

Table of Contents

IV. Areas of School Impact	
1. School-wide Summary of SLC Design Proposal	pg. 2
2. Planning and Organization	pg. 13
a) Timeline for rollout	pg. 14
b) Configuration of Design Teams	pg. 14
c) Dispute/Conflict Resolution Plan	pg. 16
d) Budget Narrative	pg. 18
3. Space	pg. 21
4. Time	pg. 22
5. Staffing	pg. 26
6. School-wide Programs and Activities	pg. 27
7. Student Choice	pg.
8. Community Resources/Partnerships	pg. 32
9. Alterations to Facilities Proposed	pg. 35
V. School Technical Assistance Checklist	pg. 36

Small Learning Communities**School SLC Impact Report****IV. Areas of School Impact****1. School-wide Summary of SLC Design Proposal**

Crenshaw High School is an urban high school located in the historic Crenshaw District, a largely residential area in southwest Los Angeles and has an enrollment of 1,983 students. The school offers a comprehensive educational program for grades nine through twelve in the traditional school and the two magnet schools. Students enrolled at Crenshaw High School come from several major local area, including sections of View Park, Windsor Hills, Hyde Park, Angeles Mesa, Leimert Part, Chesterfield Square, Moor Park, and West Adams. This diversity represents the potential for a rich cultural environment as well as the potential for conflict and disparities in equitable access to educational opportunities. For instance, approximately 16 % of the students at Crenshaw High School have been identified as students with special needs, yet the school has a sizable population of student identified as “gifted,” although major disparities exist in student performance and students’ access to a rigorous academic school experience. Approximately 16 % of the students are English learners and an even larger percentage demonstrate the attributes of Standard English learners.

Based on November 5, 2007 survey conducted by the Bradley Foundation in conjunction with the Crenshaw Cougar Coalition (CCC), pertinent demographic data indicated important considerations in planning for students’ academic and personal development. Statistics indicate that 57 % of student caregivers interviewed were females, of which 63 % are single mothers, and only 10 % of them have a spouse in the home. Only 12 % of the caregivers qualify as average income earners, while 84 % report low or poverty level income. The demographics of the caregiver group are 68 % African America; 29 % Latino; and 3 % Other. Seventy-nine percent of the caregivers in the survey indicated a serious problem with living conditions, while 52 % indicated unemployed status. Another significant finding from the survey is that 43 % of the respondents have no family health care insurance. These conditions bear an impact on the school’s ability to provide opportunities to learn; however, the community has a range of businesses, agencies, churches and human resources, but the school and community lack a sustained partnership to ensure that the community’s resources accrue to the school.

The Greater Crenshaw Educational Partnership (GCEP) is the school’s network partner that has been engaged through the school’s new relationship with the LAUSD’s iDivision. GCEP is a non-profit corporation comprised of the Los Angeles Urban League, the Tom and Ethel Bradley Foundation, and the University of Southern

California. This newly formed non-profit 501C(3) organization brings a range of resources and support to work with the school toward ameliorating the impact of negative community conditions on schooling and schooling outcomes. It also serves as a vehicle for bringing to the school community assets and resources. Following the theoretical framework put forward by Dr. Lewis King of the Tom and Ethel Bradley Foundation, the small learning communities initiative at Crenshaw High Schools seeks intentional civility as a conscious mode of communication and interaction to secure positive social cohesion among all stakeholders. The Los Angeles Urban League's Neighborhood@Work initiative has a full staff of expertise brought together to make a positive impact on the 70-block Angeles Mesa/Leimart Part/Crenshaw community in the areas of health, safety, employment, education and housing. The University of Southern California brings a plethora of academic and human resources, a rich body of educational and social research, and a faculty willing to engage in a longterm relationship with the school to address these common urban education challenges. Small learning communities create a context in which teachers and other staff can build collaborative and supportive relationships with students, their students' parents, the community and GCEP to address challenges students and their families are facing.

The new structure of small learning communities creates the possibility for parents and the community to play a larger role in helping the school transform itself in ways that are compatible with community and family assets. The Angeles Mesa/Leimert Park/Greater Crenshaw community also offers a number of assets that can enhance the lives of families and the culture of the school. A significant middle class African American population still resides in the area and is now being joined with an increasingly large Latino population. The potential is strong for blending elements of the long established African American culture and the increased presence of the Latino culture to weave a rich fabric of multiculturalism. Small learning communities designed to address a range of student interests in a rigorous academic environment that embraces the cultural features of the community have the strong potential of reversing the trend of middle class parents choosing options other than Crenshaw High School.

Crenshaw proposes transformation into Small Learning Communities (SLCs) for the start of the 2008-09 school year to address the needs and interests of the large spectrum of students represented in the student population. The school's low performance data and the large dropout rate demonstrate a need for a more personalized learning environment to ensure that students are supported socially, academically, and emotionally to reach their full potential. SLCs will provide rigorous, standards based instruction that prepares students for admission and successful completion of college and meaningful careers. This new structure will increase opportunities to build a school community among students, parents, teachers, counselors, and administration.

The following data reflect total enrollment including magnet schools, three academies, and the 9th Grade All Boys Pilot Program.

Total School Enrollment 2004-2007					
Grade Level	9 th	10 th	11 th	12 th	Total
2004-05	1245	781	660	479	3165
2005-06	924	690	492	395	2501
2006-07	792	559	559	391	2301
Fall 2007	721	496	426	340	1983

Total Enrollment by School Program					
Fall 2007					
Grade Level	9 th	10 th	11 th	12 th	Total
Home School	572	296	219	130	1217
Gifted/High Ability Magnet	40	51	51	48	190
Teacher Training Magnet	81	76	61	65	283
Media Academy		23	37	48	108
Business Academy	6	30	19	23	78
All Boys Pilot Program	17				17
STEMM Academy	5	20	39	26	90
Total	721	496	426	340	1983

The Fall 2007 student enrollment is comprised of 1269 African American students and 666 Hispanic students. The remaining 24 students represent a combination of ethnicities. The student body has a slightly higher percentage of males (51%) than females (49%).

Special Populations: Currently, 334 students are identified as English Learners (EL). All English Learners, whether in ESL, sheltered, or mainstream classes receive primary language support services from the ELD coordinator/counselor and paraprofessionals. Approximately 335 students are identified as individuals with special needs. Although the Crenshaw school community is a mix of middle-income and working class families, 54 % of the students live in foster homes. Crenshaw’s attendance area has the highest percentage of foster homes in the greater Los Angeles area. Seventy-eight percent of the student body qualifies for the federal free/reduced lunch program.

