

FOCUS ON LEARNING

Self Study Report

of

Foshay Learning Center

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Submitted to:

Western Association of Schools and Colleges
Accrediting Commission for Schools

California Department of Education

October 1-4, 2006

FOCUS ON LEARNING

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for

FOSHAY LEARNING CENTER

October 1-4, 2006

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Foshay Learning Center WASC Focus Groups
 (* denotes team leader)

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Student/Community
Profile
and Supporting Data
and Findings

Student/Community
Profile: Overall
Summary from Analysis
of Profile Data

Progress Report

Self-Study Findings

Schoolwide
Action Plan

FOSHAY SENIOR HIGH STUDENT/COMMUNITY PROFILE SUPPORTING DATA & FINDINGS

Foshay Learning Center (FLC) is located in south Los Angeles, California. The surrounding community consists of aging, single-family homes, overcrowded, deteriorating apartment buildings, rundown storefront businesses, newer strip malls, a major university, a county museum complex and several major sports venues. From one block to the next, renovated homes, duplexes, apartments and small businesses compete with gang-graffittied walls. According to the California Safe Schools Assessment, on-campus crime is increasing slightly, most notably in the areas of battery, robbery and the possession of weapons. Until the mid-1980s, African-Americans were the predominant ethnicity in the community. However, there has been a major shift in migration patterns since that time and our school community now consists primarily of Hispanic families.

From the school's inception in 1924, Foshay was a junior high school. In the early 1990s, the school reconfigured from grades 7-9 to grades 6-8, in line with *Caught in the Middle* ideologies. However, in July 1994, through collaborative decision making and planning, Foshay reconfigured once again to become an Urban Learning Center with Kindergarten through grade 10, and then eventually went to grade 12. In 1996 the high school moved to Track C to take advantage of the ability to use the USC campus over the summer months. Foshay is one of fourteen "span schools" and one of nine k-12 schools in LAUSD.

Staffing (K-12)

	Foshay	District	State
# Teachers	167	35,646	307,864
Full	139 (83.2 %)	32,428 (91.0 %)	290,025 (94.2 %)
Univ. Intern	13 (7.8 %)	1,567 (4.4 %)	7,668 (2.5 %)
District Intern	5 (3.0 %)	488 (1.4 %)	2,690 (0.9 %)
Pre-Intern	0 (0.0 %)	58 (0.2 %)	1,150 (0.4 %)
Emergency	9 (5.4 %)	1,274 (3.6 %)	9,922 (3.2 %)
Waiver	0 (0.0 %)	78 (0.2 %)	1,298 (0.4 %)
Average Yrs Teaching	10.9	11.2	12.7
Average Yrs in District	10.1	10.6	10.4
# First Yr Teachers	10 (6%)	2446 (6.9%)	20628 (6.7%)
# Second Yr Teachers	9 (5.4%)	2126 (6%)	17,458 (5.7%)

Foshay High School is a "community-based" school, meaning it is not a magnet school or a "receiver" school for busing of students from other areas of the district. Our incoming 9th graders are selected from our current 8th graders in the Middle School. With very few exceptions, our high school students enroll exclusively from our middle school. Our applicant pool has grown with each school year and we now average more than 300 applicants for 150 ninth grade openings. The requirements for 9th grade admission are:

1. Meet the academic standards to culminate from the middle school. Students may not have more than 4 fails total on their Fall and Spring final report cards. These standards are currently under revision since the school’s change to an 8-period schedule. Students must meet the LAUSD 8th Grade Standards Based Promotion Policy (BUL-721, revised).

A. Reading		
a.	At or above the 21st percentile on the CAT/6 Reading	OR
b.	Degrees of Reading Power (DRP) score at or above 52	OR
c.	Spring Final Report Card English grade of D or above	
B. Mathematics		
a.	A score of “Basic” or above on California Standards Test (CST) from previous school year	OR
b.	Spring final report card mathematics grade of D or above	
C. English Learners		
a.	Pass Fall or Spring ESL block	OR
b.	Overall CELDT score as follows:	
	Students enrolled in	Minimum CELDT score for promotion
	ESL 1A/1B	1
	ESL 2A	2
	ESL 2B/ESL 3	3
	ESL 4	4
English Learners in the Spanish Bilingual Program must meet the criteria given in Section C-2 and a minimum score of 36 on the Aprenda. If the Aprenda score is not available then a SABE score of 36 is required.		

2. Meet the behavior standards to participate in the middle school culmination ceremony. (No more than 4 U’s total in Work Habits/Cooperation, and no more than 2 in either category.) These standards are also currently under revision.
3. Meet the specific math, English and other requirements for the high school. They are:

A.	Receive a C or better in both semesters of Algebra 1.
B.	Be ready for regular English 9A for Fall of ninth grade year.
C.	Meet the District Continuing Enrollment Permit criteria for attendance and behavior (per Attendance and Dean’s Office documentation).
D.	Complete the application process as directed by the set deadline. Application includes: application form, contract, teacher recommendation form & essay. This indicates a strong desire to be enrolled in a college preparatory/school-to-career program for high school; one that requires students to fulfill the CSU/UC A-G subject requirements.

This year, Foshay Senior High has 670 students, with 83% Hispanic students and 16% African-American students (with 1% Asian and White). There is a gender breakdown of 56% female to 44% male. Eighty-two percent come from families living at or below the poverty level, so the school receives school-wide compensatory funding (Title I services). A growing number of students are first generation Americans. Nearly all of the Hispanic high school students come from homes where Spanish is spoken and approximately 79 (12%) of the high school students are still designated as Limited English Proficient students. There are 68 (10%) special education students in the high school student body. Forty are in special day classes and 28 are in the Resource Specialist Program for language arts and/or math.

Grade	Hispanic		African-American		Asian		Other	
	Male	Female	Male	Female	Male	Female	Male	Female
9 th (includes Spec. Ed.)	38.1%	53%	2.4%	5.6%	0	0.6%	0	0
10 th (includes Spec. Ed.)	31.7%	47.2%	9%	11.1%	0	1%	0	0
11 th (includes Spec. Ed.)	38.7%	44%	9.3%	7.3%	0	0	0	0.7%
12 th (includes Spec. Ed.)	39.9%	39.2%	6.5%	13.1%	1.3%	0	0	0

CELDT Data (English Learners)

	9th	10th	11th	12th
2002-03 (111 tested)				
Advanced	6 (5.4%)	12 (10.8%)	11 (9.9%)	10 (9%)
Early Advanced	17 (15.3%)	13 (11.7%)	16 (14.1%)	4 (3.6%)
Intermediate	6 (5.4%)	11 (9.9%)	1 (.9%)	2 (1.8%)
Early Intermediate	1 (.9%)	0	1 (.9%)	0
Beginning	0	0	0	0
2003-04 (93 tested)				
Advanced	4 (4.3%)	4 (4.3%)	15 (16.1%)	13 (13.9%)
Early Advanced	20 (21.5%)	6 (6.5%)	14 (15.1%)	9 (9.7%)
Intermediate	3 (3.2%)	3 (3.2%)	0	2 (2.2%)
Early Intermediate	0	0	0	0
Beginning	0	0	0	0
2004-05 (42 tested)				
Advanced	0	10 (23.8%)	10 (23.8%)	4 (9.5%)
Early Advanced	0	9 (21.4%)	4 (9.5%)	0
Intermediate	0	3 (7.1%)	0	0
Early Intermediate	0	2 (4.8%)	0	0
Beginning	0	0	0	0
2005-06 (91 tested)				
Advanced	2 (2.2%)	1 (1.1%)	9 (9.9%)	9 (9.9%)
Early Advanced	21 (23.1%)	9 (9.9%)	4 (4.4%)	6 (6.6%)
Intermediate	6 (6.6%)	9 (9.9%)	4 (4.4%)	2 (2.2%)
Early Intermediate	3 (3.3%)	2 (2.2%)	1 (1.1%)	1 (1.1%)
Beginning	0	1 (1.1%)	1 (1.1%)	0

Foshay fosters a strong academically focused learning culture that provides students a variety of college preparatory experiences and career development opportunities. Foshay does struggle to meet the specific needs of the special education population due to the constraints of the master schedule, the need for professional development on inclusion for regular education teachers and the lack of appropriate career transition services. Just as it is our goal is to hold students to a high academic standard, they are also expected to demonstrate a high sense of ethical responsibility and appropriate behavior by following the Foshay Code of Conduct. Teachers from the high school very rarely need to refer students to the dean's office. The smaller size of the high school means that students receive a great deal of attention and support. Students who begin to dabble in gang activity or show any signs of drug/alcohol use are generally identified quickly and referred to the school-site Health Center that provides emergency support, evaluation and referral services. In the past, students have felt a sense of community within the high school and took responsibility for the welfare of each other. There is less evidence of this sense of community due to changes in the attitude of the student population toward school and that of the faculty toward students in recent years.

The high school curricular paths are developed around three academies that require the University of California/California State University A-G Subject Requirements as well as "school to career" elective classes. The academies are: Finance, Health Careers and Information Technology. Students choose a career-focused academy toward the end of their ninth grade year and remain in the academy throughout their high school years. The students complete content

area classes including lab sciences and foreign language and take elective courses within the academy theme. School-to-career education and opportunities come to students through their academies in the form of internships, e-mentoring and job shadowing. For example, a student in the Academy of Information Technology will take English, Social Science, Math, Science, Foreign Language, a class in computer technology and other electives designed to allow them to meet or exceed the CSU/UC “A-G” requirements. Students are also required to complete a senior portfolio, a Service Learning project and from 60-150 community service hours. *Please see the Master Schedule included in Appendix C.*

Though it is a basic tenet of the Urban Learning Center reform model to provide students with the opportunity to prepare themselves for the college and/or career of their choice, a number of obstacles challenge both the staff and students in their efforts to achieve this goal. The limitations of the master schedule due to the size of the high school often creates problems when dealing with individual student needs in terms of remediation and/or enrichment courses, as well as imbalances in class sizes that are difficult to resolve. As stated previously, providing a quality education to the special education population has been inhibited by a lack of communication between the regular and special education teachers. Acquiring necessary textbooks and class materials in a timely manner was more difficult in prior years due to the reconfiguration/reorganization of the local districts and changes in management and philosophy, but has improved a great deal since the enforcement of the Williams Initiative. Our goal is that graduates will:

1. Work and communicate effectively
 - a) read, write and speak in standard English
 - b) comprehend, analyze and respond to information
 - c) use and appreciate many creative forms of expression
 - d) demonstrate competency in a foreign language
 - e) take initiative to express opinions clearly and appropriately
2. Apply higher order thinking skills of analysis, synthesis and evaluation
 - a) make inferences, predictions and recommendations based on data
 - b) utilize verbal and mathematical knowledge to develop solutions to problems using critical thinking skills
3. Become life-long learners
 - a) plan and work toward accomplishing personal and academic goals
 - b) seek and successfully complete challenging academic experiences
 - c) access mentoring and internship opportunities
 - d) develop a personal portfolio of academic milestones
 - e) exercise regularly for physical well-being and lifetime fitness

- f) demonstrate a respect for and continued interest in learning about diverse cultures
- 4. Demonstrate civic responsibility and ethical behavior
 - a) develop positive, productive interpersonal relationships within culturally diverse settings
 - b) avoid plagiarism by honoring intellectual property
 - c) account for the consequences actions have on others
 - d) complete at least sixty hours of service to the community
- 5. Utilize technology as a tool to accomplish goals
 - a) apply updated technological mediums to everyday work
 - b) navigate, analyze and integrate internet-based information
 - c) maximize technological and multimedia resources available

High School Graduation Requirements (Courses)

	Foshay	LAUSD		Foshay	LAUSD
English	40 credits	40 credits	Social Studies	30 credits	30 credits
Math	40 credits	20 credits	Science	20 credits	20 credits
Health/Life Skills	10 credits	10 credits	PE or equivalent	20 credits	20 credits
Foreign Language	20 credits	n/a	Career Academy Classes (Applied Technology)	30 credits	10 credits
Visual/Perf. Arts	10 credits	10 credits			
Electives	10 credits	70 credits	Total	230 credits	230 credits

High School Enrollment by Program

Ninth grade consists of a core curriculum of English, math, science, Life Skills/Health, physical education and electives. Components of a new 9th grade House are being piloted this year, including a Freshman Advisory/Seminar and foreign language. The 9th Grade House Design Team meets regularly to plan curriculum and evaluate the program. Special education students participate fully in the academy program. Students in special day classes who graduate from the 8th grade participate in a separate lottery conducted by the district to determine whether they remain at Foshay for grades 9-12 with appropriate day class services. For the 2006-07 school year LAUSD determined that the special needs population was disproportionately high at the senior high level and thus did not mandate a special day class for the 9th grade. Special education students did not enroll in the high school until the 1997-98 school year. High school students needing Resource Specialist services have those available to them.

Foshay Senior High has a 91.4% in-seat daily attendance rate. The dropout rate has averaged 1.5% since 1997. However, in the 2002-03 school year it reached 6.3% due to a change in the way the rate is calculated by the state. It now compares the number of students beginning the 9th grade in a particular year with the number graduating 4 years later (taking in to account student transfers to other schools). There is a need to improve the tracking of students who check out of Foshay. There is a moderate transfer rate both out of and in to the school, which is increasing.

Eighth grade students who do not attend Foshay for high school often request to return after experiencing 9th grade in another high school. The Foshay Senior High, while a comprehensive academic high school, is not a comprehensive athletic high school (we only offer 10 team sports: male and female teams for volleyball, soccer, basketball, tennis and track) so some students do transfer to neighboring high schools for a fuller range of activities.

Attendance Rates

Year	Stability Rate	Transiency Rate	Actual Attend Rate
2004-05	89.89	18.97	91.40%
2003-04	89.90	15.40	91.95%
2002-03	90.41	16.60	92.04%

Foshay Senior High has maintained an average graduation rate of 89.2% since 1997, which is well above the district rate. With the 2003 change in calculation of the dropout rate, the graduation rate has correspondingly dropped to 83.8%. There is a need to study the root causes of this slow decline. The percentage of seniors completing the UC/CSU course requirements (reported on the CDE website) for the school years 2003-03 through 2004-05 are currently being reviewed due to human error in reporting the data. The percentages in italics represent the data collected on the school site.

Graduation Data

	DropOuts (1 yr rate)			Grad Rates			UC/CSU		
	FLC	LAUSD	CA	FLC	LAUSD	CA	FLC	LAUSD	CA
2004-05	1.8%	5.5%	3.1%	85.0%	66.1%	84.9%	59.7%	47.6%	30.9%
2003-04	3.9%	7.9%	3.3%	79.3%	66.5%	85.4%	22.7% (62%)*	38.0%	29.7%
2002-03	6.3%	8.2%	3.2%	83.8%	68.6%	86.7%	21.8% (40.5%)*	42.3%	33.6%

*In italics is the percentage calculated at the school site. This data has been erroneously reported to CDE and is currently under investigation by our Assistant Principal responsible for Counseling Services.

SAT Summary

Year	% taking exams			SAT I Verbal			SAT I Math			SAT I Total		
	Foshay	District	State	Foshay	District	State	Foshay	District	State	Foshay	District	State
2002	93	45	37	422	435	490	422	453	516	844	888	1006
2003	71	49	37	423	438	494	437	454	518	860	891	1012
2004	79	47	35	440	439	496	468	455	519	908	893	1015
2005	79	46	36	439	443	499	450	458	521	889	901	1020

ACT Summary

Year	% taking exams			Average Score		
	Foshay	District	State	Foshay	District	State
2002	51	13	9	17.5	18.3	21.2
2003	41	17	10	17.6	18.4	21.3
2004	43	16	10	18.8	18.5	21.4
2005	63	15	10	17.6	18.3	21.4

College Admission Rates

Year	Graduates	Two Year College	Four Year College/University
2002	105	unknown	56%
2003	117	53%	45%
2004	133	20%	60%
2005	180	36%	54%
2006	143	24%	59%

Additional Indicators of Student Success

Newsweek Magazine named Foshay Learning Center one of “America’s Best High Schools – Top100 Public Schools” in June 2002 (ranked #99), June 2003 (ranked #67) and March 2005 (ranked #408) as indicated by the Challenge Index, which ranks schools based on the number of Advanced Placement exams taken divided by the number of graduating seniors. Other test scores are indicated below.

California Standards Test (CST) Scores

	9th Grade					
	2001	2002	2003	2004	2005	2006
Reported Enrollment	230	252	159	173	157	198
CST English-Language Arts						
Students Tested	207	236	158.0	172.0	156.0	196.0
% of Enrollment	90%	94%	99%	99%	99%	99%
% Advanced	4%	4%	13%	8%	17%	13%
% Proficient	18%	33%	31%	33%	26%	24%
% Basic	43%	40%	40%	45%	33%	32%
% Below Basic	24%	16%	8%	6%	16%	19%
% Far Below Basic	11%	6%	8%	8%	8%	12%
CST Algebra I						
Students Tested		20	25.0	15.0	17.0	56.0
% of Enrollment		8%	16%	9%	11%	28%
% Advanced		0%	0%	0%	0%	0%
% Proficient		0%	0%	0%	0%	4%
% Basic		10%	0%	0%	0%	9%
% Below Basic		65%	13%	40%	41%	55%
% Far Below Basic		25%	87%	60%	59%	32%
CST Geometry						

Students Tested	182	127.0	148.0	139.0	138.0
% of Enrollment	72%	80%	86%	89%	70%
% Advanced	1%	0%	1%	0%	0%
% Proficient	6%	6%	3%	2%	3%
% Basic	21%	33%	19%	22%	28%
% Below Basic	60%	54%	66%	54%	54%
% Far Below Basic	12%	7%	11%	22%	16%
CST Biology/Life Sciences					
Students Tested	215	154.0	160.0	156.0	1.0
% of Enrollment	85%	97%	93%	99%	1%
% Advanced	0%	2%	1%	0%	*
% Proficient	16%	15%	17%	14%	*
% Basic	56%	43%	58%	47%	*
% Below Basic	22%	27%	19%	25%	*
% Far Below Basic	5%	13%	6%	14%	*
CST Integrated/Coordinated Science I					
Students Tested					187.0
% of Enrollment					94%
% Advanced					0%
% Proficient					3%
% Basic					48%
% Below Basic					39%
% Far Below Basic					11%

	10th Grade					
	2001	2002	2003	2004	2005	2006
Reported Enrollment	195	171	212	158	172	148
CST English-Lang Arts						
Students Tested	171	157	211.0	156.0	168.0	147.0
% of Enrollment	88%	92%	100%	99%	98%	99%
% Advanced	2%	10%	5%	11%	5%	13%
% Proficient	20%	27%	33%	28%	29%	29%
% Basic	52%	44%	43%	46%	41%	28%
% Below Basic	22%	13%	11%	9%	16%	15%
% Far Below Basic	4%	7%	8%	6%	8%	16%
CST Geometry						
Students Tested		36	62.0	24.0	28.0	40.0
% of Enrollment		21%	29%	15%	16%	27%
% Advanced		0%	0%	0%	0%	0%
% Proficient		3%	0%	4%	0%	0%
% Basic		11%	20%	13%	4%	3%
% Below Basic		64%	67%	58%	56%	45%
% Far Below Basic		22%	13%	25%	41%	53%
CST Algebra II						
Students Tested		105	121.0	109.0	143.0	99.0
% of Enrollment		61%	57%	69%	83%	67%
% Advanced		0%	0%	0%	0%	0%
% Proficient		12%	9%	1%	2%	5%
% Basic		42%	37%	14%	10%	24%
% Below Basic		36%	36%	52%	39%	31%
% Far Below Basic		10%	18%	33%	48%	39%

CST World History					
Students Tested	168	210.0	155.0	169.0	145.0
% of Enrollment	98%	99%	98%	98%	98%
% Advanced	6%	3%	3%	3%	3%
% Proficient	30%	21%	17%	16%	24%
% Basic	48%	43%	44%	46%	39%
% Below Basic	8%	20%	22%	16%	18%
% Far Below Basic	8%	13%	14%	19%	16%
CST Grade 10 Life Sci					
Students Tested					146.0
% of Enrollment					99%
% Advanced					8%
% Proficient					31%
% Basic					32%
% Below Basic					21%
% Far Below Basic					9%
CST Biology/Life Sci					
Students Tested	39	55.0	62.0	59.0	127.0
% of Enrollment	23%	26%	39%	34%	86%
% Advanced	8%	0%	3%	3%	6%
% Proficient	28%	31%	23%	20%	28%
% Basic	54%	60%	63%	56%	43%
% Below Basic	10%	9%	10%	17%	20%
% Far Below Basic	0%	0%	2%	3%	4%

Reported Enrollment	11th Grade					
	2001	2002	2003	2004	2005	2006
	140	126	144	185	150	157
CST English-Lang Arts						
Students Tested	110	113	143.0	181.0	143.0	156.0
% of Enrollment	79%	90%	99%	98%	95%	99%
% Advanced	5%	3%	8%	3%	8%	8%
% Proficient	24%	23%	31%	34%	31%	28%
% Basic	57%	51%	42%	45%	42%	30%
% Below Basic	13%	19%	13%	10%	9%	18%
% Far Below Basic	2%	4%	6%	8%	10%	17%
CST Geometry						
Students Tested		6	16.0	8.0	13.0	4.0
% of Enrollment		5%	11%	4%	9%	3%
% Advanced		*	0%	*	0%	*
% Proficient		*	0%	*	0%	*
% Basic		*	13%	*	0%	*
% Below Basic		*	67%	*	38%	*
% Far Below Basic		*	20%	*	62%	*
CST Algebra II						
Students Tested		26	40.0	45.0	52.0	57.0
% of Enrollment		21%	28%	24%	35%	36%
% Advanced		0%	0%	0%	0%	0%
% Proficient		0%	3%	0%	0%	0%
% Basic		15%	20%	10%	2%	4%

% Below Basic	50%	38%	50%	37%	39%
% Far Below Basic	35%	40%	40%	62%	58%
CST Summative High School Mathematics (Grades 9-11)					
Students Tested	68	83.0	109.0	71.0	81.0
% of Enrollment	54%	58%	59%	47%	52%
% Advanced	0%	1%	0%	0%	0%
% Proficient	6%	8%	4%	3%	4%
% Basic	16%	31%	20%	27%	14%
% Below Basic	68%	52%	68%	52%	64%
% Far Below Basic	10%	7%	8%	18%	19%
CST U.S. History					
Students Tested	115	144.0	175.0	140.0	154.0
% of Enrollment	91%	100%	95%	93%	98%
% Advanced	7%	10%	6%	10%	2%
% Proficient	24%	32%	35%	23%	25%
% Basic	49%	35%	38%	44%	38%
% Below Basic	15%	19%	15%	13%	25%
% Far Below Basic	5%	4%	6%	10%	9%
CST Biology/Life Sci					
Students Tested	1	1.0	3.0	2.0	11.0
% of Enrollment	1%	1%	2%	1%	7%
% Advanced	*	*	*	*	0%
% Proficient	*	*	*	*	9%
% Basic	*	*	*	*	45%
% Below Basic	*	*	*	*	36%
% Far Below Basic	*	*	*	*	9%
CST Chemistry					
Students Tested		25.0	42.0	62.0	121.0
% of Enrollment		17%	23%	41%	77%
% Advanced		0%	0%	0%	0%
% Proficient		28%	10%	11%	2%
% Basic		60%	60%	53%	42%
% Below Basic		4%	29%	23%	38%
% Far Below Basic		8%	2%	13%	19%
CST Integrated/Coor Science I					
Students Tested			6.0		11.0
% of Enrollment			3%		7%
% Advanced			*		0%
% Proficient			*		0%
% Basic			*		45%
% Below Basic			*		27%
% Far Below Basic			*		27%

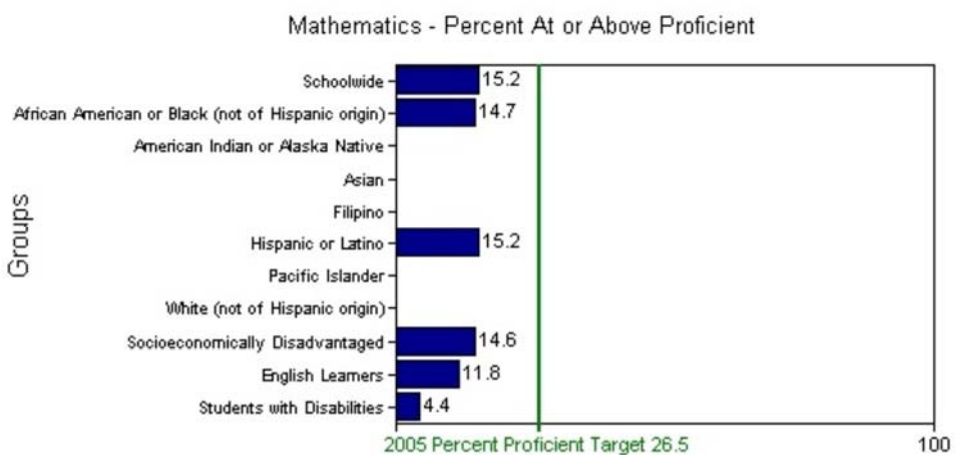
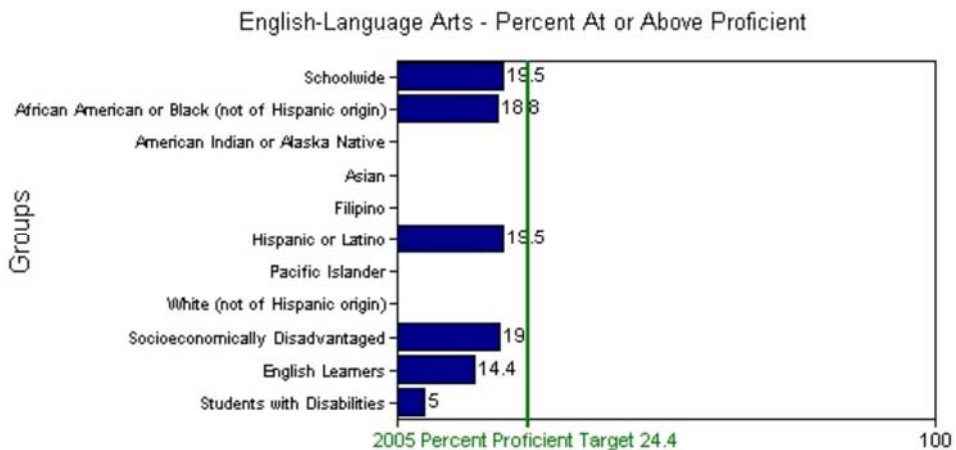
California High School Exit Exam (CaHSEE)

			2002	2003	2004	2005
Foshay Learning Center (K-12)	# Tested	Math	88	276	153	224
	Passing		27 (31%)	179 (65%)	117 (76%)	151 (67%)
	# Tested	ELA	34	220	151	201
	Passing		18 (53%)	188 (85%)	126 (83%)	157 (78%)
District	# Tested	Math	28,190	78,393	43,845	68,354
	Passing		5,943 (21%)	24,860 (32%)	25,460 (58%)	33,959 (50%)
	# Tested	ELA	20,441	57,602	43,449	65,425
	Passing		9,170 (45%)	34,303 (60%)	27,087 (62%)	36,959 (56%)
State	# Tested	Math	248,328	725,123	447,110	639,860
	Passing		80,380 (32%)	314,540 (43%)	329,225 (74%)	402,151 (63%)
	# Tested	ELA	182,515	574,794	448,869	639,329
	Passing		98,036 (54%)	377,942 (66%)	335,026 (75%)	415,856 (65%)

Academic Performance Index (API)/Adequate Yearly Progress (AYP)

Foshay is designated as a middle school to calculate API and AYP status. In 2005 Foshay did not meet its API school wide growth target for the first time. Foshay Learning Center Index for grades K-12 is 600 (a drop of 9 points from 2004), with a statewide comparison ranking of 1 and a similar school rank of 6. However, using a spreadsheet from the CDE website to disaggregate the data, the 2005 API for the high school population was 702. *See Appendix G.* Foshay is designated as a Program Improvement school. In December 2004 Foshay was awarded a Comprehensive School Reform Program Cohort 5 grant for approximately \$2,150,000 over three years to improve student achievement school-wide. Elements of the grant proposal that specifically target high school needs are to develop strategies to improve instruction and student achievement in math for grades 9-11 and for students with disabilities in English-Language Arts and math.

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.



Advanced Placement Courses

Year	# subjects given	# exams taken	% scoring 3 or higher
2002	7	155	52.9%
2003	7	162	43.2%
2004	7	230	64.8%
2005	9	321	16.8%
2006	10	283	19%

College and University Admission

As stated earlier in this profile, a large majority of Foshay graduates (80% or higher) matriculate to post-secondary institutions. Students have enrolled at ten of the California community colleges, nineteen of the California State University campuses, eight of the University of California campuses and numerous private and out of state colleges/universities.

It should be noted that Foshay has consistently been the largest feeder of high school minority students for the freshman class at the University of Southern California.

Since the first graduating class of 1997, Foshay students have been accepted at the following post-secondary institutions:

<i>Albion College</i>	<i>Eckerd College</i>	<i>Sonoma State University</i>
<i>Albright College</i>	<i>Embry-Riddle Aeronautic University</i>	<i>South Carolina State University</i>
<i>American University</i>	<i>Emory University</i>	<i>St. John's University</i>
<i>Amherst College</i>	<i>Fisk University</i>	<i>St. Lawrence University</i>
<i>Andrews University</i>	<i>Florida State University</i>	<i>Stanford University</i>
<i>Arizona State University</i>	<i>Georgetown University</i>	<i>Texas Christian University</i>
<i>Barnard College</i>	<i>Hamilton College</i>	<i>Texas Southern University</i>
<i>Barry University</i>	<i>Hampton University</i>	<i>The College of Wooster</i>
<i>Baylor University</i>	<i>Hampshire College</i>	<i>Tulane University</i>
<i>Bennett College</i>	<i>Hawaii Pacific University</i>	<i>Tuskegee Institute</i>
<i>Bethune Cookman College</i>	<i>Holy Names College</i>	<i>United States International University</i>
<i>Boise State University</i>	<i>Humboldt State University</i>	<i>United States Naval Academy</i>
<i>Boston College</i>	<i>Iowa State University</i>	<i>University of Arizona</i>
<i>Boston University</i>	<i>Jackson State University</i>	<i>UC Berkeley</i>
<i>Bowdoin College</i>	<i>Johnson and Wales University</i>	<i>UC Davis</i>
<i>Brigham Young University</i>	<i>La Salle University</i>	<i>UC Irvine</i>
<i>Brown University</i>	<i>Lambuth University</i>	<i>UC Los Angeles</i>
<i>California Culinary Institute</i>	<i>Lewis and Clark College</i>	<i>UC Riverside</i>
<i>California Lutheran University</i>	<i>Loyola Marymount University</i>	<i>UC San Diego</i>
<i>Cal Poly Pomona</i>	<i>MacAlester College</i>	<i>UC Santa Barbara</i>
<i>Cal Poly San Luis Obispo</i>	<i>Marist College</i>	<i>UC Santa Cruz</i>
<i>CSU Bakersfield</i>	<i>Marquette University</i>	<i>University of Colorado</i>
<i>CSU Chico</i>	<i>Marymount College</i>	<i>University of Dallas</i>
<i>CSU Dominguez Hills</i>	<i>McGill University (Canada)</i>	<i>University of Denver</i>
<i>CSU Fresno</i>	<i>Mills College</i>	<i>University of Hawaii</i>
<i>CSU Fullerton</i>	<i>Morehouse College</i>	<i>University of Idaho</i>
<i>CSU Hayward</i>	<i>Mount St. Mary's College</i>	<i>University of La Verne</i>
<i>CSU Long Beach</i>	<i>Mount St. Mary's of NY</i>	<i>University of Maryland</i>
<i>CSU Los Angeles</i>	<i>Mt. Holyoke College</i>	<i>University of Miami</i>
<i>CSU Monterey Bay</i>	<i>North Carolina A&T</i>	<i>University of Michigan</i>
<i>CSU Northridge</i>	<i>Occidental College</i>	<i>University of New England</i>
<i>CSU San Bernardino</i>	<i>Oregon State University</i>	<i>University of Notre Dame</i>
<i>CSU Stanislaus</i>	<i>Pacific Union College</i>	<i>University of Redlands</i>
<i>Carlton College</i>	<i>Pennsylvania State University</i>	<i>University of San Francisco</i>
<i>Central State University</i>	<i>Pepperdine University</i>	<i>University of the Pacific</i>
<i>Clark Atlanta College</i>	<i>Princeton University</i>	<i>University of Southern California</i>
<i>Colorado College</i>	<i>Reed College</i>	<i>Virginia State University</i>
<i>Connecticut College</i>	<i>San Diego State University</i>	<i>Virginia Union University</i>
<i>Cornell College</i>	<i>San Francisco State University</i>	<i>Xavier University</i>
<i>Cornell University</i>	<i>San Jose State University</i>	<i>Xavier University of Ohio</i>
<i>Creighton University</i>	<i>Saint Mary's College of California</i>	<i>Wesleyan University</i>
<i>Dartmouth College</i>	<i>Sarah Lawrence College</i>	<i>Whittier College</i>
<i>Dillard University</i>	<i>Seattle University</i>	<i>Woodbury University</i>
<i>Dominican College</i>	<i>Slippery Rock University</i>	<i>Yale University</i>
<i>Drexel University</i>	<i>Smith College</i>	

Retention Rate

There isn't a vehicle for determining retention rate in the various colleges. The school does not receive reports about our students and their matriculation through the college or university.

High School Faculty

There are 37 Foshay faculty members who teach high school classes, 5 of whom also teach middle school classes to complement the current eight period teaching schedule. Two English teachers on the high school faculty have received National Board Certification. There are two counselors and one full-time college/career advisor.

High School Budget

All budget monies come into the school directly as part of our "per pupil" budget system. The "per pupil" amounts are as follows (2004-05 CDE data):

General Fund	\$8,113 per pupil
Title I	school-wide

Because Foshay has been designated as a Title I "School Wide Program" (at least 40% of the students are living in poverty – nearly 82% at Foshay), the funds allocated may be used for all students. The monies are spent as follows:

Instruction/Instructional Support	86% of the budget
Pupil Services	5% of the budget
School Maintenance/Operations	9% of the budget
Athletics	Paid for by Student Body Funds
Administrative Personnel	Paid for by Middle School Budget

If there are any budget needs that cannot be met by the budget generated by the high school, the middle school budget accommodates the needs. *A copy of the budget detailing all expenditures is included in Appendix H.*

FOSHAY SENIOR HIGH
STUDENT/COMMUNITY PROFILE
OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA

Demographic Data – Significant Changes

There has been little change in the ethnicity or socio-economic status of the student population since the last self-study. The population has decreased somewhat due to the district recalculating the available classroom space after taking the number of special education classes assigned to Foshay into consideration. In the past, the lower class size of a special day class (15-20 students) was counted equal to a regular class size of 35-40 students. As the number of special day classes assigned to Foshay increased, a corresponding *decrease* in the regular education population did *not* take place as it should. In addition, the number of special education students in the high school was found to be disproportionately high in comparison to the number of regular education students, so the district chose not to offer a special day class at the ninth grade level for the 2006-07 school year.

California High School Exit Exam (CaHSEE) – Outcome Data

Foshay students have consistently scored at or above the levels of both the Los Angeles Unified School District and the state of California in the areas of English Language Arts and mathematics. *See Trends charts in Appendix G.*

CST Data – Trends & Patterns in Annual Yearly Performance

English Language Arts

Foshay students regularly perform better on the CST English Language Arts sections in comparison to other core areas. The number of ninth grade students scoring proficient or above has risen 15% in 5 years, 10th grade has risen 20% and 11th grade 7%. All high school grade levels in English Language Arts have always met AYP growth.

Mathematics

For several years, the mathematics department has been attempting to identify successful strategies and effective instructional materials to reach struggling students. High school CST math scores are well below average and contribute to Foshay's status as a Program Improvement school. Extremely slow growth is taking place at all grade levels, however much remains to be done.

A large percentage of high school students receive below average final marks and take advantage of intersession courses offered while on break to make-up the course. This additional instruction as well as after-school and Saturday intervention offered through LAUSD's Beyond the Bell program has been only partially successful. Students do improve their GPA and a large percentage of graduating seniors are accepted and attend 2 and 4-year colleges (markers of long-term success), but we don't see the results of these efforts in our CST scores.

A number of students repeat math courses multiple times, evidenced by the number of 10th graders in geometry (15-30%) and 11th graders in Algebra II (21-36%) for the second time. Most high school students take the following math sequence at Foshay: Geometry – Algebra II – Math Analysis – Calculus. All 8th graders applying to Foshay for high school must have passed Algebra I with a C or better. Technically, they should be ready for Geometry. Two years ago we administered UCLA’s Geometry Readiness Test to determine math placement for our incoming 9th graders and found that a very small percentage of the students could demonstrate the skills predicting success for geometry. We have since requested that 8th grade Algebra teachers identify students who need to re-take Algebra I in the 9th grade, despite their passing grades, and are awaiting the disaggregation of math results for those students to determine the effectiveness of that placement.

Clearly, more research is necessary to identify the root causes of this lack of ability to demonstrate success on the CSTs in math for most Foshay high school students.

Science

LAUSD mandated all students take “testable science courses” in grades 9-11 beginning in 2004-05. The course sequence is now as follows, for all students: Integrated Coordinated Science 1AB – Biology – Chemistry – AP Chemistry –*or*– Physics (community college). Before that, the sequences differed:

	9th Grade	10 th Grade	11 th Grade	12 th Grade
Academy of Finance	Biology	Advanced Physical Science	Chemistry	Optional (AP Chem, community college class)
Academy of Information Technology		Advanced Physical Science	Chemistry	Optional (AP Chem, community college class)
Health Careers Academy		Advanced Biology	Advanced Physical Science	Chemistry

Ninth grade Biology scores (students at advanced and proficient) started at 16% and rose slowly until 2004, dropping in 2005. All 9th grade students took a newly implemented Integrated Coordinated Science course in 2006 and the scores dropped to 3%. It is a different exam, so the scores cannot be compared directly. However, standards exist for this course and it is apparent that benchmark data and other assessments need to be analyzed to develop a plan for improvement. Tenth grade Biology scores averaged much better because 20-40% of the students were either re-taking Biology or taking Advanced Biology, taking the Biology CST for the second time.

Chemistry scores have dropped consistently over the past 4 years, from 28% to 2% scoring at advanced or proficient. A National Board Certified teacher retired and the program is in transition. CST results and data from course benchmarks and other assessments needs to be examined to develop a plan for improvement.

Social Studies

Tenth grade world history scores (percentage of students proficient and advanced) have declined over the years with some growth in 2006. Social studies teachers at Foshay teach within one of the three career academies, but do attend monthly department meetings. Research into the root causes of this 4-year decline of test scores as well as identifying successful strategies in 2006 causing the scores to rise again needs to be done.

Eleventh grade United States history scores rose to a high of 42% in 2003 and have since declined yearly to reach a 5-year low of 27%. Research into the root causes of this decline needs to be done.

CELDT Data – English Language Learners

The percent reclassified has fluctuated from a high of 91% to a low of 67%. The high school does not have an ESL program, so all 8th graders accepted into the high school must be in or ready to enter the regular English program. EL students are grouped for SDAIE instruction at the 9th grade level, but the limitations of the master schedule due to the academy program does not allow for this for students in grades 10-12. Every attempt is made to cluster small groups of EL students at those grade levels, but it is not always possible. All teachers have, however, received and continue to receive training in SDAIE methodology.

College Preparatory and Advanced Placement Assessments – Outcome Data

Advanced Placement Exams

The number of Calculus AB tests given has fluctuated wildly over the years. The percentage of students passing with a score of 3 or better has increased somewhat over the years, though it fluctuates as well - and not in proportion to the number of exams given. The number of Calculus BC tests given has risen steadily over the years, however, the pass rate hasn't. The number of Chemistry tests given has fluctuated over the years. AP Chemistry was not offered at the school for two years during a transition between a retiring National Board Certified teacher and a new teacher. The pass rate remains at zero. The number of English Language Arts tests given has fluctuated over the years. The number of students passing with a 3 or better rose and then dropped. It does seem that the pass rate goes up when fewer students are tested.

The number of English Literature tests given has remained fairly constant over the years. The pass rate has increased steadily, except for a dip in 2001-02 and another in 2004-05. The number of US Government & Politics tests given has fluctuated over the years. The pass rate was increasing up to 2003-03, but has since fallen to zero and remained there. The number of Spanish Language tests given has fluctuated over the years, but the pass rate remains high with most

students usually scoring 4 or 5. Most students taking this exam are native Spanish speakers. The number of Spanish Literature tests given has risen over the years. The pass rate fluctuates. The number of US History tests given fluctuates, falling for a few years and then rising for the next few years and then falling again. The pass rate has ranged from 0-31%, decreasing steadily over the years with a slight increase in 2005-06. The number of World History tests given has remained fairly constant since we started in 2003-04. The pass rate has increased slightly each year.

Overall, there is inconsistent performance on AP exams. Most AP classes are open enrollment, but one academy used teacher recommendation as a basis for AP selection last year. The limitations of the master schedule (usually due to the academy structure) often dictate whether a whole academy class will be AP or not. If there is only one cohort of students in a given year, the Academy of Information Technology students vote as to whether their next year's class will be AP or not. To better prepare students for AP World History, the master schedule includes two one-semester Ancient Civilizations courses for 9th grade students. The AP pass rate is an indicator of college readiness, so this is an area that the staff would like to explore in depth to develop a long-term plan for improvement.

