

GAGE AND CENTRAL COMMUNITY SCHOOL #4
Performing Arts Community School
At the South Region HS #2

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1. EXECUTIVE SUMMARY

A. Mission & Vision

State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

The vision for the Gage and Central Community Schools encompasses the entire campus of the South Region High School #2. Four individual small schools of 500 students each (Public Service Community School, The Communications and Technology School, Green Design Community School, and Performing Arts Community School) will work individually to provide their students with a personalized and responsive educational environment, and work collectively with a Operations Director to provide complex-wide services and programs such as safety, community engagement, cafeteria, athletics, etc.

This vision is supported by the school facilities. Each small school building (a total of 4) has office space for the principal, counselor, parent representative and special education staff as well as a meeting room, a collaboration room and 16 classrooms. Centrally, on the ground floor of one of the buildings, there is approximately 5000 square feet of office, health and meeting space comprised of 8 small offices, 1 large nurse's station and 3 classroom-sized rooms (2 of which open to the outside parking lot). Within this space, we plan to house office space for the Operations Director, support staff and safety officers/aides,¹ a Welcome/Resource Center for families, the community and all visitors,² and a health clinic in collaboration with St. John's Well Child and Family Center.³

This vision is also supported by the collaboration that already exists among the design teams as they have worked closely to support each other in the creation of the individual small school plans, and have developed and committed to the following complex-wide vision: The Gage and Central Community Schools will work collaboratively within and across the small schools to provide all students with a supportive, challenging and standards-based education that will prepare them for college, career and life. To do this, our schools will be *whole student centered* –meeting students' educational, health, safety and social needs; *all student inclusive* – including, but not limited to English learners, standard English learners, and special education and gifted students; *family focused* – providing a welcoming and supportive environment, and drawing on families as resources; *community connected* - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

Through our plan for the South Region High School #2, students will receive the benefits of the personalization of small schools, the resources available within large schools and the additional supports that students in the community will need to be successful in school, college, career and life.

Performing Arts Community School Vision & Mission:

Our vision for the Performing Arts Community School and the Gage and Central Community Schools Complex is rooted in the belief that through a multisensory, interdisciplinary performing arts education, students will use all of their abilities to achieve in this creative environment. In addition, a performing arts education has shown through research (cited in the Curriculum and Instruction section) to result in higher levels of academic achievement, political participation and positive social interactions. In addition, arts education has been cited by students in multiple

¹ See Section 11. Leadership and Section 11 Attachment - *Job Descriptions* for details.

² See Section 3.E. Parent Involvement for details

³ See Section 9.B. Key Community Partnerships for details

studies as a reason they did not drop out of high school (Barry, Taylor & Walls, 2002; Catterall, 2009) The design team also believes performing arts education will particularly benefit students with special needs, who often have different learning modalities. Performing arts provide a low risk forum in which students learn and grow, with mistakes being a natural part of the theatre, music and dance performance process.

In addition to sharing the core values which create the foundation of each school within the Gage & Central Community Schools complex, the Performing Arts Community School (PACS) strives to develop the unique talents of all students through the performing arts. The performing arts are ideal for mainstreaming and inclusive instruction because they offer a safe, low risk environment in which to create and learn. PACS will partner with the Arts Education Branch of LAUSD as well as external partners to bring the performing arts not just to students, but to their families as well.

The mission of PACS is to motivate all students—regardless of background—to invest in their own education and to see the value of education by providing a creative educational experience and develop the skills that will facilitate life-long success in college, career and family. The performing arts curriculum helps prepare students for the project-based college education and /or work environment. Their ability to plan, prepare, work with many different kinds of people on projects and think creatively is never more important than in today's creative, global economy.

B. Student Population

Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

There are many assets shared by the South Los Angeles community. Family is a major source of strength, with many multi-generational households and families living within close proximity to one another – grandmothers, aunts, uncles and cousins are all an integral part of the family, with many families taking in biologically unrelated children as one of their own. The churches in the community, and other communal spaces such as Bethune Park are always bustling with people (community sports, toy share, parent and community groups, youth clubs) and a variety of local organizations and coalitions support the development of the businesses and periodic convergences to address important issues (Central Avenue Business Association, Florence/Firestone Community Leaders Program).

These demographics, struggles and potential are reflected in the student populations of the sending high school, Fremont Senior High (90% Hispanic/Latino and 9% African American, and the feeder middle school, Edison (97% Hispanic/Latino and 3% African American), with 37% of the students in both schools in the process of learning English as a second language, 50% of the students demonstrating English proficiency, with English as their second language, and over 80% of the students receiving Free and Reduced priced meals (an indicator of poverty).⁴

The PACS design team's history with Fremont is deeply intertwined with our experience with serving our students in the past and our hopes for returning to do it again in the future.

Three out of four design team members of the Performing Arts Community School have taught at Fremont High School for several years and were part of the Humanitas Learning Community (SLC) on A and B track from its creation in 2005 until the reconstitution of Fremont in 2010. Our history with students and the community is based on a mutual respect and shared struggle for academic achievement and a life based on opportunities, not limits, and is still strong today. Our SLC had a focus on service. One of our design team members has taught every identified special education group at Fremont, in addition to serving in many leadership capacities. We have a combined 15 years in working with Fremont students.

C. Instructional Program

Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

The instructional experience at PACS will be focused on the Coalition of Essential Schools ideals especially those of personalization (which includes differentiation), demonstration of mastery, and mutual respect.

The performing arts school will be an inclusion model that benefits students of different learning modalities and special needs. We will work closely with the Arts Education Branch as well as external partners such as the Music Center. The instructional program will focus on project –based curriculum that can be used across subject matters such as Interact, a standards- based role play and simulation curriculum that naturally incorporates aspects the performing arts into academic subjects. Dance will be the physical education course and all students will have at least 40 units of performing arts classes.

Personalization is accomplished through the small school model and the advisor who will have their students for four years. All advisory teachers will carefully examine their students' cumulative files to become familiar with successes and challenges each student has faced. They will assist the student in the creation of a performing arts portfolio that will be a record, resume and toolbox of the student's work and demonstrate their mastery in the performing arts program as well as all classes. Differentiation will be accomplished through many strategies and types of curriculum. Several types of pre-assessments will be given to determine student strength and challenges. Varying levels and types of textbooks and readers will be available to meet the needs of all students. Project-based learning is ideal for tailoring to each individual student's needs as it requires explicit instruction, lots of modeling and a sample product and rubric that are shown to the students. The assignment and rubric can be adjusted and altered as needed. The use of paragraph frames and frequent formative assessments as well as groupings will also aide in differentiation.

Meeting the Needs of the Community

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an outreach and informational gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process of creating the vision and elements of the school(s). Before commencing the writing process, we gathered the data we collected at Fremont and from our conversations and surveys,⁴ conducted a needs assessment, and based our initial proposal elements on our findings. The needs assessment is summarized below. We have also continued to include the community⁴ in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from our community meetings.

Educating the whole student:

- education needs:
 - early identification of skill deficiencies⁴
 - identification of performing arts interests and talents
 - early, frequent and relevant interventions for skill deficiencies using performing arts modalities when appropriate and interactive curriculum
 - challenging, interesting and relevant curriculum and projects to engage students⁴
 - in-class supports through instructional strategies⁴ that are partnered with performing arts lessons from the Secondary Arts Branch.

Students will also have access to Learning Labs and Response to Intervention in which they will be identified as needing Tier 1, Tier 2 or Tier 3 interventions. Vocabulary photo essays and other frontloading vocabulary strategies to help students comprehend reading materials will be used.

Mutual respect is essential in a performing arts environment where students work closely with other students who are not their friends or acquaintances. In addition, competition will occur for roles and assignments and students must learn how to respectfully and humbly accept success and at time defeat while learning from all experiences. All students will be involved in some aspect of the performing arts. PACS will incorporate a stringent anti-bullying program that incorporates Cootie Shots, an innovative theatre group that partners with schools to work on issues of bigotry and bullying.

Our goal is to provide an instructional program that prepares students for college and careers in the creative arts economy which is the second largest sector in LA County.

D. School Culture

Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

PAC's will connect students to each other through classroom activities, collaborative group work, school-wide performing arts activities, and advisory. Students will be encouraged to look beyond their own experiences, value the lived experiences of others, and become part of a community of learners.

Just as importantly, they will work with students they may have avoided in the past or who may not be in their circle of friends. There will be conflict but also understanding and growth as students learn to accept each others talents and flaws. This connects to our school motto that each of us has a talent to share with each other and the world.

PAC's will connect students to the school and community through school and community performances, participation requirements in the performing arts and relationships with the other schools and organizations on campus. In addition, there will be heavy collaboration with community –based creative and performing arts groups such as YouTHINK and Center Theatre Group. <http://www.centertheatregroup.org/education/>

Students will have the opportunity to interact with a variety of school-based and community-based activities and organizations, and through their participation gain an increased sense of being part of something larger than themselves. The families of students will also have an opportunity to participate in pre and post production activities. A booster club of parents will be formed with the help of the LAUSD Coordinator of Secondary Arts, Steven J. McCarthy.

Our students will need a variety of social and emotional supports. Many of our students are well-adjusted and self-reflective; however, many of our students suffer from social and emotional issues brought on by living in a high stress urban environment. In addition, South LA has been hit hard by the recession and some of our students live in group homes, have only one parent at home or have a parent who is incarcerated. They may live in alternative family structures. Some move frequently. The advisory teacher will play an important role in being a stable support person that ideally the student will see every school day for four years. In addition, the school counselor will serve as a resource for the student and connect them with external resources as needed. We will utilize the school psychologist as much as possible and hope to have a part-time psychiatric social worker.

E. Community Analysis and Context

Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

The South Region High School #2(SRHS#2) is located in an area with a rich history of culture, transformation, struggle and potential. In the early to mid 20th Century, Central Avenue (which runs directly west of the campus) was the music, arts and cultural center of the African American community in Los Angeles. In the late 20th Century and into the 21st Century, the community experienced major demographic shifts as African Americans sought new opportunities after housing desegregation and immigrant populations arrived from Mexico and Central America seeking new opportunities for their families. The community was and is also an area deeply impacted by high concentrations of poverty and frequent instances of violence.⁵

There are also many assets shared by this community. Family is a major source of strength, with many multi-generational households and families living within close proximity to one another – grandmothers, aunts, uncles and cousins are all an integral part of the family, with many families taking in biologically unrelated children as one of their own. The churches in the community, and other communal spaces such as Bethune Park are always bustling with people (community sports, toy share, parent and community groups, youth clubs) and a variety of local organizations and coalitions support the development of the businesses and periodic convergences to address important issues (Central Avenue Business Association, Florence/Firestone Community Leaders Program).

These demographics, struggles and potential are reflected in the student populations of the sending high school, Fremont Senior High (90% Hispanic/Latino and 9% African American, and the feeder middle school, Edison (97% Hispanic/Latino and 3% African American), with 37% of the students in both schools in the process of learning English as a second language, 50% of the students demonstrating English proficiency, with English as their second language, and over 80% of the students receiving Free and Reduced priced meals (an indicator of poverty).⁶

This is a community our design team holds dear and has grown to love. We are anxious to return to the community surrounding Fremont to serve these same students because we believe they deserve a stable force in the community in terms of education and as a source of community spirit in the form of the performing arts.

F. Leadership

Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

The design teams, like the school plan, operate at two levels. The *complex-wide* design team members have the whole campus in mind and are responsible for developing and implementing the complex-wide elements such as school safety, parent and community engagement and resource coordination. The complex-wide design team members contribute over 100 years of collective

⁵ Nicolaidis, B. (2002). *My Blue Heaven*. Chicago, IL: University of Chicago Press. (304); Sides, J. (2003). *L.A. City Limits*. Berkeley and Los Angeles, CA: University of California Press. (196); This information is based on a combination of personal experiences and conversations that the design team members have had with people who live in the community and is supported with 2000 US Census data - 90% of the population in Tract 5328 is Hispanic or Latino, 50% of the population is foreign born and 100% of the foreign born population is from Latin America (specifically Mexico); 56% of children under 15 are living below the poverty level.

⁶ Demographics data from the CDE Dataquest school report (for 08-09 school year).

experience in the LAUSD and in South Los Angeles. The diversity and depth of experience within the complex-wide design team has facilitated the creation of a plan that addresses the needs of the students, faculty, students, parents and community, The enthusiasm that each member has for this project will help these plans become a reality. Please see Section 10. Attachment – Applicant Team Bios for details.

The Performing Arts School Design Team

The Performing Arts Community School design team has a combined 15 years experience in working with Fremont High students and 30 years working in LAUSD, and all possess dual credentials, which is very helpful because flexibility is key when staffing a small school. The theatre teacher on the design team has taught all types of theatre classes from drama, to set design to lighting and production. In addition to having an English credential, she also possesses a credential to teach French. The main writer for the team has both single subject Social Science and Single Subject English credentials and possesses extensive experience in project –based learning based on role plays and technology. In addition, she will be finishing her combined Reading Specialist Credential and Master’s degree which would allow her to teach reading recovery and run a Read 180 Lab. Dr. Steven J. McCarthy, the secondary arts coordinator for the Arts Education Branch taught theatre at San Fernando Middle School for many years and was expert at involving parents and the community in his productions. He is also fluent in Spanish. He holds multiple degrees ranging from business to literature to performing arts.

Our potential principal, John Contreras has taught every level of special education at Fremont High since 2005. He has obtained his administrative credential and has served on two leadership councils at Fremont, in addition to being this years UTLA chair at Fremont. He has served as the Department Chair of Special Education and now serves as the Academy Leader for Humanitas. He is proficient in IEP’s and Welligent and his understanding of special education populations and his many leadership roles make him an ideal candidate to serve as Principal of PACS.

G. School Governance Model

Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

We have chosen the pilot school model to give us some flexibility in scheduling, staffing, extra duties and school management. We will balance respect for the UTLA collective bargaining agreement, the importance of veteran teachers and respect for seniority with the ability to choose candidates who share our vision for the Performing Arts Community School. Because we are a small school that desires to deliver a high quality and personalized education experience, we will need the ability to place staff in areas of need and require more professional development. As a pilot school, we will be able to transfer staff who do not wish to be a part of the Performing Arts Community School or have not responded to Tier 1 and Tier 2 support interventions.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar. The PACS plan includes the utilization of the LAUSD Comprehensive Assessment Program⁷ in conjunction with advisory, learning lab and weekly professional development meetings to identify struggling students early, implement a tiered *Response to Intervention* plan to address the learning needs of all students (at the appropriate level of intensity), and monitor their successes and challenges.

⁷ See Section 4.C. Student Assessment Plan for details

INSTRUCTIONAL PROGRAM

2. Curriculum and Instruction (15 pages + attachments)

A. Instructional Philosophy:

Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

The assistance of Dr. Steven J McCarthy, Secondary Arts Coordinator of the Arts Education Branch was instrumental in developing a focus for this proposal.

The PACS philosophy

The vision of the Performing Arts Community School (PACS) is to:

1) **Teach life skills and social skills through the performing arts** in collaboration with community partners in order to help students to become competent in navigating in the new multicultural global economy and to help them live a full and creative life. This will be accomplished through **theatre, music, costume and set design, and media arts.**

The Universal Declaration of Human Rights states that education is undertaken “toward the full development of the human personality,” we can think of no better way to achieve this than by allowing full student expression through the visual and performing arts.

2) Provide naturally differentiated instruction to our English Language Learner population, Special Education population (especially autistic learners) as well as kinesthetic, artistic learners, gifted students and students with different learning modalities. All students will have access to theatre, dance, music, media arts and design classes. Special education students will benefit from learning social and academic skills through theater in a way that is more accepting of differences and in fact will **celebrate the uniqueness of all learners.** Performing Arts education has been found to be correlated to increased achievement in math and reading. (see page 2 for research).

3) **Promote family inclusion** in the educational process through attendance at Performing Arts activities and productions as well as through parental and community involvement in pre and post production and by establishing an actively engaged parent booster club.

Motto: Everyone has a talent to share with each other and the world.

The PACS

The PACS student will come to us seeking unique opportunities to understand the world around them and the history that preceded them. They have often had less opportunity than middle class children to develop all aspects of their personalities due to economic and social constraints. We will be serving a primarily low-income Latino population with a significant proportion of English Language Learners. Our African American population will be about 6 to 8 %. Some of our students will be in foster care or will not have both parents at home. PACS will be uniquely situated through the mainstreaming of all students into performing arts classes to support these areas of need in our population. This includes those who speak English as a second language, are gifted, have special needs, live in alternative settings and respond to cooperative learning strategies such as those utilized in musical and dramatic theatre, dance and artistic design.

Our students will be interested in art, music, sports, dance, literature and video games... or may not yet have found their passion. Our students will have lived at least 14 years prior to walking in our doors, and will bring with them their own experiences, opinions and knowledge from a variety of

backgrounds and cultures. They will be enthusiastic but will have lacked access to visual and performing arts opportunities, as well as knowledge about CSU/UC entrance requirements and consistent school counseling. They may have encountered a larger than usual number of substitute teachers in their school careers and live in unsafe neighborhoods that lack kid-friendly activities and family-oriented engagement opportunities.

Different and multiple types of data (CST scores, CELDT, Informal Reading Inventories, writing assessments as well as authentic assessments) show that many of our students will come to us scoring below basic in English and Math. Math proficiency drops from about 40% in the feeder elementary schools (Hooper and Miramonte) to 20% in the feeder middle schools (Edison) followed a severe decline at the high school level to 2% (Fremont High School).

Some of our students will have learning disabilities, speak English as a second language, be advanced learners and learn in a variety of modalities. They will come to us at a critical time when their brains are developing the “neural foundations” for functions such as self-control, judgment, emotions and organization, functions which, if not developed, may be permanently lost.⁸ Regardless, they must live in communities that give them opportunity and support and a world-class education. Plenty of evidence, including significant research by leading experts such as UCLA’s James Catterall, shows that a Performing Arts education is ideal for achieving this goal. Catterall (2009) found in his 12 year national study that “intensive involvement with the arts in middle school and high school” results in higher levels of college achievement, political participation and volunteer activities.

The performing arts have many academic benefits and can be a potent weapon against dropping out of school according to several research studies. Barry, Taylor and Walls (2002) found that students cited their participation in the arts as a reason for staying in school. In addition, sustained participation in music and theatre is correlated to higher success in math and reading. (GE Fund & McArthur Foundation, 1999)

According to Science News, music training has been “linked to learning that spills over to skills including language, speech, memory, attention and even vocal emotion”. The findings have been replicated worldwide using many research methods. (Northwestern University, 2010) The benefits of increased memory and being able to think across disciplines directly relate to performing arts education, such as, teaching the brain to recognize patterns needed for learning. Other benefits of Visual and Performing Arts education include accepting responsibility for solo performance requirements as well as working together to plan creative performances. Flexibility and adaptability will be developed through the performing arts.

The ability to be creative is a skill that will be needed in the 21st century economy. According to the Partnership for 21st Century Skills (2009), the arts promote work habits such as evaluation skills and curiosity and self-directed behavior.

According to the 2008 State of South Los Angeles Report released by the UCLA Center for Community Partnerships, the “current population in South Los Angeles is approximately 884,000 making up 10% of the County. 62% of that population is Latino, 31% is African American, 2% Asian, and 3% is White. Poverty in South Los Angeles is 30%, the same as in 1993, and that rate is twice what it is for Los Angeles County.” The average income in the area of South Los Angeles PACS will serve is \$ 36, 593 while the median income is \$26, 471. A large proportion of adult residents did not pursue high school while about 6,000 residents have some high school education. Only very few have achieved an Associate’s or Bachelor’s degree who reside in this area. This means that modeling how to succeed in high school and achieve advanced training and/or a college degree through life skills and alternative learning modalities is critical for our students.

⁸ Giedd, J., Blumenthal, J., Jeffries, N., Castellanos, F., Liu, H., Zijdenbos, A., Paus, T., Evans, A., and Rapoport, J. (1999). Brain development during childhood and adolescence: A longitudinal MRI study. *Nature Neuroscience*, 2 (10), 861-863.

A traditional education as defined by the education code has not been successful for many of our students. Through the Performing Arts, students will be exposed to rich literary traditions of many genres and cultures and will be creating their own theater, music and dance productions. In order to accomplish this, they must practice and use plays, music and dance sequences. This access and use of advanced and diverse modalities will reinforce students' academic classes through constant practice. Since they will be working collaboratively in most performing arts, they will learn from and teach each other.

South Los Angeles schools currently have a predominately Latino population who come from many diverse nations and cultures such as Mexico, Belize, El Salvador, Guatemala and other Latin American countries. African-American students from families who have resided in the South LA region for generations also compose the student population to be served.

South Los Angeles is home to many landmarks that can serve as backdrops of study or sites of performing arts performances. These include the Watts Towers, USC, Charles Drew School of Medicine, housing projects, Exposition Park and many historical churches with experienced choirs as well as a recently opened nature park, The Augustus F. Hawkins Natural Park.

It is critical that we use this opportunity to create a school that can send students to lives of social competency and appreciation and understanding for other cultures in the new multicultural global economy. PACS will help students achieve this through access to many different cultures through theater, music and dance forms.

The PACS graduate

The PACS graduate will have the reading, writing, speaking and communication skills, as well as the habits, confidence and determination necessary to be successful in college, career and life.⁹ Their PACS education will **enable them to transfer knowledge from other subject areas**. The DANA foundation noted that, "In children, there appear to be specific links between the practice of music and skills in geometrical representation....reading acquisition and sequential learning." (DANA Foundation, 2008). In addition, the PACS graduate will have experienced a wide range of exposure to different points of views and alternative ways of constructing meaning through theater, music and dance. They will have a more thoughtful, sensitive understanding of other cultures and human nature as a result of their creation of stories in different performing arts forms. **In addition, many creative arts employment opportunities exist in the Los Angeles region.**

According to the 2010 Otis Report on the Creative Economy of the Los Angeles Region, the arts:

- 1) Account for **835,000 direct and indirect jobs** – almost one in every six in the Los Angeles area.
- 2) Make up the second largest business sectors in the Los Angeles region.
- 3) Generate over 4.6 billion dollars in state and local taxes.
- 4) Generate over **113 billion dollars in sales** in Los Angeles County and 14 billion dollars in Orange County.

The PACS Educational Experience

⁹ See Section B "Core Academic Curriculum" for details.

Research demonstrates that a student's *educational experience* is profoundly impacted by the normative philosophies of the teachers and staff at the school.¹⁰ At the PACS, the hiring of teachers and staff, the development of curriculum and pedagogy, and the decisions regarding the supporting structures of the school are all based on the Coalition of Essential Schools (CES) Common Principles.

Coalition of Essential Schools Common Principles:

- **Student as individual, teacher as guide**

While direct instruction is an integral part of teaching, we believe that helping our students become self-directed learners as part of their development is a major goal of our school. To that end, we plan the use of websites where most teaching materials will be available and after supporting our students with direct instruction, using authentic assessment that is already naturally built into the structure of PACS curriculum. The nature of PACS itself allows students to create projects that demonstrate mastery of the subject matter. For example, students will learn to accept responsibility and perform in distinct roles such as performing a solo musical presentation and playing as part of an ensemble. They will work together to create improvisational scenes in theatre and this requires risk-taking and trust.

These projects will be carefully planned and explicitly detailed and sample work provided so projects are clear to students. This will also involve some level of student choice and necessary collaboration in assignments. (especially theatre assignments). They may also involve community-based projects such as community theater presentations and incorporating the history and culture of South Los Angeles into theatre, music and dance presentations. There is rich history that can be incorporated into dance, music and theatre as students construct meaning from the past.

Learning to use one's mind well

Students will have opportunities to discover how they learn best and use their strengths while improving on challenges in their learning. By utilizing many different assessments, students will gain insight into their strengths and weaknesses and how to use that insight to develop strong skills in reading, writing, and speaking

Less is more, depth over coverage

Thematic teaching in subjects will be integrated across most subjects as it naturally would in a performing arts school to provide the depth necessary to fully understand a topic. For example, students may be reading Edgar Allen Poe's The Tell-Tale Heart in English and creating news segments based on that story in media arts and English and producing a short play based on the story in their theatre class.

Goals apply to all student

All students can master subject matter but may do so in different ways through differentiated instruction and increased support for those identified. Due to the naturally differentiated nature of the PACS curriculum, there will be many ways that instructional goals can be met. This is ideal for English Language Learners and special needs learners who will have the support of an entire theatre production in which to learn. Since trial and error are natural parts of the PACS, making mistakes will be a normal part of the process; students will be less embarrassed about making mistakes. Some students will desire to have a starring role, while others may wish for an off stage narrator role. Some will play roles that allow elaborate costumes, while others may wish to take part in the music, set design or lighting of productions. Therefore, students can meet goals in countless ways.

- **Personalization**

¹⁰ Oakes, J. (1992). Can Tracking Reform Inform Practice? Technical, Normative and Political Considerations. *Educational Researcher*. 21(4).

This will be met through differentiating instruction and through the inclusion of all students and their families in school and campus wide activities. Students who are involved in extra curricular activities tend to feel more connected to their school and less isolated. As noted above, differentiation can be achieved somewhat naturally through the support structure of group activities in theatre, music and dance. Differentiation will be achieved in the following ways: some choice in assignments, using logical order of questioning, flexible groupings, in academic classes, focusing on one key idea per lesson and reinforcing it, dialogue journals, opportunities for individualized instruction, pre-teaching vocabulary with word analysis, beginning lessons with anticipation guides which allow teachers to informally assess in a low stress way, students familiarity with a subject; use of paragraph and essay frames, use of supplemental and alternative texts with audio, use of projects such as community photo essay assignments to demonstrate knowledge of how certain subject matter is evident in students own communities, using multiple types of assessment on one test.

Demonstration of mastery

Student- friendly, holistic rubrics will be utilized so students can know exactly what is expected of them. Students will be allowed to revise work where practical, as often the real learning takes place in the refinement and revision of assignments.

Tone of mutual respect

- Clear standards will be articulated for students and staff, realizing that we all make mistakes and must be allowed to make things right and constantly improve on our interactions and relationships. Assuming positive intentions will be a hallmark of PACS. Because our school will be much more interactive and collaborative than the traditional comprehensive high school, it is important that the philosophy of the journey being just as important as the destination be kept in mind at all times. **The arts naturally create a safe environment for learning. The arts promote risk-taking and the mutual respect required for such learning.**
- **Commitment to the entire school**
Staff and students will keep in mind that we have to take care of the entire school community and facility.
- **Resources dedicated to teaching and learning**
- With budget issues looming, cooperation among staff to produce for interdisciplinary ventures is key. Expenditures must focus on the classroom and student needs first. Creative sources of funding such as Donor's Choose and other grant opportunities will be undertaken in a coordinated fashion by the whole school. Any out of classroom teaching positions should be utilized in these ventures to find low cost and sponsored opportunities for field trips, items needed for school functions and to support project-based learning in the classroom.

Democracy and Equity

- Inclusion of students with disabilities and special needs in mainstream classrooms especially PACS classes. No distinctions shall be made between these students and those not identified when it comes to assignment in roles or other activities, however these students may be supported by a variety of human and technical aides.
- Choice in assignments for students
- Stringent anti-bullying strategies – We will partner with Cootie Shots, an anti-bullying theatre project. <http://www.cootieshots.org/cootie.html>
- Acceptance of students for who they are
- Non discrimination policy among staff and working on overcoming stereotypes we may hold which can negatively impact our campus.
- Assuming positive intentions.

B. Core Academic Curriculum

Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements.

Our curriculum will be:

Standards-based – In creating the curriculum for all classes, our teachers will utilize the California State Content standards as well as the California Visual and Performing Arts Content Standards to determine the specific content area learning goals to be accomplished. Teachers will collaborate in content-alike groups to develop a vertical plan that incorporates the necessary building of skills from year to year; teachers will collaborate in grade-alike groups to develop a horizontal plan that incorporates academic skills standards incorporated with PACS standards across the curriculum within each grade and between graded when necessary. Math, science, and history textbooks and supplements will be aligned to the California standards. English teachers will use novels, non-fiction books, essays, poetry, short stories, and visual texts to support and engage students in achieving mastery of the ELA standards.

Teacher-developed projects, assignments, and assessments in every course will be designed so that students have multiple and varied opportunities to attain and demonstrate mastery of the content standards. Teachers will meet regularly once a week across content areas to develop and review these projects. Advisors and resource teachers will assist in implementation and help to support all students. In addition, academic teachers will target their subject matters to visual and performing arts skills. Conversely, PACS teachers will use academic strategies to support literacy. For example, word analysis may be utilized to figure out difficult words in a dialogue or students may write a reflective essay about the steps they took to create a project.

Specific curriculum resources

Interact Curriculum <http://www.teachinteract.com/>

will be incorporated into most core classes. This experiential curriculum began as a social studies curriculum, but has since expanded to geography, math, English and science. The activities range from 1-day activators to 6 week simulations in which students may for example advocate for the abolition of slavery through creating pamphlets, or advocating the best political strategy to undertake to achieve that goal; they may simulate building an underwater research station using algebra skills in the simulation Algebra: Into the Unknown. This curriculum builds many of the skills PACS students will utilize in their performing arts classes such as speaking, persuading, teamwork and using multiple interdisciplinary skills to create a performance piece.

LAUSD approved textbooks for all classes + supplemental materials such as **Interact (above)** and other supplements listed below:

1) Novel sets and readers

- a) Fahrenheit 451
- b) Red Scarf Girl
- c) Tuesdays With Morrie
- d) The Book Thief
- e) Warriors Don't Cry
- f) Taking Sides
- g) Bless Me, Ultima
- h) Voices from the Fields: Children of Migrant Farmers Tell Their Stories.

- i) Night
- j) Rising voices: Writings of young Native Americans
- k) Bury My Heart At Wounded Knee: An Indian History of the American West
- l) the Grass Dancer (for AP literature or advanced students)
- m) Sounder
- n) Shiloh
- o) Hope Dies Last. historical interviews by Studs Terkel

2) SSR reading libraries

3) *Supplemental World/US History texts:*

- a) A History of US by Joy Hakim
- b) A History of the Civil Rights Movement and Those Who Died in the Struggle by Sara Buillard
- c) Let Me Play: The Story of Title IX: The Law That Changed the Future of Girls in America by Karen Blumenthal
- d) Red Scarf Girl: A Memoir of the Cultural Revolution by Ji-Li Jiang
- e) Trilogy historical novel set for ELL students: The Circuit, Breaking Through and Reaching Out, all by Francisco Jimenez. These are ideal for creating short plays and interpretive dances.

4) Math games and manipulatives

Project-based – In a project-based learning (PBL) environment, multiple shifts take place. The action moves from the teacher lecturing to the student creating, the nature of learning shifts from direct instruction to discovery, and the classroom transforms into a lively forum for sharing ideas and asking questions. Research shows that relevant PBL facilitates engagement across all student groups, including struggling students, English Language Learners, those with special needs and gifted students.¹¹ This requires preparation and explicit instructions with sample student work or teacher –created sample assignments so students can understand what a finished product will look like. All materials must be provided and students must have been taught relevant technology and other skills needed to complete the project. In addition, in a PACS environment, students may practice and act multiple times various scenarios. Where applicable, students will view video of student performances as models, interview someone, watch an interview of an actor who has been in the role they will be inhabiting. Preparation and opportunities to prepare may be much more time consuming in the PACS environment.

Students who create or design a project such as designing costumes for a play or dance or taking part in performance are more likely to retain that information than if given standard assessments. In addition, because the PACS students will create projects such as dance, music, plays and costumes and sets, they will be constantly practicing the literacy, social and creative skills necessary to interact in fast-paced, stressful situations where individuals may have differing ideas as to what a finished project will look like. They will have the opportunity to polish their interpersonal and organizational skills before entering college or the workforce.

YouTHINK: Mentioned below for 9th grade advisory curriculum as a collaborative, low stress introduction to the arts. This curriculum uses art to help students develop critical thinking skills, as well as bring students together from all walks of life.

Website: <http://www.youthink.org/home.html>

Includes: CD and curriculum: *Music for Positive Change*
Writing to make a difference postcard project

¹¹ Barron, B.J.S., Schwartz, D.L., Vye, N.J., Moore, A., Petrosino, A., Zech, L. and Bransford, J.D. (1998). 'Doing With Understanding: Lessons From Research on Problem- and Project-Based Learning', *Journal of the Learning Sciences*, 7: 3, 271 — 311 (ELs - Waxman & Tellez, 2002 and Gandara, 2010)

Projects with the Jewish Community

*Art discussion as students view and analyze social art and how it relates to their lives
Knowledge and Education Art Project*

YouTHINK also offers **community service** and **internship opportunities** to all level of high school students.

Inspiration 52 character education: This would be used for 9th grade advisory as mentioned below. It is crucial to develop awareness of self and sensitivity to others as students embark on highly collaborative and deadline filled performing arts experience and as they interact with many different kinds of students they may have been separated from in their primary and middle school years.

Students use inspirational poetry to learn to read, write, illustrate and recite poetry as they build awareness of self and sensitivity to others. It encourages students to use their full potential for the betterment of society.

LAUSD Secondary Arts curriculum & Secondary Theatre Matrix:

http://notebook.lausd.net/portal/page?_pageid=33,1152056&_dad=ptl&_schema=PTL_EP

The above website lists all possible course offerings as well as an outline of the theatre and music portfolios and outlines and required texts in the performing arts. The Secondary Arts Branch partners with some performing arts centers which will benefit students. (Partners are listed in performing , community and work –based section below).

