

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [X] Choice

Name of Principal Ms. Jan T. Murata

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Harbor Teacher Preparation Academy

(As it should appear in the official records)

School Mailing Address 1111 Figueroa Place

(If address is P.O. Box, also include street address.)

City Wilmington                      State CA                      Zip Code+4 (9 digits total) 90744-2311

County Los Angeles

Telephone (310) 834-3932                      Fax (310) 834-4194

Web site/URL http://harborteacherprep.com/                      E-mail jmurata@lausd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Ms. Michelle King                      E-mail superintendent@lausd.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Angeles Unified School District                      Tel. (310) 241-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Steve Zimmer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

- Number of schools in the district (per district designation):
  - 451 Elementary schools (includes K-8)
  - 83 Middle/Junior high schools
  - 96 High schools
  - 672 K-12 schools

1302 TOTAL

### SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
- Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	51	60	111
10	45	85	130
11	39	50	89
12 or higher	39	74	113
<b>Total Students</b>	174	269	443

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 7 % Asian
  - 11 % Black or African American
  - 54 % Hispanic or Latino
  - 21 % Native Hawaiian or Other Pacific Islander
  - 5 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2015	448
(5) Total transferred students in row (3) divided by total students in row (4)	0.042
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Bengali, Cantonese, Japanese, Korean, Mandarin, Spanish, Tagalog, Vietnamese

7. Students eligible for free/reduced-priced meals: 68 %  
Total number students who qualify: 304

8. Students receiving special education services: 1 %  
2 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 2 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects	16
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	99%	99%	98%	99%	99%
High school graduation rate	99%	100%	100%	100%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
Graduating class size	91
Enrolled in a 4-year college or university	78%
Enrolled in a community college	18%
Enrolled in career/technical training program	0%
Found employment	3%
Joined the military or other public service	3%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes X No

If yes, select the year in which your school received the award. 2008

15. In a couple of sentences, provide the school's mission or vision statement.

HTPA empowers students to think critically, analyze and apply concepts in a creative manner, and to become competitive individuals who are socially well-prepared and college bound.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

HTPA selects students based on an application process that consists of a student essay, transcript, letter of recommendations, and interview. All students within LAUSD boundaries can apply to HTPA. We focus on recruiting students with special circumstances (i.e. low income, first generation college students, and ethnic minorities underrepresented in higher education) to ensure academic achievement and engagement in preparation for college and career. Current students and faculty members conduct interviews for all applicants and the overall application packet is scored based on a point system. Points are awarded to students who are the first in their family to attend college, represent an ethnicity that is underrepresented at 4-year institutions, and participate in the National School Lunch Program, receiving free or reduced lunch. On average, HTPA receives four applications for every opening.

## **PART III – SUMMARY**

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Harbor Teacher Preparation Academy (HTPA) at Los Angeles Harbor College (LAHC) is a collaboration between Los Angeles Unified School District and Los Angeles Community College District. HTPA is entering its 14th year as a Middle College High School and continues to demonstrate success each year. To date, we have graduated 13 cohorts with a large percentage of our students earning their Associate of Arts degree.

HTPA opened its doors in 2002 as one of the first Middle College High Schools. In keeping with the Middle College model, HTPA students take at least one to three college courses during the day, along with their high school courses, receiving both high school and college credits. For the past two years, HTPA had 100% high school graduation rates. In addition, 94% of students will have earned 30-60 transferrable college credits that apply to four-year universities by the end of senior year. For the 2015-2016 academic year, 100% of 426 students enrolled in college courses maintained an average GPA of 3.0 or higher. Most significantly, we have increased the percentage of seniors who earned their AA degree upon high school graduation. For the 2017 graduating class, 85 out of 113 seniors will have earned an AA in Liberal Arts: 37 students with 2 emphases and 16 with 3 emphases.