Scholastic Aptitude Test (SAT)

Foshay's SAT Verbal scores have lagged behind both district and state scores. However, in the last two years Foshay's verbal scores have since kept pace with district averages. We have decreased the point-gap between the school and the state from 70 to 60 points. The SAT math scores have also lagged behind both district and state averages. Once again, though, Foshay students are closing the gap and are keeping pace with district averages. The point-gap between the school and the state has decreased from 100 to 50 points. The percent of students taking the SAT has always been between 30-50% higher than both the district and the state.

There is an obvious discrepancy between the students' performance on this exam and their performance on the math CST. The same students taking the HS Summative Math section on the CST are contributing to the SAT average. This data needs to be broken down and analyzed to discover the reasons for the discrepancy and to find ways to eliminate it.

American College Test (ACT)

Once again, the percentage of Foshay students taking the ACT averages between 30-50% higher than both the district and the state. The trend mirrors that of the SAT, with Foshay averages lagging behind both the district and the state, but keeping pace with the district for the last two years. One difference is that we did begin to close the point-gap between the school and the state between the years 2003-2005, but then returned to the constant in 2006.

Graduation & College-Going Data Trends

Graduation Rates

It is of concern to note that Foshay's graduation rate has declined gradually over the last 8 years. Though it remains well above that of the district and the state (except for 2003-04), it has declined from 96% to 85%. The administration did discover a problem in our tracking of

students who checkout from Foshay and check-in to schools outside LAUSD. The new school had not requested their records and students were erroneously counted as dropouts because appropriate documentation had not been gathered from the parent upon the student's checkout. This problem has been solved. Nonetheless, there is a higher transience rate than ever before both into and out of the school and appropriate data needs to be gathered and analyzed to determine the cause.

Dropout Rates (1 year)

The one-year dropout rate fluctuates, as does the district's. The state's rate remains relatively constant. Foshay's rate has remained well below that of the district and below that of the state almost every year since 1997. In 2002-03 there was a spike that raised the rate above that of the state, but still below the district. It has, however, risen from .8% to 1.8% and the root causes need to be identified.

College-Going Data

College-going rates are garnered from data gathered at the school site using acceptance letters and student letters of intent to attend. Since the 3-year progress report, the percentage of students accepted to and planning to attend a 4-year college has increased from 45% to nearly 60%. The percentage of students planning to attend a 2-year college has decreased from over 50% to just above 20%. The percentage of students taking a path other than college has risen from 2% to 17%. This includes students who choose to begin their career, work to save money for college, enter the military, and those who did not graduate. Those who chose work over college are not of particular concern because Foshay offers both a college **and** career path. Most students graduate having completed both the UC/CSU A-G requirements as well as a 3-year sequence of classes in a career path that can lead to employment right out of high school. The high school was designed to provide students with the appropriate tools to make any choice they like for their post-secondary activities. The increasing number of students not graduating *is* of concern, however.

UC/CSU Requirements Met

There has been quite a controversy over this statistic at Foshay because beginning in 2002-03 the CDE website reported a **much** lower percentage when the school had been averaging above 80%. The controversy occurred because the entire high school was designed to require that *every single student* attempt the A-G requirements. It has only just been discovered that the field in the district's Student Information System that is used to report this statistic had not been completed manually as it should have been. This lack of communication was due to a retirement and change in personnel. Foshay administration is currently pursuing an appeal for this error with the district and CDE.

CDE data shows that the percentage of students meeting the A-G requirements at Foshay has always been consistently well above that of the district and the state. This is one area, in fact, where even the district's percentages are regularly above those of the state.

There has been a decrease in the number of students meeting the A-G requirements at Foshay, but not to the degree presented in the CDE website. Still above district and state averages, this

remains a problem to be studied. Data needs to be collected and analyzed to determine the problem we can begin to devise a solution.

Adequate Yearly Progress (AYP)

For data collection purposes, both legislative bodies consider Foshay a span school (K-12), using data from all grade levels tested, requiring the school to meet middle school percentiles to determine progress towards meeting AYP goals. High school graduation data and California High School Exit Exam (CaHSEE) results are incorporated into the data collection. Schoolwide, Foshay did not meet AYP goals for the 2001-02 or 2002-03 school years and was identified as a Program Improvement Year 1 school for 2003-04. Foshay has not met AYP goals for 5 consecutive years now and is currently designated as a Program Improvement Year 3 school for 2005-06. AYP goals must be met for two years in a row in order to exit Program Improvement status. The California Department of Education will release new AYP results on August 31, 2006.

In looking at the high school as a separate entity (and as a 9-12 high school), we would have met the participation rate (95%), and the percentage of students at proficient or above for English Language Arts (22.3% for high schools). We would not, however, have met the AYP growth target for math (20.9% for high schools), or the graduation rate 82.9% -or- +.1% change -or- +.2% 2-year change).

Academic Performance Index (API) Data

Foshay's API ranking is calculated for the whole school and is not currently disaggregated for span schools by the state. The CDE website did, however, provide a spreadsheet for schools to calculate API for subgroups for 2005. Foshay's 2005 high school API is 702, while the schoolwide API is 600. A Local District 7 data specialist is currently pursuing similar spreadsheets to allow us to calculate the API separately for previous years, as well. We expect this information to be extremely helpful in planning appropriately for high school needs.

Conclusion

Foshay students (regular education) perform as well as or better in most areas than like schools in LAUSD, however, there are a number of areas for growth. The CST math scores for Geometry, Algebra 2 and High School Summative math are very low, though the college acceptance rate statistics somewhat contradict this lack of ability to demonstrate knowledge. Oddly enough, the majority of students completing studies at the upper math levels meet the UC/CSU course requirements and are accepted into either or both systems.

Special education students do not meet goals for AYP and sometimes even high school graduation requirements, and there are a number of elements in the district's mainstreaming program that do not seem to be effective at Foshay. In addition, CST English Language Arts, science and social studies scores all meet the goals for AYP, yet still fall below desired outcomes for all subgroups, so warrant further examination and plans for improvement.

A defining characteristic of Foshay high school is the ability to offer students both college preparatory and career path course sequences **simultaneously**. The staff feels that the percentage of students scoring at the passing level (3 or better) on Advanced Placement exams does not reflect the real achievement ability of the students. As successful completion of AP courses can be an indicator for future college success, it is of interest to determine the causes behind this low pass rate (for most but not all AP tests given) and develop a plan for improvement.

An emerging problem is the slow decline in the graduation rate and, correspondingly, a slow increase in the dropout rate. Erroneously reported data has been discovered to affect these rates, but the staff feels this is not the entire explanation. Both staff and students sense an overall decline in the perception of Foshay as being “the best high school in the neighborhood” by all stakeholders, including the surrounding community. This isn’t tangible, but it does manifest in student and teacher apathy and a decline in parent and community involvement.

Questions Raised by the Data

1. How do we better provide opportunities for students with disabilities to access our rigorous curriculum and be fully integrated into our academies?
2. What would be the benefit of creating a 9th grade interdisciplinary team? What would it look like? Humanitas? How would it impact the rest of the master schedule?
3. How can we improve communication to avoid misunderstandings and misconceptions about student achievement, staff morale, etc. ... especially in terms of the lack of knowledge and/or access to high school data/statistics.
4. How can we approach the discussion of high standards and expectations as they relate to the achievement level of the student population – both incoming 9th graders and current 10th-12th graders?
5. How can we build the master schedule to provide students with a cohesive academy (school-to-career) as well as college preparatory experience?
6. How can we integrate outside programs like the USC NAI to provide participating students with the experiences and yet minimize the impact on non-participating staff and students?
7. What is a “college preparatory high school”? Does this describe Foshay Senior High?

FOSHAY SENIOR HIGH PROGRESS REPORT

Comments on the school's major changes and follow-up process since last self-study

Several significant changes have occurred since the last self-study (2000) and 3-year progress report (2003). To begin, the 2001 implementation of No Child Left Behind (NCLB) has impacted Foshay with the implications of the Academic Performance Index (API) and Adequate Yearly Progress (AYP) forms of measurement by the state and federal governments. For data collection purposes, both legislative bodies consider Foshay a span school (K-12), using data from all grade levels tested, requiring the school to meet middle school percentiles to determine progress towards meeting AYP goals. High school graduation data and California High School Exit Exam (CaHSEE) results are incorporated into the data collection. Schoolwide, Foshay did not meet AYP goals for the 2001-02 or 2002-03 school years and was identified as a Program Improvement Year 1 school for 2003-04. Foshay has not met AYP goals for 5 consecutive years now and is currently designated as a Program Improvement Year 3 school for 2005-06. AYP goals must be met for two years in a row in order to exit Program Improvement status. The California Department of Education will release new AYP results on August 31, 2006.

Foshay's API ranking is calculated for the whole school and is not currently disaggregated for span schools by the state. The CDE website did, however, provide a spreadsheet for schools to calculate API for subgroups for 2005. Foshay's 2005 high school API is 702, while the schoolwide API is 600. A Local District 7 data specialist is currently pursuing similar spreadsheets to allow us to calculate the API separately for previous years, as well. We expect this information to be extremely helpful in planning appropriately for high school needs. Professional development, staffing, budget development and purchasing decisions have all been impacted as a result of Foshay's designation as a Program Improvement school, but the disaggregated data seems to tell us that the scores of the largest population at the school (grades 6-8) are the most significant determinants of this status. *Please see Appendix G for information on the increasing impact on students and teachers at all grade levels that Program Improvement status has on professional development, staffing, budget development and purchasing.*

On a positive note, the settlement of the Williams Case (class action suit) in 2004 has increased student access to instructional materials and textbooks, quality teachers and a cleaner and safer campus. The state mandated change in the School Accountability Report Card (SARC) template now requiring schools to report annually on the condition of facilities, teacher misassignment and the availability of textbooks and instructional materials has improved accountability and subsequently, student access.

In 2003 a High School Liaison position was created to serve as WASC Coordinator, college and career advisor and liaison between the high school academies and their state (California Partnership Academies) and national (National Academy Foundation) affiliates. Data collection and monitoring progress toward meeting WASC recommendations has been greatly facilitated by adding this position to the high school staff. The High School Liaison also facilitates parent communication, student celebrations and graduation activities.

The follow-up process has taken place primarily during monthly high school “track” meetings where discussions, planning sessions and the development of action plans occur. The initial WASC recommendations were addressed immediately and their status revisited at the three-year progress report. Additional action plans were developed and emerging needs are discussed and addressed regularly.

Discussion of the progress made on all recommendations from the last full visit

The need to consider the establishment of a high school advisory council to address issues that affect only the high school.

An individual is elected annually by the high school staff, is identified as Track Leader and serves the following two functions: develop the agenda for all high school meetings with the principal and facilitate the meetings, and serve as high school representative on the local school governance body, the School Based Management (SBM) committee. The by-laws were changed to incorporate this representative membership. With the addition of a School Site Council (SSC) mandated to develop and monitor the goals in the Single Plan for Student Achievement as well as the budgets and expenditures of all categorical funds, high school representation is also needed at this level. SSC by-laws are district mandated and membership is strictly controlled. There is no means to provide equal representation of all grade levels (elementary, middle and high school) as on SBM. Faculty members vote as a K-12 body and elected representatives serve the entire school. High school teachers need to be encouraged to run for available positions to ensure high school needs are voiced and heard by voting members.

The need to review the master schedule to provide more opportunities for students to take classes and co-curricular activities.

AP course offerings have increased since the previous self-study. More teachers have been trained at College Board seminars and workshops, as well. Unfortunately, we do not see this reflected in student AP test score results. More data analysis needs to occur to determine the root cause and develop plans for continual improvement.

Elective course offerings have also increased, and this is primarily due to the change in schedule from a 6-period block schedule to an 8-period block schedule. Students now have the opportunity to take up to 8 full courses each semester. For some students, this provides the necessary space in their schedule for remedial courses; for others, additional courses to help meet or exceed the CSU/UC A-G requirements. Many students take their core courses early in the day and are released to take classes at local community colleges or adult schools. Some students use the extra periods for work experience, internships or community service.

The need to provide additional opportunities for parents to become actively involved in their child’s program planning and opportunities available at Foshay.

This has always been and still is an area for growth in the high school. The three career academies (Academy of Finance, Academy of Information Technology and Health Careers Academy) now all provide for parent involvement on advisory boards and through the many

activities they host on and off campus. A 9th Grade House is currently being piloted this school year with the intent of full implementation next year as a district-approved Small Learning Community. This was to meet the particular needs of the transitioning 8th grader to high school academics and life. Parent involvement is encouraged.

Parenting classes are held weekly at the Foshay Family Center and high school parents are notified through a monthly calendar provided in Spanish and English. The High School Liaison and academic counselors hold parent meetings throughout the year both after school and in the evenings to provide information on graduation requirements, college entrance and financial aid information. Academic counselors also provide regular mailings to parents regarding their child's progress.

The school leadership should examine the master schedule to provide the staff with more meeting time for departments to work on curriculum and provide the students with more options for the college preparatory classes they take.

Decisions affecting the bell schedule must be made by the entire staff due to overcrowding, which necessitates teachers sharing rooms, sometimes traveling period by period. Middle and high school teachers share rooms, and teachers on different tracks share rooms, as well. After the initial self-study, the school staff voted to bank time to allow for department (middle school and high school) and academy meetings (high school) one day a week.

In 2003-04 LAUSD mandated all schools follow a district-produced schedule for shortened days throughout the year to allow for district-wide professional development sessions. This time is used primarily to meet the staff development requirements for Program Improvement schools. Last year, however, Foshay staff voted to use the yearly quota of minimum days/shortened days to provide instructional teams with time to meet, develop curriculum and discuss student work and progress toward goals. At the high school level, academies meet around the need of their students and non-academy teachers (foreign language, math, science, PE & electives) meet in departments. In the past it has been difficult for high school teachers to find meaning in many of the professional development sessions required for Program Improvement schools, as they often address middle school weaknesses. A regular high school representative has been selected as a member of the Instructional Leadership Team (the body that produces the staff development schedule and content) to voice high school needs.

The school leadership should look at ways to provide opportunities for staff to share knowledge learned at professional development opportunities.

Monthly high school "track" meetings and academy team meetings provide time for staff to share knowledge learned at professional development opportunities. AP teachers met several times last year with the Assistant Principal responsible for curriculum and instruction to discuss course content, instructional strategies and test preparation. The regularly scheduled meetings for department, track and faculty do provide time for sharing. Math teacher have worked together intensively identifying successful strategies and course material in their department meetings for the last two years.

There is, however, still no regular forum for sharing new ideas other than open meetings. All teachers are welcome to submit agenda items for any high school meeting. This has been noted as a schoolwide issue.

The school leadership needs to provide all school documents to Foshay families in their native language.

A bilingual office technician position has been filled for the past 5 years to provide Spanish telephone support, translation of bulletins, parent letters and notices on the school marquee. Title I bilingual teacher assistants provide translation services for parent conferences and parent mailings, as well. All SBM and SSC minutes are provided in Spanish and English. LAUSD has done a credible job in providing all documents in bilingual format either in print or through the LAUSDnet website. The LAUSD translation unit provides translation for Title I and Bilingual Advisory council meetings.

The LAUSD needs to improve facilities at Foshay to provide adequate classroom space and materials and supplies to all classrooms.

In 2003-04 LAUSD recalculated the capacity for Foshay and set up a plan to reduce enrollment over period of three years by enrolling fewer 6th grade students each year. The three tracks were to be balanced so the bulk of the middle school students are on B-track with the elementary school and a cohort of middle school students on A-track and the high school and a small cohort of middle school students on C-track. Though enrollment was reduced significantly, there are still a number of traveling teachers and teachers who move period by period.

In 2005-06 LAUSD recognized that the high school had a disproportionately high number of special education students enrolled. As a result, no special day class was set up in the master schedule for the 2006-07 school year.

The need for professional development on assessment strategies.

A large percentage of high school teachers have participated in Lesson Design Study (LDS), some multiple times. LDS provides instruction in backwards planning, unpacking standards and integrated curriculum to single teachers or teams of teachers. These participants develop integrated units, teach them to their students, videotape the lessons, evaluate the results and revise the units for reteaching. Some units have been published and are shared-out to other teachers. Program Improvement status has mandated a variety of staff development opportunities on standards-based instruction and assessment strategies.

Foshay Learning Center WASC 3-Year Progress Report 2003-04

Significant Developments

The Los Angeles Unified School District has mandated a series of Professional Development Tuesdays throughout the school year requiring the students to be dismissed at 1:43pm while teachers attend professional development sessions designed to improve student achievement. Foshay Learning Center Senior High has been named by Newsweek magazine as one of the top 100 high schools in the nation two years running due to the high number of Advanced Placement courses offered as compared to the number of graduates. A full-time position of High School Liaison has been created to facilitate interaction between the academies, coordinate college awareness programs and provide assistance with college entrance testing.

Procedures for Implementation & Monitoring

Following the initial accreditation team report, the high school staff met to discuss informal annual progress reports on staff development days at the conclusion of each year. WASC goals were set for the following year and tentative focus group assignments were made.

Year One (2000-01): As a group, the high school staff addressed the Key Issues of each section. Select issues were discussed and assigned to a focus group for further study if necessary. Year One Action Items:

- Vision, Leadership and Culture Key Issue #1 (“The need to consider the establishment of a high school advisory council to address issues that affect only the high school.”)
 - A high school lead teacher will be designated to represent high school needs at the School-Based Management council. This will be an elected position.
 - An assistant principal will be designated by the principal to work specifically with the high school staff on issues requiring administrative support.
- Support for Student Academic & Personal Growth Key Issue #1 (“The school leadership needs to provide all documents to Foshay families in their native language.”)
 - The Title One office will provide a translator to translate any documents into Spanish. Documents must be submitted one week in advance. The LAUSD will provide document translation for other languages. Those documents must be submitted two weeks in advance.
- Support for Student Academic & Personal Growth Key Issue #2 (“The LAUSD needs to improve facilities at Foshay to provide adequate classroom space and materials and supplies to all classrooms.”)
 - LAUSD has since mandated that every school provide a book for each subject to each child. The district will provide funding if the school’s budget does not allow for this.

- Enrollment count procedures at the district have been altered to take Foshay's "K-12 span school" status into consideration, the result being a lower cap number and overall a lower total enrollment. This then has resulted in fewer traveling teachers due to more available classroom space.

Year Two (2001-02): As a group, the high school staff addressed additional Key Issues of each section. Each issue was discussed and assigned to a focus group for further study if necessary.

Year Two Action Items:

- Curricular Paths Key Issue #1 ("The need to review the master schedule to provide more opportunities for students to take classes and co-curricular activities.")
 - Santa Monica Community College will offer an art class for college/high school credit on Foshay's campus after school.
 - A drawing class will be developed and incorporated into the 2002-03 master schedule. A film-making class will be developed and incorporated into the 2003-04 master schedule.
 - Golf, girls' tennis and track and field will be offered at Foshay as sports in LAUSD's Magnet League.
- Curricular Paths Key Issue #2 ("The need to provide additional opportunities for parents to become actively involved in their child's program planning and opportunities available at Foshay.") ****School-wide Key Issue #3**
 - A Parent night will be developed/offered for the incoming ninth grade students and their parents (to occur before the beginning of the 2003-03 school year). Presentations will be made on graduation requirements and services provided by school personnel.
- Powerful Teaching and Learning Key Issue #1 ("The school leadership should examine the master schedule to provide the staff with more meeting time for departments to work on curriculum and to provide the students with more options for the college preparatory classes they take.") ****School-wide Key Issue #1**
 - LAUSD has mandated a series of 16 Professional Development Tuesdays designed to improve student achievement. Students are dismissed at 1:43 and teachers provided with approximately 90 minutes of meeting time. Half of the meeting agendas are to be determined by the local district and half by the school site. High school staff will meet in WASC focus groups for 4 of the meetings.

Year Three (2002-03): The high school staff formed a focus group around each school-wide critical area and one newly identified area of need*. The areas are: Scheduling, Professional Development, Parent Communication & Support Services*. The aforementioned Professional Development Tuesdays were used exclusively to meet in focus groups and share-out progress throughout the year. Year Three focus groups studied issues requiring in-depth examination. Focus groups presented year-end conclusions, but will continue to meet in the 2003-04 year to develop Action Items. Year Three Informal Progress Reports:

- Master Schedule Focus Group
 - Powerful Teaching and Learning Key Issue #1 ("The school leadership should examine the master schedule to provide the staff with more meeting time for departments to work on curriculum and to provide the students with more options for the college preparatory classes they take.") ****School-wide Key Issue #1**

- Elective course offerings – We need to deal with needs of students *and* talents of teachers to broaden our elective program. Survey forthcoming for '03-04.
- Bell Schedule – It would be better if we can maintain the same bell schedule for middle and high school because it would facilitate vertical teaming and cross-age instruction. Working on presenting the following to MS staff:
 - 8 period block (4 periods each day)
 - pros – more opportunities to get credits needed to graduate, less overcrowding, flourishing of extra-curricular development, can block sports at end of day to minimize absences, no confusion – color coded days, master schedule opens up for easier programming, classes length would be 1.5 hours = just right
 - cons – weekly imbalance of odd/even; every Monday would be different schedule (we'd run through the whole schedule every 2 weeks instead of every week)
- AP Courses
 - Concerns – mandated changes for science instruction; students need to stay in cohorts for academy cohesiveness
 - Availability – Consider new schedule? Classes one semester instead of one year in length?
 - Articulation
 - Pre-enrollment communication needs to be established/improved
 - Parent information should be available during Spring Parent Conferences or have a special parent meeting in the spring
 - Delineated course outlines for student review before selection process (including off-track assignments); student panel discussions for interested applicants; need to inform students about added point value, applicable ONLY if have A-B
 - Requirements - if student has a C or lower before course enrollment, essay required: “Why I should be considered for this class/What I can bring to this class” (Essay will be a persuasive essay patterned on the college application essay.)
- Master schedule should be prepared in February and students should be scheduled in March/April.
- Parent Involvement Focus Group (Goal – To increase parent involvement both formally and informally.)
 - Curricular Paths Key Issue #2 (“The need to provide additional opportunities for parents to become actively involved in their child’s program planning and opportunities available at Foshay.”) ***School-wide Key Issue #3*

- What would mastery look like?
 - Specific skill demonstration, specific behavior, specific performance(s) associated with mastery of the standard
 - What tests, quizzes, projects, examinations, performances, and/or lessons are we using now?
 - Does your measurement match the criteria you are measuring?
 - Are you giving multiple choice Scantron exams because the exam really reflects the desired skills and behaviors, or because it's fast and you are used to it?
 - If the things you are using now do not match what you believe they should be measuring, how can they be altered to do so?
 - Do your lessons take into account the different learning styles of students?
 - Example – Howard Gardner, Bloom's Taxonomy, etc.
 - Do your projects really reflect mastery of what you are tasked to teach your students? How? Could you explain this to another teacher, a parent or an administrator?
- Support Services Focus Group (Goal – Service students more efficiently through increased awareness of offerings.)
 - After reviewing the remaining WASC Key Issues the high school staff determined that the parents and students are often unaware of the various services and support programs offered by the school. A focus group was formed to study this issue and make recommendations regarding the services offered and parent/student awareness of those offerings. Focus group started with identification of services and how they are publicized currently.
 - Appointing (creating a position) for High School Liaison; one duty to facilitate parent communication and publicize services and programs
 - Impact Coordinator – new coordinator (paid), run by state, advertises with brochure developed and distributed to teachers
 - Student Study Team – Yellow Service Request = initial contact; can also self-refer
 - Academies – small learning communities; advertised at “road show” in spring of 9th grade year
 - Athletics
 - Girls – volleyball, soccer, basketball, golf, tennis & track
 - Boys – volleyball, soccer, basketball, golf, tennis & cross country
 - State rules for eligibility (2.0 GPA)
 - Foshay is in Magnet League (based on enrollment)
 - Must comply with Title 9 laws
 - Member of CIFLA
 - Funded by leadership
 - Awards
 - Officials
 - Uniforms
 - Equipment
 - Funded by school/district
 - Coach stipends

- Transportation
- Need system for approval of team creation to be set up; criteria based on available funding (leadership budget involved, so should be involved in setting up approval process)
- Current method of advertising
 - Daily bulletin
 - Word of mouth
 - Posting signs on PE yard
- Club Athletics
 - Students Run LA (advertised in daily bulletin, electric sign)
 - Cheerleading (try-outs advertised in daily bulletin)
- Jazz Band – advertises through word of mouth only
- Peer Mediation – Asian Pacific Association (grant?); advertised through presentations at teacher meetings, posting signs on main hallway bulletin board and door of assigned room; students trained as mediators (service provided BY, not just FOR); teacher or self-referral
- “Special Programs” list in agenda book = outdated
- Youth Services is for middle school only.
- Parent Center – advertises through published booklet & brochure
- Health Clinic – Healthy Start grant; partnership with California Hospital – advertises through flyer put in teachers’ boxes (insufficient)

Year Four (2003-04): The high school staff will continue with the four focus groups formed for Year Three. Each group is mid-way through an in-depth study of their issue. This year the goal is for each focus to adopt an action item to resolve the key issue.

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

To what extent is the school’s purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

The Vision Statement, supported by our expected schoolwide learning results and graduation requirements, reflects the commitment of all stakeholders. The belief that all students can learn is a driving force that facilitated the process of aligning our program to the Vision Statement. Since many teachers were hired after our initial accreditation, we revisited at our vision and program goals to ensure we all had an understanding of the original vision. In re-opening this discussion, it became apparent that our vision and expectations for student learning need to be more thoroughly integrated into our planning and culture.

All 10-12th graders are in a 3-year academy program in health careers, business/finance or technology. Some students are also in an additional program to build scholarship skills taking math and English on the USC campus. This program is called the University of Southern California Neighborhood Academic Initiative.

The academies support the vision statement by requiring all students to take the A-G curriculum as required for college acceptance. The academies also support the vision of every student having a career path (business/finance, technology, and health careers). Many documents were gathered and analyzed over the course of this process, including our state curriculum, standardized test scores, API scores, dropout rates, class failure rates, and college entrance acceptance. Most teachers have had opportunities to attend off site workshops in addition to our on site required professional development held approximately every 2 weeks.

The Los Angeles Unified School District administration and the Board of Education support our mission and vision. At this time, there are some students and parents that are unaware of the ESLR’s, graduation requirements and the state standards. It is part of our commitment to ensure that all stakeholders are aware of this information to improve student achievement.

Findings	Evidence
Our vision and learning expectations need to be integrated into our planning and culture.	<ul style="list-style-type: none"> • Vision Statement • Professional developments • Teacher survey • LA County Program Improvement feedback (date?)
The Los Angeles Unified School District and	<ul style="list-style-type: none"> • Board of Education mandate that all

<p>District 7 support our vision.</p>	<p>high schools follow the model started at Foshay of requiring all students to take the A-G requirements and that all schools develop small learning communities around themes such as business, health, or technology</p> <ul style="list-style-type: none"> • Provision for SBM and SSC in school organization efforts, which includes participation of all stakeholders – a basic tenet of the Foshay Learning Center design
<p>Student access to Advanced placement classes, CAHSEE readiness through ELA, expansion of electives, intersession, use of technology in all disciplines, SHPE (Society of Hispanic Professional Engineers), Service Learning, and classes at community colleges demonstrate that our purpose is well aligned with our expected learning outcomes.</p>	<ul style="list-style-type: none"> • Foshay ESLRs • Academy teachers’ Syllabus • 9th grade Academy parent meetings • Interview of Beyond the Bell AP • Master Schedule • Certification by Academies of Technology use • Interview of Counselors
<p>Currently we are recreating a 9th grade humanities academy so that every student will be in an academy.</p>	<ul style="list-style-type: none"> • Design study • Notes from 9th grade teachers • Parent meetings
<p>Our model emphasizes college preparation within the academy model.</p>	<ul style="list-style-type: none"> • Foshay Video (1994) • WASC Home Group meetings (2004-05) • Teacher survey
<p>There is much confusion over the “mainstreaming” of our resource students. With emphasis at Foshay on AP classes and higher-level math, teachers feel frustrated with the lack of success of the special education students.</p>	<ul style="list-style-type: none"> • CAHSEE results for class of 2006 (of the 11 who did not pass, 10 were students with IEPs) • Mark Report showing most all resource students failing one or more core classes
<p>Parents are divided in their knowledge of the ESLRs, but understand Foshay’s goals regarding student achievement.</p>	<p>Questions 1, 11, and 17 in the Parent Survey</p>

A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

LAUSD and Local District 7 have now mandated that all high schools provide an A-G curriculum to all students. To begin in 2007-08, it will become a graduation requirement for students in the Class of 2011. In addition, they provide common planning time by subject and grade level. At Foshay we also do this by academy. We have from time to time received California Standards Test results for individual students to assist in evaluating the instructional program and making needed revisions. We have used this data to plan and implement our standards based program.

Foshay has both a School Based Management (SBM) committee and a School Site Council (SSC), each with high school representation. This is provided for under contract between UTLA and LAUSD. Foshay’s councils meet twice a month on alternating Thursdays. The purpose of the SSC is to insure that our single plan is being properly implemented, developing, submitting and reviewing categorical budgets annually. SBM oversees policies and procedures such as the bell schedule, use of copy machines, some professional development and the discipline policy.

Since LAUSD is a large school district, systems are in place to ensure that a Single Plan for Student Achievement is written and submitted. However, we are not yet to a stage where most students, parents or teachers at the high school level know what is actually in this Single Plan. We also acknowledge that we must develop procedures to ensure that our budget allocations are producing the desired academic results. We did not really find any evidence of monitoring by the District of our Single Plan in terms of the plans effectiveness. Financially, the District has an accounting system that requires proper expenditures. This responsibility lies with the principal who meets regularly with a Local District 7 Director.

Findings	Evidence
Monthly professional development time is mandated by the District. In addition, Foshay Learning Center holds 4 hours of professional development each month.	<ul style="list-style-type: none"> • District Memorandums • Professional Development Committee • School Schedule • Letters to parents and students • Interview of AP for Professional Development
Parents and students are members of School Based Management and School Site Council. These councils meet once a month and publish minutes.	<ul style="list-style-type: none"> • Minutes and Agendas from School Based Management and School Site Councils
Administrative tasks are sometimes delegated to teachers.	Lunch/Brunch schedule was designed by a group of teachers and the cafeteria manager
Teachers are free to design new programs and get them approved by SBM.	Ninth Grade Academy and its curriculum were designed by a small group of teachers

A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Following the receipt of annual standardized test results such as Advanced Placement Exams, California State Standards Test, California High School Exit Exam, etc. initially during specific Professional Development times, and later, in Academies or in Departments, teachers: review the results of the students whom they taught in the testing year, analyze their instruction or specific strategies which may have caused the results, and identify areas of improvement. Next they look at the same data, but for their current students, and create action plans for areas of improvement as it relates to academic results and Foshay ESLRs. The high school has yearned for a disaggregated API, separate from the K-12 school as a whole. The California Department of Education (CDE) assigns one API to the entire school. However, to help set realistic goals regarding this measureable index, we can use the CDE website’s “calculator” to calculate just the high school’s API. Thus, we recently learned that the high school’s API has grown from to 583 in 1999 to 702, in 2005. With the exception of last school year, this data analysis occurs schoolwide and annually, but some Departments and Academies go more into depth than others.

The school leadership and staff implement action plans based on these findings. Action Plans include but are not limited to professional development in certain areas, targeted intervention for students, common review of areas of weakness as part of the daily dispatch in classes, etc. Or, since EL students lagged behind other subgroups schoolwide in all content areas, a schoolwide professional development on SDAIE strategies occurred. School leadership will be observing classes to see if these strategies are being implemented.

The School Site Council will begin to monitor these Action Plans in their bi-monthly meetings based on data analysis, and part of the school’s yearlong professional development will include departments doing the same on a regular basis. Currently this is only done annually, and more frequently for targeted students who participate in the District’s/School’s Extended Learning Academy, an after-school and/or Saturday English Language Arts and Mathematics Intervention program. The school recognizes that this should be an on-going practice within Departments and Academies.

Findings	Evidence
Professional Development sessions exist for the purpose of data analysis.	Professional Development Agendas
Professional Development for AP teachers	Conference/workshop Attendance Forms
Targeted intervention exists to support students who do not pass the CaHSEE on	Improved CAHSEE results

their first attempt.	
Regular and on-going data analysis does not occur.	<ul style="list-style-type: none"> • Professional Development Agendas • Informal Teacher Interviews

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

To a large extent the highly qualified staff of Foshay Learning Center facilitates achievement of the academic standards and expected schoolwide learning results through a system of preparation, induction and professional development. This past year the high school participation in professional developments (held schoolwide on Tuesdays) was to a limited extent due to WASC preparation.

The employment policies and practices at Foshay Learning Center are aligned with the No Child Left Behind Act (NCLB) and Los Angeles Unified School District Policies where all teachers are considered “highly qualified” or in an internship program that gives them the preparation and support to become highly qualified in their subject matter of instruction. When adding a new staff member to FLC, a team consisting of an administrator, department chair and other faculty members within the same department interviews potential candidates. New teachers are then given a mentor and attend weekly meetings to gain understanding in the policy and practices of FLC pertaining to class management, curriculum, school culture and vision.

All staff members are supported in accomplishing quality student learning through the Instructional Leadership Team who provide Professional Developments that examine data to improve instruction and curriculum, Least Restrictive Environment (LRE) to better meet the needs of student’s with disabilities, classroom management and various learning strategies that are supported through research to improve student learning. Teachers are also aided by the Math and Literacy Coaches and training through Action Learning Support (ALS) to integrate Specially Designed Academic Instruction in English (SADAIE) strategies into curriculum and instruction. Administrator and faculty written policies can be found in the District’s Policy book. The Single Action Plan can be found in the Title 1 Office, however, the staff has not been trained on the plan although it is on the agenda for a future professional development. Other policies specific to FLC such as the school’s Vision and Mission statement, student codes of conduct and dress can be found in the Student Agenda book. Department Chairs maintain and disseminate pacing plans for instruction and Track Leaders provide on going communication between faculty, administration and district policies. Both the School Site Council and School Based Management Committee determine the major decision-making process pertaining to school policy. They are each comprised of administrators, faculty, classified personal, parents and students.

One of the areas of concern within faculty and administrators lies within the lack of communication, therefore a Communication Team has been formulated to begin addressing and

rectifying the lack of communication among the staff. A school master calendar has been placed in the main hallway listing dates of meetings, testing, and other pertinent information. Also agendas, schedules and forms are both provided through e-mail and hard copies. There have been schoolwide and department retreats to address both planning issues and fostering a school climate that resolves differences among the staff.

Many of the teachers have participated in Lesson Design Study where teachers are given the opportunity to work individually or collaborate on a unit. Also, teachers have been given the basis to begin creating Culminating Tasks, however due to the WASC self-study process, high school teachers have not been allotted sufficient time to begin creating the task. Teachers also model lessons in department meetings, have data-driven department retreats and have participated in creating model classrooms where other teachers can observe lessons. School leadership reviews these processes through professional developments based on data from assessment. When teachers were in Critical Friends Group (CGF) they were allowed the opportunity to examine and access various units for successful student learning, however the groups have not met within the past year.

Findings	Evidence
The actions of the leadership are directly linked to the student achievement of the academic standards and the expected schoolwide learning results.	<ul style="list-style-type: none"> • District 7 Mandates • Culminating Task • Inclusion of RSP Students • Beyond the Bell
Administrator and faculty written policies, charts and handbooks define responsibilities and relationships.	<ul style="list-style-type: none"> • Agenda Book • District Policy Book • Pacing Plans • Dept Chairs • Instructional Leadership Team • Single Action Plan
Team-building strategies exist at Foshay.	<ul style="list-style-type: none"> • Culminating Task • Schoolwide Retreat 3/2/06 • Vision Team • Lesson Design
Structures exist for internal communications and resolving differences.	<ul style="list-style-type: none"> • School-wide and individual Depts Retreats • HS Liaison • SB65 • SST • Communication Team
There are procedures for leadership to involve staff in shared responsibilities and actions to support student learning.	Instructional Team as sub-committee to SBM/SSC

There is staff involvement in actions focusing on successful student learning such as: Model Classroom, Mesa, ELS, Robotics, Lesson Design, Opera, Decathlon, Poetry in Library, Multicultural groups, Accelerated Math Program, CAHSEE Boot Camp, CIF Sports.	Informal interviews with faculty, administration and support staff
Collaboration across the school exists.	<ul style="list-style-type: none"> • Culminating Task Units
There are documents pertaining to employment policies, practices related to qualifications, and statutory requirements.	<ul style="list-style-type: none"> • NCLB • District Policies
Staff assignments are made to maximize the use of their expertise	<ul style="list-style-type: none"> • Instructional Team • Math/Literacy Coaches • Teacher Generated Electives
Collegial strategies such as shadowing, coaching, observation mentors and presentations are used to implement innovations and encourage improvement.	<ul style="list-style-type: none"> • Lesson Design • BTSA • ALS • Retreats • Dept Meetings • Professional Development • Culminating Task
Our parents have easy access to the discipline policies.	Student Agenda Planner

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Many high school teachers and staff engage in individual or instructional team-based professional development. Excepting one, all AP teachers have attended weeklong summer seminars and many have been to 8-day Lesson Design workshops at the Institute for Standards, Curriculum and Assessment (ISCA). Several teachers have developed multiple units at ISCA. Several teachers have done independent research and some sought out their students' scores on standardized tests. Prior to last year, teams of teachers were given the testing data at Tuesday professional development meetings and time to use it for planning lessons.

This year, professional development has focused almost exclusively on middle school data, issues and needs. Based on Foshay's status as a Program Improvement school, the Instructional Leadership Team collaboratively planned schoolwide professional development, such as SDAIE training to help differentiate instruction within the classroom for our EL and other learners in order to help close the achievement gap; *The Framework of Poverty*, to address cultural sensitivity; Classroom Management strategies; middle school State Test results analysis; and Least Restrictive Environment. Our challenge is to make these sessions relevant to all grade levels. The state of California defines Foshay as a middle school for data collection purposes

and evaluation of student achievement. The middle school population is the largest student group at Foshay. In calculating high school API separately (which the state does **not** do), we learned that the high school's 2004-2005 API was 702, while the schoolwide API was 600.

Findings	Evidence
Professional development has addressed classroom discipline and teaching strategies for the last two years. High School teachers have found these sessions unhelpful.	<ul style="list-style-type: none"> • Professional Development Agendas • Informal high school teacher interviews
Within the last year, seven teachers participated in lesson design, three of them twice.	ISCA records and units designed.
Two high school teachers are on the Professional Development Committee	Teacher survey
Several teachers research their students CAHSEE results, CST scores and grades	Informal teacher interviews
Program Improvement status decided professional development needs	Professional Development Agendas

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Financial resources are at best uneven. Human and material resources are currently at sufficient levels, and our physical resources are inadequate.

Foshay Learning Center, at the high school level, currently has no unfilled positions. Staff is highly qualified (NCLB) and teaching within their chosen field of expertise. It is not common to have vacancies. High school teachers, more often than not, possess years of experience. Professional development hours are usually spent in a K-12 model. High school teachers, lately, have spent the past year working on the WASC self-study process.

Materials are passed out on the first day of school and additional supplies can be ordered through Title 1. All students have sufficient textbooks. The AP responsible for curriculum and instruction keeps a list of any necessary books to be purchased. Materials such as audio-visual and support technology are available in the Product Development Center (PDC). All classrooms have at least one computer and printer. A service request can be completed and sent to an on-site technician as needed. Students have access to the PDC as well as a technology classroom in their academy.

Facilities at Foshay are not adequate. Space is at a premium. Parking is very limited, as well as playground/activity space. Classroom space is a problem causing some teachers to travel. Teachers are designated to travel from classroom to classroom, period by period on a rotating basis. Most teachers do not have access to their classrooms during their conference periods due to this. Hallways are crowded as well as open spaces such as courtyards and eating areas. Teachers don't eat in the cafeteria due to lack of space. The cafeteria seats 30 for a staff of 150.

Findings	Evidence
Funding within the Health Academy and the Technology Academy is sufficient. No additional funding has been found for the Finance Academy or the 9 th Grade Academy.	<ul style="list-style-type: none"> • CEAC, SSC, SBM, Budget Committee, Title 1, Bilingual ELAC, AP responsible for the Special Education program, Principal • Financial Manager
An annual mock audit is done in preparation for the audit by the district.	<ul style="list-style-type: none"> • District SSC, Local District 7, Title 1 CCR, Inspector General, 1-800-FRAUD • Parent concerns • Williams audit
Facilities are insufficient to meet the needs of the staff and students.	<ul style="list-style-type: none"> • Soccer field in poor condition • Parking lots inadequate • Lack of sufficient playground space • Gym with poor lighting • Lunch area insufficient and crowded, lunch lines too long • Sound system in auditorium in poor condition • Lack of classroom space
All students have textbooks as well as graphing calculators.	<ul style="list-style-type: none"> • Textbook room, • Title 1
All staff members are highly qualified and teaching within their subject field.	<ul style="list-style-type: none"> • Faculty and staff • Principal interview
Grant writing is ongoing. Future plans include funding for NAI-USC, the 9 th grade Academy, and the Finance Academy.	<ul style="list-style-type: none"> • 9th grade academy • USC NAI • Finance Academy • Principal interview

Strengths of Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- Planning, beginning implementation and ongoing evaluation of 9th grade academy
- Career Academy concept
- Number of Advanced placement classes
- Teachers are willing to look at data and adjust their curriculum to meet student needs based on data

- Students are willing to participate in tutoring and extended learning opportunities
- Schoolwide and individual retreats and on going professional development such as Lesson Design
- 100% Highly Qualified Staff
- Many teachers are involved in continuing education (masters degree, National Boards or AP seminars)
- 2 academies are funded through the California Partnership Academy.

