale	Specific Instructional Strategies	Supported Student Populations
Collaborative Learning	Promotes active participation, individual accountability, application of 21 <sup>st</sup> Century skills, and improvement of social skills.	-Cooperative Learning -Summarizing and Note-taking -Reinforcing and Providing Recognition	All Students
Inquiry-Based Learning and Differentiation	Involves the learner and leading him/her to understand. It promotes them to draw on their skills and attitudes, which allows them to ask further questions and, at the same time, acquire new information.	-Identifying Similarities and Differences -Summarizing and Note-taking -Reinforcing and Providing Recognition	All Students

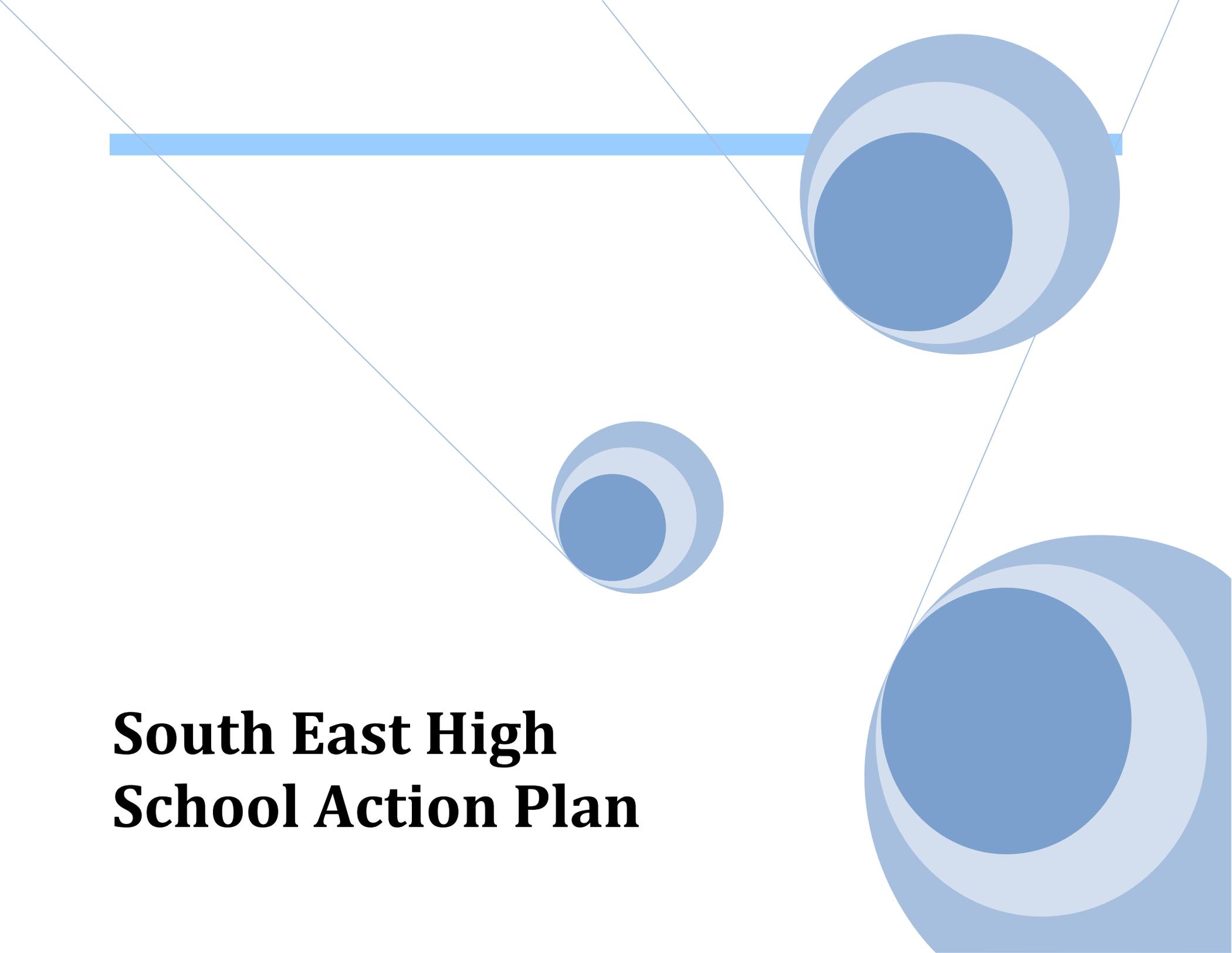
Culturally Relevant and Responsive Pedagogy	Provides students the opportunity to draw on their unique cultural experiences to connect to and understand new learning.	-Reinforcing and Providing Recognition - Scaffolding Jane Schaffer™ Writing Program -Accountable Talk® -Non-linguistic Representations via Thinking Maps®	All Students, especially English Learners and Standard English Learners
Specifically Designed Academic Instruction in English (SDAIE)	Allows student access to the English language content supported by carefully planned instruction that strives for comprehensible input. Students receive instruction in English in such a manner that they gain skills in both the subject material and in using English.	-Non-linguistic Representations via Thinking Maps® -Reinforcing and Providing Recognition -Identifying Similarities and Differences -Accountable Talk® -Scaffolding Jane Schaffer™ Writing Program	All Students, especially English Learners

## PROFESSIONAL LEARNING COMMUNITIES

- 14. The district administration, school administration, and faculty leadership need to continue the professional learning communities structure in order to reflect on student achievement, to strengthen the academies, and to ensure consistency of rigor in core academic courses.**

*CAN: Critical Thinking, Academic Literacy, ESLR: Critical Thinkers*

To support our PLCs, teacher PLCs has increased common planning time in addition to PD Tuesdays. PLCs meet at least once a week during their conference period, to design common formative assessments, review student assessment results, share instructional practices, and plan student interventions. Instruction and assessment within the PLC will be shared through online collaborative tools such as Google Docs and Wikispaces with the rest of the department. This will allow for increased responsiveness to student needs, leading to increased student achievement.

