



Humanities & Arts Academy of Los Angeles

Narbonne High School Learning Complex

Harbor City, California

Pilot Proposal

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A. Mission

The Humanities & Arts Academy of Los Angeles (HArts Academy) is a personalized high school that emphasizes the arts and humanities preparing students for college by providing a stimulating, rigorous, interdisciplinary curriculum supported by innovative teaching practices and modern technology.

B. Our Vision for the HArts Academy of Los Angeles

The Humanities & Arts Academy of Los Angeles (HArts Academy) is a small, autonomously operated high school serving students in grades 9-12 with an enrollment of approximately 450 students.

HArts Academy operates autonomously on the Narbonne High School campus. The students and staff of our school have a shared identity rooted in our interest in the arts and humanities. Our school builds on this identity with a governance structure that creates a vibrant learning environment, an environment that:

- develops lifelong learners who are prepared for college and careers;
- cultivates a high level of academic standards, personal responsibility, and accountability;
- establishes a strong sense of community, reflected in high graduation rates;
- embraces creative and collaborative partnerships and decision-making;
- employs innovation, flexibility, and creativity in order to nurture 21st century skills;
- fosters collaboration and shared responsibility between students, teachers, administrators, staff, and parents;
- promotes the academic success of students through collaboration among teachers, staff, parents, colleges, businesses, social services, and cultural institutions.

Collaborative relationships with our community partners enable *HArts Academy* to expand and enrich our curriculum and extra-curriculum programs.

The Harbor Area of Los Angeles is a large, diverse community, and there is much to be celebrated in our corner of the South Bay. *HArts Academy* embraces this diversity and creates an environment of well-being, both physical and emotional.

The Path to Achieving our Vision

Our school brings unique talents, a diversity of educational styles and philosophies, and demonstrated success, all of which make *HArts Academy* a model campus and community that celebrates multiple pillars of excellence and that utilizes the collective and individual strengths of our staff, students, parents, and partner organizations. Our core values include:

- a small, safe and personalized campus;
- an individualized evolving educational plan for each student;
- student and parental engagement;
- college and career readiness;
- highly qualified teachers;
- accountability with data driven results;
- operational and financial independence.

As a new and innovative pilot school, teachers are committed to implementing a rigorous core curriculum for all students. Teachers are committed to empowering their students to be responsible for their learning, thereby increasing student engagement.

In the next three to five years we will:

- increase our graduation rates;
- improve standardized test scores;

- increase admissions to four-year universities and colleges;
- enable 100% of all students to meet A-G requirements;
- significantly increase passing rate of the CAHSEE;
- significantly increase the proficiency rate on the CSTs in all core academic disciplines;
- utilize opportunities provided by the school to develop future career goals;
- teach the necessary skills and knowledge that enrich students' lives, both personally and academically;
- utilize our autonomy to fully implement a project-based, interdisciplinary curriculum;
- cultivate in our students a dedication to making contributions to their local community through the school's partnerships with local organizations and institutions.

C. School Data Profile/Analysis

1. Analysis of the current state of Narbonne High School

Narbonne High School has difficulties in regards to student and teacher morale, collaboration among colleagues, and meaningful professional development.

Narbonne's stagnating or declining test scores strongly indicate apathy among our students. Although these trends have multiple causes, it is the consensus of our faculty that our students achieve far below their potential. Narbonne's students, for example, tend to lack motivation for homework and learning outside the classroom. These scores have not improved despite the increase in the number of remediation classes introduced over the past few years, at the expense of arts classes—in fact, Narbonne has reduced the number of art course offerings by over 50%, a move which bodes well neither for our basic problem of student motivation nor for our graduation rates. In fact, our ceramics photography, and printmaking programs have been completely eliminated; yet many studies have shown that when students have access to arts education, their academic success improves, their attendance increases, and their interests in school are heightened.

Statistics from our college center indicates that over the past three years 25% of Narbonne students went on to a four-year college directly after high school; 60% went to a community college; and 6% went to a vocational and/or trade school or directly into the job market. This leaves 8% of Narbonne seniors without direction by the time they graduate. We want to improve that and assure that our seniors will be prepared for, and directed towards an optimistic future.

To address the problem of apathy, the staff of Narbonne High School, with the support of the administration at that time, elected in 2003 to establish small learning communities (SLCs) campus wide, primarily for the purpose of providing personalized support for our students and themes and career paths that would spark a greater passion for learning among our students. When the SLC plan was fully implemented, we had seven SLCs in addition to our magnet school; however, subsequent administrative changes and other factors led to major alterations in our school structure, seriously impacting the ability of the SLCs to fulfill their original mandate.

A critical component of many of these SLCs was the use of ninth grade rotation classes that would introduce students to various aspects of a particular SLC's themes. For example, the Performing Arts rotation class introduced students to dance, music, theater, and stagecraft. These classes also introduced students to many of the teachers they would have later for more advanced courses, and they also provided an opportunity for students to bond with their peers while engaging in a common interest. Additionally, selected seniors also attended these classes to serve as mentors for the freshman. The result was the creation of a deep family spirit within the SLC—the essence of personalization. Students then had access to our classes in each of their following years. Unfortunately a subsequent administration, openly opposed

to the small school model, canceled these classes; in a move indicative of low expectations for student performance, the administration decided all ninth graders must take a foreign language—the rationale was that so many students were failing their language classes that we needed to start them early so they would have time to repeat the classes.

We then lost our ninth grade students upon the creation of a ninth grade academy, ending any realistic chance of creating a common class to foster personalization, due to the crowded schedule of the sophomore year. Furthermore, six of the SLCs were forced to merge after the ninth grade academy was created, yet were not allowed to fully restructure; instead each now hybridized SLC had to blend their original themes. Our SLC was the fortunate, in that we were merged with the School of Visual Arts and Humanities (SVAH) with the Performing Arts Academy (PA). Both these SLCs had already shared the Humanitas program and faculty. The other hybrid SLCs have had a much more difficult time reestablishing a thematic focus that would improve student motivation and foster a passion for learning. This problem has again been compounded by the reduction of meeting time for SLCs, largely due to the administration's decision to promote professional learning communities (PLCs) over SLCs, a decision based on the administration's preference for the traditional high school model rather than the small school model. Together with the crippling of the art programs in general, this has drastically hindered our ability to seek partnerships for our students in the arts community—connections that motivate our students to stay in school and succeed academically.

A recent survey of Narbonne's faculty, conducted by a teacher outside our SLC, indicated that the majority of teachers no longer believe that our SLCs are benefitting our students, and an even stronger majority believes that Narbonne should convert back to departments. Paradoxically; however, the same teachers indicated little interest in working to restructure the school, a definite indication of low morale and teacher apathy.

Narbonne is structurally configured to tackle the problems of low student performance and motivation through the SLC model, but those very same SLCs have been crippled due to administrative attempts to reconfigure the school as much as possible according to the traditional high school model. This has left Narbonne High School rather disfigured, unable to fully realize the small school model, and unable to fully return to a traditional model.

The creation of the ninth grade house was to help raise Narbonne's test scores and keep students in school. Despite the high caliber of the staff who were selected for the ninth grade academy, test scores have fluctuated from year to year. The best interpretation of the data is that although the academy does produce some gains, it is not able to make a significant difference for students who arrive at Narbonne already unmotivated for academic life; moreover, the gains do not continue once students leave the academy, suggesting that students remain unprepared for the demands of an unsheltered high school life. Furthermore, whereas within the SLCs we traditionally vertically aligned our curriculum from the ninth to 12th grades, the existence of the ninth grade house has led to poor communication between ninth and tenth grades, a critical disjunction which affects curricular choices throughout the upper grades.

The administration originally portrayed the ninth grade academy as a structure that would ultimately help our SLCs: students would be introduced to the various SLCs to make informed choices. This has not been the case despite the best efforts of our SLC to create informative presentations for ninth graders to inform them of our SLC. In actuality the administration has given us approximately ten minutes per year to carry out this task. Surveys of our incoming tenth graders indicate they have little or no idea of in what SLC they are or even what SLCs are.. Once again, personalization has been crippled.

Other problems continue to plague our SLC as a result of limited administrative support such as:

- **Data collection:** It is the professional judgment of our SLC staff that data specific to our SLC as a whole would most benefit our planning. Since the creation of our SLCs we have sought to have the school provide data broken down according to SLCs. Despite repeated promises, this has not happened until this year when as a result of intervention by Los Angeles Educational Partnership (LAEP, the parent organization for Humanitas), we were finally given little data for our SLC. But even this data is significantly flawed. According to the information Narbonne High School submitted to LAEP, we have 685 students in our SLC; when in reality, we only have approximately 450 students, leaving us perplexed as to the accuracy and significance of the data. Part of the problem seems to be that the school has never provided coherent location codes for SLCs.
- **Lack of SLC purity:** Not one of our arts teachers has a single class with a majority of students from our SLC hindering personalization. Although the Humanitas interdisciplinary model requires students to have the same English and history teachers, the counseling staff has a fluctuating level of commitment to ensuring purity on this level, also. The result is that some classes have a high level of purity, while others have students from other SLCs with differing teachers, interdisciplinary instruction is rendered meaningless.
- **Scheduling and programming:** The SLC lead teachers have very limited say in the development of our matrices. Typically lead teachers develop matrices and submit them to the APSCS for approval, with schedules and programming in place by June; however, over the summer the APSCS would make major changes over the summer to the matrix without even consulting lead teachers, resulting in significant consequences for interdisciplinary instruction. Last year a temporary APSCS changed this, but only on the surface; each lead teacher was given a separate day to work with the APSCS on the matrix. But this administrator had pre-determined the number and placement of all elective and AP courses, and lead teachers were not allowed any space for initiative or innovation. Input was limited to deciding what teacher would teach which course within the SLC.
- **Curricular freedom:** Because of the creation of district-wide instructional guides and periodic assessments, SLCs have had limited freedom to develop rigorous thematic curricula that would inspire and motivate students. Our Humanitas program has fared somewhat better than most, as the previous superintendent gave us freedom to develop our interdisciplinary curricula without instructional guides, but even then we were still required to administer the performance assessments at inflexible times, harming genuine interdisciplinary instruction.
- **Staffing:** Genuine thematic and interdisciplinary instruction requires teachers committed to that instruction, but lead teachers (other than the ninth grade academy) have been given virtually no say in staffing. Teachers have often been assigned to SLCs without the knowledge of the lead teacher or the teacher so placed.

D. Rationale for Choosing a Pilot School Model

Due to the lack of institutional support of the SLC structure at Narbonne High School, numerous issues and problems have emerged, resulting in a dysfunctional system. These include:

- scheduling and programming errors;
- lack of purity in the SLCs;
- elimination of arts classes;
- lack of college readiness;
- lack of integrated curriculum;

- lack of ninth grade focus, motivation, discipline, and identity;
- poor transitioning of ninth grade students into the high school culture;
- no student participation in decision-making process in respect to his/her education;
- lack of common planning time for vertical and grade-level teams;
- lack of sense of community among students, teachers, staff members, and other stake holders.

The vision of the current high school does not honor the independence and identity of the SLC model. Converting to a pilot school will remedy the above-mentioned bulleted issues. These issues, challenges, and needs identified in Section C will be addressed and improved by establishing the *HArts Academy* pilot school. As an autonomous school, we will be able to do the following:

- develop a thematic, project-based, interdisciplinary curriculum with formative and summative assessments that are integrated into this curriculum;
- fully utilize the Humanitas model of instruction which integrates the core disciplines and the arts in an interdisciplinary manner;
- provide a variety of remedial intervention opportunities and strategies that will allow students to still participate fully in the enriching aspects of our curriculum; through additional requirements of our staff in the Elect to Work agreement, the support for mediation will be available to all students without having to cut arts classes;
- provide an inclusive college prep four-year plan which includes A-G requirements while allowing students to follow specific artistic curriculum pathways and under our school schedule, students will have access to art classes each year;
- provide a special college-prep semester course during the students' junior year to help them plan and prepare for college;
- utilize our control of programming to achieve purity in our classes so that students will have personalized interdisciplinary instruction;
- provide students with additional academic high school guidance in the forms of weekly teacher office hours, peer tutoring, and an advisory class;
- require students to be involved in co-curricular activities for personal and academic enrichment, while further strengthening their college applications;
- use our autonomy over the matrix to create common planning for teaching teams;
- provide our ninth graders with positive role models from senior coaches in their rotation classes;
- provide mixed grade-level advisory classes, so that students will have a mentor in their advisory teacher along with connections to older students who can provide positive role models;
- develop a mandatory Humanities class for all ninth graders, which will provide instruction in interpreting and analyzing both literature and various art forms; this will allow regular ninth grade English classes to focus more effectively on writing, rhetoric, reading, and grammar skills;
- utilize our flexibility to incorporate block scheduling to allow for more in-depth instruction.

We believe that the personalized, integrated, interdisciplinary instruction within the pilot school model will greatly assist students in becoming life-long learners in addition to becoming better prepared to succeed in college and in their careers.

Teachers, parents, and the community have expressed an interest in establishing a Pilot School through their continued involvement in the creation and development of a Humanities and Arts SLC and support of art programs over the past 10 years. Many alumni return as volunteers to support the arts program and have become role models for our current students. These alumni have a genuine passion for keeping the Humanities and Arts School alive because they understand that our program gave them such a strong academic and artistic foundation to build on in their post-secondary education.

Parents have shown a strong interest in our SLC and pilot school over the years, as evidenced most significantly by *Friends of the Arts at Narbonne High School (FANHS)*, a non-profit organization dedicated to supporting arts education in our community. This group is a vehicle for parents, community members and alumni to be involved in promoting students' appreciation of the arts. *FANHS* generously provides college scholarships, learning grants, equipment donations, field trips, and ways for parents and the community to be involved with the school. Art events have consistently had high attendance rates as the school and community come together to celebrate the arts.

Our pilot school will continue to support teacher morale. Many teachers in our SLC have been part of the program since its creation and have remained because they believe in an interdisciplinary approach to teaching and think that integrating the arts into the curriculum promotes student interest and learning. Many staff members already donate their time to develop and maintain an extra-curricular arts program and desire the autonomy that the Pilot School would give to support efforts to provide an artistically enriching atmosphere for students.

E1. Curriculum, Instruction, and Assessment

1. Curriculum

The *HArts Academy* curriculum will provide all A-G required classes, honors classes, AP classes, as well as a four-year visual and performing arts sequence of classes, all with a special emphasis on the humanities. Instructional teams will be responsible for ensuring that all curricula are rigorously aligned with the California and/or the recently issued Common Core standards and assist students in performing well on the CAHSEE, CST, AP, and college entrance exams (SAT and ACT). These same teams will ensure that our curricula truly enable our students to develop the skills necessary for 21st-century careers and college life.