Areas for Growth for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

1. LAUSD needs to find ways to resolve the problem of teachers traveling period by period due to lack of sufficient classroom space.
2. Improve the effectiveness of the District's "mainstreaming" plan for our special education students.
3. Need more high school participation in the design of professional development activities to ensure relevance to high school needs.
4. Ineffective communication and implementation of policies.
5. Improve PE Field and athletic facilities.
6. Resolve parking (inadequate space) for teachers and students..
7. The high school's academy structure needs to be prioritized in terms of developing the master schedule and in all decision-making regarding professional development, budget and staffing.
8. School needs to ensure that student test data is provided to every teacher every year.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

Students at Foshay Learning Center participate in a challenging, relevant, coherent curriculum, which is standards based and which supports the achievement of the academic/content standards and expected school wide learning results.

When Foshay transitioned into an Urban Learning Center and created a high school, a conscious decision was made to embrace a college preparatory curriculum. Foshay is a unique “niche” school that focuses on academic achievement and preparing students for success in college and with their career goals. In pursuit of this, Foshay High School has chosen to divide itself into three academies: the Finance Academy, the Health Careers Academy, and the Academy of Information and Technology. Furthermore, Foshay has initiated a new small learning community, the 9th Grade House, designed to meet the needs of students as they transition from middle school to high school. These academies offer students rigorous, relevant, interdisciplinary curriculum that facilitates and exceeds the standard high school graduation requirements. Through these academies, students are also given a chance to participate in a variety of relevant, extracurricular activities that support their academic experience. Foshay has excellent pass rates for the California High School Exit Exam (CaHSEE), however scores on the annual standardized tests are not as high as they should be, especially in mathematics.

Findings	Evidence
<p>Current educational research thinking and documents are used to assist departments and individual teachers in implementing academic/content standards.</p>	<p>The faculty attends workshops and conferences to keep updated on the latest educational research in implementing content standards.</p> <p>In 2006, the entire faculty attended a district-sponsored workshop by Action Learning System on implementing California Content Standards in sheltered instruction.</p> <p>In 2006, faculty members from each of the three principal academies attended the California Partnership Conference to learn more about interdisciplinary instruction within the academy model.</p> <p>Many teachers have attended Lesson Design Planning, an intensive workshop that focuses on creating rigorous, relevant, cohesive curriculum.</p> <p>Other conferences attended by Foshay faculty include</p>

	<p>the following:</p> <ul style="list-style-type: none"> • National Science Teachers Conference • Motivating Unmotivated Students • Understanding the New SAT • Advanced Placement workshops/seminars
<p>Teachers in each subject area use State Content Standards and Frameworks in planning their curriculum and courses.</p>	<ul style="list-style-type: none"> • All teachers were recently given California Content Framework folders and materials. • Teacher survey
<p>Academies offer all students a high degree of congruency between actual concepts and skills taught, academic standards, and school wide learning results. The structure enables teams of teachers to develop thematic projects that promote rigor, coherence and relevance in the curriculum. Each academy provides students with curricular and real world opportunities for career exploration.</p>	<ul style="list-style-type: none"> • All students participate in one of three academies. • Academies offer Standards based instruction and course sequences that exceed the UC/CSU A-G requirements. • Master Schedule • Student survey question 17, 19, 25, 28, 36, 37 • Parent survey question 3, 9, 23 • Academy Design: <p><u>Health Academy</u> Interdisciplinary projects involve English, History, Science and Health Careers and include the Scientist Biography Scrapbook, the Jurassic Park Project, Ethics Project, and the CSI War Project.</p> <p>Relevant extracurricular resources:</p> <ul style="list-style-type: none"> • job shadowing at local hospitals • online mentoring • blood drives • career related field trips <p>career related community service</p> <p><u>Information and Technology Academy</u></p> <ul style="list-style-type: none"> • English and History teachers participate in lesson design each year • English and Tech teachers collaborate on 10th and 11th careers units • Tech and History teachers collaborate on web competition with 12th grade • Tech and Biology teachers collaborate on web design project <p>Relevant extracurricular resources: online mentoring</p>

	<p><u>Finance Academy</u> English and History teachers collaborate to create 11th unit on media's affect on history</p> <p>Finance class culminating task is a paid internship</p> <p>Relevant extracurricular resources:</p> <ul style="list-style-type: none"> • online tutoring and mentoring • stock market game • commodity challenge • career related field trips <p><u>USC Neighborhood Academic Initiative</u> After school tutoring, mandatory Saturday school, math and Language Arts, intersession</p>
<p>The primary focus of the 9th grade academy is to help with transition from Middle School to High School and to provide adequate support necessary for being successful in an academically rigorous High School program.</p>	<ul style="list-style-type: none"> • A design team/committee has been devised that consists of the following stakeholders: Teachers, administrators, school staff and students (currently soliciting parent representation). It is the goal of the design team to implement the philosophy of the same "Small Learning Community" concept utilized by our other academies. • Meetings have been ongoing since the Fall of 2005. While some elements of the program have been implemented the program is still in its design stages. Teachers and design committee each meet twice monthly to evaluate progress. • Currently 9th graders are benefiting from a schedule offering foreign language for 9th graders, offering Ancient Civilizations to prepare students for 10th grade AP World History and the development of a 9th grade advisory class.
<p>There is a District-wide effort to implement Periodic Assessments beginning in Middle School in English, Science, and Math. The assessments are now being implemented in the High School in English and Science.</p>	<p>District Periodic Assessments, scored with District-wide rubric</p>
<p>The Local District has initiated a focus on developing Culminating Tasks by departments. Departments are in various phases of the development process.</p>	<ul style="list-style-type: none"> • Professional development Agendas • Culminating Task Units

CaHSEE pass rates are excellent.	California Department of Education
Annual standardized test results are not at desired levels.	California Department of Education
A wealth of data exists from various tests and assessments, however data is not utilized regularly or to a great enough extent to shape our curriculum on a school-wide basis.	<ul style="list-style-type: none"> • Interviews with teachers • Professional Development Agendas

B2. To what extent do all students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Together with their counselors, students develop a four-year plan that helps focus their academic program towards their goals. The school has implemented a wide variety of programs to meet the needs of its diverse student body, which builds around a core of college-prep/high school requirements. Programs include: Information and Technology Academy, Health Careers Academy, Finance Academy, 9th Grade House (currently in first year of implementation), Neighborhood Academic Initiative (NAI) Program, AP Program, Special Education, GATE, Independent Study, Visual and Performing Arts and other Electives, Intersession classes, Beyond the Bell, Robotics. The students have access to most of the school’s entire program within their academy models. If access is limited, it is the result of the constraints of the academy model and subsequent master schedule of a small high school and small learning communities. A concern has arisen with respect to students in the Special Education program. The effort towards mainstreaming has increased their access, however we are currently struggling to provide them with the support they need to be successful.

Findings	Evidence
Students have personal learning plans, which include orientations as they enter FLC, and are followed by their counselor throughout their high school career.	<ul style="list-style-type: none"> • Student Survey questions 12,13,14,18, 19 • Interview with counselors • Parent survey questions 3, 5, 6, 7
All students have access to college prep courses (A-G requirements) as well as courses that enable them to meet high school graduation requirements.	<ul style="list-style-type: none"> • Master Schedule • Student Survey question 31 • Parent survey question 3
A variety of AP courses are offered and a significant percentage of the students are enrolled in them. However, there is not currently a consistent policy regarding access to AP enrollment.	<ul style="list-style-type: none"> • Interview with counselors, students, teachers, AP coordinator • Master Schedule • Newsweek Article “Top American High Schools”
All students have access to Academy Models and Smaller Learning Communities throughout their four years.	<ul style="list-style-type: none"> • Beginning in the 10th Grade, students choose a particular career-focus to pursue through the Foshay academies. (Some students may not receive their first choice due to space

	<p>limitations. A lottery is held to determine placement based on student prioritization.) A key feature of the academies is the school-to-work course offerings specific to their career (i.e. Health Careers, Stocks, Internet Publishing), paid/unpaid internships, service learning opportunities, job shadowing and work experiences.</p> <ul style="list-style-type: none"> • The 9th Grade Academy/House is in its first year: it is a cohesive program to specifically meet 9th grade needs: (address transition issues, establish solid college prep. schedule etc.) • Approximately 25% of the high school belongs to the NAI program, taking courses on the USC campus taught by a combination of Foshay and Manual Arts teachers and receiving support including Saturday school, intersession, tutoring and a vigorous parent support component. • Student Survey question 16 • Parent Survey question 22 • Master Schedule
<p>Not all students have access to the complete Foreign Language program.</p>	<ul style="list-style-type: none"> • For the 2006-2007 school year, 120 9th graders were placed into Foreign Language classes. This is a great improvement from last year, when 9th graders were denied access. Still more access is expected next year. There are a few exceptions. For example, Spanish language classes can be difficult for 9th and 10th graders to access due to overcrowding. • Interview with counselors, students and foreign language teachers • Master schedule
<p>Students have limited access to NAI program.</p>	<ul style="list-style-type: none"> • Admittance to the USC NAI is by application, interview and teacher recommendation at the end of 8th grade. Some students may access the program in later years, but these are exceptions. • Interview with counselors • Master schedule
<p>Students with identified special needs have access to the Special Education program. Students with IEPs are programmed into</p>	<ul style="list-style-type: none"> • Interview with counselors • Master Schedule

<p>Special Day Classes or into General Ed Classrooms with differentiated instruction delivered through modifications or accommodations, aids, or an additional class for support.</p>	
<p>Students have access to specialized programs and electives, according to interest, space and available offerings: Independent Study, Visual and Performing Arts and other Electives. Teacher preferences, credentialing and choices mostly drive the elective offerings at Foshay. However, counselors do try to address student interest and needs along with available space within these elective courses as well as facilitating the fulfillment of A-G requirements. Students at Foshay can access these programs created within these parameters that attempt to augment their academic core curriculum.</p>	<ul style="list-style-type: none"> • Interview with counselors, students and teachers • Master Schedule • Student Survey questions 28, 29, 31
<p>Students have access extra-curricular programs based on interest, availability and need: Intersession classes, Beyond the Bell, Robotics, Academic Decathlon, Saturday Academy for NAI students, and other student organizations, etc.</p>	<p>Student Survey question 8</p>

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Students at Foshay Learning Center are able to meet all graduation requirements and the A-G requirements for college upon completion of the high school program. Foshay also offers students a wide variety of AP courses. Graduation rates are consistently above district averages and similar to state averages. However, they have been declining. Dropout rates are consistently below district and state averages. However, they have been increasing. One area of concern has been that of student motivation; which may or may not be a contributing factor to the decline in the 4-year graduation rate and the increase in the dropout rate. Addressing the needs of Special Education students is also a concern. Special Education students may have more difficulty meeting the graduation and A-G requirements because of the lack of support they receive in general education classes, particularly with regard to foreign language.

Findings	Evidence
<p>Students are assigned to a counselor that they remain with throughout high school. These counselors meet with their assigned students on a regular basis to track academic progress.</p>	<ul style="list-style-type: none"> • Interviews with counselors • Student survey questions 12, 13, 18, 21 • Parent survey question_5, 6

A significant % of students graduate each year.	California Department of Education
Student's scores on CaHSEE are consistently above district averages and more often than not above state averages as well. Intervention strategies for those who do not pass include: classes, tutoring, intersession and Saturday programs.	California Department of Education
The academy structure of the high school provides students with opportunities for real world applications of their educational interests	<ul style="list-style-type: none"> • Academy-related electives, tours, and field trips • Career-related community service • Job shadowing, internships, and mentoring
A significant % of students not only graduate from Foshay, but also meet the A-G requirements for college	California Department of Education (<i>discrepancy in CDE data for 2002-03, 2003-04 & 2004-05 currently being investigated by LAUSD</i>)
Special education students have been mainstreamed into the academy structure to provide them with access to the high school's rigorous curriculum	High School matrix/programming
Special Education students are experiencing difficulty in passing foreign language and other general education classes	Interviews with counselors and teachers
Flexibility for changes in student interest is minimal as a result of the fact that academy elective courses build on each other	Interviews with counselors, academy lead teachers, students

Strengths of Standards-based Student Learning: Curriculum

- Academy structure promotes rigor, relevance, and coherence of curriculum and career focus
- Foshay High School stresses not only graduation, but preparation for college (A-G requirements)
- Standards-based curriculum
- Curriculum evolves to meet students needs

Areas of improvement Standards-based Student Learning: Curriculum

1. Explore and implement solutions to better support special education students who have been mainstreamed in core classes and, as a result, are struggling in many of their general education classes (especially foreign language).
2. A need to develop a procedure for regular, ongoing and meaningful data analysis within departments and instructional teams.
3. Investigate the causes for the increase in dropout rate and decrease in graduation rate over the years.
4. Develop and communicate clear and consistent procedures on how students access AP curriculum at Foshay.
5. Develop and communicate a functioning procedure to authentically take into account student interest when planning the elective program.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

Foshay Learning Center students have access to LAUSD-approved curriculum that fulfills A-G requirements set forth by the UC Board of Regents. All students are required to fulfill A-G requirements, demonstrate proficiency in technology, pass the English and Math sections of the CaHSEE exam, and complete a minimum of 60 hours of community service and a service-learning project. Based on data from a survey distributed to high school students, students’ perception is that they are involved in a learning environment that addressed the identified standards “some” to “most” of the time. It is also evident that teachers engage in standards-based instruction from lesson plans and student samples (high, medium, and low). However, more training is needed to instruct teachers in various ways to familiarize students with the standards.

Students feel they are heavily involved in challenging learning experiences. 70-80% of the student population feel that the core courses, electives and community-based learning experiences are preparing them for various challenging life experiences after high school via college or a career of choice. Standardized test scores, however, do not reflect student/parent perceptions. Foshay has not achieved the level needed to reach AYP growth criteria in several subgroups—particularly special education students, who are also experiencing difficulties passing the CaHSEE exam. This committee has found indications that mainstreaming of special education students without teacher/staff training and academic support has resulted in underachievement.

Findings	Evidence
Teachers plan standards-based lessons.	Lesson plans submitted by teachers identified core subject standards.
Teachers lack sufficient knowledge/training regarding differentiating instruction.	<ul style="list-style-type: none"> • Teacher survey addressing differentiation, which includes mainstreaming special education students into standard A-G classes • CaHSEE scores • CST scores
Students feel they are being prepared for challenging life experiences after high school.	Student survey <ul style="list-style-type: none"> • 74% stated they are being prepared for college • 76% stated their teachers instill understanding of a complex concept • 73% stated aside from core classes, they are able to take additional courses to prepare them for college and/or career of their choice • 64% stated there is a variety of elective courses • 73% stated they can use the

	information they have learned across disciplines <ul style="list-style-type: none"> • Of parents surveyed, 90% agree that school decisions are geared toward student achievement.
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C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Based on the information we acquired by classroom visitations and teacher and student surveys, this committee concludes that a wide variety of strategies and resources are implemented. The most ubiquitous strategies employed by the teachers are concept maps and visuals, graphic organizers, use of manipulatives, and color-coded notes in directed instruction. Student responses confirm that a majority of their teachers do implement varied methods to impart information. Surveys and observations indicate that there are frequent modifications in strategies to disseminate information in their classrooms. Teachers engage in reflective teaching in a number of ways: on-going collaboration with other teachers, student feedback, periodic student collaboration, informal assessments during directed teaching, informal mentoring and reflecting on class performance.

Findings	Evidence
Teachers use a variety of strategies	<ul style="list-style-type: none"> • Teacher survey • 72% Teachers use a variety of methods (student survey) • 69% Teachers use a variety of assessments and tools to evaluate learning (student survey)
Teachers incorporate technology in their instruction and as a requirement for student assignments.	<ul style="list-style-type: none"> • Academies use technology for their thematic projects. • Lesson plans that were submitted to the committee. • Some teachers use websites to log classroom activities and communicate with parents and students. • 58% Teachers implement technology (student survey)
Students participate in experiences beyond the textbook and classroom.	Academy students visit business partners for career path opportunities, internships, and job shadowing.

Strengths of Standards-based Student Learning: Instruction

- Standards-based instruction is evident in lesson plans, rubrics, syllabi, and assessments.
- Academy strengths include thematic instruction and interdisciplinary units.

- Project-based instruction is demonstrated through culminating activities requiring the synthesis of state standards.
- Beyond-the-classroom learning activities, including job-shadowing, internships, professional dress days, and mock interviews offer students transitional opportunities from school to work.

Areas for Improvement Standards-based Student Learning: Instruction

1. More articulation between elementary, middle and high school is needed to increase the effectiveness of standards-based instruction and student achievement.
2. As a result of mainstreaming a large number of special education students, and because achievement is not consistent across sub-groups, this committee recommends better distribution of instructional aides and supplemental materials, and improved articulation and collaboration between special and general education teachers.
3. More professional development geared toward student success through differentiated instruction is needed.
4. Although teachers are planning standards-based lessons, more effort is needed to make students aware of the connection between the standards and the lesson.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professional acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Foshay Learning Center's administration of California Standardized Testing (CST), Standardized Testing and Reporting (STAR), California High School Exit Exam (CAHSEE) scores and API ratings are reported on the Internet (via the California Department of Education website--CDE) and other web sources, to the local newspapers and through the mail to parents. Parents receive through the mail a copy of their student results of the SAT 9 and proficiency testing. The principal publishes newsletters and memos as communication tools to parents and the schoolwide community.

The standardized test data shared on the CDE website and in the Los Angeles Times is disaggregated to the school level by subject area. The CAHSEE is separated by ELA (English Language Arts) and Mathematics. These results are incorporated into the Annual Performance Index (API) and Annual Yearly Progress (AYP) ratings.

LAUSD administers the CASHEE to all students in the 10th grade. It is given repeatedly twice a year until the student passes both parts. They must pass each part with a minimum score of 350 to graduate from high school.

In addition, Foshay Learning Center reports regularly to the school community through the Academic Awards Assemblies. Students earn Academic Awards. Students also have the opportunity to display their work through scholarly competitions such as Academic Decathlon, classroom Mock Trials, Speech and Debate. Performances given by drama (including an annual collaboration with the Los Angeles Opera), vocal, instrumental music, dance, and other school-sponsored groups such as the Foshay Film Festival offer an opportunity for the community to review student progress outside of the classroom. Students are encouraged to join organizations such as: MESA (Math, Engineering and Science, Achievement), NSBE (National Society of Black Engineers), SHPE (Society of Hispanic Professional Engineers), the school's Robotics Team, Academic Decathlon, Jazz Band, Chess Club, French Club, Recycling Club, Military Science Clubs (Cadets), various sports teams like Tennis, Volleyball and Basketball and other activities that build on our students' cognitive and critical thinking skills and which showcase students' accomplishments.

Findings	Evidence
STAR results are generally improving.	<ul style="list-style-type: none"> • STAR Website 2005, 2006 • Principal's newsletters--September 2005 & March 2006 • Los Angeles Times
Top CaHSEE scores for schools in our area, with similar populations.	Analysis of School Memo from California Department of Education statistics September 2005 and April 2006

Foshay Learning Center reports regularly to the school community through the Academic Awards Assemblies.	Master Calendar
Scholarly Competitions & Performances occur annually to provide students with the opportunity to display their work.	Master Calendar

D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

The Foshay Learning Center staff uses a variety of assessment tools including the following: formal testing, which may include multiple choice, true-false, fill-in, short answer; essays; project-based assessment; peer and/or self assessment; rubrics; teacher interview; oral presentations. In addition, recent emphasis at the State level on standardized testing has provided additional data that the Foshay Learning Center staff will be able to use in the continued improvement process. Their assessment findings have led to modified curriculum in several key areas. Examples are: Beyond the Bell, Extended Learning Academy and revised mathematics offerings.

Some teachers encourage students use assessment results to evaluate and improve their own work. Students have the opportunity to reflect on test scores, standardized test results, and grade reports. The increasing use of student-generated and teacher-generated rubrics across the curriculum is evident at Foshay Learning Center. Several subject areas include rubrics for assessment before the start of a project. Students are shown superior through satisfactory examples of work and then are guided in generating criteria for their own use. In those departments where standards are formalized as well as in other departments, rubrics also reflect those standards.

At Foshay Learning Center, some teachers in the English Department have instituted a Portfolio Project that will follow each student through his or her four years of high school. The English teachers have been given release time as a department to evaluate and score the papers using district wide rubrics and anchor papers which are representative of all four score points.

In addition, the CASHEE and STAR test reports are reviewed by Foshay, and are summarized and reported to the District and State.

Findings	Evidence
Teachers are learning to modify class routines and curriculum to fit the needs of all students with IEPs, using graphic organizers, directions rephrased with students recording written examples of work prior to independent work, multiple modality of teaching strategies, cooperative learning groups, group presentations of report or oral reports, extended	<ul style="list-style-type: none"> • Teachers interviews • 72% of students surveyed agree or strongly agree that teachers use a variety of methods to convey lesson material (Student Survey)

time for students who are having difficulty comprehending content of lessons, and modified grading systems.	
Technology is used as an assessment tool.	<ul style="list-style-type: none"> • Use of Accelerated Mathematics, a computer program with the generated quizzes for assessments. • Use of Accelerated Reader to assess comprehension • Use of AP Central to practice for AP exams; practice quizzes, writing prompts, etc.
Implementation of 4-year Portfolio Project through the English department to provide evidence of improvement in writing.	Student portfolios
Oral presentations	Interviews with students and teacher observations

D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

The District is an essential collaborator with Foshay Learning Center. The site administration meets regularly with District personnel to collect, disaggregate analyze and report student performance data. The Literacy Coaches at Foshay Learning Center attend District meetings. Staff members also attend District curriculum meetings. The board has made it mandatory for students who have not passed the CASHEE exam to attend Beyond the Bell (Saturday School). The majority of the parents and students support the Saturday school program.

The district sends out quarterly assessments for each student in the content areas of Language Arts and Mathematics. These assessments are used to gage students’ performance in meeting the state learning standards and are used by teachers to inform instruction. Students are assessed on their ability in mathematical reasoning their ability to analyze and comprehend various genres of literature, and their ability to write clear and cohesive essays according to the students’ grade levels and state standard curriculum.

The school regularly reviews student progress via quarterly progress reports and quarterly report cards. Annually, students are reviewed through formal testing. Such tests include California Standards Tests (CSTs), District Proficiencies in Mathematics and Language Arts, AP Testing as well as the PSAT, SAT and ACT.

While all of these efforts have resulted in growth of student achievement, more needs to be done in the area of collection and use of data regarding students eligible for intervention programs, numbers served and their success rate in other classes for the evaluation of the intervention program. Additionally, more students should be channeled into existing intervention and remediation programs and additional support must be established where needed.

Findings	Evidence
Student progress is reported regularly to parents and students.	<ul style="list-style-type: none"> • Progress reports • Parental conferences • Failure notices • Making the Grade reports • 65 % of students and 96% of parents surveyed agree or strongly agree that they receive regular reports on academic progress.
There are monitoring systems in place to track student achievement.	<ul style="list-style-type: none"> • Periodic assessment results • CAHSEE results • CST results • AP exam results • PSAT, SAT & ACT results
Interventions exist to support the struggling student.	<ul style="list-style-type: none"> • Beyond the Bell • Tutoring
Various assessment tools and information from support personnel are used by teachers to gage students' performance in meeting the state learning standards and to inform instruction; however, much more needs to be done.	<ul style="list-style-type: none"> • Literacy Coaches findings and reports • Math Coaches findings and reports • Informal interviews with teachers and coaches

D4. To what extent does the assessment of student achievement, in relation to the academic standards and expected schoolwide learning results, drive the school's program, its regular evaluation and improvement and usage of resources?

The ESLR's represent the collective goals and common sense expectations of all the stakeholders of Foshay Learning Center. The various departments have developed strategies and lesson plans to meet the California state standards to improve instruction and student test scores in all areas. Foshay Learning Center is beginning to develop an organized method to data collection and analyses oriented toward long-term program planning Budget and resource allocations have been used as tools for long-term student achievement gains. Planned changes are now interconnected or directed toward improving student achievement. These changes also reflect the school ESLR's.

The assessment and accountability at Foshay Learning Center is geared toward the improved education of all students. The faculty, staff and administration along with parent groups are committed to improving instruction by employing a variety of assessment strategies, communicating student progress to the stakeholders and committing resources to areas of need. Foshay Learning Center expects higher standardized test scores from these changes. Foshay Learning Center has been successful in turning to outside sources to provide programs apart from the traditional mandated high school curriculum.

To support Advanced Placement courses, teachers attended AP workshops and seminars. Foshay Learning Center has increased its staff development days this year, and the focus has remained on aligning the Standards, benchmarks for ESLRs and assessment. Many staff members regularly attend Lesson Design Study Group training during off-track time with follow-up instruction during the school year (6-day training plus observation/videotaping of lesson, a scoring session, and redesign session).

Findings	Evidence
Resources to advance student achievement are being improved upon.	<ul style="list-style-type: none"> • Foshay teachers offer after school tutoring (teacher interviews) • Students are encouraged to attend intersession or Beyond the Bell’s Extended Learning Academy (Saturday School) if necessary (teacher interviews) • Teachers use websites along with other resources to help students be successful in school (teacher interviews)
Foshay Learning Center has developed partnerships with local institutions of higher learning.	<ul style="list-style-type: none"> • Finance Academy students take an Accounting course on the University of Southern California campus. • The USC Neighborhood Academic Initiative (NAI) is a resource that affords students the opportunity to attend their high school classes on the USC campus. • Technology Academy students take courses on the Foshay campus provided by Los Angeles City College instructors, awarding both high school and college credit.
The Special Education Department annually reviews student progress to determine course placement. The program offers a continuum of services, including self-contained special education classes. The staff supports these program changes by their involvement in continuing education.	Teacher interviews

Strengths of Standards-based Learning: Assessment and Accountability-

- Teachers employ a variety of assessment strategies to evaluate students and modify curriculum and instructional practices.
- Strong test results such as the CAHSEE pass rate and recent high school API scores (School Year 2004-05 = 702).

- Students display their work through scholarly competitions.
- Fall and Spring quarterly reading and writing assessment results.
- Use of technology as an assessment tool.
- Regular review of student progress via quarterly progress reports and quarterly report cards.
- Support of Advanced Placement courses by teacher attendance of AP workshops and seminars.
- Partnership with local institutions of higher learning.
- District and site support for developing benchmarks in Language Arts, Math, Social Science and Science.
- All high school teachers are teaching curriculum aligned to state standards.
- Intervention programs are in place.

Areas for Growth for Standards-based Learning: Assessment and Accountability

1. Continue to develop and use student achievement data from the ESLRs, benchmarks and standards to guide decisions in curriculum and instruction.
2. Collect and use data regarding students eligible for intervention programs, numbers served and their success rate in other classes for evaluation of the intervention program.
3. Channel students into existing intervention and remediation programs and establish additional support where needed.
4. Report to the entire school community the student achievement data of the ESLRs, benchmarks and standards.
5. Improve consistency in reporting of Failure notices to students and parents.
6. Need more support from administration in terms of budget allocations for the purchase of technologically innovative assessment tools such as those used to prevent plagiarism and writing assessments online.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

The school leadership employs a wide range of strategies to encourage parental and community involvement. The impact that these strategies have on the teaching/learning process, however, varies from almost non-existent to limited and it rarely reaches meaningful and/or significant proportions. Parent representatives are required in School-Based Management (SBM) and School Site Council (SSC), but actual attendance is infrequent. Limited parental involvement has also been evident during this WASC-process, as none of the groups has been able to consistently bring in parents to participate in a meaningful way.

Even though non-English speaking parents are involved in the Bilingual Advisory Council, the effectiveness of their involvement is limited at the high school level because high school parents are a small percentage of the entire K-12 population. There is inconsistent attendance of parents at IEP meetings. Open House/Back to School Night and Parent Conferences also produce irregular parent participation. Attendance ranges from 5-10% for Open House, and as high as 15-20% for parent conferences (Parent Conference Night brings in more parents in response to the eight week report card.)

Meaningful impact of parental involvement is found in the University of Southern California Neighborhood Academic Initiative Academy (NAI), the English and parenting classes taught to Spanish-speaking parents, and in the formation of the 9th grade academy. The parents of NAI students are required to attend mandatory parenting classes 80% of the time. The same level of optimism may be found in the formation of the 9th grade academy where lead teachers are involved in gathering support from parents, students, teachers, counselors and administrators.

Findings	Evidence
Although parent representatives are required to be part of SBM and SSC, there is a lack of involvement	Meeting minutes
Teachers create syllabi to send home to parents	Copies of syllabi from each teacher for 2005-2006 school year on file with AP responsible for curriculum and instruction
Open House/Back-to-School Night * Lack of parent attendance * Parent involvement not evident	Parent sign-in sheets
9 th grade academy in development for 2006-2007 school year	<ul style="list-style-type: none"> • Lead teacher involved in gathering support from parents, students, teachers, counselors and administrators. • Developed an advisory class for 9th grade students with input
Parents of high school NAI program are	NAI sign-in sheet [Agenda Example:

required to attend mandatory Saturday parenting and support classes.	College/financial aid/GPA information disseminated to parents]
School information is provided in bilingual format.	Parent Center provides translation services
English and parenting classes taught to parents on campus.	Handouts from Parent Center
Parent/Community classes (ESL).	<ul style="list-style-type: none"> • Electronic bulletin board • Notices home
Minimal parent input for WASC self-study.	Sign-in sheets
Administrators infrequently attend WASC meetings.	Sign-in sheets
Parent involvement on some schoolwide committees.	<ul style="list-style-type: none"> • Bilingual Advisory Council • Title One Sign-in sheets
Poor job reaching out to communicate with parents in an organized fashion.	23 parent surveys turned in total from the July Back to School Night

E2. To what extent is the school a safe, clean and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Foshay Learning Center is one of the safest schools in the inner city. Schools in our surrounding neighborhood have had racial fights, shootings and major gang violence while we have not. Our students know that they are sheltered from the negative elements of the community while they are on campus. This could be because we have visible Parent Center representatives present during the entire school day with an emphasis on early morning and afternoon hours. In April 2006, Ms. Dunlop and Coach Lopez, with students, designed and painted a mural on the Title One Office wall, depicting safe street crossing. Fights and lack of respect toward staff are uncommon, and as a result, only a small percentage of our high school students visit the dean’s office. Because our school offers a safe environment, our students have the opportunity to focus on their education.

Students choose to attend Foshay and enter the lottery if they meet specific behavior and academic conditions in order to win their spot. Plus the students have generally all been here since at least the 6th grade which creates a sense of ownership, community, and belonging at the school. The academies help to strengthen this sense of community and belonging. Each Academy (Small Learning Community) holds their students to expectations that exceed L.A.U.S.D requirements for graduation. The Academies generate loyalty and professionalism among teachers and students. Students know they will have the same teachers for most of their high school experience and they know they will be sent to their home school if they act out, so there is little evidence for negative behavior.

Teachers in the high school are committed as evidenced by the minimal teacher turnover in the last 4-5 years. The academy teams meet on a regular basis to create a strong well-rounded experience for their students that incorporate real world opportunities with standardized academics. The high school teachers treat each other with professionalism and pass that trait onto

the students in their classes. The teachers encourage their students and offer open enrollment to AP classes to challenge the students and in some situations AP classes are mandatory. Unfortunately, unlike the teachers, with the exception of the principal, the administrative staff has a lack of continuity due to high turnover. This has resulted in a lack of leadership, poorly defined roles, and continued miscommunication.

Findings	Evidence
Lack of campus aids supervision.	Teacher observation
Underground passage is supervised and kept clean.	Interview with Parent Center volunteers
Cleanliness of lunch area improving.	Teacher observation
Crosswalks are supervised, safe zones after school.	Staff Assignments (Deans, administrators and parents stationed at strategic places on and off campus after school).
Hallways are safe and clean.	<ul style="list-style-type: none"> • Teacher observation • Faculty stand outside of classroom to monitor during passing period • Food not allowed in building.
Focus is on clean campus.	<ul style="list-style-type: none"> • Graffiti often erased same day • “Foshay’s Beauty is Everyone’s Duty” campaign addressed on intercom and in Foshay Flash (daily bulletin)
Fights by high school students rare.	Dean’s office statistics
Lack of administrative collaboration and planning before public communication results in mixed messages to both teachers and students.	<ul style="list-style-type: none"> • Immigration student walk-out (03/27/06) print message and intercom differed: auditorium forum canceled. • CST training for teachers directing students to auditorium where a conflicting event was scheduled; teachers missed mandatory training due to confusion.
Unsafe/broken bleachers in nutrition/lunch area.	Work orders turned in but repairs not performed. (teacher interview, teacher observation)
Students are aware of school rules/expectations	Beginning of semester assembly, all grades different periods with Principal, A.P., and Deans
Academy solidarity is evident.	Minimal teacher turnover in core academy classes
High student retention and large percentage graduate.	Graduation rate and CAHSEE pass rate.

E3. To what extent do all students receive appropriate support along with an individual learning plan to help ensure academic success?

Students receive a variety of supports to ensure academic success at Foshay Learning Center. Every student is assigned a high school counselor, with whom they meet at least once annually to ensure their academic needs are being met. Counselors are also available daily by appointment. Counselors hold grade level meetings each semester to keep students on track for graduation. Foshay also has a college center that is available to students to visit on their own and receive support in the college application process.

Foshay is structured in academies to meet the needs and interests of students. Students are placed in one of three academies for grades 10-12. Because they are in the same academy all three years, and with the same teachers, these teachers are able to better know their students' strengths and personalities and provide appropriate support. Each academy helps with resumes, interview skills and internships. The college center also provides students with internship opportunities; workshops, college application assistance, and SAT prep classes. Students with special needs receive support through their IEPs. Unfortunately, adequate support for these students is often given only in the students' special day classes. In the general education classes, teachers struggle to meet the needs of these students. Special Day Program students do receive added support through intersession and ELA (Extended Learning Academy: Saturday school). They also enroll in an extra math class. Foshay's expectation is that all students graduate. All students who do not pass the CAHSEE on the first try are required to enroll in academic Boot Camp to address specific needs.

Findings	Evidence
Many Special Day Program students do not pass CAHSEE.	CaHSEE results
Special Day Program students who participate in Boot Camp have improved CAHSEE scores.	CaHSEE results
Foshay LC is a Program Improvement School due to lack of student achievement in specific areas.	<ul style="list-style-type: none"> • Single Plan for Student Achievement • California Department of Education
Special Day Program students not succeeding in general ed. Classes.	<ul style="list-style-type: none"> • Grades in general ed. Classes • Attendance and records • Lack of TAs in regular education class
Students receive support from counselors.	<ul style="list-style-type: none"> • Counselors meet with individuals annually (at least) • Hold grade level meetings each semester • Counselors available by appointment • Same counselor for 4 years
USC NAI program provides some students with additional academic support and college/career planning. NAI students generally do better than the other high school students at Foshay.	<ul style="list-style-type: none"> • Extended study • Tutorials, Saturday classes, Intersession • Additional math prep course • Individual assistance with college application offered at NAI office • NAI Program holds financial aid workshop with parents • Every student attends classes on USC

	<p>campus: extensive curriculum, insight into work load as a college student</p> <ul style="list-style-type: none"> • Grade reports
Academy model provides for greater student/teacher interaction and allows teachers to know student strengths and personalities.	<ul style="list-style-type: none"> • 3 continuous years of same core Academy teachers • 3 continuous years of highly focused academic disciplines
Students receive real-world professional experience.	Academy students get placed into internship/job shadowing opportunities
Students have college life experiences.	<p>Opportunities to take college classes on college campus to receive college and HS credits. Finance and Tech academies have college course worked into curriculum during 12th grade year.</p>
Students are prepared for college entrance exams and applications.	<ul style="list-style-type: none"> • Talent Search Program • Upward Bound Program • One Voice Program
AP students not prepared adequately for test.	AP scores very low with the exception of Spanish.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Foshay maintains a “single point of entry” to address concerns related to student needs and provide learning supports. Any concerned member of the Foshay community, e.g. a student, parent, teacher or administrator, can complete a Case Review Panel referral form. All referrals are discussed at a coordination of services meeting, held weekly. Those in attendance include Track Counselors, our SB65 Counselor, PSW, School Nurse, Dean, a Special Education representative, a Family Center representative, and others as needed. Each child discussed is assigned a case carrier to assure the plan of action is carried-out; follow-up discussions occur within two meetings. Plans of action vary, based on student need. They encompass referral for the Student Study Team (SST), connection with School Mental Health services, vision/health screenings, assistance with material needs, advocacy, schedule changes, family support, Behavior Support Planning, Special Education referral, referral to community agencies, and Tutoring/mentoring services. This list is not exhaustive. Emergency referrals are addressed immediately to assure student safety. While students access the onsite health clinic services, there is however a lack of student participation with emotional support services for students dealing with loss and grief. There is also a lack of support for undocumented students.

All students receive the same initial support through the high school counseling office: yearly program development and credit review, grades 9-12. All students have general assemblies, by grade level, to review course requirements and mandated tests. Students are required to sign up for individual meetings at least once a year with their counselor to review their program and earned credits. Neighborhood Academic Initiative students receive additional services through USC. Students with disabilities receive support through the Department of Transition Services

(D.O.T.S coordinator), who schedules trips to colleges and other post-secondary choices. The coordinator also assists students with job placement.

High school counselors and the High School Liaison address parents and guardians about specific concerns: for example, recruitment and induction into the 9th grade; mailings (also in Spanish) encourage parental requests for information/clarification.

Students surveyed formally and informally agree that a strong academy identity is promoted through the Academy model, but there is an overall lack of school spirit. Students agree further that SLC benefits are experienced if they are involved in team activities such as sports, Academic Decathlon, or Robotics.

Findings	Evidence
Community links through enrichment programs that support classroom learning (often multi-age) - teacher-volunteer supervision.	<ul style="list-style-type: none"> • Roots-and-Shoots • Robotics • Job Shadowing/Internships/E-Mentoring: all 3 Academies
Special Day Program: post-HS options/opportunities.	<ul style="list-style-type: none"> • Through April 2006, D.O.T.S. coordinator • Trips to visit colleges
Job opportunities are available to all students.	Links with business partners (e.g. - Marriott Foundation) for job placement
Students have access to programs that promote college.	<ul style="list-style-type: none"> • Talent Search, One Voice, USC EOP • Awareness of waivers and scholarships via announcements and flyers
Finance Academy and Academy of Information Technology require additional courses.	<ul style="list-style-type: none"> • Accounting/finance college course offered through USC • LA City College offers some pre-license courses for free
Information Technology Academy students have access to real-world professionals.	Career Panel, job shadowing, mock interviews with professionals.
Service Learning Project is mandated by district and implemented through the academy model at Foshay.	<ul style="list-style-type: none"> • LAUSD Graduation Requirements Bulletin • Academy Lead Teacher interviews
Requirements for graduation are communicated to students by grade level each year.	<ul style="list-style-type: none"> • Students schedule appointments with counselors • Parent Conference Night - general meeting with parents of specific target groups
Students and parents aware of student progress.	<ul style="list-style-type: none"> • Individual student intervention plan for students assigned to the Student Study Team for evaluation • HS counselors work on individual graduation make-up plans (including parents in some situations).

Strengths of School Culture and Support for Student Personal and Academic Growth

- The three academies
- High School Counseling Center
- College Center
- Neighborhood Academic Initiative
- Sense of safety
- Low turnover among high school teachers

Areas of Growth for School Culture and Support for Student Personal and Academic Growth

1. Utilize parents more effectively.
2. Clear communication among administration and staff.
3. Support in mainstream classes for special needs students.
4. Support for AP courses.
5. Strengthen high school identity and spirit.
6. Finalize 9th Grade Academy.

FOSHAY SENIOR HIGH
SCHOOLWIDE ACTION PLAN**Revised
Jan 2007**

Goal 1: Students will demonstrate improved achievement in the areas of reading, math and other identified areas.

Rationale: Self-study findings indicate a need to improve student achievement in reading, math, social studies and science for all student groups. Norm-referenced test data, standards test data, discussions and recommendations from all focus groups and departments and review of student work support this need. To make the school program stronger, staff and students alike must increase the rigor of their own work and efforts, with unique goals related to academics, assessments, professional development and services.

Annual Growth Targets:

- Increase proficiencies for core subjects by the end of this school year: 3% in English, 3% in math, 3% in social studies and 3% in science

ESLRs Addressed: Work and Communicate Effectively; Apply Higher-Order Thinking Skills of Analysis, Synthesis and Evaluation

Impact of student learning of academic standards and ESLRs: Direct positive impact with slow, steady progress on student learning of academic standards and ESLRs are expected, as reading and math are fundamental to success in all disciplines.

Monitor Progress:

- California Standards Test (CST) data – reading, math, science and social studies
- Classroom assessments

Data

- % proficient or above on CST
- % meeting or exceeding expectations on classroom assessments

Frequency

- Annually by August

Report Progress: Administrators, High School Liaison will report progress to all stakeholders annually in September at the monthly faculty meeting.