A decorative graphic consisting of three blue circles of varying sizes, each with a darker blue center and a lighter blue outer ring. A horizontal blue line is positioned above the top-right circle. Thin blue lines connect the top-right circle to the top-right corner and the bottom-right circle to the bottom-right corner. A diagonal blue line runs from the top-left corner towards the bottom-right circle.

# **South East High School Action Plan**

## 1<sup>st</sup> Area of Critical Academic Need: ACADEMIC LITERACY

### RATIONALE FOR ACTION PLAN ITEM, BASED ON DATA:

- SEHS is a Program Improvement, Year 5 School.
- ELL
  - 88% of all students have a Home Language other than English.
  - 33% of English Learners scored at the early advanced or advanced levels on the 2010-2011 CELDT administration.
  - SEHS students have low scores on the CELDT and CAHSEE, especially our English Language Learners.
- CST
  - 68% of 9<sup>th</sup> graders scored at basic or below on the ELA CST in the spring of 2011. For 10<sup>th</sup> graders it was 68% and 67% percent for the 11<sup>th</sup> graders.
- CAHSEE
  - On the CAHSEE, 33% of SEHS students did not pass English and 25.7% of students did not pass math by their senior year.
  - Approximately 45.8% of all 10<sup>th</sup> grade students taking the CAHSEE in the spring of 2011 scored at proficient or above. For English Learners, it was 39.5%.
  - Reading Comprehension and Writing Strategies were relative weaknesses for 10<sup>th</sup> graders taking the ELA CAHSEE in the spring of 2011.
  - 52.6 % of English Learners passed the CAHSEE by graduation, compared to 82.5 % of English Only students.
- Core Classes
  - In spring 2011, 23% of students are not passing English classes; 27% of students are not passing math, 20% of students are not passing science, and 21% of students aren't passing social studies courses.
  - 34.2% of students are NOT taking all their A-G requirements by graduation.
  - 38% of students did not receive a C or better in the graduation-required English courses for Fall 2010.
- SEHS students have an average passing rate of 1266 out of 2400 (52.75%) on the Scholastic Aptitude Test.
- 32% of students do not go on to post-secondary education.
- 6.3 percent of seniors drop out before graduation.

## **RATIONALE FOR ACTION PLAN ITEM, BASED ON SELF-STUDY FINDINGS:**

Based on data within the school profile and the examination of evidence from the self-study, shareholders found that SEHS needs to collectively focus on reading, writing and numeracy skills.

Specifically targeting reading, shareholders have recognized the need to fully implement the Accelerated Reader Program in all English classes. This program is designed to accelerate students' reading achievement, engagement, and fluency.

The self-study also showed that the school's current outreach methods and student performance data analysis are not as effective as they could be.

Training for analyzing disaggregated and aggregated data would serve as a valuable tool to inform instruction. Data needs to be timely, recent, and relevant to ensure effective instructional use.

The self-study also identified a lack of communication and collaboration within the special education collaborative model. By improving the special education collaborative model, academic literacy would be better supported.

The goal of SEHS is to hire and retain highly qualified teachers. Unfortunately due to recent budget cuts; the school lost 29 staff members. Thus shareholders felt that it was imperative to provide additional support for new teachers and long-term substitutes. By acclimating them to the academic culture of the school, academic literacy would be further supported.

While SEHS can boast a remarkable core parental group that supports the teaching and learning process, shareholders have identified the need for further parental involvement to support students' academic literacy. Partnerships with parents are effective if they include supportive training. Parents and community members are vital to the success of the child as a whole.

## **ESLRs ADDRESSED:**

Effective Communicators who:

- Speak confidently
- Write effectively
- Read critically
- Listen reflectively

**ACTION PLAN ITEM: South East High School has identified Academic Literacy as its first area of critical academic need. Shareholders will help students speak confidently, write effectively, read critically, and listen reflectively through the following action steps:**

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<p>1. Provide faculty with training and support in the use of process and tools for examining quantitative data (i.e., periodic and other assessment data) and qualitative data (i.e., student work and classroom practice) as a means to improve instructional practice to address the needs of diverse learners and improve learning opportunities for all students.</p> <ul style="list-style-type: none"> <li>• A data-gathering process will be developed for looking at student work (LASW) in academies.</li> <li>• Faculty will continue analyzing data in the 7<sup>th</sup> step (looking at student work -LASW) of the PLC process.</li> <li>• Professional development to create common rubrics and</li> </ul>	<ul style="list-style-type: none"> <li>• Data Collection</li> <li>• Professional Development (Banked and PD Pull-Outs)</li> <li>• Looking at data               <ul style="list-style-type: none"> <li>○ Small School Meetings</li> <li>○ Department Meetings</li> <li>○ PLC 9-Step Cycle: common assessments</li> <li>○ Revision of Scope &amp; Sequence</li> <li>○ Critical Friend's Group Training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District</li> <li>• Local District</li> <li>• Administration</li> <li>• Lead Teachers</li> <li>• Department Chairs</li> <li>• PLC Facilitators</li> <li>• Teachers</li> <li>• Parents</li> <li>• Testing Coordinator</li> <li>• Intervention Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• SEHS student performance data</li> <li>• Comparable schools' student performance data</li> <li>• Grade distribution report</li> <li>• Common assessments</li> <li>• Rubrics</li> <li>• Banked days/common conferences</li> <li>• Funding: Title I, ELD Program, Program Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Aggregated and disaggregated data</li> <li>• Improved student achievement               <ul style="list-style-type: none"> <li>✓ 5% increase per grade level of students moving from FBB-B towards proficient on CSTs</li> <li>✓ 10% increase in CAHSEE passage rate</li> <li>✓ Increased number of SMART Goals achieved by PLCs each</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Data will be reviewed in a timely manner, at the beginning of each semester and at least two banked Tuesdays per semester. MyData Period by Period training will begin in the PD Pull-Outs</li> <li>• There will be a bi-annual revision (at the beginning of each</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Department Meetings</li> <li>• Parent Meetings</li> <li>• Small School Meetings</li> <li>• School Site Council</li> <li>• Single Plan for Student Achievement</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<p>anchor papers will be added to the assessment component of the PLC-cycle.</p> <ul style="list-style-type: none"> <li>Data explanation training for parents will be held and informational letters sent home regarding student performance data, to help parents and students interpret scores for maximum student benefit.</li> </ul>			<ul style="list-style-type: none"> <li>School Report Card</li> <li>MyData</li> </ul>	<p>year</p> <ul style="list-style-type: none"> <li>Dialogue around data</li> </ul>	<p>semester) of Scope &amp; Sequence within PLCs.</p> <ul style="list-style-type: none"> <li>In progress since Spring 2010, a data-gathering process of LASW will continued to be implemented.</li> <li>In progress since Spring 2010, PD for the development of common rubrics and anchor papers will be continued to be offered annually.</li> </ul>	