Connected to the lives of our students – Research demonstrates that when schools connect core academics to themes that are relevant to the lives of students, it results in higher promotion, graduation and college acceptance rates than traditional high schools with similar populations.¹² The theme of our school, performing arts, connects to the lived experience of our students by allowing them to express thoughts, ideas and feelings through the performing arts in a safe environment that allows risk taking. It allows them to explore topics of interest to them and also broadens their world view by having them take on roles of characters that may have very different world views and opinions than they do.

College and career preparatory – Every student will take the coursework necessary to meet the minimum A-G requirements in their first three years with the exception of English which is required for four years and social science, which begins in 10th grade and continues through the 12 grade. After students have met the minimum A-G requirements (except English/history), they will be offered more flexibility in the school day to participate in internships, attend a local community college or continue in the learning lab to take online AP, college or certification coursework.

Graduation Requirements

PACS graduation requirements meet the California high school graduation and the requirements necessary for public university acceptance in California (the A-Gs). The A-G requirements are indicated next to the course title in parentheses. The minimum credit requirements is the same as LAUSD graduation requirements (230) because we will be part of LAUSD and recognize that (based on the current transiency rate at the sending school), students will be transferring in and out of our school. However, in addition to our credit-based graduation requirements, PACS requires the successful completion of several portfolio components each year, and participation in end-of-the year performances or exhibitions.¹³

¹² Saunders, M. and Hamilton, E. (2010) Linking Learning to Life: A High School Transformation Effort. At www.edutopia.org and D. Stern, C. Dayton, and M. Raby, (2010), *Career Academies: A Proven Strategy to Prepare High School Students for College and Careers*. Berkeley, CA: Career Academy Support Network, University of California.

¹³ See Section 4 Assessments and School-wide data for details.

According to the LAUSD Secondary Arts Branch Matrix, PACS classes are categorized into four sequential levels: *Proficient, Advanced, Mastery and Independent Research and Portfolio*.

Course	Credits	Specific Required Courses
English (B)	40 credits	4 years <i>Shakespeare production and performance included in 12th grade</i>
Social Science (A)	30 credits	3 years (World History, US History, Econ/Government)
Mathematics (C)	30 credits	3 years (including Algebra I, Geometry & Algebra II)
Science (D)	30 credits	3 years (ICS, Biology, Chemistry/Physics)
World Language (E)	20 credits	2 years (Spanish) <i>or 1 year: Spanish for Spanish speakers?</i>
Visual and Performing Arts (F)	10 credits	1 year 10 th grade <i>POSSIBLE CLASSES FROM SECONDARY ARTS MATRIX: Theatre introduction, Theatre Musical Productions, Theatre Ensemble, Theatre History and Production, Shakespeare Production and Performance, Band and Music classes</i>
Physical Education	10 credits	1 year <i>Dance and dance heritage</i>
Applied Technology	10 credits	1 year <i>Computer Aided Set Design</i>
Elective – Thematic (G)	20 credits	2 years <i>Band and Music Classes, Theatre Design Concepts, Theatre Design Workshop, Theatre: World Performance and Production, Theatre Directing, Theatre Directing for Media, Theatre Company,</i>
Elective – Learning Lab	20 credits	<i>Learning Lab (Infrastructure Academy)</i>
Advisory Participation	20 credits	5 credits per year <i>Theatre or Music Portfolio SH (10th-12th)</i>
TOTAL CREDITS:	240 credits	

i. Autonomy

Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.

Autonomies

The curriculum and instruction autonomies provided through the Pilot School MOU and the elect-to-work agreement will allow us to:

- Replace one of the non-A-G “health” and “life-skills” requirements with our introductory thematic elective.¹⁴ (Introduction to theatre, basic vocal class, etc). We will be able to use part of advisory to cover some health and life skills issues.
- Develop our own school-wide assessments in conjunction with our content-area and grade-level curricula and pacing.¹⁵
- Hire teachers based on their commitment to the PACS vision and willingness to work in a highly collaborative environment, while respecting the seniority rights of veteran teachers.¹⁶ We can hire teachers committed to the PACS mission who are also eligible to transfer. We may need dual credentialed teachers as well.

¹⁴ Please note that the content typically addressed in the LAUSD “health” and “life skills” classes will be addressed as part of advisory and physical education.

¹⁵ See Section 4: Assessments and School-wide data for more details

¹⁶ See Section 12: Staffing for more details

- Spend the additional time necessary to collaboratively develop a curriculum that meets the needs of our students.¹⁷ (utilizing teacher and student created curriculum) We will use two days of PD time in the summer to do this.
- Use both authentic assessment obtained at the beginning of the 9th grade year as well as standard district assessments to provide the most targeted instruction to our students.
- Provide more time for teachers to meet individually with students to provide feedback on their progress. This will be done in advisory classes as well as in the Learning Lab.

Performing, Community and work-based learning opportunities

As indicated in our curriculum introduction and four-year plan, and as you will see in our section on school culture and climate, making connections and building community within and beyond the school is a fundamental component of PACS. The strategies to implement this component are woven throughout this RFP; however, the key strategies can be summarized as follows:

- 9/10th advisory curriculum (Inspiration 52 and YouTHINK) and grade-level projects are geared towards connecting students' lived experience to their learning within school, and expanding their awareness of issues beyond their lives and the school. Both curriculums have a successful track record in LAUSD schools.
- 11/12th advisory curriculum and grade-level projects are geared using academic skills learned to create the theatre portfolio. This will be aided by having the Secondary Arts Coordinator of the Arts Education Branch, Steven McCarthy show sample student portfolios.
- The participation requirements (see four-year plan) require students to participate at the small school, school complex and community levels based on their own interest and need. This can be accomplished through participation in school-wide productions; at the community level by publicizing school performance productions through the creation of a flyer or website or completing a community project in their neighborhoods.
- 11/12 grade students will have the opportunity to participate in an internship, volunteer projects and community service. Not all will necessarily be connected to performing arts. Community partners we expect to utilize in these endeavors are:
 - 1) The Arts Education Branch at LAUSD which is dedicated to providing curriculum and partner support to PACS.
 - 2) The Music Center through Leonardo Bravo: They have many student programs and internships at such facilities as Disney Hall as well as professional development programs for teachers.
 - 3) Center Theatre group: Target Young Audience program and Emerging Artists opportunities and Secondary Theatre Arts Initiative with LAUSD
http://www.centertheatregroup.org/education/Emerging_Artists/index.aspx
 - 4) YouTHINK- mentioned previously offers basic art with a social message lessons and Internships and programs for high school students
 - 5) Broad Stage: offers free or low cost matinee performance events for students as well as family and community events
<http://thebroadstage.com/index.php/196>

¹⁷ See Section 2.B.ii Curriculum Development for more details

ii. Curriculum Development

If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

PACS will utilize Curriculum Maps,¹⁸ and will engage teachers horizontally in grade-alike teams and vertically in subject-alike teams in the creation of overarching frameworks that will guide the development of individual course curriculum, in addition to theatre, music and set design curriculum. PACS content teachers in the performing arts will utilize Secondary Arts Branch guidelines, state content standards and their own model lessons. Readings that focus on literature that is ideal for theatre classes will be utilized whenever possible in English classes. (See **Attachment TIMELINE FOR CURRICULUM DEVELOPMENT**)

C. Addressing the Needs of All Students:

Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).

Addressing the individual learning needs of our students: The PACS Support System

Data on the area high schools and feeder schools¹⁹ demonstrate that our students will be arriving in 9th grade with a wide variety of learning needs that vary from English language and standard English language learners to students with special education needs and/or very low skills to gifted students who need additional challenges to grow as learners. In order to meet the diverse needs of our students, we have developed a plan that provides for individualized, early and consistent supports for every student. Our goal is to provide an educational experience that is individualized to meet the needs of each student, but also collective in that students are not tracked by ability but work together to succeed. The performing arts curriculum is one tool we will use to support our students. We plan on achieving this goal by heterogeneously grouping students in their core classes, providing differentiated instruction, and incorporating instructional strategies that support the learning of all students.²⁰ Additionally, we have developed the following support system:

The cornerstone of our individualized student support system is our computer-based, teacher-facilitated and tutor-supported **Learning Labs**.²¹ The PACS learning labs are unique spaces where students can access a wide variety of learning opportunities through online programs and courses provided by and through the Los Angeles Virtual Academy (LAVA), colleges and universities, and (research-based) online educational support providers. The physical space of each learning lab will exist in eight computer carts (with 30 computers each), and within the limitless capacity of the internet. These carts will be shared among the 14 core teachers, and utilized before and after school by students on a voluntary basis (for tutoring or credit), and during school hours as an assigned class. Through our seven period schedule,²² the teachers will teach **one** learning lab session per week, (except brand new teachers) during 7th period, giving students opportunities to receive additional supports during the school day from their content-area teachers. This 7th period location also allows us to partner with the tutoring program to provide multiple tutors to be utilized as students need them. There are multitudes of potential online programs from which to choose, and

¹⁸ http://www.educationworld.com/a_curr/virtualwkshp/virtualwkshp004.shtml

¹⁹ See Section 8 “Community Analysis and Context” for details.

²⁰ See section 2.d “Instructional Strategies” and section 5 “Professional Development” for details.

²¹ Research (from LAUSD website): In May 2009, the U.S. Department of Education released a report entitled Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. Among the key findings were: (1) Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction; (2) Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.

²² See section 3.f “School Calendar/Schedule” for details.

just as with core class instruction, the quality of the curriculum is crucial.²³ We have already researched several online courses/programs that will be included in our opening year curriculum. These courses/programs will be discussed in the sections that address the particular population they will serve.

Our **summer bridge program** which we will request special funding for is designed for entering 9th graders and will serve as an orientation to the PACS theme, academics and culture. It will also provide an important opportunity for early assessment of student skills, and a jump-start for students lacking in one or more skill area. We will examine data from elementary years forward, cumulative files and pre-testing authentic assessment at the beginning of 9th grade. (Writing, public speaking, problem solving and technology skills). See above for specific topics to be covered. Our goal is to provide the program to all incoming 9th graders, but our focus will be on outreaching to the families of students who perform below basic or far below basic on one or more section of the California Standards Test (CST) in the 8th grade.

In addition to the assessments made during the summer bridge program, our teaching staff will develop **skills and content-area assessments** that are integrated with the curriculum and pacing of each content area. These assessments will be conducted school-wide at the beginning of the school year, at the end of the first semester, and at the end of the school year in each grade. These assessments (with other authentic and project-based assessments conducted in each class) will be used by teachers as immediate feedback regarding what students are learning and not learning in each class, and facilitate adjustment of curriculum and re-teaching if necessary. Finally, and importantly, these assessments will be incorporated into each student's individualized learning plan and shared with the student and his or her family.

The **Individualized Learning Plan (ILP)/Performing Arts Portfolio** is an important tool that students, teachers and support staff will use in conjunction with the students' families to guide instruction and support the learning of each student. Different than traditional graduation plans, or special education IEPs, the PACS Performing Arts Portfolio is a portfolio notebook that will be created on the student's first day at the school and conclude with the student's final (senior) exhibition that reflects his or her experience at our school. We expect that each portfolio will change and grow with the student, and thus include different elements as the student develops. However, all ILPs will share the following core elements: a *graduation plan* that will be updated by the student (with the supervision of the advisor) each semester; a goal setting, completion and reflection log, student analysis of his/her learning styles, strengths and challenges, and documentation of and reflections on participation and projects. The ILP will be maintained as part of our advisory program and supervised by the student's advisor with the support of each grade-level team and the school counselor. The ILP will also be part of every parent meeting, and parents will be part of the student's goal setting and completion celebration. The ILP will be scanned to a format that students can take with them and use in college and job interviews.

Every student will have an **advisor**, a trusted teacher who will be responsible for the educational experience of a small group (<23) of students over the course of their four years at PACS. Each advisor will teach an **advisory class** that will meet five days per week for at least 30 minutes per day to conduct group projects and provide academic, college and career preparation guidance. Research demonstrates that the increased personalization provided within advisories leads to increased student achievement, particularly with at-risk students.²⁴ Teachers will be fully versed in the academic schedule and graduation and college ready requirements of students in order to provide them maximum support in advisory.

²³ See the next section, Specialized Learning Populations for details.

²⁴ Darling-Hammond, L. (2008). Creating Excellent and Equitable Schools. *Educational Leadership*. 65(8): 14-21; Yonezawa, S., Jones, M. and Joselowsky, F. (2009). Youth engagement in high schools: Developing a multidimensional, critical approach to improving engagement for all students. *Journal of Educational Change*. 10: 191-209.

Specialized Learning Populations

Through our Learning Supports System, we will address the basic needs of every student at our school. However, we also recognize that particular populations require specialized supports and services to be successful. In this section, we will introduce each specialized learning population and summarize the supports and services that we will employ to meet their needs (listed in order of expected population size, from largest to smallest).²⁵

Students with low skills - The 2008-2009 feeder school (Edison Middle School) CST scores indicate that with a 9th grade student population of 125, PACS should expect to serve approximately 84 students who start 9th grade with a lack of basic ELA and/or mathematical skills. Additionally, these students will come to us with needs in different skill areas. Our first goal with these students is to identify them and their areas of challenge as soon as possible – during our summer bridge program or on one of the first days of school. Lexile data, fluency and retell data will be gathered. Interventions will include exposure to authentic and diverse types of literature (novels, primary sources, the newspaper, informational text, short readings) and the study of words in context, in addition to extensive word analysis. Students will also be exposed to a CAHSEE exam and study anchor papers and write a CAHSEE essay. Assessment will be a combination of reading comprehension questions, short summary and response writing in the form of reading logs or double entry journals, reading skills tests, short public speaking event, a short research project and the CAHSEE essay.

The second goal is to engage them in their own learning, so that they understand their existing skills, their areas of missing skills, and the best strategies for them to learn. It is also critical at this time that we stress that desire to learn and work ethic are more important indicators of success than one measure on a standardized test but that these tests can be used at key intervals to demonstrate mastery of certain knowledge, however they are not necessarily predictors in and of themselves of future success. At the beginning of their time at PACS, students will learn about multiple modalities and learn which learning approach works best for them. The results of this process will become part of a student’s Individual Learning Plan and will be used by the student, his or her teachers, and the advisor to structure that student’s learning experiences at PACS.

Students experiencing poverty - The 2008-2009 sending school (Fremont Senior High) demographics indicate that with a 500 student population, PACS should expect to serve approximately 400 students who qualify for Free and Reduced Priced Meals (an indicator of poverty). Students experiencing poverty do not learn any differently than middle class or wealthy students, however, students experiencing poverty do experience poverty-related issues that may impede their learning – health problems, lack of housing, residing in a high crime area, not having a quiet study space at home, missing school due to any of the above referenced issues or due to work. To address these issues, all of the Gage & Central schools will be collaborating to create a Community Schools Complex in which health, housing, legal and other important support services can be accessed at the school site. Additionally, the personalization offered through our advisory program will facilitate the attention and flexibility needed to help students cope with issues of poverty while meeting the expectations of quality work and participation.²⁶ This is of key importance as in the world of college and work, professors and employers will expect that students meet their expectations regardless of any issues they may be facing in their personal lives.

Students who speak English as a second language – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500 student population, PACS should expect to serve approximately 20-30 students who require English Language Development instruction (ESL 1-4), with approximately 5-10 students needing some kind of primary language

²⁵ See Section 6 “Serving Specialized Populations” for details.

²⁶ See Section 4.A. Assessment Philosophy for details.

assistance They will need ELD instruction with High Point and / or Read 180 Level C in addition to differentiated instruction in their core classes in addition to access to high quality authentic literature on a regular basis. They will need opportunity to respond to this literature in discussion and writing. Read 180 already incorporates Overall, our expected total English Language Learner (ELL) population is approximately 238 students.²⁷ Our school will offer our ELLs an inclusive and supportive academic program to build English language proficiency and academic content knowledge. In our general education classrooms ELLs will learn and demonstrate content-area knowledge through the performing arts, where they will have frequent opportunities to practice listening, speaking, role-playing and singing in English through collaborative group-based classroom simulation activities and school wide performing arts. Research has demonstrated that the aforementioned instructional strategies, with the appropriate structures and supports, contribute to the learning of ELLs within the general education classroom. Beyond their general education classroom experience, English Language Learners will receive the following supports:

- early and accurate identification and placement (CELDT Initial Assessment in addition to Lexile score assessment, Informal Reading Inventories and Reading Interest inventories.)
- ESL 1-4 classes with a focus on reclassification. High Point and / or Read 180 in addition to opportunities to speak and interact often in English as well opportunities to use these skills in the performing arts .
- English Language Skills
- Bilingual coordinator position (share with CATS²⁸) – to facilitate CELDT testing and direct supports in the Learning Lab.
- Individual Learning Plan will include reclassification goals (CELDT annual testing and authentic assessment testing) set with the student and the student’s family.
- Potential pilot program in collaboration with UCLA’s Civil Rights Project: Project SOL (Secondary Online Learning) “focused on specific school-based interventions and teacher-supported, online curriculum designed to accelerate the content learning of Spanish-dominant secondary school students.” This program will:
 - o Provide supplemental instruction via Mexican-developed and California standards-aligned online curricula in Spanish in several core curriculum areas both in class and after school.
 - o Articulate the school-based intervention with online supplemental teachers in Mexico.
 - o Assist teachers in learning how to integrate the supplemental curriculum, including its online components, into their direct instruction.
 - o Enhance English Language Development (ELD) instruction for students and professional development for ELD teachers.
 - o The project will provide a course translation protocol developed by the University of California and the Mexican Department of Education so that students can be given California (or U.S.) credit for courses they have taken in Mexico.
- Professional development for all teachers regarding the language acquisition process in all modalities (speaking, listening, reading and writing) and SDAI strategies.²⁹
- Collaboration between ESL teachers and general education teachers.

Students with learning disabilities – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500 student population, PACS should expect to serve approximately 40-60 students who require special education services (either RSP & SDP). Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, *along with* focused pull-out sessions, direct support from specialists, *and* training for all teachers in how students learn.³⁰ Based on this

²⁷ Local District 7 Certificated Staffing Allocation chart (Aug 2010)

²⁸ Some positions will be shared between PACS and CATS. Please see Section 13. Finances for details on position sharing.

²⁹ See section 2.D “Instructional Strategies” and section 5 “Professional Development” for more details.

³⁰ Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

research, our students with special learning needs will spend the majority of their day in the least restrictive environment/general education classrooms, with the following supports in place:

- For RSP students, our Resource Specialist(s) will monitor/manage IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and self-contained classroom time as indicated on the student's IEP.
- For students who qualify for the Special Day Program, we will be collaborating with our sister school (Communications and Technology) to provide special educator instructors with English/Social Studies and Math/Science content area expertise. Through this collaboration, our special education teachers will monitor/manage IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and self-contained classroom time as indicated on the student's IEP.
- As determined by the district's special education division, we may be receiving students with mental retardation, autism and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at PACS in *at least* our advisory program so that *all* of our students will receive the social benefits of participating in a diverse learning environment. Because we are a performing arts school, where there is more opportunity for students to show their full range of talents, there should be much inclusion time for these students in a safe environment.
- Individualized Learning Plan (ILP)/Individualized Education Plan (IEP) – Each student's IEP will become part of their overall ILP that is used by all teachers at the school to direct the learning of the students, as well as used by the student him or herself to understand and engage with their own learning process. Furthermore, we will hold IEP monitoring meetings at the beginning, middle and end of each year and involve the entire grade-alike team in the process of updating and implementing the IEP.
- Staffing – as with the hiring of the general education staff, it is crucial that PACS follow LAUSD/UTLA contract guidelines in the hiring and evaluation of all special education staff (including special education aids), making it clear that staff are expected to help these students rigorously in their PACS classes and all inclusion classes and that extra duties as defined in the enhanced contract and pilot model will be expected. A key finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary.³¹ To address this, our hiring and evaluation processes will include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their families.³² **The hiring process will be free of age, race, ethnic, and sexual and religious orientation discrimination.** Some freedom in hiring will need to be made when hiring PACS performing art content teachers for theatre, music, dance and media arts.
- Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching strategies that have been proven to facilitate the learning of students with learning disabilities.³³

Students who need an extra challenge – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500 student population, we should expect to serve approximately 20 students who demonstrate gifted capacities.³⁴ The first step is to appropriately and accurately identify students who need additional challenge to be successful. This identification will take place through previous GATE program placement/identification, previous CST scores,

³¹ Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

and Buell, Martha J. , Hallam, Rena , Gamel-McCormick, Michael and Scheer, Scott (1999). A Survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion. *International Journal of Disability, Development and Education*. 46(2) 143 - 156.

³² See Section 12 "Staffing" for details.

³³ See section 2.D "Instructional Strategies" and section 5 "Professional Development" for details.

³⁴ Based on 4% GATE for 2008-2009/Fremont School Report Card

grades in previous courses, and teacher/counselor recommendations. We will also identify students who need extra challenge through our summer bridge program and beginning of the year assessments. Once identified, students will be identified as “accelerated” in their Individualized Learning Plans, and will work with their advisor and family to set appropriate goals for the school year. In addition, ALL students will be offered these extra opportunities, not just those identified by conventional means as gifted. Students in our accelerated learning program will have access to the following ways to extend their learning experience:

- Within the learning lab (offered before, during and after school), students in grades 9 and 10 will complete accelerated assignments connected to their core classes and will receive an “honors” credit in the classes for which they complete the assignments with a grade of “C” or better
- Within the learning lab (offered before, during and after school), students in grades 11 and 12 will have the opportunity to take AP courses as an elective during the school day. AP courses exist in all performing arts forms in LAUSD. They can be offered as needed. As part of the Learning Lab, students will have access to:
 - o AP courses offered through the Los Angeles Virtual Learning Academy
 - o Online courses at our partnership colleges. Online courses already exist at the City of Angels schools
 - o Online certification programs
 - o Internships with YouTHINK, Center Theatre, Constitutional Rights Foundation and production, set design and theatre companies as well as taking on some directing responsibilities at the PACS school.
- Professional development/GATE trainings for all core content area teachers to strengthen higher order thinking skills, provide academic rigor, nurture creative and critical thinking abilities, and assist in social/emotional development.

Students with credit deficiency - The 2008-2009 sending school (Fremont/Jefferson) data indicate that with a population of 500 students, we may have as many as 315 10-12th graders who are not at grade level (i.e. credit deficient).³⁵ While our goal is to reach our students and address their learning needs before they fall behind, we recognize that some students will still have this need, and we may also receive students from other schools/districts/states/countries who will arrive at the PACS school in need of additional credits to graduate. To address the needs of our students who are credit deficient, we will work with the student, using the ILP as a tool to establish goals that include credit recovery *and* strategies to pass the class in which the student is currently enrolled. In order to make up their core classes, students will have the opportunity to re-take the class as an elective period or access the class through the Los Angeles Virtual Academy (LAVA) in the Learning Lab. To make up their elective credits, students will have the option of taking LAVA electives, online college or certification programs in the Learning Lab or through additional hours (and projects) in the internship, volunteer or work-study program.

D. Instructional Strategies:

Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

Addressing the individual learning needs of our students: Instructional Strategies

We have established the learning needs of our students, and discussed the philosophical approaches, curriculum, and support structures that we will employ to meet those needs. However, without the day-to-day use of instructional strategies that facilitate students’ access to the skills and content being taught in the classroom, learning will not take place. Thus, the PACS teachers will be trained in (or updated on), will plan with, and will commit to using the following well-researched instructional strategies throughout all grades and across the curriculum:

³⁵ Based on 63% of students not at grade level on Fremont School Report Card (08-09)

Project-Based Learning (PBL) – “Project-based learning (PBL) is a model that organizes learning around projects such as neighborhood theatre. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.”³⁶ In addition, research has shown that project-based learning is engaging for all students - struggling students, ELLs and gifted students.³⁷ How this will be accomplished was discussed in detail above.

Understanding By Design (UBD): – Also referred to as “backwards planning,” the UBD approach to planning instruction *starts* with the learning objectives for a particular lesson or unit and works “backwards” to the assessments that will measure whether or not students have met the learning objectives, and then establishes the learning activities that will meet students where they are, draw on their prior knowledge, and develop the skills and knowledge necessary to meet the learning objectives. It is also necessary to have multiple objectives and multiple culminating tasks that can be suited to all student needs. The PACS faculty will use UBD or other backwards planning design in conjunction with Curriculum Mapping³⁸ to develop curriculum frameworks. Summer PD time will be utilized for this venture.

Differentiated instruction - Pre-assessment is essential before differentiating instruction. This can be accomplished in a variety of ways from questionnaires to cloze passages and standard pre – tests as well as discussion.

Multiple texts at different academic levels and supplementary print resources, a variety of audio- visual sources and interest centers are proven to be successful with ELL and students with special learning needs.³⁹ For example, in some social science classes, three different texts at three different reading levels are utilized in addition to supplementary texts and novels such as [A History of the Civil Rights Movement](#) and [Those Who Died in the Struggle](#) and [Red Scarf Girl](#), an engaging memoir about the Cultural Revolution. In addition, **visual primary sources** will be used to introduce topics and the teacher will **focus on one key idea and keep reinforcing it** (ex: How do the events at Central High School demonstrate one strength and one weakness of American democracy? This would be the focal point question for the Civil Rights unit as well as being a question that could be asked about multiple events of the Civil Rights Movement). Dialogue journals and graphic organizers will help students organize their information.

Support Strategies will include:

Using a 7 step model lesson design where feasible will help students know what to expect.

Pairing students with others who model good organization and study skills will help those needing more differentiated instruction. Utilizing questioning levels in which students work in pairs to find answers then orally report those answers supports the ELL.

Paragraph frames and samples of student work are also quite helpful differentiation techniques. The use of **textbooks on CD with audio** is also another helpful differentiation technique. Chunking a research assignment into multiple segments is also beneficial. Handouts that provide a chronology or timeline help students organize thinking. Assessing students frequently either formally or informally will be done. Repeated modeling by the instructor will occur.

³⁶ Thomas, J. (2000). *Review of the Research on PBL*. San Rafael, CA: Autodesk Foundation Report.

³⁷ Waxman, H.C. & Tellez, K. (2002). *Effective Teaching Practices for English Language Learners*. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education; and Gandara, P. (2010). *Immigrants and English Learners: Can Multiple Pathways (Linked Learning) Smooth their Paths?* in eds Oakes, J. and Saunders, M. *Beyond Tracking: Multiple Pathways to College, Career and Civic Participation*.

³⁸ See Section 3.B.ii for more detail on Curriculum Maps

³⁹ Tomlinson, C.A. (2005). Reconcilable Differences? Standards-Based Teaching and Differentiation. *Educational Leadership*. 58(1): 6-11.

Students will be provided topics of study that have many levels of interest. Teachers will provide more direct instruction, targeting whole class, as well as small group instruction.

Specially Designed Academic Instruction in English (SDAIE) which is inherent in theatre content and pedagogy, focuses on scaffolding to master rigorous core content. It includes modified speech, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.⁴⁰

Thinking maps create a “common visual language within a learning community for transferring thinking processes, integrating learning, and for continually assessing progress.”⁴¹ Thinking maps can be used in every subject area to engage students with basic thinking processes such as defining, describing and sequencing, and with more in-depth analytical processes such as cause and effect, analogies and comparing/contrasting.

AVID strategies – There are a myriad of AVID (Achievement via Individual Determination) strategies, and all of the teachers in the design team have used strategies such as literary circles, group presentations and Socratic seminars for years and will continue to use them in their own classroom and share them with their content area and grade-alike teams.

WASC Initial Visit Process

During August of 2011 the Governing Council will review the *Conditions of Eligibility* to be considered for WASC Affiliation^[1] as part of its ongoing monitoring of the implementation of the PSC plan.^[2] By September 30, 2011 the principal will submit at *Request for WASC Affiliation* form with the \$150 application fee. The school will then be provided with an *Initial Visit School Description* form that requests information regarding the purposes and operation of the school and evidence of the school’s status in relation to the conditions of eligibility. During professional development time as part of the end of the semester reflection process, the faculty will review WASC’s *Conditions of Eligibility Rubric*, complete the *Initial Visit School Description* form and gather the appropriate documentation. Upon receipt of the forms, the Executive Director of WASC will schedule a two member, one-day school visit, after which they will make a recommendation regarding the school’s readiness for initial affiliation which include the following possibilities and related responses by the school:

- *Not granted affiliation* means that one or more of the conditions was not met. In the extremely unlikely event that this is the recommendation, the principal will call an emergency meeting of the Governing Council and faculty to address the Conditions of Eligibility not met, and resubmit for a second visit ASAP.
- *Candidacy* means that the school qualifies for accreditation and will be directed to submit a first-year progress report indicating progress being made in meeting the recommendations of the initial visiting committee. After submitting this report, the school remains in candidacy status until the full accreditation visit within 1 – 3 years (depending on the recommendation of the committee).

⁴⁰ Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development.

⁴¹ Hyerle, D. (1995). *Thinking Maps: Tools for Learning*. Cary, NC: Thinking Maps, Inc.

- *Initial Accreditation* means that all conditions of eligibility have been met to the satisfaction of the visiting committee, and the school must apply for full accreditation within 1 – 3 years (depending on the recommendation of the committee)

References

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http://www.p21.org/documents/21st_century_skills_english_map.pdf

3. School Culture and Climate (4 pages + attachments if applicable)

A. Description of School Culture

Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

Building a Community of Learners

Research demonstrates that students, and particularly students experiencing poverty, are more motivated and more successful in school when they feel connected to a school community.⁴² At the Performing Arts Community School (PACS), we understand the importance of these and other connections that make a student's educational experience more meaningful, supported and lasting. But most importantly, the PACS School will be a place where all students can interact in a mainstream environment so that all of their talents can be fully developed through the creative medium of performing arts. Students will be working closely together to create a performance for the benefit of the community and their own growth, which is a significant dimension that many schools do not provide. There will be more opportunity for English language learners, students with special needs to use their full range of talents.

PAC's will connect academics to the lives of students through culturally relevant and real-world curricula that values students' prior knowledge and experience, and builds on it to expand their knowledge of themselves, their community and their world.

PAC's will connect students to each other through classroom activities, collaborative group work, school-wide performing arts activities and advisory. Students will be encouraged to look beyond their own experiences, value the lived experiences of others, and become part of a community of learners.

Just as importantly, they will work with students they may have avoided in the past or who may not be in their circle of friends. There will be conflict but also understanding and growth as students learn to accept each others talents and flaws. This connects to our school motto that each of us has a talent to share with each other and the world.

PAC's will connect students to the school and community through school and community performances, participation requirements in the performing arts and relationships with the other schools and organizations on campus. In addition, there will be heavy collaboration with community-based creative and performing arts groups such as YouTHINK and Center Theatre Group. <http://www.centertheatregroup.org/education/>

Students will have the opportunity to interact with a variety of school-based and community-based activities and organizations, and through their participation gain an increased sense of being part of something larger than themselves. The families of students will also have an opportunity to participate in pre and post production activities. A booster club of parents will be formed with the help of the Coordinator of Secondary Arts, Steven J. McCarthy.

PACS will carefully plan and implement the aforementioned goals through a variety of classroom and school-based structures and strategies:

Relevant and Real-World Curriculum & Instruction

⁴² Battistich, V. (1995). Schools as Communities, Poverty Levels of Student Populations, and Students' Attitudes, Motives, and Performance: A Multilevel Analysis. *American Educational Research Journal*, 32(3): 627-658.

Through a collaborative curriculum development and implementation process, grade-alike teams will create the core curriculum around themes of conflict and human nature that are at the center of the performing arts creativity. Teachers will use these themes as lenses through which to develop appropriate lessons that teach the content and connects it to the lives of our students and the world beyond.

Additionally, the instructional strategies we have chosen to use across the curriculum, such as project-based learning, curriculum that relies heavily on role-play, such as History Alive and Interact, the 7 step lesson method which gives students plenty of guided practice and interactive notebooks all facilitate learning through connecting new knowledge and ideas to the lived experiences of students which they will then express through the medium of theatre, music and dance.⁴³ Finally, all classes at PACS will engage students in teacher-facilitated collaborative learning experiences in which students will learn how to communicate with, learn from, and be accountable to other students in the classroom.

Advisory curriculum

Our advisory curriculum is focused on developing reflective and creative thinking in an increasingly interactive manner. In many cases, our students have not had opportunities to express an opinion about serious topics and may not be used to large group discussion. To remedy this, we will begin in the 9th grade with Inspiration 52 curriculum which allows students to read poetry and passages designed for their life experiences and discuss their meanings, first in small groups and then in front of the class. They will interpret reflective quotes and complete short writings about how the lessons can be applied to their lives. We will then introduce YouTHINK, one of our community partners, who will have our students use art and music to promote critical thinking. Students create art using many different mediums to express their thoughts on social issues. See YouTHINK project database at: http://www.youthink.org/yT_gallery.html The practice students gain in creating and expressing on a small scale will greatly help them as they begin taking PACS classes and performing in front of larger audiences.

The 10th -12th grade PACS advisory students will focus on creating and maintaining a performing arts portfolio which will be adapted from the LAUSD Secondary Arts Branch portfolio class guidelines.

http://notebook.lausd.net/portal/page?_pageid=33,1152321&_dad=ptl&_schema=PTL_EP select Theatre Portfolio SH A/B. There will also be an option to complete a music portfolio.