HArts Academy will use its autonomy to develop emphases within our overall curriculum that highly motivate our students and engage them in deep levels of critical thinking. One significant approach that we have incorporated since the inception of our SLC, is the Humanitas interdisciplinary program, in which students synthesize elements from their core classes along with their arts courses to produce integrated projects and critical writing assignments. Although this program is essentially a methodology, it significantly shapes the content of the curriculum, especially in English classes, in that material is selected to support overarching themes. Traditionally, our Humanitas program has involved English and Social Studies classes; on each grade level, students engage in four thematic units per year. For example, in 11th grade our students have taken part in a unit that explores various responses to crises in the early decades of the 20th century, comparing/contrasting the ways in which modernist and radical left authors reacted to issues such as the Great Depression. Each unit culminates in a synthesizing essay which also requires students to reflect on the current significance of a particular theme and projects are often interwoven into these units. Other tasks, such as persuasive and expository writing/speaking skills, are integrated within these units. Many Humanitas programs throughout the district have also developed creative ways to involve science and even math instruction into the interdisciplinary curriculum. We plan to use our pilot school autonomy to experiment with these fascinating opportunities.

With our new autonomy we also plan to develop a more thorough application of project-based instruction, and we will seek to incorporate internships with our partner organizations—and direct involvement from talented members of these organizations—in our curriculum.

With our new autonomy we also plan to provide innovative approaches to our overall curricular path. We plan on offering an additional mandatory English class to our incoming freshmen: a Humanities course. This course, which may be structured following the already successful rotational structure of our freshmen art classes, will focus on teaching students how to interpret and write about literature and

various arts. The primary goal of this course will be to increase the reading and critical thinking abilities of our students. This would also allow the teachers in the standard English 9 classes to focus on helping students develop in the following areas: reading instructional texts; developing rhetorical skills and their ability to write in the various modes of composition; and learning the grammar skills they need to succeed not only in English classes, but in their foreign language classes as well. The Humanities course will also provide the students with the skills they need to succeed in our rigorous interdisciplinary program.

Another course we plan to introduce is a semester-long class focusing on preparing students for college. This course introduces students to their college choices, the financial aid process, assess and reinforce their skills necessary for success on entrance exams, and assist them with other aspects of the college process. This course will be given in their junior year.

Our graduation requirements will include the following:

- completion of all A-G graduation requirements;
- a minimum score of 350 on the ELA and math portions of the CAHSEE;
- completion of the service learning project;
- proficiency in computer literacy, demonstrated by passing a computer class or by teacher certification;
- completion of additional coursework specific to the curriculum of *HArts Academy*.

2. Instruction

The staff of the *HArts Academy* desires our students not only to obtain content mastery; critical, analytical, and synthesizing thinking skills; and problem-solving skills within each discipline, but also to go beyond and engage in actual social, political, and philosophical issues and concerns in powerful ways. It is through this engagement with these issues and concerns that content and assessments become most meaningful to students. Project-based instruction is a major focus of our pilot school, along with the thematic interdisciplinary instruction already traditional in our SLC. In addition, we intend to incorporate grade-level interdisciplinary projects that involve all core classes along with the performing and visual arts program. These will be long-term thematic projects that nurture 21st century skills and are engaging for students.

In conjunction with the adoption Common Core Standards that contain a greater emphasis on interdisciplinary work and group learning, the HArts Academy will begin to develop courses that utilize the “flipped” classroom model of instruction. Using the available technology based education expertise within the staff, and anticipating the need for a larger number of computer platforms within the school because of the 2014 on line assessments mandated by the state, the school will begin developing “flipped” classrooms starting with at least one visual art class. Because of the socioeconomic status of many of Narbonne’s students, not all HArts Academy students will likely have access to the computers or internet access at home necessary to implement this instructional model. To proceed, students will be surveyed in order to determine their access to computers and the internet and a plan will be developed to determine what resources would be necessary to implement “flipped” instruction on a trial basis. Equipping this trial flipped classroom and its students with the necessary technology identified by the student survey will require grants and outside funding the source of which has yet to be determined.

In light of these plans, we recognize that students learn in many different ways and that teachers have many different talents and strengths. Moreover, changing situations and classroom personalities require greater flexibility on the part of teachers. Consequently, instructional teams will focus on developing “best practices” among our staff, rather than embracing the instructional fad of the day or some new

mandate created by a centralized bureaucracy far from our particular classes of students; consequently, experimentation, experience, and data will drive our instructional methods.

3. Assessment

We believe that teachers must continuously assess student progress and provide frequent feedback to students and parents. Furthermore, we believe that it is critical to measure student performance against the performance of students throughout the state and nation, and use these assessments to provide data for our instructional program and to inform students and parents of student progress. These standardized tests along with teacher-generated formative and summative assessments are also essential in identifying students who need intervention. Our program of formative and summative assessments is designed with these goals in mind. With common planning time, our teachers will be able to gain rapid access to the results of assessments across disciplines and grade levels.

At the heart of our program of assessments is our combination of interdisciplinary writing and interdisciplinary projects, inspired by the Humanitas model, as detailed above. This model challenges students with high expectations. The written assessments test the content mastery of students and their ability to think critically and analytically, synthesize information from various disciplines, and express these abilities in writing. The projects challenge our students to step beyond content mastery to grapple with contemporary concerns, using their developing abilities in exciting and meaningful ways. Both written assessments and projects are used by grade level teams in planning instruction and subsequent units. Other summative assessments are used within each discipline to assess student mastery.

Autonomy as a pilot school is essential to achieving our assessment goals. Certain well-meaning district assessment tools, especially the periodic assessments and their supporting instructional guides, have conflicted with the harmonious development of interdisciplinary units. Often teachers have had to interrupt their units to administer these assessments according to a centrally-determined schedule, and the pacing and instructional guides have generally hindered interdisciplinary instruction. Furthermore, data from these periodic assessments have typically arrived too late to inform instruction. With assessment autonomy, our teachers will be able to implement assessments that truly reflect the interdisciplinary units we are using. We believe that mastery of content and application of that mastery beyond the classroom are more essential than meeting the demands of an arbitrary timeline.

On the other hand, we wish to keep the beneficial aspects of the periodic assessments, especially the ways in which they familiarize students with the types of questions found on standardized exams. Consequently, our teachers have been developing over the past few years supplements to our traditional interdisciplinary assessments that are in the style of the standardized tests, and we will continue to develop these types of assessments, both formative and summative.

We also believe that frequent multiple forms of formative assessments, designed to affirm the varied learning styles of students, are essential to continuous improvement, increased achievement, and increased accountability. These assessments range from informal methods, such as classroom observation, to more formal methods, such as quizzes. These formative assessments are vital in identifying students who need intervention, such as tutoring; early identification of areas of weakness can keep students from feeling overwhelmed by challenging content.

We also firmly believe that standardized tests such as the CST, the CAHSEE, and AP exams play a vital role in driving instruction through the data these tests provide. The data from these tests, when analyzed by grade level teams and staff, help determine the effectiveness of our instruction, which areas need additional attention, and which students need assistance. We believe that these tests play a central role in helping students measure their progress more objectively in comparison to students across the state and nation.

In addition to collecting data about student performance, we will also collect student and parent surveys both anonymous and registered. These surveys will help the staff gain both a greater understanding of our students' and parents' and guardians' perceptions of their experiences in the educational process at our school. These surveys will augment reports by teachers of their students' experiences of the school and their education. The importance of qualitative data will not be overlooked.

Data collection and analysis are a vital component of our assessment of our students' progress, and we will accomplish this task by collecting in a variety of ways:

- district-provided data sources and systems such as Integrated Student Information System (ISIS), MyData, Welligent (IEP goals and records tracking), DataQuest (School API/AYP data), School Data Summary Sheet, School Experience Survey, School Report Card, and other information gathering systems;
- students' CST scores, CST content strand proficiency, academic marks, language proficiency levels, IEP status, GATE status, AP scores and other related data to inform instruction;
- attendance information from ISIS and SIS, in conjunction with Connect-ED, or a similar program, to track and inform our staff, students, parents, and guardians concerning students' attendance data and pattern.

In addition to tracking students' attendance and behavior information, the counselor will use information from MyData to counsel students with the A-G requirements, counsel students on career and college preparation, intervene with students who need emotional and academic support, and collaborate with teachers in providing the needed intervention or enrichment to maximize student learning.

Because the technology is constantly advancing and the amount of data increases rapidly, the members of the data team will meet regularly to gather the most pertinent statistics in regard to the progress of students' education progress and create ways to disseminate data to relevant parties in a timely manner.

The data gathered from all these assessments and surveys will drive the planning of our faculty at all levels of our collaborative professional community. Building on our tradition of collaboration already developed within our current small learning community, we will conduct collaborative meetings on several levels:

- frequent general staff meetings throughout the school year to allow staff members to hear the concerns of their colleagues and to discuss student progress throughout the school;
- monthly grade-level interdisciplinary team meetings to discuss the progress of students shared by the entire team and to plan instruction based on the results of formative and summative assessments;
- vertical team meetings, in which teachers longitudinally study the progress of students at lower grade levels to continue to refine our instructional units.

Our school will use redirected Williams Decree funds or other funds designated by the district to purchase enough computing platforms (desktop, laptop, notebook or tablet) to test all students online as will be required by the state for the 2013-14 school year.

E2. Schedule and Calendar

HArts Academy plans to maintain the same academic calendar Narbonne High School but to take a gradual and progressive approach to implementing a block schedule. We are exploring initiating a

modified block schedule at some point during our first year and are planning to have a full block schedule implemented by the beginning of our second academic year at the latest.

We believe that a block schedule will allow teachers and students the time they need to work in a collaborative learning environment. Arts teachers will welcome longer periods of time for students to immerse themselves in the artistic process. We will plan for our bell schedule and calendar to incorporate professional development time for grade level teams and subject specific teams to meet to develop curriculum. The flexibility and autonomy that the pilot school allows will give us the freedom to find a schedule that works best for our students and faculty and increase academic participation as well as maximizing our professional development and collaborative planning time. *HArts Academy* will make sure that the new schedule will adhere to CA state requirements on minimum number of school days and instructional minutes.

HArts Academy staff will use the initial phase of our gradual implementation of the block schedule to adequately prepare for this new schedule. Some issues on which we will focus include:

- training the HArts Academy faculty on block schedule teaching strategies;
- developing interdisciplinary projects that maximize the use of block time;
- developing and improving our advisory curriculum;
- developing a plan to share the campus with Narbonne High School on a separate bell schedule;
- collaborating with Narbonne High School to share spaces like the auditorium, gyms, locker rooms, lunch areas, etc. to accommodate both schools;
- creating our schedule so that HArts Academy students may participate in athletics and extracurricular activities at Narbonne High School.

E3. Staffing

1. General Staffing Plan

Our staffing plan is centered on our interdisciplinary approach. We will have one teacher per grade level in English and Social Studies in order to more easily facilitate team teaching; however, the math and science teachers may be required to teach more than one subject. We also plan to provide enough art teachers so students will take one art class each semester. Arts teachers will therefore be teaching beginning, middle, and advanced level classes within their content area

2. Special Education and English Language Learners

In addition to following all IEPs, our staff will develop Individual Learning Plans (ILP) will be created to ensure that adequate instruction and services are provided to special education and English language learners. We already have special education teachers who have traditionally worked with our SLC and who have a deep and abiding interest in the arts, and they will be a great asset to our new pilot school. We plan to negotiate with Narbonne High School to share ESL instruction in a coordinated manner; all of our staff are already trained in SDAIE methods and are experienced at implementing these methods in the classroom to assist our English language learners in their core and elective courses.

3. Our Staffing Structure and Our Mission

In accordance with our mission, *HArts Academy* plans to provide a variety of arts classes to students as well as a progression of levels within the arts classes so that students may build on their skills each year. Additional English teachers at *HArts Academy* will be used to support 9th grade students by offering the Humanities courses, as detailed above. As a result, we anticipate that fewer remediation courses will be needed, especially in English, because students will have a stronger foundation in language arts in their first year.

Our staffing structure will allow us to create pure interdisciplinary teams on each grade level. We also plan to seek and obtain grant money to further lower class sizes to improve personalization.

4. Autonomy and Staffing

The current staffing at Narbonne High School reflects low expectations for its students. The overriding staffing focus is on remediation and raising standardized test scores, with little interest in providing educational programs that create in our students a desire and love for learning; without this desire, students lack the willingness to stay in school. In effect, the school's current staffing reflects the administration's need to perform rather than what will truly educate and enrich our students. The staffing at *HArts Academy* will be based on the fuller needs of the students.

We will use our autonomy to select staff who are committed to interdisciplinary instruction and who share our dedication to the arts and humanities; we have learned from hard experience that having an uncooperative teacher assigned to our program can create endless difficulties. With autonomy we will be able to choose staff based on the priorities of our unique instructional goals, and we will also be able to keep our teachers from being assigned classes outside of our SLC.

5. Working Conditions for Administration and Certificated Staff

The working conditions for the staff are based on the Elect-to-Work Agreement. Teachers sign the agreement annually. Changes to the Elect-to-Work Agreement will be made through the Governing Council and staff consensus, as outlined more fully in section E6 below. As per the Elect-to-Work agreement, all teachers will serve as a committee, club sponsor, or arts event coordinator. These subgroups will make recommendations to the Governing Council should the Elect-to-Work agreement need modification. In order to finalize the modifications, a staff meeting will be held where everyone can voice their concerns and achieve consensus or, if necessary, rely on a majority vote.

E4. Professional Development

The *HArts Academy* will form a community of learners. The entire faculty will commit to and engage in a process of “continuous improvement” by participating in professional development programs. These opportunities allow faculty to seek and share learning and then act on what they learn. Our professional development will center on facilitating teachers in learning from each other and making each other accountable for taking action; our professional development will thus encourage teachers to reflect on their own practices and what they have learned from others.

One unique feature in the interdisciplinary focus of our academy is the built-in instructional accountability created by grade-level teams. When collaborating teachers work with a common cohort of students, the teachers share responsibility for students’ successes and failures. This shared responsibility, when coupled with focused professional development creates trust, promotes growth, and creates a climate in which teachers hold one another to high expectations.