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
					<ul style="list-style-type: none"> <li>In progress since Fall 2009, data explanation will be included in present Parent Trainings and the Parent Newsletter. Data training will also be provided annually in the Spring and during 9<sup>th</sup> grade orientation</li> </ul>	
<p>2. Implement the California standards-based, research-supported core curriculum (e.g., Instructional Guides, concept lessons, explicit rubrics, quality formative and summative assessments, written and oral feedback,</p>	<ul style="list-style-type: none"> <li>Professional Development (Banked and Pull-Outs)</li> <li>PLC's 9-step cycle</li> <li>Small School ESLR</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>PLC Facilitators</li> <li>Department Chairpersons</li> <li>Administration</li> <li>Technology Committee/Technology Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Content standards</li> <li>Textbooks</li> <li>Instructional Guides</li> <li>Scope &amp; Sequence</li> <li>SMART</li> </ul>	<ul style="list-style-type: none"> <li>Aggregated and disaggregated data</li> <li>Improved student achievement</li> <li>✓ Meet API</li> </ul>	<ul style="list-style-type: none"> <li>In progress since fall 2009, the Open Computer Lab will continue to be</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meetings</li> <li>School Site Council</li> <li>Single Plan for Student Achievement</li> <li>Small School</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<p>periodic assessments, additional curriculum-based measures, and state/district-adopted standards-aligned textbooks) by:</p> <ul style="list-style-type: none"> <li>Addressing sub-groups in PLC lesson plans and creating SMART goals with differentiation for all students.</li> <li>Requiring students to complete ESLR cover sheets for varied projects.</li> <li>Ensuring an Open Computer Lab during each block of classroom instruction.</li> <li>Assisting students in goal-setting within their classes, to help them realize their academic potential.</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>maintenance, update, inventory, calendar, training, internet access, printers for carts and open labs</li> <li>Advisory Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Local District</li> <li>LAUSD</li> <li>Students</li> <li>Advisory Curriculum Committee</li> <li>Advisory Teachers</li> <li>Counselors</li> </ul>	<p>goals</p> <ul style="list-style-type: none"> <li>Lesson plans</li> <li>Banked days</li> <li>Technology</li> <li>ESLR Cover Sheets</li> <li>Funding: IMA, Title I, Program Improvement</li> </ul>	<p>goals with a minimum of 10% increase each year</p> <ul style="list-style-type: none"> <li>✓ 5% increase per grade level of students moving from FBB-B towards proficient on CSTs</li> <li>✓ 10% increase in CAHSEE passage rate</li> <li>✓ Increased number of SMART Goals achieved by PLCs each year</li> <li>Dialogue around data</li> </ul>	<p>implemented through sign-ups.</p> <ul style="list-style-type: none"> <li>Beginning Spring 2012, PLC lesson plans will address sub-groups and SMART goals will address differentiation.</li> <li>In progress since Spring 2009, ESLR Cover Sheets will continue to be required of submitted projects.</li> <li>Beginning Spring 2012, SEHS students will begin goal-setting</li> </ul>	<p>Meetings</p> <ul style="list-style-type: none"> <li>PLC Meetings</li> <li>Department Meetings</li> <li>Peer Observations</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
					within advisories.	
<p>3. Implement intervention programs and tactics within the regular school day and beyond the bell that specifically target underperforming students not making adequate progress in core subjects.</p> <ul style="list-style-type: none"> <li>• An informational newsletter will be published and professional development will be offered annually to teachers to explain the intervention programs available to students and the methods of referral. The informational newsletter will also be sent to parents.</li> <li>• SDAIE training will be annual and continual.</li> <li>• All teachers will add to</li> </ul>	<ul style="list-style-type: none"> <li>• Master Scheduling</li> <li>• Professional Development (Banked and PD Pull-Outs)</li> <li>• Uniform criteria for syllabus</li> <li>• Intervention Program: CST, CAHSEE, Tutoring, E.L.S., Read 180, etc</li> <li>• Advisory Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Intervention Coordinator</li> <li>• Department Chairs</li> <li>• Teachers</li> <li>• EL Coordinator</li> <li>• Title I coordinator</li> <li>• COST Team</li> <li>• SST</li> <li>• Support Staff</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• SEHS student performance data</li> <li>• Grade distribution report</li> <li>• Common assessments</li> <li>• Master schedule</li> <li>• Banked days</li> <li>• Funding: Title I, ELD Program</li> </ul>	<ul style="list-style-type: none"> <li>• Aggregated and disaggregated data</li> <li>• Improved student achievement <ul style="list-style-type: none"> <li>✓ Increase graduation rate by 5%</li> <li>✓ Increase the number of students who initially pass their classes with a “C” or better by 10%</li> </ul> </li> <li>• Dialogue around data</li> </ul>	<ul style="list-style-type: none"> <li>• Annually, an Informational PD will be provided; a newsletter will be published each semester</li> <li>• SDAIE training will be annual and continual.</li> <li>• In progress since Fall 2009, syllabus requirements will continue to be</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Faculty correspondence</li> <li>• Parent newsletter</li> <li>• Quarterly Progress Report</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<p>their syllabus that students whose grade average is below 60% must attend referred intervention.</p>					<p>enforced.</p>	
<p>4. Paraeducators (Special Education and Categorical) will be hired and strategically assigned to support classroom instruction based on student need.</p> <ul style="list-style-type: none"> <li>• Professional Development will be provided for teaching assistants and teachers on effective communication and collaboration.</li> <li>• Professional Development will be provided for teaching assistants on standards-based curriculum (i.e., Instructional Guide and use of instructional strategies).</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• T.A. assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Title I/ELD Coordinator</li> <li>• Administration</li> <li>• Core teachers</li> <li>• Special Education Teachers</li> <li>• Teaching Assistants (Special Education and Categorical)</li> </ul>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Funding: Title I</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement <ul style="list-style-type: none"> <li>✓ Increase the number of students who initially pass their classes with a “C” or better by 10%</li> <li>✓ 5% increase per grade level of students moving from FBB-B towards proficient on CSTs</li> <li>✓ 10% increase in CAHSEE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Beginning Spring 2012, and during Fall every year there after</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• School Site Council</li> <li>• Single Plan for Student Achievement</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