The student portfolio will not simply document students' work in the performing arts, but be a toolbox as well as a showcase they can utilize after graduation. This portfolio will include self-assessments, a resume, writing personal statements and essays; visiting various community sites, conducting interviews, preparing for auditions; using technology to record their dramatic readings of monologues, documenting internships and job shadowing, creating scale models of a theatrical design and keeping academic and performing arts work samples. This is just a small fraction of what students will be completing over three years. Vertical teaming with the performing and visual arts teachers will be needed to decide what tasks are to be completed each year.

Advisory will also be utilized as a time when our counselor can come and talk to all students about graduation, work and college requirements. Advisory teachers will meet with each student individually once monthly to review with them their school-wide progress and any personal matters the student may wish to discuss.

⁴³ See Section 2: Curriculum and Instruction for more details

Participation Requirements

The PACS School participation requirements are built into advisory through the theatre portfolio, and supported in our Performing Arts course sequence. These requirements facilitate student engagement in the school and the community.

- **Year 1:** Participation within the small school (advisory activities, clubs, arts, student leadership, volunteering to help a teacher)
- **Year 2:** Continue small school participation, expand to at least one school-wide performing arts performance participation. (acting, set design, scripts, etc)
- **Year 3:** Continue small and community school participation through expanded performing arts participation and the required service learning component. (The two areas will be combined). Students will create a service learning project which involves teaching an aspect of performing arts to middle school students or performing for them. In addition, students may be completing work shadowing, interning or volunteering for community theatre groups and other arts agencies.
- **Year 4:** Continue school participation, leadership such as directing in the performing arts and becoming a big brother or sister to a freshman student (a responsibility which will last all year).

Performing Arts Partnerships

The PACS School will partner with long standing and successful performing arts organization to offer a greater number of performing arts opportunities. These opportunities will range from viewing live performances to having the community partners aid in the instruction of students to internships, field trips and special programs. The partners will be on campus regularly and they will include:

1) **YouTHINK** – Will work to help students create art that reflects social issues and help students develop their own perspectives on these issues. In addition, YouTHINK works with students to create community projects, such as Writing to Make a Difference:

http://www.youthink.org/yT_writing.html

YouTHINK also sponsors youth services programs and internships

http://www.youthink.org/yT_current_events.html

2) **Music Center** – will work in collaboration with the Arts Education Branch and with our school to implement a sequential arts education program as well as hold free seminars for parents, teachers and administrators on how the arts can enrich student and community life. They will also bring their talented staff to perform at school assemblies.

<http://www.musiccenter.org/education/guide.html>

The Music Center's free performance series for families will be heavily promoted at the PACS.

<http://www.musiccenter.org/events/familyprograms.html>

3) **Center Theatre Group**- They can help us build our program through the Theatre Arts Initiative in partnership with LAUSD's Secondary Art's Branch as well as sponsor many educator programs.

<http://www.centertheatregroup.org/education/>

4) **LA Opera** – sponsors in- school opera programs for a very modest fee. These 10 week programs have lots of curricular connections. Last year's opera, "Poston," revolved around events at a Japanese Internment Camp

<http://www.laopera.com/educom/secondary.aspx>

Gage and Central Community Schools Complex

The Four Small Schools will share our resources to contribute to the needs of all students in the school complex. All four schools will work together to share whole school personnel and resources to create a school-wide athletics program (taking place after school so as to prioritize academics during the school day); a community library (that welcomes students during the day and the community after school and on the weekends); a family welcome and education center (where families can gather, take classes and learn from each other); and a college center and counselor. On a more operational note, all schools will also share the responsibility for the school cafeteria, school nurse, plant manager and custodial/grounds management, and security and safety plan. To facilitate these shared resources, the school complex will have a site director⁴⁴ and building council made up of all four principals, and parent and student representatives.

In addition, each school will contribute to the whole-school culture by facilitating after-school programs connected to the theme of their school. For example, PACS may create community theatre for Gage and Central students and local community members.

In addition to the programs shared by the entire school, the Gage and Central Community Schools will work together in “sister school” dyads to share personnel and services to support the academic, social and emotional needs of the students at the small schools. Our sister school is the Green Academy. During our first year of operations, we will be sharing an upper level Spanish teacher, a school psychologist and a Pupil Services and Attendance (PSA) counselor. These positions are typically normed at 1000 to 1 throughout the district, but through the Budgeting for Student Achievement⁴⁵ per pupil funding structure, we have prioritized having a small student load for both positions due to the needs of our student populations.⁴⁶

The Community Schools Complex will expand beyond our students to incorporate their families and the community surrounding the school. Based on community schooling models such as the lauded “Harlem Children’s Zone,” the Gage and Central Community Schools Complex will act as a hub for a variety of partners to offer a range of service and opportunities to our students, their families and the community.⁴⁷ To do this, the Gage and Central Community Schools design teams are developing relationships and partnership commitments with health, legal, financial, recreational, business, safety, performing arts and community-based organizations and associations.⁴⁸

Building a Safe Community

Research demonstrates that small schools are safer than large schools.⁴⁹ This is primarily the result of all students being known by teachers and adults on campus. Though PACS will share a larger campus with 3 other small schools, there are several structures that will maintain the small school culture (and the resulting student safety) at PACS

- The majority of a student’s day will be spent within the PACS building, which is separate from the other school buildings.
- Our building council will develop a split lunch schedule so that only two schools (1000 students) will be at lunch at the same time.

⁴⁴ See Appendix ? : Job descriptions for details.

⁴⁵ See Section ? : Finances for details.

⁴⁶ See Section 2.C. Addressing the Needs of All Students and Section 3.C. Student Social and Emotional Needs for details.

⁴⁷ <http://www.communityschools.org/> and <http://www.hcz.org/>

⁴⁸ Please see Section 9: Community Engagement Strategies for a detailed list of our current and projected partnerships.

⁴⁹ Meier, Deborah W. "Small Schools, Big Results." *The American School Board Journal* 182, 7 (July 1995): 37-40; Cotton, K. (1996). Affective and Social Benefits of Small Scale Schooling. *ERIC Digest*. ERIC Clearinghouse on Rural Education and Small Schools; Darling-Hammond, L., Aness, J. and Wichterle Ort, S. (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. *American Educational Research Journal*. 39(3): 639-673.

- All students will be identifiable by lanyards or uniforms
- The PACS staff will work closely with the building council, campus supervision aides, LAUSD school police & LA Sheriff's department to develop a community policing environment in which all students know and are known by those who are there to protect them.
- Through our Community Schools programs, we will provide students with a safe place to study, take additional classes, and/or participate in activities before and after school. And, depending on fundraising and partnership development, during the weekends as well.
- PACS and the Gage and Central building council will work with the Bethune Block Club and the LA County Sheriff's Department to create safe passage for students to and from school.
- Parent Councils and Student Councils will assist with the development of school-wide behavior standards(student expectations), motivational rewards and consequences for violation of school safety policy.

Positive Behavior Support Program⁵⁰

<http://notebook.lausd.net/portal/page? pageid=33,912325& dad=ptl& schema=PTL EP>

This will be based on the districts positive discipline tenants which are:

- RESPECT
- RESPONSIBILITY
- APPRECIATION OF DIFFERENCES
- HONESTY
- SAFETY
- LIFE LONG LEARNING

(SEE APPENDIX 3: INTERIM POSITIVE BEHAVIOR SUPPORT PLAN FOR DETAILED PHILOSOPHY, EXPECTATIONS, AND EXAMPLES OF SPECIFIC CLASSROOM MANAGEMENT STRATEGIES)

These behavior expectations will be modeled and explicitly taught

Positive behavior modification works in many situations and will be employed where appropriate, realizing that behavior that endangers others will not be tolerated and will result in expulsion. These can include the bringing of weapons and drugs to school, stealing from the school facility, robbing other students, severe bullying and physically attacking another student. These will not and cannot be tolerated and an alternative facility such as a continuation, CDS or home school situation will be found.

B. Student Support and Success

Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

The PACS graduate will be able to:

- read, comprehend and analyze a variety of fictional and non-fiction texts
- write clear, well-developed essays, research and write detailed reports and create and complete work-related documents such as resumes, cover letters and documents related to starting and maintaining a business or organization.
- analyze and critique a play, piece of art or music and be able to write a script or music and lyrics

⁵⁰ See Appendix: PACS Positive Behavior Support Plan for more details

- work collaboratively with others to create projects and solve or address problems creatively
- present work competently and articulately to a variety of audiences (large and small)
- think critically and reflectively about him/herself, other individuals, as well as society and the institutions therein
- understand and address complex personal and social problems through techniques employed through the performing arts.

The PACS graduate will also have a sense of personal responsibility, a connection to the community, and play an active role in their school, work, community and in their own lives. But in order to achieve all of this by graduation, the PACS student must be engaged in his or her learning experience at the PACS School. We have created an educational program that will readily encourage student involvement in every aspect of his instructional program.

C. Social and Emotional Needs

Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

Experience tells us that our students will come to us with a variety of social and emotional needs brought on by experiencing the effects of poverty, the loss of a family member or friend, exposure to violence, drug use and/or the uncertainty and fear associated with being an undocumented immigrant in the United States. To address these myriad needs, the PACS will put several internal support structures in place:

The student's **advisor** will play a major role in monitoring the students for which she or he is responsible. This monitoring will take place as part of the daily advisory class, and through advisor communication with student families (phone calls and home visits). In order for advisors to give individualized attention to their students, the advisory class size will be kept to a maximum of 25, with the majority of the advisory classes at 20.⁵¹ To support the advisors in this work, in addition to the academically focused professional development, advisors will receive training from our school counselor regarding how to identify students with additional social/emotional needs, how to address those needs, and when to refer a student to the counselor (see the paragraph on "PACS counselor" for details regarding referrals). The advisor will also be included in all documentation of and meetings regarding his or her students' behavioral or academic issues, and be able to provide insight or information to the student's grade-alike team to facilitate the supports he or she needs. Advisory students will be surveyed school-wide at least once per quarter and the data will be analyzed by the principal, counselor, individual teachers, and advisory grade-alike groups to determine the areas of success and the areas for improvement in our advisory program.⁵²

The PACS will have multiple **emotional and social support personnel** available to our students. We will have a dedicated **counselor** who will provide one-on-one and group counseling, and act as triage for student emotional and social support referrals. In addition to the dedicated counselor, we will have a part-time psychiatric social worker and part-time school psychologist. In addition to our school-based personnel, our students will have access to multiple on and off-site resources through our community schools complex. The services (e.g. St. John's mental health, homeless assistance, parenting classes, gang intervention, etc) may be accessed directly by students or may be accessed through a referral from our counselor.

⁵¹ See Section 3.F School Calendar/Schedule for details.

⁵² See Appendix ??: PACS Advisory Program for details.

The data from our primary sending school (Fremont Senior High School) shows an 86% attendance rate for the 2008-2009 school year.⁵³ We don't need research to tell us that we cannot support the learning nor help with the social or emotional needs of our students if they are not at school. At our school **attendance monitoring and related counseling** is a major priority. To address this priority, the student advisors will be responsible for monitoring the attendance of their advisory students and addressing any absences exceeding 2 per 10 school days with the student and his or her family. Once the number of absences has exceeded 5 per quarter, the advisor will immediately refer the student to the PSA counselor who will work with the student's advisor, grade-alike team, the student and the student's family (and the school principal if necessary) to address the issues related to the absences. In addition, the PSA counselor will monitor attendance weekly to identify students who have exceeded 5 absences per quarter, but have not been referred. .

D. College and Career Readiness

Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

Every element of our school vision, curriculum and instruction is geared towards preparing students for college, career and life. Within every core content area, the curriculum will model that of a college course – beginning with a class syllabus, outlining expectations at the beginning of the class, including final projects, readings, etc. In the 9th grade there will be major scaffolding⁵⁴ to guide the students through the course (teacher facilitated calendar creation, assignments due log up in the classroom which the students follow in their own log, regular assignments due and constant reminders). Then, as students proceed to 11th and 12th grade, this scaffolding will be strategically withdrawn until students are able to follow a college-structured class, meeting deadlines and being prepared for tests without constant reminders from teachers. Additionally, student collaboration and project-based learning mimic the processes that occur within the workplace and will be scaffolded (particularly in the 9th and 10th grades) so that students learn how to work well in groups. The assessment of the workplace related skills such as clearly communicating, being on time and problem solving will be part of the rubrics for the project-based assignments.⁵⁵ Students will not be allowed to advance to the next grade level if they have failed more than one class. They must start credit recovery immediately either through summer school or through on-line credit recovery courses.

Beyond the core-curriculum, PACS will create the following structures that support our college going and career preparation culture:

- Throughout our advisory curriculum (and during the 11th grade year in particular), students will be exposed to a variety of college and career opportunities. A major portfolio project during the 11th grade year is geared specifically towards students developing an understanding of their interests (through interest assessment tests and readings), and then researching and presenting on specific colleges and careers that relate to their interests.
- The participation requirement engages students in school and community-level work environments through involvement in performing arts activities and performances and provides internship, volunteer and work-study opportunities for students to gain real-world work experience prior to graduating.
- In addition to our counselor and advisors, we will contract with Rebecca Joseph and the "Get Me To College" program for college counseling and essay writing assistance as well as seek assistance from the Constitutional Rights Foundation which provides myriad programs for students, including internships.

⁵³ 08-09 LAUSD School Accountability Report Card

⁵⁴ Vgotsky – zone of proximal development

⁵⁵ <http://www.p21.org> & <http://www.essentialschools.org/>

E. Parental Involvement

Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

Research shows that while teachers are the most important factor in the success of students at the school site, **they account for no more than one-third of the total factors that lead to academic success.** Non-school factors make up the other 2/3 of factors that effect students success. This means that parents and the community have a big role to play in modeling the values of success needed for their children to achieve academically and must share in that responsibility. (Rothstein, 2010; Shanker Institute 2010)

To that end, PACS will strongly advocate for a program for parents and students conducted in English and Spanish which will cover such topics as the importance of having books and newspapers in the home, of discussing current events with their children; information about colleges; acceptable and non-acceptable reasons for absences; and how to develop good study habits. In addition, parents will be involved through the performing arts performances as our external partners offer parent and family program at no charge and PACS will develop a Parent Performing Arts Booster Club.

F. School Calendar/Schedule: Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.

1. Autonomy: Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.

Our school's schedule was created based on major priorities: 1) longer class periods to allow for more concentrated time to go into depth on experiments, discussions and project work; 2) grade-alike grouping that allows the four core teachers (English, math, science and social studies) to share the same students – this facilitates personalization, cross-curricular instructional strategies, and cross-curricular projects; 3) small class sizes, a concentration on the core subjects and learning lab taught by the core teachers – in order to keep our core classes small, to focus on the core content areas, and provide supports through our learning lab, our curriculum does not offer a wide variety of electives. Students may instead access course variety through the learning lab offerings, coursework at local community or trade tech colleges, internships or volunteering; 4) some common planning time for grade-alike core-subject partnerships (math/science and English/social studies). The schedule that best fits these requirements is a 7 period A/B schedule in which students attend six classes in a A/B structure four days out of the week with a 7th period meeting every day. The fifth day of each week every class meets for an hour, or 30 minutes on professional development days.

NOTES (to add):

- class sizes = 25-30 for all classes
- advisory size = 25
- total student load = 150 overall (which is large; but advisory & grade-alike grouping counter balances); total student load (per day) = 75 (three classes taught plus a conference)

(SEE ATTACHMENT 3 – SCHEDULES)

References

- DiCarlo, M. (2010, July 14). Teachers matter, but so do words. *Shanker Blog: The Voice of the Shanker Institute*. Retrieved November 18, 2010 from: <http://shankerblog.org/?p=74>
- Fay, J & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. CO: Love and Logic Press.
- Rothstein, R (2010, October 14). How to fix our schools: It's more complicated than the Klein-Rhee 'manifesto' wants you to believe. *Economic Policy Institute Issues Brief #286*. Retrieved November 18, 2010 from: <http://www.epi.org/page/-/pdf/ib286.pdf>

4. Assessments and School-wide Data (4 pages)

A. Assessment Philosophy

Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.

At the Performing Arts Community School, we view assessment as holistically integrated with instruction. In other words, as we teach, we constantly assess through both informal and formal methods. For example, on a unit about D-Day the teacher may give a standard pretest after explaining the unit, but may also give an opinion questionnaire asking students to decide when it is acceptable to militarily aid allies. Through discussion of this questionnaire, the teacher discovers which students understand certain key vocabulary and through the questions students ask while completing the questionnaire, the teacher can assess students background knowledge and prior knowledge that hopefully was learned in 10th grade World History .

Research shows that providing clear expectations, using regular formative assessments with judicious use of summative assessments, and providing feedback to students as part of the assessment process improves student performance within the classroom and on standardized tests.⁵⁶ Furthermore, a review of the literature reveals that regular usage of formative assessments has a larger impact on the learning of low achieving and special education students than on other student populations.⁵⁷ By taking time to reflect and interact with new information through the use of formative assessments such as opinion journals, exit cards and other diverse quick assessments, students retain more of the information they will need to continue the unit of study and the teacher has more information on a more frequent basis with which to check student progress. (Dodge, 2009) Recognizing this importance, the PACS faculty will follow the following framework for developing, implementing and revising assessments for all students. This framework will also be used as part of our professional development and annual reflection sessions.

Clear Expectations and Goal Setting

It is important for the teacher and students to know where the semester, unit and lesson are going prior to commencing work. Understanding by Design curriculum mapping process will be utilized so teachers will have a clear understanding of the learning goals for the entire semester and be able to communicate those goals to his or her students. However, at various points, when formative assessments warrant, the goals may be altered, therefore multiple culminating tasks will be designed for each unit.

Students will be provided the state content standard and substandard before the unit of study. Teachers will devise a syllabus for each semester that explains the overall goals and introduces the units that will be taught.⁵⁸ The students and teacher will then find the content standard that matches up with the unit and highlight that content standard and discuss the vocabulary in the standard. Students will also be given opportunities to evaluate the content standard for possible bias. Then, at the beginning of each unit, the teacher will provide a clear outline of the tasks students will complete for each unit and the formative assessments, and a rubric for the final summative assessment for the unit. Finally, at the end of each major unit, teachers will engage students in a reflection such as a council meeting or written reflection that will offer students an opportunity to think through what they learned, what they did well, where they can improve, and to also provide valuable feedback to the teacher for his or her own reflection.

⁵⁶ Black, P., and Wiliam, D. (1998a). Assessment and classroom learning. *Assessment in Education*, 5 (1): 7-74; Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18 (2).

⁵⁷ Black, P. and Wiliam, D. (1998b). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2): 139-148. (Available online: <http://www.pdkintl.org/kappan/kbla9810.htm>.)

⁵⁸ For a sample syllabus see Appendix ?

Formative Assessments - Feedback and Reflection

It is helpful to conceptualize formative assessments as a feedback loop where teachers are creating opportunities for students to provide feedback regarding what they have (and have not) learned and opportunities for teachers to provide feedback to students regarding how they are doing in learning the skills and content. Teachers will use assessments to reflect on their teaching, and may see it necessary to re-teach a skill, concept or information. Students will be encouraged to see assessments as “checkups” rather than judgments, and through lessons, modeling and repetition, learn to use assessments as part of their own reflective learning process. In order to facilitate this, the formative assessments must be frequent, low stakes and be returned with feedback in a timely manner. Effective formative assessments include quick writes with the use of a paragraph frame for ELL students and those with special needs; and opinion journal, exit cards, quick quizzes, student created questions after a lesson, political cartoon analysis and more.

Summative Assessments – Celebration of Learning

Ultimately, at the end of a unit, a semester and a school year, it is important to assess what students have and have not learned, both for the purposes of assigning grades and credits and for teacher and student reflection. Additionally, there are multiple standardized summative assessments for all students and specialized populations, intended to measure the success of the school and/or appropriately place students in needed services. Summative assessments include a combination of “standard” type tests such as multiple choice questions, short answer and analysis of diagrams and charts. They also include project based assignments such as completing a PowerPoint presentation that requires the use of speaking in an interactive manner with classmates and teaching a short lesson using a primary source on the topic of the PowerPoint. It may include responding to a challenging essay prompt which incorporates knowledge from most of the unit studies.

B. Autonomy

Describe how the school will use assessment autonomy to maximize student learning.

The PACS will use its autonomy to tailor assessments and assessment schedules to our population. Data for feeder middle schools and John C. Fremont⁵⁹ show clear demarcation lines for performance bands through specific content strands. Early evaluation of these specific skill sets allows for focused instruction in the core content areas, individualized instruction in advisory and learning lab, and identification of very low performing students for the Responsive to Intervention (RTI) process.

PACS will use the district periodic assessments in its first year (2011- 2012) while it takes the careful time needed to create high quality culturally relevant assessments and assessment schedules for the following year. The PACS faculty will create some of our own school-wide curriculum-based assessments (as well as utilize research-based commercial assessments). These assessments will be standards-based, prepare students for the CAHSEE and CST, and will be aligned with the overall PACS curricular, flexible pacing and assessment plans at each grade level.

C. Student Assessment Plan

Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

School-wide Initial and Benchmark Assessments

⁵⁹ See Section 2.C. Addressing the Needs of All Students for details.

Early skills assessment for all students and regular skills assessment in conjunction with focused intervention for struggling students is fundamentally important to catching students *before* they fail. At PACS, we will conduct school-wide assessments at the beginning, middle and end of each school year.

District periodic assessments in English, math, Social Science and Science will be **administered every other month beginning in October and ending in May**. This is in accordance with the district's calendar. We will use periodic assessments for **at least one year until we can create our own standard's aligned, culturally relevant periodic assessments that use a variety of measures to gauge student progress**.

They will be targeted for the skills needed in each subject matter class and will include a combination of research-based assessments and holistic, authentic culturally relevant assessments such as open-ended journal prompts. The first assessments will focus on grade-level skills in reading, writing and math, using a research-based commercial Curriculum Based Measurement (CBM) assessment⁶⁰ as well as assessments that allow students to respond with their own analysis and opinions.

At the beginning of the year or during the summer bridge program, the **Hemingway Measure of Adolescent Connectedness** will be administered. The first formative assessments and formal pretests (culturally relevant and developed by teachers) will be administered during our summer bridge program and during the first week of school. Analysis of this initial assessment data will:

- allow grade-level teams to identify specific skill areas to target across the curriculum
- gain an appreciation for the unique talents our students bring that may not always be evident on a standardized test. These talents and strengths can then be built upon throughout the year.
- create a baseline for all students from which we will measure their progress with a mid-year and end-of-year assessment
- be used by the student to set goals in the Individualized Learning Plan
- be consulted when developing each student's Learning Lab curriculum for the semester
- identify students for the RTI process⁶¹ which entails more intensive interventions, additional assessments and regular progress monitoring (by the student's advisor).

The mid-year assessments will include the same test as that given during the summer bridge program as well as additional content tests will reflect the content and skills taught during the first semester, and serve as a "pre-test" for the skills to be taught during the second semester (with a focus on the skills necessary for success on the CAHSEE and CST tests). Analysis of the mid-year assessment will:

- allow grade-level teams to reflect on the first semester, identify skills/content that needs to be re-taught or reviewed, and identify specific skill areas to target across the curriculum
- identify emerging skills and strengths which can be built on.
- provide a benchmark for all students to measure against the baseline
- be used by the student to reflect on goals met/set new goals in the Individualized Learning Plan
- be consulted when developing each student's Learning Lab curriculum for the semester

The end-of-the-year assessment which will be writing based as well as multiple choice will reflect the content taught during the second semester, and the skills taught throughout the year. This assessment will also include questions raised by students about the content he or she learned.

Analysis of the end-of-the-year assessment will:

- allow grade-level teams to reflect on the year, and adjust the curriculum for the following year

⁶⁰ We are currently researching Renaissance Learning and McGraw-Hill Assessments. In addition, we will create our own assessments using culturally relevant narratives

⁶¹ See Section 2.C. Addressing the Needs of All Students and Section 6. Serving Specialized Populations for details on the RTI process.

- provide a benchmark for all students to measure against the baseline
- be used by the student to reflect on goals met (or not met) in the Individualized Learning Plan

Project Based Learning and Presentations

At PACS, the majority of our assessments will be projects and the public exhibition of learning. Projects are an advantageous form of assessment as they provide opportunities for differentiation and for students to demonstrate their learning in multiple ways. Projects will be assessed by a rubric developed by the classroom teacher that reflects a balance of creative content, accuracy and organization and public presentation.

This is of particular relevance when teaching in a fully inclusive class of students with widely diverse learning needs. In addition to projects, and as part of our culture shift to assessments as a “celebration of learning,” students at PACS will present their work in public forums that vary from classrooms, to whole school to expert panels. At the end of the year, every student will present a work that could be a music performance, a play as part of a group a design for the set of a production or any other project they choose to display.

Demonstration of skills, habits and content knowledge

In addition to the demonstration of content knowledge acquisition, students the PACS class-based assessments will also measure the skills and habits that will facilitate success in college, career and life. In addition to understanding the concepts, students will also be assessed on a specific grammar skill,⁶² on how well they communicated with their group,⁶³ and on their persistence in creating a quality project despite facing challenges.⁶⁴

Multiple ways to demonstrate knowledge acquisition

Another benefit of the project-based learning and the performing arts approach to assessment is that it allows for students to demonstrate their knowledge acquisition in a way that demonstrates talents that may not be evident on a standard assessment. Students may be stepping out of their comfort zone to do so but they will be doing so as part of a group which will make risk taking easier. At PACS, our instructional strategies through the performing arts will address the multiple modalities in which students learn, and our assessments will reflect the multiple ways in which students can demonstrate that learning. Some examples of the diversity of assessment options are: open ended questions, oral presentations/tests, audio/visual presentations, formative and summative multiple choice tests, recreation of primary documents with analysis, performance of scenes, guidebooks, essays and portfolios.

Multiple opportunities to be successful

Throughout a particular unit, students will be provided with multiple formative assessments and multiple opportunities to do well on those assessments. If a student performs poorly on an assessment, after receiving feedback, the student will have the opportunity to correct the assignment and turn it in for a higher grade. This fulfills the purpose of the assessment (learning) by providing the student with an opportunity to understand what he or she did incorrectly and correct it, while at the same time, it creates an environment that does not structure assessments as punitive measures but rather as tools for learning.

Standardized Content Assessments

We also recognize that our students must possess the skills and confidence necessary to perform well on standardized tests. Often this knowledge is not always explicitly taught but is gained through Sustained Silent Reading and the students making connections between content matter

⁶² Research demonstrates that focusing on a limited number of grammatical skills for a given assignment is more effective than addressing them all (citation); this also provides an opportunity for individualization – assessing the grammar challenges of particular students.

⁶³ See our 4-year plan in Section 2.B for more details on skills development goals

⁶⁴ See our 4-year plan in Section 2.B for more details on habits of mind goals

through the performing arts. Because the arts transcend traditional subject matter boundaries, it allows students to think more deeply about subjects and make connections between them. (The College Board, 2009). In addition, through our coursework and individualized supports, the PACS teachers will provide students with the basic skills and content knowledge they need to perform well on the tests. Beyond that, we will include the following specific test preparation components throughout our curriculum, with higher concentrations in all classes and within advisory during the months prior to the testing dates.

Understanding the tests

Our students are no strangers to standardized testing, however, it is possible that students have never had the opportunity to explore components of the tests, become familiar with the parts of the test, understand what they measure and discuss why they are important. Through our English and math classes, we will offer a low-pressure environment for students to learn about, research and discuss standardized tests. In addition, in English classes, students will be provided with CAHSEE essay prompts, anchor essays and their scores and the reasons for those scores. They will first score sample anchor essays and then complete prompt analysis for essay questions several times. This will be followed by the actual writing of essays, at first using sources and then on demand. Math classes will incorporate sample CAHSEE essay questions into their formative and summative assessments.

Advisory class will be devoted to the Inspiration 52 and YouTHINK curriculum (9th grade) and development of portfolios in the 10th to 12th grade.

Test-taking strategies

Knowing the content is only part of doing well on a standardized test. Additional skills such as how to break down a writing prompt (such as those on the CAHSEE), using the process of elimination, skimming for responses and using context clues to identify word meanings are all skills that PACS teachers will incorporate into their instruction. In addition, content area teachers will incorporate CST questions naturally into their formative and summative assessments.

Test analysis for targeted instruction

Prior to beginning the school-year, the principal will facilitate grade-alike team and content-alike team analysis of prior year CST data (strand analysis) and benchmark assessments to look for patterns of student performance, and target the identified challenge areas across the curriculum throughout the school year. For each CAHSEE administration, once the school receives the “CAHSEE Student and Parent Reports” which indicate how the student scored on the sections of the CAHSEE, the principal/support staff will send one home to the parent and put one in the student’s permanent record for all students. For students who failed either part of the CAHSEE, the principal/support staff will compile the reports for each advisor to share with his/her student, to explain the next steps to the parent/family, and to incorporate as part of the student’s ILP and Learning Lab plan. It will be stressed that doing well in all subject matter classes from English to theatre to math is critical for students to gain a balanced set of skills. These skills will help them pass standardized tests like the CAHSEE.

Specialized Assessments

California Alternate Performance Assessment (CAPA): Student eligibility for the CAPA, which is taken instead of the CST, is determined by each student’s IEP. The PACS RSP and SDP teachers will be responsible for assessing eligibility at the beginning of the school year (if it has not already been assessed), and communicating the alternative standards measured for each student to his or her grade-alike teaching team.

California (CMA): An alternative to the CST for special education (RSP/SDP) students who receive a FBB or BB for two consecutive years.

California English Language Development Test (CELDT): Data show that sending school (Fremont) students are meeting the CELDT criterion for redesignation at a higher rate than LAUSD overall, 35% to 32% respectively, but lower than California (41%). Our goal at PACS is to increase the number of students redesignated through encouragement of student participation in theatre arts which has been shown to improve reading and math skills and also gives students opportunities to practice oral language development. Students will be encouraged to read widely and talk about books. A **culturally relevant Informal Reading Inventory** as well as an **ELD retell test** adapted from the elementary grades for high school will be used to more accurately assess ELD students listening, reading and speaking skills.

PSAT/SAT/ACT: The SAT or ACT is required for admission into most public and private four year universities. PACS will offer the PSAT (practice SAT) to all students in the 9th, 10th and 11th grades to familiarize them with the test. The 10th and 11th grade teacher teams will use SAT prep materials to facilitate the vocabulary and language development that will help them on the tests. The practice test will be administered once a year on a Saturday and sample tests sent home with students to study. Additionally, our 11th and 12th grade advisors will work closely with the college counselor to help students sign up to take the tests and procure fee waivers for eligible students.

Advanced Placement Tests: fee waivers are also available and APEX learning offers AP materials online.

Physical Fitness Test (PFT): Is required for all students in grade 9, and is taken between the months of February and May each year. This test is does not impact a student's graduation, but must be administered according to the California Educational Code. The PACS physical education teacher will be responsible for preparing students for and administering the PFT. Note that dance will be the PE class offered at PACS due to our performing arts emphasis.

D. Assessment Development

If applicable, submit a timeline that outlines plans to develop curricula (assessment?) for the proposed school prior to school opening.

The majority of the school-wide assessments offered at PACS are state-required and developed outside of the school. However, we will follow a process for development for our internal grade-level initial and benchmark school-wide assessments.(See **Attachment 4: Assessment Development Timeline**)

E. Data Collection and Monitoring

Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

A great deal of our data collection and monitoring process is built into our curriculum, culture, assessment and professional development plans. We will reference these connections throughout the following outline that indicates all of the data we will be using to monitor and support student success. In addition to the school-wide integration of data usage, the principal of the school (with the support of the school's data team⁶⁵) will monitor specific data points regularly to look for school-wide patterns that may be addressed with additional resources or different strategies.

⁶⁵ See Section 10.C.ii School Governance and Oversight: School Level Committees for details.

Type of Data	When collected?	How will it be used?
Graduation Rates & Senior Exit surveys	June	<p>The graduation rate is the ultimate summative assessment. It is important, however, to not only examine the graduation numbers, but also to understand the factors that have contributed to these numbers. Thus, all 12th grade students will be surveyed at the end of their senior year (whether they are graduating or not).⁶⁶</p> <p>The data from these surveys will be analyzed by the principal and data team and shared with all teachers to use in their grade-alike team curriculum development and advisory supports development. This data will be examined with an open mind to determine if changes in structure and class programming need to be made. These data will also be used by the principal to determine what additional resources or supports for teachers and students are needed.</p>
Student retention & Exit Surveys	<p>Exit surveys given when a student signs out of the school.</p> <p>Data to be analyzed at the end of each year.</p>	<p>Data collected by an SLC at the sending school (Fremont) indicates that (not including drop-outs), the transiency rate is approximately 20%⁶⁷, meaning that 20% of the students left Fremont to attend schools somewhere else. This data was not properly documented through the use of leaver-codes and thus lead to an artificially higher drop-out rate.</p> <p>At PACS, we will clearly document (through leaver-codes and ISIS notes) the departure of students, we will also use exit surveys to identify why students are leaving the school and determine what our sphere of influence is regarding student retention.</p>
Students at grade level	Mid-year and end-of-the year	Through monitoring number of credits each semester, advisors and the school data team can catch students before they fall too far behind. These data will be used by advisors to consult with their students, and used by the principal, data team and counselor to identify students who have fallen behind and may need to be put on an academic contract. ⁶⁸
Attendance ⁶⁹	<p>Advisors will run the ISIS report bi-weekly</p> <p>The PSA counselor will monitor a school-wide report monthly.</p>	This information will be used to identify students who are missing (or ditching) classes prior to it leading to academic problems. Please see Section 3.C. for more details regarding attendance monitoring and intervention.