Our professional development will be customized and based on the needs of the students and must reflect and guided by the mission and vision of the school. Depending on their individual role and the content of professional development, teachers will engage in professional development as an individual teacher, as a grade level team member, as a subject-matter vertical alignment team member, and as a participant in peer reviews and reflections. Professional development will be developed and administered in a variety of ways:

- Individualized PD: Each teacher will develop a professional development plan that is connected to the Teacher Review Program that each teacher will participate in on an annual basis. This plan will be communicated to that teacher's grade level team and department members. The emphasis

of these reviews will be reflection on content practices and on self-evaluation. All professional development will be expected to positively impact student achievement in the classroom.

- School-level PD: At the beginning of each school year, the entire staff will collaboratively develop a yearly School-wide Learning Plan (SLP). The SLP will be based on specific student achievement data and the identified needs of the school, as determined by the staff. All teachers will be involved in addressing the goals of the SLP, such as subject/discipline areas of focus and issues relating to interdisciplinary teams, grade-level teams, and the school as a whole (i.e., block scheduling, classroom environment and engagement strategies, technology, literacy strategies, attendance incentives, discipline, parent-community involvement). Driving the professional development program will be three essential questions:
 1. What do we want each student to learn?
 2. How will we know when each student has learned it?
 3. How will we respond when a student experiences difficulty?

The Instructional Leadership Team will create and authorize a Professional Development committee that will be responsible for collecting the data and ensuring that all decisions align with the SLP. At the end of the academic school year, the entire staff will meet to set goals for the next year. Since implementation of ideas and skills learned in professional development is critical to the effectiveness of ongoing school improvement, we will review professional development activities in two main ways: 1) regular, end-of event feedback surveys; and 2) an end-of-year self-assessment of each teacher's progress towards the goals each set in August in Independent Learning Plans. We will emphasize team development and group dynamics, essential to the quality and successful implementation of professional development. We will use teachers' responses and concerns to modify subsequent PD sessions, and employ end-of-year analyses of teachers' self-assessments, in conjunction with student and program data, to determine subsequent goals.

E5. School Culture

The small size of the *HArts Academy* will enable our teachers and students to build strong relationships in a safe environment. The academic and professional culture that will be evident in our school consists of many elements and strategies for personalizing student learning. Students will create a sustained relationship with each other and with their teachers through the following strategies:

- An Advisory Council will be in place through which teachers will maintain a relationship with a group of students over their four years, and upperclassmen will mentor underclassmen to help them transition into high school. The Advisory Council will also conduct lessons in leadership and conflict-resolution. These experiences will foster trust and communication among our students and their teachers.
- Establish advisory classes, which all teachers will participate in facilitating; these classes will help create the school culture of academic rigor and artistic creativity. Through this class we will set and reinforce high expectations for our students.
- All teachers are to be responsible for at least one extra-curricular activity throughout the school year. By creating a relationship with students outside of class, teachers are more able to effectively interact with students in class. Along with extra-curricular activities, a distinguished study and tutoring period will be built into our block schedule to attend to students' individual needs, concerns, questions, assignments, and projects. Many of our projects and activities will include the community's local businesses and industries as partners to further enhance the students' civic responsibilities relationships with their community.

- Facilitate relationships by our instructional methods and course structure. Our Humanitas units have traditionally resulted in energetic discussions among our students outside of class, and project based learning will allow students to be more directly involved in their education. Our ninth grade rotation classes will give all students a chance to interact with our entire staff of art teachers at the beginning of their high school; not only will this allow each incoming ninth grader to choose an artistic path of education that best suits his or her needs and interests, but they will develop a stronger connections with their art teachers as they continue to move through upper levels of their chosen discipline. Furthermore, yearly art classes based on students' interests will give students a more personal way to connect to their education. Adding arts as part of an interdisciplinary curriculum will engage students in their education through a medium they enjoy and for which they have a passion.
- Sponsor annual events. Some students will express their passion for art through our annual Freshman Show, and others will express it through the Freshman Art Show—both of these programs, long a feature of our SLC, have traditionally been very successful. These two annual events will give students a way to directly connect to the arts program at the commencement of their high school career.
- develop an Individual Learning Plan with students' counselor during annual grade-level orientations each year where students will understand the focus of each grade.,With the personalized nature of our school, students will be able to meet with their counselor on a regular basis to maintain their ILP. In these regular meetings, both the student and his or her counselor will work on their plan for high school graduation and ensure meeting or surpassing requirements for college admission.

The staff of the *HArts Academy* will shape the culture of our school through norms and attitudes incorporating high expectations for students such as graduating in four years; satisfying all A-G requirements, passing the CAHSEE in one attempt, and being prepared to enter a four-year college or university. We will foster the expectation that every student will belong to a school sponsored activity—a team, a cast, an ensemble, an athletic sport, or a club—and that no one will remain on the periphery during their high school years. When students work closely together and collaboratively for the benefit of their community and their growth, they take pride in their school and themselves.

Students will foster an appreciation of diversity, civic participation, and conflict resolution through continuously participating in school-sponsored activities, building an awareness of a variety of art forms and styles, peer counseling with conflict-resolution style management, and sharing the arts with local students in the community. Our SLC has had long experience with some examples of local community sharing; for example, our students conduct annual *Best of Broadway* outreach performances, perform at the local elementary schools, and conduct workshops for the local elementary and middle school students.

We will include students, families, and community culture in our pilot school through the already established *FANHS—Friends of the Arts at Narbonne High School*—historically a support group established as a result of our SLC. We will also include these groups through our grade-level orientations, Governing Council, electronic communications via our website and email communiqués, creation of school and community volunteer opportunities, Back-to-School Night and Open House activities, and parent conferences. Creating internships at local businesses and industries will also be an integral aspect of fostering community involvement in the learning process at *HArts Academy*.

In addition to our students' school culture, our staff has a unique culture of its own, too. Our SLC teachers and staff members have been working closely together and collaborating for many years. Our Humanitas

PLC interacts on a regular basis to ensure that interdisciplinary projects and essays are cohesive and accessible to all our students. Over the years, we have developed meaningful professional development plans and collaboratively worked to reach our project goals. This faculty culture translates to the students, fostering a positive student culture. In the last two years as design team members, we have been even more supportive of each other's educational goals, professional goals, and personal goals, cultivating a sense of belonging and mutual support for each other.

E6. School Governance

1. Approach to School Governance

The *HArts Academy* will be collaboratively managed by a governing school council. In preparing for collaborative management, the design team has adopted a set of norms that embed collaborative practices into every Design Team meeting. Team members have repeatedly noted the marked difference between meetings held to these norms and meetings outside those of the Design Team. Our intention is to embed these practices throughout the new school as well as to all council, committee, curriculum, staff, and grade level meetings. In keeping with *HArts Academy's* mission and vision, our governance model detailed below allows those closest to the students to determine the school's daily operation, hiring, budget, curriculum and assessment. Our school governance is embedded with a powerful network of student-centered educators, parents, students, and community members working together to improve education.

In our decision-making process, our preferred method is to arrive at consensus among all members of the particular decision-making body (general staff, council or committee); however, if circumstances result in impasse, decisions will be arrived at by majority vote.

2. Governing School Council

Upon application for the County District School code from the California Department of Education, the Design Team will elect the founding members of the Governing School Council (GSC). The GSC will be responsible for all items as designated in LAUSD BUL-5797.0 for school site councils and those items for Governing School Councils referenced in the MOU. Elections for membership positions shall be held in accordance with the bylaws from the above mentioned memo, and be comprised according to California Code §52852. The GSC shall be composed of:

- four teachers (initially elected by the design team and afterwards elected by the teachers at the school);
- the principal;
- one staff member elected by other staff members;
- six members consisting of three students and three parents all elected by their peers.

Should the school be unable to find enough parents willing to serve, community members will be appointed by the council. The GSC will meet the categorical requirements for school site councils.

Teacher members of the GSC shall be elected to staggered two-year terms to ensure institutional memory and continuity. Parent and student members shall also be elected to two-year terms, and all elections shall be held in accordance with applicable bylaws.

The Governing School Council shall:

- a. ensure all parental involvement mandates are met;
- b. develop and adopt the Single Plan for Student Achievement;
- c. respond to recommendations by the English Learner Advisory Committee;

- d. review the *HArts* categorical budget;
- e. annually review and revise the SPSA to be in alignment with the categorical budget;
- f. evaluate student performance and parental involvement data prior to reviewing the SPS;
- g. collaborate with the staff in the development the parent involvement policy;
- h. hold open meetings, adhere to its bylaws, follow Robert's Rules of Order and maintain the GSCs required documents;
- i. set, maintain and evolve the school's vision, mission and goals;
- j. approve the annual budget;
- k. approve the annual elect-to-work agreement;
- l. recommend the selection of the school leader;
- m. manage the internal appeals process;
- n. form committees to carry out GSC tasks.

Note that items a-h fulfill the requirements of the School Site Council detailed in Education Code §52852 and BUL-5797.0; items l-n fulfill the requirements of the Pilot School MOU.

3. Instructional Leadership Team (ILT)

In addition to the GSC, the school shall establish an Instructional Leadership Team that shall consist in the of the four elected teacher members of the GSC and the principal. The ILT shall be responsible for the management of all areas not covered by the GSC, including but not limited to:

- the school calendar;
- staffing and offering of EWAs;
- staff development;
- developing the budget;
- professional development plan;
- setting curriculum in accordance with the SPSA;
- develop assessments;
- attendance policy;
- discipline;
- graduation;
- managing the WASC process;
- fundraising;
- community relations;
- promotion;
- forming of committees to carry out ILT tasks;
- evaluate and enact proposals brought before the GSC by the various committees.

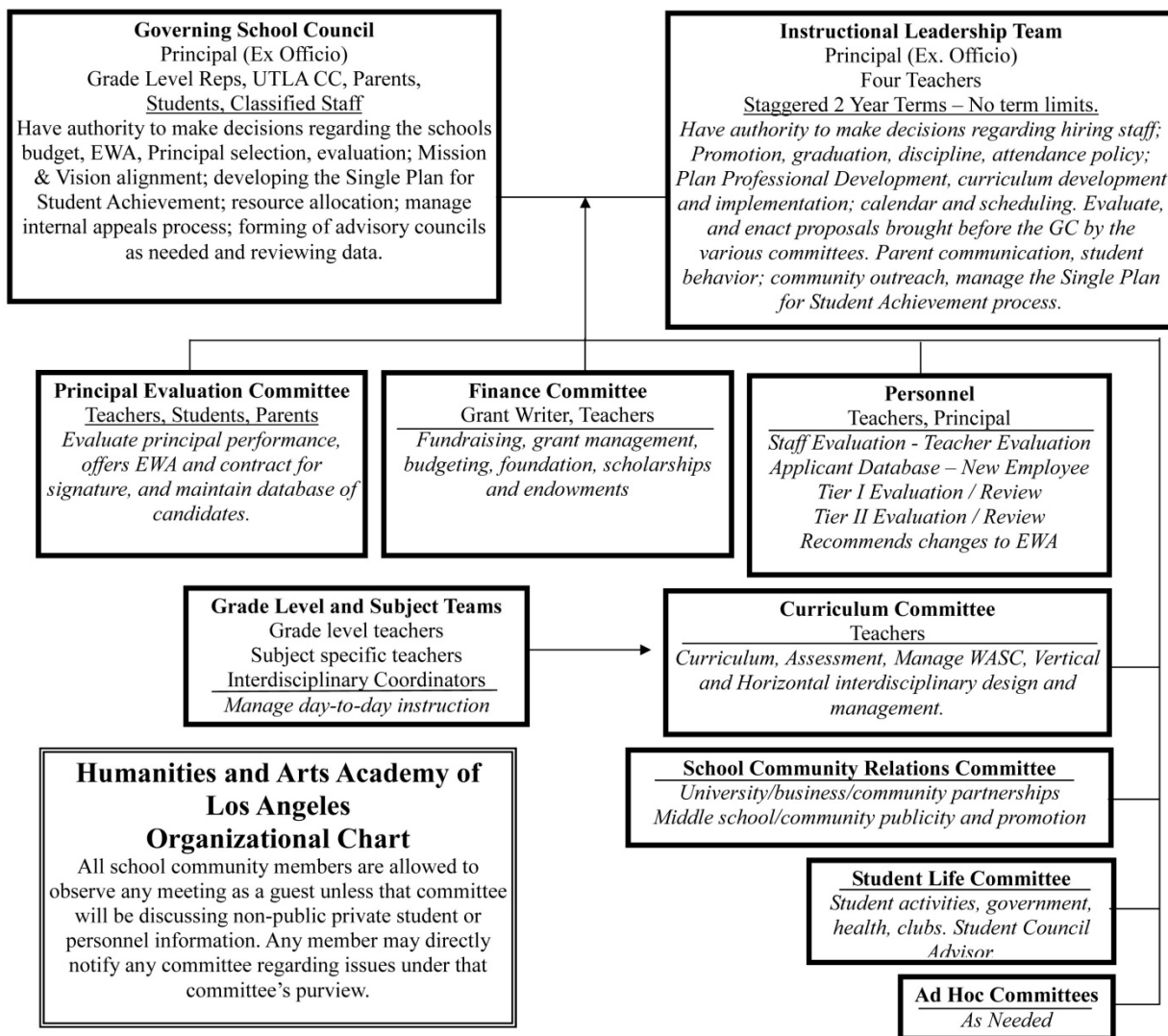
4. Leadership

All of the academy's founding teachers currently teach at Narbonne High School, and most of them have taught for 10 or more years. Three teachers, graduates of Narbonne High School's College Majoring program, live within 10 miles of the campus. Two others grew up in the Harbor Area of the South Bay in the same community of our campus. This gives the teacher team deep knowledge and roots in the community. Most have extensive experience in founding and developing small learning communities, giving them the appropriate skills to found and lead a pilot school. They are all highly qualified, experienced teachers, many with Master degrees in an educational or academic field, and most with performing and visual arts experience. Three hold administrative credentials and many have held leadership positions. These teachers have the background experience to support the humanities and arts focus of the pilot school and to integrate technology and art into curricula. Most importantly, they share a

passion for educating young people, a commitment to our Harbor Area community, and have high expectations and aspirations for their students.

5. English Language Advisory Committee (ELAC)

Should the *HArts Academy* have enough English Learner (EL) students as the result of negotiation with Narbonne High School for the placement of all IEL students located at the shared school site, the *HArts Academy* will establish an English Language Advisory Committee (ELAC). The committee will be composed of five members: three parents of English Language Learner pupils attending the school elected by parents; and two teachers elected by teachers at the school. The committee has the responsibility to advise and make recommendations on four legally required topics: advise the Governing School Council on the development of the Single Plan (SPSA), especially those sections related to English Learners; assist in the development of the school’s needs assessment; language census (R-30); efforts to make parents aware of the importance of regular school attendance.