				passage rate • Dialogue around data		
5. Implement the Accelerated Reader program in all English classes in order to increase reading levels and establish a culture of reading.	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Accelerated Reader data</li> <li>• Library holdings</li> <li>• Classroom libraries in English courses</li> <li>• Technical support and maintenance</li> <li>• Reward Program for student participants</li> <li>• Test ALL students at the beginning and end of each English course</li> </ul>	<ul style="list-style-type: none"> <li>• Library/Media Teacher</li> <li>• English Department</li> <li>• Teachers</li> <li>• Administration</li> <li>• Network Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• SEHS student performance data</li> <li>• Technology (i.e., desktops with Internet access)</li> <li>• Funding: Title I, ELD Program</li> </ul>	<ul style="list-style-type: none"> <li>• Aggregated and disaggregated data</li> <li>• Improved student achievement               <ul style="list-style-type: none"> <li>✓ Increased reading level for 9<sup>th</sup> graders by 1-2 grade levels by the end of the school year.</li> <li>✓ Individual student AR scores will increase by 5%.</li> </ul> </li> <li>• Dialogue around data</li> </ul>	<ul style="list-style-type: none"> <li>• In progress since 2009-2010 school year, AR will be continued to be implemented in all English classes.</li> <li>• In Fall 2012, AR PD will be offered for all English teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• School Site Council</li> <li>• Single Plan for Student Achievement</li> </ul>
6. Make the special education collaborative model more effective by <ul style="list-style-type: none"> <li>• Providing professional</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Master scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Department</li> <li>• General Education teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Banked days</li> <li>• Common planning</li> </ul>	<ul style="list-style-type: none"> <li>• Co-teaching in general education classes</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development on special</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• COST meetings</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<p>development to increase awareness and accountability of mandates.</p> <ul style="list-style-type: none"> <li>• Creating a general education/special education teacher schedule of co-teaching collaboration where student progress is discussed.</li> <li>• Addressing the special education sub-groups in PLC lesson plans and creating SMART goals with differentiation for all students.</li> <li>• Creating a specific timeline for Special Education teachers to communicate the IEP needs of students on their caseload.</li> <li>• Maintaining student Passports on an electronic, secured network where the general education and special education teachers have access.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC SMART goals</li> <li>• Network maintenance</li> <li>• SST development</li> <li>• COST implementation</li> <li>• Local District 6 Special Education Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• PLC Facilitators</li> <li>• Bridge Coordinator</li> <li>• Administration</li> <li>• Network Administrator</li> </ul>	<p>time for special education and general education teachers</p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Special Education Teacher Schedules</li> <li>• Student IEPs and Passports</li> <li>• Master calendar</li> <li>• Technology</li> <li>• Weekly Progress Reports</li> <li>• Funding: Shawnda Smith and Special Ed IMA, Program Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative lesson planning</li> <li>• Improved student achievement</li> </ul>	<p>education will be provided bi-annually continuing this year in January 2012</p> <ul style="list-style-type: none"> <li>• Beginning Spring 2012, PLC lesson plans will address the special education sub-group and SMART goals will address differentiation.</li> <li>• At the beginning of Fall, Special Education teachers will begin distributing student Passports according to</li> </ul>	<ul style="list-style-type: none"> <li>• DVR</li> <li>• IEPs</li> <li>• SSTs</li> <li>• Online Passports</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
					<p>an agreed-upon timeline.</p> <ul style="list-style-type: none"> <li>In the 2011-2012 school year, a secure network will be developed for student Passports.</li> </ul>	
<p>7. Continue to support learning through the professional development of new teachers and substitutes.</p> <ul style="list-style-type: none"> <li>Long-term substitute teachers will be provided with the Scope &amp; Sequence and will be required to meet with the Department Chairperson regarding curricular pacing and assistance needs.</li> <li>Hire more NCLB-qualified teachers, reducing the number of long-term and short-term</li> </ul>	<ul style="list-style-type: none"> <li>Review of hiring practices</li> <li>Curriculum development</li> <li>PD for new teachers and long term subs</li> </ul>	<ul style="list-style-type: none"> <li>Main Office Staff</li> <li>Administration</li> <li>Department Chairpersons</li> <li>New Teacher Institute Coordinators</li> <li>Lead Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Scope &amp; Sequence</li> <li>Funding: Categorical</li> </ul>	<ul style="list-style-type: none"> <li>Permanent teachers</li> <li>Teacher mastery of content through PD and/or course stability</li> <li>Wikispaces</li> <li>Improved student achievement</li> <li>✓ Increase the number of students who initially pass their</li> </ul>	<ul style="list-style-type: none"> <li>Currently in progress</li> <li>Fall 2012</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meetings</li> <li>School Site Council</li> <li>Single Plan for Student Achievement</li> <li>School Profile</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
substitute teachers.				classes with a "C" or better by 10%		
8. Increase academy and outsourced teacher participation in a system of input and action for commentary on course scheduling.	<ul style="list-style-type: none"> <li>• Master scheduling</li> <li>• Dialogue within academies and with Lead Teachers</li> <li>• Annual scheduling meeting with follow through throughout the process</li> <li>• Teacher preference forms submitted each year</li> </ul>	<ul style="list-style-type: none"> <li>• Academies</li> <li>• Lead Teachers</li> <li>• Department Chairpersons</li> <li>• Counselors</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Small School course pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Course pathways in each academy</li> <li>• Sequenced courses in the master schedule</li> <li>• Course Catalogue</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2012, every Spring thereafter</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Small School meetings</li> <li>• Lead Teacher Meetings</li> </ul>