⁶⁶ We will not have seniors during our first year (2011-2012) so the survey will be developed in a collaborative effort between the 11th grade advisory teachers and their students.

⁶⁷ See *Appendix: Pathways data analysis (06-09)* for details

⁶⁸ An academic contract is part of the Individualized Learning Plan for students who are falling behind in their credits. See *2 Attachment: Individualized Learning Plan* for details.

⁶⁹ See Section 3.C. Student Social and Emotional Needs (attendance monitoring) for more details.

CAHSEE Passage and Parent Reports	Grade-alike team analysis will occur at each semester, prior curriculum development for the next semester. Student reports will be distributed to parents and advisors within 10 days of receipt from the state.	Please see <i>Testing Analysis for Targeted Instruction</i> in Section 4.C. Student Assessment Plan for details on the usage of CAHSEE pass rates and the CAHSEE Student and Parent Report for targeted support and instruction.
CST Strand Analysis	Beginning of the school-year by grade-alike teams	CST Strand analysis exams the specific standards and areas within each CST test. Please see <i>Testing Analysis for Targeted Instruction</i> in Section 4.C. Student Assessment Plan for details on the usage of CST strand analysis for target support and instruction.

F. Graduation Requirements

For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

Course	Credits	Specific Required Courses
English (B)	40 credits	4 years
Social Science (A)	30 credits	3 years (World History, US History, Econ/Government)
Mathematics (C)	30 credits	3 years (including Algebra I, Geometry & Algebra II)
Science (D)	30 credits	3 years (ICS, Biology, Chemistry/Physics)
World Language (E)	20 credits	2 years (Spanish)
Visual and Performing Arts (F)	10 credits	1 year set design, media arts
Physical Education	20 credits	2 years Dance and dance heritage; jazz dance
Elective – Thematic (G)	20 credits	2 years Performing Arts : theatre, musical theatre
Elective – Learning Lab	20 credits	The Learning Lab will offer a multitude of opportunities to make up the above referenced courses, and take Honors supplements, AP, college and certification coursework online.
Advisory Participation	20 credits	5 credits per year
TOTAL CREDITS:	240 credits	

Monitoring Students' Progress to Graduation

The student's advisor (in collaboration with the student and his/her family) has the primary responsibility for monitoring the student's progress towards graduation. Starting in grade 9, using the Individualized Learning Plan (ILP) Graduation Progress document,⁷⁰ the advisor will review the graduation requirements with the student and the parent/family member. This will include A-G requirements, as well other criteria to make students competitive for college admission (AP courses, clubs, sports, etc.). Then, at the beginning of each school year and after the first semester (during

⁷⁰ See 2_Attachment: Individualized Learning Plan for details.

parent night or home visit) the advisor, student and parent/family member will update the student's graduation progress in their ILP.

The advisor will also monitor each student's academic progress quarterly (every 2 months) for all students. For students the advisor has identified as needing additional interventions, there are several monitoring tools at his/her disposal (e.g. weekly progress reports, daily attendance reports, academic contracts).⁷¹

Additional progress checks will be made by the counselor on the following schedule: once per year during 9th and 10th grade, once per semester for 11th and 12th grade.

References

College Board (2009). *Arts at the core*. Retrieved November 21, 2010 from College Board Advocacy and

Policy Center website: <http://advocacy.collegeboard.org/preparation-access/arts-core>

Dodge, J. (2009) 25 quick formative assessments for a differentiated classroom. *Scholastic*. Retrieved

November 20, 2010 from: <http://www.scholasticdealer.com/prodimages/sample/508742.pdf>

Karcher, M. J. (2005). The Hemingway measure of adolescent connectedness. Retrieved November 22,

2010 from: <http://adolescentconnectedness.com/research.php>

⁷¹ See 5_Attachment: Faculty Handbook for student intervention and monitoring forms.

5. Professional Development (7 pages)

A. Professional Culture:

Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned.

As a key part of the professional culture at PACS, we will extend the concept of connection to the administrators, teachers and support staff, as well as families, community members and local organizations, all of whom will be involved in some level in PACS performances. Essentially, everyone who is responsible for the education of the students will be introduced and commit to the following philosophies regarding the professional culture at PACS.

Connection across the subjects – Grade-alike teams will collaborate to make links among the content areas through teaching common skills and academic vocabulary across the content areas, and through thematic projects that integrate two or more content areas which can be accomplished utilizing where possible simulation curriculum such as Interact, which is aligned with state content standards both in academics and Visual and Performing Arts

Connection across the grades – Content-alike teams will collaborate to ensure vertical integration within a content area, making sure that students learn the necessary skills and knowledge that they will build on each year. The content teams will meet during summer professional development for two days. They will meet again after the first three weeks of school, then on a quarterly basis. These meetings will be used to build sequential skills for students with teachers having some choice of curriculum within their content.

Connection to the community – PACS will collaborate with the families of students, community members, and local associations and organizations to provide mentoring, volunteer opportunities and internships for students. One of the out of classroom coordinators will be responsible for planning and executing this. We will collaborate for Professional Development with the following partners:

- 1) You THINK
http://www.youthink.org/yT_teachers.html

YouTHINK offers in-service trainings at school sites covering the use of expressive media to explore social themes. YouTHINK also offers community service and internship opportunities for students.

- 2) LA Opera
<http://www.laopera.com/educom/training.aspx>

The LA Opera offers teacher training on Saturdays for the low price of 20 dollars a session.

- 3) Center Theatre Group – Theatre Teacher Fellowships for Performing Arts Educators
http://www.centertheatregroup.org/education/Educator_Opportunities/index.aspx

Center Theatre Group offers theatre fellowships of 5,000 dollars each sponsored by Chase Bank.

The deadline is yearly in late October. Center Theatre also has many online study guides for plays

4) Linda Tubach and Collective Bargaining standards –based curriculum SOCIAL STUDIES
<http://www.lausd.k12.ca.us/lausd/offices/cbep/>

Ms. Tubach was formerly head of the Collective Bargaining Education Workshop at UTLA and author of several simulations of Collective Bargaining Curriculum. She will conduct demonstration lessons in teacher’s classrooms.

5) [Interact Curriculum](#) in- service PD. All subject areas!

<http://www.teachinteract.com/c/index.html?s@dUMZywwBQ3gWA>

Several professional developments are essential to use Interact Curriculum because they require quite a bit of planning and organization.

6) [UCLA Center X](#) proved themselves to be excellent support providers at Fremont High as well as other local schools, increasing the quality of instruction and reaching teachers who often tended to not collaborate. They are also innovative providers of professional development including their [math project](#), [history-geography project](#), [reading and literature](#), [science project](#), [computer science](#), [writing project](#) and support providers for all teachers as well as potential National Board Certified teachers.

<http://centerx.gseis.ucla.edu/>

B. Professional Development:

Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school’s goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement.

PACS Professional Development Plan is based on the principle that *Preparation is Everything!!*

Focus on structure and organization: **New teachers** are often provided PD involving sophisticated curriculum but have not had the opportunity to learn how to develop the “nuts and bolts” of how their classroom will run. They haven’t been provided with the foundational and common sense knowledge of how to set up and organize their classrooms to maximize learning. Thus, when they try to implement the multi-faceted curriculum they received, it doesn’t seem to work. In reality, the issue may be one of protocol and procedures. Therefore, the first two PD’s for beginning teachers will focus on the basics of running a classroom such as where items will be located, how to keep track of student assignments, grading and evaluation systems, how to handle complaints from students or parents, late work policies, rubrics, how to use simple student groups.

Focus on Learning – Teachers, parents and administration will work together to set goals regarding what students will learn, monitor students’ learning, and implement the necessary supports and challenges to facilitate student learning.⁷²

- 1) Informing parents of when they can expect progress reports and grades
- 2) Teaching parents how to access progress reports and grades online
- 3) One of the biggest issues in low –income areas is access to technology and how to take care of technology. Students and parents will be taught how to buy or access laptops and how to install and use anti-virus and anti-spyware software
- 4) All students must have a flash drive with them at all times

⁷² See Section 4: Assessments and School-wide Data for more details regarding goal setting and monitoring student success; See Section 2.C. Curriculum and Instruction – Addressing the Needs of All Students for more details on the specific supports and challenges for student learning.

- 5) Parents and students should know how to use LAUSD's homework help website
- 6) Parents and students will know the habits of effective students through parent meetings at the beginning of the school year.
- 7) Parents and students will know graduation requirements and college entrance requirements. They will be presented in a workshop at the beginning of the school year.
- 8) Parents will be educated on the importance of literacy and post –secondary education in the new economy at these workshops.

Continuous Improvement Process – Combining the three above referenced principles in a reflective cycle, all participants will work collaboratively during weekly professional development time⁷³ to:

- review student data and authentic work to determine need (school-wide initial and benchmark assessments⁷⁴). This data is to include student pretests, scaffolding assignments, quizzes and culminating tasks. These items will first be examined for the unique perspective of our students. Secondly, this student work will be examined for whether students gained the standards-based knowledge and skills called for in the California Content standards. If necessary, lessons will be re-taught and/or the RTI process implemented.

C. Teacher Orientation:

Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

In June and/or July 2011 (depending on staff availability) the PACS design team will facilitate an initial **eight day professional development retreat** for all staff members. This retreat will be funded with school start-up money. All hired teachers will be expected to attend this retreat (and it will be part of the Work Agreement⁷⁵). A **second four day planning PD** will be scheduled in August with time for teachers to work flexibly in groups and by themselves.

Day One: *Organization of PACS* – The PACS philosophy will be addressed – that is teaching life and social skills through the performing arts and helping students with different learning modalities achieve academic and personal confidence and success through PACS classes. We will stress the importance of dovetailing all instruction when possible with strategies such as role playing and creative projects that will support the PACS philosophy of inclusion. Providing students with opportunities to speak will also be an important part of all core classes.

Introduction of the staff, open communication policy, non-discrimination policies, layout of the school, bell schedule and safety will be covered. The staff will be informed where everything is located, how to check out technology, procedures for taking students to the library, field trip procedures, office procedures and how the coordinators and administration are there to support teaching. Basic classroom procedures will be covered.

Teachers are asked to bring one organizational idea and share it in small groups.

Day Two: *Whole Student Centered* :

AM: Connecting back to the vision for all Gage and Central Community Schools, teachers and staff will learn about the philosophy behind and the elements of teaching the “whole child.” In this

⁷³ See Section 5.D. Professional Development Calendar for details

⁷⁴ See Section 4.C. Student Assessment Plan for details

⁷⁵ See Section 12.C. Staffing: Autonomy for details

seminar, we will use materials from the Coalition of Essential Schools⁷⁶ to introduce teachers and staff to the shifts that must occur when moving from a large comprehensive high school model to a small school model, the philosophy behind and purpose of advisory, and the CES principles and habits of mind.

PM: Break into subject matter groups: Examples of a short simulation that balances whole group, small group and individual practice will be provided, using UTLA Collective Workshop curriculum and Interact curriculum. This will impress upon teachers the interactive nature of teaching that is expected as well as provide them the tools and training necessary. This is both beneficial for new and experienced teachers.

Day Three: Nuts and Bolts

AM New teachers and veteran teachers will work separately and by subject matter

AM New Teacher PD: Focus on the first two weeks of school: (to be conducted by 1 veteran teacher)

- 1) How to pretest
- 2) Explaining classroom policies to students
- 3) Seating charts -Is a seating chart necessary?
- 4) Providing context for subject matter: Why should students study English, history, math, etc?
 - a) Some activities for convincing students why they should study these subjects will be provided by veteran teachers.
- 6) Setting up the classroom; organization; handing out textbooks
- 7) Asking for help: Don't be afraid to ask for help.
- 8) Your rights as a new teacher
- 9) Common problems new teachers face: students without notebooks, pens and pencils, classroom management
- 10) Quick Intro to 7 step lesson plan.

PM: Looking over all curriculum materials and getting comfortable with them. A veteran teacher will be here simply to facilitate and answer questions about the curriculum, online components, pros and cons of each curriculum. New teachers need time to simply absorb everything and talk to each other. Sample pacing guides will be provided. The quality will vary widely within one curriculum; it is important to spend time evaluating

New teachers write down any questions they have to ask each other or veteran teachers.

AM Veteran Teacher PD by content area:

- 1) Examining curriculum and textbooks. How they can be used and pacing. Using supplements with the textbook.
- 2) 7 step lesson plan –sample lesson
- 3) Begin vertically aligning major themes and skills for example from World History to US History.

⁷⁶ There are a multitude of tools available online at <http://www.essentialschools.org/resources>. We will also be using excerpts from the book. Feldman, J., Lopez, L., and Simon, K.G. (2006). *Choosing Small: Essential Guide to Successful High School Conversion*. San Francisco: Jossey-Bass.

PM veteran teachers PD by content area

- 1) Importance of Performing Arts theme
- 2) Integrating skills and curriculum that complement the performing arts.
- 3) Lesson planning strategies: UBD, 7 step model, matrix and more. What works best for each subject matter?
- 4) Work with new teachers to answer any questions they have and show them samples of their rubrics, student work and some curriculum- share one lesson that went very well and one that didn't.

Day 4

AM: Content alike groups (new and veteran teachers)

Content area teachers from all grade levels examine both regular standards and “power” standards. Teachers align skills, vocabulary and content knowledge needed to advance successfully from 9th to 10th grade and so on. Teachers decide when “power” standards are more appropriate and when the full standard should be used. The CST topic breakdown of questions will be examined. Teachers will decide which benchmarks should be reached such as comparing and contrasting across historical eras, explaining how processes in science are applied to the world at large, etc.

PM: Teachers examine also the test scores from middle school and transferring high schools, along with attendance data and records from previous schools for incoming students (and some from the summer bridge program if it is available) to help prepare ahead of time for students who will need home visits, students who will need attendance monitored, students who failed a significant number of classes or who are identified as needing extra challenge. Students not attending summer bridge who are identified as at risk, should have packets of work created for them and dropped off at their homes. This analysis should continue on Day 5 with planning

Day 5:

New and veteran teachers continue analysis of student data and focus on students with previously poor attendance, behavior issues and failing grades, examining their cumulative files for comments by elementary and middle school teachers to provide a baseline of information. Decisions on which students will be targeted for home visits and packets of work who are not attending summer bridge will be decided. Initial behavior and academic plans will be created first for these students. Folders will be put together for these students first, followed by all students.

Day Six: Project Based Learning & Understanding By Design⁷⁷, rubrics and the importance of showing samples of student work as well as allowing students to ask questions and struggle through some aspects of the project. A sample of a basic project will be shown and modeled, from start to finish. In addition, teachers will be shown how to upload files to the Education Networks webpage so students have access to all materials at all times.

Day seven: Examples of Differentiated Instruction & Specially Designed Academic Instruction in English (SDAIE)⁷⁸ A sample lesson of differentiating a five paragraph essay or writing a complaint letter will be provided. Use of anchor essays, paragraph frames, video instruction on writing the essay and pairing students will be used.

⁷⁷ Resources: UBD presentation & documentation from LAUSD training (design team members already have); Project-based learning from Coalition of Essential Schools online resources.

⁷⁸ Resources: Fitzel, S. (2004). *Special Needs in the General Classroom: Strategies that Make It Work*. Manchester; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

Day 8: Inclusion model: This day will also introduce collaboration between special education, ESL and general education teachers. A video showing how a general education teacher and a special needs teacher work together in the classroom, how the plan and help all students together, how students are never identified in the classroom as having special needs. Teachers will be shown that projects and flexible groupings are helpful for special needs students. Teachers will be free to discuss any issues in the classroom. The inclusion model in performing arts will be a separate meeting during this time with Performing Arts teachers (theatre, music, dance)

Including all students in the learning process at PACS is at the core of our work. Using the instructional strategies outlined in Section 2.D. of this proposal as our guide, we will introduce all teachers to these strategies, and get a sense for what the teachers already know, and what they need to know to successfully implement these strategies. The introduction will provide enough foundation for teachers to plan during the second four day retreat (see below). Also, the professional development committee will be able to use this information to provide the needed additional professional development regarding these strategies

August four day follow up:

Day 1:

AM: Performing arts theory: research will be presented that relates how the performing arts increase academic performance and the importance of all teachers encouraging and participating in student performances.

PM: Group work: how to ensure all students turn in all work, accountability in group Learning Labs, functions, schedules, 1 day a week after school mandated for teachers, develop a schedule

Day 2:

AM: Thinking maps and integrating them into Language Arts and science in particular with examples by Kelley Gallagher (Teaching Adolescent Writers and Deeper Reading in which he incorporates thinking maps in the teaching of literature)

PM: Vocabulary (word analysis, word concept organizer, vocabulary photo essay) Veteran teachers to lead this: English teachers will be trained in Informal Reading Inventories, Lexile scores and reading surveys and the importance of looking at what students are interested in reading and not just giving them a leveled book.

Day 3:

AM: Literacy across the curriculum, SSR and the levels of literary appreciation, building a classroom library.

PM: Advisory framework and performing arts portfolios. More planning by grade level, then by content area : curriculum maps or matrix for first semester.

Day 4:

AM: Planning, veteran teachers help new teachers and share materials.

PM continue planning or set up classrooms

Additionally, the design team will offer the first week of the July retreat (above) for all newly hired teachers during the week prior to school opening. For teachers hired after this time (and in the years to follow), all of the materials used during the first week retreat will be put into an **orientation notebook**, to be used by a mentor teacher to introduce the new teacher to the school.

Beginning of School Year:

PD 1

– *Responsiveness to Intervention Training (RTI)* – Prior to commencing collaborative planning of the curriculum, teachers will be trained in the RTI Tier 1 and 2 and Curriculum Based Measurement process to integrate assessments and performance monitoring into the curriculum. This training will also include specific information regarding special education/general education teacher collaboration (including an introduction to the IEP, and special education program at our school).

PD 2: Addressing any problems that have arisen within the classroom or the school by collaborating with colleagues

PD3

Self –reflection PD

PD4

Culturally relevant assessments

PD5

Looking at student work: what are the strengths and weaknesses we have seen so far?

After the initial orientation, the school’s professional development calendar (see below) will focus on analyzing student data, identifying skill needs, learning about and implementing instructional strategies to teach those schools, and reflection/improvement. Beyond the formal professional development sessions, new and struggling teachers identified through observations and meetings with honest, open, non-judgmental discussions will have a mentor teacher from their grade-alike team or content area (depending on the need) or UCLA Center X to check in with them on a daily basis and address their learning needs individually.

D. PD Calendar:

Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD.

The table below outlines all of the professional development sessions that we will have throughout the year.

Based on student data analysis, teachers will determine specific skill areas that need to be addressed across the curriculum, set learning goals for students and discuss the potential strategies (from the instructional strategies listed above and in section 2.D. Instructional Strategies) to address them. At that point, teachers with experience in a particular strategy will conduct trainings on that strategy for the rest of the team (if no internal teacher has experience, the principal will bring in an expert/trainer). After the training, the teachers will discuss how to implement them in their classrooms and will begin implementation. Towards the end of the semester, the teachers will analyze formative and summative assessments based on learning goals set at the beginning of the semester, and as part of the benchmarks in the content standards.

Structure	Description	Frequency
<i>Retreats</i> - Full-day session - All staff attend (with grade-alike and content areas breakouts)	School orientation & curriculum planning for new teachers (see above)	8 day summer prior to open (1 week make-up session in Aug) 4 day follow-up in Aug
	Review student-level data, reflect on 1 st semester & set learning goals for 2 nd semester	After 1 st semester benchmark test results have been collected/analyzed

	Review student-level data, reflect on 2 nd semester/year; adjust curriculum for next year	1 1/2 days at the end of the school year 06/02/11 + 06/03/11
<i>Grade-Alike Meetings</i> ⁷⁹ - after school - 1.5-2 hours - All staff/grade-alike grouping	Every meeting will start with a 10-15 minute “student protocol” ⁸⁰ The remainder of the meeting will be used to follow the <i>Professional Learning Community Continuous Improvement Process</i> over the course of one semester (see above for details). This time will also be used for curriculum implementation check-ins, particularly during cross-curricular project implementation.	2 times/month during after school professional development meetings ⁸¹ Notes: During times of increased need, the content-area meetings, advisory team, and whole-school meetings will be replaced by grade-alike meetings
<i>Advisory Team Meetings</i> - after school - 1.5-2 hours - All staff/advisory team grouping ⁸²	Every meeting will start with a 10-15 minute “student protocol” The remainder of the meeting will be used to discuss the advisory curriculum implementation, learn about intervention strategies/referrals ⁸³ and reflect/improve on advisory implementation.	1 time/month during after school professional development meetings
<i>Content-Area Meetings</i> - after school - 1.5-2 hours - all staff/content-area grouping	Content area teams will meet to share best practices across the grades, focus on content-specific instructional strategies and to develop and check-in on vertical integration of the curriculum.	Once/month during after school professional development meetings
<i>Whole-School Meetings</i> - after school - 1.5-2 hours - all staff	On occasion, as whole-school professional development needs are identified by the principal or professional development committee, ⁸⁴ all staff will meet to review data, learn a strategy or discuss a school-wide instructional issue.	As needed during after school professional development meetings Note: The <i>whole-school meetings</i> during this time will always be instructionally focused. Operational issues will be handled during faculty meetings, which take place after school.

⁷⁹ We recognize that some teachers will teach across multiple grades (particularly Spanish, ESL and Special Education); to address this, we will set up a professional development schedule for these teachers to ensure they have sufficient collaboration/PD time with each grade-level team.

⁸⁰ The “student protocol” is a strategy used at the Metwest school in Oakland as a collaborative protocol for teachers to use to address specific students who are struggling in their class.

⁸¹ “After school professional development meetings” will be held every week. Please see Section 3.F. School Calendar/Schedule for details.

⁸² Advisories will be programmed by grade-level and these grade levels may not match the grade-alike teams. While there may be some overlap, the grouping and focus of these meetings will focus on advisory.

⁸³ Advisory plays a big role in the PACS academic and social culture and thus it is important, especially during the first year of implementation that we commit at least one professional development session per month to advisory implementation.

⁸⁴ See Section 10.C.ii. School-level Committees for details

<i>Common Planning Time</i> - grade-alike dyads 60 minutes a week	Grade-alike math/science and English/social studies teachers will have 2-4 days per week with a common planning period. This time can be used to check in on shared projects, particular students or instructional strategies.	1 to 2 days per week (depending on the schedule) ⁸⁵
<i>Additional Trainings/Conferences</i>	As the district provides, money is available or grants are available, teachers at PACS are encouraged to attend instructionally focused trainings and conferences that will improve their teaching and learning.	As available, throughout the year.
<i>Additional Planning Time</i>	All teachers are expected to have a syllabus, partial curriculum map or matrix and unit plans completed prior to the beginning of the semester.	Teachers will have some time to create these during the four day PD in August.

E. Program Evaluation:

Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis

- professional development committee
- use reflection process to check in on usefulness of professional developments
- program modification is built into the schedule through the Professional Learning Community Continuous Improvement Process

Teachers will be surveyed anonymously for input into the usefulness of PD and if the time intervals are appropriate. If teachers are not implementing PD in their classrooms, we will reevaluate the delivery of the PD and whether more support is needed in the actual implementation. We will meet with teachers and ask them how the PD did not address their needs and what they want to see in their next few PD's, We will then alter the PD topics (except for PD's on RTI which we must have) to reflect what teachers have requested.

F. Autonomy:

Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

⁸⁵ See Section 3.F. School Calendar/Schedule for details



- Autonomy and control over our professional development will allow teachers to implement the curriculums, plans and programs outlined in this RFP. Our proposal allows us to create weekly PD based on the theme of our school which is performing arts. Our professional development program is integrated into our curriculum and is based on our students needs. See Curriculum and Instructions sections...
- Some PD time will be used for common planning time and for self –reflection on teachers’ own practice

Some of this time will also be used so that Performing Arts teachers can provide feedback to academic content teachers in strategies that will help the Performing Arts teachers.

6. Serving Specialized Populations

A. Special Education

Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.

In the attached *Service Plan for Special Education* you will find detailed descriptions of our planning, implementation and monitoring processes for the special education program at PACS. In the summaries below, we outline the **personnel** responsible for and the **key processes** involved in the implementation of our special education plan.

Personnel

The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, PACS should expect to serve approximately 40-60 students who require special education services (either RSP & SDP⁸⁶), with the potential of also serving students (or classes of students) with mental retardation, autism, emotional/behavioral challenges or orthopedic impairments. The following personnel will be responsible for meeting the needs of these students. The school *principal* is the person ultimately responsible for the appropriate implementation and monitoring of the special education program at the school. To ensure this, the principal will meet (before/after school or during PD time) once per month with the special education clerk and special education staff to discuss any challenges or issues that need to be addressed. Additionally, the principal will conduct (with the assistance of the special education clerk), an implementation review of the school's special education program within the first 30 days of the new school year using the *School Self Review Checklist*,⁸⁷ after which time, the principal will conduct follow up checks in January and April regarding the elements that were not or partially in place during the initial review.

The school *principal* will be responsible for making sure that special education students are mainstreamed into the performing arts and have the supports necessary to obtain the research-based benefits from theatre, dance and music to which they are entitled and which were outlined in the curriculum and instruction and school culture sections.

PACS will share one *special education clerk* with the Green Academy mall school (serving no more than 150 students in special education)⁸⁸. This will provide the clerk with enough time to complete the necessary compliance monitoring and documentation and perform the following duties:

- Review school enrollment records/SIS to identify all students with special needs in the school.
- Calendar IEP meetings in consultation with the student's case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled).
- Communicate the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and grade-alike team, confirming attendance of the case carrier, an administrator (or designee) and the student's advisor, and sending a reminder the day prior to the meeting (via email).
- Communicate the IEP meeting date, time and location to the parent/guardian via phone in their primary language (& informing them that translation will be available at the meeting), and sending a reminder home with the student or via phone the day before the meeting.
- Ensure that the goals section of the IEP is mailed to the parent after the meeting.

⁸⁶ Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).

⁸⁷ LAUSD Reference Guide: REF2624.5 School Self Review Checklist, Students With Disabilities: 2010-2011

⁸⁸ See Section 12. Staffing for details on shared personnel.

- Monitor the sign in logs for the itinerant special education staff, and conduct spot checks that the appropriate information has been entered into Welligent.
- Monitor each small school office periodically and refill/update the following publications and forms as needed:
 - o Are You Puzzled by Your Child's Special Needs? brochure
 - o A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)
 - o Student Enrollment form
 - o Student Information Questionnaire for Parents and Guardians
 - o Request for Special Education Assessment form
 - o A brochure explaining the benefits of the performing arts for special needs students

Special Education Teachers

For our RSP and SDP populations, we will be provided with special education teacher/case carrier positions by the LAUSD at the ratios of 28-32 to 1 for RSP and 12-14 to 1 for SDP, although through supplementary funding and staffing part time positions, our hope is to keep the ratios close to 25 to 1 for RSP and 12-1 for SDP so that the staff may appropriately fulfill their case carrier and instructional responsibilities. The staff for these positions will be hired by a team representing general education and special education teachers/staff, students in special education and their parents, and will be reviewed for their qualifications, credentials and prior experience working in special education and general education environments. Their responsibilities will include:

- Review school enrollment records/SIS to identify all students with special needs in the school.
- Provide a copy of each student's IEP to the student's advisor and grade-alike team (within the first 30 days of the student's enrollment)
- Request an initial informal "meet and greet" IEP meeting upon the enrollment of every new student (at the beginning and throughout the year).
- Request an annual IEP update meeting at least one month prior to the due date.
- Communicate IEP outcomes and goals to the student's advisor and grade-alike team after the annual IEP meeting.
- Complete the necessary updates, changes and notes within Welligent after each IEP meeting, and throughout the school year.
- Participate in behavior intervention observations and meetings for students in their case load, and support the general education staff in implementing the appropriate interventions
- Collaborate with general education teachers during professional development to facilitate understanding the IEP and incorporate the appropriate accommodations and modifications into the general education classroom.
- Monitor and support the implementation of the specific accommodations and modifications within the general education classroom.
- Prepare students specifically for the behavior and other expectations required in performing arts classes while working with the performing arts teacher to create modifications as needed (more time to memorize lines, physical modifications and any other alteration needed for the students to fully be included in theatre, music and dance.
- Provide in-classroom assistance to students
- Conduct pullout sessions and learning center/lab time as indicated on the student's IEP (RSP)
- Conduct pullout sessions and self-contained classroom time as indicated on the student's IEP (SDP).

Based on the feeder/sending school population and as determined by the district's special education division, we may be receiving students with mental retardation, autism, emotional/behavioral challenges, orthopedic impairment and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at PACS in our advisory program and performing arts programs so that *all* of our students will receive the social benefits of participating in a diverse learning environment.

General Education Teachers

Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, *along with* focused pullout sessions, direct support from specialists, *and* training for all teachers in how students learn and how to differentiate instruction.⁸⁹ Based on this research, our students with special learning needs will spend a large part of their day in the least restrictive environment/general education classrooms where teachers will engage the class in differentiated instruction, and provide supplemental materials to support student learning. To support our general education staff in this work, we will provide professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching strategies that have been proven to facilitate the learning of students with learning disabilities, especially involvement in the performing arts.⁹⁰

Boswell and Mentzer (1995) demonstrated that boys with behavior disorders who participated in movement poetry showed improved social interaction through more willingness to participate in activities and more appropriate participation in those activities. In addition, the arts has been cited in several studies by students as a reason that they did not drop out.

Itinerant Special Education Teachers

The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs.

Some of these services are (but are not limited to):

- Speech and language
- Audiological services
- Adaptive physical education
- Occupational therapy
- Inclusion specialists for students with moderate to severe challenge (for inclusion in the general education/least restrictive environment setting)

Each support provider/itinerant special education teacher will be introduced to the appropriate staff, locations and procedures by the special education clerk upon his/her initial arrival to the school. Then, he/she will be required to sign in and sign out for each visit, and be provided with a work station in the special education office (or other office if an IEP is being held) to complete the necessary updates/reports in Welligent.

Key Processes

The implementation of a special education program involves multiple complex processes that must be implemented and monitored. The monitoring responsibilities are described in the personnel section above the details of each process are included in Section 6 Attachment: *Special Education Service Plan*. To summarize these key processes:

- Search and Serve:
 - o It is fundamentally important that all students receiving special education instruction and services prior to enrollment in our school are identified as soon as possible upon enrollment so that there is no disruption to the support and services the students need to be successful.
 - o It is also important that parents have access to important information and materials regarding special education services and opportunities as well as information regarding the process to request an assessment for their child and the process to file a complaint if they feel their child's needs are not being met.

⁸⁹ Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

⁹⁰ See section 2.D "Instructional Strategies" and section 5 "Professional Development" for details.

- Intervention program: At PACS we will use the Response to Intervention process - a three tiered academic intervention process that involves a cycle of assessment, interventions that vary in individualization and intensity, depending on the tier. This process is utilized within the general student population *prior* to recommending a student for a Student Study Team (SST) and special education assessment.
- Positive Behavior Support Plan: We will engage in a multi-level (campus-wide and small school-focused) positive behavior support program for all students to establish clear expectations, prevent inappropriate behavior and encourage appropriate (positive) behavior. As needed, this program will be supplemented for the special education population by specific coaching by the special education teachers. When inappropriate behavior occurs, we have a three-tiered intervention program for all students that involves observation, analysis of potential causes of the behavior and the appropriate consequences *and* supports to address the behavior.
- IEP Process: The special education clerk and case-carriers will work together to schedule, conduct and appropriately follow up on IEP meetings and the decisions made within them.
- Identification and Assessment of Students: For students who are not receiving special education services and are not responding to Tier 3 academic interventions, we have a process in place to refer student for a student study team (SST), conduct an investigation regarding the implemented interventions, determine potential exclusionary factors, and monitor for over-referring of a particular ethnicity prior to a recommendation for special education assessment.
- Standards-Based Instruction: Whether a student is receiving grade level or alternative standards, we have a process in place for our special education teachers to work in collaboration with general education teachers to provide students with a standards-based education and the supports they need to access the standards.
- Transition Planning: All students at PACS will be prepared for life after high school. For our students in special education, this means that in addition to the development of skills and habits that will help them be successful, we will provide students with the mandated transition assessments and plans, provide information to parents and students regarding governmental, employment-related and college-based services available to students and adults with special needs in addition to employment in the arts.
- According to the 2010 Otis Report on the Creative Economy, the arts employ 304,000 people in Los Angeles County, second only behind tourism and hospitality and ahead of business and it employs 37,900 workers in Orange County. Furthermore, it is personal talent that drives this industry and thus our special education students will receive preparation in this area, as well as completing a performing arts portfolio.
- Extended School Year (ESY): We will follow the process outlined in the LAUSD Reference Guide 5276.1 regarding the data collection, analysis and documentation required to recommend a student for the Extended School Year program.
- Professional Development: Our general education professional development will involve collaboration time with special education teachers, and specific training involving special education instruction, supports and processes.
- Parent participation: In addition to our general education parental involvement plan, we will outreach to and provide specific information and opportunities for the parents of our students in the special education program.

References

Boswell, B.B. & Mentzer, M.C. (1995). Effects of movement poetry program on creativity of children with behavioral disorders. In Richard E. Deasy (Ed.), *Critical links: Learning in the arts and student academic and social development*. (pp. 6-7). Washington DC: Arts Education Partnership.