E7 School Budget

HArts Academy will receive funding via LAUSD’s transparent budgeting process based on Pure Per Pupil ADA. The autonomy and flexibility given to the school will require an added responsibility to ensure that the per pupil state and district funds are spent on programs, resources, and services that are designed to

benefit all students. The Governing Council, comprised of the professional staff and the members of the local community, will be responsible for allocating funding resources in order to best meet the students' needs. The school's budget will be monitored and reviewed on a regular, ongoing basis by the Governing Council to maintain and provide financial stability and student success. There will be transparency in terms of the financial status of the school. The Governing Council will submit budget reports as a way of informing the staff, parents, and other community members. The current Design Team will be responsible for establishing budget priorities and the allocation of the school's budget in year 1 of the school's operation. Those priorities will be aligned to the guiding principles of the school's mission and vision statement. Our highest priority is to cultivate a teaching staff of the highest quality, which necessitates that a significant amount of funding will be focused on supporting and retaining highly effective and competent teachers who will promote the mission and vision of the school and maximize positive student learning and achievement.

Unlike the restraints of traditional school structures, the budget autonomy for *HArts Academy* will give us the ability to concentrate our funding into areas that support the theme of the Performing and Visual Arts in a collaborative and projects-based learning environment. In addition, funding will be directed towards college preparation for our students in order to ensure that the greatest number of students will pursue higher education. *HArts Academy* will use its budgetary autonomy as a pilot school to maximize student achievement and build a professional collaborative learning community by:

- maintaining small class sizes to maximize personal and individualized instruction;
- providing in-depth interactions with teaching artists and professional performing artists through arts residencies;
- purchasing supplementary resources to support differentiation for individual student needs;
- providing experiential learning opportunities on and off-campus, such as curricular trips to local Performing and Visual Arts organizations and institutions;
- placing a high priority on providing access to laptop computers for every student in every classroom, including utilizing textbook funds to replace hard copies with interactive, electronic versions of state-adopted texts, if possible;
- providing students and teachers with access to media arts technology, such as video cameras and editing software, to promote 21st century literacy and communication in all content areas;
- employing a campus aide to maintain a safe environment for students, teachers and faculty;
- purchasing supplemental educational materials to support project-based learning and the implementation of interdisciplinary methods and projects;
- establishing contracts with arts education experts to build faculty capacity for arts integration and use of kinesthetic learning strategies in all subjects;
- supporting high quality and relevant conferences, workshops, and seminar participation for all teachers in the promotion of professional development;
- establishing effective, engaging intervention programs in Mathematics and English Language Arts;
- providing stipends for a Grade Level Team Lead Teacher for each grade level;
- providing stipends or a curriculum development period for a Performing Arts Lead Teacher and an Academic Lead Teacher;
- providing supplemental pay for the Counseling Coordinator for additional duties beyond the counselor job description, such as assisting the principal in management of special programs related to student support.

There will be a process for developing the annual school budget with maximum and meaningful input from all stakeholders. We will establish and utilize governance and advisory committees that will review school data and decide on the areas of need. The data will be presented to each committee and they will

develop a priority list of school needs. A budget-needs assessment survey will be given out to each school community group including students, classified staff, certificated staff, and parents. This information will then be tabulated by the Budget and Finance Committee and reported back to the Governance Council. The Governance Council will make the final budget decisions based on school data, the school's vision and mission, and the priorities agreed upon by the school's stakeholders. We will use the school's fundraising plan to actively recruit parents, teachers, and organizations to help raise funds by holding performances, dances, and community events. We will establish the following organizational structures to support fundraising efforts:

- The Parent Leadership Team will lead fundraising efforts within the school and look to community organizations to donate resources.
- The Student Leadership Team will produce and sell DVDs and CDs of school performance events, T-shirts, and school spirit wear, in support of Student Activities Funds.
- The Governing School Council will approach local businesses and public agencies for donations of funds and services.
- The principal will ensure that all faculty members receive training in grant-writing. The principal will lead and support them in their efforts to seek out grants at the local, state, and federal levels. Clerical support for submitting proposals and spending the resulting funds will a high priority.
- *Friends of the HArts Academy* will be established as a non-profit 503c organization by parents to create, organize, and facilitate fundraising events.

We will establish financial controls: The Governing School Council, in conjunction with the principal and the campus Fiscal Manager, will develop an annual budget for the school, provide monthly monitoring of the budgetary spending benchmarks, and vote on substantive budgetary changes occurring within the school year. The Governing Council will also provide oversight of all fund-raising efforts on behalf of the school and its programs. LAUSD accounting procedures will be followed to meet the internal and external audit requirements of LAUSD and all California Department of Education financial guidelines, policies and procedures.

Many of our SLC teachers joining our pilot school have had varied experiences in fundraising as advisors and/or athletic coaches. In addition to our fundraising experiences, our non-profit organization, FANHS, has had much success in raising funds for productions, concerts, field trips, and scholarships for our student body.

Our current staff has a combined experience of almost 60 years in fundraising and its complicated recordkeeping tasks. Our advisors and coaches are from the immediate community and have communal ties throughout the Harbor Area of the South Bay and Los Angeles. Among our advisors and coaches are two head football coaches, a head swim coach, a former chess coach whose team competed nationally, two theatre producers, and a successful small art gallery business owner. *FANHS* will rewrite its charter to be a non-profit organization as *Friends of the HArts Academy* and will become an integral part of our parent and business communities. Our partnership with FANHS, coupled with our partnerships with the community, will greatly assist in our funding needs.

E8 Family and Community Engagement

At *HArts Academy*, families and community organizations will participate as partners in expanding learning opportunities and support services for students. Family and community engagement will be meaningful and the parents will have every opportunity to be involved in their child's education. As a small, personal school, *HArts Academy's* governing board, staff, teachers, and administrators have the advantage to personally reach out to its immediate community and its parents and guardians, whether the student's living arrangements are in a nuclear family unit or a group foster home. *HArts Academy* offers

an intimate setting and constant one-on-one counseling for each of its students and will have parents and community members on the governing board and active in the school activities. FIS (Families in Schools) provides an excellent model for *HArts Academy* to engage and participate when it comes to engaging families and our community.

HArts Academy will incorporate community organizations into the school plan and culture with *Friends of the Arts and Narbonne High School (FANHS)*, which will expand as *Friends of the HArts Academy of L.A.* As explained in section E7 above, *FANHS* is a nonprofit organization dedicated to supporting arts education at Narbonne and will dedicate itself to *HArts Academy*. Parents will be encouraged to join *FANHS* and as members they will have the opportunity to:

- assist in the production of all performances by helping with costumes, set construction, concession, supervision, publicity, and other needs;
- raise money to fund college scholarships for seniors, learning grants for underclassmen to receive additional training in the arts, and awards for students who excel in academics and the arts;
- vote on ways money is allocated to the school;
- receive newsletters informing members of arts events, performances, alumni news, and other items.

Because many of our teachers are from the local community and even attended Narbonne High School, the connections these teachers have in the community will foster other partnerships and community involvement as well. Some of these connections and partnerships will include the following local businesses and industries:

- Lomita Chamber of Commerce (<http://www.lomitacoc.com/?id=MemberABC>)
 - Refer parents for support in the community
- Lomita-Harbor City Kiwanis Club
 - scholarships for students
 - grants for start-up clubs
- Harbor City-Lomita Lions Club
 - scholarships for students
 - grants for start-up clubs
- Small businesses and schools:
 - Lomita Mail Box
 - Benz & Beamers
 - South Bay Aquatic Center
 - Lomita Parks & Recreation (Cindy Blount, Director)
 - Los Angeles Recreation & Parks, San Pedro
 - L.A. Harbor Community College Foundation
 - El Camino Community College
 - FIDM
 - Arts Institute
 - Lomita Elementary
 - South Shores Performing Arts Elementary
 - Fleming Middle School
 - Dodson Middle School
 - CSU Dominguez, Performing Arts Department (Jack Kauffer, Director)
 - The Study Hut Foundation of Lomita

HArts Academy will implement grade level orientations and meetings each year to increase parent investment and involvement in their student's success:

- The Freshmen Orientation will inform parents about the school calendar, behavior expectations, extracurricular activities, four-year learning plans, basic graduation/college requirements, technological resources (libraries, computers, etc.) and opportunities for parent involvement.
- The Sophomore Orientation will focus on the importance of the CAHSEE, CST, and PSAT exams and of maintaining a strong GPA.
- The Junior Orientation will cover SAT/ACT testing dates, enrollment, and prep classes. Parents and students will also receive more specific information about college choices and support services.
- The Senior Orientation meetings will have a comprehensive college focus (e.g. financial aid, college application dates), with discussion of graduation requirements and senior activities.

At each yearly meeting, parents will receive a personalized update on their child's cumulative progress toward graduation and toward meeting college requirements.

Few differences in cultures between school staff and the community exist because of our staff's backgrounds and because many of our staff members are from the local community. The few differences that do exist will be addressed by training bilingual students to improve communication with parents. Most of the teachers and staff involved in *HArts Academy* attended schools in the community (Narbonne, Banning, Carson, San Pedro). Our staff is as diverse as the community and its students and understands the growing needs of *HArts Academy's* students and their families.

Parents will know that they have a role to play in their child's educational life at *HArts Academy*. With family and community engagement, relationships are focused on respect, trust, and collaboration. Families will be expected to participate as partners in each school. *HArts Academy* will work closely with parents and with the community in which they are located and will form partnerships with community organizations in order to expand learning opportunities and support services for students and their families. We will involve parents in their school and be supportive of the families of students and the surrounding community. A healthy and vital school culture starts in the home; students with involved parents are more likely to succeed academically and go on to postsecondary education. *HArts Academy* will value the parents, guardians, and families of all students as partners in the learning community. Our governing council at *HArts Academy* will create a collaborative structure in which parent voice and insight contribute to and is considered in the direction of the school. Parents will have the opportunity to serve as members of the governing council and have input on school issues and will have voting rights.

Furthering parent and community involvement, *HArts Academy* will maintain a website that has up-to-date information on all school events as well as contact information for all staff members. Teachers will check email regularly and respond to parent questions and concerns as quickly as possible. Teachers will also be provided with an email contact list for all students so that they may reach out to parents concerning student progress.

Parents will have the opportunity to meet with the educational advisor to help develop an Individualized Learning Plan, which the student will follow throughout their time at *HArts Academy*. Each year, parents, teachers, and students will review student progress and adjust the plan as needed. Parents will be able to support students by volunteering to supervise fieldtrips, assist in classrooms, participate as part of the production team for performances and after-school activities, and parents will be able conference with teachers by periodically attending campus events such as Back-to-School night in the fall semester, Open House night in the spring semester, formal parent-teacher conferences each semester, and workshops for college planning.

We will implement other strategies to ensure parent and community involvement, such as:

- parent surveys;
- attendance at planning meetings to support academic and behavioral goals;
- involvement with our monthly newsletter via email;
- assistance in creating the student handbook;
- assistance in collecting and updating student and parent contact information;
- assistance in distributing answers to questions regarding any needs or concerns of other parents;
- Fundraising:
 - *FANHS/Friends of the HArts Academy of L.A.*
 - Grants
 - Business Partners
- providing technical support/training for students and parents;
- staffing a Parent Center exclusive to *HArts Academy* with volunteer parents and community members.

F School Planning Team

F1 Planning Team Members

During the Spring semester of the 2010-11 academic school year, there was a discussion among a small number of teachers within the School Learning Community (SLC) of the Performing and Visual Arts at Narbonne High School to convert to a Pilot school. Not being satisfied with the status quo of the SLC's at Narbonne HS coupled with the notion of having autonomy in key areas of the functioning of the SLC, resulted in an affirmative response to converting to take the SLC to a Pilot school. After almost a year of research and preliminary discussions with other members of the SLC, a presentation was made to the entire SLC for the purpose of getting support for moving forward in exploring the conversion to Pilot. All members of the SLC were invited to participate s members of the Design Team that would help develop a mission and vision of the Pilot school. Hence, a Design Team was created by nine teachers who have developed, through countless meetings and discussions, a proposal after securing the needed two-thirds vote from the SLC.

The leader of the Design Team is Greg Fisher. He is currently a teacher at Narbonne High School. He has held various leadership positions as a teacher for 25 years and does have an administrative credential. In addition, as a teacher and Administrative Dean at California Academy of Math and Science, he demonstrated leadership qualities during his tenure there from 1997-2010. Moreover, he was an adjunct professor at California State University Dominguez Hills (CSUDH). His lengthy experience as an accomplished and recognized educator was immediately viewed by the Design Team as an asset. In particular, Mr. Fisher was approached by one of his students at CSUDH, a current teacher at Narbonne HS, and was solicited by him and three other like-minded teachers from the Performing and Visual Arts Small Learning Community at Narbonne HS to participate in the conversion of the SLC to become a Pilot school and assist with the design of the school from the ground up. Drawing on Mr. Fisher's prior experience at CAMS and CSUDH, discussions ensued that focused on replicating some of the programs and policies that he was deeply involved with (some that were in some instances successful and nationally recognized) and recreate them within the new pilot school.

Planning Team:

Name of Teacher	Years Teaching	Years at NHS	Years in NHS SLC	Subjects Credentials	Additional Expertise
Maria Zarro	20	12	9	ELA; Adv. Composition	MAEd.; Admin. Cred.; Ass't AD; Athletic Coach; Humanitas ELA Teacher; Extensive writing/editing skills; Business/marketing/legal experience.
Greg Fisher	25	2	0	Economics; US Government; US History	MAEd; MA American Studies; Administrative Credential; Character education trained; CCEE and CASET Board member; Adult School Teacher
Robert Siefker	27	13	8	Social Studies	School Counselor (PPS); coach
Jennifer Broadbent	12	12	8	Social Studies, Theater, Dance	Theater and dance production; stage crew and technical theatre
David Bunnell	7	7	7	ELA, Photography, Computer Concepts & Applications	MA TechEd; Former Series 7 (General Securities Representative); Series 24 (General Securities Principal); Series 4 (Registered Options Principal) license holder and Registered Investment Adviser.
Howard Charest	25	10	8	ELA	MA in English; Humanitas Coordinator; trained in AP courses; experience as part-time college instructor; chess coach
Joe Aguirre	12	7	7	ELA	Experience in business, marketing, and business law.
Kiki Infante-Smith	9	9	8	Theatre/ELA	Director/ass't director/producer of plays/musicals; Chorus/voice instructor; produces Multicultural productions; sponsored A Cappella Club
Paul Folia	10	10	6	Social Sciences	UTLA Chapter Chair: Four (4) years
Ray Vasquez	18	11	9	Fine Arts	MAEd; Set designer; Technical director; stage crew advisor; golf coach; Art Curator.