Attendance: After limited gains in student in-seat attendance, increasing from 85.72% in 2003-04 to 86.17% in 2004-05, student attendance decreased the following two years to 85.81% in 2005-06 and 83.87% in 2006-07. Clearly, this is a critical issue for CHS as it impacts learning, budget, and AYP participation rates.

Suspension and Expulsion: Student suspensions reported for school year 2006-07 numbered 690, with an approximate suspension rate of 30%. Students were suspended an average of 1.7 days. One student was expelled last year.

STAFF DEMOGRAPHIC DATA

For 2007-08, Crenshaw has 123 teachers on staff. While the majority of teachers are continuing and/or probationary, five are temporary, two are provisional, two are District Interns, and nine are University Interns. Sixty-five percent are African-American. Currently six teachers are teaching one or more periods outside of their credential authorization. The staffing profile also includes the following personnel: 6 administrators, 17 clerical staff, 16 custodial staff, and 14 cafeteria staff.

In addition, CHS has 35 paraprofessionals assigned to meet the needs of the diverse student population and 10 campus aides.

STUDENT ACHIEVEMENT DATA

Annual Yearly Progress

	2005	2006	2007
Made Overall AYP Criteria	No	No	No
Participation Rate:			
1) English Language Arts	No	No	No
2) Mathematics	Yes	No	No
Percent Proficient:			
1) English Language Arts	No	No	No
2) Mathematics	No	No	No
API Indicator Met	Yes	Yes	Yes
Graduation Rate Met	No	No	No
Title I Program	SWP	SWP	SWP
Program Improvement Status	PI 5	SAIT	Exited SAIT PI 5+

Review of student achievement data in areas of Mathematics and English Language Arts does not reveal significant trends in either direction. However, levels of achievement and low participation rates have kept Crenshaw High School in Program Improvement status.

Academic Performance Index (API)

API	1999 Baseline	2005 Growth Target	2005 API Results	2006 Growth Target	2006 API Results	2007 Growth Target	2007 API Results
School	459	507	505	520	514	521	524
Number Tested	1682		1988		1537		1393
Statewide Rank (Deciles)	1		1		1		
Similar Schools Rank (Deciles)	5		3		3		
Program Improvement	Yes		Yes		Yes		Yes
Significant Sub Groups:							
African American	459	501	505	517	510	515	528
Hispanic or Latino	452	506	509	521	520	530	523
Socioeconomically Disadvantaged	458	497	500	512	523	528	523
English Learners			505	512	502	508	473
Students w/ Disabilities			352	364	337	354	410

Crenshaw High School met its overall API growth target for 2007. The African American and Students with Disabilities subgroups met their target growth as well. The data show that significant work needs to be done to address the needs of our English Learners sub-group, whose scores dropped sharply during 2006-07 testing.

**California Standards Test
English Language Arts**

% Proficient and above Grade Level	2005			2006			2007		
	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
All	12%	11%	15%	13%	13%	13%	19%	14%	16%
African American	13%	12%	14%	13%	13%	15%	18%	14%	18%
Hispanic	12%	8%	19%	15%	15%	9%	22%	14%	13%
Socio-economically Disadvantaged	10%	9%	11%	14%	14%	12%	17%	15%	16%
English Learners	3%	1%	0%	0%	0%	10%	4%	0%	5%
Students w/ Disabilities	1%	1%	0%	0%	0%	0%	3%	0%	0%

Only 16% of the 1, 522 students tested in 2007 were meeting or exceeding the English/language arts standards. 65% of students tested in spring 2007 fell below basic or far below basic in reading. Female students outscored males by 9% at 9th grade, then narrowing to 6% at 10th grade, and 5% at 11th grade. Very few students with disabilities or ELL learners scored proficient or above. Performance of Hispanics on the CST decreased across the grade levels. Students whose parents graduated college performed significantly better. Only 52 of 1,522 students tested, however, said their parents had graduated college. This “52” figure underscores the importance of promoting a college-going culture at Crenshaw.

**California Standards Tests
Algebra 1**

% Proficient and above Grade Level	2005			2006			2007		
	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
All	0%	0%	0%	1%	0%	5%	1%	0%	0%
African American	1%	0%	0%	1%	0%	7%	1%	0%	*
Hispanic	0%	0%	*	1%	0%	*	2%	0%	*
Socioeconomically Disadvantaged	1%	0%	0%	1%	0%	8%	2%	0%	*
English Learners	*	*	*	0%	0%	*	0%	0%	*
Students w/ Disabilities	0%	0%	*	0%	0%	*	0%	*	*

* Too few students to report

The large majority of students continue to score below proficient on the California Standards Tests.

California English Language Development Test (CELDT)

**2006-2007
Annual Assessment - All English Learner Students**

Grade Level	% Proficient and Above			
	9 th	10 th	11 th	12 th
Advanced	3%	2%	2%	15%
Early Advanced	13%	13%	24%	27%
Intermediate	35%	42%	48%	35%
Early Intermediate	31%	26%	24%	15%
Beginning	18%	18%	2%	8%
Percent Tested	100%	100%	100%	100%

Reclassification of English Learners

Year	# EL	# Reclassified	% Reclassified
2006-07	334	30	9
2005-06	337	38	11
2004-05	323	5	2

In 2006-07, CHS had 30 EL students reclassified. With a reclassification rate of 9% (from 1.55% in 2004 -2005), Crenshaw High School surpassed the Local District 3 rate and the LAUSD rate, even though our reclassification rate dropped slightly from 11% in 2005-2006. The assessment of English Language Learners (ELL) using the California English Language Development Test (CELDT) revealed that 56% of all ELL'S scored at either the early advanced or advanced levels for the 2006-2007 school year. A review of CELDT data shows that our EL populations' scores continue to improve.

**California High School Exit Exam (CAHSEE) Results
for Mathematics and English Language Arts
2006-2007**

Test	ALL	% Passed		
		10 th	11 th	12 th
ELA	45.7	55	32.3	43.2
Mathematics	37.4	42.8	27.4	44.4
Both ELA & Mathematics	24.7	32.4	10.3	23.8

Crenshaw High School's pass rates on the CAHSEE were lower than the district's overall pass rates for the 2005-06 school year. Overall, pass rates in mathematics lagged further behind at 36% as compared to 50% in the District (-14%). ELA scores were better with 50% passing compared to 55% in the District (-5%).