## 2<sup>nd</sup> Area of Critical Academic Need: SOCIAL/EMOTIONAL/PHYSICAL HEALTH

### RATIONALE FOR ACTION PLAN ITEM, BASED ON DATA:

- The average median income is \$40,643, which is \$13,000 below the state average.
- About 85% of SEHS students are on free or reduced lunch.
- 21.1% of SEHS students are below the poverty level.
- Due to the nature of affordable and available housing, this situation makes South Gate unattractive to a somewhat transient population. This is reflected in the socio-economic makeup of the student population at SEHS.
- Only 34.0% of students met the six out of six standards for healthy fitness zones
- 99.1% of SEHS students are Latino; 24% are English Language Learners.
- In order to sustain and improve the graduation rate, SEHS has added the following programs to improve achievement: tutoring, CAHSEE intervention, Small School Advisory Study Skills, Read 180, and Accelerated Reader.
- Clubs and extra-curricular activities/sports are growing. Student participation is also growing.
- On average, 5-10% of SEHS students are absent on a daily basis.
- Attendance data: 10-11: Stability rate is 83.69%. The transiency rate is 22.01%. Actual attendance is 91.72%. As a result, the transient rate affects daily attendance.

### RATIONALE FOR ACTION PLAN ITEMS, BASED ON SELF-STUDY FINDINGS:

Based on data within the school profile and the examination of evidence to form the self-study, shareholders found that SEHS students show a lack of motivation and a sense of apathy concerning their learning processes. Teacher and student interviews revealed this may be due to the social and emotional problems students incur within their milieu. Working with parents and within a more culturally-relevant curriculum, shareholders saw the need to establish deeper partnerships with businesses and universities, as well as other in-reach and outreach programs, to help our students make more community and career connections during high school. Shareholders also feel the need for more collaborative conversations and collective actions to improve the support for student consequences. Shareholders found that students need to be more fully involved in their physical health. The California Fitness Test has had a great impact upon SEHS students. If students do not pass the exams during their freshman year, they must repeat physical education until passing. Veering of the timeline impacts their curricular schedule; this then affects their 4-year plan to graduate. Thus, all shareholders need to take a vested interest in the physical health of SEHS students. Shareholders feel an advisory curriculum will appropriately address some of these needs. Also, implementing a better school wide positive behavior support system would help motivate students, faculty and staff.

**ESLRs ADDRESSED:**

**Aware and Socially Responsible Citizens who:**

- Practice ethical behavior
- Accept civic responsibility
- Respect and appreciate diversity
- Maintain an informed world view

**ACTION PLAN ITEM: South East High School has identified Social/Emotional/Physical Health as its second area of critical academic need. Shareholders will help students practice ethical behavior, accept civic responsibility, respect and appreciate diversity, and maintain an informed world view through the following action steps:**