HTPA students are 7% Asian, 11% Black/African American, 54% Hispanic/Latino, 21% Pacific Islander, 5% White, and 2% two or more races. Sixty-eight percent of students are eligible for free/reduced-priced meals. HTPA is a diverse environment where students from all ethnicities and religions interact and respect each other. Students report that they feel safe and secure at school. The student body consists of students with high potential, but may experience obstacles that create barriers to success. Many come from a low-income households, are first generation college students, and/or an ethnic minority underrepresented in higher education. Students are enrolled in appropriate courses designed to further their education while raising self-esteem through successful completion of course work at the college level.

HTPA offers a diverse range of activities and programs on campus, fostering a positive learning environment while meeting the socio-emotional needs of the students. Associated Student Body encourages students to create and join clubs that are of interest and value to the students. Students participate in community organizations such as Key Club, Interact Club, and Circle K, STEAM based clubs such as Robotics and MESA, academic clubs such as National Honor Society and California Scholarship Federation, and special interest clubs such as Debate and Black Student Union. Students take on leadership roles by facilitating club meetings, planning activities, and hosting events. The Academic Decathlon team has competed twice in state level competitions. In addition, HTPA is one of the few Middle Colleges on the west coast to participate in competitive sports. The boys and girls basketball, soccer, and baseball / softball teams compete in city playoffs each year and the cross-country, girls soccer, and softball teams have won CIF L.A. City Section championships.

Several factors are integral to the success of HTPA students. The design of the small learning community allows our dedicated teachers to instruct and support student learning through personalization. The four-year, school-wide Advancement Via Individual Determination (AVID) program is the backbone of student success in preparing for college and career. In AVID, students develop effective time management, organizational, and study skills. In partnership with LAHC counseling practices, counselors provide highly personalized guidance for each student. Students have an individualized graduation plan (IGP) for both the high school and college. Counselors meet with each student bi-annually to update their IGP in alignment with short and long term academic and career goals.

HTPA received the National Blue Ribbon award in 2008 and since has demonstrated academic excellence and continuous improvement. HTPA has earned the honor of being awarded the 2015 and 2016 California Gold Ribbon School Award and the 2015 and 2016 Title One Academic Achievement Award. On the 2015-2016 SBAC, 93% met and/or exceeded standards in ELA and 81% met and/or exceeded standards in Math. Students demonstrated improvement by a 15% increase in Math from the 2014-2015 academic year. In 2015-2016, U.S. News and World Report awarded HTPA the gold category and ranked it at #24 among the

best high schools in California. HTPA is also recognized as ranked #8 in Newsweek's national "Beating the Odds" list. In addition to academic excellence, for the past five years, our daily student attendance is 98.8%.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Students at HTPA participate in a rigorous academic program that teaches creative problem solving, critical thinking, and exceptional communication skills. Because our focus is on college attendance and success, all students are enrolled in honors courses (English, social science, math and science), receive academic support through the Advancement Via Individual Determination (AVID) curriculum and round out their education with additional LAHC courses in foreign languages, visual and performing arts, physical education and career development. This four-year academic plan ensures that all students have the opportunity to enroll in a four-year college. Students also may receive an Associate of Arts degree while simultaneously receiving their high school diploma.

HTPA follows a curricular approach to adhere to the philosophy of the Middle College model, which aims to meet the needs of students who are characterized as “at-risk”. All high school English, science, and social studies classes are based on the LAUSD’s adopted curricula aligned with the Common Core State Standard (CCSS) and California A-G requirements, including the College and Career Readiness Standards. In addition, students at HTPA follow the Intersegmental General Education Transfer Curriculum (IGETC) course requirements to ensure that students are college and career ready.

In English, students develop core skills that include critical reading of complex texts, writing compositions in multiple domains to synthesize information, and participating in academic discourse to develop listening and speaking skills required in academic and workplace environments. The core curriculum at HTPA requires four years of English in grades 9-12 in preparation for college and career. In addition, many students take college-level English courses (English 101 and English 102) required for their Associate of Arts degree at LAHC.