The difference between Crenshaw High School's pass rates and those of the nation and state were even more pronounced. County pass rates in math and ELA were 54% and 58% respectively. Differences were -18% and -8% respectively. The graduation rates for 2006-07 cannot be analyzed at this time because they have not been released by the California Department of Education.

Presently Crenshaw High School has 368 12th grade students in the class of 2008. 269 students or 73% have passed the English and 264 or 72% have passed the Math sections of CAHSEE. Students who have not passed both sections of the CAHSEE are identified and encouraged to attend intervention classes after school or on Saturday.

In the class of 2007, 186 students did not receive diplomas because they had not passed either the math or English portion of the CAHSEE. These students have been contacted by the Drop Out Prevention Counselor regarding enrollment in CAHSEE prep classes at L.A. Tech Center.

Total School Enrollment 2004-2007					
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2005-06	924	690	492	395	2501
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Smaller Learning Communities
School SLC Impact Report

IV. Areas of School Impact

1. School-wide Summary of SLC Design Proposals

Summary of Small Learning Communities
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#	SLC Name	Description	Maximum Student Enrollment
1	C ² (College and Career) Academy	The C ² Academy will welcome the class of 2012 to provide a strong academic and personalized educational experience. Its focus is on providing a somewhat sheltered transition-to-high school environment in which students can prepare for a rigorous academic experience that prepares them for college and meaningful careers.	400-500
2	Social Justice and Law Academy	The School for Social Justice and the Law will provide a rigorous standards-based instructional course of study encompassing the A-G requirements with a focus on the study of local, national and global communities.	400-500
3	Media, Art, and Design Academy	MAD offers students with an interest in animation, video / film making, fashion design, or fine / technical art - a	400-500

		college preparatory program that prepares them for the dynamic and growing multimedia / entertainment industry.	
4.	Business & Entrepreneurship	The BME Academy is for students who have an interest in learning about the multiple facets of the business world. Students will receive an orientation to business education through standards based instruction and a wealth of resources from the academy partners: junior achievement and the National Foundation for Teaching Entrepreneurship.	400-500
5.	Science, Technology, Engineering, Math and Medical Academy	The Science, Technology, Engineering Math, and Medicine Academy branches out to students interested in all areas of architecture, construction, engineering, computer and other technologies, drafting, robotics, electronics, aviation, medical, pharmaceutical, nursing and other allied health care careers. All students, regardless of their specific interest, will experience a rigorous standards-based curriculum that focuses on scientific approaches to inquiry and learning.	400-500

1. College and Career Academy:**Underlining Strategies and Plan of Action, with Justifications:**

The goal of the College and Career Academy is to prepare students for successful completion of *A –G* requirements as they matriculate through high school in pursuit of their postsecondary goals. The College and Career Academy will be divided into two houses to capture the features of a small learning community. All incoming 9th graders will be enrolled with the exception for those who are enrolled in our Teacher Training Magnet or Gifted Magnet programs.

Date approved by the School Site Council: June 16, 2008

2. Social Justice and Law Academy:**Underlining Strategies and Plan of Action, with Justification:**

The Social Justice Academy focuses on preparing students to be critical readers and thinkers as they develop the tools to participate in a democratic society. This small learning community prepares students to develop identities as change agents, capable of improving the quality of life for all citizens in their communities and the world. Students will engage in learning experiences that enable them to appreciate, respect, and embrace the rich diversity of their world.

Date approved by the School Site Council: June 16, 2008

3. Media, Art and Design Academy:**Underlining Strategies and Plan of Action, with Justification:**

The Media, Art, and Design Academy is a college preparatory program focused around career themes of media production, digital and fine art, and fashion design. As students become astute consumers and producers in the media-rich world of the future, they will also develop the academic and intellectual strengths required to pursue higher education and other meaningful postsecondary options. The emphasis in this small learning community is for students to bring their cultural, social and intellectual capital to the media and design industries, thus reshaping the images and role of media for the future.

Date Approved by the School Site Council: June 16, 2008

4. Business and Entrepreneurship Academy:

Underlining Strategies and Plan of Action, with Justification:

Students in the Business and Entrepreneurship Academy receive a R. E. A. L. (relationship, exposure, academic, and leadership) business education that is based in a rigorous standards based curriculum. Amidst a wealth of resources from academy partners, Junior Achievement of Southern California and the National Foundation for Teaching Entrepreneurship, students will simultaneously complete *a – g* requirements to be competitively eligible for admission to and completion of four-year university programs.

Date Approved by the School Site Council: June 16, 2008

5. Science, Technology, Engineering, Math and Medical Academy:

Underlining Strategies and Plan of Action, with Justification:

With a strong emphasis on problem-solving, the STEMM Academy focuses on building students' capacity for engineering careers, preparing for students for futures in medicine, and equipping students for jobs in technology that may not yet exist. In a rigorous academic environment, students will take on intellectually challenging endeavors to build identities as learners and scholars, capable of solving some of the world's new and persisting problems. Addressing the interests and talents of students in the Crenshaw High School community is a means to increase their academic performance and to help them develop identities as scholars and contributors to society.

Date Approved by the School Site Council: June 16, 2008

Smaller Learning Communities

School SLC Impact Report

IV. Areas of School Impact

2. Planning and Organization

TIMELINE FOR ROLLOUT OF SLCs

The following chart summarizes the expected implementation timeline for all SLCs. The school will also document the expected date by which each SLC will be in full operation with all structures, strategies and resources in place.

SLC Name	Date of Proposal Submission	Expected Date of SLC Initiation	Expected date for a fully developed SLC (month/year)
College and Career Academy	June 2008	September 2006	September 2008
Social Justice and Law Academy	June 2008	September 2008	September 2011
Media, Art and Design Academy	June 2008	September 2006	September 2009
Business and Entrepreneurship Academy	June 2008	September 2006	September 2009
Science, Technology, Engineering, Math and Medical Academy	June 2008	September 2008	September 2011

Crenshaw High School is a single-track high school with a traditional bell schedule.

Smaller Learning Communities
School SLC Impact Report

IV. Areas of School Impact

2. Planning and Organization

Configuration of Design Teams

Planning and design of the SLCs has occurred over several years. Design Teams were formed in compliance with the UTLA/LAUSD contract. All design team members will continue to work to facilitate the development of SLC instructional units, support programs and avail themselves of extensive input from parents, students, community members, and SLC faculty members to refine their respective programs.