Los Angeles County Economic Development Corporation. (2010). *The creative economy of the Los Angeles region*. Otis Report on the Creative Economy of the Los Angeles Region. Retrieved November 23, 2010 from:
<http://www.laedc.org/reports/CreativeEconomy-2010.pdf>

SECTION 7 NOT REQUIRED: INSTRUCTIONAL PROGRAM

COMMUNITY INVOLVEMENT

8. Community Analysis and Context (3 pages + attachments)

A. Description:

Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

Community Description

The South Region High School #2(SRHS#2) is located in an area with a rich history of culture, transformation, struggle and potential. In the early to mid 20th Century, Central Avenue (which runs directly west of the campus) was the music, arts and cultural center of the African American community in Los Angeles. In the late 20th Century and into the 21st Century, the community experienced major demographic shifts as African Americans sought new opportunities after housing desegregation and immigrant populations arrived from Mexico and Central America seeking new opportunities for their families. The community was and is also an area deeply impacted by high concentrations of poverty and frequent instances of violence.⁹¹

There are also many assets shared by this community. Family is a major source of strength, with many multi-generational households and families living within close proximity to one another – grandmothers, aunts, uncles and cousins are all an integral part of the family, with many families taking in biologically unrelated children as one of their own. The churches in the community, and other communal spaces such as Bethune Park are always bustling with people (community sports, toy share, parent and community groups, youth clubs) and a variety of local organizations and coalitions support the development of the businesses and periodic convergences to address important issues (Central Avenue Business Association, Florence/Firestone Community Leaders Program).

These demographics, struggles and potential are reflected in the student populations of the sending high school, Fremont Senior High (90% Hispanic/Latino and 9% African American, and the feeder middle school, Edison (97% Hispanic/Latino and 3% African American), with 37% of the students in both schools in the process of learning English as a second language, 50% of the students demonstrating English proficiency, with English as their second language, and over 80% of the students receiving Free and Reduced priced meals (an indicator of poverty).⁹²

⁹¹ Nicolaidis, B. (2002). *My Blue Heaven*. Chicago, IL: University of Chicago Press. (304); Sides, J. (2003). *L.A. City Limits*. Berkeley and Los Angeles, CA: University of California Press. (196); This information is based on a combination of personal experiences and conversations that the design team members have had with people who live in the community and is supported with 2000 US Census data - 90% of the population in Tract 5328 is Hispanic or Latino, 50% of the population is foreign born and 100% of the foreign born population is from Latin America (specifically Mexico); 56% of children under 15 are living below the poverty level.

⁹² Demographics data from the CDE Dataquest school report (for 08-09 school year).

Meeting the Needs of the Community

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an

We were all drawn to teach in this area because we saw the need and we realized the potential. Then, as teachers at Fremont High School, we saw that despite the challenges our students faced, if given the right supports and encouragement, they could thrive. We will discuss our experience at Fremont in more detail below, but it is important to note here that we have seen many of our students reach their goals and then some – attending universities across the state and country, finding careers that they care about, and one student (so far) returning to teach in the area and joining our design team!

Our goal in creating PACS is to systemize the supports that work for our students and their families throughout the small school but more importantly to use performing arts as a multisensory approach to appeal to all learning styles of students and to involve students and families in the performing arts opportunities at our schools.

Our goal in becoming part of the Gage and Central Community Schools Complex is to connect the individual potentials, supports and assets of the community to the performing arts to create a powerful learning environment that allows students to display their full talents and strengths while using the research based evidence of performing arts education to improve reading comprehension, and allow students break down the artificial walls between academic disciplines and deepen the learning experience for all students.

outreach and informational gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process of creating the vision and elements of the school(s). Before commencing the writing process, we gathered the data we collected at Fremont and from our conversations and surveys,⁹² conducted a needs assessment, and based our initial proposal elements on our findings. The needs assessment is summarized below. We have also continued to include the community⁹² in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from our community meetings.

Educating the whole student:

- education needs:
 - o early identification of skill deficiencies⁹²
 - o identification of performing arts interests and talents
 - o early, frequent and relevant interventions for skill deficiencies using performing arts modalities when appropriate and interactive curriculum
 - o challenging, interesting and relevant curriculum and projects to engage students⁹²
 - o in-class supports through instructional strategies⁹² that are partnered with performing arts lessons from the Secondary Arts Branch.
- social needs⁹²:
 - o focused attention to help students make the right decisions and deal with the challenges
 - o guidance on goal setting and accomplishment through the three year performing arts portfolio
 - o performing arts meets the social needs of students to go beyond their comfort zone and create performance in a safe environment with other students
 - o Meets the social needs of students with disabilities to have access to advanced instruction and the performing arts
 - o
- health needs⁹²:

B. Background/Support:

Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

Three out of four of the design team members of the Performing Arts Community School have taught at Fremont High School for several years and were part of the Humanitas Learning Community (SLC) on A and B tracks from its creation in 2005 until the reconstitution of Fremont in 2010. Our history with students and the community is based on a mutual respect and shared struggle for academic achievement and a life based on opportunities, not limits, and is still strong today. Our SLC had a focus on service. One of our design team members has taught every identified special education group at Fremont, in addition to serving in many leadership capacities. We have a combined 15 years in working with Fremont students. Dr. Steven J. McCarthy is also quite familiar with our population of students, having been an acclaimed theatre teacher at San Fernando Middle School for many years. He organized and oversaw a parent performing arts booster club that successfully brought parents into the school to help with performances. He is also fluent in Spanish.

Humanitas also benefited from its partnerships with Los Angeles Education Partnership and UCLA Center X, both of which provided excellent professional development and teacher support. LAEP provided PD based on the interdisciplinary Humanitas model. We know how these partnership experiences greatly benefited our students and plan to pursue this model more aggressively in the Community Schools.

The PACS design team's history with Fremont is deeply intertwined with our experience with serving our students in the past and our hopes for returning to do it again in the future. Our love for Fremont students and our desire to serve them has not abated even after experiencing the process of reconstitution.

All four of the design team writers are dual –credentialed: Social science/English teacher Ms. Barbara Stam and a dual credentialed theatre teacher with Single Subject credentials in English and French, Ms. Nathalie Cunningham. A third design team writer, John Contreras, is credentialed in special education and possesses an administrative credential and the fourth, Dr. Steven J. McCarthy also possesses two credentials, one in administration.

The Humanitas SLC was created as part of a LAUSD reform process in 2005. The teachers on the PACS design team were founding members of Humanitas and viewed SLC's as an opportunity to prevent students from "slipping through the cracks" as they all shared the same core of teachers. We saw the value in using data and implementing activities and clubs to systemize our approach to helping students so we began collecting and analyzing student-level data to inform instruction and implement interventions in early 2006. Theatre and performance were prominently featured as vehicles to reach our students. Humanitas B partnered with the Constitutional Rights Foundation, The Getty Museum and Animal Acres to provide multisensory learning experiences through internships, field trips and service learning projects such as the creation of a brochure for Animal Acres, field trips to the Getty Museum and internships through the Constitutional Rights Foundation.

Our data analysis and the related interventions (increased attention to skills development, academic/behavior/attendance contracts, parent meetings, etc) brought us closer to the students who were struggling most, and to their parents as well. Through this personalization, we discovered the myriad needs of our students. We learned that absences were often caused by illness in the student or a family member, or staying home to babysit a sibling, or their own child, or having to work to help support the family. This was remedied in part by the design team writer's creation of a

sophisticated website that posted all student coursework and projects as well as links to their textbook websites. See sample here from Spring of 2010:

http://fremonths.org/apps/classes/show_class.jsp?classREC_ID=111819

This helped our students to be more self-directed and complete their work if they had family obligations or court dates.

We found out that students were ditching classes or acting out to avoid being exposed as not having the skills to participate in some classes or because they did not see education as relevant to their lives. This personalization also shed more light on our students' lived experiences – threats and experiences of violence on the way to and from school, and at home; housing instability and overcrowding; and dealing with “typical” adolescent problems such as breakups and disagreements with friends.

We saw individual results from our efforts, and our SLC began to see higher attendance rates and students taking more pride in their academic achievement. We also saw improved behavior and a higher percentage of our students going to college. One of the biggest benefits for students and teachers was knowing that we shared all of our students and would have them for two to three years. This allowed us to create vertical plans within content areas to align and improve instruction.

All of the design team members planning for the SRHS#2 are deeply connected to and committed to the students and the community. We stayed at Fremont High even though we were offered other positions over the years because we grew to love the students, school and community and realized that all students deserve dedicated teachers willing to stay long-term and build a great school. We understood the challenges but we saw the tremendous potential.

We know the creation of South Region High Schools #2 will be a challenge but we want to continue to create the nurturing stable environment that we established at Fremont High School. The benefit is that the writers for all four schools are committed to this community and have worked with each other in the past. Our hope is that our schools will create a space for not just students, but their families and the community to receive the supports they need to achieve the successes that we know are possible.

We currently have the support of Local District 7, UTLA and the Coordinator of Secondary Arts for the Arts Education Branch, Dr. Steven J. McCarthy. In turn the Arts Branch has existing partnerships that will be utilized at PACS and we also plan to use our previous partnerships from Fremont at PACS.

9. Community Engagement Strategy (2 pages)

A. Engagement Plan:

Explain the team's vision for engaging the community and the underlying theory that supports it.

The inspiration for community engagement at the Gage and Central Community Schools is drawn from the writing of Robert Putnam, the experience of One LA, the lessons learned from the Harlem Children's Zone and the tools from the Coalition for Community Schools.

In his book, *Better Together*, Robert Putnam defines social capital as “networks of relationships that weave individuals into groups and communities.”⁹³ The value in such capital, especially when financial capital is lacking, is the integration of previously isolated resources and the resultant support system. As we discussed in the section on Community Analysis, there are already resources in the area around the South Region High School #2. Our goal is to integrate those existing resources in combination with the resources provided through the school and additional external resources to create a web of support that will benefit our students, their families and the community.

Our theatre, music and arts performances will play an integral role in engaging the community as our parent booster club and students work to include parents in the production process. The Student Leadership class will play a major role in outreaching and publicizing the performances. We also encourage parents to come for rehearsals and other practices.

A final, but important source of information and inspiration is the Coalition for Community Schools.⁹⁴

The Coalition based their work on the following goals (which are very similar to the goals and vision outlined in this proposal).

- Children are ready to learn when they enter school and every day thereafter.
- All students learn and achieve to high standards.
- Young people are well prepared for adult roles in the workplace, as parents and as citizens.
- Families and neighborhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning.

⁹³ Putnam, R. and Feldstein, L.M. (2003). *Better Together: Restoring the American Community*. New York: Simon and Schuster.

⁹⁴ <http://www.communityschools.org/>

B. Key Community Partnerships:

Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.

The involvement of the community and external partnerships is fundamental to the success of our schools. Our strategy for this involvement is as follows:

Planning and Development - As discussed in the Community Analysis section, design team members have had individual conversations, attended meetings, and held community meetings to engage community organizations and individuals regarding what they see as the needs of the students and community, and their ideas regarding how to address those needs. During this time, sections of the proposal were shared with community members (in group and individual settings) for additional feedback and input. Organizations not currently operating in the area, but who will be able to meet specific needs identified in our initial needs assessment have been engaged. These include the LAUSD Arts Education Branch and the Music Center.

The Arts Education Branch, with the assistance of the Secondary Coordinator, provides curriculum and expert support as well as partnering with the Center Theatre Group for the benefit of LAUSD students. Through LAUSD's partnership with Center Theatre in a Secondary Arts Initiative collaboration between teachers and the theatre group occurs to strengthen performing arts programs in the schools. The Music Center provides parent and student programs revolving around the importance of an arts education as well as providing free theatre admission to performances on selected Saturdays. These are outlined in the table below.

Implementation – Through the Community Schools Council, led by a Parent and Community Coordinator,⁹⁵ all resource providers and stakeholders will be engaged in an ongoing implementation process guided by the Coalition for Community Schools tool kit and facilitators from One L.A. This process involves:

- identifying a common vision (outlined in the PSC proposal)
- operationalizing the vision (into concrete long term and short term goals)
- creating a plan w/ detailed strategies and benchmarks
- gathering the appropriate data to monitor progress towards the goals

Evaluation – As a key part of the implementation process, the Community Schools Council will engage in a continuous evaluation through progress monitoring.

To achieve the above referenced goals, the Community Schools Council will draw on the existing resources within the school and the community, as well as the external partnerships that we have developed based on the initial needs assessment. **(SEE ATTACHMENT 9 KEY COMMUNITY PARTNERSHIPS CHART)**

⁹⁵ See Section 10.B.ii. School Level Committees

GOVERNANCE, OVERSIGHT and LEADERSHIP

10. School Governance and Oversight

A. School Type

Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

Educational research (and our experience as teachers) demonstrate the importance of putting student need at the center of the decision-making process, and the value of allowing the people who know the students and their needs to make those decisions.⁹⁶ The small school size of the PACS will facilitate the personalization necessary to put student need at the center of the decisions, and the pilot school model provides the autonomy and flexibility necessary to be responsive to our students' needs.

Throughout this proposal the process for identifying, addressing and evaluating success with meeting student needs has been identified. The key components of this process (learning lab and advisory class) require additional (and compensated) time and commitments on the part of our teachers.⁹⁷ The flexibility permitted through the pilot MOU and Elect-to-Work Agreement allows for the addition of the time and commitments, and the autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and compensate the teachers for this additional work.⁹⁸

In addition to the curricular components, the PACS teachers will also engage students in project-based learning, use common instructional strategies across the curriculum, and work collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide PACS with the flexibility needed to engage all teachers in a summer-time pre-opening *Teacher Orientation*,⁹⁹ weekly professional development/collaborative planning meetings,¹⁰⁰ and additional professional development.¹⁰¹ While

⁹⁶ Louis, K.S., et al (2010). *Investigating the Links to Improved Student Learning*. The Learning from Leadership Project. Ontario Institute for Studies in Education. Commissioned by: The Wallace Foundation.

⁹⁷ See Section 3.F. School Calendar and Schedule for details.

⁹⁸ See Section 2.B.i for more details on pilot status and curricular autonomy.

⁹⁹ See Section 5.C. Teacher Orientation for details

¹⁰⁰ See Section 5.B. Professional Development Plan for details

¹⁰¹ See Section 5.D. Professional Development Calendar for details

the plan is to use opening funds and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar. The PACS plan includes the utilization of the LAUSD Comprehensive Assessment Program¹⁰² in conjunction with advisory, learning lab and weekly professional development meetings to identify struggling students early, implement a tiered *Response to Intervention* plan to address the learning needs of all students (at the appropriate level of intensity), and monitor their successes and challenges.

Finally, the pilot MOU will allow the PACS staff the autonomy to hire and retain highly qualified teachers who are committed to working in a collaborative environment where teachers have more decision-making power, take on more responsibility to implement the decisions and base decisions on the needs of the students.¹⁰³

B. Applicant Team Capacity

List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

The design teams, like the school plan, operate at two levels. The *complex-wide* design team members have the whole campus in mind and are responsible for developing and implementing the complex-wide elements such as school safety, parent and community engagement and resource coordination. The complex-wide design team members contribute over 100 years of collective experience in the LAUSD and in South Los Angeles. The diversity and depth of experience within the complex-wide design team has facilitated the creation of a plan that addresses the needs of the faculty, students, parents and community, and the enthusiasm that each member has for this project will help make these plans become a reality. **Please see Section 10. Attachment – Applicant Team Bios for details.**

The *Performing Arts Community School* design team members are focused on curriculum and instruction integrating the performing arts into academic subjects in an inclusionary environment and developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers on the PACS design team have a combined 15 year history of working with students in South Los Angeles.¹⁰⁴ Their understanding of the student population, commitment to Coalition of Essential School philosophies,¹⁰⁵ and knowledge of key instructional approaches and strategies have contributed tremendously to the development of this proposal, and are integral to the implementation of the plan for the school. Please see Section 10. Attachment – Applicant Team Bios for details.

i. Autonomy

How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

The governance structure of the Gage and Central Community Schools complex facilitates these autonomies through the limited centralized decision-making at the complex-level that places all of the decisions regarding instruction and staffing within the small schools, and requires collaboration

¹⁰² See Section 4.C. Student Assessment Plan for details

¹⁰³ After the first year of implementation – see Section 12 Staffing for details.

¹⁰⁴ See Section 8.B for details on the PACS design team's history in the community.

¹⁰⁵ See Section 2.A. for details

among the small school principals regarding issues that impact the whole complex (e.g. budgeting, scheduling and operations).¹⁰⁶

Within the Performing Arts Community School, the small school governance structure (see *School Level Committees* below) and the flexibilities and autonomies provided through the Pilot MOU (see *School Type* above) allow for the school leadership to be directly responsive to the needs of their students.

ii. School Level Committees

Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.

As referenced above, there are two levels of governance that take place at the Gage and Central Community Schools Complex: the complex and the small schools. **(See Attachment Section 10: School Level Committees)**

C. School Governance and Oversight

i. Governing Council

Describe the composition of the Governing Council and the process for membership selection.

As per the pilot MOU, the PACS governing council will comply with the School Site Council model.¹⁰⁷

Composition

The council shall be composed of: the principal; representatives of classroom teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school and community members elected by such parents. Classroom teachers are a majority of the staff side. All members have equal voting rights. At least one teacher must be a performing arts instructor at least half time.

Half of the membership shall be (a) the principal, classroom teachers, and other school personnel (staff side) and, half shall be (b) half parents and other community members elected by parents and student representatives elected by the entire student body. Any student is eligible to be the elected representative. There must be parity between parents and students on the parent/community/student portion of the council.

Small Schools are defined as follows, and shall have the size of school leadership council indicated, unless the principal and Chapter Chair jointly determine that a larger or smaller council is appropriate:

<u>Size of School</u>	<u>Size of Council</u>
7-15 teachers	8 (4 teacher reps – 1 must be a performing arts teacher and 1 sped teacher)
16-25 teachers	12 (6 teacher reps- two must be performing arts teachers and one sped teacher)

¹⁰⁶ See the Building Council responsibilities below and the Operations Director job responsibilities (Section 11.B) for more details regarding the complex-wide governance and leadership structures.

¹⁰⁷ The information regarding the School Site Council model is drawn from LAUSD Bulletin 4148.1 and Article XXVII, Sections 2.0-2.9 of the UTLA contract and Education Code 62002.5 and 52852.

On the councils the number of parent/community representatives shall be as follows:

<u>Council Size</u>	<u>Number of Positions</u>
12	4 1 from Performing Arts booster club
8	2

Membership Selection

The PACS will follow the election regulations outlined in the LAUSD Bulletin 4148.1:

- Public and written notice stating the purpose and time of the meeting at which elections will be conducted shall be given at least ten (10) working days prior to such meeting using all reasonable means of communication.
- Schools must provide SSC orientations to all stakeholder groups represented on the council, at least five (5) working days prior to the election.
- Elections must be held at least five (5) working days after orientations have been conducted and ten (10) working days after notices were sent to stakeholder groups.
- Each school must have more than 20 parents present in order to conduct the SSC parent election. Council members are elected by peers. Membership on the SSC is determined by ballot.
- School staff representatives and student representatives must be elected prior to the election of parent and/or community representatives.
- The principal is responsible for staff, student, and parent elections and should jointly supervise all elections with a UTLA representative. The elections of various stakeholder groups that represent employees of the District, shall be conducted by their respective bargaining units, through their elected representatives. The principal may participate in the counting of the ballots in any such election.
- Election of members and officers shall be concluded by the second Wednesday of October.

11. School Leadership

A. Principal Selection

Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

Criteria for selecting the Performing Arts Community School principal

The vision and goals of the Performing Arts Community School are based on the philosophy that all students should find and develop their unique talents and will thrive if provided with quality instruction and the appropriate supports. The PACS principal must share this philosophy and be willing to do the work necessary to achieve the goal of preparing every student at the school (including English Language Learners and students in special education) for college, career and life. This "work," is the basis of the criteria for selecting the principal and is as follows: the applicant selected to be principal at PACS will:

- maintain a reflective practice with the goal of continuous improvement as a leader
- support teachers through providing the resources, professional development and encouragement that they need to do their jobs (being support-oriented rather than compliance-oriented).
- be in the classrooms on a regular basis and see the teacher evaluation process as a continuous cycle of feedback, support and evaluation.
- get to know the students through regular interactions and participation in the classroom (such as helping a teacher in the classroom).
- listen to teachers, staff, parents and community members and value their contribution to the school, which means implementing and maintaining structures and processes for each of these stakeholder groups to provide input/feedback to the principal and participate in the decisions that impact them.
- Share a belief that the performing arts is critical to the social, academic and ethical development of students and that it can, when properly implemented keeps students in school who are at risk of dropping out.

In addition to meeting the above criteria, the applicant must meet the district criteria for the "Small Schools Principal" (Temporary Advisor) position:

- hold a California Administrative Services Credential
- have a Master's degree
- five years successful full-time public school certificated service
- three years experience as a teacher in a K-12 public school program

- two years experience at a middle or senior high school, grades 6-12
- At least one year verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher

Finally, the additional desirable qualifications for the PACS principal are:

- prior experience with implementing a small school or small learning community plan
- experience with project-based learning,
- knowledge of or experience and appreciation of the performing arts

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select a principal. Thus, applicants will be recruited through posting on the LAUSD website, outreaching to current and former assistant principals, small school principals and SLC lead teachers, and drawing from within the design team. Since hiring a principal will be the first priority after the approval of the school, there will not yet be a Governing Council in place. Thus, the hiring process will be conducted by the PACS Design Team and the LAUSD District 7 High School Director, with final approval by the District 7 Superintendent.

Proposed Candidate:

Our proposed candidate is Mr. John Contreras who possesses both a Level II special education credential and an administrative credential. He has taught all types of special needs populations and taken on numerous leadership rolls at Fremont High, including School Site Council, School Leadership Council, and is currently the UTLA chair. He has previously served as the Department Chair for Special Education, has served as the head of the Humanitas Academy and has expert knowledge in the areas of IEP’s and Welligent. Given that PACS wants to include all populations in performing arts, he is an ideal candidate for this position.

B. Leadership Team

Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

The leadership team of the Performing Arts Community School will initially be the design team,¹⁰⁸ all of whom have experience with standards-based instruction, data collection/analysis, curriculum planning and instructional strategies discussed in this proposal. The design team will act as the trainers, along with outside partners such as UCLA Center X during the Teacher Orientation Retreat.¹⁰⁹ Then, each design team member will be programmed within a particular grade so that each grade-alike team will have the support of a design team member throughout the first school year. However, the goal is that as early as the Teacher Orientation Retreat, the newly hired teachers will begin to take on leadership roles and responsibilities. It will be a requirement in the Elect-to-Work Agreement that each teacher participates in at least one leadership council or team. This participation is critical to the success of our school because at a small school everyone must share the responsibility for the students.

The process of setting goals, planning curriculum/instruction, implementing interventions and monitoring the success of the students will be the primary responsibility of each grade-alike team, will take place during weekly professional development time and will be guided by the *Grade-*

¹⁰⁸ See Section 10.B. Applicant Team Capacity for more biographical information on the design team members

¹⁰⁹ See Section 5.C. Teaching Orientation for details

Level Initial, Mid-year and End-of-year assessments, and additional data as needed.¹¹⁰ The small schools principal will attend these meetings, provide the supports the teachers need to engage in this process, and monitor student success across all grade-levels through a regular analysis of assessment, attendance, and student promotion data.¹¹¹

Gage and Central Community Schools Complex Operations Director

In addition to the small school leadership, it is critical that a campus with four small schools and 2000+ students have a complex-wide leadership plan to ensure the appropriate oversight and coordination of all shared spaces, resources and personnel. The design teams have studied similar school complexes, as they have made the transformation from large comprehensive to multiple small schools such as Kearny High School in San Diego (2004), or have started as a shared complex from the very beginning such as the Roybal, Miguel Contreras, Esteban Torres and Robert F. Kennedy complexes in Los Angeles (2007+).¹¹² The research indicates that it is most productive and beneficial to have multiple small schools of equal size making equal contributions to the shared facilities, resources and personnel,¹¹³ and a centralized operations director for at least the first two to three years. To see the job description and responsibilities of the Operations Director, please see Section 11. Attachment – *Job Descriptions*.

Criteria for Operations Director

The job of an Operations Director at a shared school site is unique and thus will require person with a unique skill set to fulfill the responsibilities of this job. On a large campus serving 2000+ students, it is important that the director have experience working in an environment with a lot going on all of the time, and the capacity to manage multiple issues simultaneously. On a school complex structured as four small schools sharing certain facilities, resources and personnel, it is also fundamental that the director be collaborative and have experience in facilitating collaborative relationships. As at least two of the schools on the campus will be following the pilot schools model, and the whole complex will be engaged in the Community Schooling model, the director will need to be open minded and flexible – thinking “how can we make this happen?” when new ideas are proposed.

In addition to the above referenced qualities, applicants must meet the following criteria:

- experience in an LAUSD high school, preferably with experience opening a new school building
- California Administrative Services Credential
- Master’s degree
- five years successful full-time public school certificated service
- three years experience as a teacher in a K-12 public school program
- two years experience at a middle or senior high school, grades 6-12
- At least one year verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select the Operations Director. Thus, applicants will be recruited through posting on the LAUSD website, outreaching to current and former assistant principals and principals, and qualified individuals participating in educational leadership programs at UCLA and the Cal State Universities. Hiring

¹¹⁰ See Section 4.C. Student Assessment Plan for details

¹¹¹ See Section 4.E. Data Collection and Monitoring

¹¹² The San Diego and Miguel Contreras research was conducted as part of a larger research project on which Ms. Hamilton worked at UCLA. The Roybal, Torres and RFK research is derived from our experiences working on those campuses and/or through conversations with individuals working on those campuses.

¹¹³ See Section 13 Finances for more detail.

the Operations Director (along with the small school principals) will be the first priority after the approval of the school. Thus, the hiring process will be conducted by representatives from each small school design team, parent and community members of the complex-wide design team, and the LAUSD District 7 High School Director, with final approval by the District 7 Superintendent.

C. Principal Evaluation

Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The LAUSD, District 7 High School Director of Services will be responsible for evaluating the Operations Director and the four small school principals, using follow the LAUSD evaluation process (including additional recommendations from the “Teacher Effectiveness Task Force Report”):

- At the beginning of the year, the Operations Director and principals will submit an Initial Planning Sheet (IPS) that outlines his or her goals and objectives for the school year.
- The District 7 Director will hold an individual conference with the Operations Director and each principal to review the IPS and discuss strategies for implementation
- The District 7 Director will make him/herself available throughout the year for advising and consulting
- The District 7 Director will visit the campus and observe the Operations Director and each principal at least one time per semester, and provide feedback
- In April, each small school will conduct surveys of its students, parents, teachers and support staff regarding the overall school culture, curriculum and instruction and including evaluations of the principal and Operations Director.
- In May, the District 7 Director will use the survey results, observation notes, and available student data (school-based assessments, CAHSEE, CELDT, attendance, grades) to review the Planning Sheet and complete the standard LAUSD Stull Evaluation for the Operations Director and each small school principal.

12. Staffing (5 pages)

A. Staffing Model:

Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

Complex-wide personnel (shared by all four schools):

- Operations Director
- Operations Coordinators (2)
 - o Need specific job descriptions
- Office techs (2)
 - o Need specific job descriptions
- Parent/Community Coordinator (full time paid classified position)
 - o Pull job description from culture & climate section
- School police (2)
- Campus aides (4)
- College and Career counselor (first year, will assess after first year and possibly divide position and/or put in small schools after first year)
- Librarian
- Library aide
- School Nurse (part time?)
- School psychologist
- Plant manager
- Custodians/Groundskeepers (8)
- Food services manager
- Food services workers (10)
- Physical Education teachers/coaches (4)

Shared between PACS and GDCS

- PSA counselor
- Special Education clerk

Performing Arts Community School personnel.

- principal

- counselor
- office technician
- parent representative (part time/volunteer w/a small stipend?)
- Itinerant special education teachers (do we qualify for an inclusion specialist for special education?)
- Special day program (SDP) teacher and case carrier
- Resource specialist program (RSP) teacher and case carrier
- ELL teacher
- English Language skills teacher
- 14 core & electives teachers (see teacher schedule in section 3 for specific teaching positions)
- part time work-based learning coordinator Media Arts ???/web design(looking into ROP for funding) with attempts of hire as many teachers will multiple/ dual credentials as possible.

B. Recruitment and Selection of Teachers:

Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

First year

- 25% of the teaching positions at each school are reserved for members of the design team (provide rationale for needing more than 25% in the governance and oversight section – applicant team capacity)
- 70%-75% of the positions at each small school are reserved for teachers who wish to transfer from Fremont
- We have outreached several times to the Fremont faculty to recruit teachers to the planning process;
- Once the schools have been approved, we will begin an outreach campaign to all teachers at Fremont, providing information about each school, including the overall vision, expectations for teachers and the Elect-to-Work Agreement and holding informational meetings on and off campus (hopefully at the new Gage and Central Campus)
- Teachers at Fremont who wish to transfer to PACS will be transferred by volunteering and then categorized by seniority with the most senior teachers wishing to transfer being hired first.
- All teachers who transfer to PACS will sign an Elect-to-Work Agreement
- Specialized thematic elective teachers will work with Community Partners

Second year +

- We will add 3 new teachers to teach our senior English, Econ/Govt and (after a needs assessment) an additional math or science teacher.
- Criteria:
 - o Credential in appropriate subject area (highly qualified)
 - o Experience/familiarity with our instructional strategies
 - o Strengths and attitude of teacher.
 - o Cares about/treats students with respect
 - o Believes that all students can go to college or training programs if properly prepared and supported
 - o Willing to collaborate with other colleagues, parents, community members and students
 - o Willing to sign an elect-to-work agreement that requires some additional time, collaboration and commitments than specified in the UTLA contract some of which will be compensated.

- Process:
 - o Recruitment:
 - Word of mouth
 - Fremont teachers by volunteers and seniority
 - Post on LAUSD website (especially critical for performing arts teachers)
 - Outreach to Reduction- in- Force teachers
 - Outreach to university credential programs
 - o Hiring committee:
 - Teachers
 - Student
 - Parent
 - Principal
 - o Hiring process:
 - Resume review by hiring committee
 - Interview & lesson demo with selected teachers
 - Selection based on consensus (with a vote if consensus is not possible)

Also important to note retention as important. Retention strategies:

- principal is supportive
- supports (student protocol; time for teachers to process; mental health – through St. John’s?)
- teachers help develop the elect-to-work agreement into something that meets student need and provides for quality of life

C. Autonomy:

How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

- hiring is based on seniority and commitment to students, willingness to collaborate and belief in the school’s vision
- retreat attendance required (but compensated)
- teachers will be prepared (syllabus and evidence of planning) for first semester prior to school opening
- PD or collaboration/ self –reflective work every week (alternates: Week 1 is PD, week 2 may be collaboration, week 3 is self-reflection and planning/goal setting on own, then cycle starts over)

D. Evaluation:

Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District’s Teacher Effectiveness Task Force.

- Multiple measures:
 - o Teacher practice
 - Based on common language, expectations rubric, multiple visions of what good practice “looks like”; understanding that there are many diverse ways that good teaching practice can manifest itself. Therefore it is critical that teachers be evaluated with an open mind and not by unstable, unscientific methods such as value added assessment:

<http://voices.washingtonpost.com/answer-sheet/diane-ravitch/what-ravitch-told-kipp-and-tea.html>

- Observations (routine)
 - Administrator observes for supports, inputs and evaluation
 - UCLA Center X observes for the purpose of support only; their role is to provide support to all teachers. They do not report on any individual teacher to the administrator.
 - Student outcomes
 - Based on growth from many measures No value added scores will be used to evaluate teachers since students are not accountable for these scores and not all subjects have CST tests.
 - Only standardized tests in which students have a stake will be used to evaluate teachers such as CAHSEE scores and periodic assessments and these will be no more than 15% of the teacher's overall evaluation. In addition, authentic assessment such as writing, public speaking as part of a project-based learning assignment will be used in teacher evaluations and these can compromise as much as an additional 20% of a teacher's evaluation. Therefore all student assessment combined will compromise no more than 35% of teacher evaluation at PACS.
 - An expanded curriculum focused on interdisciplinary teaching and the performing arts which meets students where they are, coupled with a strong vision of education that does not center primarily on basic skills will be a priority at PACS. Using multiple measures will be the primary focus in making decisions that are best for students as well as in teacher evaluations. The ability of the teacher to be creative and solve problems and contribute positively to the school community will also be considered in his or her evaluation.
 - Parent and student feedback (surveys) realizing that care must be taken that teaching is not a popularity contest.
 - Contributions to the school community; evidence of helping colleagues, participating in school-wide events and conducting student activities.
- **Evaluations should be completed with the mindset of providing support to the employee.**
 - Differentiated recognition for teachers -recognizing unique talents of all teachers (master teacher, lead teacher, mentor, leading PD, afterschool activities); and these should come with compensation
 - Consequences ("Consequences" are separated from the "supports" so PACS will implement a well -documented tiered system like what we have for students:
 - **Tier one supports:** evaluate the classroom situation: are there too many students, have students been allocated fairly to the class, does the teacher have enough supplies, are there obvious management issues that need to be immediately addressed? Following that, the support provider should complete an ethnographic study of the teacher's classroom over two or three class periods and conduct an interview with the teacher and one student. The support provider can then make recommendations, increase observations for the purpose of support and mentoring-not punishment, provide additional meaningful professional development that targets the areas of weakness and provide more resources. Acknowledging the positives in the teacher's performance and building on those strengths is integral to Tier 1 support while making constructive suggestions for

change. The support provider does not report to the administrator at the Tier 1 level.