F2 Parent and Community Engagement in Developing the Plan

Parent and community engagement in developing our *HArts Academy* school plan came in many forms, and this engagement will continue throughout the planning process. During the planning, members of our design team visited other pilot schools already established to learn and assess the operations and implementations of a pilot school. These members took away from these visits ideas, visions, and skills to implement our own pilot school.

In developing many aspects of *HArts Academy*, we reached out to local members of the community, our Narbonne High School PTSA members, current students and alumni, and an eclectic mix of parents from our own SLC as well as other SLCs on campus. The feedback and informal discussions that ensued enabled us to tap into diverse and creative ideas and assisted us with formulating our mission and vision statements.

Some of these informal discussions with parents revealed that parents are disenchanted with the leadership of the whole school and disappointed that half of our art programs were cut. Parents of our SLC students indicated that reduction in performances and exhibits have prompted them to research other performing and/or visual arts schools to better serve their children. In the course of conversations with two of our Math and Science Magnet program parents, they also expressed dissatisfaction with the declining quality and declining personalization of their children's education.

While reaching out to community members, our informal discussions led us to conclude that the community, especially the immediate surrounding cities of Lomita and Harbor City, feels a great disconnect with Narbonne High School and its student body. Businesses expressed a desire to create internships for seniors and asked us if we could provide the reason for the decline in these internships. In the past, internships fostered by Narbonne High School and the surrounding businesses led to paying jobs and careers.

We held three different formal meetings over the last year: a formal SLC meeting with a formal presentation, a question and answer period, and an informal vote that expressed interest in going forward with writing a proposal for submission; a formal community informational meeting that included five community residence members; and a formal parent informational parent meeting that yielded a dozen parents and ten current students. More formal meetings will be forthcoming; however, we have maintained communications with parents, other teachers and staff members, and local business and community members on a regular basis. In addition to these meetings, we collected email addresses of concerned community members and our SLC parents, guardians, and alumni, and we emailed information and questionnaires to assess their interests, concerns, and hopes for our school.

G Implementation

Implementation of our new school will include staff and principal selections, student recruitment, application and enrollment process, grade-level student and parent orientations, professional development meetings, and periodic meetings as deemed necessary. The following is a timeline and chart of *HArts Academy's* intentions for implementation:

Staff and Principal Selection

- February 14: staff applications due
- March 1: principal applications due
- March 15: principal selected

Current Staff

- February 14: current SLC members and design team members meet to review the EWA

- February 21: current SLC teachers and design team members sign EWA to declare their intent to join the *HArts Academy* Staff
- February 22: applications available to other Narbonne LAUSD teachers for all unfilled positions
- March 22: staff applications due
- April 5: staff is selected; EWA signed
- April 15: LAUSD deadline for application of long-term absences, part-time, and leaves

Student Recruitment and Enrollment

- February 15: student applications available
- February 15: recruitment begins
 - Recruitment will take place within the existing SLC, in the 9th Grade House, and among other Narbonne SLCs.
 - Flyers and brochures will be sent to advertise and recruit from art departments at Carson, Banning, Pedro, Gardena, and other schools.
 - advertising and recruitment at local middle schools
 - advertising and recruiting at local dance schools, music teachers, art schools
 - *HArts Academy* representatives visit middle schools to program incoming ninth graders.
- March 22: student applications due (Late applications will be accepted if there is a need for more students.)
- April 12: student acceptance letters sent

Student Support/Family and Community Engagement

- May 9: *HArts Academy* Introductory Orientation for parents and students
- Initial Welcome, Forms for Course Preferences, Meeting of Teachers, Expectations and Goals, and other items.

Grade Level Orientations

- Grade-Level Orientations for parents and students will include presentations of goals and objectives for the year as well as distribution of Individualize Learning Plans (ILP) and programs for all students.
- August 6: Orientation for Juniors and Seniors
- August 7: Orientation for Sophomores
- August 8: Orientation for Freshmen

Student Registration

- Registration packets will be emailed to parents and made available at Grade-Level Orientations.
- August 8: Students submit registration forms (may be submitted week of Grade-Level Orientation)

Curriculum/Assessment

- Bimonthly meetings during the summer will be focused on aligning curriculum and revising assessment.
- Meeting dates will also focus on creating professional development for the new *HArts Academy* Staff and on developing agendas for Grade-Level Orientation Meetings
- Meeting dates are June 11, June 25, July 9 and July 23.
- Professional Development for the entire staff will be August 6-8.
- The EWA states that these meetings will be unpaid.

Facility/Operations

- Meetings every Thursday from February 14- May 23 will focus on the following (unpaid meetings, as specified by the EWA):
 - processing of Student Applications;
 - selecting Staff/ Signing EWA;
 - developing agendas for orientations;
 - negotiating use of facilities with Narbonne High School;
 - negotiating sharing of operations with Narbonne High School.
- Facilities and Operations Share will be agreed upon with Narbonne High School by May 17.

The transition from a traditional school to a pilot school is complex and many tasks must be accomplished; while we implement our new pilot school plans, however, we will keep these four goals as a priority for our first year of operation:

- project-based learning;
- transitioning into a block schedule by academic year 2014;
- maintaining our unique student and teacher culture;
- interdisciplinary teaching using the Humanitas model as our guide.

Tentative Calendar February / March

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2/4	2/5	2/6	2/7	2/8
2/11	2/12 banked	2/13	2/14 Principal applications available; EWA SLC meeting	2/15 Student applications available; Student recruitment begins
2/18 No School	2/19	2/20	2/21 EWA signed by SLC teachers	2/22 Staff applications available
2/25	2/26 banked	2/27	2/28 <i>HArts Academy</i> meeting	3/1 Principal applications due
3/4	3/5	3/6	3/7 Open House; <i>HArts Academy</i> meeting	3/8
3/11	3/12 CAHSEE	3/13 CAHSEE	3/14 <i>HArts Academy</i> meeting	3/15 Principal selected; Staff applications due
3/18	3/19	3/20	3/21 PLBAO; <i>HArts Academy</i> meeting	3/22 Student applications due
3/25 Spring Break	3/26 Spring Break	3/27 Spring Break	3/28 Spring Break	3/29 Spring Break

Tentative Calendar April – August

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4/1 No School	4/2 banked	4/3	4/4 <i>HArts Academy</i> meeting	4/5 Staff selected
4/8	4/9	4/10	4/11 <i>HArts Academy</i> meeting	4/12 Student acceptance letters sent
4/15	4/16 CST	4/17 CST	4/18 CST <i>HArts Academy</i> meeting	4/19 CST
4/22	4/23	4/24	4/25 <i>HArts Academy</i> meeting	4/26
4/29	4/30	5/1	5/2 <i>HArts Academy</i> meeting	5/3
5/6	5/7	5/8	5/9 <i>HArts Academy</i> Orientation	5/10
5/13	5/14	5/15	5/16 <i>HArts Academy</i> meeting	5/17 Facilities/ operations share agreed upon
5/20	5/21	5/22	5/23 <i>HArts Academy</i> meeting	5/24
5/27 No School	5/28	5/29	5/30 Graduation	5/31
6/3	6/4	6/5	6/6	6/7
6/10	6/11 Meeting	6/12	6/13	6/14
6/17	6/18	6/19	6/20	6/21
6/24	6/25 Meeting	6/26	6/27	6/28
7/1	7/2	7/3	7/4	7/5
7/8	7/9 Meeting	7/10	7/11	7/12
7/15	7/16	7/17	7/18	7/19
7/22	7/23 Meeting	7/24	7/25	7/26
7/29	7/30	7/31	8/1	8/2
8/5	8/6 Training 11 th /12 th Orientation; Registration	8/7 Training 10 th Orientation; Registration	8/8 Training 9 th Orientation Registration	8/9
8/12 Pupil Free Day	8/13 First day of school	8/14	8/15	8/16

H. Appendices

Appendix A: Letter of Intent

Appendix B: Documentation of Voting Results

Appendix C: NHS School Performance Framework 2010-11

Appendix D: Annual Measureable Objectives for ELA/Mathematics

Appendix E: API Overview and Administrative Strategies for Improvement

Appendix F: Current Year APY graphs

Appendix G: Current Year API graphs

Appendix H: Current Year AGT

Appendix I: Performance Meter/Data Summary Sheet

Appendix J: NHS 2011-12 School Report Card

Appendix K: Elect-to-Work Agreement

Appendix L: Parent Survey

Appendix M: Informational Meeting Flyer

Appendix N: E-mail Letter to Parents/Community/Alumni

Appendix O: E-mail List

Appendix P: HArts Academy Informational Brochure

If you are interested in applying to become a Pilot School, please submit this Letter of Intent Form by **Friday, September 14, 2012** via e-mail to LA-PilotSchools@lausd.net. Schools or Design Teams can still submit full proposals on Wednesday, December 12, 2012 even if a Letter of Intent (LOI) was not submitted. The LOI form provides us with contact information so we can communicate information sessions and workshop schedules.

This sheet must be submitted with your full proposal.

LETTER OF INTENT / INFORMATION SHEET

School Site Name:	Narbonne High School (8779)
Proposed School Name (<i>if planning to change current school name</i>):	HArts Academy, LA (Humanities & Arts Academy of Los Angeles)
Conversion or New Pilot School:	Conversion Pilot (from SLC)
School Address:	24300 S. Western Ave, Harbor City, CA 90710
Primary Contact Name:	Gregory Fisher
Primary Contact Phone No:	949.231.8828 or 310.720.2516
Primary Contact E-mail Add:	mrgf32@hotmail.com
Proposed Grade Level Configuration for 2013 – 2014:	9-12
Proposed Thematic Units or Areas of Focus (<i>if applicable</i>):	Humanitas and Interdisciplinary learning models. Studies are project-based for students who want to succeed interested and motivated by the performing and visual arts.

NARBONNE SCHOOL OF ARTS & HUMANITIES SLC FACULTY MBR:	DATE:	VOTED:
Allen, Kevin: Science	did not vote	abstain
Agurrie, Joe: English	10/10/2012	YES
Arevalos, Jen: P.E	10/10/2012	YES
Baltazar, Eric: English	10/9/2012	YES
Bartlett, Bob: Arts	10/9/2012	NO
Barton, Flora: Spanish	10/9/2012	NO
Broadbent, Jen: Social Sciences	10/10/2012	YES
Brown, Maya: Counselor (Ms. Hodes, sub)	10/10/2012	abstain
Bunnell, David: English, Arts	10/9/2012	YES
Charest, Howard: English	10/9/2012	YES
Collins, Ellen: Science	10/23/2012	NO
Douglas, Manuel: SDC	10/10/2012	YES by proxy
Erickson-Mantz, Karen: RST	did not vote	abstain
Folia, Paul: Social Sciences	10/10/2012	YES
Gungob, Avelita: SpecEd/RST	did not vote	abstain
Han, Grace: Music	10/10/2012	YES
Infante, Kristina: English	10/10/2012	YES
Ingerson, Nancy: RST	10/9/2012	YES
Kelesides, Tom: Math	10/9/2012	YES
Levin, Carol: Foreign Language/Music	10/9/2012	YES
Pantoja, Marco: P.E.	10/10/2012	YES
Rasheed, Aneesah: RST	10/9/2012	YES
Siefker, Bob: Social Sciences	10/9/2012	YES
Spiegel, Sylvia: Arts/Dean	10/9/2012	YES
Vasquez, Ray: Arts	10/10/2012	YES
Wahlmeier, Gregory: Arts/Testing Coord	10/10/2012	YES
Wells-Davis, June: SDC	did not vote	abstain
Zarro, Maria: English	10/9/2012	YES

20=yes / 3=no

71%

YES

5=abstain or did not vote

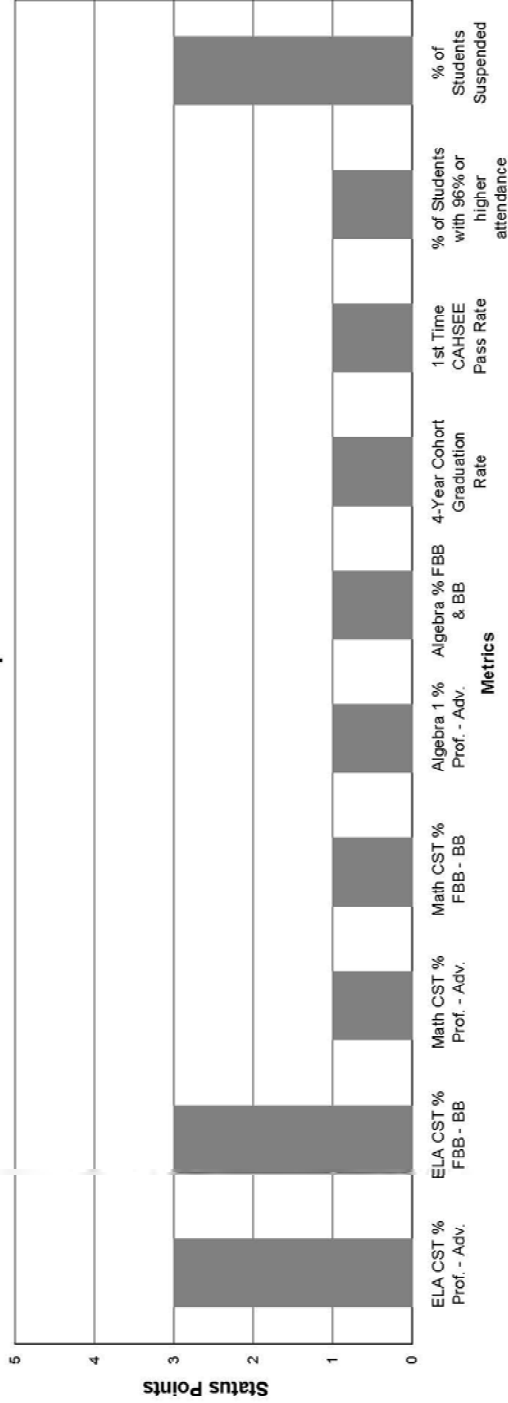
67%

is majority

School Performance Framework

NARBONNE SENIOR HIGH (Local District 8)