Stakeholders in the evolving design and implementation of the SLCs include veteran teachers, new teachers, community partners, as well as administrators, parents, and students. Design teams of teachers, counselors, administrators, and students have worked intensely during the 2007-2008 school year for full implementation of SLCs in school year 2008-2009. The design teams will continue to work throughout the summer to refine the plans and prepare for effective and efficient implementation in September 2008 when Crenshaw High School will expand from the existing two magnet schools and two academies to a wall-to-wall small learning communities to provide all students with the attributes of a small learning community experience.

The purpose in this expansion is to create equity for all students. Although the existing magnet programs and academies have provided impressive educational opportunities and social relationships for the participating students, these advantages have not been available to all students. In many instances, students with special needs, English learners, and students challenged with making meaning of their school experience have not had access to the relationships and learning experiences they need. Organizing into wall-to-wall small learning communities is a means of ensuring that all students have access to a personalized learning experience with equal access to a rigorous standards-based curriculum in a culturally authentic pedagogy and interest-based community of learners. Each small learning community will be responsible for supporting a core curriculum. The emphasis is on all students meeting *A – G* requirements. The small learning communities also present opportunities for school-based adults and parents, as well as community members, to join together in ensuring that every student graduates prepared for postsecondary education, meaningful careers, and civic engagement.

Small Learning Community Name	Design Team members name	Design Team members title/position
C ² (College and Career) Academy	Jacqueline Lopez	C ² Interim Lead Teacher
	Deborah Gayle	Assistant Principal
	Jacqueline Cummings	Teacher
	Pamela Dixon	Counselor
	Frances Culpepper	Teacher
	Gary Locke	Teacher
	Steve Johnson	Teacher
	Brandy Spencer	Teacher
Social Justice and Law Academy	Alex Caputo-Pearl	Interim Lead Teacher
	Azi Barzin	Teacher
	Loren Bloice	Teacher
	Punjatorn Chanudomchok	Teacher
	Frederick David	Teacher
	Michelle Evans	Teacher
	Cathy Garcia	Teacher
	Van-Anh To	Teacher
Media, Art and Design Academy	George Tucker	CTE Advisor
	Erica Gayden	Counselor
	Krystal O'Leary	Teacher
Business and Entrepreneurship Academy	Maynard Brown	Interim Lead Teacher
	Pat Bayard	Teacher
	Mary San Jose	Teacher, Dean
	Perryman	Teacher
	Rachel Cooper	Teacher
	Andre Hayes	Teacher
Science, Engineering, Technology, Math and Medical Academy	Natalie Harris	SLC Lead Teacher
	Courtney Stanton	Science Teacher
	Clarence Harley	Counselor
	Laura Vasquez	Math Coach
	Karen Carroll	Science Coach
	Vernita Sutton	Math Teacher

Smaller Learning Communities
School SLC Impact Report

IV. Areas of School Impact

2. Planning and Organization

Dispute/Conflict Resolution Plan

Dispute Resolution

As the wall-to-wall small learning communities strive to create an enriched and equitable learning experience for all students, conflicts may arise. The school accepts conflict and conflict resolution as the realities of a rich and vibrant community.

To address them, the school plans to abide by dispute resolution procedures outlined in the UTLA agreement with the Los Angeles Unified School District, but an SLC Council will be instated with a purpose of monitoring implementation and support for the ongoing improvement of the wall-to-wall small learning communities. Each SLC will adopt internal processes for resolving conflicts within the SLC. Issues which are not resolved within an SLC and conflicts that occur between SLCs will be resolved by the SLC Council.

Within an SLC

Step 1. Resolution facilitated between parties within the same SLC by the SLC lead teacher and / or SLC Administrator

Step 2. Resolution by team discussion and decision by consensus

Step 3. Resolution facilitated by UTLA representative when appropriate

Each of the five SLCs and the two magnet schools that comprise the SLC plan at Crenshaw High School will be represented by a lead teacher on the SLC Council. Additionally the Council will be made up of the principal or designee, a network partner, a parent representative, and one other person to be determined. The Council will meet biweekly and on an ad hoc basis in the first semester of 2008-2009 to iron out issues of full implementation and to resolve conflicts regarding teacher assignments, facilities use, and access to resources that may arise among the various small learning communities. Conflicts presented to the Council will be addressed within three school operation dates using a protocol that includes:

Because School Site Council has the ongoing responsibility to review with the principal, teachers, other school personnel, parents/community, and students at the secondary level, the effectiveness of the program, the SLC Council will update the School Site Council on

changes it proposes and/or recommends. The UTLA/LAUSD collective bargaining agreement outlines the steps for making decisions relating to school budget, staff development, equipment, discipline and calendar.

School Site Council, and the SLC Council will work in concert with administration and one another using a distributed leadership model to effectively assume their roles and exercise mutual accountability for resolving conflicts.

Relationship to other SLCs:

For all disputes that are not DIRECTLY covered under the collective bargaining agreement, Crenshaw High School agrees to the following procedures to resolve disputes.

MEDIATION:

- Decisions will first be made locally.
- If a certificated member at Crenshaw High School claims that the school is not complying with the school's Small Learning Community Plan or is not complying with the schools' Governance Plan; he/she must request an informal meeting within five days with the Administrator that oversees the SLC and the SLC Lead Teacher. UTLA will be notified of the dispute, at the discretion of the principal at this stage.
- The SLC administrator will keep a written record of the meeting.
- A maximum time of five days will be allowed to resolve this issue.

ARBITRATION:

If the complaint is unresolved at the informal level, then within five days the complainant must file a written complaint letter with the Principal, the UTLA chapter Chair and the SLC Lead Teachers (5). They shall continue the investigation, and make a decision based on relevant documents.

- All disputing parties must accept the decision made by the arbitrating committee.
- A decision regarding this issue will be made by consensus. If consensus cannot be reached, a decision of majority (50+1) will be the deciding process.

CLASS ASSIGNMENTS

Teachers will discuss in their SLCs the courses that they prefer to teach. Based on agreements made during the course of this discussion, teachers will complete Course Preference Sheets and submit them to the APSCS.

Disputes over class assignments will first be mediated by the Lead Teachers(s) of the SLCs of involved members. If no satisfactory resolution can be reached, the issue will be addressed pursuant to the UTLA/LAUSD Contract.