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<p>1. Establish a frequent and effective schoolwide rewards and recognition program by</p> <ul style="list-style-type: none"> <li>• Establishing recognition assemblies at the end of each semester to celebrate students.</li> <li>• Establishing a faculty member of the month, quarter, and year.</li> <li>• Implementing a system that rewards students for demonstrating good behavior and leadership skills.</li> <li>• Establishing a Principal's List and/or Dean's List to recognize scholars.</li> <li>• Displaying recognition of students on the front entry board and in the display case.</li> <li>• Developing an incentive program to encourage students' positive behavior and academic excellence.</li> <li>• Establishing an incentive program to increase parental involvement in the teaching and learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Small School Identification of Students and Staff</li> <li>• Department Identification of Students and Staff</li> <li>• PTSA provision of incentives</li> <li>• College Center Recognition Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Lead Teachers</li> <li>• Department Chairpersons</li> <li>• Teachers</li> <li>• Counselors</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Student GPA lists</li> <li>• Student attendance lists</li> <li>• Faculty/Staff Recognition Plan</li> <li>• Funding: PTSA, sponsorships</li> </ul>	<ul style="list-style-type: none"> <li>• Student Recognition Programs</li> <li>• Student Recognition Boards</li> <li>• Student recognition in school periodicals</li> <li>• Teacher /Staff Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• In progress since Spring 2009, student recognition initiatives will be implemented.</li> <li>• In progress since Fall 2009, faculty members will be recognized for attendance, awards, extracurricular commitments. Additional recognition will begin Fall 2012</li> <li>• Beginning Fall 2012, a parent incentive program will be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Bulletin</li> <li>• SEHS website</li> <li>• <i>Jaguar Times</i></li> <li>• Parent Newsletter</li> <li>• Faculty meetings</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<p>2. Improve system of consequences and support for behavioral infractions. Implement the LAUSD Foundation Policy: School-wide Positive Behavior Support (adopted 03/07) at the school site level (Policy Bulletin BUL-3638.0).</p>	<ul style="list-style-type: none"> <li>• Classroom System of Consequences</li> <li>• Small School System of Consequences</li> <li>• Schoolwide System of Consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Staff</li> <li>• Deans and Discipline Committee</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• SEHS Code of Conduct</li> <li>• Students' Behavior Support Plans</li> <li>• Technological Referral System Data</li> </ul>	<ul style="list-style-type: none"> <li>• Less behavioral infractions (i.e., tardies, suspensions, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• In progress since Spring 2009 but will be further implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Parent newsletter</li> </ul>
<p>3. Establish an Advisory Curriculum to support the academic, social, physical, and emotional health needs of students. Advisories will address grade-level skills through curriculum that includes:</p> <ul style="list-style-type: none"> <li>• Critical Thinking Activities</li> <li>• Fitness Gram data reviewed as part of schoolwide data analysis</li> <li>• AVID Study Skill Strategies</li> <li>• AR reading and competition</li> <li>• Occupation-related tasks (e.g., resume-writing, completing job applications, etc.)</li> <li>• Test Preparation (CAHSEE and CST)</li> </ul>	<ul style="list-style-type: none"> <li>• CA Fitness Test</li> <li>• Professional development for all shareholders</li> <li>• Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Education Teachers</li> <li>• Lead Teachers</li> <li>• Advisory Teachers</li> <li>• Administration</li> <li>• Counselors</li> <li>• Parents</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Gram data</li> <li>• Advisory Study Skills (AVID) Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Study Skills Curriculum</li> <li>• Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning Spring 2012, Curriculum Development will begin</li> <li>• Beginning Fall 2012, Advisory Curriculum will be implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Parent newsletter</li> </ul>
<p>4. Continue to establish business and university partnerships to support the academic, social, physical, and emotional health needs of students by</p> <ul style="list-style-type: none"> <li>• Assuring that Small School ESLR</li> </ul>	<ul style="list-style-type: none"> <li>• Small School outreach to businesses and community</li> <li>• Career Center partnerships with</li> </ul>	<ul style="list-style-type: none"> <li>• Small School Lead Teachers</li> <li>• Career Advisor</li> <li>• CTE Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Community business list</li> <li>• Career-themed business list</li> </ul>	<ul style="list-style-type: none"> <li>• Career-Related Advisories</li> <li>• Career-themed</li> </ul>	<ul style="list-style-type: none"> <li>• In progress since Spring 2009</li> <li>• Beginning Fall 2012, a trainer-of-trainer cadre</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• School Website</li> <li>• <i>Jaguar</i></li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<p>projects include “real life” experiences.</p> <ul style="list-style-type: none"> <li>Establishing a trainer-of-trainer cadre for teachers to share pedagogy and best practices in areas to support the academic, social, physical, and emotional health needs of students.</li> <li>Creating a record of and outreach to parents whose businesses or community connections will assist in the initiative to deepen business and university partnerships.</li> </ul>	<p>businesses</p> <ul style="list-style-type: none"> <li>College Center partnerships with colleges and universities</li> </ul>	<ul style="list-style-type: none"> <li>College Counselor</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Local college and university list</li> <li>Database of faculty expertise for PD</li> </ul>	<p>student clubs</p> <ul style="list-style-type: none"> <li>Vocational pathways</li> <li>Mentors</li> <li>Field trips</li> <li>Internships and externships</li> <li>Sponsorships</li> <li>Articulation agreements</li> <li>PD Cadre</li> <li>ESLR Project Samples</li> </ul>	<p>will be established.</p>	<p><i>Times</i></p> <ul style="list-style-type: none"> <li>District CTE Reports</li> </ul>
<p>5. Maintain student in-reach and outreach programs (i.e., Special Friends, 5<sup>th</sup> grade Articulation, Middle School Articulation, Welcome Week, Small School activities, Girls Self-Esteem Group, etc.) and implement Dropout Prevention and Recovery Strategies (Policy Bulletin BUL-3720.0).</p> <ul style="list-style-type: none"> <li>An informational newsletter will be published and a professional development will be offered to teachers to explain the in-reach and outreach programs available to students and the methods of referral.</li> </ul>	<ul style="list-style-type: none"> <li>Small School development and maintenance of Small School programs</li> <li>ASB development and maintenance of programs</li> <li>Professional Development</li> <li>Assembly Schedule</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>SEHS Teacher Leaders (i.e. Lead Teachers, Program Coordinators, etc.)</li> <li>ASB</li> <li>Counselors (i.e., academic, DPA, 9<sup>th</sup> grade, GEAR UP, and PSA)</li> </ul>	<ul style="list-style-type: none"> <li>Woodcraft Rangers</li> <li>Motivational Speakers</li> <li>Funding: Title I, ELD Programs, fund raising</li> </ul>	<ul style="list-style-type: none"> <li>Articulation assemblies for students and parents</li> <li>Visitation days by feeder elementary schools</li> <li>Welcome week activities for freshmen</li> <li>Small School identity</li> </ul>	<ul style="list-style-type: none"> <li>In progress since Spring 2009</li> <li>Beginning Spring 2012, motivational assemblies will be incorporated.</li> <li>In progress since Fall 2009, increased parent involvement will be implemented by the Physical Education Department.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback forms from articulation participants</li> <li>Daily Bulletin</li> <li>SEHS website</li> <li><i>Jaguar Times</i></li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<ul style="list-style-type: none"> <li>• Increase the number and frequency of assemblies with motivational speakers to inspire students.</li> <li>• Establish a Parent P.E. Day and Parent/Student P.E. Fair, so parents can become more involved in the teaching/learning process.</li> <li>• Send an annual P.E. survey to parents to include them in their child's physical education at school in relation to what is happening at home.</li> </ul>		<ul style="list-style-type: none"> <li>• Deans and Discipline Committee</li> <li>• PSW</li> <li>• Psychologists</li> <li>• Physical Education Department</li> </ul>		activities (i.e., Picnic, Small School Councils, Small School Awards, etc.) <ul style="list-style-type: none"> <li>• Schoolwide clubs based on student interest and need</li> <li>• Motivational Assemblies for students</li> <li>• Improved student achievement on the CA FitnessGram</li> </ul>	<ul style="list-style-type: none"> <li>• PD newsletter will be created in Fall 2012 and continue biannually</li> </ul>	
6. Implement a culturally-relevant curriculum that involves parents and addresses students' social, emotional and physical needs by <ul style="list-style-type: none"> <li>• Exposing faculty to a cultural pedagogy</li> <li>• Providing informational workshops that expose parents to the culturally-relevant curriculum instituted at SEHS</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of Scope &amp; Sequence</li> <li>• Professional development (incl. SDAIE, culturally-relevant pedagogy, etc.)</li> <li>• Parent and student surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Parents</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development speaker(s)</li> <li>• Culturally-relevant curriculum</li> <li>• Scope &amp; Sequence</li> <li>• PIQE</li> <li>• Parent and Student Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement               <ul style="list-style-type: none"> <li>✓ Increased number of students being reclassified</li> <li>✓ Increase the number of students who initially</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In progress since Fall 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Parent newsletter</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
			<ul style="list-style-type: none"> <li>Funding: ELD Programs, GEAR Up Grant</li> </ul>	<ul style="list-style-type: none"> <li>pass their classes with a "C" or better by 10%</li> <li>Culturally-relevant curriculum</li> </ul>		
<p>7. Maintain a safe and secure campus.</p> <ul style="list-style-type: none"> <li>Faculty and staff will wear lanyards with picture identification.</li> <li>Students will be required to carry student identification.</li> <li>Appropriate signage will be ordered for campus offices.</li> </ul>	<ul style="list-style-type: none"> <li>School Safety Plan</li> <li>Code of Conduct</li> <li>TUPE</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Staff, esp. Campus Aides</li> </ul>	<ul style="list-style-type: none"> <li>Campus Aides and other Supervision Staff</li> <li>Surveillance cameras</li> <li>Certified Volunteers</li> <li>Funding for incentives</li> </ul>	<ul style="list-style-type: none"> <li>"Closed" Campus</li> <li>Decreased number of serious infractions</li> </ul>	<ul style="list-style-type: none"> <li>In progress since Spring 2009</li> <li>By 2012, signage will be ordered and placed, depending on budget.</li> <li>Cameras will be installed and operational by Spring 2012</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meetings</li> <li>Student/Parent/Staff Survey</li> </ul>
<p>8. Implement a better system of distributed leadership with the following:</p> <ul style="list-style-type: none"> <li>Prior to its presentation to SSC, the following year's PD plan will be presented to the department chairs and Lead Teachers as a Professional Development Cadre.</li> <li>Invite Department Chairpersons,</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development planning</li> <li>Hiring practices</li> </ul>	<ul style="list-style-type: none"> <li>Department chairs</li> <li>Lead Teachers</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>PD Plan</li> <li>Funding: Categorical</li> </ul>	<ul style="list-style-type: none"> <li>PD Cadre</li> </ul>	<ul style="list-style-type: none"> <li>Beginning Spring 2010, in April/May of each school year, the PD Cadre will make recommendations to the PD Plan.</li> <li>Beginning</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Meetings</li> </ul>