Goal 1 (cont.)					
TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHOD TO REPORT
1. Continue schoolwide commitment to: <ul style="list-style-type: none"> • Reading • Math 	<ul style="list-style-type: none"> - Principal - Department Chairs - Faculty - Literacy Coaches - Math Coach - School Based Management 	<ul style="list-style-type: none"> - Schoolwide commitment to continue writing sample and scoring process (Periodic Assessment) - Beyond the Bell - Staff training to write prompts and score to a rubric. - School Site Council for funding of programs - Reading/math programs/curricula in place: - Reading/math remediation - Schoolwide staff development for reading, writing strategies across all curriculums 	<ul style="list-style-type: none"> - Comparison of current assessments to baseline data to determine if growth targets are met in reading, writing, math - Analysis of program effectiveness, and accomplishments of the ESLRs and academic standards in relation to improved reading, writing, math, etc. - Grade assessments 	2006–2007 school year and ongoing	Share work/results: <ul style="list-style-type: none"> - Stakeholders - Parent Nights - School Based Management - Monthly faculty meeting - CDE website
2a. Implement staff development for improving student reading, writing, and math skills, including	<ul style="list-style-type: none"> - Principal - Department Chairs - Faculty - English / Math Department - Literacy and Math 	<ul style="list-style-type: none"> - Reading/math programs in place - Remedial reading/math courses - Schoolwide 	<ul style="list-style-type: none"> - Comparison of current assessments to baseline data to determine if growth targets are met. - Analysis of 	2006–2007 school year and ongoing	Share work/results: <ul style="list-style-type: none"> - Stakeholders - Parent Nights - School Based Management - Monthly faculty

<p>incorporating reading/writing across the curriculum with discipline – specific reading skills.</p> <p>2b. In-service staff on intervention reading, writing, and math techniques to bring under-performing students to standard.</p>	<p>Coaches</p>	<p>reading/ writing strategies already implemented</p> <ul style="list-style-type: none"> - School Site Council for funding - Los Angeles County Office of Education 	<p>program effectiveness, and accomplishment of ESLRs and academic standards in relation to improved reading, writing, and math, etc.</p> <ul style="list-style-type: none"> - Grade assessments, pre-post-assessments in designated areas 		<p>meeting</p> <ul style="list-style-type: none"> - CDE website
<p>3a. Improve curriculum and instruction in reading, writing, and math.</p> <p>3b. Maintain and refine the curriculum for the mandatory remedial reading and math classes.</p> <p>3c. Regularly evaluate the most effective diagnostic reading and math levels and assessment results</p>	<ul style="list-style-type: none"> - Principal - Department Chairs - Faculty - English / Math Departments - Literacy and Math Coaches - Beyond the Bell - School Based Management - EL Coordinators 	<ul style="list-style-type: none"> - Monthly department meetings - School Site Council for funding - Los Angeles County Office of Education - Research on reading and math intervention programs 	<ul style="list-style-type: none"> - Comparison of current assessments to baseline data to determine if growth targets are met. - Analysis of program effectiveness, and accomplishment of ESLRs and academic standards in relation to improved reading, writing, and math, etc. - Grade assessments, schoolwide 	<p>2006–2007 school year and ongoing</p>	<p>Share work/results:</p> <ul style="list-style-type: none"> - Stakeholders - Parent Nights - School Based Management - Monthly faculty meeting - CDE website

<p>to design instruction based on this data.</p>					
<p>4a. Semi-annually analyze student reading and math levels and assessment results to design instruction based on this data.</p> <p>4b. Improve the performance in reading, writing, and math of English Learners. Emphasize throughout plan strategies for working with EL students.</p>	<ul style="list-style-type: none"> - Principal - Department Chairs - Faculty - English / Math Departments - Literacy and Math Coaches - Beyond the Bell - School Based Management - EL Coordinators 	<ul style="list-style-type: none"> - Monthly department meetings - School Site Council for funding - Los Angeles County Office of Education - Research on reading and math intervention programs 	<ul style="list-style-type: none"> - Comparison of current assessments to baseline data to determine if growth targets are met. - Analysis of program effectiveness, and accomplishment of ESLRs and academic standards in relation to improved reading, writing, and math, etc. - Grade assessments, schoolwide 	<p>2006–2007 school year and ongoing</p>	<p>Share work/results:</p> <ul style="list-style-type: none"> - Stakeholders - Parent Nights - School Based Management - Monthly faculty meeting - CDE website
<p>5. Increase student awareness of content standards & ESLRs and how they are incorporated into the curriculum.</p>	<ul style="list-style-type: none"> - Faculty 	<ul style="list-style-type: none"> - High School Professional Development time - Conference attendance 	<ul style="list-style-type: none"> - Examination of student work (presentations, etc.) - Student surveys - Peer observation (faculty) looking for evidence of student awareness of content standards & ESLRs - STAR results 	<p>2006–2007 school year and ongoing</p>	<p>Share work/results:</p> <ul style="list-style-type: none"> - Stakeholders - Parent Nights - School Based Management - Monthly faculty meeting - CDE website - HS Advisory Council meetings - School website

Goal 2: Foshay staff and administration will develop, disseminate and commit to a clearly defined model of the Foshay Senior High course of study.

Rationale: Self-study findings indicate a need to reach consensus on an effective model for the integration of Advanced Placement classes and a school-to-career academy program in order to achieve the Urban Learning Center goals of producing graduates with the necessary skills and abilities to make choices regarding their post-secondary options.

Annual Growth Targets:

- Develop and disseminate a clearly defined model of the Foshay Senior High Course of Study by March 2007.
- Establish goals for improvement by April 2007.
- Develop and implement an action plan delineating the necessary steps to be taken to reach the goals by April 2007.

ESLRs Addressed: Work and Communicate Effectively; Apply Higher-Order Thinking Skills of Analysis, Synthesis and Evaluation

Impact of student learning of academic standards and ESLRs: Direct, positive impact with slow and steady progress on student learning of academic standards and ESLRs is expected. Student access to a college preparatory course of study which includes the option of Advanced Placement courses as well as involvement in small learning communities formed around a school-to-career academy program will allow them to build the necessary skills and abilities to make informed decisions regarding their post-secondary options.

Monitor Progress:

- Agendas & Notes from Common Planning Tuesdays

Data

- Goals reflected in 2007-08 Master Schedule
- Goals reflected in 2007-08 Student Programs

Frequency

- Monthly on Common Planning Tuesdays

Report Progress: Administrators, High School Liaison, High School Counselors, Academy Lead teachers and Advanced Placement teachers will report progress to all stakeholders in July 2007.

Goal 2 (cont.)					
TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHOD TO REPORT
1. Reach consensus on the high school course of study.	- HS Faculty - HS Counselors - Administration	Common Planning Tuesdays (1/16, 2/6, 3/20 & 4/17/07)	- Master Schedule - Student programs & Individual Graduation Plans	By March 20, 2007.	February 2007 Track meeting
2. Create a school-wide equal access policy.	- HS Faculty - HS Counselors - Administration	Common Planning Tuesdays (1/16, 2/6, 3/20 & 4/17/07)	- Master Schedule - Student programs & Individual Graduation Plans	By March 20, 2007	February 2007 Track meeting
3. Establish goals for improvement.	- HS Faculty - HS Counselors - Administration	Common Planning Tuesdays (1/16, 2/6, 3/20 & 4/17/07)	- Progress toward completion of Action Plan	By April 17, 2007	April 2007 Track meeting
4. Develop an Action Plan with tasks designed to meet goals.	- HS Faculty - HS Counselors - Administration	Common Planning Tuesdays (1/16, 2/6, 3/20 & 4/17/07)	- Progress toward completion of Action Plan	By April 30, 2007	April 2007 Pupil-free Day
5. Begin implementation of Action Plan.	- HS Faculty - HS Counselors - Administration	2007-08 Common Planning Tuesdays and/or Track meetings	- % improvement per year in AP scores of 3 or higher - % improvement per year of number of students participating in school-to-career activities	Annually in August	- Track meetings - Faculty meetings - CDE website - Parent nights
6. Begin LAUSD Small Learning Communities application process	- HS Faculty - HS Counselors - Administration	Common Planning Tuesdays and/or monthly Track meetings (2007-08)	- Completion and submission of SLC application	July 2007 – June 2008	- Track meetings - SSC meetings

Goal 3: Improve communication to allow input from all stakeholders and to promote effective leadership.

Rationale: Self-study findings indicate the need to improve communication between administration and all stakeholders. Improved communication procedures will eliminate unnecessary confusion and promote a positive learning environment for all.

Annual Growth Targets:

- Create a more democratic process where all stakeholders have the opportunity to have their voices or opinions taken seriously
- Decrease negative and ineffective communication.
- Creation of a communication committee to analyze data and forward results to stakeholders
- Discover the true underlying issue of ineffective communication

ESLRs Addressed: Work and Communicate Effectively; Apply Higher-Order Thinking Skills of Analysis, Synthesis and Evaluation; Life-long learners; Demonstrate Civic Responsibility and Ethical Behavior; Use Technology as a Tool to Accomplish Goals

Impact of student learning of academic standards and ESLRs: Direct, positive impact with slow and steady progress on student learning of academic standards and ESLRs is expected. Effective communication between all stakeholders encourages active participation in all decision-making processes.

Monitor Progress:

- Surveys (on-line poll and paper)

Data

- Increased morale

Frequency

- Quarterly by everyone on campus in March, June, September and December

Report Progress: Administrators, High School Liaison, Focus Group Leads, students and parents will report progress to all stakeholders quarterly in April, July, October and January and to staff at monthly faculty meetings.

Goal 3 (cont.)					
TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHOD TO REPORT
1. Continue schoolwide commitment to improve communication, vision & identity	<ul style="list-style-type: none"> - Principal - Staff - Teachers - SBM - Department chairs - Parents - Students - Inter-Academy Student Advisory Council - HS Leadership Team 	Effective communication mediator/workshops in open forum and/or professional development	<ul style="list-style-type: none"> - Establish baseline survey - Analyze survey - Develop research analysis study - Quantitative research analysis to assess improved communication 	Quarterly and on-going	Report Survey Results to: <ul style="list-style-type: none"> - School Newsletters - Foshay Web site - Display - Faculty Meetings - School Based Management - Announcements - Quarterly report
2. Start a Suggestion box and develop a feedback form	<ul style="list-style-type: none"> - Principal - All stakeholders - Parents 	Space for box in the Main Office	<ul style="list-style-type: none"> - Number of complaints - Overall morale 	On going	Principal's report at monthly Faculty meetings
3. Develop and establish a cross academy student advisory council & a HS Leadership Team to survey, analyze and report survey/poll results on communication	<ul style="list-style-type: none"> - Academy student & teacher representatives - Parents - Interested Faculty - High School Liaison 	Staff workshop on improving effective communication	Poll results	Quarterly and on going	Report Survey Results to: <ul style="list-style-type: none"> - School Newsletters - Foshay Web site - Display - Faculty Meetings - School Based Management - Announcements - Quarterly report
4. Incorporate NCLB & WASC	<ul style="list-style-type: none"> - WASC Coordinator 	High School Buy-back days	Single Plan for Student	Yearly and on-going	<ul style="list-style-type: none"> - Minutes/Agenda from School Site

Self-Study findings into action plan under the Single Plan for Student Achievement	- Principal		Achievement		Council - Minutes/Agenda from School-based Management - School web site
5. Define/develop relationship of HS Leadership Team to School Site Council (Single Plan for Student Achievement) and/or School-based Management	- HS Leadership Team	n/a	- Single Plan for Student Achievement action plan - School-based Management By-Laws	By July 2007	- Minutes/Agenda from School Site Council - Minutes/Agenda from School-based Management - School web site
6. Initiate publication of monthly high school newsletter/calendar to improve communication between all stakeholders	- HS Leadership Team - Inter Academy Student Advisory Council - High School Liaison - Interested Faculty & students	n/a	- Formal & informal surveys & interviews of all stakeholders	Monthly beginning March 2007	- Monthly track meetings - Weekly academy meetings

Goal 4: Improve facilities and student access to a positive, effective learning environment.

Rationale: Self-study findings indicate the need to improve facilities and the general learning environment to provide students with a quality education. The Williams Settlement demands that public school students have access to sufficient instructional materials and textbooks, quality teachers and a cleaner and safer campus.

Annual Growth Targets:

- Provide each teacher with his/her own room.

- Sound system, new lighting, and stage improvements for auditorium.
- Replace or repair all broken tables, chairs and desks school wide within 5 years.
- Clean out all storage areas in the schools.
- Provide every classroom with a state of the art teacher station and a student station including printers.
- Open a bathroom for each sex on each floor of the main building.
- Identify school-wide custodial problems and generate solutions.
- Create ample safe parking for all staff.

ESLRs Addressed: Work and Communicate Effectively; Demonstrate Civic Responsibility and Ethical Behavior; Use Technology as a Tool to Accomplish Goals

Impact of student learning of academic standards and ESLRs: Direct, positive impact with slow and steady progress on student learning of academic standards and ESLRs is expected. An effective learning environment provides the tools necessary to achieve at the desired level.

Monitor Progress:

- Creation of a facilities improvement team to monitor progress in target areas.

Data

- Team to provide stats and data on problems and progress.

Frequency

- Annually by June with quarterly updates to staff.

Report Progress: Administrators and Focus Group Leads will report progress to all stakeholders annually in July and to staff at monthly faculty meetings.

Goal 4 (cont.)					
TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHOD TO REPORT
1. Provide each teacher with his/her own room	- Principal - Local District Director	Additional bungalows built	Evidence of completed construction	By June 2012 (5 years)	Written reports to staff

<p>2. Sound system, new lighting, and stage improvements for auditorium</p>	<ul style="list-style-type: none"> - Local District Director - District personnel in charge of improvements - Band director 	<p>District funds that are already promised</p>	<p>Evidence of completed construction</p>	<p>By June 2008 (1 year)</p>	<p>Band Director to report to faculty</p>
<p>3. Replace or repair all broken tables, chairs and desks school wide.</p>	<ul style="list-style-type: none"> - Plant Manager - Assistance Principal in charge of operations - LAUSD 	<p>District Funds (team must research applicable funding sources)</p>	<p>Evidence of new tables, chairs and desks.</p>	<p>By June 2012 (5 years)</p>	<p>Plant manager to give update to staff on a annual basis.</p>
<p>4. Clean out all storage areas in the schools.</p>	<ul style="list-style-type: none"> - Assistant principals - Department heads - Staff - Students - Parents - Instructional Leadership Team 	<p>1 professional development day utilized for spring cleaning</p>	<p>Evidence of reduction in visible clutter</p>	<p>Set a Spring Cleaning date by February 2007</p>	<p>Principle to advertise success with before and after photos: <ul style="list-style-type: none"> - Display case - FoshayWeb </p>
<p>5a. Provide every teacher with a state of the art laptop workstation (to include printer, LCD projector & internet access)</p> <p>5b. Provide every classroom with at least one state of the art workstation (to include MS Office software suite,</p>	<ul style="list-style-type: none"> - School Site Council - Technology Committee - Budget Committee 	<p>Funds allocated for technology upgrades</p>	<p>Evidence of computer stations in every classroom</p>	<p>By June 2009 (2 years)</p>	<p>Technology committee to provide report to staff</p>

printer & internet access)					
6. Open a student bathroom for each sex on each floor of the main building	<ul style="list-style-type: none"> - Custodial staff - Assistant Principal responsible for Facilities - School Site Council (SSC) 	SSC to determine funds	Evidence of access to bathrooms on all floors	By June 2008 (1 year)	Asst. Principal responsible for Facilities to report to parents, students and faculty: <ul style="list-style-type: none"> - Monthly Faculty meetings - Parent Nights
7a. Identify school-wide custodial problems and generate solutions 7b. Poll the faculty and custodial staff	<ul style="list-style-type: none"> - AP responsible for Facilities - Custodial staff - Faculty - Facilities Improvement Team 	SSC to determine funds	School specific documentation of roles and tasks of custodial staff.	By July 2007 (6 months)	AP responsible for Facilities and Plant Manager report to staff at monthly Faculty meetings
8. Create a plan for ample, safe parking for all staff	<ul style="list-style-type: none"> - Principal - AP responsible for Facilities - Facilities Improvement Team 	District funds allocated for expansion	New property acquired.	By June 2012 (5 years)	Principal to report to staff all possibilities at monthly Faculty meetings
9. Ensure teacher & student access to adequate instructional supplies	<ul style="list-style-type: none"> - Title I Coordinator - School Site Council - Principal 	SSC to determine funds	Inventory of available instructional supplies	Immediately	Principal to report to staff at next Faculty meeting
10. Ensure equity & access for all teacher and students to technology center (PDC) before school, during	<ul style="list-style-type: none"> Title I Coordinator - School Site Council - Principal 	SSC to determine funds	Hours of Product Development Center	By July 2007 (6 months)	Principal to report to staff at first faculty meeting in July 2007

nutrition, lunch and after school					
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Goal 5: Develop and implement a way to gather, disseminate, and analyze data to use in making decisions about program development and resource allocation.

Rationale: Self-study findings indicate the need to improve staff access to data and provide skills to analyze data in order to make informed decisions regarding instructional delivery, strategies and assessment. Data-driven decision making is essential to successful school reform, which leads to improved student achievement.

Annual Growth Targets:

- Data Team has completed preliminary research phase by the end of 2006-2007.
- Data Team has created systems that are used to make decisions regarding instruction and resource allocation by the end of 2007-2008.
- Annual Department review of CST data resulting in an action plan per grade level that targets demonstrated student needs.
- Instructional Team review follows Departmental data analysis to develop interdisciplinary action plan to targeting student needs.

ESLRs Addressed: Work and Communicate Effectively; Apply Higher-Order Thinking Skills of Analysis, Synthesis and Evaluation; Become Life-Long Learners; Use Technology as a Tool to Accomplish Goals

Impact of student learning of academic standards and ESLRs: Direct, positive impact with slow and steady progress on student learning of academic standards and ESLRs is expected. Data-driven decision-making that drives action plans with regular evaluation of progress is directly linked to improved student achievement.

Monitor Progress:

- Data Team research results.
- Documents illustrating systems created for decision making in the areas of instruction and resource allocation.
- Evidence of action plan implementation will be demonstrated through student work analysis at Instructional Team and Departmental meetings.
- Evidence of action plan implementation will be demonstrated through curriculum-target standards alignment (including:

curriculum or lesson (assessments and rubrics) augmentation, redesign, applying alternate strategies etc. that specifically address the target standards from the data)

Data

- Data Team research results.
- Documents illustrating systems created for decision making in the areas of instruction and resource allocation.
- Action Plans, Student Work, Teacher Curriculum

Frequency

- Data Team presents review annually in April.
- CST Review Process annually.
 - 1st Phase: Departmental Data Analysis and Action Plan: First two available PD after release of data [September, approx.]
 - 2nd Phase: Instructional Team Data Analysis and Interdisciplinary Action Plan: First two available PD after 1st Phase. [October, approx.]
 - 3rd Phase: Implementation of Action Plan (encourage teacher observations/sharings) [2nd Semester]
 - 4th Phase: Student Work Analysis and Curriculum-Target Standard Alignment Redesign—Departments and Instructional Teams--First two available PDs after mid-2nd Semester [2nd Semester]

Report Progress: Administrators and Focus Group Leads will report progress to all stakeholders annually in May and to staff at monthly faculty meetings.

Goal 5 (cont.)					
TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHOD TO REPORT
1a. Identify pertinent data to be collected.	Representatives from: - Administration - Departments	- Time to create team and hold team meetings - Professional Development	Review agendas and minutes from meetings.	- February 2007 - Ongoing	Share work with: - Stakeholders - School Website - Faculty meetings
1b. Gather pertinent data. (Data Teams)	- Academies - Counselors - Instructional	- Data			- SBM - SSC

	Leadership Team				
2. Implement Staff Development on Data Analysis Phases	<ul style="list-style-type: none"> - Principal - AP responsible for professional development - Testing Coordinator - Department Chairs - Instructional Team Lead Teachers - All Staff 	<ul style="list-style-type: none"> - Professional development time pre-entering and throughout Phases - Research on Data Analysis - Disaggregated CST data 	<ul style="list-style-type: none"> - CST Scores - Improved Data-driven decision making in terms of instruction 	<ul style="list-style-type: none"> - 2006-2007 - Ongoing 	<ul style="list-style-type: none"> Share work with: - Stakeholders - School Website - Parent Nights - SBM - SSC

Goal 6: Improve the implementation of program that mainstreams special education students into regular education classes.

Rationale: Self-study findings indicate the need to improve the practices and procedures involved with mainstreamed special education students. Findings reveal that most mainstreamed students are failing core and elective regular education classes. All students must have access to adequate resources in order to improve achievement.

Annual Growth Targets:

- Increase the number of special education students by 10% who pass the CAHSEE on the first testing attempt
- Increase the number of special education students who pass 2 or more core subjects and elective regular education classes where they are given accommodations and modifications per their IEP.
- Teachers will have at least 2 trainings on understanding and how to meet the needs of their special education students.
- Students will show 10% growth in the LAUSD Periodic Assessment in Core Subjects.

ESLRs Addressed: Work and Communicate Effectively; Apply Higher-Order Thinking Skills of Analysis, Synthesis and Evaluation; Become Life-Long Learners; Use Technology as a Tool to Accomplish Goals.

Impact of student learning of academic standards and ESLRs: Direct, positive impact with slow and steady progress on student learning of academic standards and ESLRs is expected. Access to timely, adequate intervention will decrease the incidences of low

performance for special education students.

Monitor Progress:

- CAHSEE
- Periodic Assessment
- Report Cards
- Professional Development Schedules

Data

- Number passing CAHSEE
- Periodic Assessment scores
- Mid-term and Final Report Cards
- Feedback from Professional Development surveys

Frequency

- Annually by June
- After each Periodic Assessment scores are received (3 times a year)
- Middle of each mester and end of each semester (4 times a year)
- Product showing differentiated instruction after each in-service/training

Report Progress: Department chairpersons, Academy Lead Teachers and Bridge Coordinator will report progress to all stakeholders at the end of each term to facilitate mid-course instructional planning.

Goal 6 (cont.)					
TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHOD TO REPORT
1. Ongoing collaboration between Special Education Teachers and General Education Teachers	- Resource teachers - General Education Teachers - Bridge Coordinator - Administrator in	Set up time for collaboration during common planning time and professional development time.	- Look at school calendar and common planning times agendas. - Dialogue and survey of teacher	- Fall 2006 - Ongoing	Share work/results: - Stakeholders - Teachers - Local District Administrator

	charge of Special Education - High School counselors - High School Liaison - Instructional Leadership Team		implementation of strategies across the curriculum and samples of student work.		
2. Survey needs of teachers for Professional Developments on differentiated instruction involving students with special needs	High School resource teacher	Make the survey and administer it to high school teachers.	Analysis of the survey data	September 2006	- High school track meeting - Instructional team meeting - Department meeting - Local District Administrator
3. Plan and execute Professional Development on differentiated instruction using survey data	- High School Liaison - High School resource teacher - Focus Group - Instructional Leadership Team	Pupil free day at the end of the semester and at least once more in the spring semester	- Teacher feedback after professional development through evaluation form. - Student report cards and CAHSEE scores.	- October 2006 - Spring of 2007 - On going	- High school track meeting - Instructional team meeting - Department meeting - Local District Administrator
4a. Development and implement support systems for special needs students under the inclusion model. 4b. Locate funds and grants for	- Title One Coordinator - High School Liaison - High School resource teacher - Focus Group - High School Administrator	- Professional Development for Special Education Assistants - Technology which supports the Special Education students in the General Education classes	- Survey General Education teachers for effectiveness of Education Assistants with Special Education Students in core classes. - Look at class	- Fall 2006 - On going	- Reports to School Based Management - Reports to School Site Council - Reports to High school staff

<p>LAUSD approved writing and reading software, ipods, audio books and other technology and purchases.</p>	<ul style="list-style-type: none"> - Bridge Coordinator - Special Education Administrator -Instructional Leadership Team 	<ul style="list-style-type: none"> - Special Education Assistants are placed in general education classes as support. - CAHSEE boot camp for students before test. - Provide extended learning through common planning time or after school program. 	<p>placement of Special Education Assistants and the ratio of Assistants to Special Education Students. (Not including students with a One on One assistant)</p> <ul style="list-style-type: none"> - Check with Bridge Coordinator on current assignments. - Check enrollment and attendance of Boot camp. - Attendance of students in offered classes. 		
<p>5a. HS Leadership Team integrates High School Professional Development needs into school-wide professional development calendar</p> <p>5b. Plan professional development sessions</p>	<ul style="list-style-type: none"> - High School Liaison - High School resource teacher - Focus Group - Testing Coordinator - High School Administrator - Special Education Administrator - Instructional Leadership Team 	<ul style="list-style-type: none"> - Look at teacher survey. - Look at various research and strategies geared to the student with special needs. 	<p>Teacher evaluations of professional development</p>	<p>September 2006</p>	<ul style="list-style-type: none"> - High School Staff - Administrators - Local District Director

2005-06 FOSHAY LC SENIOR HIGH STUDENT SURVEY

Foshay Learning Center is going through accreditation in 2005-06. As part of this process, student opinion is being solicited through this questionnaire.

Please circle the letter next to your answer for each item. Mark only one response per question.

VISION, LEADERSHIP & CULTURE

1. The school staff deals effectively with cultural differences.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
2. I am familiar with the school-wide learning results.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
3. The discipline policy is known, fair, and consistently applied.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
4. The school actively promotes a learning environment that is safe, clean, and orderly.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
5. The school staff treats all students with respect and makes each student feel that he/she is welcomed and valued.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
6. The school is usually pleasant to see. (eg. The school grounds are well maintained.)
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
7. The student government (student council) is an important part of this school.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
8. Select the choice which indicated your level of participation in extra-curricular competitions/activities: (Academic Decathlon, band, clubs, yearbook, etc.)
a. more than 3 b. 3 c. 2 d. 1 e. none
9. School assemblies and rallies are worthwhile.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
10. Students treat other students with respect and dignity regardless of race, religion, or gender.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
11. You take pride in attending this school.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree

CURRICULAR PATHS

12. The orientations you received when you entered Foshay Learning Center have helped you to become familiar with selecting courses that are best for you.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
13. Do you have a plan for the courses you will take throughout high school?
a. yes b. no
14. When was this plan made for you?
a. 9th grade b. 10th grade c. 11th grade d. 12th grade
15. How far in school do you think your parents/guardians want you to go?

2005-06 FOSHAY LC SENIOR HIGH STUDENT SURVEY

- a. graduate from high school but go no further
- b. attend vocational, trade, or business school after high school
- c. attend and graduate from a 2-year college
- d. attend and graduate from a 4-year college or university
- e. attend graduate school
- f. don't know

16. I understand the relationship between the courses I take and the options I have after high school.
 a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
17. I am getting a good education at this school.
 a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
18. My high school counselor has helped me select courses.
 a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
19. A counselor has counseled me regarding career and/or college paths.
 a. strongly agree b. agree c. don't know d. disagree e. strongly disagree

How helpful are the following people in providing information regarding what courses to take?

	Not Helpful	Somewhat Helpful	Very Helpful
20. Teachers	a.	b.	c.
21. Counselors	a.	b.	c.
22. Parents or Guardians	a.	b.	c.
23. Other students	a.	b.	c.
24. Others	a.	b.	c.

25. The education I am getting is preparing me for my highest and most realistic goals.
 a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
26. The staff provides useful information.
 a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
27. I feel that I am learning skills at school which I can use.
 a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
28. In addition to my regular core courses (English/Language Arts, math, history/social studies and science), I am able to take additional classes that will help me prepare for college and/or a career of my choice.
 a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
29. The school offers me a variety of elective courses to prepare me for my future.
 a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
30. My plans after graduation include:
 a. 2-year college / technical school
 b. 4-year college
 c. full-time employment
 d. the military
 e. other / undecided
31. Which of the following best describes the focus of your high school classes?
 a. preparation for college
 b. vocational or technical education
 c. general or regular education (without a focus on college preparation or vocational education)
 d. other

2005-06 FOSHAY LC SENIOR HIGH STUDENT SURVEY

POWERFUL TEACHING & LEARNING

32. If I do not understand a concept/problem, my teachers are able to show me another way to understand the concept/problem.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
33. If I do not understand a concept/problem, I will go to my teachers for additional help.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
34. Select the choice which estimates the average amount of homework you are assigned each day.
a. less than 1 hour b. 1-2 hours c. 2-3 hours d. more than 3 hours
35. Select the choice which estimates the average amount of time you spend doing homework each day.
a. less than 1 hour b. 1-2 hours c. 2-3 hours d. more than 3 hours
36. The assignments you do at school are challenging.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
37. As you are learning new ideas in your classes, you also have the opportunity to practice and improve your basic learning skills such as reading, writing, speaking and listening.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
38. As you are learning new ideas in your classes, you also have the opportunity to practice and improve your problem solving and creative thinking skills.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
39. Teachers maintain good discipline in the classrooms.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
40. Teachers use a variety of teaching methods and activities to interest you in classes.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
41. Teachers are available for extra help when you need them.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
42. Teachers use a variety of assignments and methods to evaluate learning.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
43. My teachers use technology in their teaching.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
44. The instructional materials used in my classes (textbooks, etc.) are useful tools for helping me.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
45. I use information that I learn in one classroom in another classroom.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree

SUPPORT FOR STUDENT PERSONAL & ACADEMIC GROWTH

Since you have been at this school, how often have your parents or guardians done any of the following:

46. Had a discussion with one of your teachers.
a. once or twice b. three or more times c. never
47. Had a discussion with a high school counselor.
a. once or twice b. three or more times c. never

2005-06 FOSHAY LC SENIOR HIGH STUDENT SURVEY

48. Attended a school meeting.
a. once or twice b. three or more times c. never
49. The Product Development Center staff is available to you when you need assistance.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
50. The adult instructional aides in your classes are helpful to you. *(Do not answer if no aides are in your classes.)*
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
51. Tutoring is available to you and other students.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
52. The school staff helps students with problems.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
53. The counseling services provide adequate information on academic courses.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
54. The information that I received from administrators, counselors, and teachers helped me to become familiar with the school.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
55. The orientation I received when I entered this high school has helped me to select courses that are best for me.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
56. I can get help from the school staff quickly with a health problem.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
57. The school library and Product Development Center helps me to expand the classroom learning by getting additional information in a wide variety of subjects.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
58. The quality of food served at the school is acceptable.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
59. The classrooms are generally clean and well lit.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
60. The classrooms are adequately furnished.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree

ASSESSMENT & ACCOUNTABILITY

61. Teachers have clearly explained their grading and assignment policies to students.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
62. Teachers in all of your classrooms use rubrics (standards of quality) to clearly indicate how well you do on your individual assignments.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
63. Which of the following best describes your average high school grades?
a. A- to A+ b. B- to B+ c. C- to C+ d. below C

2005-06 FOSHAY LC SENIOR HIGH STUDENT SURVEY

64. I am notified regularly about my academic progress.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
65. My teachers use a variety of methods to evaluate my performance.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
66. My teachers explain clearly what I am expected to know and be able to do by the time I complete each of my classes.
a. strongly agree b. agree c. don't know d. disagree e. strongly disagree
67. Indicate your grade level this year.
a. 12th b. 11th c. 10th d. 9th
68. Are you:
a. African-American b. Asian c. Hispanic/Latino d. white e. other/decline
69. Are you:
a. female b. male

VISION, LEADERSHIP & CULTURE

	strongly agree	agree	don't know	disagree	strongly disagree
1 The school staff deals effectively with cultural differences.	6%	28%	54%	10%	2%
2 I am familiar with the school-wide learning results.	7%	46%	34%	10%	3%
3 The discipline policy is known, fair, and consistently applied.	17%	52%	18%	10%	3%
4 The school actively promotes a learning environment that is safe, clean, and orderly.	12%	48%	19%	18%	3%
5 The school staff treats all students with respect and makes each student feel that he/she is welcomed and valued.	18%	43%	13%	21%	5%
6 The school is usually pleasant to see. (eg. The school grounds are well maintained.)	6%	47%	17%	19%	11%
7 The student government (student council) is an important part of this school.	21%	47%	24%	4%	4%
	more than 3	3	2	1	none
8 Select the choice which indicated your level of participation in extra-curricular competitions/activities: (Academic Decathlon, band, clubs, yearbook, etc.)	15%	17%	25%	26%	17%
	strongly agree	agree	don't know	disagree	strongly disagree
9 School assemblies and rallies are worthwhile.	14%	45%	20%	16%	5%
10 Students treat other students with respect and dignity regardless of race, religion, or gender.	4%	40%	21%	24%	11%
11 You take pride in attending this school.	19%	52%	19%	6%	4%

CURRICULAR PATHS

	strongly agree	agree	don't know	disagree	strongly disagree
12 The orientations you received when you entered Foshay Learning Center have helped you to become familiar with selecting courses that are best for you.	19%	57%	16%	6%	2%

2006 WASC Student Survey Results

98/200 returned

	yes	no				
13 Do you have a plan for the courses you will take throughout high school?	72%	28%				
14 When was this plan made for you?	61%	22%	12%	5%		
	9th grade 10th grade 11th grade 12th grade					
15 How far in school do you think your parents/guardians want you to go?	1%	1%	5%	78%	14%	1%
	attend vocational, graduate from HS but go no further trade, or business school after HS attend and graduate from a 2 yr college attend and graduate from a 4 yr college attend graduate school don't know					
16 I understand the relationship between the courses I take and the options I have after high school.	21%	55%	23%	1%	0	
	strongly agree agree don't know disagree strongly disagree					
17 I am getting a good education at this school.	35%	46%	12%	5%	2%	
18 My high school counselor has helped me select courses.	26%	45%	19%	8%	2%	
19 A counselor has counseled me regarding career and/or college paths.	26%	38%	22%	12%	2%	
	Not helpful Somewhat helpful Very helpful					
How helpful are the following people in providing information regarding what courses to take?						
20 Teachers	5%	41%	54%			
21 Counselors	8%	43%	49%			
22 Parents or Guardians	6%	33%	61%			
23 Other students	27%	48%	25%			
24 Others	40%	39%	21%			

2006 WASC Student Survey Results

98/200 returned

	strongly agree	agree	don't know	disagree	strongly disagree
25 The education I am getting is preparing me for my highest and most realistic goals.	26%	53%	13%	5%	3%
26 The staff provides useful information.	5%	43%	36%	13%	3%
27 I feel that I am learning skills at school which I can use.	24%	54%	16%	4%	2%
28 In addition to my regular core courses (English/Language Arts, math, history/social studies and science), I am able to take additional classes that will help me prepare for college and/or a career of my choice.	26%	47%	21%	5%	1%
29 The school offers me a variety of elective courses to prepare me for my future.	17%	47%	20%	12%	4%

	2 yr college; technical school	4 yr college	full-time employment	military	other; undecided
30 My plans after graduation include:	13%	71%	4%	2%	10%

	general or regular education; vocational prep for college	; technical education	no particular focus	other
31 Which of the following best describes the focus of your high school classes?	74%	11%	6%	9%

POWERFUL TEACHING & LEARNING

	strongly agree	agree	don't know	disagree	strongly disagree
32 If I do not understand a concept/problem, my teachers are able to show me another way to understand the concept/problem.	19%	57%	21%	2%	1%
33 If I do not understand a concept/problem, I will go to my teachers for additional help.	19%	58%	17%	4%	2%

2006 WASC Student Survey Results

98/200 returned

	less than 1 hour	1-2 hours	2-3 hours	more than 3 hours	
	34 Select the choice which estimates the average amount of homework you are assigned each day.	11%	40%	29%	20%
35 Select the choice which estimates the average amount of time you spend doing homework each day.	18%	36%	26%	21%	
	strongly agree	agree	don't know	disagree	strongly disagree
36 The assignments you do at school are challenging.	14%	61%	18%	3%	4%
37 As you are learning new ideas in your classes, you also have the opportunity to practice and improve your basic learning skills such as reading, writing, speaking and listening.	19%	61%	17%	2%	1%
38 As you are learning new ideas in your classes, you also have the opportunity to practice and improve your problem solving and creative thinking skills.	15%	58%	24%	3%	1%
39 Teachers maintain good discipline in the classrooms.	16%	49%	25%	8%	2%
40 Teachers use a variety of teaching methods and activities to interest you in classes.	24%	48%	21%	6%	1%
41 Teachers are available for extra help when you need them.	18%	58%	18%	6%	0
42 Teachers use a variety of assignments and methods to evaluate learning.	16%	53%	22%	7%	2%
43 My teachers use technology in their teaching.	6%	52%	27%	11%	4%
44 The instructional materials used in my classes (textbooks, etc.) are useful tools for helping me.	14%	58%	18%	8%	2%
45 I use information that I learn in one classroom in another classroom.	13%	60%	20%	6%	1%

SUPPORT FOR STUDENT PERSONAL & ACADEMIC GROWTH

once or
twice three or
 more
 times never

Since you have been at this school, how often have your parents or guardians done any of the following:

46 Had a discussion with one of your teachers.	36%	41%	23%
47 Had a discussion with a high school counselor.	35%	20%	45%
48 Attended a school meeting.	37%	40%	23%

	strongly agree	agree	don't know	disagree	strongly disagree
49 The Product Development Center staff is available to you when you need assistance.	10%	37%	40%	9%	4%
50 The adult instructional aides in your classes are helpful to you. <i>(Do not answer if no aides are in your classes.)</i>	6%	45%	42%	5%	2%
51 Tutoring is available to you and other students.	26%	55%	17%	4%	0
52 The school staff helps students with problems.	9%	47%	25%	16%	3%
53 The counseling services provide adequate information on academic courses.	20%	46%	27%	7%	0
54 The information that I received from administrators, counselors, and teachers helped me to become familiar with the school.	21%	50%	21%	7%	1%
55 The orientation I received when I entered this high school has helped me to select courses that are best for me.	11%	51%	28%	6%	4%
56 I can get help from the school staff quickly with a health problem.	7%	32%	44%	12%	5%
57 The school library and Product Development Center helps me to expand the classroom learning by getting additional information in a wide variety of subjects.	15%	40%	35%	7%	3%
58 The quality of food served at the school is acceptable.	9%	28%	32%	16%	15%
59 The classrooms are generally clean and well lit.	6%	38%	30%	19%	7%
60 The classrooms are adequately furnished.	6%	31%	28%	25%	10%

2006 WASC Student Survey Results

98/200 returned

ASSESSMENT & ACCOUNTABILITY

61 Teachers have clearly explained their grading and assignment policies to students.	35%	49%	14%	2%	0
62 Teachers in all of your classrooms use rubrics (standards of quality) to clearly indicate how well you do on your individual assignments.	27%	54%	17%	1%	1%
	A- to A+	B- to B+	C- to C+	Below C	
63 Which of the following best describes your average high school grades?	26%	53%	19%	2%	0
	strongly agree	agree	don't know	disagree	strongly disagree
64 I am notified regularly about my academic progress.	14%	51%	24%	9%	2%
65 My teachers use a variety of methods to evaluate my performance.	14%	59%	20%	6%	1%
66 My teachers explain clearly what I am expected to know and be able to do by the time I complete each of my classes.	24%	57%	15%	4%	0
	12th	11th	10th	9th	
67 Indicate your grade level this year.	35%	20%	23%	22%	
	African-American	Asian	Hispanic; Latino	White	Other; Decline
68 Are you:	10%	0	87%	0	3%
	female	male			
69 Are you:	49%	51%			

2005-06 FOSHAY LC SENIOR HIGH PARENT/GUARDIAN QUESTIONNAIRE

We are engaged in a process to improve your school. We need input from you in order for this process to be complete. Your opinion is valued and we appreciate your taking the time to complete this survey.

Completed survey should be returned *WITHIN THREE DAYS*.

Directions: Please answer all questions by circling the letter that corresponds to your choice. There are no right or wrong answers. You do not need to put your name on the survey.

1. You are familiar with the Expected Schoolwide Learning Results (ESLRs) for your children.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
2. You know what your child is expected to learn for each class he or she takes at Foshay Learning Center.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
3. Your child is encouraged to participate in classes that help to realize his or her potential and are aimed toward his/her education/career goals.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
4. Your child is satisfied with the path of courses he or she is taking.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
5. You and your student receive clear and accurate advice from the school staff about choosing the right courses.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
6. According to his or her needs, you can make changes in the path of courses your child is taking.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
7. The school staff works with you and your child to help set a direction aimed towards his or her highest goals.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
8. You regularly receive information about your student's progress in his or her courses.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
9. The assignments your child receives are interesting and challenging.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
10. The school is a safe, good place to learn, and a pleasant place to be.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
11. The purpose and the goals of the school are all directed towards student achievement.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
12. The discipline policy is understood, fair, and consistently applied.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
13. The school staff provides your child with opportunities to participate in co-curricular activities (special interest groups, clubs, athletics) on a regular basis.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
14. The school staff deals effectively with cultural diversity and helps each student to feel that he or she is welcomed and valued.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*
15. The school staff involves parents and community members in exploring solutions to problems facing students in today's world including alcohol and illegal drugs.
a. *strongly agree* b. *agree* c. *disagree* d. *strongly disagree* e. *don't know*

2005-06 FOSHAY LC SENIOR HIGH PARENT/GUARDIAN QUESTIONNAIRE

16. You are encouraged to become involved in school improvement activities taking place in the Parent Center, site councils, and other advisory groups.
a. strongly agree b. agree c. disagree d. strongly disagree e. don't know
17. The goal and objectives for improving Foshay Learning Center Senior High focus on preparing your child to lead a successful and productive life after high school.
a. strongly agree b. agree c. disagree d. strongly disagree e. don't know
18. There is an open atmosphere of communication and interaction between school staff, parents, and the community.
a. strongly agree b. agree c. disagree d. strongly disagree e. don't know
19. Taking everything into consideration, how would you rate your child's school?
a. excellent b. good c. fair d. poor e. don't know
20. Do you belong to a parent group(s)?
a. yes b. no
21. In terms of education and training, how far do you want your child to go?
a. graduate from high school
b. attend vocational, trade, or business school after graduating from high school
c. attend and graduate from a 2-year college after graduating from high school
d. attend and graduate from a 4-year college or university after graduating from high school
e. attend graduate school
f. don't know
22. Does your child have a career goal?
a. yes b. no c. don't know
23. Which of the following best describes the focus of your child's high school classes?
a. preparation for college
b. vocational or technical education
c. general or regular education (without a focus on college preparation or vocational education)
d. other (please specify) _____
24. Which of the following best describes your child's average high school grades?
a. A- to A+ b. B- to B+ c. C- to C+ d. below C
25. Which of the following best represents your child's ethnic background?
a. American Indian or Alaskan Native d. African American
b. Pacific Islander/Filipino/Asian e. White
c. Hispanic/Latino f. Other
26. Your child is in:
a. 9th grade c. 11th grade
b. 10th grade d. 12th grade
27. Your child is:
a. female b. male

COMMENTS: _____

2005-06 BACHILLERATO DE FOSHAY LC ENCUESTA DE PADRES/GUARDIANES

Estamos involucrados en un proceso para mejorar su escuela. Necesitamos sus sugerencias para completar este proceso. Su opinión es valiosa y apreciamos su tiempo en completar esta encuesta.