In math, students develop computational conceptual skills and problem solving skills, as well as real-world applications. Students transfer these foundational skills to higher-level math courses such as calculus and math-related courses such as chemistry and physics. Three years of math are required for high school graduation, but most enroll in four years to be college and career ready. We collaborate to ensure that students transition along the current sequence: Algebra 1, Geometry, Algebra 2, Pre-Calculus, and AP Calculus, AP Statistics and/or AP Computer Science Principles. Students also have the opportunity to enroll in college Statistics and Calculus A and B at LAHC for a total of five or more years of mathematics.

In science, students develop critical thinking skills that enable them to evaluate complex, scientific texts, engage in the scientific method to perform lab experiments, and generate reports using discipline-specific vocabulary to analyze and report their results. All HTPA students enroll in biology during 9th grade and chemistry during 10th grade to fulfill the two-year lab science requirement for UC/CSU enrollment; however, 90% of students enroll in a third year of advanced lab science. Over 50% enroll in a fourth year of lab science at LAHC (college Chemistry, Biology, Oceanography or Physics). Students also take AP Biology or AP Environmental Science at HTPA to be college and career ready.

In social studies, students use critical reading skills to analyze and evaluate primary and secondary documents, write argumentative essays in response to document-based questions, and examine different historical points-of-view to assess authors’ claims, reasoning, and use of evidence. To meet the history/social science graduation requirements, students complete World History in 9th grade, AP European History in 10th grade, AP U.S. History in 11th grade, and Government and Economics in 12th grade at HTPA. To be college and career ready, students complement their social science coursework by enrolling in social and political science courses at LAHC.

Currently, most classes offered at HTPA are either Honors (H) or Advanced Placement (AP). Advanced Placement courses are offered in grades 10 -12, and include: European History, U.S. History, English Language, English Literature, Spanish, Calculus, Statistics, Environmental Science, Biology, and Computer Science Principles. Students may elect to take any AP exam even if not offered as a course at HTPA. In past

years, students have taken AP Physics, Chemistry, Chinese, and Japanese.

HTPA students engage in civic learning as participants in The Teaching Project, Middle College National Consortium (MCNC) Student Leadership, and LA Challenge. In AVID, all 9th and 10th graders complete The Teaching Project, which enables students to obtain useful skills and knowledge in preparation for a career as an educator. In this project, students teach a NGSS aligned science lesson to 3rd and 4th grade classes at the local elementary schools. Selected students from HTPA collaborate on an 8-month project that focuses on a social justice or environmental issue that impact their communities, which they present at the National MCNC Student Leadership Conference. Challenge Los Angeles is a 7-week competition in which students from LAUSD high schools select an issue and develop solutions to complex problems facing their communities. The activity is designed to promote civic responsibility, leadership skills, teamwork, and discussion with local experts.

## **2. Other Curriculum Areas:**

In addition to the core classes offered at the high school, students take the remaining high school graduation requirements and A-G coursework for the UC/CSU admissions at LAHC and electives offered at HTPA.

LAUSD requires students to complete two years of a foreign language. Two-thirds of HTPA students complete one year of college Spanish with a lab at LAHC to fulfill this two-year requirement. One-third of students take Spanish for Spanish Speakers in 10th grade and transition to AP Spanish in 11th or 12th grade. In 11th grade, some students opt to take an additional year of a college-level foreign language with a lab.

Students can meet the one-year fine arts requirement at LAHC. Most HTPA students enroll in one semester of a performing arts course such as Voice, Guitar, or Elementary Piano, along with the Fundamentals of Music taken in the 9th grade. All 9th graders also complete the required Health class at LAHC, which provides a solid health curriculum that stresses the importance of living a healthy lifestyle and being motivated to achieve wellness. Ninth and tenth graders take Kinesiology at LAHC, fulfilling the high school physical education requirement. LAHC coaches scaffold physical training so that nearly 85% of all students pass the required California Fitnessgram Test in the ninth grade.