Status Performance Snapshot from 2010 - 11

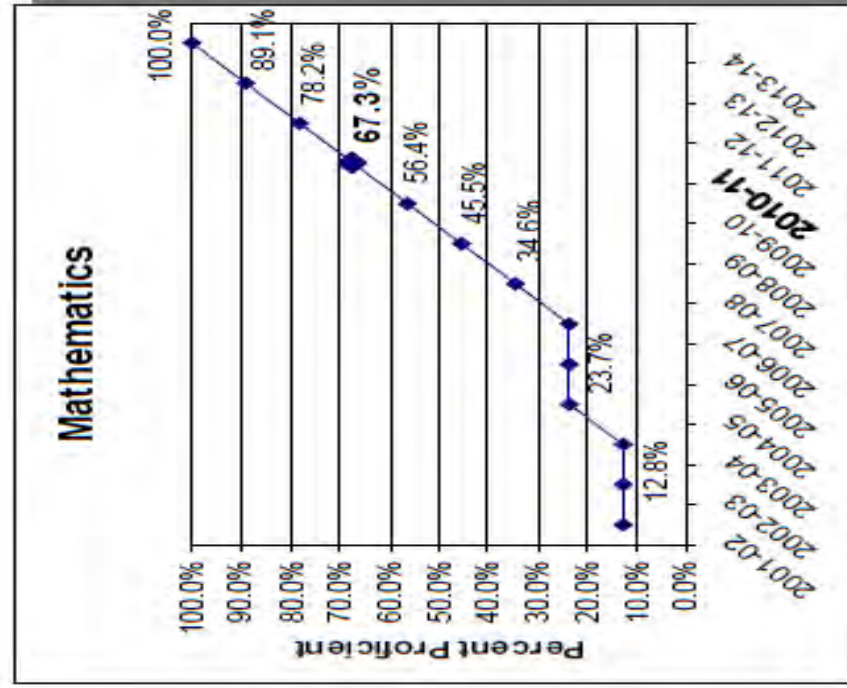
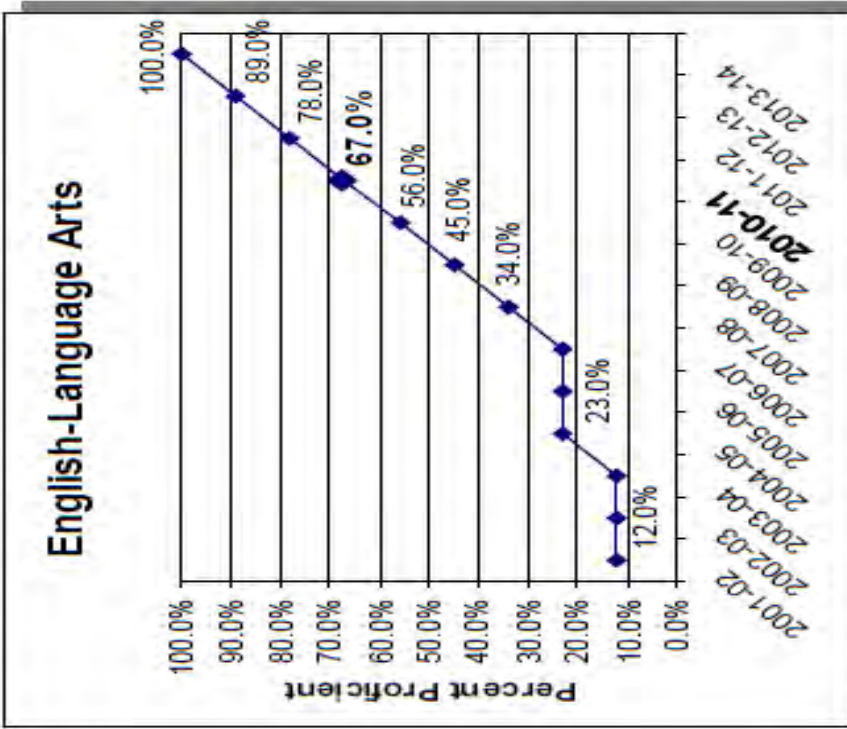


Color	Points	Classification	Number of High Schools ¹
Blue	42-50	Excelling	6
Green	33-41	Achieving	5
Yellow	24-32	Service & Support	11
Orange	15-23	Watch	31
Red	10-14	Focus	37

NARBONNE SENIOR HIGH earns the designation of WATCH

¹ Inclusive of Span Schools that are classified as Senior High Schools according to their API type, but not inclusive of Option Schools. Distribution of Option Schools is as follows: 37 Focus, 16 Watch and 1 Service & Support.

Annual Measurable Objectives for ELA/Mathematics



ACADEMIC PERFORMANCE INDEX**NATHANIEL NARBONNE HIGH SCHOOL: SY 2011-12**

- Academic Performance Index Growth Target SY 2011 – 2012 is 5 points
 - Academic Performance Index Growth SY 2011 – 2012 is -2 points
- API = 692

Subgroup	Growth
African American	13 points
Filipino	13 points
Hispanic	- 11 points
White	9 points
Socioeconomically Disadvantaged	- 9 points
English Learners	-14 points
Students with Disabilities	-18 points

NARBONNE'S ADMINISTRATIVE STRATEGIES FOR IMPROVEMENT:

- Provide Intensive Support to Hispanic, English Language Learners, Students with Disabilities Subgroup
- Provide Professional Development to Faculty and Staff on strategies to address needs of specific subgroups
- Provide Professional Development that focuses on Culturally Responsive and Relevant Education
- Provide after school and Saturday School Intervention Classes that are focused on CAHSEE Preparation and English Language Arts and Math Standards
- Communicate with Parents on a regular basis regarding students' progress.
- Provide parent workshops on homework support, behavior intervention, etc.
- Increase Parent Volunteers

ENGLISH LANGUAGE ARTS

9th Grade

	ADVANCE	PROFICIENT	BASIC	BB	FBB
2010	12	25	27	20	15
2011	16	26	33	15	9
2012	17	27	30	18	8

of Students Tested = 1042

% of Students Advance and Proficient = 44%

ENGLISH LANGUAGE ARTS

10th Grade

	ADVANCE	PROFICIENT	BASIC	BB	FBB
2010	14	22	28	19	12
2011	16	28	32	12	6
2012	17	27	32	14	9

of Students Tested = 710

% of Students Advance and Proficient = 44%

ACADEMIC PERFORMANCE INDEX

- a. Academic Performance Index Growth Target for SY 2011 – 2012 is 5 points
- b. Academic Performance Index Growth for SY 2011 – 2012 is **-2 points**

API = 692



2011 AGT SCHOOL REPORT
NARBONNE SH

**Academic Growth over Time:
School-Level Results**

The tables below provide School-Level AGT results for CST tested subjects. Results are provided both for the past academic year and for the average of the last three years.

	Past Academic Year 2010-2011					3 Year Average 2008-2011						
	Number of students	1	2	AGT ESTIMATE District Average	4	5	Number of students	1	2	AGT ESTIMATE District Average	4	5
ELA School-Level AGT												
Overall	1994			4.0			6030			2.6		
MATH School-Level AGT												
General	**	Insufficient Data					**	Insufficient Data				
Algebra I	535			3.6			1387			3.0		
Geometry	658			3.3			2647			2.8		
Algebra II	443			3.0			1380			2.6		
SCIENCE School-Level AGT												
Integrated Sci	544			2.7			1785			2.1		



Academic Growth over Time: School-Level Results

The tables below provide School-Level AGT results for CST tested subjects. Results are provided both for the past academic year and for the average of the last three years.

	Past Academic Year 2010–2011					3 Year Average 2008-2011						
	Number of students	1	2	AGT ESTIMATE District Average	4	5	Number of students	1	2	AGT ESTIMATE District Average	4	5
SCIENCE School-Level AGT												
Biology	779			2.1			2325			1.5		
Chemistry	543				3.8		1512				3.5	
Physics	22					3.3	46					3.1
SOCIAL STUDIES School-Level AGT												
World History	758				2.5		2240			1.7		
US History	504					3.7	1499					2.8



Academic Growth over Time: Grade-Level Results

The tables below provide Grade-Level AGT results for English Language Arts (ELA) and Math. Results are provided both for the past academic year and for the average of the last three years.

	Past Academic Year 2010–2011					3 Year Average 2008-2011						
	Number of students	1	2	AGT ESTIMATE District Average	4	5	Number of students	1	2	AGT ESTIMATE District Average	4	5
ELA Grade-Level AGT												
Grade 9	846			3.1			2780		2.3			
Grade 10	665				4.4		1868			3.1		
Grade 11	483					4.7	1382				3.2	
MATH Grade-Level AGT												
General 8/9	**			Insufficient Data or NA			**			Insufficient Data or NA		

Full appendix available upon request.

PERFORMANCE MEETER										
NARBONNE SENIOR HIGH										
GOAL 1: 100% GRADUATION	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate	44%	49%	49%	60%				60%	63%	70%
B. Students On-Track for Meeting A-G Requirements			28%	31%				38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. English Language Arts, Elementary								60%	67%	74%
B. English Language Arts, Secondary	36%	36%	37%	43%				45%	50%	54%
C. Mathematics, Elementary, Proficient & Advanced								69%	75%	82%
D. Mathematics, Secondary, Proficient & Advanced	15%	12%	11%	17%				36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts								49%	55%	62%
F. Proficiency in Algebra	15%	8%	10%	13%				38%	47%	55%
G. Reclassification Rates	10%	9%	12%	10%				21%	24%	27%
GOAL 3: 100% ATTENDANCE	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of students with 90% or higher attendance	82%	55%	56%	56%				66%	71%	78%
B. Percentage of staff with 90% or higher attendance	55%	63%	62%	66%				69%	74%	79%
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork		23%	31%	29%						
B. Parent participation on School Experience Surveys		22%	25%	24%				35%	40%	50%
GOAL 5: SCHOOL SAFETY	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	440	235	237	161				41,500	41,000	38,500
B. % of students who feel safe on school grounds (agree or strongly agree)		75%	81%	80%				85%	88%	90%

PERFORMANCE MEETER - DATA SUMMARY SHEET									
NARBONNE SENIOR HIGH									
2450 S. WESTERN AVE NARBONNE CITY 90710									
Student Demographics (2010-11) Ethnic American: 1% English Learners: 12% American Indian: 1% Hispanic/Latino (H): 25% Asian: 7% Students with Disabilities: 14% Filipino: 5% Economically Disadvantaged: 53% Latino: 67% Hispanic/Latino (H): 26% Pacific Islander: 4% Hispanic/Latino (Other - American Born): 9% White (incl. Arab): 7% Hispanic/Latino (Other - Foreign Born): 15%					ATP Not ATP (2010-11): 46 Critical Mass: 28 FY 14: 6 FY 14 Budget P: 800,000				
College Readiness - A-G Courses 10th Grade: 10.2% 10.4% 10.2% 10.2% 11th Grade: 10.4% 10.4% 10.4% 10.4% 12th Grade: 10.4% 10.4% 10.4% 10.4%					GOAL 1: 100% Graduation 2008-09: 44% 2009-10: 44% 2010-11: 44%				
Attendance Rate 2008-09: 82% 2009-10: 55% 2010-11: 56%					GOAL 2: Proficiency For All English Learner Progress: 2008-09: 36% 2009-10: 36% 2010-11: 37% English Learner Accountability: 2011-12: 45% 2012-13: 50% 2013-14: 54%				
Graduation and Dropout Rates 2008-09: 59.7% 2009-10: 73.3% 2010-11: 73.3%					GOAL 3: 100% Attendance 2008-09: 82% 2009-10: 55% 2010-11: 56%				
Parent Survey 2008-09: 23% 2009-10: 31% 2010-11: 29%					GOAL 4: Parent and Community Engagement 2007-08: 22% 2008-09: 25% 2009-10: 24%				
Student Survey 2008-09: 75% 2009-10: 81% 2010-11: 80%					GOAL 5: School Safety 2007-08: 440 2008-09: 235 2009-10: 237 2010-11: 161				
California Standards Tests (CST) (2010-11) English Language Arts: 2008-09: 44% 2009-10: 44% 2010-11: 44% Mathematics: 2008-09: 15% 2009-10: 12% 2010-11: 17% Science: 2008-09: 15% 2009-10: 8% 2010-11: 10% History: 2008-09: 15% 2009-10: 9% 2010-11: 12%									

2010-11 School Accountability Report Card Report (SARC)

Los Angeles Unified School District, Superintendent John Deasy
Prepared by The Office of Data and Accountability



NARBONNE SENIOR HIGH (09-12)
24300 S WESTERN AVE
HARBOR CITY, CA 90710
Phone (310) 257-7100
Fax (310) 326-1805

GERALD K. KOBATA, Principal

Location Code 8779
CDS Code 19-64733-1936160

www.narbonnehsgauchos.com



I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index API, Adequate Yearly Progress AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Message From The Principal

The School Accountability Report Card is issued annually for each school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this report for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as Parent Teacher Student Association (PTSA)/PTA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

As a parent or other interested person, you may be interested in additional information regarding the school or parent/community involvement. For such information, please call the school office.

GERALD K. KOBATA, Principal

Opportunities for Parental Involvement (School Year 2010-11)

- Advisory Council
- PTA/PTO
- Office Volunteer
- Fund Raising

To participate with any of the above opportunities, contact the school principal.