La encuesta terminada se debe regresar *DENTRO DE TRES DIAS*.
Instrucciones: Conteste por favor todas las preguntas circulando la letra que corresponde a su opción. No hay respuestas correctas o incorrectas. Usted no necesita poner su nombre en la encuesta.

1. Usted conoce los **E**xpected **S**choolwide **L**earning **R**esults, conocido por sus siglas **ESLRs** (expectaciones de la escuela para sus hijos/hijas).
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
2. Usted sabe lo que se espera que su hijo/a aprenda en cada clase que él o ella toma en la escuela.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
3. Su hijo/a es animado/a a tomar parte en las clases que la ayudan a darse cuenta de su potencial y que apuntan hacia sus metas de educación/carrera.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
4. Su hijo/a esta satisfecho con los cursos que él o ella toma.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
5. El personal de la escuela la da a usted y a su estudiante consejos claros y exactos acerca de los cursos correctos.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
6. Según sus necesidades, usted puede hacer los cambios en los cursos que su hijo/a toma.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
7. El personal de la escuela trabaja con usted y su hijo/a para ayudarles a tomar una dirección hacia sus metas mas altas.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
8. Usted regularmente recibe información acerca del progreso del estudiante en sus cursos.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
9. Las tareas que su hijo/a recibe son interesantes y desafiantes.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
10. La escuela es un lugar agradable, seguro, y es un buen lugar para aprender.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
11. El propósito y las metas de la escuela son dirigidos hacia el logro del estudiante.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
12. Las pólizas de la disciplina se entiende, es justa, y se aplica constantemente.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
13. El personal de la escuela regularmente le ofrece a su hijo/a oportunidades de tomar parte en las actividades fuera del plan de estudios (grupos de intereses especiales, los clubes, el atletismo).
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
14. El personal de la escuela maneja con eficaz la diversidad cultural y ayuda a cada estudiante sentirse que el o ella es bienvenido/a y valorado/a.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé
15. El personal de la escuela involucra a padres y miembros de la comunidad para explorar soluciones a problemas que estudiantes enfrentan en el mundo de hoy incluyendo alcohol y drogas ilegales.
a. totalmente de acuerdo b. de acuerdo c. estoy en desacuerdo d. estoy en desacuerdo e. No sé

2005-06 BACHILLERATO DE FOSHAY LC ENCUESTA DE PADRES/GUARDIANES

16. Usted es animado a involucrarse en actividades para el mejoramiento de la escuela incluyendo actividades ocurriendo en el Centro de Padres, los concilios de la escuela, y otros grupos consultores.
a. *totalmente de acuerdo* b. *de acuerdo* c. *estoy en desacuerdo* d. *estoy en desacuerdo* e. *No sé*
17. La meta y los objetos para mejorar el Bachillerato Foshay se enfocan en preparar a su hijo/a para que tenga una vida exitosa y productiva después del Bachillerato.
a. *totalmente de acuerdo* b. *de acuerdo* c. *estoy en desacuerdo* d. *estoy en desacuerdo* e. *No sé*
18. Hay un ambiente de comunicación abierta e interacción entre personal de la escuela, los padres, y la comunidad.
a. *totalmente de acuerdo* b. *de acuerdo* c. *estoy en desacuerdo* d. *estoy en desacuerdo* e. *No sé*
19. ¿Tomando todo esto en consideración, como valoraría usted a la escuela de su hijo/a?
a. *excelente* b. *bueno* c. *justo* d. *de mala calidad* e. *No sé*
20. ¿Pertenece usted a un grupo(s) de padres?
a. *sí* b. *no*
21. ¿En términos de la educación y entretenimiento, que metas tiene usted para su hijo/a?
a. *Se gradúe del Bachillerato*
b. *Asista a una escuela vocacional, a una escuela de entretenimiento o una escuela empresarial después del Bachillerato*
c. *Asista y se gradúe de un colegio de 2 años (después que se gradúe del Bachillerato)*
d. *Asista y se gradúe de un colegio o la universidad de 4 años (después que se gradúe del Bachillerato)*
e. *Asista a los cursos de posgraduado*
f. *No sé*
22. ¿Tiene su hijo/a una meta de carrera?
a. *sí* b. *no* c. *No sé*
23. ¿Cuál de los siguientes describe mejor el enfoque de las clases del Bachillerato de su hijo/a?
a. *Preparación para el colegio*
b. *Educación vocacional o técnica*
c. *Educación regular o general (sin enfoque en la preparación colegial o la educación vocacional)*
d. *Otro (por favor sea específico) _____*
24. ¿Cuál de los siguientes describe mejor el promedio de los grados de su hijo/a en las clases del Bachillerato?
a. *A- a A+* b. *B- a B+* c. *C- a C+* d. *debajo de C*
25. ¿Cuál de los siguientes mejor representa las raíces étnicas de su hijo/a?
a. *Indio Americano o Nativo de Alaska* d. *Africano Americano*
b. *Isleño Pacífico/Filipino/Asiático* e. *Americano*
c. *Hispano/Latino* f. *Otro*
26. Su hijo/a es un:
a. *estudiante del noveno grado* c. *estudiante del undécimo grado*
b. *estudiante del décimo grado* d. *estudiante del duodécimo grado*
27. Su hijo/a es:
a. *femenino* b. *masculino*

COMENTARIOS: _____

	strongly agree	agree	don't know	disagree	strongly disagree
1 You are familiar with the Expected Schoolwide Learning Results.	7	7	2	0	7
2 You know what your child is expected to learn for each class he or shee takes at Foshay Learning Center.	11	10	0	1	1
3 Your child is encouraged to participate in classes that help realize his or her potential and are aimed toward his/her education/career goals.	13	9	0	1	1
4 Your child is satisfied with the path of courses he or she is taking.	15	8	1	0	0
5 You and your student receive clear and accurate advice from the school staff about choosing the right courses.	11	8	1	2	1
6 According to his or her needs, you can make changes in the path of courses your child is taking.	10	10	0	2	2
7 The school staff works with you and your child to help set a direction aimed towards his or her highest goals.	11	9	2	1	0
8 You regularly receive information about your student's progress in his or her courses.	10	13	0	0	1
9 The assignments your child receives are interesting and challenging.	14	8	1	0	1
10 The school is a safe, good place to learn, and a pleasant place to be.	8	11	2	1	1
11 The purpose and the goals of the school are all directed towards student achievement.	8	10	0	1	1
12 The discipline policy is understood, fair, and consistently applied.	7	11	2	2	1
13 The school staff provides your child with opportunities to participate in co-curricular activities (special interest groups, clubs, athletics) on a regular basis.	13	4	1	2	4
The school staff deals effectively					

15 The school staff involves parents and community members in exploring solutions to problems facing students in today's world including alcohol and drugs.	11	7	2	2	2
16 You are encouraged to become involved in school improvement activities taking place in the Parent Center, site councils, and other advisory groups.	6	10	2	2	1
17 The goal and objectives for improving Foshay Learning Center Senior High focus on preparing your child to lead a successful and productive life after high school.	13	6	1	0	2
18 There is an open atmosphere of communication and interaction between school staff, parents and the community.	8	7	3	3	1
	Excellent	Good	Fair	Poor	Don't know
19 Taking everything into consideration, how would you rate your child's school?	10	5	2	1	3

20 Do you belong to a parent group(s)?	Yes	No
	7	15

21 In terms of education and training, how far do you want your child to go?	attend vocational, graduate from HS but go no further	trade, or business school after HS	attend and graduate from a 2 yr college	attend and graduate from a 4 yr college	attend graduate school	don't know
	0	0	1	17	2	1

22 Does your child have a career goal?	Yes	No	Don't Know
	20	0	2

23 Which of the following best describes the focus of your child's high school classes?	general or regular education; prep for college	vocational ; technical education	no particular focus	other
	18	0	2	0

	A- to A+	B- to B+	C- to C+	Below C
--	-----------------	-----------------	-----------------	----------------

Which of the following best

25 The education I am getting is preparing me for my highest and most realistic goals.

0	0	19	4	0	0
---	---	----	---	---	---

12th **11th** **10th** **9th**

26 Your child is in:

3	8	7	4
---	---	---	---

female **male**

27 Your child is:

10	12
----	----

Foshay Learning Center Senior High Matrix - Track C

Teacher	Room (Ext.)	HR	P0	P1	P2	P3	P4	P5	P6	P7	P8
Aaronson	J37 (x393)	11th-AoIT		Dig Imag	Conference	Dig Comp 3	Dig Comp 2	Dig Comp 3	Dig Imag	Conference	Conference
Avila	G262A (x357)			Am Lit Comp	ESS Std Eng	Conference	ESS Std Eng	ESS Std Eng	ESS Std Eng	ESS Std Eng	ESS Std Eng
Barlow	J39 (x395)	11th-AoF		Conference	Adv PE	Wall Street	Adv PE	Conference	Econ	Wall Street	Econ
Barrios-Ramirez	M318 (x310)	11th-NAI		Math Anal (USC)	American Lit (USC)	Conference	Conference	Speech (H8)	Other	Teen Living (H12)	Teen Living (H12)
Beebe, D.	Trav	11th-AoF		Tutor (J39)	World Hist (J39)	Conference	AP World Hist (J39)	AP Govt & Pol (J39)	AP US Hist (J40)	US Hist (J40)	Conference
Beebe, L.	FB2 (x362)	None		HS Liaison	Internet Pub Journalism (J37)	HS Liaison	HS Liaison	HS Liaison	HS Liaison	Work Exp.	Work Exp. Yearbook (J37)
Brown, B.	M328 (x316)	11th-HCA		Prin Am Dem	World Hist	US History	Conference	AP US Hist	AP Govt & Po	Intro Psych	Conference
Brown, M.	S141 (x336)	None		Conference	Conference	MS	MS	Geometry	Geometry	Geometry	Algebra 1
Calderon	H22 (x382)	12th-HCA		Span Sp 2	Span Sp 3	AP Span Lit	Conference	AP Span Lang	Span Sp 2	Span Sp 3	Span Sp 2
Carlton	H23 (x383)	9th	French 4 (USC)	French 1	Conference	French 3	Teen Living	Conference	French 1	French 1	French 1
Carroll	N213 (x333)	10th-AoF		AP Eng Lang	Conference	English 9	English 9	Conference	Teen Living	Bible as Lit	Great Books
Conde	USC/Trav	12th-NAI		AP Calc (USC)	AP Eng Lit (USC)	Conference	Conference	Geometry (M325)	Math Anal (M315)	Algebra 2 (M325)	Math Tut Lab (M325)
Dailey	G265 (x360)	9th		Biology	Chemistry	ESS Stand Math	Geometry	Conference	ESS Stand Math	ESS Stand Math	Math Prep Science 8A
DeLeon	N204 (x329)	10th-HCA		Conference	Adv Phys Sci	Chemistry	Chemistry	Chemistry	AP Chemistry	Chemistry	Conference
Espinosa	N200 (x326)	9th		Spanish 1	Span Sp 2 (N213)	AP Span Lang	Spanish 3	Conference	Span Sp 2	Spanish 1	Spanish 2
Fuentes	H17 (x377)	None		Conference	Geometry	Geometry	Conference	Geometry	Geometry	Geometry	Algebra 1
Gaither	H18 (x378)	None	Leadership	Art History	Art History	Art History	Painting	Art History	Painting	Conference	Conference
Gonder	M314 (x308)	12th-AoF		AP Eng Lang	Conference	English 10	AP Eng Lit	English 10	Am Lit Comp	Drama	Cinema
Gross	N208 (x330)	9th		Int Coor Sci 1	Conference	Conference	Int Coor Sci 1	Int Coor Sci 1	Int Coor Sci 1	Int Coor Sci 1	Physiology
Hoffman	N112 (x324)	11th-HCA		Conference	Expl Health Careers 3	Expl Hlth Careers 1	Expl Hlth Careers 3	Expl Hlth Careers 1	Design Craft	Hlth Careers A	Conference
Hooks	FB1 (x361)	None		Counseling	Counseling	Counseling	Counseling	Counseling	Counseling	Counseling	Counseling
Ibacache	H15 (x375)	10th-HCA		AP Eng Lit	H English 10	AP Eng Lang	H English 10	Am Lit Comp	Expos Comp	Conference	Conference
Jabami	FB1 (x352)	None		Home College Class Adult School Counseling	Home College Class Adult School Counseling	Home College Class Adult School Counseling	Home College Class Adult School Counseling	Home College Class Adult School Counseling	Home College Class Adult School Counseling	Home College Class Adult School Counseling	Home College Class Adult School Counseling
LaCombe	G260 (x355)	12th-AoIT		Career Expl	World Hist	US Hist	Conference	Prin Am	US Hist	Career Expl	Conference
Laska	USC/Trav	10th-NAI		Algebra 2 (USC)	H English 10 (USC)	Conference	Conference	AP Calc A (N102)	Algebra 2 (N107)	Geometry (M215)	Math Tut Lab (N204)
LeBendig	H20 (x380)	12th-AoIT		Conference	Food Sci	English 1C	AP Eng Lit	English 1C	AP Eng Lit	Conference	Tutor

Foshay Learning Center Senior High Matrix - Track C

Teacher	Room (Ext.)	HR	P0	P1	P2	P3	P4	P5	P6	P7	P8
Lilly	N114 (x325)	12th-HCA		Conference	Adv Phys Sci	Biology	Adv Phys Sci	Biology	Biology	Conference	Conference
McFadden-Midby	USC/Trav	9th-NAI		Geometry (USC)	H English 9 (USC)	Creat Writ (M324)	English 9 (H7)	None	None	None	None
Moore, AS	FB1 (x361)	9th		ESS Std	ESS Std	Conference	Expos Comp	English 1C	Am Lit Comp	Conference	Conference
Newhouse	F152 (x350)	10th-AoF		Math Anal	AP Calc A	Algebra 2	Col SAT Prep	Math Anal	Conference	Robotics SH	Conference
Ramirez	Trav	None		Biology (N114)	Conference	Biology (S248)	Biology (S348)	Biology (N210)	Conference	Adv Phy Sci (N114)	Env Stud (N114)
Reuss	J40 (x396)	None		H Algebra 2	H Algebra 2	Accounting	Accounting	Conference	Conference	Conference	Tutor
Salinas	F156 (x353)	None		Life Skills	Conference	Life Skills	Conference	Life Skills	Life Skills	Env Stud	Life Skills
Taylor, R	S340 (x346)	None		English 9	English 9	Conference	English 9	Filmmaking	English 9	Filmmaking	Conference
Terrell	PE (x225)	9th		PE	PE	PE	PE	Teen Living	Conference	Athletics	PE
Travis	H21 (x381)	10th-AoIT		AP Govt Pol	World Hist	Ancient Civ	AP World Hist	AP Govt Pol	US Hist	Conference	AP World Hist
Bridge Teachers											
Castro	N101 (x312)	MS		MS	MS	MS	Conference	MS	MS	MS	Choir SH
Nwaosu, O	M328 (x316)	MS		MS	MS	MS	Conference	MS	MS	Conference	Acad Dec
Persad	J35 (x392)	None		Cal Cadet	MS	Cal Cadet	Conference	Cal Cadet	Cal Cadet	Cal Cadet	Cal Cadet
Washington	n/a	MS	AuxCheer	MS	MS	MS	MS	MS	MS	MS	MS
Womack	H30 (x384)			MS	MS	MS	Conference	MS	Instruments	Jazz Ensem	Adv Band

California Department of Education
 Educational Demographics Unit
 Prepared: 9/13/2006 9:56:25 AM

Report

Year

School

			Female									Male								
Type of Staff	Full or Part Time	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Female	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Male	Total
Para profess.	Full-Time	0	1	0	0	7	26	0	0	34	0	0	0	0	2	6	0	0	8	42 (41.2 %)
	Part-Time	0	0	0	1	4	4	0	0	9	0	0	0	0	5	2	0	0	7	16 (15.7 %)
Office/Clerical	Full-Time	0	0	0	0	4	9	1	0	14	0	0	0	0	1	0	0	0	1	15 (14.7 %)
	Part-Time	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	2 (2.0 %)
Other Classified	Full-Time	0	0	0	0	0	7	0	0	7	0	0	0	0	1	10	0	0	11	18 (17.6 %)
	Part-Time	0	0	0	0	0	5	0	0	5	0	0	0	0	0	4	0	0	4	9 (8.8 %)
School Total:		0 (0.0%)	1 (1.4%)	0 (0.0%)	1 (1.4%)	15 (21.7%)	51 (73.9%)	1 (1.4%)	0 (0.0%)	69 (67.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (30.3%)	23 (69.7%)	0 (0.0%)	0 (0.0%)	33 (32.4%)	102
<u>District Total:</u>		105 (0.4%)	950 (3.8%)	44 (0.2%)	647 (2.6%)	13,260 (53.5%)	5,910 (23.9%)	3,766 (15.2%)	93 (0.4%)	24,775 (67.9%)	67 (0.3%)	506 (2.0%)	30 (0.1%)	409 (1.7%)	5,607 (22.6%)	3,050 (12.3%)	2,012 (8.1%)	34 (0.1%)	24,775 (67.9%)	36,490
<u>County Total:</u>		237 (0.4%)	2,382 (4.2%)	204 (0.4%)	1,071 (1.9%)	27,185 (48.0%)	9,089 (16.0%)	15,979 (28.2%)	484 (0.9%)	56,631 (72.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	21,708 (27.7%)	78,339
<u>State Total:</u>		1,372 (0.6%)	7,920 (3.7%)	798 (0.4%)	3,244 (1.5%)	73,045 (34.1%)	16,713 (7.8%)	107,600 (50.3%)	3,316 (1.5%)	214,008 (75.0%)	560 (0.8%)	3,488 (4.9%)	403 (0.6%)	1,834 (2.6%)	26,380 (36.9%)	9,004 (12.6%)	28,743 (40.2%)	1,081 (1.5%)	71,493 (25.0%)	285,501

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California Department of Education
 Educational Demographics Unit
 Prepared: 9/13/2006 10:03:32 AM

California Public Schools - School Report

Select Year Report

Select School

School	Sch. Code	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr. Elem.	Grade 9	Grade 10	Grade 11	Grade 12	Ungr. Sec.	Total Enroll.	Adults in K-12 Programs
FOSHAY LEARNING CENTER	6061451	31	29	28	32	31	34	960	793	748	167	191	142	155	135	57	3,533	0
LOS ANGELES UNIFIED	1964733	54,502	56,872	56,098	56,547	56,604	57,466	56,302	53,853	50,290	19,726	72,344	53,773	41,745	30,115	11,082	727,319	0
County Total:		120,551	126,487	126,469	128,508	130,033	132,575	133,286	132,019	128,453	21,549	156,006	137,761	119,019	102,324	13,024	1,708,064	147
State Total:		458,440	473,239	469,553	471,246	477,828	485,857	489,656	491,516	489,560	30,889	547,006	515,768	467,306	423,300	21,242	6,312,406	2,969
Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools. Starting in 2000-01, enrollment figures include State Special Schools.																		

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Enrollment in Upper Level Math and Science Courses
 as a Percent of Grade 9-12 Enrollment

Select school:

Select year:

[Select another report](#) [Explanation of Report](#)

School	Female					Male					Total 9-12 Enrollment
Ethnic Group	Intermediate Algebra	Advanced Math	1st Year Chemistry	1st Year Physics	9-12 Enrollment	Intermediate Algebra	Advanced Math	1st Year Chemistry	1st Year Physics	9-12 Enrollment	Total 9-12 Enrollment
FOSHAY LEARNING CENTER 19647336061451											
AM IND	1 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	1	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0	1
ASIAN	0 (0.0 %)	1 (50.0 %)	1 (50.0 %)	0 (0.0 %)	2	1 (50.0 %)	1 (50.0 %)	2 (100.0 %)	0 (0.0 %)	2	4
PAC ISLD	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0	0
FILIPINO	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0	0
HISPANIC	91 (28.9 %)	96 (30.5 %)	115 (36.5 %)	0 (0.0 %)	315	73 (31.7 %)	69 (30.0 %)	78 (33.9 %)	0 (0.0 %)	230	545
AFR AM	19 (25.0 %)	28 (36.8 %)	30 (39.5 %)	0 (0.0 %)	76	15 (29.4 %)	3 (5.9 %)	14 (27.5 %)	0 (0.0 %)	51	127
WHITE	0 (0.0 %)	2 (66.7 %)	2 (66.7 %)	0 (0.0 %)	3	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0	3
School Total	111 (28.0 %)	127 (32.0 %)	148 (37.3 %)	0 (0.0 %)	397	89 (31.4 %)	73 (25.8 %)	94 (33.2 %)	0 (0.0 %)	283	680
District Total	16,195 (15.7 %)	8,944 (8.6 %)	17,626 (17.0 %)	4,296 (4.2 %)	103,435	13,190 (12.5 %)	7,422 (7.0 %)	15,934 (15.1 %)	4,027 (3.8 %)	105,624	209,059
County Total	42,961 (16.6 %)	32,822 (12.7 %)	39,630 (15.3 %)	10,913 (4.2 %)	258,708	37,352 (13.9 %)	29,171 (10.8 %)	35,414 (13.1 %)	11,610 (4.3 %)	269,426	528,134
State Total	163,297 (16.9 %)	129,963 (13.5 %)	135,856 (14.1 %)	48,357 (5.0 %)	963,452	147,033 (14.5 %)	118,227 (11.7 %)	119,221 (11.8 %)	54,217 (5.4 %)	1,011,170	1,974,622
* If you want more data try clicking on 'District Total', 'County Total' or 'State Total' to generate a new report at that level. Or, you can click on the school name to create any Dataquest report for that school											

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California Department of Education
 Educational Demographics Unit
 Prepared: 9/13/2006 10:27:02 AM

Report

Year

School

Ethnic Group	Gr. 7 Drop	Gr. 7 Enroll	%	Gr. 8 Drop	Gr. 8 Enroll	%	Gr. 9 Drop	Gr. 9 Enroll	%	Gr. 10 Drop	Gr. 10 Enroll	%	Gr. 11 Drop	Gr. 11 Enroll	%	Gr. 12 Drop	Gr. 12 Enroll	%	Other Secndy Enrl	Total Drops (9-12)	Total Enroll (9-12)	4 Year Derived Dropout Rate (9-12)	1 Year Dropout Rate (9-12)
AM IND	0	1	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	1	0.0	0	0	0.0	0	0	1	**	0.0
ASIAN	0	2	0.0	0	1	0.0	0	0	0.0	0	2	0.0	0	1	0.0	0	1	0.0	0	0	4	**	0.0
PAC ISLD	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0	**	0.0
FILIPINO	0	1	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0	**	0.0
HISPANIC	8	607	1.3	14	658	2.1	0	127	0.0	1	131	0.8	2	119	1.7	7	142	4.9	114	10	633	7.2	1.6
AFR AM	7	145	4.8	8	194	4.1	1	21	4.8	2	32	6.2	1	23	4.3	2	27	7.4	124	6	227	20.9	2.6
WHITE	0	0	0.0	0	0	0.0	0	0	0.0	0	1	0.0	0	1	0.0	0	0	0.0	0	0	2	**	0.0
MULT./NO RESP	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0	**	0.0
School Total:	15	756	2.0	22	853	2.6	1	148	0.7	3	166	1.8	3	145	2.1	9	170	5.3	238	16	867	9.5	1.8
District Total:	1,054	51,824	2.0	1,327	54,494	2.4	2,776	71,512	3.9	2,623	51,757	5.1	2,507	41,144	6.1	3,412	29,700	11.5	12,188	11,318	206,301	24.2	5.5
County Totals	1,673	131,168	1.3	3,147	134,320	2.3	4,546	156,109	2.9	4,287	132,084	3.2	4,135	117,701	3.5	6,349	99,922	6.4	14,374	19,317	520,190	15.1	3.7
State Totals	4,387	492,917	0.9	6,156	498,805	1.2	11,809	549,471	2.1	11,050	497,204	2.2	12,530	459,126	2.7	25,133	409,568	6.1	21,602	60,522	1,936,971	12.6	3.1

Notes:

- Data from direct funded charter school(s) are included with data from the district that chartered the school.
- In 2002-03 the California Department of Education started using the National Center for Education Statistics [dropout criteria](#).

Dropout Formulae:

- 1 Year Rate Formula: $(\text{Gr. 9-12 Dropouts} / \text{Gr. 9-12 Enrollment}) * 100$
- 4 Year Derived Rate Formula: $(1 - ((1 - (\text{drop gr 9} / \text{enroll gr 9})) * (1 - (\text{drop gr 10} / \text{enroll gr 10})) * (1 - (\text{drop gr 11} / \text{enroll gr 11})) * (1 - (\text{drop gr 12} / \text{enroll gr 12})))) * 100$
- ** Asterisks in the 4 year derived rate column indicate that one or more grade levels have zero enrollment. If a grade level has zero enrollment, the formula can not be calculated.

12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance

Select Year Report
 Select School

School	Sch. Code	American Indian or Alaska Native		Asian		Pacific Islander		Filipino		Hispanic or Latino		African American		White (not Hispanic)		Multiple or No Response		Total	
		# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
Foshy Learning C 6061451																			
	Female	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	99	63 (63.6%)	18	15 (83.3%)	0	0 (0.0%)	0	0 (0.0%)	118	78 (66.1%)	
	Male	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	50	25 (50.0%)	8	2 (25.0%)	0	0 (0.0%)	0	0 (0.0%)	58	27 (46.6%)	
	Total	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	149	88 (59.1%)	26	17 (65.4%)	0	0 (0.0%)	0	0 (0.0%)	176	105 (59.7%)	
District Total	Female	42	20 (47.6%)	978	819 (83.7%)	58	42 (72.4%)	520	404 (77.7%)	10,301	4,649 (45.1%)	2,276	1,092 (48.0%)	2,088	1,422 (68.1%)	7	7 (100.0%)	16,270	8,455 (52.0%)
	Male	48	21 (43.8%)	935	666 (71.2%)	39	20 (51.3%)	506	327 (64.6%)	8,389	2,969 (35.4%)	1,725	602 (34.9%)	1,823	1,081 (59.3%)	6	5 (83.3%)	13,471	5,691 (42.2%)
	Total	90	41 (45.6%)	1,913	1,485 (77.6%)	97	62 (63.9%)	1,026	731 (71.2%)	18,690	7,618 (40.8%)	4,001	1,694 (42.3%)	3,911	2,503 (64.0%)	13	12 (92.3%)	29,741	14,146 (47.6%)
County Total	Female	109	35 (32.1%)	5,162	3,617 (70.1%)	228	102 (44.7%)	1,323	826 (62.4%)	23,433	8,393 (35.8%)	5,192	1,992 (38.4%)	10,386	5,129 (49.4%)	355	112 (31.5%)	46,188	20,206 (43.7%)
	Male	124	38 (30.6%)	5,095	3,042 (59.7%)	205	58 (28.3%)	1,400	704 (50.3%)	20,229	5,543 (27.4%)	4,184	1,162 (27.8%)	9,785	3,938 (40.2%)	320	97 (30.3%)	41,342	14,582 (35.3%)
	Total	233	73 (31.3%)	10,257	6,659 (64.9%)	433	160 (37.0%)	2,723	1,530 (56.2%)	43,662	13,936 (31.9%)	9,376	3,154 (33.6%)	20,171	9,067 (45.0%)	675	209 (31.0%)	87,530	34,788 (39.7%)
State Total	Female	1,610	418 (26.0%)	18,255	11,659 (63.9%)	1,214	389 (32.0%)	5,653	2,999 (53.1%)	68,844	18,954 (27.5%)	14,534	4,321 (29.7%)	71,352	32,519 (45.6%)	2,399	810 (33.8%)	183,861	72,069 (39.2%)
	Male	1,340	262 (19.6%)	18,136	9,697 (53.5%)	1,134	261 (23.0%)	5,832	2,358 (40.4%)	60,827	12,203 (20.1%)	12,266	2,430 (19.8%)	69,455	25,037 (36.0%)	2,366	667 (28.2%)	171,356	52,915 (30.9%)
	Total	2,950	680 (23.1%)	36,391	21,356 (58.7%)	2,348	650 (27.7%)	11,485	5,357 (46.6%)	129,671	31,157 (24.0%)	26,800	6,751 (25.2%)	140,807	57,556 (40.9%)	4,765	1,477 (31.0%)	355,217	124,984 (35.2%)



As of July 2006

Foshay Learning Center

S E N I O R H I G H

Graduation Requirements

Credits:

230

Courses:

- 4 yrs. English
- 3 yrs. Social studies
- 3 yrs. Math (at least to Math Analysis – 4 years for college)
- 2 yrs. Science (3 yrs. for college)
- 2 yrs. Foreign language
- 2 yrs. PE
- 1 yr. Visual or Performing Art
- 1 yr. Health/Life Skills
- 70 credits electives (includes academy courses-you must pass at least 2 semesters of your academy classes)

Competencies:

Technology (Digital Computing class or competency verification form)

Service Learning/Community Service:

- 60 hours of service (150 Health Careers Academy)
- one Service Learning project, approved & verified by a classroom teacher

Portfolio:

The following must be included in your portfolio:

1. Results of Interest Inventory
2. Autobiographical Statement – Focus on 1-3 important events in your life to show uniqueness and strength of character.
3. Two letters of recommendation (one must be from one of your teachers)
4. Resume
5. List of Goals
 - a. Immediate goal after high school
 - b. 5 year goal
 - c. 15 year goal
6. List of awards (copies of certificates may be included – this may be a section in your resume)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Deputy Superintendent, Instructional Services

BULLETIN No. 307 (Rev.)
July 28, 2003

ATTACHMENT B

2003-2007 Graduation Requirements and *Minimum* College Admission "A-G" Requirements

SUBJECTS	HIGH SCHOOL GRADUATION 9 - 12	UNIVERSITY OF CALIFORNIA "A-G" Requirements	CALIFORNIA STATE UNIVERSITY "A-G" Requirements	PRIVATE COLLEGES	COMMUNITY COLLEGES
Social Studies <i>"A" Requirement</i>	30 Credits: World History AB US History AB Prin. Am. Democ. Economics	2 years World History, US History, or Prin. Am. Democ.	2 years World History, US History, or Prin. Am. Democ.	World Hist, US History, Prin. Am. Democ. & college prep. electives recommended	No subject requirements. 18 years old or high school graduate or high school proficiency test certificate
English <i>"B" Requirement</i>	40 Credits: English 9 English 10 American Lit & Contemp. Comp. 12th grade Composition & English elective	4 years college preparatory English	4 years college preparatory English	4 years college preparatory English	Students are most successful when they continue to take college preparatory courses each semester.
Mathematics <i>"C" Requirement</i> (Integrated Math 1,2,3 meet college prep. requirements)	20 Credits college prep. math: Algebra 1 & Geom or Adv. Applied Math or Algebra 2	3 years: Algebra 1, Geometry, Algebra 2, more recommended	3 years: Algebra 1, Geometry, Algebra 2, more recommended	college preparatory math each year	
Lab Science <i>"D" Requirement</i> (Int/Coor Sci. 1,2,3 meet science college prep. requirements)	10 credits biological sci. 10 credits physical sci.	2 years lab science grades 10-12, more recommended (Int/Coor Sci 1 meets elective requirement)	2 years lab science grades 10-12 (Int/Coor Sci 1 meets elective requirement)	3 to 4 years lab science	
Foreign Language "E" Req		2 years same foreign language more recommended	2 years same foreign language	3 to 4 years foreign language	
Visual/Perf Arts <i>"F" Requirement</i>	10 credits Visual/Perform Arts	2 sem. visual and performing arts in the same field 2006 – 1 year course visual & performing arts	2 sem visual and performing arts in the same field 2006 – 1 year course visual & performing arts	Visual & performing arts courses count as electives	
Applied Technology	10 credits Applied Technology				
Electives <i>"G" Requirement</i>	70 credits of electives Total credits needed to graduate: 230	1 year or more advanced courses in math, arts, English, lab science, foreign language, or social sciences	1 year of advanced courses in math, arts, English, lab science, foreign language, or social sciences	college preparatory electives in the subject area of interest	
Physical Ed.	20 credits	None	None	None	None
Health	5 credits	None	None	None	None
Life Skills	5 credits	None	None	None	None
Assessments	2006 California High School Exit Exam (2004 & 2005 No State or District test)	SAT I or ACT 3 SAT II tests Subject A – English placement	SAT I or ACT (3 SAT II tests optional) Placement exams in English and mathematics	SAT I or ACT 3 SAT II tests for some colleges	Placement exams in English and mathematics

High School API for Foshay in 2005

Enter the Number of Students in Each Performance Band/Level and Content Area. Enter "0" if applicable. All blue boxes below must have a numerical entry before the spreadsheet will calculate the API.

Performance Level Weighting Factors	Valid Scores by Content Area and Performance Level						Performance Level		
	Performance Levels	ELA	Mathematics	Science	Social Science	ELA	Mathematics	Performance Level	
1000	5	Advanced	47	0	2	19	156	149	Pass
875	4	Proficient	134	8	43	59			
700	3	Basic	180	66	148	140			
500	2	Below Basic	65	215	74	45			
200	1	Far Below Ba	41	175	34	46	22	33	No Pass
200	1	Untested	N/A	2	0	N/A			
Valid Scores			467	466	301	309	178	182	

Have numbers been entered in all of the blue boxes? YES

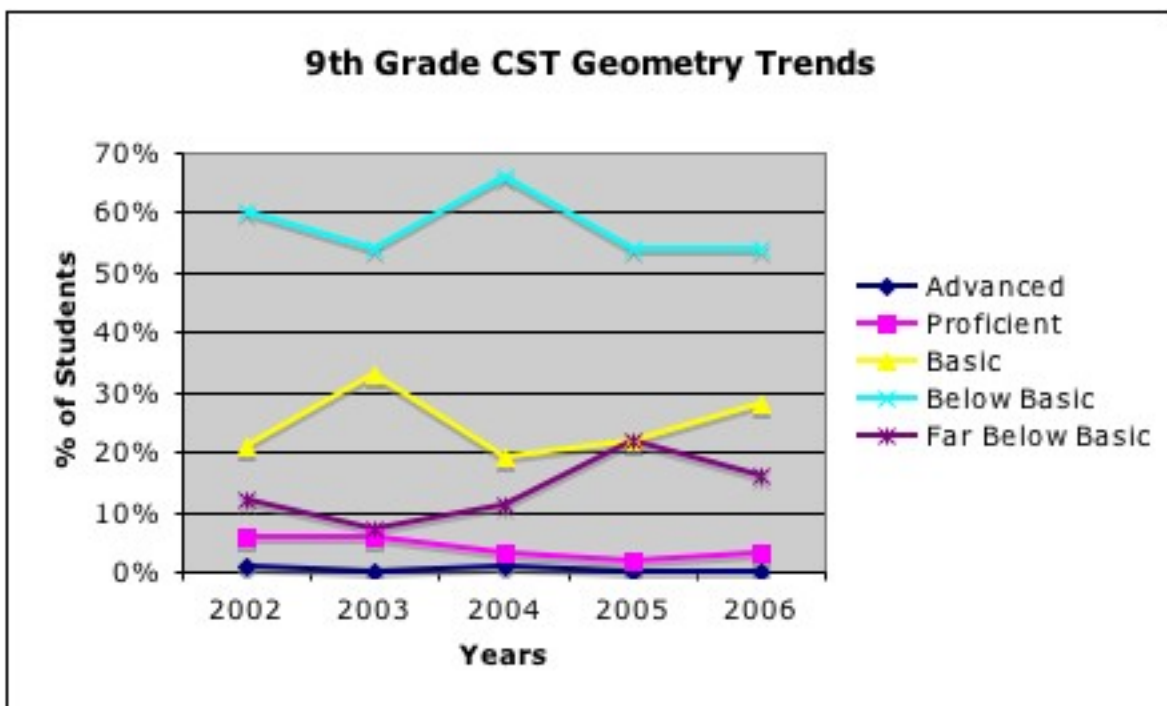
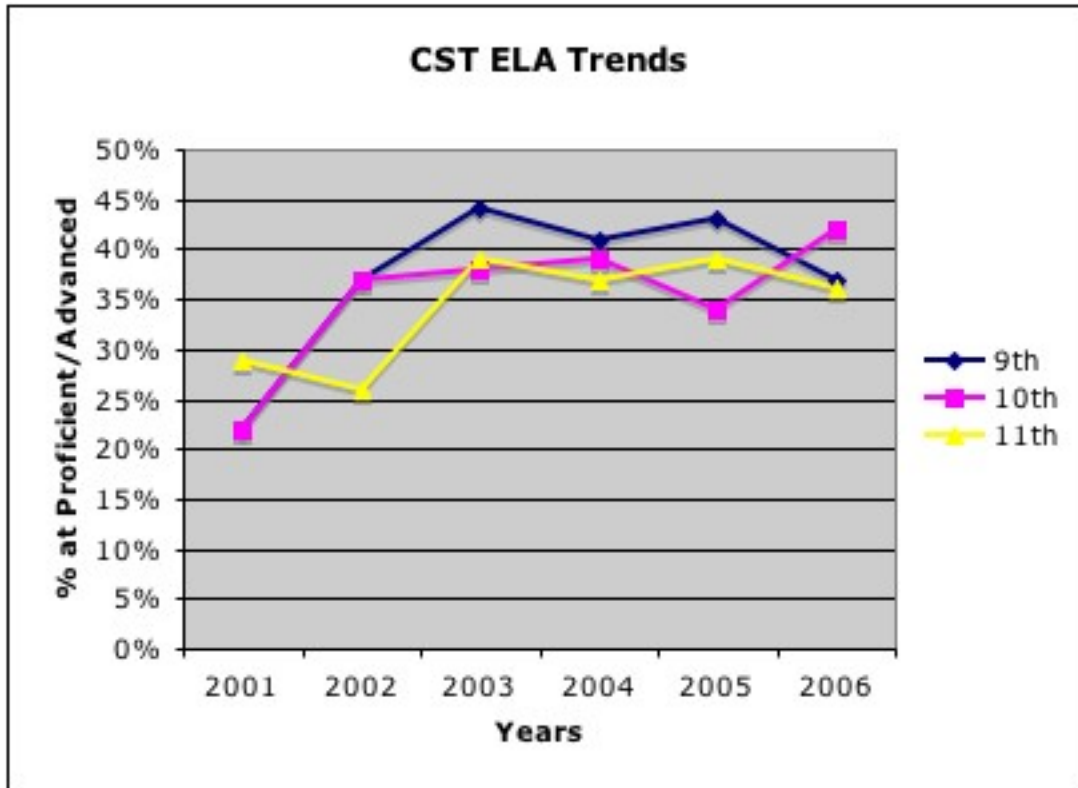
A	B	C	D	E	F	G
Test Weights (fixed)	Content Area	Valid Scores	Total Weight A x C	Sum Performance Level Weighting Factors x Valid Scores	Test Weights x Scores A x E	School Content Area Weights D ÷ Sum of D
0.300	CST in ELA	467	140.10	330950	99285.000	30.73%
0.200	CST in Mathematics	466	93.20	196100	39220.000	20.44%
0.150	CST in Science	301	45.15	187025	28053.750	9.90%
0.225	CST in History-Social Science	309	69.53	200325	45073.125	15.25%
0.300	CAHSEE ELA	178	53.40	160400	48120.000	11.71%
0.300	CAHSEE Mathematics	182	54.60	155600	46680.000	11.97%