HTPA offers two technology-based electives: Graphic Design and AP Computer Science Principles (CSP). In Graphic Design, students are instructed on the use of Adobe Creative Suite, MS Publisher, and iMovie to create projects and develop basic technology skills for college and career. The Graphic Design class is available to 10th, 11th, and 12th graders. This course fulfills the fine arts high school graduation requirement. AP CSP is an elective course available to juniors and seniors interested in STEAM. Students are introduced to the foundational concepts of Computer Science that consist of analyzing the impact of computing on the modern world, examining cyber security concerns, and hands-on practice with algorithms and programming. AP CSP students develop artifacts and computer applications to solve real world problems.

All HTPA students participate in high school AVID classes, which function as the cornerstone for student support. AVID is a nationally recognized program designed to help prepare traditionally underserved students for four-year colleges. The focus is on college preparation, consisting of the application and financial aid processes, as well as successful completion of standardized tests for admission. AVID curriculum for college bound students includes Cornell note taking, organization, test-taking study skills, tutorials and development of effective writing and presentation skills. Student inquiry and collaboration take place during highly structured tutorials, which provide scaffolded support for core content learning. HTPA is formally acknowledged as an AVID National Certified School.

College level writing across the curriculum is emphasized at HTPA. All ELA classes use standard-aligned rubrics and anchor papers to guide students in writing and presenting. Ninth and tenth grade AVID classes assign research projects focused on college and career. AVID assignments incorporate writing as the foundation for coursework. In 9th and 10th grades, students are introduced to UC, CSU, and IGETC requirements, prepare for the PSAT, practice time management, goal setting, organization, and study skills, and complete The Teaching Project service learning. In 11th grade, students work on resumes, write

personal statements, visit colleges, prepare for college entrance exams, including SAT preparation, and complete college and career research projects. In 12th grade, students complete college applications and the Free Application for Federal Student Aid (FAFSA), submit scholarship applications, conduct career research, and visit colleges.

The Academic Decathlon class invites 10th, 11th, and 12th grade students to enroll and participate in an annual nation wide competition that addresses a selected topic. The students compete in the following areas: essay writing, speech, interview, art, economics, literature, mathematics, music, science, and social science. There is a Super Quiz competition where students participate in a team of three and earn points based on the correct number of questions that they answer. In addition to many individual student awards and medals achieved, the HTPA Academic Decathlon team has qualified for state competitions in Sacramento two out of the last three years.

### **3. Instructional Methods, Interventions, and Assessments:**

All teachers use a variety of research-based strategies and resources, integrating technology and learning experiences beyond the textbook and classroom that actively engage students. Teachers serve as facilitators, requiring students to take an active role in their learning, ask high-level questions, and synthesize evidence from multiple sources. The Webb's Depth of Knowledge approach and strategies are used for questioning and discussion techniques to develop students' critical reading and thinking skills. All students have equitable access to Advanced Placement (AP) courses, which offer the rigor of college-level coursework. Students are exposed to a variety of AP strategies across the curriculum, such as rhetorical analysis, annotation, and analyzing writer's use of language. Various types of non-fiction, informational, and argumentative texts are used to introduce academic vocabulary, close reading strategies, synthesis of ideas, and development of listening and speaking skills. Students participate in collaborative learning for assignments and projects. Teachers adjust the curriculum by differentiating instruction to meet the diverse learning needs of individuals based on level of readiness.

There are interventions in place to ensure high levels of mastery and achievement. Based on the 2015-16 Smarter Balanced Assessment Consortium (SBAC), there is a considerable difference in academic achievement of students performing at or above proficient in English among the Hispanic/Latino student population and in math among the Hispanic/Latino and African American student populations at HTPA. On the 2015-16 SBAC test, 87% of Hispanic/Latino students scored at or above proficient in ELA. In contrast to other subgroups, 100% of African American, Asian, and Pacific Islander students scored at or above proficient in ELA. In math, 77% of Hispanic/Latino and 75% of African American students scored at or above proficient. In contrast, 100% of Asians and Pacific Islanders scored at or above proficient in math.