BUDGET NARRATIVE

YEAR 1

Professional development will be necessary to create systems in each SLC for collaboration around student work, data analysis, grading, curriculum development, and parent involvement. Standard-based teaching and learning, implementation of research-based pedagogy, mediation of classroom learning environments in culturally relevant and responsive contexts are key components of the professional development for teachers in all small learning communities. Participants will be compensated for the time that must be spent outside of the school day. Stipends and an additional period off will be paid for Lead Teachers. This first year of implementation calls for extensive professional development time and classroom reorganization during the summer of 2008 preceding implementation in the fall.

Stakeholders (teachers, parents, and administrators) in each SLC will attend conferences, visit other schools, and work on-site with expert facilitators in subject-alike groups or across disciplines within the SLC. Professional development will include presentations and working sessions on data analysis that drills down to individual students and is disaggregated to demonstrate a variety of trends. Professional development will also include project-based learning, inter-disciplinary curriculum planning, and strategies for literacy and language acquisition. Administrators, counselors, and teachers will have access to professional development focused on building teacher-student and student-student relationships that support learning. Stakeholders may also visit other schools to observe SLC implementation. Through a redesign of decision making and governance, Crenshaw High School is establishing a collaborative budgeting process that will carefully examine the specific needs of each SLC, in concert with all available resources. Each SLC is currently identifying specific start-up needs, based on budget scenarios yet to be determined. Currently all schools are beginning to internalize the severe budget cuts predicted by the governor and the LAUSD Superintendent, making strategic planning difficult. SLC's are currently developing specific requests beyond the usual basic supplies and support materials.

Preliminary 1st Year Budget

Provisions for the implementation of SLCs at Crenshaw have been written into the Single Plan to enable each SLC to meet the key principles of small learning communities set forth by the LAUSD. The single plan includes the following provisions:

Professional Development

To implement rigorous standards-based teaching and learning and to focus on integration of reading and mathematics standards throughout the curriculum, the Single plan includes 8 days of professional development in the summer for all teachers. They will receive the standard rate of \$25.00 per hour for 6 hours each day and meet in subject alike groups to plan standards-based units of study that include careful attention to literacy standards in

the scaffolding tasks. Teachers will also plan interdisciplinary lessons to include mathematics standards where applicable. **Approximately \$90,000 for 75 teachers.**

Ongoing professional development will occur throughout the year during banked time, pupil-free days and common conference periods whenever possible. Through grants and in-kind contribution from the network partner (Greater Crenshaw Educational Partnership), USC faculty will provide professional development in literacy, special education, and language acquisition to ensure that teachers plan scaffolding lessons to meet specific students' needs. **Cost undertermined. Approximately \$10,000 total.**

Moving

The Single Plan includes two additional days of paid time for teachers to change classrooms according to the facilities plan. The school has budgeted funds for movers to come to the school and transport materials, file cabinets, and other items. **Approximately 21,500 for 75 teachers.**

Facilities

Extensive modifications to the facilities to accommodate sites for specific small learning communities will not occur in the first year. The budget for these modifications has not been determined.

Administrative Time

The plan for implementing SLCs in the fall of 2008 requires extensive summer work with site administrators involved, including the principal and the APSCS. Duties require coordination of classroom moves, completion of the master schedule, participation in professional development, and further refinement of the implementation plans. Three administrators will be scheduled. **A-basis for the principal and two assistant principals would cost approximately \$12,00 addition for each, totaling \$36,000.**

Counselors

A minimum of four counselors will be monitoring student programming and updating student programs following summer school to ensure that students are properly scheduled for the fall. **For five counselors at approximately \$54.00 per hour x 4 hours per day for 6 days, the cost would be \$6,480.**

Relationship to School-wide Organizations and Partnerships:

Each SLC will initiate and sustain partnerships from business, and academic community for all SLC areas. In addition to this partnership, SLCs will pursue partnerships with organizations that are most closely aligned to the thematic elements of the SLCs. One major source of additional funding is the network partner, the Greater Crenshaw Educational Partnership. A process will be developed to collaborate with the network partner to establish funding priorities that exceed the school budget.

Year 2 and Thereafter

Funding will be needed to continue professional development around teacher collaboration, data analysis, evaluation of previous year's benchmarks, and intervention. In addition, funding will be needed for continuation of conference attendance and for all stakeholders with special emphasis on parent workshops and building community partners.

Smaller Learning Communities
School SLC Impact Report

IV. Areas of School Impact

3. Space

Crenshaw High School will be organized into smaller learning communities with the opening of school 2008. Classrooms on the campus are to be divided among the five SLCs. Passport classes, the Gifted Magnet, and the Teacher Training Magnet are included in the overall plan. Completely separated facilities for each SLC will not be in place the first year due to a number of building modifications that will not occur by September 2008. The building modifications will take place during the first year of operation.

Common spaces include the multipurpose room, PE fields, science facilities, gym, cafeteria, quad, room 104, special ed classrooms, computer rooms, science lab classrooms, library.

Mutual and strategic use of space will be guided by the following principles:

- Student ownership and a sense of belonging
- Increased personalization and encourage a sense of responsibility
- Administrators and counselors are more available to collaborate with
- Student services will be more central and available to students
- Teachers are in close proximity to collaborate and plan interdisciplinary instruction
- House the appropriate instructional and learning tools
- Common areas are accessible to each SLC.

SLC	Classrooms
C ² Academy	T Bungalows
Business & Entrepreneurship	2nd floor C wing
Media & Design	S Building, D Bungalows
Social Justice and Law	3rd floor B wing + D Bungalows

Science, Technology, Engineering, Math, & Medicine	H Building, 3rd floor C wing and A wing
Magnets	

Smaller Learning Communities
School SLC Impact Report

IV. Areas of School Impact

4. Time

One of the most important factors in school transformation is the use of time. Historically, the factory model of schooling has applied an economy of scale principle in organizing the school day. A key purpose of converting the school to small learning communities is to change the use of time to support a collaborative professional community for adults as well as a socially and culturally appropriate learning environment for students. Teachers need time at predictable intervals to share knowledge, develop collegial relationships, and plan rigorous learning experiences for students. Consistent with a constructivist and sociocultural approach to teaching and learning, students need extended time with teachers and other students to build relationships that enable them to learn. They need time to construct meaning and knowledge under the apprenticeship of their teachers. Moving from an overemphasis on attempting to *deposit* knowledge into students to an emphasis on the learner as an active participant in the construction of knowledge requires longer periods of engagement between teachers and students and among students. The following are points considered in structuring time for teaching and learning, collaboration, administration of the school, and building relationships that create a campuswide environment for learning. The school will observe the traditional bell schedule (shown below) for one year only in preparation for a block schedule that helps students and teachers meet goals set forth by the school and each small learning community.