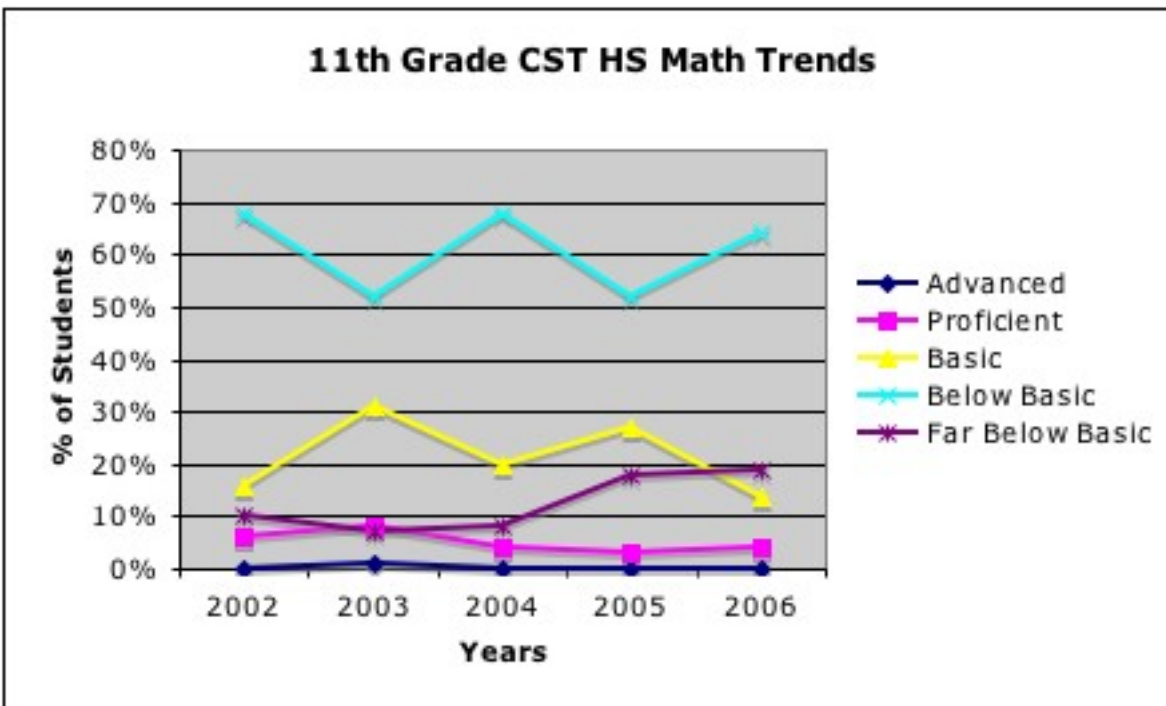
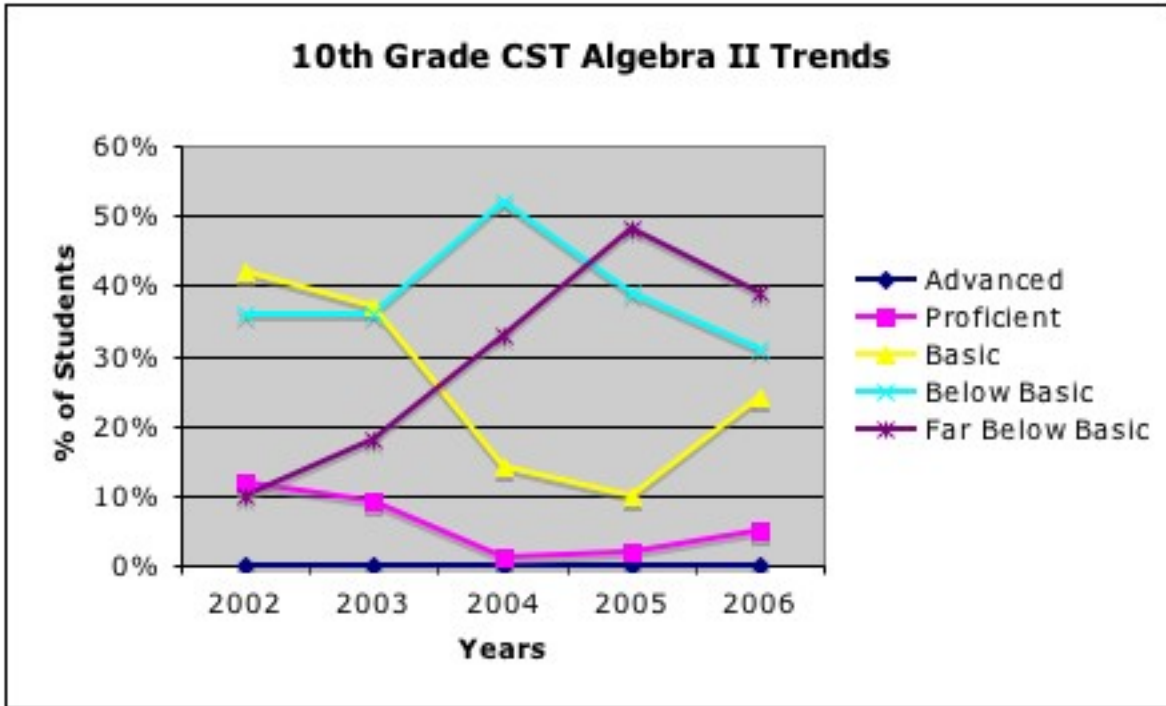
Total			455.98	1230400	306431.875	100.00%	Sum of F ÷ Sum of D	+	Scale Calibration Factor (fixed)
							672.04		29.74

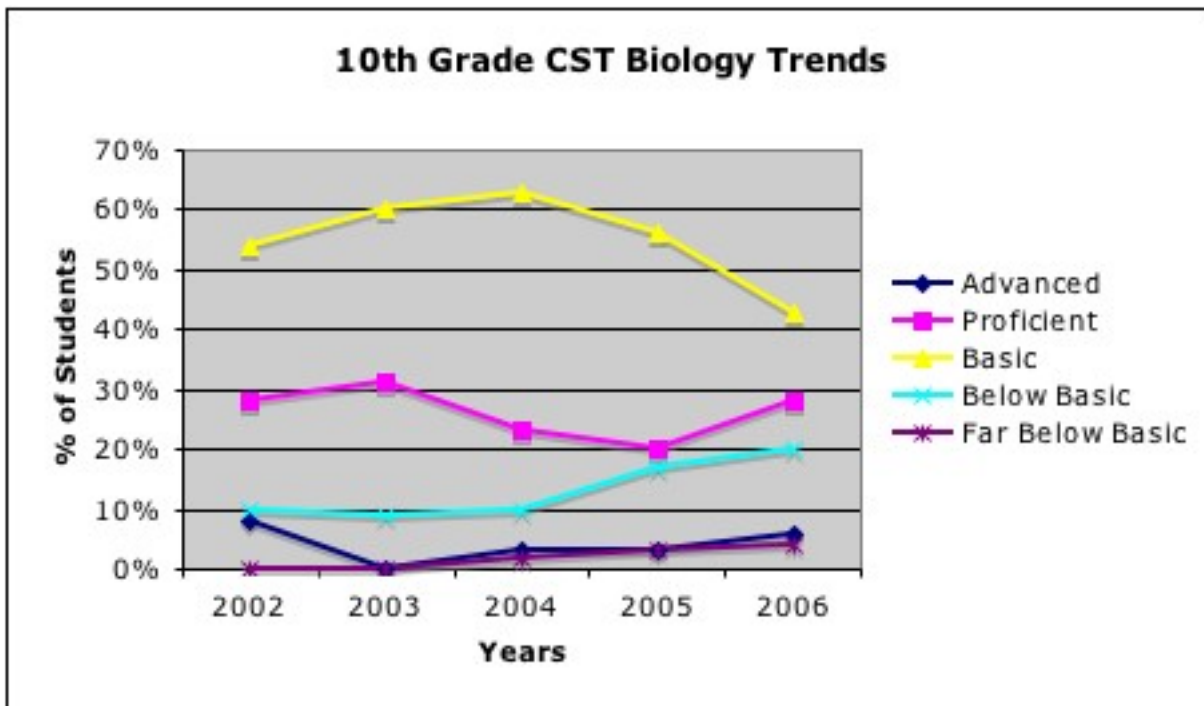
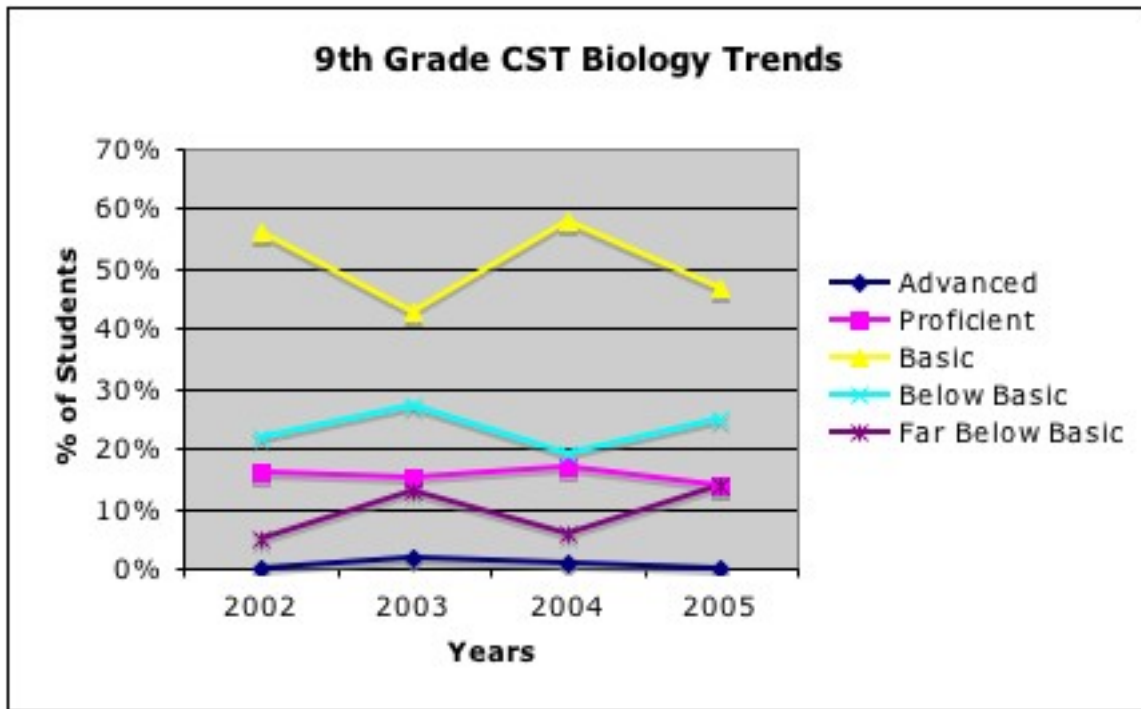
API

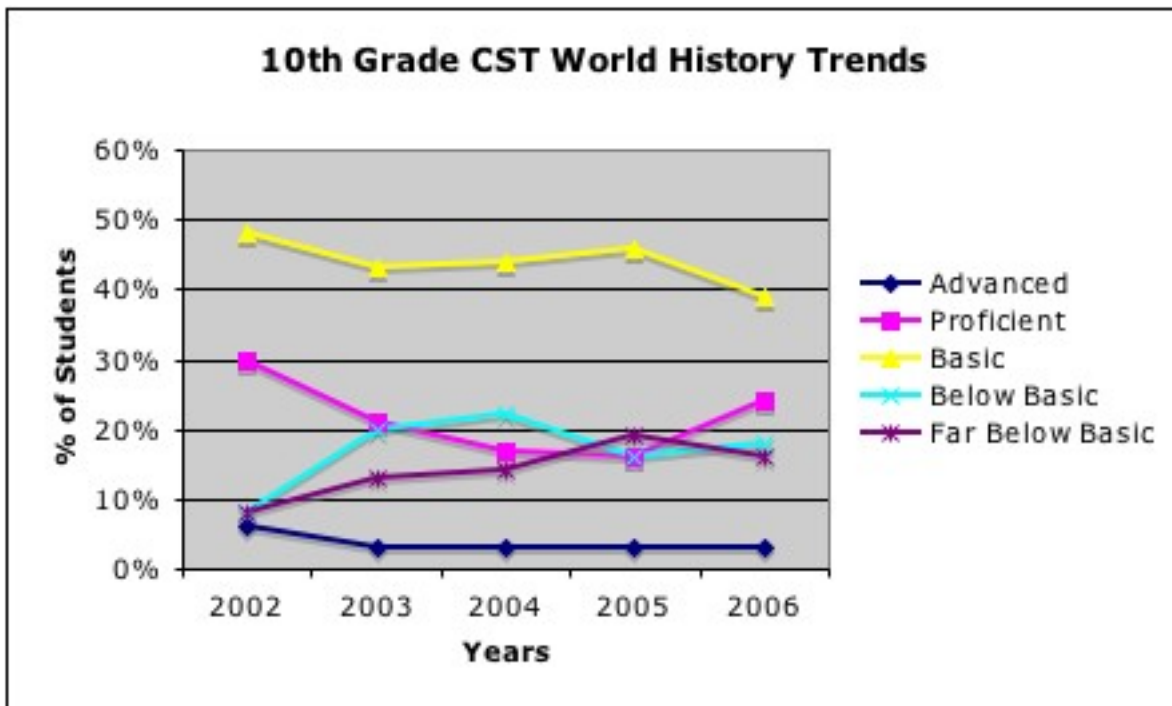
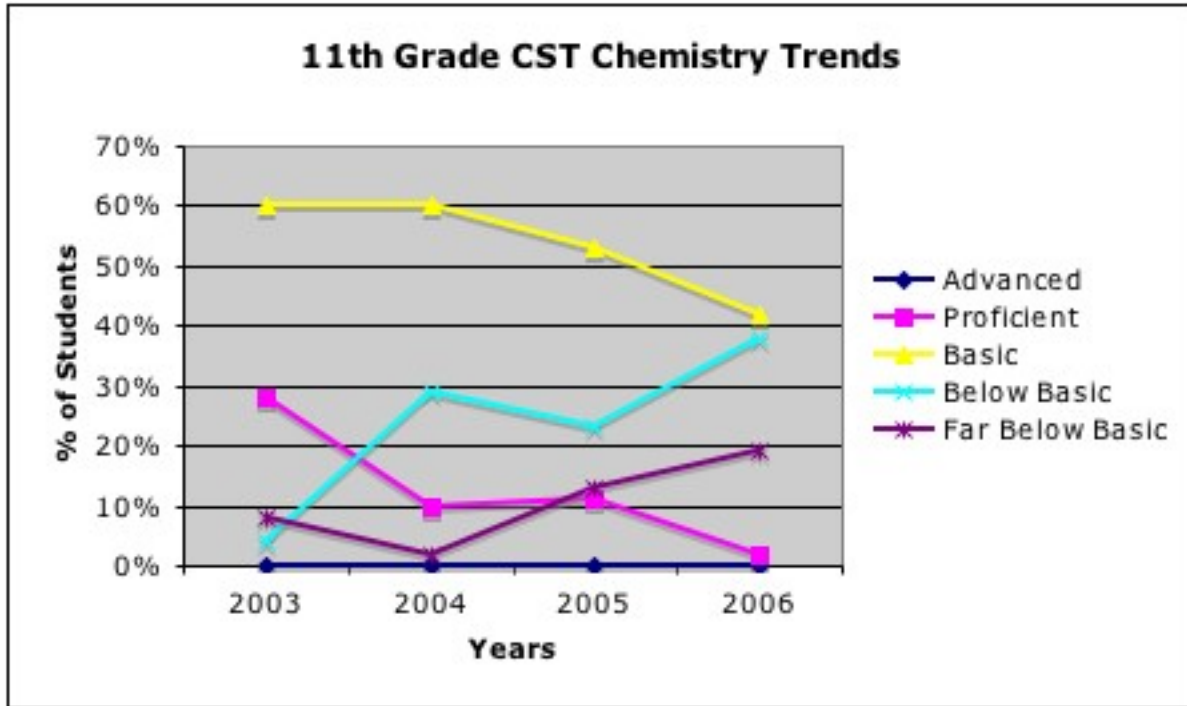
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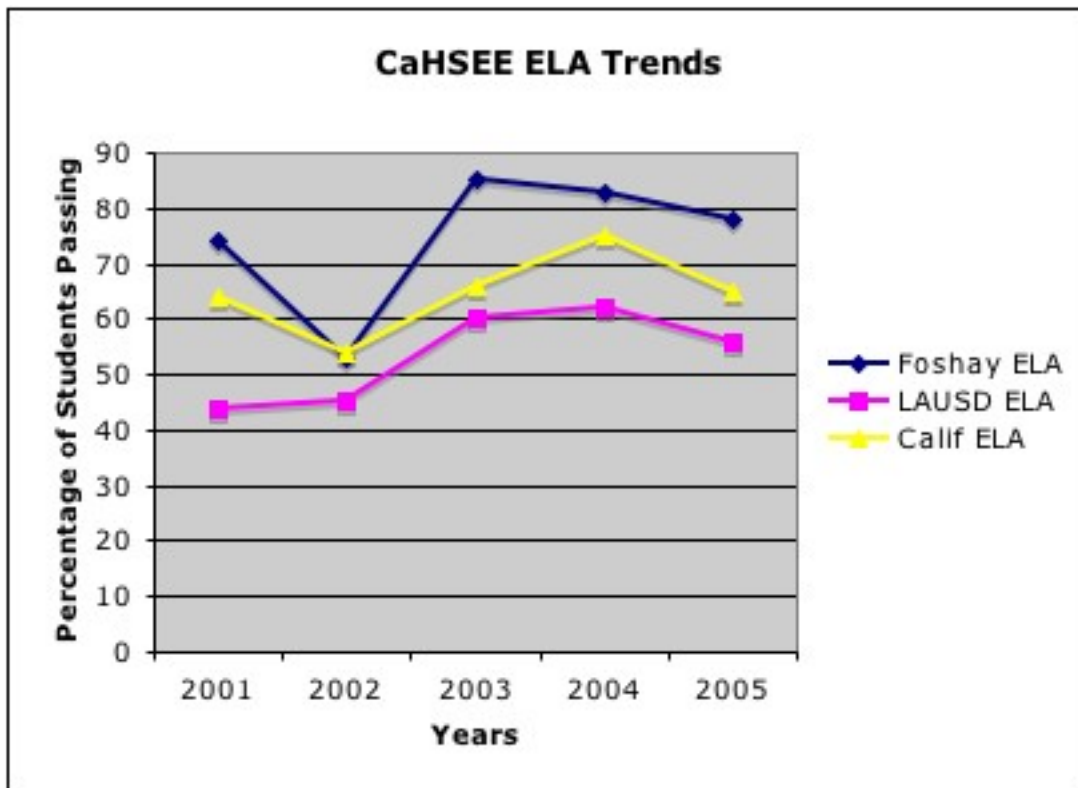
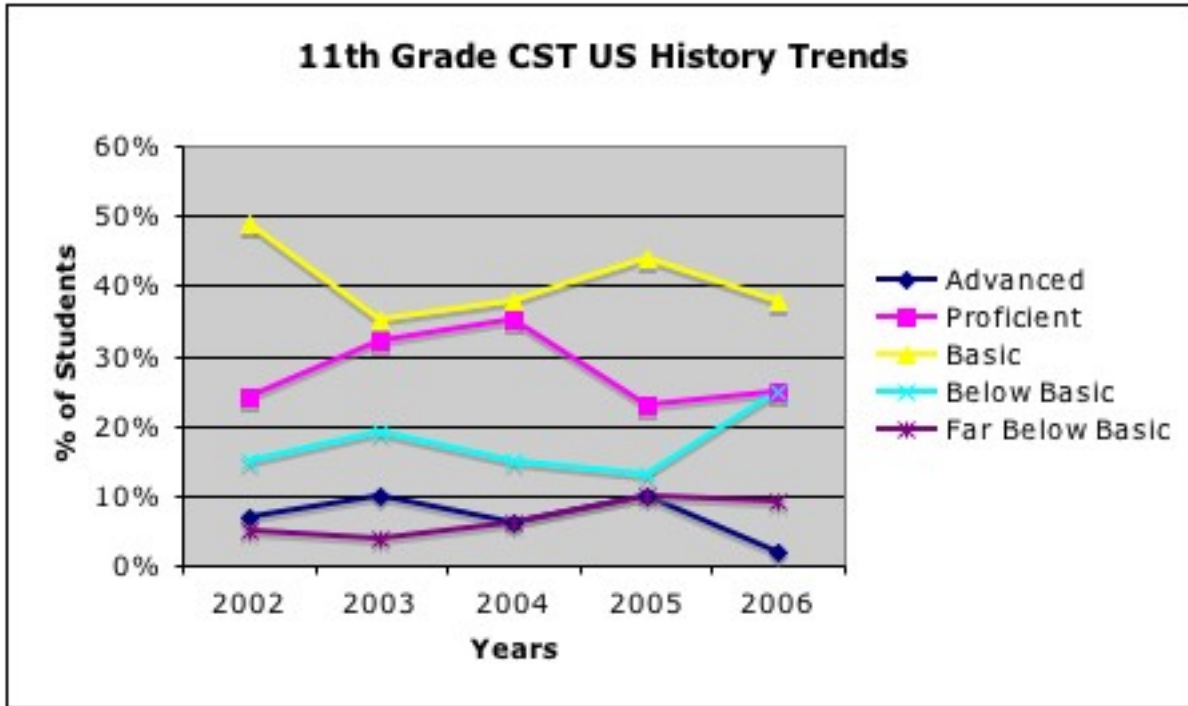
FOSHAY SENIOR HIGH TREND ANALYSIS DATA

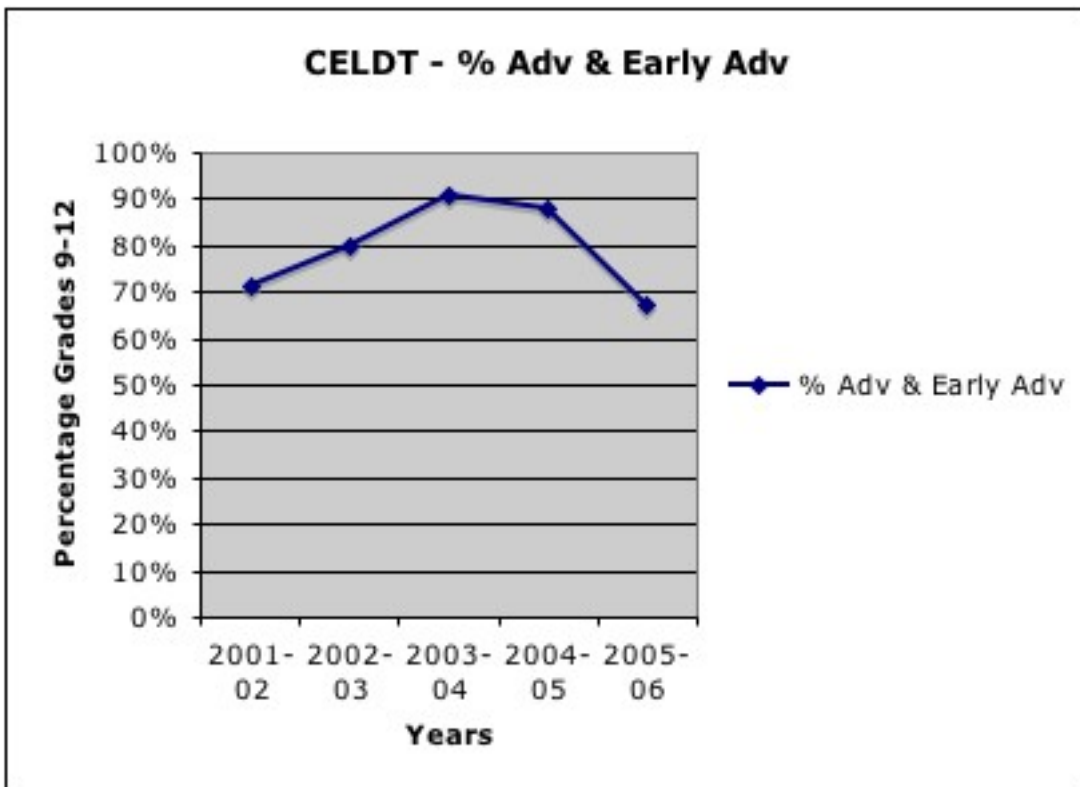
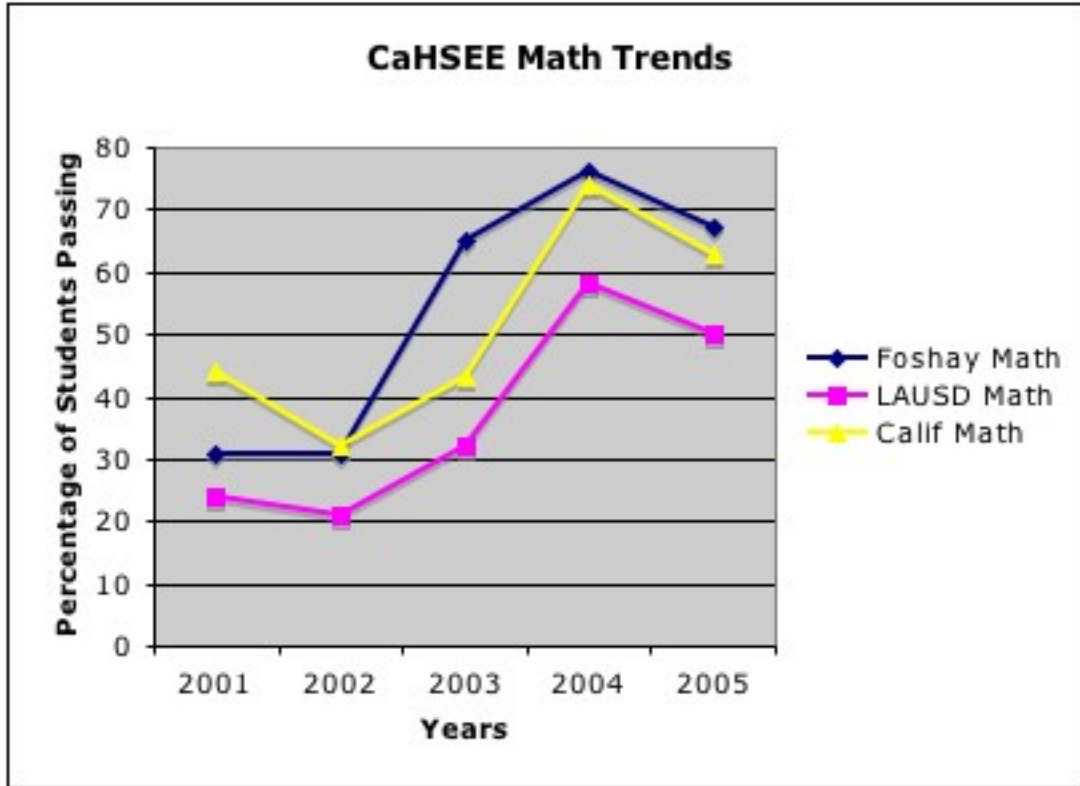


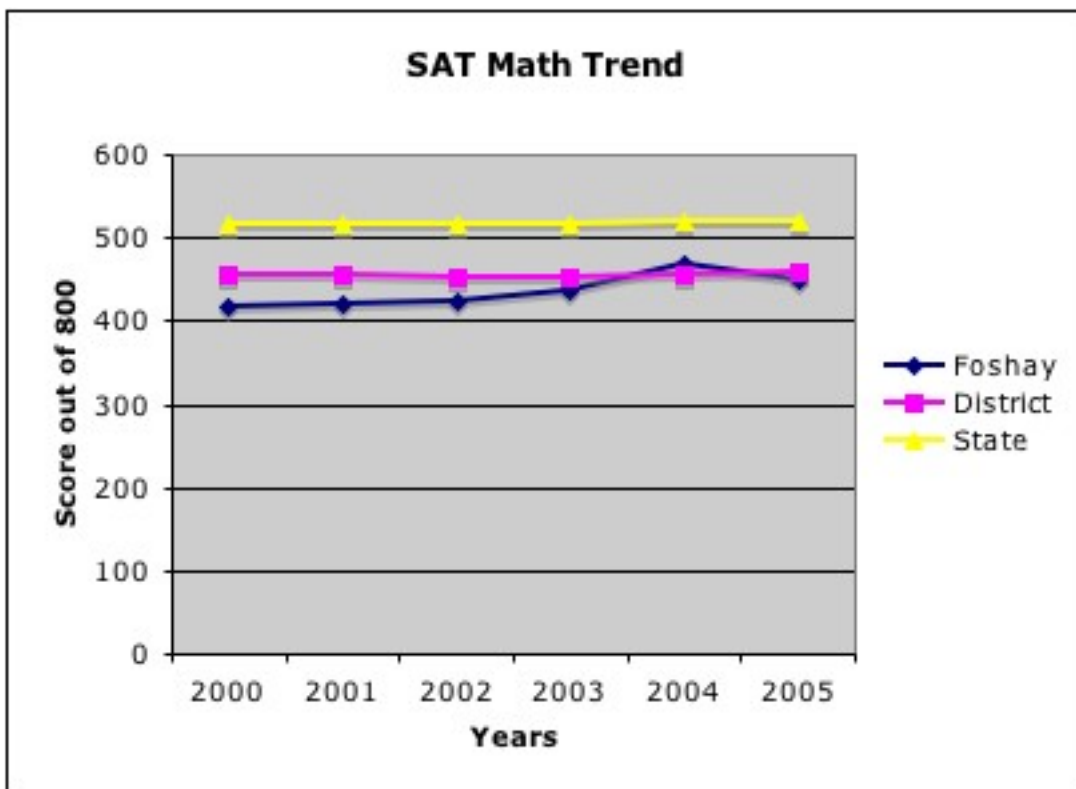
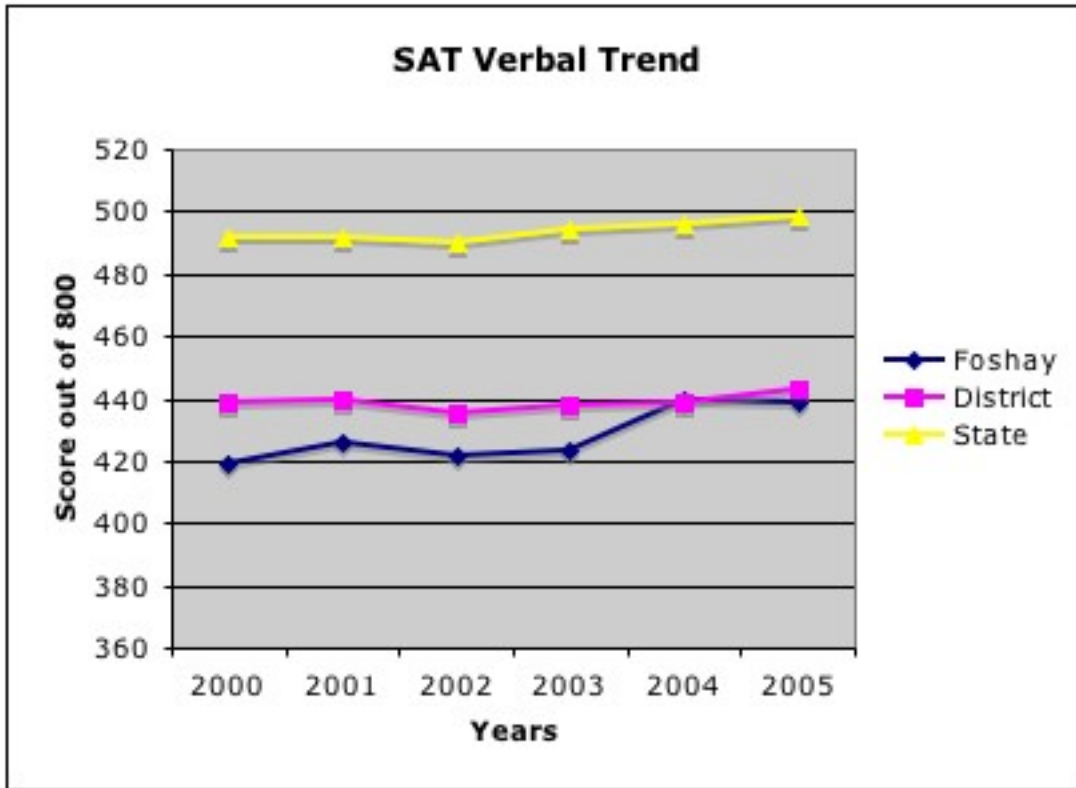


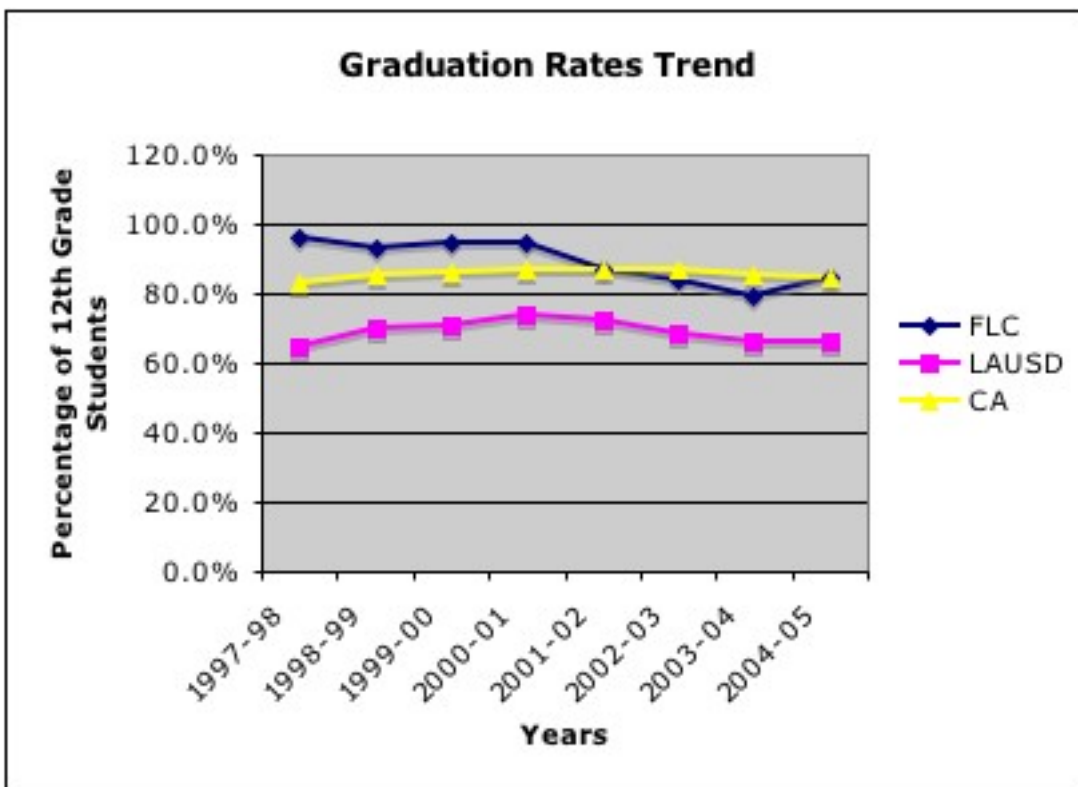
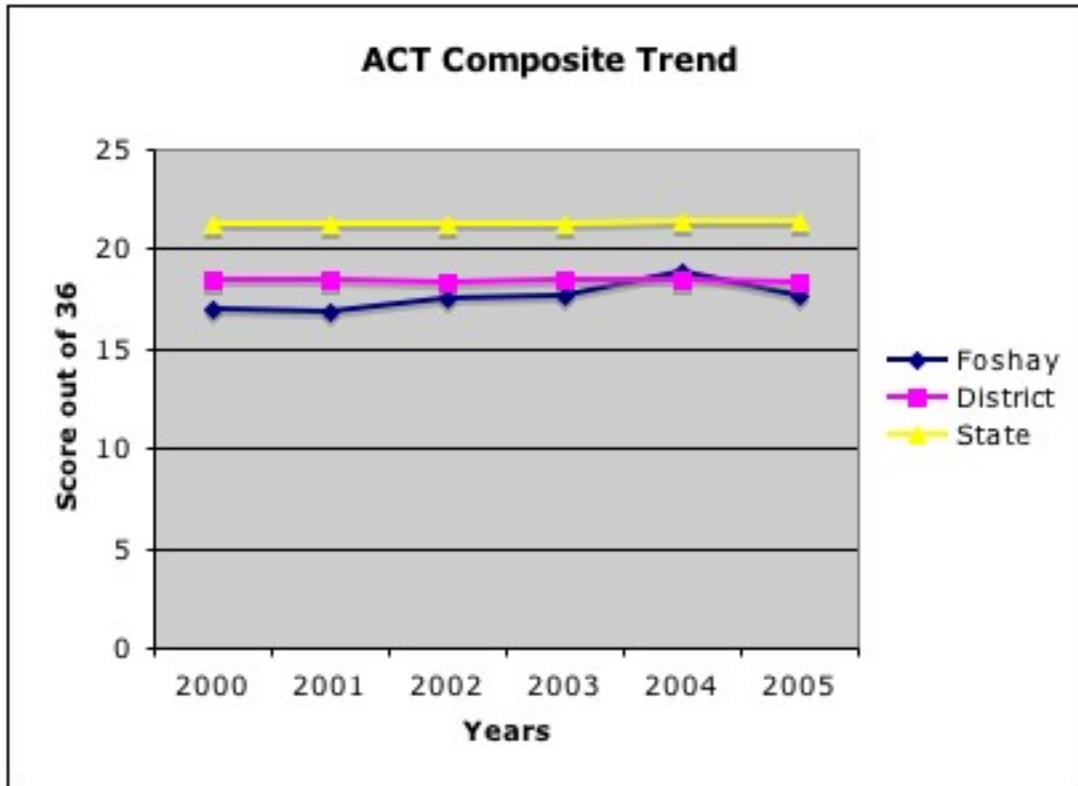


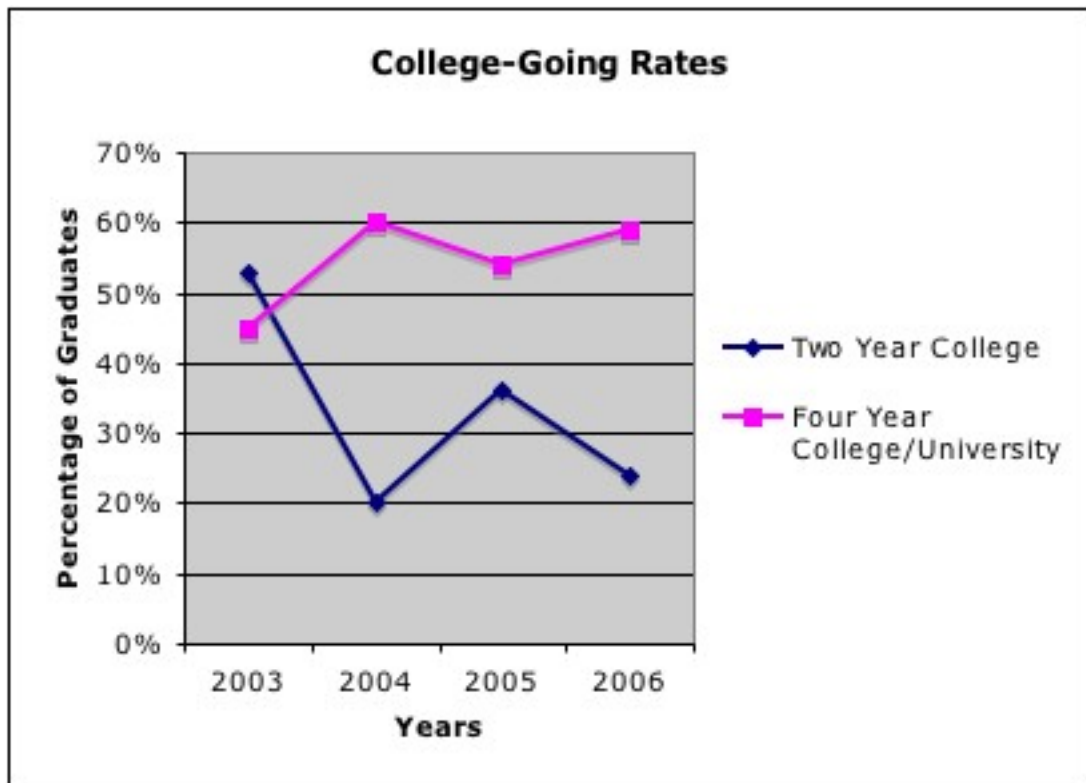
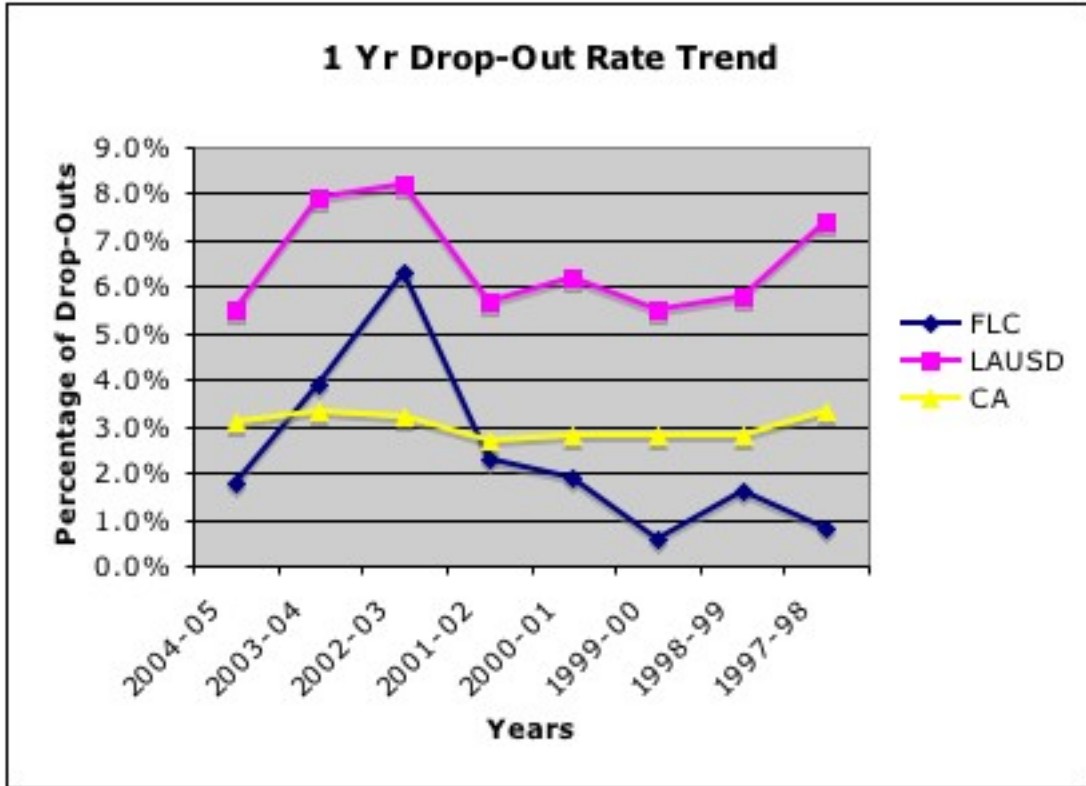


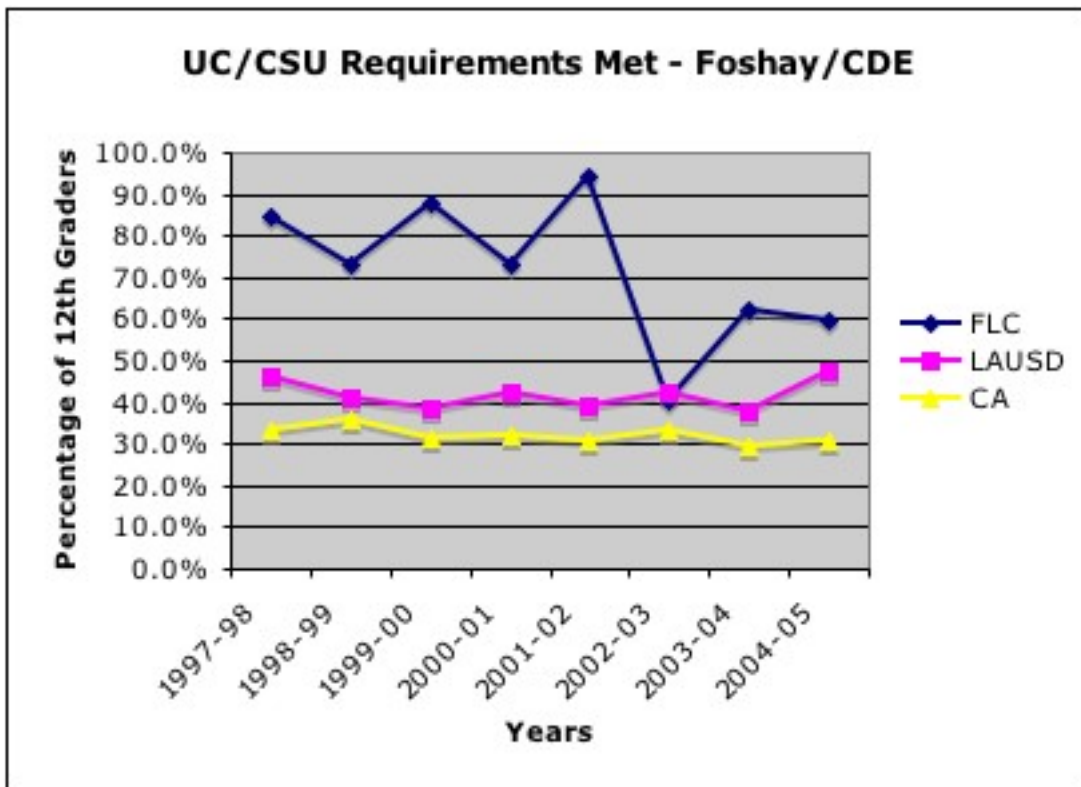
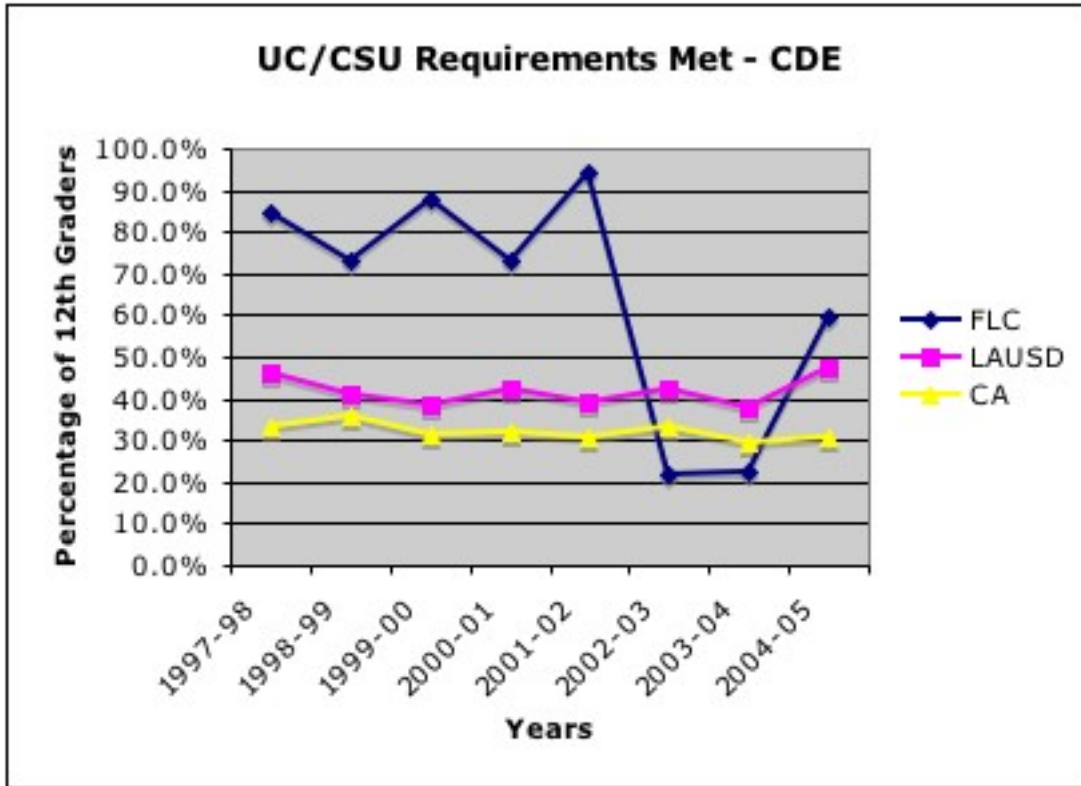












** This chart reflects the data collected at the school site.

NCLB Program Improvement School Requirements
Requirements timeline over a five year period.