- **Tier two supports:** in addition to Tier one supports: more intensive mentoring and other supports including co-teaching will take place. Tier 1 and 2 support would be conducted by UCLA Center X. Tier 2 support can also be conducted by the PAR program using district and UTLA guidelines if previous intervention has proven ineffective. During Tier 2 supports the administrator will resume formal evaluation procedures and the employee will meet with the PAR provider to honestly assess their aptitude for the position.
- If the teacher does not respond to Tier 1 or Tier 2 support he/she may be released or asked to resign if they are not a permanent employee. Permanent employees will be transferred to the LAUSD employment pool, unless a serious infraction is alleged in which case disciplinary action may be taken after a fair investigation in which the employee is represented by a competent union official.

References

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on student test score gains. (National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences Rep. No. 2010- 4004) Washington DC: United States Department of Education.

Ravitch, D. (2010, November 3) *Reflections on what I have learned about school reform.*

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<http://voices.washingtonpost.com/answer-sheet/diane-ravitch/what-ravitch-told-kipp-and-tea.html>

13. Finances

A. Financial Sustainability

Discuss how your school will sustain its vision, mission and goals relying only on regular District funding

As discussed throughout this proposal, the overall vision for the South Regions High School is a hybrid of small schools that have the autonomy to make important instructional, staffing and budgetary decisions for their students, but also commit to complex-wide collaboration and resource-sharing. In addition, external community partnership and grant opportunities will be aggressively pursued. This approach is fundamental to the financial strategy for the entire complex and individual small schools. The small schools plan to equally contribute to the cost of complex-wide personnel and resources, while maintaining individual small school budgets to be responsive to the needs of each school's respective students, and the staff that is charged with meeting those needs.

The design teams realize that, especially during these difficult economic times, the financial needs of the small schools may come into conflict with the financial needs of operating a large complex. To address these conflicts, each budgetary decision-making body (building council for the complex and the governing councils for each small school) will be guided by the following vision-based criteria for budget decisions:

- *whole student centered*
 - the classroom comes first – no core subject class-size will exceed 40 students, with the goal of keeping all core class sizes to 30 students and below
 - student safety is a priority –there will be sufficient complex-wide safety coordination and staff
- *all student inclusive* – each school commits to providing teachers and services for all specialized populations (including, but not limited to special education RSP, SDP and other populations assigned to our school, and English Language Learners of all levels).
- *family focused and community connected* – each school commits to providing (at minimum) .25 of the salary for a Parent/Community Coordinator

Performing Arts Community School

The goal at the small school level is to dedicate as many resources as possible to the classroom, keeping class size small and minimizing administrative positions. To accomplish this, teachers will take on additional responsibilities (hallway supervision during pass periods, academic intervention, addressing non-extreme behaviors, etc.) instead of relying on an administrator.¹¹⁴ For the first year,

¹¹⁴ See Section 12. Attachment – PACS Elect-to-Work Agreement for details.

the other major areas of expense will be professional development and costs associated with the performing arts. The goal is to hire highly-qualified, dual-credentialed (when possible) and quality teachers and keep them for a long time.¹¹⁵ Since this will be the first year that all of the teachers will be working together and implementing the elements outlined in this plan, it is key that the teachers have the appropriate training and are provided with time to collaboratively develop, implement and reflect on/adjust the curriculum and instructional strategies.

Considering the above priorities and staffing plan,¹¹⁶ the design teams have developed a preliminary budget based on a projected per-pupil and categorical funding for the 2011-2012 school year. This is a rough assessment of available funds. We will be working with a fiscal specialist after the school's approval to develop a detailed budget. The resources to implement this plan using only district and categorical funding are available. Please see Section 13. Attachment – PACS Preliminary Budget for details.

B. Additional Funding

To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

All of the resource needs discussed within this proposal can be met within the budget provided by LAUSD and the state and federal categorical funds. However, as discussed in Section 9.B. Key Community Partnerships, we have developed relationships with external organizations that will provide additional resources to our students especially in the area of the performing arts.

We are fortunate to have an enthusiastic and proactive Arts Education Branch in LAUSD. They have established a Secondary Arts Initiative with Center Theatre Group. In addition, we will be working with the Music Center which provides free programs for families and students as well as the LA Opera. We will aggressively pursue grant opportunities in the form of small grants from Donor's Choose, Target and other very accessible sources. In addition, we will work with UCLA Center X to obtain a TIIP grant. These grants provide up to \$30,000 dollars for teams of teachers to establish professional development.

In addition, a Prudential grant for school reform will be pursued. Prudential specifically states they wish to fund expanded arts education.

<http://www.prudential.com/view/page/public/12373>

- St. John's Child and Family Wellness Center will be establishing a health clinic at the South Region HS #2 to provide health services (primary care, mental health and dentistry) to students during the school day and to the community after school hours.
- The Youth Policy Institute has committed to partner with the Gage and Central Community Schools and direct some of their resources to provide services to our students and community. Currently, the SRHS #2 is being considered as a site for a public computer and job-training center, funded through a Federal Recovery Act grant to provide broadband internet access to communities in need, and job-training services to the community. Additionally, once the schools have been approved and can be submitted as part of a grant, the Youth Policy Institute plans to work with the schools to provide additional supports as needed.
- Finally, as the Performing Arts Community School's *Performing Arts* course sequence will be aligned with the Secondary Arts Branch guidelines and syllabi and we will be partnering with this department within LAUSD.

¹¹⁵ See Section 12. Staffing for details.

¹¹⁶ See Section 12. Staffing for details.

C. Autonomy

Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

Through the autonomy of Transparent Budgeting/Budgeting for Academic Achievement, the schools will be able to develop a complex-wide structure wherein each of the four small schools contribute equally to a "central pot" of money from which shared positions can be funded.¹¹⁷ These shared positions will focus on the operations, maintenance and safety of the campus as a whole, as well as provide a welcoming centralized location for parents to find information and engage with the school.¹¹⁸ The centralized focus on the daily management of the campus allows the small schools to concentrate on the learning needs of their students.

At the Performing Arts Community School, this concentration means using the flexibility provided through Transparent Budgeting/Budgeting for Academic Achievement to focus its resources on the classroom. In addition, we will have to pursue outside funding sources as outlined above due to the expense of a performing arts curriculum. This budgeting priority, coupled with the staffing autonomy allowed in the pilot model will allow us to decrease the class size and overall student load of each teacher, and in exchange, expect that each teacher will take on some of the responsibilities typically handled by administrators in a comprehensive school setting (behavior management, interventions and decision-making). The decreased class size and lightened student load will allow teachers the time they need to individualize their students' educational experience (especially when coupled with the strategies of project-based learning, differentiation, advisory/ILP and learning lab). The additional responsibilities such as behavior management and interventions can then become part of the school day, and a part of addressing the needs of the whole-student. Finally, shifting funds from administration to the classroom necessitates that the teachers participate in the decision-making and implementation of the decisions that are made. Coupled the regular use of student data to make decisions, this strategy enables the school to be more responsive to the needs of the students.

An attempt to do everything during the first year would be detrimental to implementing a high-quality program. Thus, the school will be prioritizing specific goals each year.

Complex-wide

The primary complex-wide goal for the first year is to establish the basic policies, processes and personnel to facilitate an organized, safe and welcoming campus.¹¹⁹ As such, the goal is to establish what resources are needed and develop a plan to share these resources evenly across all four schools. A preliminary needs assessment is based on a student population of 1500 students shared across four schools for the 2011-2012 school year. The schools expect to hire a College and Career Counselor and one additional campus aide to help manage the 500 students added in 2012-2013. The addition of other complex-wide personnel is not anticipated. However, prior to the budget meetings for the next school year, the Building Council will meet and review the complex-wide personnel and determine if there are any additional needs or excess positions.

Performing Arts Community School

It is advised that schools start with a 9th grade class and add a class each following year so that a school can build its culture and focus on one grade at a time. -To do this at SRHS#2 would be unfair to the students who would have to remain in an over-crowded school. Thus, PACS will be starting with grades 9-11 in 2011 and moving to a full cohort of grades 9-12 during the 2012-2013 school year. This does not mean, however, that PACS cannot implement a "roll out" strategy for its

¹¹⁷ See Section 13. Attachment – Preliminary Budget for details.

¹¹⁸ See Section 3.E. Parental Involvement for details on the Welcome Center and related personnel.

¹¹⁹ See Section 14. Attachment – Implementation Plan for a full description of these priorities.

programs, focusing on a key element (or elements) each year for the first three years.¹²⁰ Year one priority is to *Get the Basics Right* by frontloading professional development for teachers, establishing collaborative processes for developing curriculum, inclusion for all students in the performing arts, writing grants for the arts, implementing instruction and making decisions, and implementing the key personalization and intervention programs discussed in this proposal (RTI, Learning Lab, Advisory and our Positive Behavior Support Plan). Prior to the budgeting for year two, the Governing Council will meet and review the small school personnel (and other) needs to determine if there are any additional needs or excess positions. During year two staff will continue working to improve the elements implemented during year one, and add an element of college and career preparation and more organization to the performing arts. This element will already be in place within the classroom through the performing arts portfolio in advisory and through lessons specifically geared towards college and career. However, during the second year a complex-wide College and Career counselor, an annual College and Career Fair and a pilot of a work-based learning program will be added. Partnerships with performing arts organizations will be fully established. At the end of year two, staff will repeat the same reflection and needs assessment process from year one, including an assessment of what supports and resources will be necessary to fully implement performing arts. The goal for year three will be to improve all elements implemented in years one and two, and effectively implement the full aforementioned programs. We will evaluate our on-line course components especially in the area of A classes and determine whether online AP courses are beneficial for our students or whether some direct instruction must be added in. Our goal is to have all elements of this plan implemented and fully operational by the end of year three. At that point, the governing council will conduct an overall programmatic assessment and determine areas for improvements and/or additions for the following years. Year four will be a pivotal moment for the school because after four years, just as in the Small Learning Communities, we came from at Fremont, clear patterns of successes and weaknesses will have emerged. We will carefully evaluate transiency and graduation rates as well as CASHSEE pass rates, CST data and college attendance rates.

Closer evaluations of staff assignments and programs will occur at this point in time and major decisions will be made regarding policies of PACS will remain and which will be changed. More long range planning will occur at this point. The staff will evaluate which performing arts classes are best suited to our school, evaluate the level of success of inclusion policies in the performing arts as well as the Performing Arts parent booster club for the necessary supports.

C. Budget Development

Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

Prior to opening will be a slightly different process than after opening because all stakeholders will not be identified and the governing council (SSC) will have not yet been formed.

First year Budget Development Process

- Complex-wide design team members¹²¹ will meet with small school principals to determine the centralized needs of the whole school complex, developing a list of non-negotiables and prioritizing other preferences.
- The small school principals work with the fiscal specialist to determine what their contribution to the centralized needs will entail (and a portion of money is set aside from each small school budget).
- The small school principals take the remaining budget to their Interim Governing Councils (design team) to determine the small school's needs for year one, and create a preliminary budget based on projected per-pupil and categorical funds. During this time, the Interim Governing Council also develops a preliminary site plan based on the PSC proposal.

¹²⁰ See Section 14. Attachment – Implementation Plan for a full description of these priorities.

¹²¹ See Section 10.B. Applicant Team Capacity

- If the small school needs more money and there are still “negotiables” in the complex-wide budget, there is another meeting of the complex-wide design team and small school principals to negotiate.
- Due to restrictions on categorical funds, the small schools will start the year with per-pupil funding only (unless the schools are able to procure a loan from the LAUSD for the categorical monies).
- Once the school year starts and the official governing council is elected, the governing council reviews and edits the site plan and the categorical budget and submits to the state.

Second Year+ Budget Development Process

A similar process to that outlined above, however, it will occur while school is in session, during the spring, and involve the Building Council and the Official Governing Council rather than the Complex-wide Design Team and the Interim Governing Council. Additionally, it should be noted that all budget meetings will be public and all decisions will be transparent, with meeting announcements, agendas and meeting notes posted on the Complex-wide list-serve.

14. Implementation

A. Implementation Plan

What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach **Appendix G**.

Complex-Wide

As mentioned in the previous section, the majority of the complex-wide program will be implemented during the first year of operations. Our priorities for this implementation are described in detail in the Appendix G – *Implementation Plan* and are outlined below:

Year One Priorities:

- Establish complex-wide personnel and responsibilities
- Develop, establish and communicate a complex-wide safety plan
- Develop, establish and communicate complex-wide leadership councils
- Create, staff and publicize complex-wide Welcome Center

Year Two Priorities:

- Create, staff and publicize complex-wide College and Career Center

Performing Arts Community School

It will take three years to fully and effectively implement all of the elements described in this proposal. During the first year, the school will prioritize the foundational instructional, organizational and operational elements. In the second year, with the addition of a 12th grade class, the school will implement the elements needed to support a college-going culture, and expand the coursework to include more performing arts classes and an internship-based learning program. Finally, in the third year of operation, the school will fully implement its performing arts and internship-based learning program. In addition to the plans outlined below (described in more detail in Appendix G), the PACS governing council will conduct an annual review each year to determine needed improvements and additions for each new school year.

Year One Priorities: Getting down to Basics

- Establish professional development and common planning time
 - 2 retreats
 - weekly meetings
- Develop, establish and communicate the Positive Behavior Plan

- Fully implement key instructional programs:
 - Initial/mid-year/end-of-year assessments and Response to Intervention process
 - Learning Lab
 - Advisory
 - Special education and ELL inclusion
 - Performing Arts focus: dance as PE, organizing theatre and planning for music
- Develop, establish and communicate leadership teams
 - Governing council (priority – SSC)
 - Data and professional development team
 - Advisory support team
 - Student leadership team
 - Parent leadership team
 - Performing Arts parent booster club
- Implement processes to address:
 - CAHSEE/CELDT/CST Testing
 - WASC
 - Periodic assessments

Year Two Priorities: College and Career Preparation

- Continue to develop and improve all basics referred to above
- Teacher Orientation Retreat for newly hired teachers; additional PD for continuing teachers
- 12th grade advisories focus on college application/financial aid processes
- College and Career Fair
- Pilot work-based learning program (develop relationships with businesses, establish policies and processes with LAUSD and on campus)

: Performing Arts

- Fully implement music program with a band
- Evaluate dance as the PE class
- Focus on regular theatre and dance performances; is there enough support provided for performing arts teachers?
- Evaluate effectiveness of inclusion model for performing arts
- Evaluate external partnerships

Year Three Priorities

- Evaluate attendance, CAHSEE pass rates, graduation rates and how these can be improved
- Decision to implement teacher –created periodic assessments (to be planned the previous summer) and timelines or to keep utilizing district periodic assessments
- Evaluate how advisory time is being utilized: use for performing arts theatre portfolio and for 9th grade curriculum effectiveness
- Evaluate student course completion rates in the Learning Lab
- Evaluate staff cohesion and staff turnover
- Evaluate level of student participation in performing arts productions and community attendance rates for these performances
- Evaluate success in grant acquisition and plan for research to obtain more grant funding for performing arts and technology

B. Waivers

For Internal Applicant Teams Only

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according to seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring a waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year.

The Performing Arts Community School is applying for pilot status wherein all below referenced waivers are included.¹²² However, for the sake of clarity, the areas of this proposal that require waivers are outlined below and requested specifically in the Appendix.

Staffing (Article IX-A)

- First year - Hiring priority given to the counselor and three teachers on the design team (depending on the final number of teachers hired, this could be 25% or 30% of the UTLA staff)
- Placement within the school is based on seniority for academic classes and student need for performing arts classes.
- After first year hiring continues to be seniority based as long as the teachers agree to the elect- to –work agreement and school mission, then based on adherence to school mission and elect-to-work agreement.

Work Hours and Schedule (Article IX.)

- Additional on-site time requirement (1 hour)
- Tutoring requirements (50 minutes per week)
- Participation in at least one leadership council/team
- Required (compensated) PD time (up to 18 days/year)
- Weekly professional development day moved to Monday

Transfers (Article XI. 2.0)

- Administrative (Governing Council) transfer of a teacher not meeting expectations after fair hearing in which teacher has representation¹²³

¹²² See Section 11 Attachment – *Elect-to-Work Agreement* for details.

¹²³ See Section 11.D. Teacher Evaluation for details.

**GAGE AND CENTRAL COMMUNITY SCHOOL #4
The Performing Arts Community School
At the South Region HS #2**

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Additional Attachments

(not able to include the following attachments in the main document due to formatting issues)

Letter of Intent	1 page
Assurances Form (Appendix H)	3 pages
Service Plan for Special Education (Appendix D)	26 pages
Implementation Plan (Appendix G)	6 pages

Section 2 Attachment – Performing Arts Community School Four-Year Plan

The PACS 4-year plan outlines the skills, habits of mind, participation and advisory focus for each year, as well as the required courses and additional learning opportunities for students. PACS students will utilize their advisory period to 1) learn self-reflective strategies through Inspirations 52 and YouTHINK curriculum (Art Making and Writing To Make a Difference) in 9th grade advisory and creating portfolio components in 10th – 12th grade (explained below) as outlined in the LAUSD Secondary Arts Branch

YEAR ONE: Thinking reflectively about self with Inspirations 52 character education
<http://www.jeromevincentcarter.com/> and critically and collaboratively through art
 (YouTHINK) <http://www.youthink.org/home.html>

- **Skills:** Establish and strengthen basic reading and writing skills through reflective writing. Introduction to cooperative learning through YouTHINK model lessons which will involve collaboration with YouTHINK staff.
- **Habits:** Assuming positive intentions, being sensitive to others when working in collaboration, posing and solving problems; managing impulsivity, expressing creativity.
- **Participation:** small school and community school (clubs, sports, arts, theatre)
- **Advisory focus:**
 - o Introduction to high school (graduation and college-going requirements, expectations, intro to theme and school culture)
 - o Character education through principles and inspirational poetry of **Inspiration 52**
 - o **YouTHINK** writing and art lessons, community service and internships (last two for all grade levels)

- **Courses:**

Core classes	Additional Learning Opportunities
English 9/ESL Algebra I/Geometry ICS/Biology Spanish Physical Education PACS (replaces life skills due to autonomy in PILOT model)	<ul style="list-style-type: none"> - Reading/Writing development - Math skills development - Honors supplement for English 9 or Biology - Online core coursework in Spanish (for ESL1&2) - Dance and dance heritage option (also PACS) - Introduction to Theatre or Music: Beginning or Intermediate Level Ex: <i>Beginning Instruments</i>

YEAR TWO: Developing confidence through performance

- **Skills:** Continue to develop basic skills, critical thinking & analytical skills using interdisciplinary lessons and Interact curriculum that allow role playing within the academic classroom environment
- **Habits:** Thinking and communicating with clarity, precision and sensitivity. Punctuality, regular attendance and teamwork essential for PACS productions and activities.
- **Participation:** Regular participation in PACS activities
- - o Introduction to musical theatre
 - o Introduction to theatre / music portfolios in advisory and implemented by PACS content teachers who will then work with advisory teachers to help them help students organize and complete their portfolios. Portfolios are to be adapted from guidelines from Secondary Arts Branch (see attached Appendix A)

- **Courses:**

Core classes	Additional Learning Opportunities
English 10/ESL World History Geometry/Algebra II Biology/Physics/Chemistry Spanish Physical Education Visual and Performing Arts	<ul style="list-style-type: none"> - Reading/Writing development - AP World History option - Math skills development with manipulatives - Honors supplement for English 10 or Biology - Online core coursework in Spanish (for ESL1&2) - Jazz Dance or Modern Dance or Ballet - Theatre Musical Productions or Theatre Ensemble

	<p>or Vocal Technique or Band (classes to be decided on)</p> <p style="text-align: center;">-</p>
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YEAR THREE: INTERDISCIPLINARY PERFORMING ARTS ACROSS THE CURRICULUM

- **Skills: Applying skills across disciplines**
- **Habits:** Thinking flexibly; applying past knowledge and skills to new situations; taking responsible risks, thinking interdependently, and thinking across disciplines
- **Participation:** More heavy focus on PACS class performance participation
- **Advisory focus:**
 - o The world of work (internship and career opportunities through YouTHINK and the Constitutional Rights Foundation)
 - o The world of college (college skills/options/choices). Researching Performing Arts and related majors
 - o Project(s):
 - Theatre /music portfolio continuation using LAUSD’s Secondary Arts Branch theatre and music portfolio outlines for guidance.

- **Course Offerings:**

Core classes/ A-G	Additional Learning Opportunities
American Literature (focus will be on a work being utilized for performing arts) American History Algebra II/Trigonometry/Math Analysis Biology, Physics, Chemistry Computer Applications Thematic Elective	Learning Lab: - credit recovery - online AP or college coursework - online certification programs Coursework at LATTC or El Camino College Computer science/media arts Theatre design, Theatre Company, Band or any other PACS thematic elective Summer internships in theatre and music or other area of student interest

YEAR FOUR: Focusing on the Future: How can I use my performing arts knowledge in my life and career?

- **Skills:** Continue all skills from previous grades; focus on organizational skills, planning for the future and reflection
- **Habits:** Striving for accuracy and precision, creating, imagining and innovating, learning continuously
- **Participation:** Students are required to continue all layers of participation (school, community/internship/work), and incorporate final elements into their theatre/PACS portfolio
- **Advisory focus:**
 - o Complete theatre/music portfolio
 - o Big brother or sister to freshman students- students are matched up for the year
- **Courses:**

The Performing Arts Community School - Attachments

Core classes/ A-G	Additional Learning Opportunities
<p>English 12 (This class will directly collaborate with a Theatre class to create a production)</p> <p>Economics/Government</p> <p>Algebra II/Trigonometry/Math Analysis</p> <p>Physics/Chemistry</p> <p>Internship/ community service</p> <p>Thematic elective</p>	<p>Learning Lab:</p> <ul style="list-style-type: none"> - credit recovery - online AP or college coursework - online certification programs <p>Coursework at LATTC or El Camino College</p> <p>These would have to be weekend or after school</p> <p>Internships: <i>Center Theatre Sherwood internship</i> for 18 year olds Application due every November</p> <p>Theatre directing, Theatre company, music class (to be decided based on Secondary Arts matrix)</p>

Section 2 Attachment – Curriculum Timeline Development

Feb/March 2011	<p>Advisory Thematic Framework – based on the four-year plan (see Section 2.B), the school design team will create a semester- long curriculum map for each grade level and then allow newly hired staff to have input into this vital area. Each map will include the themes and</p>
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	major projects to be addressed during each quarter as well as student portfolios.
April/May 2011	<p>Content Standards Framework (vertical integration) – each content area expert on the design team (English/social studies/math/science) will develop a 4-year curriculum map for their content area that includes the “power standards” to be addressed each year. The content area curriculum maps will be used as a content standards framework by the grade-alike teams as they plan the grade-alike curriculum maps for the school year. PACS design team members along with D7 personnel, Steven J McCarthy, Coordinator of the Secondary Arts Branch and UTLA will work together to develop partnerships and pre-plan event trips with the community partners named above.</p> <p>PACS Summer bridge curriculum will be developed and this will include:</p> <ol style="list-style-type: none"> 1) socialization for the high school experience <ol style="list-style-type: none"> a) planners and organization b) etiquette in the classroom c) former high school graduates from Fremont will speak to students about how to be successful in high school. d) the importance of access to technology –where to find technology e) discussion norms in the classroom f) respect for differences 2) How to write an effective paragraph 3) How to write a five –paragraph essay 4) how to paraphrase 5) introduction to the CAHSEE essay prompt and anchor essays 6) introduction to genres of literature 7) daily SSR 8) math review: basic math skills 9) how to read a textbook 10) various forms of note -taking: semantic, concept, block, Cornell, turning headings into questions 11) giving a short 2 minute class presentation 12) reading and responding to one novel or non-fiction text
June/July 2011	<p>Grade-alike thematic/standards framework (horizontal integration) - After the school has been staffed for the 2011-2012 school year, each grade-alike team will use the advisory and content standard frameworks as a guide to develop a 4-quarter curriculum map for each grade level.¹ Each curriculum map will contain the theme, standards, focus skills/habits and major assessments/projects to be taught each quarter. History, English and Art teachers may decide on some common topics to align their teaching.</p>
August/Sept 2011	Individual teachers will develop detailed curriculum maps, unit plans and course syllabi for their classes based on the grade-alike thematic/standards framework. Performing Arts teachers can utilize the extensive syllabi, course descriptions and resources on the LAUSD Arts Branch website.

¹ See Attachment ? : *Sample Grade-level Curriculum map*

June-September 2011	While the teachers are developing the content-area curriculum, the principal and counselor will work on developing advisory curriculum based on the Advisory Thematic Framework and Inspiration 52, YouTHINK and the theatre portfolio. They will initially order and organize the Inspirations 52 curriculum and create a partnership with YouTHINK in June as well as order YouTHINK materials that will be used in the classroom. The counselor, along with advisory and Performing Arts teachers will adapt the Secondary Arts Branch theatre portfolio for the PACS students.
September 2011	Professional Development will include an introduction to the Advisory framework/curriculum, Vertical Curriculum Map, Grade-alike/horizontal curriculum maps and detailed curriculums as part of the new teacher induction ² and all instructional strategies and techniques described in section D. There will be an introduction to Interact, Inspirations 52 and YouTHINK curriculum as well as a focus on rubrics for fair assessment

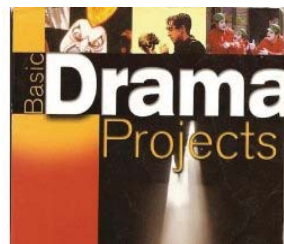
All of the above-reference frameworks and curriculum maps will be placed in a PACS curriculum notebook, which will be a living document that grows and changes based on the needs of our students as reflected in their authentic assessments. Curriculum development at PACS will not end after the first year. At the end of each quarter, the PACS faculty will meet in grade-alike teams to review student data and adjust the curriculum for the following quarter to meet the needs of the students. At the end of each year, the faculty will meet as a whole to reflect on the previous year, examine student assessment data, adjust the advisory/thematic framework, and set overarching goals for the next school year (i.e. engagement, skills, development, community involvement, etc). The content-area teams and grade-alike teams will also meet at the end of the year to review the relevant student data and adjust the frameworks so that individual teachers can use the revised frameworks to adjust their individual course curriculums over the summer.

Section 2 Attachment: Syllabus for Theatre class

Welcome to: **Theatre Introduction A/b**

“All the World’s a Stage and the People in it, merely players”

² See Section 5, Professional Development for details.



William Shakespeare

TEXTBOOK : Basic Drama Projects (2004) 8TH edition
Author: Fran Averett Tanner

Class description:

Drama I is an introductory study of theatre. Students will be studying theatre appreciation with topics to include:

- 1) structure of drama,
- 2) evaluations of drama and playwrights
- 3) play production, improvisation, pantomime, acting
- 4) technical design

You will learn: improvisation techniques, body control, voice, diction, pantomime, how to learn lines, how to create a character, projection of ideas and emotions and to prepare and act out scenes from plays. More importantly, you will work, play and become friends with classmates you have barely spoken to. You will see their unique talents and find your own. You will create performances, have fun, disagree with each other at times and work as a team to create a lifetime of memories for yourselves, your family and your community. You will also learn to look at life in ways you had not considered.



You will

- Participate in a variety of performances both as leading and supporting performer.
- Assist in lighting, set design and publicity of performances
- Work together with the dance and music classes to create performances
- Develop criteria to respond to, analyze and evaluate theatrical experiences through observation of performances, lecture, your textbook and discussion with your peers.
- Describe the ways that theatre and those who work in all aspects of theatre reflect and influence culture.
-
- Keep a daily journal recording responses to acting techniques and character development.
- Write three theatre/performance reviews – directions, rubric and a sample assignment will be provided.
 - 1) a play you attend on a field trip to Center Theater
 - 2) one play that we produce at the Performing Arts Community School

3) a performance you attend on your own. This could be community theatre or one of the free performances that includes dance or other performance sponsored by the Music Center. Visit the following website for details:

<http://www.musiccenter.org/events/worldcity.html>

The above assignment will take planning. Tickets are free but you must plan your bus or train route, dress neatly and professionally, arrive early for free tickets. Bring a notepad and pen to record notes using criteria we will develop in class. Please turn off all electronic devices while you are in the theatre.

We will accomplish all of this through:

- Research
- Discussion
- Observation of Performances
- Preparing using real equipment, sets, lighting, sound and costumes.
- Rehearsal
- Direct Instruction
- Reflective writing

What will my grade be based on?

Each **grading period**, you start fresh with a 100%. It's up to you to maintain that grade.

30% Projects, Performances

20% Quizzes, Tests

30% Homework theatre review assignments

20% Participation

All assignments are expected to be completed in pen or word-processed, in your own words and free of grammar and spelling errors.

Grading breakdown

Classroom Grading Scale

96-100% = A+

93-95% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

77-79% = C+

73-76% = C

70-72% = C-

67-69% = D+

63-66% = D

60-62% = D-

Extra credit will be offered occasionally and always to the entire class. However, it cannot replace an assignment not completed.

Classroom Rules

- Our classroom rules are simple. Just remember to be: **Prompt, Polite, and Prepared and respectful of your classmates differences. Treat others as you would want to be treated.**
- Please treat all classroom equipment carefully so it can be enjoyed by future classes.
- Preparation is essential for performances so that we don't let each other- or the audience - down. It is also just part of being a professional.

Consequences

- **If you are unwilling to follow these guidelines the consequences are:**
 1. Verbal warning /discussion
 2. Two minute after class or you design consequence
 3. Call home
 4. Logical consequence decided by you and the teacher
 5. Referral to other teacher/support personnel for thinking timeIf behavior is severe enough, steps 1-4 may be skipped.

PLEASE PUT THESE STANDARDS IN YOUR OWN WORDS AND MATCH THEM TO YOUR REQUIRED ASSIGNMENTS ABOVE FOR 10 POINTS!

State standards:

1.0 ARTISTIC PERCEPTION

Processing, analyzing and responding to sensory information through language and skills unique to theatre.

Students observe their environment and respond, using the elements of theatre, film, video and electronic media. and respond, using the vocabulary of theatre.

2.0 CREATIVE EXPRESSION

Creating, performing and participating in theatre

Students apply processes and skills in acting, designing, directing and scriptwriting to create formal and informal theatre, film, videos and electronic media productions and to perform in them

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the historical contributions and cultural dimensions of theatre.

Students the role and development of theatre, film/video and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 AESTHETIC VALUE

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Section 2 Attachment: Performing Arts Portfolio Guidelines

Attachment 2: LAUSD ARTS BRANCH Theatre Portfolio will be adapted for student needs and all performing arts subjects. This is a three year plan

THEATRE PORTFOLIO

- **Course Description**

Course Title: Theatre Portfolio SH A/B

Transcript Title(s)/Abbreviation(s): Theatre Port A/B

Course Code(s): 380901/02

Subject Area and Category

science requirement. Accordingly, if only ISP I is successfully completed, then two courses from the categories of Biology, Chemistry, or

_____ "f" – Visual & Performing Arts

_____ x Theater Arts (Advanced)

Grade Level: _____ 9 _ 10 _____ 11 _____ x 12

Unit Value: _____ 0.5 (half year or semester equiv.) x 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

Pre-Requisites: At least two high school theatre courses in a performance, production or technical theatre sequence, such as Theatre and Theatre Ensemble, Theatre Production and Theatre Company, or Theatre Design Concepts and Theatre Design Workshop. _____ x
Required _____ Recommended

- **Textbooks**

(Be sure to list any additional textbooks that are used for the class.)

Audition: Everything an Actor Needs to Know to Get the Part by Michael Shurtleff & Bob Fosse, Walker & Company, 978-0802772404

Your Film Acting Career by M. K. Lewis and Rosemary Lewis, Crown Publishers, 0-517-54912-3

Section 2 Attachment: THEATRE PORTFOLIO CLASS
TO BE ADAPTED FOR THE PACS STUDENT PORTFOLIO

Course Content

Course Purpose:

This is a year-long course that will enable students to navigate through the post-secondary application and audition or portfolio process. Students will work collaboratively to make choices for their careers beyond high school, including conservatory, university internship or college applications. In addition, students will develop understanding that gaining, maintaining and expanding theatrical skills is a lifelong learning process requiring continued study and self-discipline.

Students will identify, assess and refine their skills as theatre artists, using skills acquired through school, professional or community theatre study, and prepare for post-secondary study at a university, conservatory or internship program.

Course Outline:

- I. Post-Secondary Options Research
 - A. Trade Publications
 - B. Internet
 - C. Professional Organizations
- II. Theatre Conservatories and Universities
 - A. Identify Programs
 - B. Visit Sites Personally and/or Virtually
- III. Internships and Career Preparation
 - A. Resume
 - B. Identify Organizations
 - C. Networking
- IV. Self Assessment: Identifying Strengths
 - A. Interviews
 - B. Journaling
 - C. Personality Inventories
- V. Portfolio Development
 - A. What to Include
 - B. Technology
 - C. Letters of Recommendation
- VI. Audition Preparation
 - A. Presentation Skills
 - B. Monologues
 - C. Cold Reading
 - D. Songs
 - E. Dancing
- VII. Building Networks
 - A. Using the Internet
 - B. Attending Events
 - C. Volunteering
- VIII. Writing the Essay and Personal Statements
 - A. Establish goals
 - B. Clear Communication
 - C. Editing

Key Assignments:

- Research and describe the range of career opportunities in theatre, film, video and television.
- Prepare an informed and effective career plan for work in theatre, film radio or television.
- Job shadow or work as an intern in a professional production environment.