Time Requirements:

Teachers will have common planning time and common conference periods within their SLCs and shared time across SLCs for

- Collaboration about students
- Reflection – collective and individual
- Meet with SLC students in advisory or tutorials

- Teachers visit one another's classes for reciprocal learning
- Form professional learning communities to continue constructing new knowledge about pedagogy, curriculum, and school culture
- Include parents and community in planning for the school

Students will have extended periods in a block schedule to

- To be apprenticed by their teachers into roles of scholars and autonomous learners
- Built in tutorial time
- Student leadership development
- Active learning to construct knowledge in classes
- Project based learning
- Authentic assessment aligned withh California Content standards
- Student-led school activities to enrich the school culture, i.e., science fairs, multicultural events, debates, math contests, etc.
- Possible double lunch for separate accommodation of 9th graders

Bell Schedules For Crenshaw High School

Regular Bell Schedule

Warning Bell	7:46
Period 1	7:56-9:08
Period 2	9:14-10:09
Nutrition	10:09-10:29
Period 3	10:35-11:30
Period 4	11:36-12:31
Lunch	12:31-1:01
Period 5	1:07-2:02
Period 6	2:08-3:04

Professional Development Schedule

Warning Bell	7:46
Period 1	7:56-8:54
Period 2	9:00-9:41
Nutrition	9:41-9:56
Period 3	10:02-10:43
Period 4	10:49-11:30
Lunch	11:30-12:00
Period 5	12:06-12:47
Period 6	12:53-1:34

Minimum Day Schedule

Warning Bell	7:46
Period 1	7:56-8:49
Period 2	8:55-9:30
Nutrition	9:30-9:50
Period 3	10:02-10:43
Period 4	10:37-11:12
Period 5	11:18-11:53
Period 6	11:59-12:34

Shorten Day

Warning Bell	7:46
Period 1	7:56-8:59
Period 2	9:05-9:50
Nutrition	9:50-10:10
Period 3	10:16-11:01
Period4	11:Th07-11:52
Lunch	11:52-12:22
Period 5	12:28-1:13
Period 6	1:19-2:04

This bell schedule is subject to change pending a vote for block scheduling that will be completed on June 17 and 18, 2008. The new schedule will be submitted as an addendum on June 19, 2008.

Smaller Learning Communities
School SLC Impact Report

IV. Areas of School Impact

4. Time

PROFESSIONAL DEVELOPMENT

Professional Development shall be conceptualized as opportunities for teachers to learn and work together to construct the knowledge needed to transform the school into a learning community. Most professional development will take place in small groups with common goals and challenges. The professional development activities shall support all SLC teachers through academic collaboration across grade alike and subject groupings. All SLCs will focus on providing effective instruction for students with special needs and English learners. Schoolwide, across all SLCs, professional development will focus strategically on reading development in all areas and improving students' performance in algebra. These activities will be held during allotted staff development time that include common planning periods, banked time, buy-back days, shortened days, and summer paid time. Crenshaw High School will provide specific professional development in creating classrooms that are conducive to learning and that embrace all students as learners. Further, teachers will work together to produce rigorous standards-based units of study. "Expert" knowledge will be enlisted as teachers discover gaps in their knowledge for effectively teaching specific students. For example, assistance will be provided in understanding the cultural orientations and attributes of the diverse population of students. Professional development will also be provided to assist teachers in working collaboratively with parents as partners to ensure the academic success of the students. A new thrust in professional development will be to assist teachers in recognizing and building on the cultural and intellectual assets students bring to the classroom rather than focusing only on perceived or real deficits.

The SLC PD will focus on collaboration around curriculum alignment, rigorous standards-based teaching and learning, team teaching, interdisciplinary units of study. Teachers will meet, visit other schools, and bring in experienced persons to assist them in the development of their SLCs to meet the agreed upon goals. Departmental PD includes instructional development, exchange of lesson ideas, data analysis of periodic assessments, culturally responsive pedagogy based on best practices, and instructional materials to further the academy success of the students. Faculty PD will focus on school

wide needs including technology advancement, and facility concerns regarding the development of new SLCs.

Faculty from the University of Southern California will play a role in collaborating with teachers and providing research knowledge to improve the pedagogy, the sociocultural setting of classrooms and the school at large, inclusion of culture as a mediating factor in promoting student learning.

Smaller Learning Communities
School SLC Impact Report

IV. Areas of School Impact

5. Staffing

Crenshaw High School will follow all guidelines as described in the UTLA collective Bargaining Agreement, which indicates that approved SLCs will be regarded as separate schools in terms of staffing. (Article VIII, Section 4.0).

To align Crenshaw High School's goals of creating SLCs that are personalized and theme based, teachers will be assigned to teach classes in order to provide A-G requirements with equity to all students. Teachers from each academic core will be distributed throughout each SLC. Classes in non-core areas, such as jazz band, ceramics, athletic teams, etc. will be offered to all students regardless of SLC affiliation. These classes will be labeled "passport" classes, and will be made available to any student who wishes to participate in them.

All faculty will have an opportunity to make 1st, 2nd, and 3rd choices for the SLC they desire to join. Taking these selections into consideration and collaborating with the SLC Council, the Crenshaw High School's principal and administrative staff will make final decisions on teacher assignments in the interest of the greater good of the entire school community. Equity and access are major factors, as well as teacher certification. The distribution of classes among faculty will be in accordance with district policies and guidelines. Teacher initiated requests to transfer from one SLC to another will be reviewed by the SLC Council with the ultimate decision to be determined by the principal. Teachers may only request to transfer at the end of the academic year.

Smaller Learning Communities
School SLC Impact Report

IV. Areas of School Impact

6. School-wide Programs and Activities

In order to maintain access and equity, athletics, specialty clubs and leadership activities will be available for all students in all SLCs. The school SLC Council will have representation from all of the SLCs. Regarding any of the student council and parent-organized groups, the principal will ensure equal and proportional representation from the entire student body. The SLC Council will also evaluate the data from each of the programs to help maintain equity and access for all students in each SLC.

- A. The school outlines the various school-wide programs available on campus by each SLC and grade level.