In order to close this achievement gap, teachers continue to focus on problem solving and conceptual understanding using specifically designed academic instruction in English (SDAIE) strategies and project-based learning, emphasizing academic vocabulary and scaffolding of content knowledge with performance tasks and problems that have real world applications. In addition, HTPA core subject teachers provide after school tutoring with technology-based support on a daily basis, peer tutoring, tutors from LAHC, as well as Saturday School for students who require extra support. HTPA also provides two weeks of math intervention after the school year ends to strengthen skills in Algebra, Algebra II, and Geometry.

Departments at HTPA use a variety of formative and summative assessments to measure student achievement in content mastery and readiness for college and career. Formative assessments are used to monitor student learning and provide ongoing feedback that is used by teachers to guide and improve instruction and foster student mastery of content. Examples of formative assessments include performance tasks, quizzes, mid chapter exams, rough drafts of essays, Socratic Seminars, Philosophical Chairs, portfolios, lab reports, and benchmark exams. Formative assessments provide HTPA with daily data that show what students know and what they need to know to reach the goals of the unit and overall course. In 2015, the District implemented the use of Interim Assessments in ELA and Math from the California Assessment of Student Performance and Progress (CAASPP) to help teachers assess students' skill levels related to the CCSS. Teachers reassess for growth at the mid-year and end-of-year marks to inform instruction. Summative assessments are used to determine student mastery at the end of a unit. Examples of

summative assessments at HTPA include: student projects, portfolios, final exams, speeches, on-demand or final drafts of essays, performances, summative unit tests, PSAT, and the state Smarter Balanced Assessments. Teachers at HTPA use these results to address areas of need and inform instruction.

To ensure the academic success of all students, grades are entered multiple times per week in a web-based platform where students and parents can access grades, teacher feedback, behavioral notes, and attendance records. Teachers monitor each student's academic progress, and the counselors routinely run a report of students with grades D or below. College grades are also monitored every 4-5 weeks. The staff and administrative team meet to analyze this data during professional development, in peer collaboration and individually during common planning time. Teachers then modify lesson plans, incorporating differentiated instruction, re-teaching, offering individual tutoring, monitoring daily grades and attendance, and holding parent-teacher conferences. In addition, the college counselor also provides a College Prep/Study Skills class for elective credit for students that need additional support. With this approach, HTPA has achieved considerable success in helping special student populations.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

HTPA is a small school with a close-knit environment that uses several avenues to engage and motivate students. HTPA utilizes student-led Advisory groups for students and faculty to develop bonds within the school community. Each teacher is assigned an Advisory class with students in grades 9-12, giving teachers the opportunity to make connections with students from all grade levels. Competitions take place regularly between Advisory groups, encouraging students to collaborate and build meaningful relationships. HTPA students participate in activities led by the Associated Student Body (ASB) such as spirit week, dances, and academic recognition assemblies, which take place once per semester. HTPA supports academic growth by creating a college going culture on campus. Students have access to college support services, which include two counselors at HTPA and one counselor at LAHC, a school-wide AVID program, after school tutoring, and teacher and staff support. As a part of our school-wide Positive Support Program, the Monarch Pride Program was started in 2014. Teachers, staff, and administrators recognize students weekly for being positive examples and excellent role models.

HTPA supports social and emotional growth by creating connections between teachers and students in and out of the classroom. Many instructors will teach students for two or more grade levels. In addition, teachers are encouraged to take on various roles at HTPA. Teachers show concern and reinforce leadership qualities in students by volunteering to advise student-led clubs that reflect student interests and talents. Teachers also provide supervision at school sporting events, dances, and assemblies. The strong connections between students and teachers allow for immediate intervention in addressing student's academic performance and/or emotional well-being. Teachers are trained on how to approach students to discuss personal concerns and will refer them to the appropriate services. Resources include a District school psychologist for counseling, and individual and family counseling from an outside provider; Occupational Therapy Training Program (OTTP) that serves at-risk, disadvantaged youths.

HTPA faculty, staff, and students are committed to creating an environment where everyone feels valued. The school community acknowledges the expertise and contributions of staff members in maintaining a culture of high expectations on campus. Respect and professionalism are created in staff meetings and site-based professional development. Teachers collaborate in order to share best practices and successful strategies. Staff shows a genuine interest in the growth of their students. With daily connections, conversations, and celebrations, the staff values the contributions of each individual.