- Select and rehearse contrasting audition monologues from contemporary and classical dramatic literature.
- Design, construct and present scaled models or full sized unified examples of two of the elements of theatrical design;
- Prepare a professional portfolio, including cover letter, work samples and letters of recommendation.

Instructional Methods and/or Strategies:

- Research
- Writing
- Designing
- Performing
- Preparing portfolio
- Working in the community
- Discussion

Assessments Including Methods and/or Tools:

- Portfolio will include selected course work, production documents, letters of recommendation, resume and will demonstrate depth of commitment to theatre
- Rubrics will be used to assess work chosen for portfolio
- Checklists will be used to ensure all course requirements are met
- Letters of recommendation will show strengths and indicate degree of participation
- Intern evaluation will show readiness to enter the profession either directly or through additional training and education

Artistic Perception:

- Refine knowledge of theatre vocabulary through discussions, readings, and thorough observation of performance and design elements of theatrical productions at school and in the community.

Creative Expression:

- Explore the connection between performance and design elements and the director's interpretation and overarching design concept.
- Develop portfolios of performances or designs, including monologues, scenes, photographs, scripts, sketches, promptbooks, plots, scale drawings, renderings.
- Use and understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, and conflict resolution.
- Research colleges, universities, conservatories and internship programs in the theatrical arts.
- Develop necessary documentation for university, conservatory or internship applications, which may include: resumes, recommendations, reels, podcasts, headshots, and college and career application forms.
- Design and present sketches or renderings for two elements of theatrical design for a contemporary scene

-
- Produce a work of theatrical design effectively using the elements and principles of design.
-

Historical and Cultural Context:

-
- Develop a checklist of criteria for selecting a college, university or conservatory for advanced theatre study based on individual grades, financial resources, geographic location and desired field of study.
-

Aesthetic Valuing:

-
- Create rubrics to assess effectiveness and appropriateness of application essays and other portfolio and application components.
 - Develop self-evaluation skills to assist in selection of portfolio or audition pieces.
 - Analyze and respond to various interpretations of theatrical literature.
 - Develop criteria to respond to, analyze and evaluate theatrical experiences.
 - Use criteria for making judgments about design or performance choices and identify the difference between preference and judgment.
-

Connections, Relationships, and Applications:

-
- Develop understanding of procedures for application to post-secondary study, including deadlines, the application process, the essay and letters of recommendation.
 - Understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.
 - Use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments.
 - Demonstrate the behaviors associated with responsibility and flexibility in personal, workplace, and community settings.
 - Meet deadlines for projects and prepare budgets and schedules.
 - Work responsibly and respectfully in groups.
 - Manage time and prioritization of responsibilities.
 - Demonstrate competencies and creative skills in assignments that require problem solving.
 - Establish priorities for admission process.
 - Develop skills to navigate through the post-secondary application process.
 - Use technology for online transmissions of portfolios, headshots and resumes.
-

Section 3 Attachment: Interim Positive Behavior Support Plan

SRHS #2 Performing Arts Community School – Interim Positive Behavior Support Plan

Behavior Expectations

The principal at the Public Service Community School will:

- be at school, on time, regularly
- be prepared to....
- expect excellence and quality work from all students.
- act with respect towards staff and students
- be available to students, staff and parents for questions, comments, concerns or ideas

The office staff at the Public Service Community School will:

- be at school, on time, regularly
- be prepared to help students, teachers and parents
- expect excellence and quality work from all students.
- act with respect towards students

All teachers at the Public Service Community School will:

- be at school, on time, regularly
- be prepared to teach you with lessons, assignments, notes, etc.
- expect excellence and quality work from all students.
- act with respect towards students
- be available for discussion about grades or to help students with your work.

All students at the Public Service Community School will:

- be here, on time, regularly
- be prepared for class with pencil or pen, paper, notes, books & other required materials.
- participate in class and learn from your teachers, peer and other staff
- will create quality work
- will act with respect towards each other and the adults present at this school.

Behavior Consequences

Positive behavior results when students learn to intrinsically control themselves. At times, outside consequences will be required. These consequences, however, will be directly attached to the undesired behavior and be a logical consequence. If a student steals, they must replace the item stolen and write an apology letter. If a student is chronically late the student may not be allowed to make up the work he or she missed if it is an unexcused absence. The student may be required to make up the time at a time not convenient for the student. It takes time, but eventually, intrinsic motivating factors (ie the desire not to fail a class because the student was late; the inability or lack of desire to pay for an item that was stolen) will cause many students' behavior to improve. Obviously, those students who cannot be motivated by intrinsic and reasoning based behavior management strategies which gives students choices must be referred for more intensive counseling and parent meetings.

No one behavior management plan works for all students. Therefore, a combination of behavior management strategies can be combined. In addition, individual analysis of each case must be undertaken as two students who steal may be very different in their response and their threat level to the school community.

The two behavior policies that will be used are Teaching With Love And Logic which seeks to defuse attention seeking behavior and instill intrinsic behavior control in students by providing students with

logical choices and questions, sometimes with humor; and the LAUSD positive discipline plan, understanding that both policies may need to be circumvented when there are threats to the school community such as gang activity and threats of violence. These cannot be tolerated and can result in immediate expulsion to an alternative facility. In addition, excellent online courses exist that are provided on the Learning Zone that deal with very specific types of behaviors. These courses will be recommended to all teachers.

CLEAR EXPECTATIONS

- 1) Home contact after more than 1 absence / week
- 2) Purses/ backpacks on backs of chairs or under seats
- 3) Classroom structure: how to walk into the classroom, pick up work, come prepared with basic materials. Released by the teacher, not the clock or bell.
- 4) Address anti-intellectualism
- 5) Copying of work results in a 0 grade for the student who copied and the student who supplied the work.
- 6) Discussion norms in positive wording posted.
- 7) Avoiding unprofessional, slang, racialized language in the school environment.
- 9) How to address teacher and peers

- CLEAR CONSEQUENCES

- 1) Home contact as soon as possible, especially for 9th grade students.
- 2) Logical consequences that are connected to the undesired behaviors. Use of some strategies from **Teaching With Love and Logic** that help teachers avoid arguing with students and put the responsibility for behavior on the student.

Ex: Student: *I forgot my pen and paper today*

Teacher (sympathetically, not sarcastic): *I'm sorry to hear that. How will you solve that problem?*

-

- POSITIVE BEHAVIOR SUPPORTS

- 1) **Positive messages** such as discussion norms posted: What students SHOULD do, not what they shouldn't do.

EX:

Please enter the room quietly

Please refrain from using racial, ethnic and gender stereotype references.

Please come prepared with pen, highlighter, paper and notebook

- 2 Acknowledging students personally, recognizing birthdays and positive qualities.

- 3) Access to psychiatric social worker and other support personnel

The Love and Logic approach

Student: (Argues with teacher): *You give too much homework, why do you always give so much homework, that's not fair.* (continues to argue)

Teacher:

The Performing Arts Community School - Attachments

Strategy 1 Sympathy: *It must be difficult to try to get your homework completed. Is there any way I can help you after school or at lunch?*

Strategy 2 (for student who won't stop arguing): Direct choice
I argue at 7:30 and 3:30. Which would you prefer? Or: I can discuss this at 7:30 or 3:30. Which would you prefer?

In addition, an organized classroom is often a good preventative for anti-social behavior. When lessons are structured and students know what to do at all times, it can lessen the frequency of such issues in the classroom.

All new teachers will be assisted with classroom management without judgment, realizing it takes time to develop these multi-dimensional skills and no one right way exists to manage the classroom. They will be provided with copies of Teaching With Love and Logic, A Lesson Plan for Teachers New and Old and The First Days of School: How to be an Effective Teacher, and they may choose one or a combination that they feel will help them.

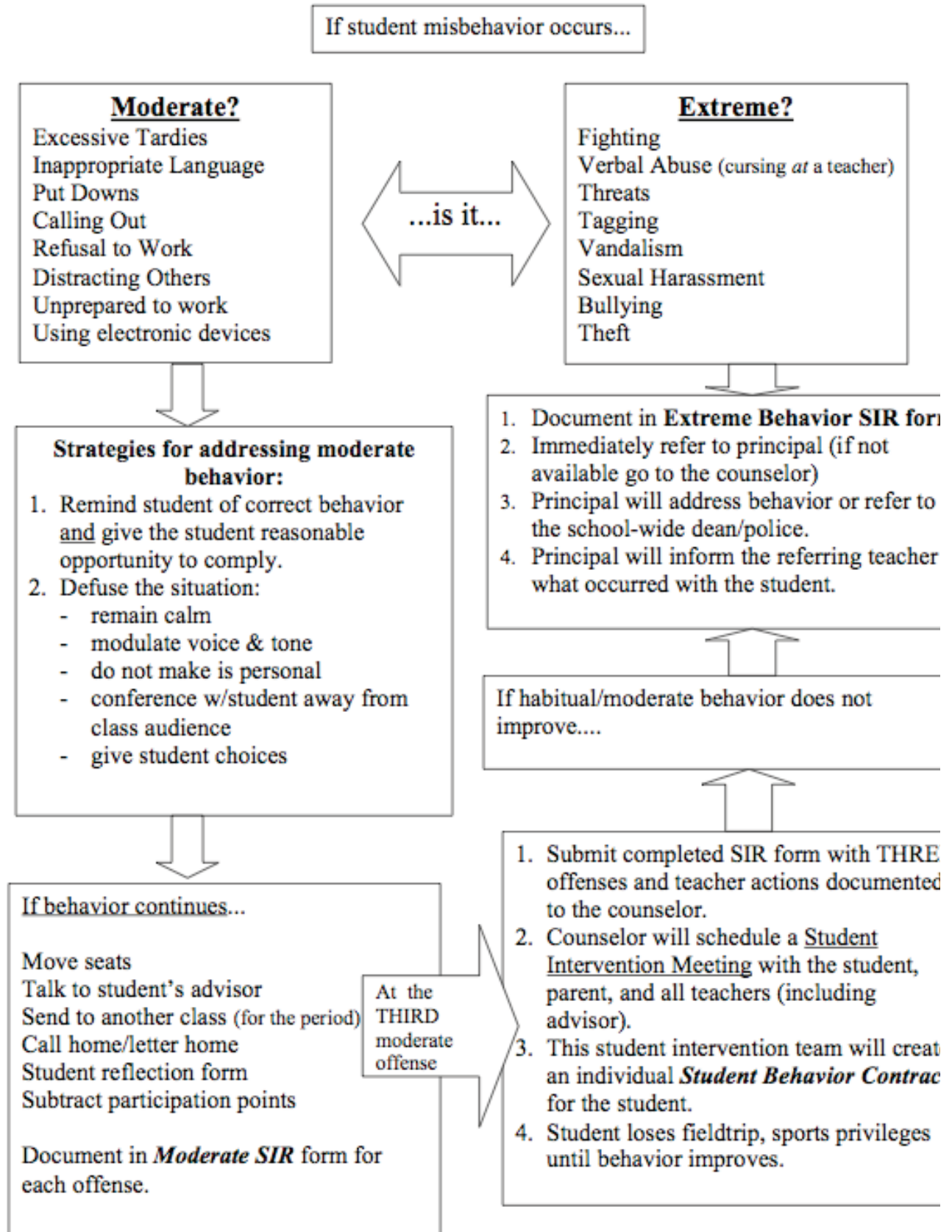
STAFF Consequences -

If the principal violates the behavior expectations, students, teachers and parents are encouraged to discuss the matter in an open and polite manner with the principal and the governing council. If that is ineffective, they may fill out an anonymous feedback form and put it in the Feedback Box in the front office. The feedback forms will be read, addressed and responded to once per month by the Governing Council. If the suggestion/feedback is not addressed or remedied within two months, students and parents are encouraged to take the concern to the High Schools Director at District 7 at the District 7 Offices. Teachers are encouraged to take the concern to the UTLA Chapter chair.

If the school staff or a teacher violates the behavior expectations, staff, students and parents are encouraged to discuss the situation politely and openly to solve the issue as quickly as possible and to maintain cordial staff relations. If this is not effective, they may complete an anonymous feedback form and put it in the Feedback Box in the front office. The feedback forms will be read, addressed and responded to once per month by the Governing Council. If the suggestion/feedback is not addressed or remedied within two months, staff, students and parents are encouraged to contact the principal directly.

If a student violates the behavior expectations, staff, teachers and the principal will engage the following process:

Student Behavior Management Flowchart



Section 4 Attachment: Assessment Development Timeline

<p>May/June 2011</p>	<p>Principal, counselor and special education teachers review commercial Curriculum Based Measurement (CBM) assessments and select 3 options to present to teachers. They also discuss culturally relevant assessments to be given along side the CBM as well as Reading Interest Surveys to be administered to students. Based on the results of the Reading Interest Surveys, SSR libraries will be purchased with about ¼ of the books targeting student interests, ¼ standards –based novels and non-fiction and rest diverse genres to expand the knowledge base of students. Some books with enlarged type will be ordered for students with special needs.</p> <p>Counselors and advisory teachers discuss the protocol for administering Hemingway Survey of Adolescent Connectedness.</p> <p>Performing Arts teachers discuss protocols for auditions and how to look for unique capabilities and qualities that would qualify a student for various roles and tasks in performing arts performances. Protocols for those with IEP’s will also be developed.</p>
<p>July 2011</p>	<p>Teachers provided with professional development in CBM and formative assessments and re-teaching as well as the importance of SSR to support knowledge acquisition. They will be taught literary appreciation levels and how to recognize them in students.</p> <p>As part of the training, facilitators will help teachers review the commercial CBM assessments and select one to use for the initial school-wide skills assessment and as a guide for the mid-year and end-of-the-year assessments. Teachers will also choose a culturally relevant assessment for their subject. An example might be student written response / reaction to an Alice Walker Essay(Choice: A Tribute to Martin Luther King, Jr.) as well as an evaluation of the background knowledge they possessed before reading it. Select teachers will be trained in Read 180 a program that fits with the RTI model but includes more authentic literature.</p> <p>Teachers will find out where to get released CAHSEE and CST questions and learn how to weave CAHSEE prep and CST prep throughout the curriculum.</p> <p>Ordering of district periodic assessment materials will take place</p>
<p>September – November</p>	<p>Grade-level teacher teams will use commercial CBM assessments and annual curriculum maps³ (which include “power standards” to be covered prior to CST testing) to correlate with the district periodic assessments the first year. Teachers who teach subjects with no periodic assessments will use this time to develop project based learning or catch up on planning.</p>
<p>March – May</p>	<p>Grade-level teacher teams will use commercial CBM assessments, authentic assessments and annual curriculum maps to correlate to the district periodic assessments. They will also review CAHSEE results, periodic assessment results, Lexile Scores from Read 180, attendance data and student grades to determine which students need enrichment and which need more re-teaching</p>

Section 9 Attachment: Performing Arts Community School: Key Community Partnerships

School Resources

Resource	Role
Complex-Wide Welcome/Resource Center and	This location, which opens out to the visitors' parking lot, will serve as the nerve center that will bring together our internal structures, external partnerships, parents and community. At the Welcome/Resource Center, parents and community members can get information about the school & programs (and their child, with the appropriate identification), check in and be directed to the appropriate location/small school, attend informational talks, receive services from one of our partners, participate in parent/community councils, volunteer or just spend time in a positive and energetic environment. Please see Section 3.E. for a full description of the Welcome/Resource Center.
Parent/Community Coordinator	The person in this full time position will manage the Welcome/Resource Center with the help of a full-time office tech and parent volunteers. Additionally, this person will lead the Community Schools Council and work closely with the Operations Director to manage the external partnerships. Please see Section 3.E. for a full description of the Parent/Community Coordinator.
Parent Performing Arts Booster Club for Community School #4 but will work with other schools to promote awareness of performing arts.	Parents will raise awareness in the community and help obtain resources for our various performing arts events. Creating a Performing Arts Community School requires more resources, time and money than many other schools so we will work to identify parents who will participate in this endeavor. We will bring in Dr. Steven J. McCarthy, Secondary Arts Coordinator of the Arts Education Branch to help train parents as he has extensive experience in this area. We will reward them with gift certificates, a stipend if available and acknowledgement.

Community Resources

Resource	Role
Parents and Community Members	Through volunteering in the Welcome Center, in the small schools, as security and on the Community Schools and other leadership councils, parents and community members will help shape the overall school culture and contribute to its success. ⁴
Bethune Park	Next door to the school is Bethune Park, a location that houses existing community resources such as a toy exchange, parenting classes, parent meetings, community meetings (Bethune Block Club), community sports,
Los Angeles Police Department and Sheriff's Department	Work with both agencies to ensure safe passage routes and cooperation with the community.

³ See Section 2.B.ii. Curriculum Development for details on grade-level curriculum map development.

⁴ See Section 3.E. Parental Involvement for more details on volunteer involvement and coordination.

The Performing Arts Community School - Attachments

External Partnerships

Resource	Role
One L.A.	Based on their history of working with divergent and previously isolated communities, the schools have partnered with One L.A. to facilitate the work of our Community School Council.
St. John’s Child and Family Wellness Centers	School-based health clinic to provide the students and community with in-house primary care, mental health and dentistry, with referral services to local facilities for optometry and more advanced medical care.
Youth Policy Institute	Provide on-site tutors, after school programs and a community computer lab.
Center Theater Group In Partnership with LAUSD Secondary Arts Initiative.	Works in collaboration with teachers at schools with performing arts curriculum to strengthen their programs as well as provide resources.
The Music Center SRHS #4	Offers free seminars for parents to help them understand the value of theatre, music and dance. Free family theatre, dance and music performances are offered through and sponsored by the Music Center. They include puppet theatre, brass bands, Native American dance and more.
Los Angeles Educational Partnership	Providing a link to the Edison and Miramonte Community Schools services through their on-site director of services, with the goal of eventually creating a clear and supportive pipeline for students from pre-K through graduation. LAEP can also provide professional development.
UCLA Center X	This multifaceted educational organization provides high quality professional development in all academic subjects as well as doubling as support providers for new and struggling teachers. They support teachers who desire to become national board certified teachers and coordinate grant opportunities for teachers. We will seek to develop a contract with them as they worked well with teachers at Fremont High and were very successful at helping teachers improve their practice.

Section 10 Attachment: Applicant Team bios

Complex-wide

Russell Thompson, Ed.D. (LAUSD District 7, Director of Services)

Dr. Thompson has worked for over 30 years in the Los Angeles Unified School District, with 20 years of service as an administrator in high schools with similar populations to that projected for SRHS#2. During his time as an administrator, Dr. Thompson gained experience and knowledge in all the aspects of education that are critical to the successful implementation of a school program. His most recent assignment as the LAUSD District 7 Director of Services has provided him with additional experience and insight into the school reform process. Dr. Thompson has played an instrumental role in the collaborative work to develop strong proposals that will meet the needs of our students. As the Director of Services, Dr. Thompson will also play a key role in supervising and supporting the Operations Director and the small school principals in the implementation of the Public School Choice Plans.

Christopher Arellano (UTLA South Area Representative)

For seven years, Mr. Arellano has worked in South Los Angeles as a UTLA area representative, helping support local chapters and individual teachers, and acting as a dispute mediator when needed. Knowledgeable in the UTLA contract and LAUSD personnel policy, and possessing a background in political and community organizing, and social work, Mr. Arellano has played a critical role in helping the planning teams incorporate union and district policies into the plans, while always maintaining a focus on the needs of the students. Additionally, Mr. Arellano and UTLA have facilitated access to important resources such as UTLA experts on the PSC process, LASDI reviewers, copying/supplies, time for writing, and yummy food during our meetings! As we implement our plans, Mr. Arellano will continue his role as facilitator, helping us to shape a culture where teachers and administrators work in collaboration to meet the needs of our students.

Erica Hamilton (Coordinator, Gage and Central Community Schools)

Ms. Hamilton worked for six years as an English teacher at Fremont High School, during this time she developed important knowledge and skills in all of the instructional strategies proposed in the Public Service Community School (PSCS) proposal.⁵ In 2005, Ms. Hamilton collaboratively developed the Pathways Small Learning Community with her fellow teachers, under the guidance of the Los Angeles Coalition of Essential Schools (LACES). Through this experience, Ms. Hamilton became well-versed in the Coalition Common Principles and the value of using student-level data to improve instruction and interventions. In 2007 Ms. Hamilton left Fremont to pursue her doctorate in Urban Schooling at UCLA, focusing on small schools development and leadership, and working as a LACES leadership coach at Roybal High School. Since early 2009, Ms. Hamilton has been working with her former colleagues and students to develop the plan for the PSCS and since early 2010 has acted as coordinator of and key writer for the Gage and Central Community Schools planning team. Ms. Hamilton also earned an administrative services credential, plans to complete her Ph.D. in the spring of 2011 and will apply to be the principal of the PSCS.⁶

Edgar Hernandez (Parent Representative)

Mr. Hernandez has lived in South Los Angeles since 1983 and has been a student, parent and community advocate and volunteer in South Los Angeles schools for over 10 years. With a focus on public safety and educational access, Mr. Hernandez has participated (and continues to participate) in such programs as the Kids Watch Safety Program and USC's Neighborhood Academic Initiative. He is currently employed as a Parent Resource Liaison at Drew Middle School, and has additional

⁵ See Section 2.D. Instructional Strategies for details.

⁶ See Section 11.A. Principal Selection for details.

experience as an Education Aid Coordinator and Community Representative at Manual Arts High School and Crenshaw Community Adult School. Additionally, Mr. Hernandez has helped his own children navigate their own high school experiences (at Manual Arts and Foshay Learning Center) and college application/going process so he knows from first hand experience the challenges and rewards of such a process. One of Mr. Hernandez's sons graduated from MIT and the other two are currently attending Cal State, Northridge, and Cal State, Los Angeles. Mr. Hernandez has attended almost all of our community outreach meetings, and has joined our complex-wide design team. His insights into safety issues and parent/community engagement and his creative ideas regarding uniforms maintenance/enforcement and parent participation have contributed tremendously to the development of our plans for the complex and individual small schools. Once the school is approved, Mr. Hernandez will be applying for the position of Parent/Community Coordinator for the Gage and Central Community Schools Complex.⁷

Isaac Walker (community member)

Mr. Walker has lived in the community around SRHS#2 since 1965 and has volunteered at Bethune Park for 38 years. During that time, Mr. Walker coordinated a variety of sports teams and events at the park, getting to know the children and families in the community, and both of his children (now teachers) grew up participating in the athletics programs of the parks. Mr. Walker is a member of the Bethune Block Club, a community organization created to bring the community together around issues that impact the neighborhood. He is very excited about the potential for the Gage and Central Community Schools to provide the education the adolescents in the community deserve, and to act as a catalyst to bring the community together around a common goal of education. Mr. Walker has attended several community meetings and contributed his knowledge of the community needs to our proposal. He is acting as a consultant on the whole complex proposal-writing process, and will play an important role in engaging the community in making the plans into reality.

Performing Arts Community School

Barbara Stam (Lead Writer, Performing Arts Community School)

Ms. Stam is a dual –credentialed Social Science and English teacher who has taught in the Los Angeles Unified School District for 7 ½ years. She is currently obtaining her Reading Specialist Credential and Master's degree at Cal State Los Angeles with plans to use it within the classroom environment. She has taught US History, World History, Government, Economics and English and has a strong interest in project-based learning that requires student presentations and public speaking as well as role –playing. She has successfully integrated Interact curriculum in her classroom and finds it has helped more students academically than any other single curriculum source.

Ms. Stam believes that AP courses can greatly benefit most students, even those who are not considered “A” students. She has found that the desire to learn is a better predictor of success in AP courses than past academic grades.

She uses class websites extensively and believes that it helps students become more self-directed in their learning. She also has a strong interest in animal welfare and has rescued many pets in south Los Angeles. Educating students about proper animal care is something she considers as part of her job.

When the school is approved, Ms. Stam will apply for a Social Science/ English position at the Performing Arts Community School.

⁷ The Parent/Community Coordinator position is the Gage and Central Complex name for a Parent Resource Liaison. See Section 11 Attachment - *Job Descriptions* for details.

The Performing Arts Community School - Attachments

Dr. Steven J. McCarthy- Secondary Arts Coordinator for Arts Education Branch LAUSD

Dr. Steven J. McCarthy is the Secondary Arts Coordinator for the Arts Education Branch at LAUSD. Prior to going into arts administration for the school district, Dr. McCarthy was a critically acclaimed theatre teacher and director at San Fernando Middle School for many years. Professionally, as an actor, he has been seen in several films, television shows and plays. His most recent project includes the role of Principal Ford in LAUSD's Human Resources newest line of professional development videos for administrators and teachers. He holds a PhD from Oxford in Critical Analysis of Dramatic Literature, an MFA from Brooklyn College in Performing Arts Management, and a BA from Baldwin Wallace College in Business Administration/Speech, Communications & Theatre Arts with a Minor in Spanish. Additionally, Dr. McCarthy is a theatrical director/producer with credits throughout the U.S. and Europe. He currently is a professor of arts integration in the MAT program at USC. He has served on the boards of Los Angeles Opera, California Educational Theatre Association (CETA), and AIDS Healthcare Foundation (AHS).

Nathalie Cunningham (Theatre teacher LAUSD and Writer for Performing Arts Community School)

Ms. Cunningham is a highly experienced theatre teacher in LAUSD who possesses Single Subject Credentials in English and French. She obtained her BFA in Theatre/Acting from the University of Illinois and her MFA in Classical Acting from The Academy for Classical Acting at the Shakespeare Theatre and George Washington University.

She has been a professional working actress for 26 years and has experience in all aspects of theatre, as well as radio, television, and film. Her theatre classes include acting, scene, lighting, sound, costume, and make up design, theatre history, stage combat, and play production. She has taught all forms of theatre and drama for 18 years and her special interest and strength is Shakespeare.

While teaching at Fremont High, she produced twelve productions and taught students acting, design and performance. Her teaching philosophy is student-centered and aims to help students reach the ability to work well in groups, independently be responsible towards others, be creative, communicate and problem solve and honor commitments and deadlines. She is currently a theatre teacher at University High School in LAUSD. Ms. Cunningham may apply for a theatre teaching position at the Performing Arts High School.

Mr. John Contreras Special Education Teacher Fremont High School

In addition to possessing a wonderful sense of humor and great rapport with his students, Mr. Contreras also has a Level II special education credential as well as an administrative credential from National University. He has taught all levels of special education after obtaining his credential through Cal State Dominguez Hills. At Fremont, he taught mild to moderate students from 2005 to 2007, followed by RSP in 2008 and he currently teaches a moderate to severe student population and possesses an expert knowledge of IE's and Welligent.

He has taken on many leadership roles which allow him to understand all stakeholders in a school community. He is a mentor teacher for LAUSD, Cal State Dominguez Hills and National University, as well as being the UTLA chapter chair at Fremont High School and on the school leadership council as well as the school site council at Fremont. He is a lead teacher for Humanitas and has served as department chair for special education. One of his greatest assets in being a school leader is his ability to make people feel at ease and solve problems with a sense of humor. Mr. Contreras plans to apply as principal of the Performing Arts High School at South Region High School #2.

Section 10 Attachment: School Level Committees

Complex-wide

At the opening of the 2011-2012 school year, the Gage and Central Community Schools Complex will put the following leadership committees in place. Communication within and among the leadership committees is key, thus a google group/list-serve will be developed for all complex-wide committees so that agendas, meeting dates/times and meeting notes are public and readily accessible. Additionally, at the beginning of the year, the experienced members of the staff⁸ will hold a brief training for each committee regarding effective meeting strategies and protocols (agenda development, norms, notes, communications and consensus-based decision-making processes).

Building Council

Composition: Operations Director (facilitator), small schools principals (4), representatives from the community schools and student councils (2).

Function: To make and approve all complex-wide decisions regarding shared elements, procedures and policies (e.g. staff, budget, schedule, school selection/enrollment process for students, facilities, safety and discipline).

Meeting time/frequency: For the first semester of operations, the Building Council will meet once per week. This will be an after or before school meeting, specific time/day TBD.

Process: The Operations Director will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Instructional Council

Composition: Operations Director (facilitator), small schools principals (4)

Function: To provide an opportunity for the small school principals to share instructional resources and collaborate to share best practices to improve practices across all four schools.

Meeting time/frequency: For the first semester of operations, the Instructional Council will meet once per month. Proposed day/time: TBD (could be before, after or during the school day).

Process: The small schools principals will rotate responsibility for developing the agenda and posting on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Student Leadership Council

Composition: Operations Director (facilitator) and students elected to be small school representatives (4 students per school – 1 per grade level).

Function: To develop and coordinate complex-wide student activities (dances, inter-mural sports and activities).

Meeting time/frequency: The frequency will be determined by the council, but all students elected to be representatives will be scheduled into their small school's leadership class during 7th period. The Complex-wide Student Leadership Council will meet during this time.

Process: The meetings will initially be facilitated by the Operations Director, but the goal is for the Operations Director (or one of the small school leadership teachers) to teach the students the skills to plan agendas, facilitate meetings and make decisions and the students will take over the meeting process, supervised by either the Operations Director or a rotation of the leadership teachers.

Community Schools Core Leadership Council

⁸ Currently, Russ Thompson, Christopher Arrellano, Erica Hamilton and Juan Puentes have extensive experience in effective meeting protocols and processes, but the goal is to draw from the experience of new hires as well.

The Performing Arts Community School - Attachments

Composition: Parent and Community Coordinator (facilitator), parents, community members, external partners, students, teachers, small school principals and complex-wide administrators and staff. Participation is voluntary, and anyone may attend the meetings.

Function: To develop, implement and evaluate the Community Schools components that support the needs of our students and the community. To develop leadership among community members to inspire empowered civic engagement.

Meeting time/frequency: To be determined by the Council (recommend at least one meeting per month). This will be an after or before school meeting, specific time/day TBD.

Process: The Parent and Community Coordinator, with the support of our One L.A. facilitator, will work through a community organizing cycle create positive relationships to work together to achieve the Community Schools' goals. The Parent and Community Coordinator will develop the agenda and post on the list-serve at least 3 days prior to the meeting (notices for these meetings will also be posted in the Welcome Center). All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Safe Schools Council

Composition: Operations Coordinator (facilitator), school safety staff (police, aides, volunteers), parents, community members, students, teachers, small school principals and complex-wide administrators and staff. Participation is voluntary, and anyone may attend the meetings.

Function: To develop, implement and evaluate a *Complex-wide School Safety and Behavior Expectations Plan*.⁹

Meeting time/frequency: To be determined by the Council with a higher frequency recommended at the beginning of the year during the plan development and initial implementation. This will be an after or before school meeting, specific time/day TBD.

Process: The Operations Coordinator will develop the agenda and post on the list-serve at least 3 days prior to the meeting (notices for these meetings will also be posted in the Welcome Center). All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Performing Arts Community School

At the opening of the 2011-2012 school year, the PACS will put the following leadership teams in place. Communication within and among the teams is key, thus a google group/list-serve will be developed for all teams so that agendas, meeting dates/times and meeting notes are public and readily accessible. Additionally, at the beginning of the year, the experienced members of our design teams¹⁰ will hold a brief training for each committee regarding effective meeting strategies and protocols (agenda development, norms, notes, communications and consensus-based decision-making processes).

As part of the additional duties required through the Elect-to-Work Agreement, all teachers at PACS must volunteer to participate in one committee per year. This includes the above referenced Complex-wide committees as well as the small school committees listed below.

Governing Council

Composition: See Section 10.C. below

Function: To make and/or approve all decisions regarding small school elements, procedures and policies (e.g. staffing, instruction, budget, programming, safety and discipline).

⁹ See Section 3.A. *Building a Safe Community* for details.

¹⁰ Russ Thompson, Christopher Arellano, Erica Hamilton and Juan Puentes have extensive experience in effective meeting protocols and processes.

The Performing Arts Community School - Attachments

Meeting time/frequency: For the first semester of operations, the Governing Council will meet once per week. This will be an after or before school meeting, specific time/day TBD.

Process: The elected facilitator will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Professional Development Team

Composition: Principal (facilitator), counselor and one teacher volunteer from each grade-level team.

Function: To collect student-level data, create and facilitate analysis procedures for the professional development meetings, and conduct needs assessments within the faculty to develop all-faculty, grade-alike or small group professional development sessions.

Meeting time/frequency: Bi-weekly until the professional development plan is set for the semester. Then, as needed and after each assessment process when the data set becomes available.¹¹ This will be an after or before school meeting, specific time/day TBD.

Process: The principal will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Advisory Support Team

Composition: Four teacher volunteers with previous advisory experience and success, and the principal or counselor.

Function: To develop an advisory curricula menu and support teachers who are having difficulty implementing their advisory program.

Meeting time/frequency: Bi-weekly (opposite weeks than the Data and Professional Development Team) until the advisory plan is developed, then monthly for check-ins and to plan in-class supp

Process: The facilitator will be a rotated position among the teacher leaders. He or she will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Student Leadership Team

Composition: Up to 30 students may volunteer or be recommended for the PACS Leadership Team. The team will meet as part of the 7th period leadership class curriculum. Additionally, as students are elected to represent PACS in the Complex-wide Student Council, they will join the class and take part in small school student leadership in addition to representing the school at the complex-wide meetings.

Function: To develop the small school's identity and culture through planning activities, events, celebrations, competitions, and publicizing performing arts activities. etc.