SLC	9th Grade	10h Grade	11th Grade	12th Grade
9th Grade Academy				
AP Classes				
Early College Classes				
Music	X			
Athletics	X			
Adult School				
ROP				
Community based	X			
EL	X			
Special Education	X			
Business & Entrepreneurship				
AP Classes		X	X	X
Early College Classes		X	X	X
Music		X	X	X
Athletics		X	X	X
Adult School			X	X
ROP			X	X
Community based		X	X	X

EL		X	X	X
Special Education		X	X	X
Media & Design Academy				
AP Classes		X	X	X
Early College Classes		X	X	X
Music		X	X	X
Athletics		X	X	X
Adult School			X	X
ROP			X	X
Community based		X	X	X
EL		X	X	X
Special Education		X	X	X
Social Justice and Law				
AP Classes		X	X	X
Early College Classes		X	X	X
Musics		X	X	X
Athletics		X	X	X
Adult School			X	X
ROP			X	X
Community based		X	X	X
EL		X	X	X
Science, Technology, Engineering, Math, and Medicine				
AP Classes		X	X	X
Early College Classes		X	X	X
Musics		X	X	X
Athletics		X	X	X
Adult School			X	X
ROP			X	X
Community based		X	X	X
EL		X	X	X
Special Education		X	X	X

MASTER SCHEDULE

The APSCS will meet with all lead teachers in each SLC and department chairs, to provide access and equity for all students to meet *a – g* requirements. The matrix for CHS is constructed using a collaborative model and is created and adjusted to meet the needs of all students, using the data analysis to create the appropriate sections for all students to receive support for academics. The formation of small learning communities is creating a wider spectrum of participants in addressing equity issues, i.e., large numbers of students with special needs still in self contained classes who need to be in resource with least restricted environments; isolation of English learners due to the number of teachers without CLAD credentials; large fail rate preventing school from

offering a full range of courses meeting *a – g* requirements; emphasis on remediation versus enrichment.

The master schedule under the new SLC structure will include intervention programs for all students regardless of the SLC they may be in. Because a rigorous standards-based curriculum will provide the foundation for each SLC, a variety of early interventions will be placed in the master schedule, so that all students are given the support they need to fulfill the *a - g* requirements. Many of these interventions will be offered during the school day versus Saturdays or after school. More important, the master schedule will be expanded to ensure that all students have equal access to *a - g* requirements. Through the use of a variety of summative, formative and data analysis, students will be provided the support they need to achieve academic success.

In addition, Crenshaw High School will explore the feasibility of advisory class opportunities within the structure of each SLC. If decided upon, the advisory class will provide a more personalized relationship between the teacher and student for the four-year experience of each individual student. This relationship can help close the gap in student-adult ratios caused by large counseling loads in the traditional school structure.

A variety of passport classes will be accessible to all students in their respective SLCs. Examples include AP classes to widen the spectrum of students who can enroll; art classes, physical education classes; and the performing arts like band and choir. Although the school will put a greater push on students to make up failed classes in summer school rather than waiting to the next school year, some repeat classes will be offered as passport classes available to students in all SLCs. Crenshaw High School will work to maintain as much purity within the SLC as possible, but at the same time ensuring that all students have equal access to AP/Honors classes, electives and specialty classes as well.

All students who are academically eligible may participate in team sports; however, new state statutes require all students to pass the Physical Fitness exam, or take Physical Education until they do. Special Education students will be “mainstreamed” into classes throughout every SLC according to their IEP. Some students may require extensive offerings in “passport” classes, but all students are affiliated with a single SLC to the greatest extent possible.

Intervention

Crenshaw High School is committed to providing an equitable, rigorous, standards-based curriculum that promotes high school and post secondary success. In order to meet the needs of the student population, which includes more than 50 % socioeconomic disadvantaged students, non-native English speakers, this curriculum will be integrated into all SLCs to focus on preparing students with skills enabling them to be successful throughout college and into their careers.

With the support of Beyond the Bell, interventions will be integrated in SLCs to enable students to achieve *proficient* or *advanced* status in English language arts and mathematics. The intent is for students to graduate from CHS prepared to succeed in college level classes in core academic areas without remediation. The interventions that will be implemented include department monitored benchmark assessments and pacing plans, math and English intervention classes for students who are achieving below grade appropriate skill level, after school intervention classes, subject alike meetings, school-wide and faculty-wide professional development, advisory classes, parental involvement in individual SLCs, and increased individual attention to student achievement through collaboration of faculty, deans and administrators linked to each SLC.

Smaller Learning Communities**School SLC Impact Report****IV. Areas of School Impact****7. Student Choice**

All 9th graders are enrolled in the College and Career Academy. Following ninth grade, students will choose from the following proposed SLCs: Business and Entrepreneurship, Media Art & Design (MAD), Social Justice & Law, and Science Technology Engineering Math & Medicine (STEMM). Students will make informed decisions based on information provided by brochures, counselors and enrollment personnel. Counselors visiting various feeder middle schools will share information with incoming freshmen regarding the College and Career Academy and on academy choices for grades 10-12. Each student is allowed to choose an SLC using a preference sheet distributed to 9th graders each spring semester. Students will rank their first three choices and shall receive one of their choices as space permits.

Students may change their academy selection one time during the course of their high school experience. Transfer requests are accommodated based on the number of open spaces in the SLCs and a review process to determine the validity of the students' request. All Crenshaw High School students including English learners (EL), students with special needs, and advanced placement students are incorporated into every SLC.

School choice is based on student interest, not perceptions of ability. Each SLC will be required to offer the support each student needs to be successful in the SLC. Support that cannot be provided within the SLC will be made available school wide, but the emphasis will be on SLC's ability to personalize student services. Many of the services formerly provided school wide, i.e., voluntary tutoring programs, after-school programs, AVID, work experience, ROP, college advisement, internships and mentoring programs, will be provided within the context of the SLC. Moving these functions to the SLC will ensure equity of access and personalization. Some of them will be incorporated into classroom experiences or advisory programs to make them an integral part of the learning experiences and avoid the high level of selectivity and exclusion characteristic of these services or opportunities when offered on a school wide basis.