### 2. Engaging Families and Community:

Parent and community partners are integral to the culture of HTPA and the success of our students. HTPA engages parents as partners in the education of their children. We employ a variety of strategies in working with family and community members for student success and school improvement. Parents are encouraged to participate in governance groups such as School Site Council (SSC) and the Parent Teacher Student Association (PTSA). In these groups, parent input is and critical in the decisions made concerning the budgetary workings of our school, allocation of funds, and school improvements. In PTSA, parents can support teachers, staff, and students in a variety of ways. The PTSA also sponsors community service organizations such as the Kiwanis Club of Lomita and Rotary Club, which are committed to working in the surrounding communities and contribute scholarship funds for our students.

HTPA also engages parents who want to learn how to navigate the educational system through a series of workshops conducted by administrators, counselors, and staff. Our PTSA holds monthly meetings on pertinent topics for parents, such as A-G requirements, college requirements to successfully graduate with an AA/AS degree, undergraduate admission requirements, finance planning for College, FASFA, SBAC, CCSS, and the School Report Card. There is also a designated Parent Center in the school's main office. Parents have access to a computer, printer, and various printed resources.

Twice a year, families are invited to visit the school campus, network with other parents, and interact with

teachers and staff during Back-to-School Night in the fall and Open House in the spring. In addition, the school holds parent conferences where they can meet one-on-one with the teacher. Parents also have access to grades on the web-based program, Jupiter Ed. This program also allows them to communicate with teachers as well as view course assignments, grades, and attendance in real time.

Central to the school's success are our community partnerships. Some of our partnerships include the Los Angeles Harbor College, Boys and Girls Club of Wilmington, Dave Lopez of local CBS, Sharefest, Phillips 66, Tesoro, Mayor Eric Garcetti's Youth Council, Councilman Joe Buscaino, and State Farm's Youth Advisory Board. We work with these organizations and community leaders to provide extended learning opportunities both on and off campus.

### **3. Professional Development:**

Professional growth is critical to the continuous cycle of improvement of the school and its professional staff. Teachers at HTPA can take part in professional development in various ways. Our teachers, administration, and counselors meet weekly. These meetings focus primarily on staff collaboration regarding data such as ongoing interim assessments, the Preliminary Scholastic Aptitude Test (PSAT), and Scholastic Aptitude Test (SAT) scores, and Advanced Placement scores, in order to inform program decisions and classroom instruction. Teachers collaborate in departments and cross-curricular groups during these sessions. Oftentimes, teachers lead the meetings and use collaboration strategies to analyze data, develop ideas to improve student learning, and share instructional strategies. One such strategy presented by a faculty member is Webb's Depth of Knowledge (DOK). This strategy has been implemented across the curriculum. The technique focuses on different levels of cognitive processing to complete a task. In another professional development, one of our teachers conducted a series of lessons to illustrate implementation of the Google Suite in education to streamline instructional procedures and provide a variety of ways for students to produce work. This professional development aligns with the CCSS Technology Skills Scope and Sequence standards by allowing students to demonstrate proficiency in the use of computers and applications, as well as demonstrating the ability to use technology for research, critical thinking, decision making, and collaboration.

Because a large percentage of our students fall under the umbrella of the Gifted and Talented Education (GATE) Program, HTPA teachers complete 16 hours or more of GATE professional development. Teachers also attend yearly Pre-AP and AP workshops hosted by the College Board. Most teachers have been AVID trained and attend AVID workshops. English teachers attend the California Association of Teachers of English (CATE) conference, math teachers attend the California Math Council (CMC) conference, and science teachers attend the National Science Teacher Association (NSTA) conference. These conferences include workshops on differentiated instruction, CCSS, and the Next Generation Science Standards (NGSS). Teachers and counselors are encouraged to self-select conferences and workshops relevant to their subject matter and requirements for their positions. HTPA teachers seek out and attend summer institutes, state conferences, and district workshops.