Number of Years School Does Not Make Adequate Yearly Progress (AYP)

Year One - Did not make AYP

Year Two - Did not make AYP

Three	Four	Five	Six	Seven
School Improvement	School Improvement	Corrective Action	Restructuring	Restructuring
Year 1	Year 2	Year 3	Year 4	Year 5
<p>Local Educational Agency (LEA):</p> <p>Provides technical assistance to PI school</p> <p>Notifies parents of PI status of school and school choice</p> <p>Sets aside minimum 5% for professional development to meet highly qualified staff requirements</p> <p>Provides choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs.)</p> <p>Establishes peer review process to review revised school plan</p> <p>School:</p> <p>Revises school plan within 3 months to cover 2-year period</p> <p>Uses 10% of Title I school funds for staff professional development</p> <p>Implements plan promptly</p>	<p>LEA continues:</p> <p>Technical assistance</p> <p>Parent notification of PI status of school, school choice, supplemental services</p> <p>Professional development</p> <p>School choice</p> <p>LEA adds:</p> <p>Supplemental educational services to all eligible students</p> <p>School continues:</p> <p>Plan implementation</p> <p>Professional development</p>	<p>LEA continues:</p> <p>Technical assistance</p> <p>Parent notification of PI status of school, school choice, supplemental services</p> <p>Professional development</p> <p>School choice</p> <p>Supplemental services</p> <p>LEA adds:</p> <p>LEA identifies school for corrective action and does at least one of the following:</p> <p>Replaces school staff</p> <p>Implements new curriculum</p> <p>Decreases management authority at school level</p> <p>Appoints outside expert</p> <p>Extends school year or day</p> <p>Restructures internal organizational structure of school</p> <p>LEA informs parents and public of</p>	<p>LEA continues:</p> <p>Technical assistance</p> <p>Parent notification of PI status of school, school choice, supplemental services</p> <p>Professional development</p> <p>School choice</p> <p>Supplemental services</p> <p>LEA and School add:</p> <p>During Year 4, prepare plan for alternative governance of school. Select one of the following:</p> <p>Reopen school as a charter</p> <p>Replace all or most staff including principal</p> <p>Contract with outside entity to manage school</p> <p>State takeover</p> <p>Any other major restructuring</p> <p>LEA provides notice to parents and</p>	<p>LEA continues:</p> <p>Technical assistance</p> <p>Parent notification of PI status of school, school choice, supplemental services</p> <p>Professional development</p> <p>School choice</p> <p>Supplemental services</p> <p>LEA and School add:</p> <p>Implement alternative governance plan developed in Year 4</p> <p><i>School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP.</i></p>

		<p>corrective action and allows comment. LEAs may provide direct technical assistance to school site councils in developing school plans.</p> <p>School continues:</p> <p>Professional development</p> <p>Collaboration with district to improve student achievement</p>	<p>teachers and allows comment.</p> <p>School continues:</p> <p>Professional development</p> <p>Collaboration with district to improve student achievement</p>	
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Assurances
and Justifications
are to be
submitted with the
2006-2007
Budgets

These documents can be downloaded from <http://www.lausd.k12.ca.us/lausd/offices/instruct/sfp/>

1	9	6	4	7	3	3	6	0	6	1	4	5	1
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**Los Angeles Unified School District
Single Plan for Student Achievement
Assurances, Budgets, and Justifications**

2006 - 2007

School	Foshay Learning Center	Local District	7	Principal	Veronique Wills
School Address	3751 S. Harvard Blvd	City	Los Angeles	Telephone	(323) 735-0241
The budgets, justifications, and the school's Single Plan for student Achievement (SPSA) update have been reviewed by the Local District and recommended for approval to Specially Funded Programs.					
Typed Name of Local District Superintendent		Carol Truscott			
Signature of Local District Superintendent				Date	
				7/27/06	
Date approved by District Board of Education					

Check each applicable box	
Programs	
<input checked="" type="checkbox"/> Compensatory Education <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) <input type="checkbox"/> Title I Targeted Assistance School (TAS)	<p align="center">The Board of Education has delegated to the general superintendent and the local district superintendents responsibility for budget and program decisions related to SB1X and Title I schools, which includes schools in corrective action and restructuring.</p> <p align="center">Restructuring Plans must be approved by the local district superintendent before implementation.</p>
<input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> School and Library Improvement Block Grant	
<input checked="" type="checkbox"/> School-Based Coordinated Program (SBCP)	

**Los Angeles Unified School District
Single Plan for Student Achievement**

School Name: Foshay LC

2006-2007

Local District: 7

ASSURANCES

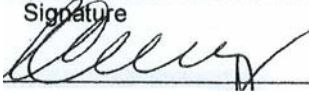

The signatures below verify that the school site council:

- Sought and considered all recommendations from the following groups or committees before adopting this plan and budget.
(Check those that apply.)

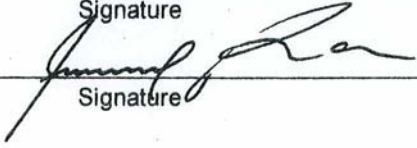
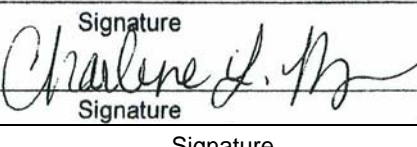

- Compensatory Education Advisory Committee
- English Learner Advisory Committee

- Chapter Chair/Designee
- Other (list)

- Reviewed annually and updated the Single Plan including centralized services and proposed expenditures of funds allocated to the school through the consolidated application.

School Site Council	Typed name of chairperson Silvia Carranza	Signature 	Date 6/11
Principal	Typed name of principal Veronique Wills	Signature 	Date 5-22-06
Check box if SSC is an umbrella group for the CEAC. The minutes for this vote are on file at the school site.			

The signatures below verify that stakeholders have had the opportunity to provide recommendations during the budget-planning process. The signatures do not necessarily indicate approval of the spending plan.

Compensatory Education Advisory Committee (CEAC)	Typed name of chairperson Juvenal Perez	Signature 	Date 6-5-06
English Learners Advisory Committee (ELAC)	Typed name of chairperson Aldo A. Becerra	Signature 	Date 5-22-06
Chapter Chair or Chapter Chair's Designee	Typed name of teacher Charlene Brown	Signature 	Date 5-22-06
Other (list)	Typed name	Signature	Date
Other (list)	Typed name	Signature	Date

Categorical Funding Allocated to This School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ State Compensatory Education (S539)	Amount:	\$ 45,666
Purpose: Help educationally disadvantaged students succeed in the regular program.		

Economic Impact Aid/ Limited English Proficient (S536)	Amount:	\$ 338,085
Purpose: Develop fluency in English and academic proficiency of English Learners.		

Other State Funds (list and describe):

School and Library Improvement Block Grant (A670)	Amount:	\$ 75,045
Purpose: Improve school response to educational, personal and career needs of all students; to provide support for school libraries.		

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program (S046)	Amount:	\$ 760,339
Purpose: Upgrade the entire educational program of the school.		

Title I Parent Involvement Allocation (E046)	Amount:	\$ 20,296
Purpose: To promote family literacy, parenting skills, and parent involvement activities.		

Title I Program Improvement 10% set aside (0A56)	Amount:	\$ 84,482
Purpose: To provide high-quality professional development to address the issues that caused the school to be identified for program improvement.		

Title III: English Language Development (S176)	Amount:	\$ 17,655
Purpose: To provide professional development to teachers, administrators, and other school support staff to improve ELD instruction and assessment of English learners.		

Total amount of state and federal categorical funds allocated to this school:	\$	1,341,568
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BUDGET TOOLS - BUDGET DEVELOPMENT
2006-07

CATEGORICAL PROGRAM BUDGETS

District: D7
Organization: 8132 - FOSHAY LEARNING CENTER #D7
Fiscal Year: 2006-07

Item	Description	School Allocation S046		Parent Participation E046		Professional Development 0A56		TITLE I TOTAL		SCE S539		LEP S536		TITLE III S176		SCHOOL IMPROVEMENT S671		SLIBG School Allocation 4222		TOTAL	FTE	Amt	
		FTE	Amt	FTE	Amt	FTE	Amt	FTE	Amt	FTE	Amt	FTE	Amt	FTE	Amt	FTE	Amt	FTE	Amt				
3004	EMP. BEN.-NEGATIVE ADJ TO ACTUAL	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
4250	OTHER BOOKS - SECONDARY	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
4017	IMA	0.0000	69,001	0.0000	6,238	0.0000	89	0.0000	75,328	0.0000	13,142	0.0000	17,984	0.0000	4,177	0.0000	0	0.0000	0	0.0000	0	0.0000	0
4377	NEGATIVE ALLOCATION	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
4398	POTENTIAL FUNDING VARIANCE	0.0000	30,414	0.0000	0	0.0000	0	0.0000	30,414	0.0000	1,827	0.0000	13,223	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
4052	GENERAL SUPPLIES	0.0000	27,569	0.0000	0	0.0000	0	0.0000	27,569	0.0000	3,178	0.0000	3,002	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
4054	SCH. ADV. COMM. EXP.	0.0000	0	0.0000	1,340	0.0000	0	0.0000	1,340	0.0000	0	0.0000	500	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5001	CONTR. INSTR. SERV.	0.0000	0	0.0000	0	0.0000	20,000	0.0000	20,000	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5004	PROF X CONTR. (INDEP. CONTR)	0.0000	18,000	0.0000	0	0.0000	0	0.0000	18,000	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
N/A	--NO ITEM DESCR AVAILABLE--	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5006	PARENT CONF. ATTEND	0.0000	0	0.0000	400	0.0000	0	0.0000	400	0.0000	0	0.0000	345	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5007	STAFF CONF. ATTENDANCE	0.0000	0	0.0000	0	0.0000	28,000	0.0000	28,000	0.0000	0	0.0000	2,000	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5008	PROFESSIONAL DEVELOPMENT	0.0000	0	0.0000	0	0.0000	6,481	0.0000	6,481	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
N/A	--NO ITEM DESCR AVAILABLE--	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5012	RENTAL OF EQUIP.	0.0000	21,431	0.0000	0	0.0000	0	0.0000	21,431	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5013	MAINTENANCE OF EQUIPMENT	0.0000	15,013	0.0000	0	0.0000	0	0.0000	15,013	0.0000	0	0.0000	1,900	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5016	PARENT TRAINING ALLOWANCE	0.0000	0	0.0000	300	0.0000	0	0.0000	300	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5017	CURRICULAR TRIPS	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
5020	TELEPHONE EXPENSE	0.0000	471	0.0000	0	0.0000	0	0.0000	471	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
N/A	--NO ITEM DESCR AVAILABLE--	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0
			760,339		20,296		84,482		865,117		45,666		338,085		17,655		0			75,045			

**Title I (S046)
Justification
Fiscal Year 2006-2007**

Name of District: Los Angeles Unified School District	Date: May 11,2006
CDS Code: 1964733	2006-07 Allocation: \$760,339
Name of School: Foshay Learning Center	School CDS Code: 6061451
School Contact Person: Veronique Wills	Phone: (323) 735-0241
Local District: 7	Fax: (323) 733-2120

Identify the program to be implemented during the 2006-2007 school year.

TAS

SWP

Using the Program and Budget Handbook as a guide, describe the duties of personnel **and/or goods** funded from Title I which address the needs identified in the *Single Plan for Student Achievement* (SPSA).

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE # THAT DESCRIBES THE NEED FOR THIS ITEM.
1000	<u>Certificated Personnel Salaries (includes benefits)</u>		
1101	<u>Secondary Teachers</u> – One and one half positions will provides services to at risk students in literacy and mathematics classes 100 percent of the day.	118,645	25,26
1103	<u>Tehr Z-Time</u> – will provide off-track staff opportunities to participate in professional development opportunities focused on Culturally Relevant Education, Lesson Design and Least Restrictive Environment to raise achievement by improving instruction.	2,955	23,26,30
1105	<u>Day-to-Day Substitutes</u> – will be used to provide release time so regular assigned teachers can participate in professional development opportunities	13,713	30,31,23
1107	<u>Teacher Assistants</u> – will provide support and reinforcement to students in several classrooms under the supervision of a highly qualified teacher.	(3hr-1) - \$7,505 (5hr-1) - \$12,509 (6hr-2) - \$30.020	30
1501	<u>Secondary Counselor</u> – will provide supplemental services to compensatory education students for one and a half days per week. She will work with high risk students in the area of drop out prevention, drug abuse, problem solving and conflict resolution.	23,361	25,30
1501	<u>PSA Counselor</u> – will provide supplemental services such as organizing comprehensive school attendance improvement programs, conduct parent educational/counseling groups two days per week.	35,460	103

Foshay LC

1501	<u>Psychiatric Social Worker</u> – will provide supplemental specialized services to identified students to remove emotional, behavioral, and family crisis barriers to achievement.	94,827	89,103
1601	<u>School Nurse</u> – will provide supplemental services for categorically funded students two days per week. She/he will advise students on policies and resources related to good health, teen pregnancy, drug abuse, etc.	32,389	103
1901	<u>Categorical Program Adviser</u>	89,852	See Program Description Page
1903	<u>Categorical Program Advisor Z-Time</u> – the coordinator will continue to work providing supplemental services to identified students on a ongoing basis, when off track to insure continuity to the program. Implementation of intervention programs that assist students in the classroom and increasing parent participation	13,718	84,89
1903	<u>Categorical Program Advisor Differential</u> – Indirect services will be provided which will include monitoring program expenditures, distributing program materials, etc.	1,518	See Program Description Page
2000	<u>Classified Personnel Salaries (includes benefits)</u>		
2101	<u>Educational Resource Aide</u> – will provide support to the school’s instructional program under the direct supervision of a highly qualified teacher.	32,133	23,26
2301	<u>Office Technician</u>	49,700	See Program Description Page
2266	<u>Clerical Over time</u>	995.00	
2266	<u>Community Representative</u> – will facilitate activities through the Parent Center to increase parent involvement and also serve as a neighborhood resource or liason	10,660	16
2302	<u>Student Aide</u>	9,979	See Program Description Page

**Title I (S046)
Justification
Fiscal Year 2006-2007
(continued)**

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE # THAT DESCRIBES THE NEED FOR THIS ITEM.
4000	Books, Materials, Supplies		
4310	<u>Instructional Material</u> – will be used to purchase supplemental math and literacy material to assist students in accessing the core curriculum to help close the achievement gap. Classroom libraries, Accelerated Reader materials, Accelerated Math kits, CPM kits, supplemental Social Studies books and materials.	67,004	25,27,32
4501	<u>General Supplies</u> – will be used to purchase supplemental literacy and math materials, workbooks, agenda planners, general materials and supplies	27,569	25,27,32
4398	AYP Watch List Professional Development Reserve		N/A
5000	<u>Services and Other Operating Expenses</u>		
5110	<u>Professional Expert Contract</u> – contracts with individuals for instructional services – Individual will provide supplemental services to entire school community.	18,000	23,27
23,27	<u>Rental of Equipment</u> – will continue to support the copy machines on campus to allow teachers access to supplemental material and to continue the individualization of instructional materials for Title I students <ul style="list-style-type: none"> ▪ Toshiba E-Studio 350 ▪ Toshiba E-Studio 810 ▪ Ricoh 355E ▪ Ricoh 1022 ▪ Duplo 330T ▪ 	21,431	97,108,112
5606	<u>Maintenance of Equipment</u> – will continue to maintain the duplicating machines on campus use by staff to supplement the instruction program <ul style="list-style-type: none"> ▪ Toshiba E-Studio 350 ▪ Toshiba E-Studio 810 ▪ Ricoh 355 ▪ Duplo 330T ▪ 	15,013	97,108,112
5901	<u>Telephone Expense</u> – telephone expense for Title I office	471	471 See Program Description Page 15,16
6000	Capital Outlay (Equipment items costing over \$25,000) Pending Distribution Funding Variance	30,414	
Allocation			760,339

**EIA-SCE (S539)
Budget Justification
Fiscal Year 2006-2007**

Name of District: Los Angeles Unified School District	Date: 5/11/06
CDS Code: 1964733	2006-07 Allocation: \$45,666
Name of School: Foshay Learning Center	School CDS Code: 6061451
School Contact Person: Mary Lewis	Phone: (323) 735-0241 Ex.
Local District:7	Fax: (323) 732-7287

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE # THAT DESCRIBES THE NEED FOR THIS ITEM.
1000	Certificated Personnel Salaries (includes benefits)		
1107	<u>Teacher Assistants</u> – will provide support and reinforcement to students in several classrooms under the supervision of a highly qualified teacher.	(5hr-1) - \$12,509 (6hr-1) - \$15,010	30
4000	Books, Materials, Supplies		
	<u>Instructional Material</u> – Supplemental instructional materials such as visual aides, manipulative, kits, regalia	12,912	25,27,32
	<u>General Supplies</u> - will be used to purchase supplemental literacy and math materials, workbooks, agenda planners, general materials and supplies	3,178	25,27,32
	Pending Distribution Funding Variance	1,827	
Allocation			45,666

**Title I Parent Involvement
E046 Budget and Justification
Fiscal Year 2006-2007**

Name of District: Los Angeles Unified School District	Date:5/11/06
CDS Code: 1964733	2006-07 Allocation: \$20,296
Name of School: Foshay Learning Center	School CDS Code: 6061451
School Contact Person: Samuel Joo	Phone: (323) 735-0241
Local District: 7	Fax:

These resources must be used to support the implementation of activities described in the Parent Involvement Policy and the Parent-School Compact.

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	FUNDING SOURCE (INDICATE ADDITIONAL SOURCES IF MULTI-FUNDED)	NUMBER OF POSITIONS	ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE # THAT DESCRIBES THE NEED FOR THIS ITEM.
2903	<u>Community Representative</u> – <ul style="list-style-type: none"> ▪ person to provide liason role between school,community, and classroom ▪ neighborhood resource advisor to principal, teachers, parents, and personnel concerned with school-community relations 	10,679		1	15,16
2903	Professional Expert – payment to persons leading parent workshops on parenting and strategies to help their children.	1,382			15,16
4000	Books, Materials, Supplies				
4310	<u>Instructional Material</u> – books, pamphlets, etc. to help parents understand LRE, parent rights, culturally relevant instruction	6,195			15,16
4502	School Advisory Committee Expenses	1,364			See Program Description Page

Foshay LC

5000	Services and Other Operating Expenses				
5006	<u>Parent Conference Attendance</u> – funds for parent conference attendance that are part of the school improvement activities in school plan	400			
5802	Parent Training Allowance	300			See Program Description Page
Allocation		20,296			
Title I Parent Involvement					
Title I schools must implement activities for parents that support the instructional program. Using the Title I parent involvement budget worksheet (E046), schools will develop a budget justification for the allocation. Questions should be directed to the Parent Community Services Branch (PCSB) or the local district.					

**PARENT INVOLVEMENT PROGRAM
BUDGET PLANNING SHEET FOR 2006-2007**

SCHOOL NAME: Foshay LC

ORGANIZATION CODE: _____

ITEM NO.	RESOURCES	COMPENSATORY ED. TITLE I (E046)		COMPENSATORY ED. EIA/SCE (S539)		LEP (S536)		SCHOOL AND LIBRARY IMPROVEMENT (A670)	
		QTY	Amount	QTY	Amount	QTY	Amount	QTY	Amount
2228	Clerical relief		995						
2234	Custodial Relief								
5006	Parent Conference Attendance (Limited to a Maximum of \$750.00)								
2267	Professional Expert								
2266	Community Representative Pay Rate \$ _____		10,600						
2246	Student Aide		9,979						
4017	Instructional Material								
4054	School Advisory Committee or School Site Council Expenses (operating expenses and refreshments)								
4410	Audio Visual Equipment Translation Equipment								
5110	Contracted Instructional Services: Company Outside companies that are LAUSD approved to train parents in the curricula areas.								
5004	Independent Contract (Professional Services) Organizations and services that train parents in their roles & responsibilities regarding councils and committees.		18,000						
5016	Parent Training Allowance (Reimbursement for child care, mileage, meals)								
TOTAL BUDGET			\$ 39,574		\$		\$		\$

This is not a budget. However, this planning sheet allows for parent-involvement budgeting at a glance. If a school receives School Improvement funds (SI), this funding source must be used to budget for School-site Council expenses. Please present this page for programmatic and fiscal review.

These funds are not intended for facility rentals. They are meant to be for supplemental services for parents.

**2006-07 Title I and Economic Impact Aid-State Compensatory Education (EIA-SCE)
Program(s) Justification Page**

The items identified below are being purchased to facilitate the compliant implementation of the Title I/EIA-SCE program.

Funding Source(s)			Description of Goods/Services to Implement the PROGRAM
S046	S539	E046	
X			Categorical Program Adviser, Title I, EIA-SCE/Categorical Program Coordinator Differential Provides services to identified Title I students include conducting professional development activities, teaching, demonstrating lessons, and program evaluation activities. Additional services include distributing program materials, monitoring program expenditures, and planning related to the program.
X			Clerical Relief and Overtime Performs short-term clerical help and for overtime payments directly attributable to the program.
X			Office Technician Performs a variety of clerical services in connection with the Title I program. Duties include preparation of various documents and maintenance of records, all related to the Title I program.
X			Student Aide Secondary student employed to assist certificated or classified employees in performing entry-level duties which do not fall within any other classification.
		X	Parent Training Allowance Reimbursements for meals, child care, and mileage to parents attending training sessions related to the program.
X			School Advisory Council/Committee Expense Funds for local school advisory committee operating expenses. Expense may include refreshments but not meals. Expenses may be funded with Title I or EIA-SCE for the CEAC.
X			Telephone Expense Installation and the basic service fee to the program support staff.

**Title I Program Improvement
0A56 Budget and Justification
Fiscal Year 2006-2007**

Name of District: Los Angeles Unified School District	Date: 5/11/06
CDS Code: 196473	2006-07 Title I Allocation: 760,339
Name of School: Foshay Learning Center	2006-07 10% PI Allocation: 84,482
School Contact Person: Samuel Joo	School CDS Code: 6061451
Local District: 7	Phone: 735-0241
	Fax: 733-2120

Program Improvement Schools

Identified Program Improvement (PI) Schools must annually set aside 10% of the current year's Title I allocation to support professional development in Literacy and/or Mathematics. The professional development must directly address the academic achievement problem that caused the school to be identified for program improvement.

Program Improvement Year

1	2	X	4	5
Circle appropriate year				

PI schools need to identify, based on disaggregated data from state assessments, the area(s) the school failed to meet AYP targets.

Check appropriate area(s)	<input type="checkbox"/> Participation Rate	<input checked="" type="checkbox"/> English Language Arts Annual Measurable Objectives	<input checked="" type="checkbox"/> Mathematics Annual Measurable Objectives	<input type="checkbox"/> API	<input checked="" type="checkbox"/> Graduation Rate
----------------------------------	--	---	---	---------------------------------	--

Using the Program and Budget Handbook as a guide, describe the duties of personnel **and/or goods** funded from Title I which address the Program Improvement strategies identified in the school plan. **Do not add any items to the list below.**

ITEM #	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE # THAT DESCRIBES THE NEED FOR THIS ITEM.
1000	Certificated Personnel Salaries (includes benefits)		
1105	<u>Day to Day Substitute</u> - will be used to provide release time so regular assigned teachers can participate in professional development opportunities	20,001	32,25
1903	<u>District Sponsored Certificated Training Rate</u> -Teachers and staff will be paid to participate in professional development activities outside of the regular work assignment to improve student achievement. (Lesson Design, Math and Literacy Retreat, CPM training	10,000	25,27

**Title I Program Improvement
0A56 Budget and Justification
Fiscal Year 2006-2007
(continued)**

ITEM #	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE # THAT DESCRIBES THE NEED FOR THIS ITEM.
5000	Services and Other Operating Expenses		
5110	<u>Contracted Instructional Services</u> – contracts with firms providing instructional programs/ services for the entire school community- <ul style="list-style-type: none"> ▪ Urban Educational Partnership – parent facilitator for parent center ▪ Institute for Standards Curricula & Assessments – lesson design ▪ LA Opera 	20,000	25
5202	Staff Conference Attendance - Staff Conference Attendance - Teachers will attend conferences focused on Lesson Design Study, Least Restrictive Environment and Analyzing Data <ul style="list-style-type: none"> ▪ COBA – Addressing the needs of African-American students ▪ CABE – Biliteracy and educational equity ▪ READY TO LEARN – Dropout prevention ▪ RAISING TEST SCORES – Analyzing test data by aha Process! 	28,000	32
5202	Professional Development - Professional Development (Registration fees) - teachers will participate in PD on implementing LRE and differentiated instruction strategies to improve literacy for students with special needs, ELD instructional strategies, developing culminating tasks and instructional pacing plans to address the different learning styles of all our students and analyzing test data to improve instruction and test scores.	6,481	27,30,31
total 10% PI Set Aside:		84,482	

**TITLE III: LANGUAGE INSTRUCTOR FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS
BUDGET PLANNING WORKSHEET FOR 2006-2007 (S176)**

BUDGET AREA	BUDGET ITEM	DESCRIPTION OF TITLE III SERVICES/ACTIVITIES
1000-Certificated Salaries (include benefits)	<input checked="" type="checkbox"/> Teacher Relief Z/X \$8,001 <input checked="" type="checkbox"/> Day to Day Substitute \$5,520 <input type="checkbox"/> District Sponsored Training Rate 1 or 2 <input type="checkbox"/> Professional Expert <input type="checkbox"/> Administrator Z/X <input type="checkbox"/> Teacher Assistant Relief	Professional development activities specific to Title III implementation WILL COMPENSATE TEACHERS FOR CONDUCTING PROFESSIONAL DEVELOPMENT ACTIVITIES TO HELP THEM WITH SDAIE METHODOLOGY OR HIGH POINT IMPLEMENTATION FOR EL'S. DAY-TO-DAY SUBTITUTE TEACHERS WILL BE UTILIZED TO ALLOW TEACHERS WHO ARE ON-TRACK TO ATTEND THE PROFESSIONAL DEVELOPMENT ACTIVITIES OUTLINED ABOVE.
2000-Classified Salaries (include benefits)	<input type="checkbox"/> Clerical Relief <input type="checkbox"/> Clerical Overtime <input type="checkbox"/> Custodial Overtime <input type="checkbox"/> District Sponsored Training Rate 3 <input type="checkbox"/> Professional Expert	Additional activities/responsibilities specific to Title III professional development
4000-Books & Supplies	<input checked="" type="checkbox"/> Instructional Material \$4.134 <input type="checkbox"/> Reprographics	Instructional materials, books, and equipment to support professional development – (what and why?) THIS WILL BE UTILIZED TO PURCHASE SUPPLEMENTAL INSTRUCTIONAL MATERIAL TO SUPPORT EL STUDENTS' ACQUISITION OF ENGLISH AND TO PROVIDE THEM BETTER ACCESS TO CORE CONTENT INSTRUCTION, SUCH AS SCIENCE, MATH AND SOCIAL SCIENT TEXTS FOR B'EGINNING ESL STUDENTS, AS WELL AS THINKING MAPS MATERIALS FOR OUR SHELTERED CONTENT CLASSES
5000-Services and Other Operating Expenses	<input type="checkbox"/> Contracts <input type="checkbox"/> Parent Training Allowance	Services and other operating expenses to support specific Title III professional development activities

UTLA Chairperson 5-22-06
Date

English Learner Advisory Committee Chairperson Date

Véronique D. Willis
Principal 5-22-06
Date

Local District EL Program Coordinator/Fiscal Specialist Date

Please return two signed copies of the budget worksheet to Jesús F. Limón, Director.

District: _____

Date: _____

School: _____

Principal: _____

Williams Legislation
Los Angeles Unified School District Board of Education Approved
High School Instructional Materials/Texts

ENGLISH	Publisher	Check if materials ordered for all students
ESSENTIAL STANDARDS ENGLISH LANGUAGE ARTS, GRADES 9-12		
Kaplan: CAHSEE Success - English-Language Arts (Test Prep)	Kaplan	
Perfection Learning: Many Voices: A Multicultural Reader, Collection Two (Reading)	Perfection Learning	
Plato Learning, Inc.: Plato Link (Technology)	Plato Learning, Inc.	
Sebranek, et al.: Writer's Inc. (Writing)	Great Source	
ENGLISH 9AB, GRADE 9		
Applebee, et al.: Language of Literature (California Edition), 9	McDougal Littell	
Applebee, et al.: Literature & Language, Orange Level	McDougal Littell	
Farrell, et al.: Literature and the Language Arts: Experiencing Literature, Birch Level, 2 nd Ed.	EMC/Paradigm	
Glencoe: Glencoe Literature: The Reader's Choice, Course 4 (California Edition)	Glencoe/McGraw-Hill	
Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold (California Edition)	Prentice Hall	
Probst, et al.: Elements of Literature, Third Course	Holt, Rinehart and Winston	
Purves, et al.: Scott Foresman Literature and Integrated Studies: Forms of Literature, 9	Prentice Hall	
HUMANITIES, JUNIOR HIGH AB, GRADES 8-9		

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c/o Yolanda Benitez and Betty Hennessy, 9300 Imperial Highway, EC 251 - 2300, Downey, CA 90242
Phone: (562) 803-8384 - Fax: (562) 803-8325 - Email: williamsim@lacoedu

District: _____

Date: _____

School: _____

Principal: _____

ENGLISH (cont.)	Publisher	Check if materials ordered for all students
Foote, et al.: Contemporary Short Stories	McDougal Littell	
Foote, et al.: Multicultural Perspectives	McDougal Littell	
JOURNALISM, JUNIOR HIGH AB, GRADES 8-9		
Harkrider: Getting Started in Journalism, 3 rd Ed.	National Textbook Company	
SPEECH, JUNIOR HIGH AB, GRADES 8-9		
Newcombe: Communication: An Introduction to Speech	Allyn & Bacon (Prentice Hall)	
Quattrini: Speaking by Doing, a Speaking-Listening Text, 7 th Ed.	National Textbook Company	
MULTIMEDIA WORKSHOP, GRADES 8-9		
Theatrix Interactive: Hollywood High	Theatrix Interactive	
CINEMA AB, GRADES 9-12		
Bielak: Television Production Today, 3 rd Ed.	National Textbook Company	
Bone, Johnson: Understanding the Film, 5 th Ed.	National Textbook Company	
Stanaway: Beginner's Guide to Video Communications	National Textbook Company	
WRITING COURSES, GRADES 6-12		
Lodge, Lid: Introduction to Literature-Based Composition	Glencoe/McGraw-Hill	
ENGLISH 10AB, GRADE 10		
Applebee, et al.: Language of Literature (1997)	McDougal Littell	
Applebee, et al.: Language of Literature (California Edition), 10	McDougal Littell	

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District: _____

Date: _____

School: _____

Principal: _____

ENGLISH (cont.)	Publisher	Check if materials ordered for all students
Boone: Literature and Language, Blue Level	National Textbook Company	
Glencoe Literature: The Readers Choice, Course 5 (California Edition)	Glencoe/McGraw-Hill	
Prentice Hall Literature: Timeless Voices, Timeless Themes, Platinum (California Edition)	Prentice Hall	
Probst, et al.: Elements of Literature, Fourth Course	Holt, Rinehart and Winston	
Purves, et al.: Scott Foresman Literature and Integrated Studies: World Literature, 10	Scott Foresman	
AMERICAN LITERATURE AND COMPOSITION, GRADE 11		
Applebee, et al.: Language of Literature: American Literature (California Edition)	McDougal Littell	
Bernstein: McDougal Littell Literature and Language: American Literature, Yellow Level	McDougal Littell	
Glencoe: Glencoe Literature: The Readers Choice, American Literature (California Edition)	Glencoe/McGraw Hill	
Hodgins, et al.: Adventures in American Literature, Athena Edition	Holt, Rinehart and Winston	
Prentice Hall: Prentice Hall Literature: Timeless Voices, Timeless Themes, The American Experience (California Edition)	Prentice Hall	
Probst, et al.: Elements of Literature, Fifth Course: Literature of the United States	Holt, Rinehart and Winston	
Purves, et al.: Scott Foresman Literature and Integrated Studies	Scott Foresman – Addison Wesley	
CONTEMPORARY COMPOSITION, GRADE 11		
Blau, et al.: Writers Craft, Yellow Level	McDougal Littell	
Joy: We are America: A Thematic Reader and Guide to Writing, 4 th Ed.	Thomson Learning/Wadsworth	
Odell, et al.: Elements of Language, Fifth Course	Holt, Rinehart and Winston	
Senn, Skinner: BK English Composition Handbook, Level III	Barrett Kendall	

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District: _____

Date: _____

School: _____

Principal: _____

ENGLISH (cont.)	Publisher	Check if materials ordered for all students
Smalley et al.: Refining Composition Skills: Rhetoric and Grammar, Edition	Thomson Learning/Heinle	
Wolfe, et al.: Writer's Choice: Grammar and Composition	Glencoe/McGraw Hill	
EXPOSITORY COMPOSITION, GRADE 12		
Connelly: The Sundance Writer: A Rhetoric, Reader, Handbook, 2 nd Ed.	Thomson Learning/Heinle	
Glencoe/McGraw-Hill: Writer's Choice: Grammar and Composition, Grade 12 (Grammar & Composition)	Glencoe/McGraw-Hill	
Levin: Prose Models, 11th Ed. (Critical Reading)	Thomson Learning/Wadsworth	
Scarry, Scarry: Writer's Workplace with Readings: Building College Writing Skills, 4 th Ed.	Thomson Learning/Heinle	
ADVANCED COMPOSITION, GRADE 12		
Blau, et al.: Writer's Craft, Purple Level	McDougal Littell	
O'Hare, Memering: Writer's Work: A Guide to Effective Composition, 3 rd Ed.	Prentice Hall	
Roberts: Writing Themes About Literature, 5 th Ed.	Prentice Hall	
Trimmer: Writing with a Purpose, 14 th Ed.	McDougal Littell	
Warriner: Warriner's English Composition and Grammar, Complete Course, Benchmark Edition	Harcourt Brace	
Warriner, Ludwig: Advanced Composition: A Book of Models for Writing, Complete Course	Harcourt Brace	
Winterowd, Murray: English Writing and Skills, Complete Course, Coronado Edition	Holt, Rinehart and Winston	
TECHNICAL WRITING, GRADES 11-12		
Lannon: Technical Writing, 6 th Ed.	Harper Collins College	
Pickett, Laster: Technical English, 6 th Ed.	Harper Collins College	

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District: _____

Date: _____

School: _____

Principal: _____

ENGLISH (cont.)	Publisher	Check if materials ordered for all students
ENGLISH LITERATURE, GRADES 11-12		
Carlsen, Carlsen: English Literature, a Chronological Approach	McGraw-Hill	
Keach, et al.: Adventures in English Literature, Athena Edition	Holt, Rinehart and Winston	
Prentice Hall: Prentice Hall Literature: Timeless Voices, Timeless Themes, The British Tradition (California Edition)	Prentice Hall	
Probst, et al.: Elements of Literature, Sixth Course: Literature of Britain	Holt, Rinehart and Winston	
MEXICAN AMERICAN LITERATURE, GRADES 9-12		
Tatum, Ed.: Mexican American Literature	Harcourt Brace	
MODERN LITERATURE, GRADES 11-12		
Foote, et al.: Multicultural Perspectives	McDougal Littell	
Hirschberg: Many Worlds of Literature	Macmillan (Prentice Hall)	
Holt, Rinehart and Winston: Modern World Literature	Holt, Rinehart and Winston	
SCIENCE FICTION LITERATURE, GRADES 9-12		
Kelley, Editor: Themes in Science Fiction	Webster Div./McGraw-Hill	
WORLD LITERATURE, GRADES 11-12		
Albert, et al.: World Literature, 3 rd Ed.	Holt, Rinehart and Winston	
Glencoe: Macmillan Literature Series, Signature Edition, World Literature	Glencoe/McGraw-Hill	
Goheen: Literature and Language: English and World Literature, Purple Level	McDougal Littell	
Hynes-Berry, Miller: Responding to Literature: World Literature	McDougal Littell	

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District: _____

Date: _____

School: _____

Principal: _____

ENGLISH (cont.)	Publisher	Check if materials ordered for all students
LITERARY ANALYSIS, GRADES 11-12		
Carlsen, Gilbert: British and Western Literature: A Thematic Approach	McGraw-Hill	
HUMANITIES AB, GRADES 10-12		
Hynes-Berry, Miller: Responding to Literature: World Literature	McDougal Littell	
JOURNALISM 1AB, 2AB, GRADES 10-12		
Harkrider: Getting Started in Journalism, 3 rd Ed.	National Textbook Company	
Moyes, Erskine: Journalism	Ginn Press	
Rolnicki, et al.: Scholastic Journalism, 10 th Ed.	Iowa State Press	
SPEECH AB, GRADES 10-12		
Clark: Effective Speech Communication, 3 rd Ed.	Glencoe/McGraw-Hill	
Galvin, Book: Person to Person, 5 th Ed.	National Textbook Company	
Galvin, Cooper: The Basics of Speech	Glencoe/McGraw-Hill	
McCutcheon, et al.: Communication Matters	Glencoe/McGraw-Hill	
Verderber: Speech for Effective Communication, Revised Ed.	Holt, Rinehart and Winston	
ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION, GRADES 11-12		
Kennedy, et al.: The Bedford Reader, 9 th Ed.	Bedford/St. Martin's	
Levin: Prose Models, 11 th Ed.	Thomson Learning/Wadsworth	
Miller: The Prentice Hall Reader, 7 th Ed.	Prentice Hall	

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District: _____

Date: _____

School: _____

Principal: _____

ENGLISH (cont.)	Publisher	Check if materials ordered for all students
ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION, GRADES 11-12		
Arp, Johnson: Perrine's Literature: Structure, Sound, and Sense, 8 th Ed.	Thomson Learning/Wadsworth	
Bogarad: Legacies: Fiction, Poetry, Drama, Nonfiction, 2 nd Ed.	Thomson Learning/Wadsworth	
Kirszner, Mandell: Literature: Reading, Reacting, Writing, 5 th Ed.	Thomson Learning/Wadsworth	

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District: _____

Date: _____

School: _____

Principal: _____

Williams Legislation
Los Angeles Unified School District Board of Education Approved
High School Instructional Materials/Texts

READING	Publisher	Check if materials ordered for all students
DEVELOPMENTAL READING, GRADES 9-12		
Greene: Bridges to Literature, Level I (California Edition)	McDougal Littell	
Greene: Bridges to Literature, Level II (California Edition)	McDougal Littell	
Greene: Bridges to Literature, Level III (California Edition)	McDougal Littell	
Schifini, et al.: High Point, Level A	Hampton-Brown	
Schifini, et al.: High Point, Level B	Hampton-Brown	
Schifini, et al.: High Point, Level C	Hampton-Brown	
Schifini, et al.: High Point, the Basics	Hampton-Brown	
Scholastic Inc.: CA Read 180 Stage A, Complete Stage	Scholastic, Inc.	
Scholastic Inc.: CA Read 180 Stage B, Complete Stage	Scholastic, Inc.	
Scholastic Inc.: CA Read 180 Stage C, Complete Stage	Scholastic, Inc.	
Scholastic Inc.: Read 180: An Integrated System of Components Kit	Scholastic, Inc.	
Scholastic Inc.: Scholastic Read XL (grade 6)	Scholastic, Inc.	
Scholastic Inc.: Scholastic Read XL (grade 7)	Scholastic, Inc.	
Scholastic Inc.: Scholastic Read XL (grade 8)	Scholastic, Inc.	