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
Lead Teachers, or their designees to sit on the interview panel for hiring.					Summer 2012, faculty leads/department chairs will be invited to sit on interview panels.	
9. Ensure that electives are properly sequenced for all students (i.e., prerequisites passed before enrolling in higher-level courses).	<ul style="list-style-type: none"> <li>• Master scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Lead Teachers</li> <li>• Department Chairpersons</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• LAUSD Course List</li> <li>• SEHS Elective Pathways</li> <li>• Dialogue and understanding between academies and counseling office</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement <ul style="list-style-type: none"> <li>✓ Greater student attendance in electives</li> </ul> </li> <li>• Higher pass rate in elective courses</li> </ul>	<ul style="list-style-type: none"> <li>• In progress since Spring 2009, further sequencing will be revisited yearly</li> </ul>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Faculty meetings</li> </ul>

### 3<sup>rd</sup> Area of Critical Academic Need: CRITICAL THINKING SKILLS

#### RATIONALE FOR CRITICAL ACADEMIC NEED, BASED ON DATA:

- SEHS students have an average passing rate of 1266 (Verbal 423, Math 405, Writing 438) while the national average was 1500 (Verbal 497, Math 514, Writing 489) on the Scholastic Aptitude Test.
- On the CAHSEE, 33% of SEHS students did not pass English and 25.7% of students did not pass math by their senior year.
- SEHS is a Program Improvement, Year 5 School.
- 59% of students who take Advanced Placement test have qualifying scores
- SEHS' current CST score is 644
- SEHS's dropout rate is 6.3%
- 24% of students are committed to attending a four-year college
- 42.5% of students are NOT taking all their A-G requirements by graduation.
- SEHS students have low scores on the CELDT and CAHSEE, especially our English Language Learners.