HTPA's professional development approach allows teachers and administrators to share their expertise with school staff, improve instruction, and collaborate, while allowing opportunities to develop teacher leaders within the staff.

### **4. School Leadership:**

HTPA's leadership structure is based on a collaborative model, which is dependent upon team decision-making. Teachers and staff voice opinions, concerns, and provide feedback during weekly staff meetings. Parents and students alike share the opportunity for collaborative decision making through the PTSA and Associated Student Body (ASB).

There are several leadership groups within the school. HTPA has a school-based Instructional Leadership Team (ILT) that meets every two weeks. This team encourages a culture of communication among teachers, staff, and administrators. The work of the ILT is primarily instructional, focusing on student learning and achievement, and coordinating the improvement and alignment of instruction to the CCSS

based on data. The findings of the ILT guide decisions made on curriculum and instruction.

HTPA's leadership structure also includes School Site Council (SSC). This group is comprised of the principal, teachers, parents, and students. The SSC is responsible for guiding decisions and providing input related to the allocation of Title 1 funds and assuring that they align with the school's Action Plan and the Single Plan for Student Achievement, which are all focused on student success. Department Chairs set departmental teaching and learning goals, which inform subject area instructional content. ASB is an important aspect of student leadership. This student group influences the culture and climate of social interactions at HTPA by facilitating social events and community projects that boost student morale and engagement.

Faculty, staff, parents, and students are very involved in designing school policies and classroom instructional methods. As a small campus, students and teachers develop close relationships, with opportunity for feedback on curricular design and the need for additional resources and support services. Parents receive feedback in real-time on student performance and meet monthly with the PTSA about District goals, and specific school activities and policies.

Essential to the leadership structure in place at HTPA is the principal. The principal's leadership approach is based on a collaborative model of distributed leadership. Each administrator, counselor, teacher, student, parent, and community member is a stakeholder in the academic and overall success of the school. Our principal does this by creating a positive school culture that promotes learning and engagement for students and adults. Our principal prioritizes regular interactions with students in and out of the classroom. The principal also works to create and maintain relationships between the school and the surrounding community by serving on an advisory council and attending community meetings.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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To maintain the academic success of HTPA, staff members use school-wide practices that provide support for academic classes through research-based strategies such as Webb's Depth of Knowledge (DOK), emphasizing rigorous lessons and higher level critical thinking. For the past two years, staff collaborated and shared lessons and projects using level three and four questions and discussion techniques. This strategy focuses on different levels of cognitive processing to complete a task. As a result, students demonstrate these higher level thinking skills to justify an answer, belief, or response using content appropriate textual evidence, orally and in writing. The focus is on improving reading and writing across the curriculum, since students are required to read and analyze college level texts, exposing them to advanced vocabulary and concepts that help to raise their literacy awareness.

Data from the National Center for Restructuring Education, Schools, and Teaching (NCREST) track the academic achievement and enrollment of our students' college courses and credits completed at LAHC. In the last two years, 100% of students were enrolled in college courses with a 3.0 GPA or higher across all grade levels, ranking HTPA as one of the top Middle Colleges in the nation.

Central to our school's success is our small learning community that fosters a positive culture, giving students a sense of belonging. We do this by providing students various avenues to explore their interests and creativity. Students can participate in over 25 clubs that are interest-based and service oriented. HTPA provides several athletic teams that produce scholar athletes. To connect classroom learning to college and career, we schedule field trips to places such as Jet Propulsion Laboratory and Junior Achievement Finance Park, visit colleges such as UC Riverside and UC Irvine, and visit various museums such as the Natural History Museum of LA. HTPA promotes student engagement through student facilitated weekly Advisories, which encourage students to actively participate in team building that foster camaraderie among students from various grade levels.

HTPA teachers are highly invested in maintaining a dynamic school environment for students and staff. The school community values the expertise and the contributions of staff members in maintaining the culture of high expectations. Trust, respect and professionalism are manifested formally in our staff meetings and through site-based professional development/collaboration to share best practices with the interest of fostering student growth as the common denominator.