Small Learning Communities**School SLC Impact Report****IV. Areas of Impact****8. Community Resources/Partnerships**

As a condition for entering the iDivision, Crenshaw High School accepted a network partner that has now become a 501C(3) non-profit corporation. The Greater Crenshaw Educational Partnership (GCEP) will work with the school over a five-year period to engage with the school in a transformation of the high school. A key component of the transformation is redesigning the school into small learning communities. GCEP has provided extensive technical assistance in the re-design process. Additionally, GCEP will provide services that include faculty support from USC. The support includes instructional assistance and professional development. It also means cross-campus services from the School of Social Work and the Masters program in Family and Marriage Counseling to help the SLCs meet the personalization component of SLCs and to change the culture of the entire campus so that students are supported emotionally, psychologically and academically. Dean Karen Gallagher has engaged numerous professional schools and departments within the University of Southern California to make service and resource commitments to the school through an RFP process that allows the network partners to seek grant funds.

The Tom and Ethel Bradley Foundation have provided consultation and assistance in conceptualizing the purpose and goals of SLCs. The organization continues to provide technical assistance in engaging the family and community, mainly through the work of Dr. Lewis King, Professor of Psychology in the Department of Psychiatry at the UCLA Medical School.

The Los Angeles Urban League is engaged in a 70-block revitalization and neighborhood empowerment initiative known as the [Neighborhood@Work](#) project that focuses on the conditions in the community that affect schools and affect the lives of families in the community. The key areas addressed in the initiative are housing, employment, health education, and safety. The Deputy Neighborhood Officers engaged in each of these aspects of the work will provide designated portions of their work schedules to coordinating their work with the school. For instance, the DNO for safety has established strong ties to the LAPD and gang intervention units to ensure safe passage to and from

school for Crenshaw students. They will also work with a professor from USC to assess the conditions leading to neighborhood and school violence that involves student participation. The DNO for health, is working collaboratively with USC faculty to coordinate mental and physical health resources to accrue to students.

SLC Specific Partners

9th Grade Academy

Community Partner/Resource	Role/Use of Resource for SLC
Sports Explorer	Health/Wellness/Fitness
Hyde Park Miriam Matthews Library	Literacy resources and technology services
Urban League	C ² Literature and brochure

Social Justice and Law Academy

Role/Use of Resource
The SJAL Academy is committed to build and foster strong community partnerships. These partnerships will deepen Crenshaw High School students' ties to the community and instill in them a sense of community responsibility. Our partners will also provide our students practical experience through internships, fieldtrips, and job opportunities.

Community Partner/Resource
Key relationships of the SJAL Academy that could develop into full partnerships include, but are not limited to the following:
Crenshaw Cougar Coalition
Southern Leadership Conference
Mexican-American Legal Defense and Education Fund
Coalition for Educational Justice
Community Coalition
American civil Liberties Union
Urban League
Bradley Foundation
UCLA Institute for Democracy, Education, and Access
Stanford Redesign Network
Rethinking Schools
Antioch University Teacher Education
UCLA Teacher Education Program
YouThink
Communities for a Better Environment
Diane Middleton Foundation
Liberty Hill Foundation
Hazen Foundation
Norman Foundation

Algebra Project
Save Leimert Coalition
Community Health councils
USC Department of Ethnic and American Studies
African-American Parent and Community Coalition for Educational Equity
UCLA Department of Urban and Regional Planning
USC School of Education

Media, Art and Design Academy

Community Partner/Resource	Role/Use of Resources
Loyola Marymount University	Summer Enrichment Program (2 weeks)
Fulfillment Fund	College counseling and access

Business Academy

Community Partner/Resource	Role/Use of Resource
Junior Achievement	Volunteers, textbooks, busses, computer lab, award ceremonies, competitions
National Foundation for the Teaching of Entrepreneurship	Volunteers, textbooks, curriculum, events, conferences, Expo
Cushman and Wakefield	Job shadows, volunteers, internships
Austin equities	Mentors, volunteers, internships
Comcast Entertainment Group	Internships, job shadows, mentors, celebrity guests
Bradley Foundation	Curriculum, scholars, professional development, technical training for faculty.

Science, Engineering, Technology, Math and Medical Academy

Community Partner/Resource	Role/Use of Resource
USC School of Engineering	Mentorship for robotics class
Raytheon Engineering Corporation	Sponsor: competitions/internships
Kaotic Sound, Inc.	Sponsor: internships, sound engineering
Los Angeles Urban League	Program support: implementation of an R.O.P. class elective

Smaller Learning Communities
School SLC Impact Report

IV. Areas of School Impact

9. Alterations to Facilities Proposed

Background

The development of contiguous space will be an incremental process over time, as new constructions/renovations occur. The staff intends to establish a collaborative process that assesses available space, and strategically allocates that space. Space will be used to achieve key goals associated with the formation of small learning communities

Goals

- Personalization and identity – students will form a greater identification with a small learning community that has a defined location and the ambiance of a community of learners.
- Sufficient space and location of equipment for specified activities
- Promotes appropriate sociocultural environment for learning
- Proximity of classes for students to move to classes quickly
- Considerations for cultural expression in the arts and in learning settings

Facilities-Related Implication

The extent to which the campus can make a complete conversion of facilities and enhance existing one is dependent on the funding provided by the District or the network partner, the Greater Crenshaw Educational Partnership. It will also depend on further planning to create greater clarity about the offerings and programs that will best meet the needs of the student population.

Smaller Learning Communities
School SLC Impact Report

V. School Technical Assistance Checklist

Foreseeable Changes	Check All That Apply
Attribute Analysis	X
Vision creation/identity	X (Network Partner)
Student outcomes	X (Network Partner and iDivision)
Matrix	X (iDivision and Network Partner)
School to work transition	X (ROP and Adult School)
Academic requirements: A-G	X (Network Partner, District)
Content integration	X (Network Partner, District)
Assessments/evaluation	X (Network Partner, District)
Alterations to facilities	X (District and iDivision)
Resilience building	X (District and iDivision)
Youth development strategies	X (Network Partner and District)
Advisories	X (Office of School Redesign)
Leadership roles	X (Network partners)
Bell Schedule	
Contract issues/waivers	X (District and Office of School Redesign)
Best practices	X
Articulation	X (Network Partners and iDivision)
Budgets	X (iDivision)
Sustainability	X (Network Partners and Office of School Redesign)
Community partnerships	X (Network Partner)
Parent outreach and involvement	X (Network Partner)
Student outreach and involvement	X (Network Partner)
School staff outreach and involvement	X (District, HR)
Union (UTLA) agreements	X (District, staff relations & Office of School Redesign)
Working with the Local District	X (Network Partner and iDivision)
Other: Standards-Based Curriculum	X (Network Partner and District)