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District: _____

Date: _____

School: _____

Principal: _____

READING (cont.)	Publisher	Check if materials ordered for all students
SOPRIS WEST, LANGUAGE! 3rd. ED.: A LITERACY INTERVENTION CURRICULUM, GRADES 9-12		
Level 1	Sopris West Educational Services, A Cambium Learning Company	
Greene: Level 1, Student Mastery Book A (Consumable Workbook)		
Greene: Level 1, Student Mastery Book B (Consumable Workbook)		
Greene: Level 1, Student Mastery Book C (Consumable Workbook)		
Level 2	Sopris West Educational Services, A Cambium Learning Company	
Greene: Level 2, Student Mastery Book D (Consumable Workbook)		
Greene: Level 2, Student Mastery Book E (Consumable Workbook)		
Greene: Level 2, Student Mastery Book F (Consumable Workbook)		
Level 3	Sopris West Educational Services, A Cambium Learning Company	
Greene: Level 3, Student Mastery Book G (Consumable Workbook)		
Greene: Level 3, Student Mastery Book H (Consumable Workbook)		
Greene: Level 3, Student Mastery Book I (Consumable Workbook)		

Rev. 5/06

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District: _____

Date: _____

School: _____

Principal: _____

Williams Legislation
 Los Angeles Unified School District Board of Education Approved
High School Instructional Materials/Texts

ENGLISH AS A SECOND LANGUAGE/LANGUAGE ARTS IN THE PRIMARY LANGUAGE	Publisher	Check if materials ordered for all students
LANGUAGE ARTS IN THE PRIMARY LANGUAGE 1 (SPANISH), GRADES 6-11		
Flores, et al.: A Ver, A Ver, A Ver	Macmillan/McGraw-Hill	
Flores, et al.: Pluma, Tintero y Papel	Macmillan/McGraw-Hill	
Lopez, et al.: Lenguaje 1, Egb Ciclo Inicial	Santillana	
Lopez, et al.: Lenguaje 2, Egb Ciclo Inicial	Santillana	
LANGUAGE ARTS IN THE PRIMARY LANGUAGE 2 (SPANISH), GRADES 6-11		
Equipo Cultural: Español 4	Publicaciones Cultural (Rei America)	
Equipo Romania: Lengua 3	Anaya (Rei America)	
Estrella, et al.: Lenguaje: Dia a Dia – 3	Vicens Vives (Los Andes)	
Flores, et al.: A Ver, A Ver, A Ver	Macmillan/McGraw	
Flores, et al.: La Pajara Pinta	Macmillan/McGraw	
Flores, et al.: Lima, Naranja, Limon	Macmillan/McGraw	
Flores, et al.: Pluma, Tintero y Papel	Macmillan/McGraw	
Houghton Mifflin: Programa de Lectura: Celebremos la Literatura: Libros del Estudiante, Nivel 3	McDougal Littell	
Ramos Perez, et al.: Lenguaje 3, Egb Ciclo Medio	Santillana	

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District: _____

Date: _____

School: _____

Principal: _____

ENGLISH AS A SECOND LANGUAGE/LANGUAGE ARTS IN THE PRIMARY LANGUAGE (cont.)	Publisher	Check if materials ordered for all students
Ramos Perez, et al.: Lenguaje 4, Egb Ciclo Medio	Santillana	
LANGUAGE ARTS IN THE PRIMARY LANGUAGE 3 (SPANISH), GRADES 6-11		
Equipo Cultural: Español 5	Publicaciones Cultural (Rei America)	
Equipo Romania: Lengua 4	Anaya (Rei America)	
Estrella, et al.: Lenguaje: Dia a Dia - 4	Vicens Vives (Los Andes)	
Flores, et al.: Las Mañanitas	Macmillan/McGraw-Hill	
Houghton Mifflin: Programa de Lectura: Celebremos la Literatura: Libros del Estudiante, Nivel 4	McDougal Littell	
Pleyan, Badia: Lengua Castellano 2	Barcanova (Rei America)	
Walker Castellano 3	Arrayan (Rei America)	
Walker: Castellano 4	Arrayan (Rei America)	
LANGUAGE ARTS IN THE PRIMARY LANGUAGE 4 (SPANISH), GRADES 6-11		
Equipo Cultural: Español 6	Publicaciones Cultural (Rei America)	
Equipo Romania: Lengua 5	Anaya (Rei America)	
Equipo Romania: Lengua 6	Anaya (Rei America)	
Estrella, et al.: Lenguaje: Dia a Dia - 5	Vicens Vives (Los Andes)	
Flores, et al.: Ama Tu Ritmo	Macmillan/McGraw-Hill	
Flores, et al.: Erase Que Se Era	Macmillan/McGraw-Hill	
Houghton Mifflin: Programa de Lectura: Celebremos la Literatura Libros del Estudiante, Nivel 5	McDougal Littell	

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ENGLISH AS A SECOND LANGUAGE/LANGUAGE ARTS IN THE PRIMARY LANGUAGE (cont.)	Publisher	Check if materials ordered for all students
Pleyan: Lengua Castellana 3	Barcanova (Rei America)	
Rojas, Bulnes: Castellano 5	Arrayan (Rei America)	

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FOREIGN LANGUAGE	Publisher	Check if materials ordered for all students
AMERICAN SIGN LANGUAGE, GRADES 8-12		
Lentz, et al.: Signing Naturally Level 2, Student Set	DawnSign Press	
Smith, et al.: Signing Naturally Level 1, Student Set	DawnSign Press	
FRENCH 1AB-4AB, GRADES 9-12		
EMC/Paradigm: C'est a toi! Level One	EMC/Paradigm	
EMC/Paradigm: C'est a toi! Level Two	EMC/Paradigm	
EMC/Paradigm: C'est a toi! Level Three	EMC/Paradigm	
Lenard: Tresors du Temps	Glencoe/McGraw-Hill	
AP FRENCH LANGUAGE AB, GRADE 12		
Demaray, Smith: Triangle, 3 rd Ed.	Wayside Publishing	
Ladd, Girard: Advanced Placement French: Preparing for the Language Examination, 2nd Ed.	Prentice Hall	
GERMAN, GRADES 8-12		
Moeller, et al.: German Today, 1, 4 th Ed.	McDougal Littell	
Moeller, et al.: German Today, 2, 4 th Ed.	McDougal Littell	
Moeller, et al.: Kaleidoskop: Kultur, Literatur, Und Grammatik, 6th Ed.	McDougal Littell	

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FOREIGN LANGUAGE (cont.)	Publisher	Check if materials ordered for all students
Walbruck, Specht: Deutsch, Gestern Und Heute	EMC/Paradigm	
ITALIAN 1AB-3AB, GRADES 9-12		
Merlonghi, et al.: Oggi in Italia, 7 th Ed.	Houghton Mifflin	
Tognozzi, Cavatorta: Ponti: Italiano Terzo Millennio	Houghton Mifflin	
Tursi, Cincinnato: Italian Two and Three Years Workbook, 2 nd Ed.	Amsco	
JAPANESE 1AB-4AB, GRADES 9-12		
Peterson, Omizo: Adventures in Japanese, Level 1	Cheng & Tsui	
Peterson, Omizo: Adventures in Japanese, Level 2	Cheng & Tsui	
Peterson, Omizo: Adventures in Japanese, Level 3	Cheng & Tsui	
Peterson, Omizo: Adventures in Japanese, Level 4	Cheng & Tsui	
LATIN, GRADES 8-12		
Prentice Hall: ECCE Romani I, Meeting the Family, 3 rd Ed.	Prentice Hall	
Prentice Hall: ECCE Romani II, Home and School, 3 rd Ed.	Prentice Hall	
Prentice Hall: ECCE Romani III, From Republic to Empire, 3 rd Ed.	Prentice Hall	
Jenney, et al.: First Year Latin	Prentice Hall	
Ullman, Henderson: Latin for Americans, Latin I	Glencoe/McGraw-Hill	
Jenney, et al.: Second Year Latin	Prentice Hall	
Ullman, et al.: Latin for Americans, Second Book, 8 th Ed.	Glencoe/McGraw-Hill	

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School: _____

Principal: _____

FOREIGN LANGUAGE (cont.)	Publisher	Check if materials ordered for all students
Dunmore: Selections from Ovid	Longman (Addison Wesley)	
Jenney, et al.: Fourth Year Latin	Prentice Hall	
Ullman, Suskin: Latin for Americans, Latin 3	Glencoe/McGraw-Hill	
RUSSIAN, GRADES 8-12		
Clark: Russian, 3rd Ed.	Harper Collins (Thomson Learning/Heinle)	
Fayer: Basic Russian, Book One	National Textbook Company	
Fayer: Basic Russian, Book Two	National Textbook Company	
Fayer: Simplified Russian Grammar	National Textbook Company	
SPANISH 1AB-4AB, GRADES 9-12		
Boyles, et al.: Realidades, Level 1	Prentice Hall	
Boyles, et al.: Realidades, Level 2	Prentice Hall	
Boyles, et al.: Realidades, Level 3	Prentice Hall	
Brentz, et al.: Avance! Intermediate Spanish	Glencoe/McGraw-Hill	
AP SPANISH LANGUAGE AB, GRADE 12		
Adey, Albini: Tesoro Literario	Glencoe/McGraw-Hill	
Diaz, et al: AP Spanish: Preparing for the Language Examination, 2 nd Ed.	Prentice Hall	
AP SPANISH LITERATURE AB, GRADE 12		
McDougal Littell: Abriendo Puertas: Antologia de Literature en Español, Tomo I	McDougal Littell Nextext	

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FOREIGN LANGUAGE (cont.)	Publisher	Check if materials ordered for all students
McDougal Littell: Abriendo Puertas: Antologia de Literature en Español, Tomo II	McDougal Littell Nexttext	
Rodriguez: Momentos Cumbres de las Literaturas Hispanicas	Prentice Hall	
SPANISH FOR SPANISH SPEAKERS 1AB, 2AB, GRADE 9-12		
Holt, Rinehart and Winston: Ven Conmigo! Nuevas Vistas, Curso Avanzado Uno	Holt, Rinehart and Winston	
Holt, Rinehart and Winston: Ven Conmigo! Nuevas Vistas, Curso Avanzado Dos	Holt, Rinehart and Winston	

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HEALTH	Publisher	Check if materials ordered for all students
HEALTH, GRADES 9-12		
Holt, Rinehart & Winston: Lifetime Health 2004	Holt, Rinehart and Winston	

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MATHEMATICS	Publisher	Check if materials ordered for all students
ESSENTIAL STANDARDS MATHEMATICS, GRADES 10-12		
Flynn: Roadmap to the California High School Exit Exam: Mathematics, 2 nd Ed.	Princeton Review Publishing, L.L.C.	
Globe Fearon: Meeting the California Challenge: Instruction and Practice for High School Students on the California Mathematics Content Standards	Globe Fearon/Pearson Education	
Globe Fearon: Reading Strategies in Mathematics	Globe Fearon/Pearson Education	
HRuby: How to Prepare for the CAHSEE - Math	Barron's	
Kaplan: CAHSEE Success - Mathematics	Kaplan	
Parsons: Mathematics Workbook - California High School Exit Exam	Coordination Group Publications, Inc.	
Pierson: Moving with Math: Conquering the CAHSEE	Math Teachers Press, Inc.	
ALGEBRA 1AB, GRADES 8-12		
Brown, et al. (Dolciani): Algebra: Structure and Method, Book 1	McDougal Littell	
Larson, et al.: Algebra 1: Concepts and Skills (California Edition)	McDougal Littell	
Larson, et al.: McDougal Littell Algebra 1	McDougal Littell	
Smith, et al.: Prentice Hall Algebra 1 (California Edition)	Prentice Hall	
ALGEBRA 2AB, GRADES 9-12		
Brown, et al. (Dolciani): Algebra and Trigonometry, Structure and Method, Book 2	McDougal Littell	

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MATHEMATICS (cont.)	Publisher	Check if materials ordered for all students
Cohen: Algebra and Trigonometry, 4 th Ed.	Thomson Learning/West	
Gerver, et al.: South-Western Algebra 2: An Integrated Approach	Glencoe/McGraw-Hill	
Larson, et al.: McDougal Algebra 2	McDougal Littell	
Schultz: Holt Algebra 2	Holt, Rinehart and Winston	
Senk, et al.: UCSMP Advanced Algebra, 2 nd Ed.	Prentice Hall	
GEOMETRY AB, GRADES 9-12		
Bass, et al.: Prentice Hall Geometry	Prentice Hall	
Boyd, et al.: Glencoe Geometry (California Edition)	Glencoe/McGraw-Hill	
Gerver, et al.: South-Western Geometry: An Integrated Approach	Glencoe/McGraw-Hill	
Jurgensen, et al.: Geometry	McDougal Littell	
Larson, et al.: McDougall Littell Geometry	McDougal Littell	
Serra: Discovering Geometry: An Investigative Approach	Key Curriculum Press	
Usiskin, et al.: UCSMP Geometry, 2 nd Ed.	Scott Foresman – Addison Wesley	
TRIGONOMETRY, GRADES 9-12		
Barnett, et al.: Analytic Trigonometry with Applications, 8 th Ed.	Wiley (Peoples Publishing)	
Larson, Hostetler: Trigonometry, 6 th Ed.	McDougal Littell	
McKeague, Turner: Trigonometry, 5 th Ed.	Thomson Learning/Brooks-Cole	
Sullivan: Trigonometry, 6 th Ed.	Prentice Hall	

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MATHEMATICS (cont.)	Publisher	Check if materials ordered for all students
DISCRETE MATHEMATICS AB, GRADES 10-12		
Biggs: Matematica Discreta	Vicens Vives (Los Andes)	
Crisler, et al.: Discrete Mathematics Through Applications, 2 nd Ed.	W. H. Freeman	
Dossey, et al.: Discrete Mathematics, 3 rd Ed.	Addison Wesley	
Epp: Discrete Mathematics with Applications, 3 rd Ed.	Thomson Learning/Brooks-Cole	
Kolman, et al.: Discrete Mathematical Structures, 4 th Ed.	Prentice Hall	
Rosen: Discrete Mathematics and Its Applications, 4 th Ed.	WCB/McGraw-Hill	
MATHEMATICAL ANALYSIS, GRADES 9-12		
Cohen, et al.: Precalculus with Unit-Circle Trigonometry, 4 th Ed.	Thomson Learning/Brooks-Cole	
Connally, et al.: Functions Modeling Change: A Preparation for Calculus, 2 nd Ed.	Wiley (Peoples Publishing)	
Demana, et al.: Precalculus: Graphical, Numerical, Algebraic, 5 th Ed.	Addison Wesley Longman (Prentice Hall)	
Larson, et al.: Precalculus with Limits: A Graphing Approach, 4 th Ed.	McDougal Littell	
ADVANCED PLACEMENT CALCULUS, GRADES 9-12		
Finney, et al.: Calculus: Graphical, Numerical, Algebraic	Scott Foresman – Addison Wesley (Prentice Hall)	
Foerster: Calculus: Concepts and Applications, 2 nd Ed.	Key Curriculum Press	
Larson, et al.: Calculus with Analytic Geometry, 8 th Ed.	McDougal Littell	
Stewart: Calculus: Single Variable, 5 th Ed.	Thomson Learning/Brooks-Cole	
PROBABILITY AND STATISTICS, GRADES 9-12		

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MATHEMATICS (cont.)	Publisher	Check if materials ordered for all students
Bluman: Elementary Statistics: A Step by Step Approach, 4 th Ed.	Glencoe/McGraw-Hill	
Larson, Farber: Elementary Statistics: Picturing the World, 2 nd Ed.	Addison Wesley (Prentice Hall)	
ADVANCED PLACEMENT PROBABILITY AND STATISTICS AB, GRADES 9-12		
Moore: The Basic Practice of Statistics, 3 rd Ed.	W. H. Freeman	
Moore, McCabe: Introduction to the Practice of Statistics, 4 th Ed.	W. H. Freeman	
Peck, et al.: Introduction to Statistics and Data Analysis, 2 nd Ed.	Thomson Learning/Brooks-Cole	
Yates, et al.: The Practice of Statistics, 2 nd Ed.	W. H. Freeman	

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SCIENCE	Publisher	Check if materials ordered for all students
SCIENCE AB, GRADE 9		
Sager, et al.: Modern Earth Science	Holt, Rinehart and Winston	
Tropp, Friedl: Modern Physical Science	Holt, Rinehart and Winston	
ECOLOGY AB, GRADE 9		
Arms: Holt Environmental Science	Holt, Rinehart and Winston	
Dubay, et al.: Environmental Science, 3 rd Ed.	Scott Foresman – Addison Wesley	
INTEGRATED/COORDINATED SCIENCE 1AB, 2AB, GRADES 9-12		
American Geological Institute: Earth Comm.	American Geological Institute (It's About Time)	
Smith, et al.: Integrated Coordinated Science for the 21 st Century	It's About Time	
INTEGRATED/COORDINATED SCIENCE 3AB, GRADES 11-12		
Trefil, Hazen: The Sciences: An Integrated Approach, 4 th Ed.	Wiley (Peoples Publishing)	
BIOLOGY AB, GRADES 10-12		
Biggs, et al.: Biology: The Dynamics of Life (California Edition)	Glencoe/McGraw-Hill	
Biological Sciences Curriculum Study: BSCS Biology: A Molecular Approach, Blue Version, 8th Ed.	Everyday Learning	
Biological Sciences Curriculum Study: BSCS Biology: An Ecological Approach, BSCS Green Version, 9 th Ed.	Everyday Learning	

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District: _____

Date: _____

School: _____

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SCIENCE (cont.)	Publisher	Check if materials ordered for all students
Holt, Rinehart and Winston: Modern Biology	Holt, Rinehart and Winston	
Johnson: Holt Biology: Visualizing Life	Holt, Rinehart and Winston	
Johnson, Raven: Holt Biology	Holt, Rinehart and Winston	
McLaren, et al.: Health Biology	McDougal Littell	
Miller, Levine: Biology: The Living Science	Prentice Hall	
Miller, Levine: Prentice Hall Biology	Prentice Hall	
Oram: Biology: Living Systems	Glencoe/McGraw-Hill	
Schraer, Stoltze: Biology: The Study of Life, 7 th Ed.	Prentice Hall	
Strauss, Lisowski: Biology: The Web of Life, 2 nd Ed.	Prentice Hall	
ADVANCED PLACEMENT BIOLOGY AB, GRADES 10-12		
Arms, et al.: Biology: a Journey into Life, 3 rd Ed.	Saunders College Publishing (HRW)	
Audesirk, Audesirk: Biology: Life on Earth	Macmillan	
Campbell, Reece: Biology, 7 th Ed.	Prentice Hall/Benjamin Cummings	
Curtis, Barnes: Biology, 5 th Ed.	Bedford, Freeman, and Worth Pubs.	
Hopson, Wessells: Essentials of Biology	McGraw-Hill	
Purves, et al.: Life: The Science of Biology, 7 th Ed.	W. H. Freeman	
Raven, et al.: Biology, 7 th Ed.	McGraw-Hill	
Raven, Johnson: Understanding Biology, 3 rd Ed/	WCB/McGraw-Hill	

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SCIENCE (cont.)	Publisher	Check if materials ordered for all students
Solomon, et al.: Biology, 5 th Ed.	Saunders College Publishing (HRW)	
Starr, Taggart: Biology: The Unity and Diversity of Life, 10 th Ed.	Thomson Learning/Brooks-Cole	
Wallace, et al.: Biology: the Science of Life, 4 th Ed.	Harper Collins	
MARINE BIOLOGY AB, GRADES 10-12		
Castro, Huber: Marine Biology, 5 th Ed.	McGraw-Hill	
Gross: Oceanography, 6 th Ed.	Merrill (McMillan College)	
Lerman: Marine Biology: Environment, Diversity, and Ecology	Benjamin Cummings (Addison Wesley)	
Sumich: Introduction to the Biology of Marine Life, 6 th Ed.	W. C. Brown Publishers	
Thurman: Introductory Oceanography, 6 th Ed.	Macmillan	
Webber, Thurman: Marine Biology, 2 nd Ed.	Harper Collins (Scott Foresman)	
ENVIRONMENTAL STUDIES, GRADES 11-12		
Cunningham, et al.: Environmental Science: A Global Concern, 7 th Ed..	McGraw-Hill	
Enger, Smith: Environmental Science: A Study of Interrelationships, 8 th Ed.	McGraw-Hill	
Miller: Environmental Science: Working With the Earth, 10 th Ed.	Thomson Learning/Brooks-Cole	
Miller: Living in the Environment: Principles, Connections, and Solutions, 13 th Ed.	Thomson Learning/Brooks-Cole	
Miller: Sustaining the Earth, 7 th Ed.	Thomson Learning/Wadsworth	
Wright, Nebel: Environmental Science: Toward a Sustainable Future, 8 th Ed.	Prentice Hall	
ADVANCED BIOLOGY AB, GRADES 11-12		

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District: _____

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SCIENCE (cont.)	Publisher	Check if materials ordered for all students
Davis, et al.: World of Biology, 4 th Ed.	Saunders College Publishing (HRW)	
Mader: Biology, 8 th Ed.	McGraw-Hill	
Raven, Johnson: Understanding Biology, 3 rd Ed..	WCB/McGraw-Hill	
Starr, Taggart: Biology: The Unity and Diversity of Life, 10 th Ed.	Thomson Learning/Brooks-Cole	
CHEMISTRY AB, GRADES 10-12		
Davis, et al.: Modern Chemistry	Holt, Rinehart and Winston	
Hein, Arena: Foundations of College Chemistry, 11 th Ed.	Wiley (Peoples Publishing)	
Herron, et al.: Heath Chemistry, New Edition	Wiley (Peoples Publishing)	
Lemay, et al.: Chemistry: Connections to Our Changing World	Prentice Hall	
Myers, et al.: Holt Chemistry	Holt, Rinehart and Winston	
Smoot, et al.: Merrill Chemistry	Glencoe/McGraw-Hill	
Wilbraham, et al.: Addison Wesley Chemistry, 5 th Ed.	Prentice Hall	
Zumdahl: Introductory Chemistry: A Foundation, 5 th Ed.	McDougal Littell	
APPLIED CHEMISTRY AB, GRADES 11-12		
American Chemical Society: Chemcom: Chemistry in the Community, 4 th Ed.	W. H. Freeman	
Sackheim, Lehman: Chemistry for the Health Sciences, 7 th Ed.	Macmillan	
Snyder: The Extraordinary Chemistry of Ordinary Things, 4 th Ed.	Wiley (Peoples Publishing)	
Timberlake: Chemistry, 6 th Ed.	Addison Wesley Longman	

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SCIENCE (cont.)	Publisher	Check if materials ordered for all students
ADVANCED PLACEMENT CHEMISTRY AB, GRADES 11-12		
Brown, et al.: Chemistry: The Central Science, 8th Ed.	Prentice Hall	
Chang: Chemistry, 7 th Ed.	Glencoe/McGraw-Hill	
Masterton, Hurley: Chemistry: Principles & Reactions, 2 nd Ed.	Saunders College Publishing (HRW)	
Petrucci, Harwood: General Chemistry: Principles and Modern Applications, 6 th Ed.	Macmillan	
Robinson, et al.: General Chemistry with Qualitative Analysis, 10 th Ed.	McDougal Littell	
Whitten, et al.: General Chemistry, 4 th Ed.	Saunders College Publishing (HRW)	
Whitten, et al.: General Chemistry with Qualitative Analysis, 4 th Ed..	Saunders College Publishing (HRW)	
Zumdahl, Zumdahl: Chemistry, 6 th Ed.	McDougal Littell	
ADVANCED PHYSICAL SCIENCE AB, GRADES 11-12		
Hewitt: Conceptual Physics	Prentice Hall	
Sager, et al.: Modern Earth Science	Holt, Rinehart and Winston	
Spaulding, Namowitz: Earth Science	McDougal Littell	
PHYSICS AB, GRADES 10-12		
Cutnell, Johnson: Physics, 6 th Ed.	Wiley (Peoples Publishing)	
Giancoli: Physics: Principles With Applications, 5 th Ed.	Prentice Hall	
Hewitt: Conceptual Physics	Prentice Hall	

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District: _____

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SCIENCE (cont.)	Publisher	Check if materials ordered for all students
Hewitt: Conceptual Physics With Expanded Technology, 3 rd Ed.	Prentice Hall	
Serway, Faughn: Holt Physics	Holt, Rinehart and Winston	
Zitzewitz, et al.: Glencoe Physics: Principles and Problems	Glencoe/McGraw-Hill	
ADVANCED PLACEMENT PHYSICS AB, GRADE 12		
Giancoli: Physics for Scientists & Engineers, 3 rd Ed.	Prentice Hall	
Halliday, t al.: Fundamentals of Physics, 6 th Ed.	Wiley (Peoples Publishing)	
Serway, Faughn: College Physics, 4 th Ed..	Saunders College Publishing (HRW)	
Wolfson, Pasachoff: Physics for Scientists and Engineers, 2 nd Ed.	Harper Collins	
Young, Freedman: University Physics, 10 th Ed.	Addison Wesley Longman	
PHYSIOLOGY AB, GRADES 11-12		
Tortora, Derrickson: Principles of Anatomy and Physiology, 11 th Ed.	Wiley (Peoples Publishing)	

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Date: _____

School: _____

Principal: _____

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HISTORY/SOCIAL SCIENCE If you have not yet received or implemented the new History/Social Science textbooks, please check boxes corresponding to your current basic core and AP textbooks.	Publisher	Check if materials ordered for all students
WORLD HISTORY, CULTURE & GEOGRAPHY AB, GRADE 10		
Adler: World Civilizations, 3rd Ed.	Thomson Learning/Wadsworth	
Beck, et al.: Modern World History: Patterns of Interaction (California Edition)	McDougal Littell	
Ellis, Esler: World History: Connections to Today	Prentice Hall	
Ellis, Esler: World History: Connections to Today, The Modern Era	Prentice Hall	
Farah, Karls: World History: The Human Experience in The Modern Era	Glencoe/McGraw-Hill	
Hanes: World History: Continuity and Change	Holt, Rinehart and Winston	
Holt, Rinehart and Winston: World History: People and Nations, Modern World	Holt, Rinehart and Winston	
Leinwand: Pageant of World History	Prentice Hall	
Spielvogel: Modern World History	Glencoe/McGraw-Hill	
Spielvogel: World History: The Human Odyssey	Glencoe/McGraw-Hill	
WORLD HISTORY, CULTURE AND GEOGRAPHY: THE MODERN WORLD, GRADE 10 (Adopted April 4, 2006)		
Ellis, Esler: World History: The Modern World	Prentice Hall	
Spielvogel, et al.: Glencoe World History: Modern Times	Glencoe/McGraw-Hill	
ADVANCED PLACEMENT WORLD HISTORY, GRADE 10		

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HISTORY/SOCIAL SCIENCE (cont.) If you have not yet received or implemented the new History/Social Science textbooks, please check boxes corresponding to your current basic core and AP textbooks.	Publisher	Check if materials ordered for all students
Bulliet, et al.: The Earth and its Peoples: A Global History, 3rd Ed.	McDougal Littell	
Spodek: World's History, 2nd Ed.	Prentice Hall	
Stearns, et al.: World Civilizations: The Global Experience, 3rd Ed.	Prentice Hall	
ADVANCED PLACEMENT WORLD HISTORY, GRADE 10 (Adopted April 4, 2006)		
Andrea, Overfield: The Human Record: Sources of Global History, 5 th Ed., Volume1 and Volume II [Reader]	McDougal Littell	
Bentley, Ziegler: Traditions Encounters: A Global Perspective on the Past, 3 rd Ed.	McGraw-Hill	
Stearns, et al.: World Civilizations: The Global Experience, 4th Ed.	Prentice Hall/Longman	
LAW AND YOUTH (LAW-RELATED ELECTIVES), GRADES 8-12		
Arbetman, et al.: Street Law: A Course in Practical Law, 7th Ed.	Glencoe/McGraw-Hill	
CALIFORNIA HISTORY, GRADES 10-12		
Rolle: California, a History, 6th Ed.	Harlan Davidson, Inc.	
GEOGRAPHY AB, GRADES 10-12		
Ahmad, et al.: World Cultures: A Global Mosaic	Prentice Hall	
Baerwald, Fraser: Prentice Hall World Geography, Building a Global Perspective	Prentice Hall	
Boehm: Glencoe World Geography	Glencoe/McGraw-Hill	
De Blij, Muller: Geography: Realms, Regions, and Concepts, 11th Ed.	Wiley (Peoples Publishing)	
De Blij, Murphy: Human Geography: Culture, Society, and Space, 7th Ed.	Wiley (Peoples Publishing)	
English: Geography: People and Places in a Changing World, 2nd Ed.	Glencoe/McGraw-Hill	

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Helgren, Sager: World Geography Today	Holt, Rinehart and Winston	
GEOGRAPHY: URBAN ECOLOGY AND DEMOGRAPHY, GRADES 10-12		
Helgren, Sager: World Geography Today	Holt, Rinehart and Winston	
Kolevzon, Heine: Our World and Its Peoples	Allyn & Bacon (Prentice Hall)	
Yohe, et al.: Exploring our World, Eastern Hemisphere, Revised	Allyn & Bacon (Prentice Hall)	
ECONOMICS, GRADE 12		
Arnold: Economics in Our Times, 2nd Ed.	NTC/Contemporary	
Clayton: Economics: Principles & Practices	Glencoe/McGraw-Hill	
McEachern: Economics: a Contemporary Introduction, 6th Ed.	Thomson Learning/South-Western	
Miller: Economics: Today and Tomorrow	Glencoe/McGraw-Hill	
O’Sullivan, Sheffrin: Economics: Principles and Tools, 2nd Ed.	Prentice Hall	
O’Sullivan, Sheffrin: Economics: Principles in Action	Prentice Hall	
Tucker: Economics for Today, 3rd Ed.	Thomson Learning/South-Western	
Wilson, Clark: South-Western Economics	Glencoe/McGraw-Hill	
ECONOMICS, GRADE 12 (Adopted April 4, 2006)		
Clayton: Economics: Principles & Practices	Glencoe/McGraw-Hill	
Miller: Economics Today and Tomorrow	Glencoe/McGraw-Hill	
ADVANCED PLACEMENT ECONOMICS, GRADE 12 (Adopted April 4, 2006)		

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HISTORY/SOCIAL SCIENCE (cont.) If you have not yet received or implemented the new History/Social Science textbooks, please check boxes corresponding to your current basic core and AP textbooks.	Publisher	Check if materials ordered for all students
Mankiw: Principles of Economics, 4 th Ed.	Thomson Learning/South-Western	
McConnell, Brue: Economics: Principles, Problems, and Policies, 16 th Ed.	McGraw-Hill	
INTRODUCTION TO PSYCHOLOGY, GRADES 10-12		
Engle, Snellgrove: Psychology: Its Principles and Applications, 9th Ed.	Harcourt Brace	
Kasschau: Understanding Psychology	Glencoe/McGraw-Hill	
Ragland, Saxon: Invitation to Psychology, 2nd Ed.	Scott Foresman	
ADVANCED PLACEMENT PSYCHOLOGY, GRADES 11-12 (Adopted April 4, 2006)		
Alloway, et al.: Sniffy the Virtual Rat [CD-ROM – one per teacher]	Thomson Learning/Wadsworth	
Bernstein, et al.: Psychology, 7 th Ed.	McDougal Littell	
Coon: Introduction to Psychology: Gateways to Mind and Behavior, 10 th Ed.	Thomson Learning/Wadsworth	
Hock: Forty Studies That Changed Psychology, 5 th Ed. [Reader]	Prentice Hall	
Huffman: Psychology in Action, 8 th Ed.	Wiley (Peoples Publishing)	
Myers: Psychology, 8 th Ed.	Worth Publishers	
Wade, Tavris: Psychology, 7 th Ed.	Prentice Hall	
Weiten: Psychology: Themes and Variations, 7 th Ed.	Thomson Learning/Wadsworth	
INTRODUCTION TO SOCIOLOGY, GRADES 11-12		
Thomas: Sociology: The Study of Human Relationships, 5th Ed.	Holt, Rinehart and Winston	
ADVANCED PLACEMENT EUROPEAN HISTORY AB, GRADES 11-12		

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Chambers, et al.: Western Experience, 8th Ed.	McGraw-Hill	
Coffin, et al.: Western Civilizations: Their History and Their Culture, 14th Ed.	Norton	
McKay, et al.: A History of Western Society, 7th Ed.	McDougal Littell	
Palmer, et al.: A History of the Modern World, 9th Ed.	McGraw-Hill	
Wallbank, Et Al.: Civilization, Past and Present, 8th Ed.	Harper Collins	
ADVANCED PLACEMENT EUROPEAN HISTORY, GRADES 11-12 (Adopted April 4, 2006)		
McKay, et al.: A History of Western Society (Since 1300), 8 th Ed.	McDougal Littell	
Spielvogel: Western Civilization, 6 th Ed.	Thomson Learning/Wadsworth	
UNITED STATES HISTORY & GEOGRAPHY AB, GRADE 11		
Berkin, et al.: American Voices, 1865 to the Present	Scott Foresman	
Boorstin, Kelley: History of the United States	Prentice Hall	
Boyer, Stuckey: American Nation: Civil War to Present	Holt, Rinehart and Winston	
Boyer, Stuckey: American Nation in the 20th Century	Holt, Rinehart and Winston	
Bragdon, et al.: History of a Free nation	Glencoe/McGraw-Hill	
Cayton, et al.: America: Pathways to the Present, Modern American History	Prentice Hall	
Danzer, et al.: The Americans: Reconstruction Through the 21st Century (California Edition)	McDougal Littell	
Dibacco, et al.: History of the United States, Vol. 2, Civil War to the Present	McDougal Littell	
Downey, et al.: United States History: In the Course of Human Events	Glencoe/McGraw-Hill	

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Jordan, et al.: Americans, A History	McDougal Littell	
Nash: American Odyssey: The 20 th Century and Beyond	Glencoe/McGraw-Hill	
Ritchie: American History: The Modern Era Since 1865	Glencoe/McGraw-Hill	
UNITED STATES HISTORY AND GEOGRAPHY: CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY, GRADE 11 (Adopted April 4, 2006)		
Appleby, et al.: The American Vision: Modern Times	Glencoe/McGraw-Hill	
Cayton, et al.: America: Pathways to the Present	Prentice Hall	
Danzer: The Americans: Reconstruction to the 21 st Century (California Edition)	McDougal Littell	
ADVANCED PLACEMENT AMERICAN HISTORY, GRADE 11		
Boyer, et al.: The Enduring Vision: A History of the American People, 5 th Ed.	McDougal Littell	
Murrin, et al.: Liberty, Equality, Power: A History of the American People, 4th Ed.	Thomson Learning/Wadsworth	
Norton, et al.: A People and A Nation: A History of the United States, 7th Ed.	McDougal Littell	
Tindall, Shi: America: A Narrative History, 5th Ed.	W. W. Norton (Peoples Publishing)	
ADVANCED PLACEMENT UNITED STATES HISTORY, GRADE 11 (Adopted April 4, 2006)		
Ayers, et al.: American Passages: A History of the United States, 3 rd Ed.	Thomson Learning/Wadsworth	
Hyser, Arndt: Voices of the American Past: Documents in U.S. History, 3 rd Ed., Volume 1 and Volume II [Reader]	Thomson Learning/Wadsworth	
Kennedy, et al.: The American Pageant: A History of the Republic, 13 th Ed.	McDougal Littell	
Murrin, et al.: Liberty, Equality, and Power: A History of the American People, 4 th Ed.	Thomson Learning/Wadsworth	
Newman, Schmalbach: United States History: Preparing for the Advanced Placement Examination [Test Preparation Aid]	Amsco	

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UNITED STATES GOVERNMENT, GRADE 12		
Kelman: Holt American Government	Holt, Rinehart and Winston	
McClenaghan: Magruder's American Government	Prentice Hall	
Miller: American Government	Glencoe/McGraw-Hill	
Remy, Congressional Quarterly: United States Government: Democracy in Action	Glencoe/McGraw-Hill	
Schmidt, et al.: American Government and Politics Today, 2003-2004 Edition	Thomson Learning/Wadsworth	
Wilson, DiIulio: American Government: Institutions and Policies, 9th Ed.	McDougal Littell	
PRINCIPLES OF AMERICAN DEMOCRACY, GRADE 12 (Adopted April 4, 2006)		
McClenaghan: Magruder's American Government (California Edition)	Prentice Hall	
Remy: United States Government: Democracy in Action	Glencoe/McGraw-Hill	
ADVANCED PLACEMENT AMERICAN GOVERNMENT AND POLITICS, GRADE 12		
Burns, et al.: Government by the People (National, State, and Local Version), 2001-2002 Edition	Prentice Hall	
Edwards, et al.: Government in America: People, Politics, and Policy, 10th Ed.	Prentice Hall	
Schmidt, et al.: American Government and Politics Today, Brief Edition 2004-2005	Thomson Learning/Wadsworth	
Wilson, DiIulio: American Government: Institutions and Policies, 9th Ed.	McDougal Littell	
ADVANCED PLACEMENT UNITED STATES GOVERNMENT, GRADE 12 (Adopted April 4, 2006)		
Edwards, et al.: Government in America: People, Politics, and Policy, 12 th Ed.	Prentice Hall/Longman	
Lasser: Perspectives on American Politics, 4 th Ed. [Reader]	McDougal Littell	

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Wilson, DiIulio: American Government: Institution and Policies, 10 th Ed.	McDougal Littell	
Woll: American Government: Readings and Cases, 16 th Ed. [Reader]	Prentice Hall/Longman	
ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS, GRADE 12		
Almond, Powell: Comparative Politics Today, 6th Ed.	Harper Collins	
Kesselman, et al.: Comparative Politics at the Crossroads	McDougal Littell	
Theen, Wilson: Comparative Politics: An Introduction to Seven Countries, 4th Ed.	Prentice Hall	
ADVANCED PLACEMENT COMPARATIVE GOVERNMENT, GRADE 12 (Adopted April 4, 2006)		
Haus: Comparative Politics: Domestic Response to Global Challenge, 5 th Ed.	Thomson Learning/Wadsworth	