<p>Student Enrollment Grade Level (School Year 2010-11) This table displays the number of students enrolled in each grade level at the school.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th>Grade Level</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>Grade 9</td> <td>960</td> </tr> <tr> <td>Grade 10</td> <td>1,152</td> </tr> <tr> <td>Grade 11</td> <td>789</td> </tr> <tr> <td>Grade 12</td> <td>585</td> </tr> <tr> <td>Total</td> <td>3,486</td> </tr> </tbody> </table>	Grade Level	Enrollment	Grade 9	960	Grade 10	1,152	Grade 11	789	Grade 12	585	Total	3,486	<p>Student Enrollment Racial and Ethnic Subgroups (School Year 2010-11) This table displays the number and percent of students enrolled at the school by subgroup.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th>Racial and Ethnic Subgroup</th> <th># of Students</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>617</td> <td>17.7%</td> </tr> <tr> <td>American Indian or Alaska Native</td> <td>19</td> <td>0.5%</td> </tr> <tr> <td>Asian</td> <td>116</td> <td>3.3%</td> </tr> </tbody> </table>	Racial and Ethnic Subgroup	# of Students	% of Students	African American	617	17.7%	American Indian or Alaska Native	19	0.5%	Asian	116	3.3%
Grade Level	Enrollment																								
Grade 9	960																								
Grade 10	1,152																								
Grade 11	789																								
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Total	3,486																								
Racial and Ethnic Subgroup	# of Students	% of Students																							
African American	617	17.7%																							
American Indian or Alaska Native	19	0.5%																							
Asian	116	3.3%																							

Enrollment		Filipino	209	6.0%
		Latino	2,214	63.5%
		Pacific Islander	71	2.0%
		White (Not Latino)	240	6.9%
		Two Or More Races		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.6	81	40	33	28.0	31	52	49	25.8	49	41	49
Mathematics	31.8	9	29	46	34.1	5	25	54	29.6	15	31	37
Science	31.0	11	31	42	37.0	1	12	64	33.5	7	11	61
Social Science	33.1	7	26	53	37.5	3	5	60	30.8	16	23	53

III. School Climate

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan (School Year 2010-11)

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff

Volume 1 Prevention Programs	12/01/11	12/01/11
Volume 2 Emergency Procedures	10/13/11	10/13/11

Suspensions and Expulsions

This table displays the number and rate of suspensions and expulsions at the school and district levels for the most recent three-year period. The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for a given year.

	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Number of Suspensions	238	218	126	42,620	38,223	32,863
Rate of Suspensions	7.2	6.3	3.6	6.2	5.7	4.8
Number of Expulsions	6	1	2	324	260	257
Rate of Expulsions	0.2	0.0	0.1	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions, Planned Improvements, and Needed Repairs (School Year 2011-12)

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on a less than daily frequency due to the limitation of available custodial resources.

School facility data is as of October 15, 2011.

School Facility Conditions and Planned Improvements (School Year 2011-12)

Determination of repair status is based on the most recent Safe School Inspection. The assessment areas listed as "Poor" have been determined to have deficiencies as described in

the Department of Education "Interim Evaluation Instrument." Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results." Additional information about the condition of the school facilities may be obtained from the school.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Note: "Poor" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

Overall Summary of School Facility Good Repair Status (School Year 2011-12)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential and without a full credential. Detailed information about teacher qualifications can be found at the DataQuest Web page <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	139	157	140	28,060
Without Full Credential	3	1	0	767

Teacher Misassignments and Teacher Vacancies

This table displays the number of teacher misassignments (those classes that do not have a teacher with a state recognized certificate or credential) and the number of teacher vacancies (those classes without a full-time, permanent teacher).

	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners*	41	0	22
Misassignments of Teachers of Physical Education (Secondary level only)*	10	12	15
Misassignments of Other Subjects*	23	12	26
Total Teacher Misassignments*	74	24	63
Vacant Teacher Positions	0	0	0

Note: Misassignments and vacancies for the 2011-12 school year are as of October 1, 2011.

* At the Secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Core Academic Classes Taught by No Child Left Behind (NCLB) Compliant Teachers (School Year 2010-11)

NCLB compliant teachers meet the following standards: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.2%	5.8%
All Schools in District	88.9%	11.1%
High-Poverty Schools in District	89.7%	10.3%
Low-Poverty Schools in District	95.1%	4.9%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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

Average Number of Students per Academic Counselor

This table displays the ratio of pupils per academic counselor, based on enrollment, as reported in the most recent CBEDS data collection, divided by the number of

Two staff persons working 50% of full time also equals one FTE.		academic counselors.	
Title	Number of FTE Assigned to School	Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
Academic Counselor	10.5	10.5	332.0
Counselor (Social/Behavior Or Career Development)	No Data Available		
Library Media Teacher (Librarian)	1.0		
Library Media Services Staff (Paraprofessional)	No Data Available		
Psychologist	1.7		
Social Worker	0.0		
Nurse	1.0		
Speech/Language/Hearing Specialist	0.2		
Resource Specialist (Non-Teaching)	0.0		
Other	3.4		

Note: Please contact school principal for updated counts of support staff for this school.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

As required by Education Code Section 60119, the Board of Education must annually certify, through a resolution after a public hearing, as to whether students in all District schools have sufficient textbooks or instructional materials in the core and required subject areas.

Due to the variety of school calendars this year, there were two Williams Sufficiency hearings and resolution adoptions. The first hearing and resolution adoption for Balanced Traditional Calendar, Early Start Calendars, 3- Track B and C mesters, and 4-Track A,B,C, and D mesters was scheduled on

Tuesday, September 20. The second hearing and resolution adoption was for Traditional Calendar and 3-Track A mester scheduled on Tuesday, October 18. Based on the signed certifications of all teachers, principals and Local District superintendents LAUSD Board of Education declared sufficiency.

High Schools

Beginning in 1998, textbook evaluation committees aligned textbooks in the core and required subject areas to state-content standards for Grades 9-12 on the following schedule:

2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language

2003 – standards-aligned textbooks for English, History/Social Science, Mathematics, Science

2004 – framework-aligned textbooks for Foreign Language

2005 – framework-aligned textbooks for Health

2006 – framework-aligned textbooks for History/Social Science

2007 – framework-aligned textbooks for Science

2008 – framework-aligned textbooks for Mathematics (excluding Algebra I)

The Grade 9-12 District adoption of Mathematics textbooks was finalized in March 2008. Textbooks were implemented in the 2008-09 school year. Algebra I textbooks were purchased in Spring 2009 and implemented in the 2009-10 school year.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, toward the purchase of core textbooks and instructional materials.

- For FY 2011-12, the District received \$35.5 million from the instructional Materials Funding Realignment Program for instructional materials in the defined subject areas.
- As of September 7, 2011, the District has expended and encumbered \$66.1 million of the \$68 million allocated for school year 2011-12 textbooks.
- \$6.4 million was set aside for new school opening 2011-12 textbooks of which \$5.5 million was expended and encumbered.

This table displays information about the quality, currency, and availability of the the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Sufficient	0%	Yes**

(including ELD)			
Mathematics	Sufficient	0%	Yes
Science	Sufficient	0%	Yes
History-Social Science	Sufficient	0%	Yes
Foreign Language	Sufficient	0%	Yes
Health	Sufficient	0%	Yes
Visual and Performing Arts	Sufficient	0%	Yes
Science Laboratory Equipment (grades 9-12)	Sufficient	0%	Yes

Note: Textbook sufficiency data are as of October 18, 2011.

**Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. As noted above, the Los Angeles Unified School District selected one of the current State adopted Reading/Language Arts programs CA Treasures for grades K-6 self-contained only.

VIII. School Finances

School Site Teacher Salaries (Fiscal Year 2009-10)

This information provides a comparison of the average teacher salary at the school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site and	
School Site	District	State	District	State
\$63,836	\$66,584	\$69,207	-4.1%	-7.8%

Expenditures Per Pupil (Fiscal Year 2009-10)

This information provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Expenditures per Pupil from Unrestricted Sources		Percent Difference Between School Site and	
Total	Restricted Sources	Unrestricted Sources	District	State	District	State
\$6,516	\$2,392	\$4,124	\$4,544	\$5,455	-9.2%	-24.4%

Types of Services Funded (School Year 2010-11)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP

Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

EIA State Comp Ed

Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviors.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,788	\$42,017
Mid-Range Teacher Salary	\$63,553	\$67,294
Highest Teacher Salary	\$78,906	\$86,776
Average Principal Salary (Elementary)	\$107,331	\$108,534
Average Principal Salary (Middle)	\$116,033	\$112,893
Average Principal Salary (High)	\$115,116	\$123,331
Superintendent Salary	\$250,000	\$226,417
Percent of Budget for Teacher Salaries	34%	38%
Percent of Budget for Administrative Salaries	5%	5%

IX. Student Performance

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-Language Arts and Mathematics in grades 2 through 11; Science in grades 5, 8, 9, 10 and 11; and History-Social Science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding the CST results for each grade and

proficiency level, including the percent of students not tested, can be found at the CDE website at <http://star.cde.ca.gov>

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	37%	37%	43%	38%	41%	44%	50%	52%	54%
Mathematics	12%	12%	18%	37%	39%	43%	46%	48%	50%
Science	30%	29%	25%	38%	43%	47%	50%	54%	57%
History-Social Science	23%	24%	30%	29%	33%	37%	41%	44%	48%

CST - Racial/Ethnic Groups - Most Recent Year

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Latino	Pacific Islander	White (Not Latino)	Two Or More Races
English-Language Arts	38%	42%	68%	71%	39%	46%	60%	
Mathematics	12%		53%	42%	15%	10%	16%	
Science	17%	20%	55%	50%	22%	30%	37%	
History-Social Science	23%		54%	55%	28%	26%	42%	

CST - Other Subgroups - Most Recent Year

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	Economically Disadvantaged	English Learners	Students with Disabilities	Students Receiving Migrant Education Services	All Students In School	All Students In District
English-Language Arts	41%	46%	41%	3%	8%		43%	44%
Mathematics	20%	15%	16%	4%	3%		18%	43%
Science	28%	22%	24%	2%	4%		25%	47%
History-Social Science	35%	26%	29%	2%	7%		30%	37%

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) Act. The CAHSEE includes English-Language Arts and Mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE website at <http://cahsee.cde.ca.gov/>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Full report available upon request.

ELECT-TO-WORK AGREEMENT
HUMANITIES AND ARTS ACADEMY OF LOS ANGELES

SCHOOL NAME: Humanities and Arts Academy of Los Angeles

SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: 2013-2014

1) Introduction

I, _____ am voluntarily electing to work at the Humanities and Arts Academy of Los Angeles. I am signing this Elect to Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

The Humanities and Arts Academy of Los Angeles is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). You shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, you may receive a non-uniform salary pursuant to Government Code 3543.2(e).

Other terms and conditions of my employment will be determined by the Humanities and Arts Academy of Los Angeles and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Elect-to-Work-Agreement states the more important terms and conditions.

2) Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)

I shall continue to be a member of the United Teachers of Los Angeles. If am hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

I shall continue to attain and maintain “status and classification” as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

3) Terms of employment

The Humanities and Arts Academy of Los Angeles follows a traditional calendar. The Calendar in force shall be determined by the Governing Council shall be incorporated into this agreement in this section.

The Teacher is expected to arrive 30 minutes before the beginning of the school day and remain available 30 minutes after the end of the school day.

The Student School Day shall last approximately seven hours and seven minutes and shall constitute the minimum time students shall be required to be on campus. In order to meet the needs of a diverse population, the Instructional Leadership Team may adopt any number of student schedules wherein the Student School Day may start anywhere from 8:00 AM to 10:00 AM or have staggered schedules where various classes and groups of students may start at an earlier time and others later. For the purposes of this agreement, The Teacher workday shall begin according to a singular start time and their schedule shall be based upon the start time of their first class of the day unless that class is the Teacher's conference period. In this case the conference period shall be counted as his or her first period and that teacher is expected to be present 30 minutes prior to this period.

In addition, supplemental hours and tasks necessary to complete the mission of the Humanities and Arts Academy of Los Angeles, other than those already noted above, may be required.

4) Responsibilities

Instruction: Teachers are expected to be open-minded, flexible, creative, and caring; to consistently demonstrate these qualities while interacting with students and fellow faculty members; to acknowledge and support the school's visual and performing arts vision in his or her curriculum and teaching methods, and assessment modalities; to work collaboratively with peers, including developing grade level and interdisciplinary lessons and units.

Office Hours: The Teacher shall post weekly Office Hours informing students when the Teacher will be available for tutoring and/or conferences.

Training and Professional Development: The Teacher will attend project based education training before they begin teaching at the Arts Academy. The Teacher is expected to continue professional development during non-instructional days either on project-based education or training that is agreed upon by the consensus of their grade level or interdisciplinary team in subsequent years. Teachers shall attend professional development meetings during the school year.

Teachers are expected to attend professional development during summer months. Professional development time is to be used on curriculum planning and revision, reflection on student progress, review of assessments, analysis of teaching strategies, and broadening the teacher's knowledge of interdisciplinary methods and subjects. All teachers are expected to work collaboratively with peers, including developing lessons and units in departmental and grade-level teams.

Meetings: All Teachers are expected to attend faculty meetings, grade level and department meetings, and after school meetings, as determined by the Governing School Council and/or

the Instructional Leadership Team. After school meetings may last longer than an hour if needed. Teachers are expected to attend all parent meetings, conferences, and appropriate SST and IEP meetings related to students in their classes, and participate in the WASC process during WASC evaluation years.

Student and Parent Contact and Communication: Teachers are expected to keep in contact with parents concerning the progress of their children, make suggestions for those students who are not meeting standards and express congratulations for those who are making improvement or doing well, and to keep records of meetings and calls to parents, and make these records available to administration when requested.

Extra-Curricular Activities: Teachers are expected to participate in at least two of the following:

A major theatrical production, recital, or art exhibit

One extra-curricular activity, school promotional event, or club One standing committee, ad hoc committee, or school based program during the year.

Additional Supervision: Teachers may be asked to assist with supervision on a rotating basis.

5) **Performance Evaluation**

I shall continue to be subject to the following provisions of the **UTLA** Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

One quarter of the teaching staff shall be Formally evaluated every academic school year by the Personnel Committee. Staff not under Formal evaluation will be subject to an Informal Evaluation. Both evaluations shall include student surveys, classroom observations and completion of a Professional Growth Plan. The Formal Evaluation shall be much more extensive and follow a plan adopted by the Personnel Committee.

The Teacher shall participate in the Formal Evaluation process established and adopted by the Instructional Leadership Team and attached as Appendix A. The Teacher shall participate in the Teacher Review Program, consultation sessions of other teachers, within their respective grade levels and departments. All teachers are subject to review yearly by other teachers, administrators and students. These reviews are for the purpose of improving quality.

On a rotational basis, all teachers are required to participate in an evaluation process. Based on an agreed upon matrix, teachers will be subject to a Teacher Review Program (TRP) and attached as Appendix A. Year's in which a teacher is not scheduled to participate in the TRP, each teacher will participate in a less formal evaluation including but not limited to classroom observations, student exit questionnaires, conferences with an administrator and other colleagues, and other documents generated by the teacher under evaluation. (see Appendix B).

6) Dispute Resolution

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the **UTLA** Agreement.

- 1) Leaves (Article XII)
- 2) Reduction in Force (Article XIII)
- 3) Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- 4) Peer Assistance and Review (Article X-A)
- 5) Dues Deduction (Article IV-A)
- 6) Safety (Article XXXVIII)
- 7) Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- 8) Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process.