#### RATIONALE FOR ACTION PLAN ITEMS, BASED ON SELF-STUDY FINDINGS:

Based on data within the school profile and the examination of evidence used to write the self-study, shareholders found that most students complete ESLR projects, which allow students to practice critical thinking skills. Although students have the opportunities to capture multiple ESLRs within presentation opportunities, students need additional opportunities to develop ESLR projects through varied learning modalities. Thus, faculty saw a need for professional development that would help teachers explore strategies to help students with their critical thinking skills. Shareholders also specified a need for additional high-level electives so students can further their critical thinking skills.

ESLRs

Critical Thinkers who:  
Analyze and interpret information  
Utilize effective strategies to solve problems  
Demonstrate technological literacy

ADDRESSED:

**ACTION PLAN ITEM:** South East High School has identified Critical Thinking Skills as its third area of critical academic need. Shareholders will help students analyze and interpret information, utilize effective strategies to solve problems, and demonstrate technological literacy through the following action steps:

ACTION STEPS	RELATED TASKS	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	EVIDENCE OF SUCCESS	TIMELINE	METHODS TO REPORT PROGRESS
<p>1. Ensure that culminating ESLR projects adhere to the multiple intelligences (visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic and logical-mathematical). Continue to focus on ESLR-embedded interdisciplinary student projects to increase critical thinking skills. Ensure that ESLR projects all are multi-disciplinary or interdisciplinary through small school meetings, department meetings and Student Showcase.</p>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Professional Development</li> <li>• Curriculum Development</li> <li>• Bell schedules</li> <li>• ESLR Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention Coordinator</li> <li>• Lead Teachers</li> <li>• Advisory Teachers</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking Activities</li> <li>• Articulation with other schools who have a similar curricular initiative</li> <li>• Funding for incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement               <ul style="list-style-type: none"> <li>✓ Increased graduation rate</li> <li>✓ Increased number of students who initially pass their classes with a “C” or better</li> <li>✓ Increased HR attendance</li> </ul> </li> <li>• Dialogue Around Data</li> <li>• Student competition</li> </ul>	<ul style="list-style-type: none"> <li>• In progress since Fall 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly bulletin announcements</li> <li>• School website</li> <li>• Faculty Meetings</li> <li>• Single Plan for Student Achievement</li> </ul>

<p>2. Increase faculty understanding of how to best provide for students in this critical academic area of need by providing faculty with professional development on Critical Thinking Skills through</p> <ul style="list-style-type: none"> <li>• Implementing Thinking Maps across the curriculum.</li> <li>• Exposing faculty to AVID strategies (e.g., Socratic Method, Cornell Note-Taking, Shared Inquiry, etc.)</li> <li>• Providing in-service and resources for faculty to implement simulation activities in their curriculum.</li> <li>• Identifying rigor level through Bloom's Taxonomy.</li> <li>• Exposing faculty to multiple intelligences and how to use them effectively in instruction.</li> <li>• Provide parent trainings that mirror teacher professional development for critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Intervention Coordinator</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Content Providers</li> <li>• Funding: Categorical</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement <ul style="list-style-type: none"> <li>✓ Increased graduation rate</li> <li>✓ Increased number of students who initially pass their classes with a "C" or better</li> </ul> </li> <li>• Dialogue Around Data</li> <li>• Implementation of strategies in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• During the 2011-2012 school year, professional development for Thinking Maps will be offered.</li> <li>• Other PD will be offered on an annual roll-out basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> </ul>
<p>3. Offer additional high-level electives (e.g., Philosophy, Advanced Drawing, etc.) to provide opportunities for students to practice critical thinking skills.</p>	<ul style="list-style-type: none"> <li>• Master Scheduling</li> <li>• Better elective continuity/sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• LAUSD Course List</li> <li>• Qualified personnel</li> <li>• Student survey</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement</li> <li>• Increase enrollment in high level electives</li> </ul>	<ul style="list-style-type: none"> <li>• In progress since 2009-2010 SY, continual development and refinement on yearly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Course Catalog</li> </ul>

<p>4. To understand which strategies will work best in nurturing students' critical thinking skills, acknowledge and address the needs of culturally-diverse learners by:</p> <ul style="list-style-type: none"> <li>• Offering professional development to teachers that include SDAIE-specific strategies.</li> <li>• Ensuring that teachers discuss differentiation within the lesson-planning phase of the PLC cycle.</li> <li>• Focusing some of professional development on a culturally-relevant curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• EL Coordinator</li> <li>• Intervention Coordinator</li> <li>• Teachers</li> <li>• Students</li> <li>• Parents</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Funding: Categorical</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement <ul style="list-style-type: none"> <li>✓ Increased graduation rate</li> <li>✓ Increased number of students who initially pass their classes with a "C" or better</li> </ul> </li> <li>• Dialogue Around Data</li> <li>• Scope and Sequence</li> <li>• Wikispaces</li> </ul>	<ul style="list-style-type: none"> <li>• In progress since Spring 2009, continual refine and development on yearly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Parent meetings</li> <li>• School website</li> <li>• School newspaper</li> <li>• Parent newsletter</li> </ul>
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