Disputes between the teacher and the school shall be resolved by a hearing process involving the Governing School Council and the Principal on behalf of the school, and the teacher and his or her representative(s), witness(es) and/or advocates. The goal of the dispute resolution process centers around the greatest benefit to the mission, vision, students and staff. Once the dispute resolution process has uncovered the issues, the parties shall identify how those issues affect the mission and vision of the school, and develop an action plan designed to remedy the situation in order to resolve the conflict. Should the school be found to have drifted away from its avowed mission and vision, an ad hoc committee will be formed to create a process to guide the school back to its core values. Should the teacher be found to be out of sync with the mission and vision of the school, under the Governing School Council's direction, the school shall work with the teacher's peer review group and the teacher to identify areas of practice not in line with the mission or vision of the school and develop a plan to help guide the teacher.

7) Transfers (voluntary and involuntary)

The Teacher may transfer from The Humanities and Arts Academy of Los Angeles at the end of each school year. Similarly, The Humanities and Arts Academy of Los Angeles may unilaterally transfer **The Teacher** at the end of each school year. **The Teacher** will be transferred to a vacancy for which **The Teacher** is qualified at a school within the geographic area in which The Humanities and Arts Academy of Los Angeles is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

9) Counterpart Execution

For the convenience of the parties, this Agreement may be executed in counterparts, each of which shall be deemed an original but all of which shall constitute one and the same Agreement.

10) Severability

Should any paragraph, clause or provision of this Agreement be found invalid or unenforceable, such decision shall affect only the paragraph, clause or provision so construed or interpreted, and all remaining paragraphs, clauses and provisions shall remain valid and enforceable.

11) Waiver

No waiver or modification of any of the terms hereof shall be valid unless made via a writing and signed by both parties. No waiver of any breach shall be deemed a waiver of any subsequent breach.

12) Signatures

By signing this document, I acknowledge that I have read all the provisions of this Elect-to-Work Agreement and that I agree to all its terms.

Employee Name

Date

Employee Signature

Employee Number

Principal Name

Date

Principal Signature

Principal Employee Number



Humanities & Arts Academy of Los Angeles (HArts of L.A.) Pilot School Parent/Guardian Survey

Please fill out this survey to give input for how you would like to see parent/guardian involvement improved in *HArts of L.A.*

- 1) What barriers keep you from being involved in your child's school?

- 2) How can we best overcome these barriers and encourage more involvement?

- 3) What types of roles do you think you and other parents/guardians would like to play in the new school?

- 4) What are the best ways to inform you about the roles you would like to play? What is the best way to communicate with you?

- 5) As an arts and college-prep school, are there any community organizations you feel we should reach out to How can we contact them?

- 6) Please list any additional ideas or suggestions here:

Parents & Guardians...

YOU ARE INVITED!

What: Informational meeting about conversion from Narbonne's arts small learning community to a pilot school

Who: Pilot School Design Team & You

Where: Narbonne High School – Room A6

When: Thursday, Nov. 15th @ 5:30pm

Why: Learn about the exciting new arts, humanitas, college-preparatory program for your student! Give input into the formation of the new school!

Email Letter:

Dear Parents/ Guardians,

Your son or daughter is enrolled in Narbonne's School of Arts & Humanitas (NSAH) and/ or has expressed an interest in visual or performing arts. This small learning community is working on a proposal to convert into a pilot school. You are invited to an informational meeting with the pilot school design team on Thursday, November 15th in room A6 at 5:30pm, which will explain the details of this transition and the benefits for your student. All parents/ guardians are welcome, even if your student is not currently enrolled in NSAH.

At the meeting, we will also be collecting input from parents, guardians, and community members regarding what positive changes they would like to see in a new pilot school at Narbonne. Please attend the meeting and share your ideas for creating a more engaging and effective learning environment for your student. If you are unable to attend the meeting, but would still like to give input, please complete this survey and either email it back to this address: hartsacademy@gmail.com or any of the design team members listed below or print the survey and send it with your son or daughter to any design team member.

Thank you for your involvement in this exciting conversion process. We hope to see you at the meeting and look forward to hearing your suggestions and answering your questions.

Sincerely,

Humanitas & Arts Academy of Los Angeles (HArts of L.A.) Design Team: Joe Aguirre, Jennifer Broadbent, David Bunnell, Howard Charest, Greg Fisher, Paul Folia, Kristina Infante-Smith, Robert Siefker, Ray Vasquez, Maria Zarro

**BOB 13
Cast**

	Student		Parent	Parent Email
1	Aaliyah	Austin	Michele Morales	ms.mlm247@yahoo.com
2	Angie	Gutierrez	Juan & Angelica Gutierrez	mpi4u@hotmail.com
3	Ariel	Brown	Mirian Brown	ieas_house@hotmail.com
4	Ashley	Iribe	Hector & Christina Iribe	
5	Au'Zhanae	Patterson	Lizette Porter	
6	Belicia	Galindo	Celina Caruso	celinacaruso@gmail.com
7	Brittany	Aquino	Luis & Sarvia Aquino	sarviaargueta@hotmail.com
8	Brooke-lyn	White	Trudy White	tlwsquare13@yahoo.com
9	Charlene	Baluyot	Ronnie Baluyot	
10	Desiny	Albert	Lonnie & Laura Albert	lalaalbert1974@aol.com
11	Fernanda	Ochoa	Sonia Servin	sonia.servin@valero.com
12	Jedaun	Carter	Mrs. & Mrs. Strother	
13	Jelissa	Sparks	Helen & Gerald Sparks	queenpin34g3@aol.com
14	Jennifer	Puelo	Roselia and Carmen Puleo	
15	Joy	Martins	Olayinka Aduiyi	olajoyl@aol.com
16	Kassidy	Robinson	Lisha Robinson	robin5@pacbell.net
17	Kimberly	Ben	Elsie Ben	elsie1110@ca.rr.com
18	Kristie	Stirratt	Anna Stirratt	astirratt@gmail.com
19	Kyra	DeCastro	Maricelle DeCastro	mpdecastro@msn.com
20	Lauren	Allen	Toni & Glenn Allen	jonimb1224@yahoo.com
21	Malina	Cruz-Rosales	Maria Rosales	
22	Melian	Junis		
23	Monique	Akioyame	Michael Akioyame	makioya@gmail.com
24	Noelle	Funtanilla	Beverly Millan	funbevy@hotmail.com
25	Oriana	Webber	Mary Webber	
26	Patricia	Figueroa	Regie and Edel Figueroa	edelfigueroa@yahoo.com
27	Samantha	Gomez	Virginia Gomez	
28	Shawanna	Moses	Jeanetta Moses	
29	Sommar	Washington	Valerie Washington	vpwashi@gmail.com
30	Sophia	Capuyan	Elena Copuyan	ecapuyan@gmail.com
31	Stephanie	Cisneros	Maria Martinez	
32	Tarah	Wells	Betsy Wells	
33	Veronica	DeJesus	Emily DeJesus	emilysdj@yahoo.com
34	Yazzmyn	Shelby	Yvette Sims	ysims4@yahoo.com

1	Bruno	Rodriguez	Marta Morales	
2	Caleb	Barrett	Charles Barrett	ceb56@hotmail.com
3	Isaiah	Barrett	Charles Barrett	
4	Jamon	Keith	Natasha Fuller	diamondblaze@aol.com
5	Jayar	Rodriguez	Edgardo & Adela Rodriguez	adrodre@ca.rr.com
6	John	Luna	Anthonita Luna	jcarluna@gmail.com
7	Joshua	Velez	Anna & Steve Velez	hpy2balive@aol.com
8	Justin	Kikuchi	Hideto Kikuchi	
9	KeAndre	Jones	Latasha Miranda	
10	Kenny	McCard	Velma McCard	
11	Kim	Ambrocio	Corazon Ambriocio	mariposazhcs@yahoo.com
12	Kyle	Holbert	Lashonda Holbert	
13	LeJon	Fisher		
14	Matthew	Cordero	Arturo & Rosemarie Cordero	mariebelu@yahoo.com
15	Michael	Mesias	Susan Martin	susanpalmer46@hotmail.com
16	Noel	Manay	Delsa Manay	
17	Sidney	Watkins	Marla Watkins	marlamoster@yahoo.com

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P.1 Theatre Ensemble

	Student		Parent	Parent Email
1	Jesus	Castro	Laura Espinoza	laueci@live.com
2	Joycelynn	Blackmon	Carmen Blackmon	Mjblack@hotmail.com
3	Jasmyn	McCullers	Jonie Brooks	jodavis06@yahoo.com
4	Nija	Penman	Adrienne R. Penman	theonlymrsa@gmail.com
5	Mikaela	Juan	Ruderick Ortonio	ryortonio@yahoo.com
6	Veronica	DeJesus	Emily DeJesus	aedjesus@yahoo.com
7	Alexis	Brown	Becky Brown	beckyb@omrooting.com
8	Caleb	Barrett	Charles Barrett	ceb57@hotmail.com
9	Paisley	Araujo	Karre Araujo	padensley@att.net
10	Ryanne	Ross	Beverly Rushing	BEVRushing@gmail.com
11	Sherly	Gomez	Sherly Gomez	sherlygom@univision.com
12	Maria	Gonzalez	Eva Rosales	r.eva@gmail.com
13	Joseph	Dawson-Strong	Tracy Dawson	tracydawson@yahoo.com
14	Malia	Evangelista	Lynn ?	lmx723@gmail.com
15	Divine	Williams	Rachel Basano	rachelbasano@yahoo.com
16	Laura	Juarez	Maria Juarez	pomposin@yahoo.com
17	Diamond	Brown	Lorinda Lacy	lorinda_lacy@yahoo.com
18	Yasmeen	Ordonez	LaShawn Ordonez	LOrdonez1@yahoo.com

19	Zakira	Watts	Zmichele Watts	zway6069@gmail.com
20	Princess	Amugo	Mrs. Amugo	dchome57@hotmail.com

P.2 Theatre Production

	Student		Parent	Parent Email
1	Paul	Bello	Amelio Bello	Amelio_bello@yahoo.com
2	Jesse	Pena	Ana Pena	ana.pena43@yahoo.com
3	Alexus	Richardson	Kathy Richardson	KatRuth11@yahoo.com
4	Regulus	Lagare	Salvador Lagare	Dysweet1976@yahoo.com
5	Khristian	Hanley	Shawnte Hanley	shawnytae@gmail.com
6	Roman	Faatai	Margaret Faatai	faatais@gmail.com
7	Jaime	Mondragon	Veronica Rodriguez	Veronicaj1990@sbcglobal.com
8	Samantha	Bonales	Margaret Machado	Mmachado@healthcarepartners.com
9	Jonathan	Nichols	Sheila L. Nichols	sheilanichols28@yahoo.com
10	Alphonso	Hicks Jr.	Carolyn Washington	cwashi5096@aol.com
11	Alexis	Torres	Guillermina Torres	guillemar4015@yahoo.com
12	Alexis	Banks	Monique Banks	mbanks2017@yahoo.com
13	Rachel	Carton	John Carton	lambeauwest2364@sbcglobal.net
14	Leah	Bowie	Helani Bowie	helanibowie76@yahoo.com
15	Jennifer	Cervantes	Leticia Magallon	c_roxana@live.com
16	Anthoniee	Phillips	Marilyn Perez Johnson	MPerez13510@gmail.com
17	Kelly	Guzman	Natalia Guzman	mrsnataliaguzman@yahoo.com
18	Aileen	Sierra	Rocio Sierra	jose2509@att.net
19	Jeremy	Washington	Venus Washington	venus.washington10@att.net


P.4 Theatre Production

	Student		Parent	Parent Email
1	Edith	Calderon	Martin Calderon	edith.calderon23@gmail.com
2	Marquis	Lomax	Mary Bates	2muchofaballer@gmail.com
3	Aaron	Medina	Sonia Medina	smedina@flegenheimer.com
4	Kayla	Jones	Brenda Brown	brendanick12@yahoo.com
5	Jonathan	Bibbs	David Bibbs	bibbsdwy@gmail.com
6	Larry	Seuga	Larry & sharon Seuga	s.seuga310@gmail.com
7	Gregory	Clark	Cynthia Beezen	centhd@yahoo.com
8	Kathleen	Hinkson	Nicole Hinkson	nicobh@ca.rr.com
9	Ashley	Anderson	Juanita Anderson	banker6027@yahoo.com
10	Juliana	Barragan	Nancy N. Barragan	barragan.nancy1973@yahoo.com
11	Angelica	Iniguez	Ruben Iniguez	brayaniniguez98@gmail.com
12	Kieria	Curry	Hattie Curry	mississippiredd@hotmail.com

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Angeles



What IS a Pilot
School? 

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In the Los Angeles Unified School District, the Pilot Schools are a network of public schools that have autonomy over budget, staffing, governance, curriculum, assessment, and the school calendar. These autonomies allow them to operate with greater flexibility in order to best meet their students' needs and give each student an individualized and evolving education plan.


Pilot Schools were created to be models of educational innovation and to serve as research and development sites for effective urban public schools.



What Can I Expect from HArts Academy of L.A.?

- Innovation:** We embody innovative educational reforms that lead to improved student outcomes and model best practices of 21st century education.
- Vision and Mission-Driven:** Our school has a unifying vision and mission that is reflected in all school practices and structures, including curriculum, assessment, policies, schedule, professional development, and family engagement.
- Small:** Optimal school size is between 400 to 500 students. Small schools enable teachers, students, and families to build strong relationships in a safe environment. Each student receives personalized attention at every step of his or her four-year high school career.
- Research-Based:** We embody sound educational philosophies, practices, programs, curricula, pedagogy, and assessments.
- Equitable:** Patterns of achievement across race/ethnicity, gender, language, disabilities and socioeconomic status are examined so that schools become inclusive communities that ensure all students reach high levels of achievement and readiness for college and career.

INNOVATION

Caring Teachers 

Personalization

College & Career Ready



Who is Involved with HArts Academy?

Partners with Parents and Community: Our school will work closely with parents and with the community in which they are located. Parents are engaged as partners in their children's academic achievement and the community provides resources for schools and students.

Professional Learning Communities: We place an emphasis on shared decision-making and responsibility for student achievement. In order to sustain a supportive culture, teachers work in teams and are provided with ample time for professional learning.

Self-Governed: The people closest to the students make school and policy decisions. Governing boards have increased decision-making power over the school's vision, budget approval, principal selection and evaluation, and policies.



hartsacademy@gmail.co



Success!