Meeting time/frequency: 7th period Leadership Class.

Process: The principal and counselor will co-facilitate the leadership class during the first semester. This facilitation will involve teaching the students the skills to plan agendas, facilitate meetings and make decisions with the goal of the students rotating the facilitator role, with the supervision of either the principal or the counselor.¹² All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Parent Leadership Team

¹¹ See Section 4.E. Data Collection and monitoring for details.

¹² For a description of the Leadership Class curriculum, please see Section 2.B. Core Academic Curriculum: *Course Descriptions*.

The Performing Arts Community School - Attachments

Composition: PACS Parent/Community Representative (facilitator) and parent volunteers. It is important that the parent representatives on the Governing Council , Gage and Central Building Council and Performing Arts booster club participate in these meetings.

Function: To develop processes and outreach strategies to promote parent participation in the PACS.¹³ To provide a space for parents to express concerns and share ideas. Additionally, the PACS Parent Leadership Team plays an important role in the process for representing those concerns/ideas to the PACS Governing Council and G&C Complex-wide Building Council and supporting performing arts as a central mission of the school

Meeting time/frequency: To be determined by the team

Process: The Parent/Community Representative will develop and post the agenda on the list-serve (and in the Welcome Center and PACS front office) at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

¹³ See Section 3.E. Parental Involvement for details.

Section 10 Attachment: Job Descriptions

Responsibilities of the small school principal PERFORMING ARTS COMMUNITY SCHOOL

- Supervision and support of the instructional program aligned with the vision of the school, including standards-based instruction.
- Support of performing arts which includes coordination of grant proposals with the Secondary Arts Branch
- Counseling services, including peer and college counseling
- Master schedule
- Staff development and professional learning communities
- Administration of classroom discipline, including detention and parent conferences.
- Teacher informal and stull evaluations using procedure and criteria in staffing section
- Collaboration to develop a common bell schedule
- Provide a UTLA-approved selection process for one of the following school governance structures: Shared Decision Making Council (SDMC), School-Based Management (SBM), Expanded School-Based Management Model (ESBMM), or Pilot School Model.
- Support and provide oversight of a School Site Council (SSC), Compensatory Education Advisory Council (CEAC), and English Language Advisory Council (ELAC).
- Substitute teachers
- Textbooks
- Instructional program for English language learners
- Instructional program for students with disabilities
- Collection of syllabus from staff
- Budgets and purchasing
- Keys
- Identification of students to receive lockers
- Attendance monitoring
- Field trips
- Per-pupil budgeting
- Banked-time staff development days
- Administration of CAHSEE, CST, CELDT, CAPA, and common assessments.
- Title I and all other categorical programs
- Time reporting and payroll for small-school staff members

Responsibilities of the Operations Director

- Physical plant
- Administration of campus discipline and supervision, including tardy prevention, lunch detention, in-school suspension, Saturday school, arrests, expulsions, and gang prevention. Serve as liaison with school police, the Los Angeles Police Department, and the Los Angeles County Sheriffs Department.
- Cafeteria services
- Physical education department (each P.E. teacher will coach at least two sports.)
- Athletics and cheerleaders
- School-wide student activities, including dances, senior activities, prom, yearbook sales, etc.
- Student store and associated student body budget
- Emergency operations (fire, earthquake, inter-group relations)
- Mediation process as needed among small-school principals. (Final decisions, if agreement cannot be reached via consensus, will be decided by a vote of the four principals. In the event of a tie vote, the director of high schools will make the final decision.)
- Liaison with adult school program
- Liaison to Community Schools partnerships
- School nurse
- School health clinic
- Physical plant
- Bus transportation
- Welcome center and registration office
- Main telephone switchboard
- Civic center permits
- Emergency operations and school crisis team
- Library and college/career center
- Lockers
- School-wide peer mediation program
- Sexual harassment policy
- SIS and ISIS
- School web site
- School-wide activities calendar
- Time reporting and payroll for operations staff

Responsibilities of the Parent/Community Coordinator (Parent Resource Liaison)

- Manage the Welcome Center and staff (educational aides and volunteers)
- Coordinate and conduct workshops for parents to be more effective in their children education
- Recruit, process, train and manage parent and community volunteers
- Answer phones, design flyers, translate/interpret, keep inventory and records
- Provide resources and information to parents, students and community
- Knowledgeable about questions commonly asked by parents (important dates, report cards, graduation requirements) or have the resources necessary to find the answers.
- liaison to One LA
- Facilitate a complex-wide parent leadership council that meets at least once per month
- attends (or finding an appropriate representative to attend) the complex-wide decision/policy-making meetings in which parent/guardian input is needed (building council and safe schools team).

The Performing Arts Community School - Attachments

Section 13 Attachment Preliminary Budget

Budget for PACS School - DRAFT 11-15-10

Total Expected Enrollment	375
Attendance Rate (dist)	0.92
ADA	345
Per pupil funding	\$3,745
Total budget	\$1,292,025.00

ESTIMATED CATEGORICAL (see below) = \$357,360.00

Projected Expenditures	FTE	Total cost	Per Pupil	Categorical	Notes
Complex Contribution					
Operations Director	0.25	121,092.00	30,273.00		administrator
Operations Coord	0.25	63,173.00	15,793.25		out of classroom teacher
SAA	0.25	45,722.00	11,430.50		SAA if handles payroll
Ed Aides	0.5	34,433.00		17,216.50	
Parent/Rsc Liaison	0.25	44,770.00		11,192.50	EO46
School police	*central fund				
Campus Aides (5 day/wk)	0.25	42,740.00		10,685.00	central fund + .25 for shared additional
college/career couns	0	70,885.00			2nd year
librarian	central fund				
library aide	0.25	38,507.00	9,626.75		
school nurse (3 days/week)	0.25	55,326.38	13,831.60		day + 3/4 central fund?
school psychologist (2 days)	0.25	41,415.39	10,353.85		
plant manager	0.25	52,471.00	13,117.75		A-basis
custodian/grounds	0.25	38,589.00	9,647.25		central fund + .25 for shared additional
school facilities attend	0.25	32,874.00	8,218.50		central fund + .25 for shared additional
custodial overtime					
gardener	central fund				
food services mgr	central fund				
food services wrks	central fund				
P.E. teacher	1	63,173.00	63,173.00		
Athletics differentials	central fund				if we require each teacher to coach
2 schools shared					
PSA counselor	0.5	103,538.46		51,769.23	Title I
special education clerk	0.5	45,722.00	22,861.00		
elective teacher	0	63,173.00	0.00		
PSCS					
principal	1	113,072.00	113,072.00		
counselor	1	70,885.00	70,885.00		
SAA	1	45,722.00	45,722.00		
community rep (20 hrs/wk)	1	12,000.00		12,000.00	EO46 or bilingual
gen ed teachers	14	63,173.00	884,422.00		
ESL teacher	1	63,173.00	63,173.00		
ELI teacher	1	63,173.00	0.00	63,173.00	Bilingual
Special ed teachers (2)	central fund				
IMA	1	12,000.00		12,000.00	Title I
substitutes (10 days)	16	2,601.40		41,622.40	
pd add time (10 days)	16	3,263.20		52,211.20	Title I (326.32 per day)
Teacher differentials	4	1,425.20		5,700.80	1425.20/tchr
Teacher X time (7th period)	16	1,820.82		29,133.12	
WBL coord/Social Entr Tchr					Year two
			\$1,385,600.44	306,703.75	

*Central Fund = dollars allocated in *districtwide programs money taken out of per pupil funding (pg.

Categorical Funds

	RATE	% at Fremont	Projected total	
S046 (federal title I)	687.00	0.80	300.00	206,100.00
EO46 (title I parental inv)	345.00	0.80	300.00	103,500.00
N539 (state title I)	19.75	0.80	300.00	5,925.00
S539 (state title I)	19.00	0.80	300.00	5,700.00
1N78 (PD only - NCLB)	30.00	0.80	300.00	9,000.00
S176 (title III - bilingual)	75.00		0.00	0.00
S536 (fed bilingual ELs)	422.00	0.04	15.00	6,330.00
S536 (fed bilingual RFEPs)	272.00	0.16	60.00	16,320.00
N536 (state bilingual ELs)	83.00	0.04	15.00	1,245.00
N536 (state bilingual RFEPs)	54.00	0.16	60.00	3,240.00
				357,360.00

Potential Additional Funds

- Measure R (computers)
- Adult School satellite (additional custodial)
- Beyond the Bell
- Startup funds (HAAT got 1.6 mil)

Section 12 Attachment: Elect to Work Agreement

Performing Arts Community School Work Agreement (2011-2012)

I, _____, am voluntarily electing to work at the Performing Arts Community School (PACS). By signing this Election Agreement, I indicate that I understand and accept the vision and mission of the PACS and the following terms and conditions of my employment.

Gage and Central Community Schools Vision and Mission:

All of the schools within the Gage and Central Community Schools Complex commit to working collaboratively within and across the small schools to provide all students with a supportive, challenging and standards-based education that will prepare them for college, career and life. To do this our schools will be *whole student centered* –meeting students’ educational, health, safety and social needs; *all student inclusive* – including, but not limited to English learners, standard English learners, and special education and gifted students; *family focused* – providing a welcoming and supportive environment, and drawing on families as resources; and *community connected* - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

Performing Arts Community School Vision & Mission:

Beyond the core values shared by all of the Gage & Central Community Schools, the Performing Arts Community School is committed to teaching life skills and social skills through the performing arts as a means for students with different learning styles to learn and make connections across the curriculum. During their time at PACS, students will strengthen and build on their skills and knowledge in basic and advanced academic competencies; will cultivate new skills in critical-thinking, problem-solving, collaboration and creativity; and will play an active role in the school, the local community and in their own lives.

Our mission is to use the unique talents of our staff in conjunction with project-based instruction, instructional strategies that support literacy and additional interventions and accelerations to help all students actively engage in a rigorous, standards-based curriculum that will prepare them with a strong foundation of basic reading, writing, mathematical and critical thinking skills, the ability to think through and solve problems (individually and collectively), and an adeptness in the technological, collaborative and entrepreneurial capacities that facilitate success in college, career and life.

Commitment to the Performing Arts Community School (PACS)

I have read and agree with the PACS vision and mission. I understand that PACS is a full inclusion school and I will be teaching heterogeneously grouped classes with students of widely varying learning styles and needs.

I acknowledge that professional development, collaborative planning and maintaining a reflective practice are valued by PACS faculty, and I agree to actively participate in planned professional development to advance my knowledge and skills as a teacher, and engage with my colleagues in regular collaborative planning sessions to assess student needs, reflect on student work, and revise and develop curriculum and instructional strategies.

The Performing Arts Community School - Attachments

I understand that PACS is a vibrant small school community within a safe and caring large school complex due to the participation of all teachers at the small school and/or school complex level, and their willingness to engage with parents, community members and community partners. I am committed to taking on additional roles beyond my teaching responsibilities, and participating in small school and complex-wide events and activities whenever possible.

I understand my responsibilities include:

Curriculum and Instruction

- Collaborating with PACS faculty and working independently to construct effective and engaging standards-based curriculum.
- Participating in grade-level and vertical planning meetings.
- Plan effective lessons
- Differentiating instruction for students with varying learning styles and needs within my classroom and through additional interventions and accelerations in the learning lab.
- Collaborating and Co-teaching with special education and EL teachers and para-professionals to ensure the academic success of all students.
- Developing lesson and unit plans that build upon students' previous learning, and provide the necessary scaffolding to allow them to engage with rigorous standards.
- Measuring student achievement with multiple assessments -- project-based, performance-based, essays, selected-response and constructed-response -- as assessments *for* learning (formative) and *of* learning (summative).
- Attending at least two school-wide performances of students and actively supporting the students in the performing arts
- Continually monitoring student achievement and tailoring instruction accordingly.
- Integrating technology in the classroom where appropriate and encouraging students to use technology when appropriate.
- Providing test preparation strategies for CST, SAT and ACT and explicitly preparing students for the CAHSEE.

Collegiality, Collaboration and Environment

- Creating a welcoming, orderly, print-rich and engaging classroom environment.
- Assisting other staff members as needed

Additional Roles and Duties

- Participating in at least one PACS school team or GCSC council.
- Teaching one learning lab session per semester (for intervention and accelerated students), which includes 1 days per week during school and 1 day per week after school (see teacher schedule for details).
- Teaching one advisory class per semester and assisting students in the development of their theatre/music portfolios and related components
- Maintaining and nurturing relationships with PACS students and their families
- Helping supervise or plan at least one extra-curricular event each semester
- Attending a minimum of one 8th grade recruitment fair or event
- Addressing non-extreme behavior issues within the classroom (or among teachers).

Professional Growth

- Developing an Initial Planning Sheet (IPS) at the beginning of each school year that outlines curricular and instructional goals for the year.
- Work with support providers such as UCLA Center X
- Participating in annual self-evaluation and performance evaluation and with the principal.

- Participating in the Teacher Orientation Retreat¹⁴, bi-annual data analysis and reflection retreats, and all professional development sessions during the weekly professional development time.

Salary, Benefits, Seniority and Membership in a Bargaining Unit

I understand that I maintain the status of an LAUSD employee who works in a Pilot School:

A. These employees shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Agreement between the District and UTLA (“Agreement”). The parties agree this constitutes authority to establish non-uniform Salaries pursuant to Government code 3543.2(e).

B. These employees 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. These employees shall continue to accrue seniority as provided in the California Education Code.

C. These employees 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.).

Work Hours and Schedule

I understand that:

- The workday for teachers will begin 10 minutes before the first bell and will end 5 minutes after the last bell.
- Teachers will participate in and be compensated for twelve (12) professional development days before school starts, one (1) day of mid-year planning prior to the end of Winter Break and one (1.5) days of reflection and planning at the end of the school year for as long as funding is available.
- Teachers will be asked to supervise one (1) after-school learning lab sessions of fifty (50) minutes each per week. They will be compensated for this time.

Distributed Leadership in a Pilot School

I understand that teachers will:

- Participate in at least one PACS team or GCCS council
- Participate in regular and collegial discussions about school policy, curricula, and all other school-related topics, with the goal of democratic decision-making and transparent school operations.
- Contribute to dialogue around school issue in a collegial, productive, and timely manner.
- Expect to take responsibility for addressing behavior issues and implementing changes in school operations, rather than view this as the domain of the “administration”.
- Understand that the pilot school autonomies provide our school with the opportunity to innovate, but they also put far greater responsibility on teachers to be accountable for the decisions made by the school.

¹⁴ Or makeup session if not hired in time for the retreat.

Equity Issues

I understand that no person shall be discriminated against based on race, gender, age, religion or sexual orientation. If a staff member has concerns related to equity issues at the school, that staff member should contact the Equal Opportunity Section within LAUSD offices (213-241-7633).

Dispute Resolutions

I understand that the processes and procedures for dispute resolution will be determined by the Governing Board of the Performing Arts Community School.

Release of Employment at The Performing Arts Community School (transfer)

I understand that:

Permanent teachers may unilaterally and voluntarily transfer from the Performing Arts Community School by May 15 of each year. Similarly, The Performing Arts Community School Governing Council may unilaterally transfer teachers by March 15 of each year. Teachers are expected to fulfill all contractual obligations outlined in this Election-to-Work Agreement and in the UTLA contract. These include, but are not limited to attending school regularly and punctually, providing lesson plans when absent, calling for a substitute, attending parent conference nights, submitting attendance in a timely manner, submitting marks and roll books on time and accurately, etc. In the event of such transferring, permanent teachers will be placed on the system-wide list, subject to the terms and procedures of the UTLA Contract.

Dismissal

I understand that I am subject to dismissal from LAUSD in accordance with existing law. If I am a permanent teacher, I will be transferred to the eligibility pool for LAUSD teachers.

Signatures

I voluntarily choose to work at the Performing Arts Community School. I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

Name: _____

Date: _____

Principal: _____

Date: _____

Section 14 Attachment - Waiver for Staffing

**Waiver for Staffing LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

**PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: December 1, 2010

School/Office: South Region High School #2 **Local District/Division:** LD 7
Performing Arts Community School

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article IX-A

Waiver Description : (Describe the actions that require a waiver)

Staffing

- *First year*

- Hiring priority given to the two teachers on the design team
- Placement within the school is based on the seniority for academic classes and student need for performing arts classes. Classified staff will be hired first who were effected by the Reduction in Force if they are committed to the school vision. One exception will be a computer technician who we reserve the right to hire based on qualifications.

- *After first year*, hiring is based on the ability to hire dual-credentialed teachers, then seniority for the Performing Arts High School. However, all potential hires will need to complete two demonstration lessons before being hired. We will examine the Reduction in Force pool for potential performing arts instructors as well.
Special Education aides will be hired based on their ability and willingness to work in an inclusion environment, actively assist students with their studies, and assist students in integrating into a performing arts environment.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

The plan for the Performing Arts Community School is built on the strengths and expertise of the teachers and staff members on the design team. Their expertise will allow the extension classes to be rapidly and effectively implemented, and they have experience in the core elements of the PD plan, which they can share in PD and support other teachers with throughout the school year. It is also based on harnessing the strengths of the many quality veteran teachers in the district and bringing aboard teachers with innovative ideas.

Staffing is critical at a small school, where every teacher must be fully committed to the mission and vision. The ability to hire teachers based on dual –credential status and qualifications, while respecting seniority rights will support students in achieving at the highest level possible. Our students deserve qualified experienced teachers.

The Performing Arts Community School - Attachments

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

Section 14 Attachment: Waiver for Transfers

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

**PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: December 1, 2010

School/Office: South Region High School #2 **Local District/Division:** LD 7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article XI. 2.0

Waiver Description : (Describe the actions that require a waiver)

Transfers
- administrative (Governing Council) transfer of a teacher not meeting expectations after Tier 1 and Tier 2 interventions have not been effective.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

It is critical to the success of the **Performing Arts Community School** plan that every stakeholder commits to the mission and vision of the school and supports the development of a collaborative culture with shared responsibility and an intense focus on student success and achievement. In a small school, it is especially critical that every stakeholder be working together toward the same goal. The ability to transfer a teacher who is not meeting expectations after a fair evaluation, or for a teacher to transfer themselves if they do not see themselves as a good fit for the school, is critical to the success of the school and its students.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

Section 14 Attachment: Working Hours

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

**PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: December 1, 2010

School/Office: Performing Arts Community School **Local District/Division:** LD 7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article IX.

Waiver Description : (Describe the actions that require a waiver)

Work Hours and Schedule

- Additional on-site time requirement (1 hour)
- Tutoring requirements (50 minutes per week) compensated
- Participation in at least one leadership council/team
- Required (compensated) professional development time (up to 18 days/year)
- Weekly professional development day moved to Monday

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

A majority of students at the Performing Arts Community School will be below grade level in English or math. In addition, they will need more time to integrate performing arts into their day, as will teachers. An extended school day allows for an additional period to provide critical support and extension for students and meet the time needs for the performing arts. Required tutoring after school for targeted students gives teachers the time and space to meet the critical educational needs of these students.

Participation and collaboration among teachers and other stakeholders is central to the plan for the Performing Arts Community School. The requirement that teachers serve on at least one leadership council or team and that they participate in additional, paid professional development supports the development of a culture of shared leadership and collaboration.

Moving the weekly professional development day to Monday will create the least complicated schedule. Students will attend all classes on Monday and alternate days of block scheduled classes during periods 1-6. This will keep the schedule consistent each week.

Requesting Administrator's Approval:

Principal/Administrator

Date

The Performing Arts Community School - Attachments

Local District Superintendent/Division Head/Designee

Date

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net

APPLICANT TEAM INFORMATION

Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)*

**LAUSD D7/UTLA/Gage & Central Community School #4: Performing Arts Community School
Barbara Stam and Russ Thompson (323-242-1492)**

Address:

Website (if applicable):
<http://gageandcentralschools.com/>

Phone Number:

Email Address:
bes2699@lausd.net
rlt4802@lausd.net
nathalie.cunningham@lausd.net

School site for which your team is submitting a Letter of Intent

South Region HS #2

School type for which your team is applying

Small pilot school (500 students)

List the name and contact information of your design team members below:

Name:	Phone:	Email address:	School/Affiliation
1. Erica Hamilton			UCLA
2. Russ Thompson			LAUSD District 7 Dir. School Services
3. Christopher Arellano			UTLA
4. Edgar Hernandez			Parent Liaison
5. Isaac Walker			Community Liaison
6. *Barbara Stam			LAUSD Teacher, Social Science/ English
7. Nathalie Cunningham			LAUSD Theatre teacher English/French credentials
8 John Contreras			LAUSD Special Education teacher /admin credential
9. Dr. Steven J.			LAUSD Secondary Arts

***PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS***

McCarthy			Coordinator, Arts Education Branch
10.			
11.			
12.			
13.			
14.			

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- Traditional Pilot Network Partner ESBMM
 Independent Charter Affiliated Charter

Name of School Performing Arts Community School SRHS #4

Name of Applicant Group/Applicant Team Performing Arts Community School (PACS) Russell Thompson, Barbara Stam, Nathalie Cunningham, John Contreras

Lead Applicant Dr. Russell Thompson, Barbara Stam

Title of Lead Applicant Director of High Schools Local District 7

Mailing Address 10616 S. Western Avenue, Los Angeles, CA 90047

Phone Number 323-242-1300 Fax Number 323-242-1390

Email Address RLT4802@LAUSD.NET

Website (if available) _____

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
 The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
 The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
 The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to

relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charter schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B)

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District’s established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” The “opt-out” decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 (“Proposition 39”) for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Dr. Russell Thompson

Title of Lead Applicant Director of High Schools Local District 7 LAUSD

Signature of Lead Applicant _____ Date _____

Name of Board President* _____

Signature of Board President* _____ Date _____

**The additional name and signature of the Board President is only applicable to organizations with*

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
APPENDIX D
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Gage and Central Community School #4: Performing Arts Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>It is the principal's responsibility (with the support of the Special Education Clerk) to maintain the following publications and forms in the school office:</p> <ul style="list-style-type: none"> o <i>Are You Puzzled by Your Child's Special Needs?</i> brochure o <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> o <i>Student Enrollment form</i> o <i>Student Information Questionnaire for Parents and Guardians</i> o <i>Request for Special Education Assessment form</i> o <i>The International on Arts and Disability (VSA)(brochure: tips for parents, importance of arts for disabled students and list of disabled artists, poetry in inclusive settings)</i> <p>The principal/special education clerk will prominently display information regarding the LAUSD Complaint Response Network/Parent Resource Network in the school office and in the parent/community welcome center.</p> <p>The school will use the following processes to identify students with disabilities who enroll in PACS:</p> <ul style="list-style-type: none"> - Our school will use the standard LAUSD student enrollment form (Section D.1. identifies students who have received special education services, have a current Individualized Education Program or students with a Section 504 Plan). - Our school will use Welligent and ISIS, and the records directly transferred from the feeder or sending school will identify each student's special education needs and/or IEP/504 Plan. - After enrollment, the special education clerk will work with the RSP and SDP case carriers to identify all students with special needs in the school. - The case carriers will send a copy of each student's IEP to the student's advisor and grade-alike team, and use time during a PD meeting to discuss the IEP elements and address questions. - The advisor will examine the cumulative file and contact the student's previous school and parents to inquire about any services /special adaptive technology that the student had at the previous school. - After enrollment, each student's advisor will meet with each of their students' parents (parent night, home visit, phone call, in-school meeting, etc) and welcome them to the school. As part of this

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
APPENDIX D
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Gage and Central Community School #4: Performing Arts Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>welcome, the teacher will inquire again into any services the students had at the previous school – in case something was missed on the enrollment form. It is important to note that prior to this contact, teachers will be trained regarding the sensitivity of the matter and will not ask explicitly about an IEP or special education unless they know the students are receiving those services.</p> <p>Staff Orientation</p> <ul style="list-style-type: none"> - As part of professional development¹ all teachers will: <ul style="list-style-type: none"> o Be trained in the Special Education Process as outlined in the LAUSD Special Education Policies and Procedures Manual (pg. 14). o Be trained in the Response to Intervention Process o Be introduced to the special education programs offered at our school o Review student IEPs o Discuss and be trained in strategies for integrating students with special needs into the classroom o Be trained in differentiation, and classroom modifications o Be briefed on research on the importance of the arts as a multi-sensory learning experience that is ideal for special education students. o Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications o Be trained specifically in implementing performing arts in an inclusion setting. - Information regarding the Special Education Assessment Process, Response to Intervention Process and all relevant forms will be located in the Faculty Manual made available to all faculty members, with a copy located in the school office.

¹ See Section 5: Professional Development for details

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Outcome 2	Intervention Programs	<p>Students with IEPs or 504 plans will receive individualized services provided and coordinated by the RSP/SDP teachers and paraprofessionals in accordance with the needs identified in the plans. These students are considered as receiving Tier 3 (special education) interventions in addition to the general education assessments and interventions described below.</p> <p>PACS will use the Research-based Response to Intervention (RTI) process to identify and assist “at risk” students who are not receiving special education services. This process is introduced in Section 2.C Addressing the Needs of all Students (including Section 6 Appendix: RTI Process Chart), and contains the following steps:</p> <ul style="list-style-type: none"> - Conduct an initial assessment at the beginning of the year.² - Depending on the cut-offs and percentiles recommended within the assessment, students will be identified as “no intervention,” “Tier 1 intervention” and “Tier 2 intervention.” <ul style="list-style-type: none"> o Students identified as “no intervention” and will receive the following instruction: <ul style="list-style-type: none"> ▪ General Education Setting ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum.³ o Students identified for “Tier 1” intervention will receive the following instruction/intervention <ul style="list-style-type: none"> ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum. ▪ Advisor reviews assessment results with student; sets goals with student in ILP & creates a learning plan for the Learning Lab that will provide focused instruction on the student’s specific areas of challenge.⁴ ▪ After school Learning Lab time will be recommended

² We are currently researching assessments, and are leaning towards the Renaissance STAR Reading and Math assessments.
³ See Section 2.D. Instructional Strategies for details regarding the instructional strategies teachers will use across the curriculum.
⁴ See Section 2.C. Addressing the Needs of All Students for more details on the Learning Lab.

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		<ul style="list-style-type: none"> ▪ . Advisor informs parents about their child’s identification for Tier 1 Intervention and the goals, strategies and recommendations referenced above. ▪ Students will be monitored (through a follow up assessment⁵) after 8 weeks ▪ If the student shows adequate growth (response to intervention); student will remain in Tier 1 intervention until the mid-year assessment. ▪ If the student does not show adequate growth (not responding to intervention) after 8 weeks; student will be identified for Tier 2 intervention. <ul style="list-style-type: none"> ○ Students identified for “Tier 2” intervention will receive the following instruction/intervention <ul style="list-style-type: none"> ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum. ▪ Advisor reviews assessment results with student; sets goals with student in ILP & creates a learning plan for the Learning Lab that will provide focused instruction on the student’s specific areas of challenge.⁶ ▪ After school Learning Lab time will be recommended ▪ Students will receive small group or 1-1 tutoring assistance during Learning Lab time ▪ Advisor informs parents about their child’s identification for Tier 2 Intervention and the goals, strategies and recommendations referenced above <p>Students will be monitored (through a follow up assessment⁷) after 8 weeks If the student does not show adequate growth (not responding to intervention); student will be identified for a special education Student Success Team (SST).</p>

⁵ The follow-up assessments will be connected to the initial assessment (most likely Renaissance STAR).

⁶ See Section 2.C. Addressing the Needs of All Students for more details on the Learning Lab.

⁷ The follow-up assessments will be connected to the initial assessment (most likely Renaissance STAR).

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		<ul style="list-style-type: none"> ▪ If the student does not show adequate growth (not responding to intervention); student will be identified for a special education Student Success Team (SST).
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>Prevention⁸ <i>Campus-wide</i> All students at PACS will follow the behavioral expectations outlined in the Gage and Central Community Schools behavior expectations for common areas. These expectations will be developed by the complex-wide Safe Schools Team in the weeks prior to the school opening, communicated to students during orientation and reaffirmed in the classrooms during the first week of school. However, at this point, we can articulate the expectations agreed upon at this time:</p> <ul style="list-style-type: none"> - each school will have a uniform, or specific colored polo shirt - all students will be at school and in class on time - all students will respect school property (because it is their property too)

⁸ A detailed description of the Gage and Central and PACS complex, small school and community safety plans, personnel, and organizing bodies can be found in Section 3.A Description of School Culture: Building a Safe Community.

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		<p>To support positive behavior across the campus, all small schools will agree to enforce common consequences for not meeting behavior expectations (to be determined during the Safe Schools Team meetings prior to the school opening). To monitor behavior on campus, the Gage and Central Community Schools complex will employ LAUSD campus police, campus aides, and engage and train parent volunteers in our <i>Safety Volunteers</i> program to create a strict but respectful community policing environment where students know and are known by the people there to keep them safe.</p> <p>It is also important to note that the schools will participate in a healthy competition to encourage and celebrate positive behaviors such as regular attendance and minimal tardies by posting the small school's name on the Gage and Central brag board located in the Parent and Community Welcome Center.</p> <p><i>Small School</i></p> <p>In addition to the campus-wide expectations, PACS will establish, communicate and monitor behavioral expectations within the small school building and classrooms. Similarly, these behavioral expectations will be established by a committee of parents, students and teachers prior to the school opening, and communicated during the first week of school. Some examples of classroom expectations are:</p> <ul style="list-style-type: none"> - be prepared for class with paper, pen, notebook and reading material - participate in class activities, assignments and homework - act with respect towards classmates, teachers, substitutes and other guests: <ul style="list-style-type: none"> o listen while others are speaking o use appropriate language for the classroom o speak to others how you wish to be spoken to <p>Additionally as part of our advisory curriculum we will be addressing positive behaviors and habits of mind</p>

⁹ See Our four-year plan in Section 2 for details regarding the focus Habits of Mind for each year.

¹⁰ See Section 3 Attachment – Interim Positive Behavior Support Plan for details

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		<p>that will help our students to be successful in school and in life.⁹</p> <p>All small school and classroom behavior monitoring and consequences will be addressed by the school counselor and/or principal following our Positive Behavior Support Plan.¹⁰ As needed, students will be referred to the school police for more serious infractions such as violence or drugs.</p> <p>Finally, PACS will celebrate positive behavior both individually through calling home for students who have done something well (see advisory details in Section 3), through student awards ceremony at the end of the semester and year, as well as through healthy competition between advisory classes regarding fewest tardies and highest attendance.</p> <p>Intervention</p> <p>A great deal of inappropriate or negative behavior is rooted in a lack of problem solving and communication skills, which result in fights. We will be addressing this issue campus-wide through implementing a student mediation program based on the Human Efforts Aimed at Relating Together (HEART) program to assist students in learning non-violent strategies for solving problems. The School Psychologist will be responsible for conducting this program with training provided by LAUSD which started the program. This work will be duplicated within PACS through our advisory program which focuses on helping students develop the skills and habits that will help them to be successful problem solvers as well as advocates for self and others. It will fit well with the advisory curriculum, Inspiration 52 and YouTHINK.</p> <p>Additionally, drug and alcohol use as well as other self-damaging and inappropriate behaviors can reflect poor coping skills for issues at home or social difficulties on campus. To address this, our Positive Behavior Support Plan will include Tier I interventions such as:</p> <ul style="list-style-type: none"> - conferences with an advisor, counselor and family (and case carrier if in special education) - referrals to individual counseling, drug cessation programs or support groups (on and off campus)

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		<p>Finally, many inappropriate classroom behaviors are typically avoidance strategies for students who are facing academic challenges. It is very important to identify this factor and thus, as part of our Positive Behavior Support Plan, the initial triage team (counselor/principal) will review the student's grades and attendance in SIS prior to making a decision regarding the appropriate intervention, which may include a discussion with the student's teachers, tutoring or additional Learning Lab time to address the learning challenges the student is facing.</p> <p>If a student is not responding to Tier 1 interventions, we will implement the following Tier 2 intervention process: We will measure this every week via action research that record the number of incidents the student was involved in. This action research will be conducted by the teacher, staff observations and student self evaluation</p> <ul style="list-style-type: none"> - Counselor (or case carrier for special education students) observes student in class to identify potential issues or triggers - Counselor/case carrier meets with student's grade-alike team during the student protocol portion of the weekly professional development sessions (see Section 5 Professional Development for details). - Counselor/case carrier works with student to discuss specific positive behaviors or strategies to appropriately address the situation/issue/trigger. A parent or guardian will be present at this meeting. - Student is referred to our IMPACT program - The use of creative writing through visual and performing arts will be utilized. Student is closely supervised by co-teacher or aide in the performing arts setting. <p>If a student is not responding to Tier 2 interventions, we will implement the following Tier 3 intervention process: We will measure this through the continuation of action research which records the number and severity of student incidents and the effect of various interventions, sessions with the school psychologist, staff observations and student self-assessment.</p> <ul style="list-style-type: none"> - The RIGM certified special education case carrier within our small school will review the existing

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		<p>documentation (referrals, observations, grades/progress reports & all interventions and related notes), and conduct a Functional Behavioral Assessment.</p> <p>- Based on the available data and assessment, the case carrier will work with the student, the student's family and the student's advisor to create an Individualized Behavior Support Plan that involves daily monitoring and rewards for positive behavior.</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, PACS should expect to serve approximately 40-60 students who require special education services (either RSP & SDP¹¹). Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, <i>along with</i> focused pullout sessions, direct support from specialists, <i>and</i> training for all teachers in how students learn and how to differentiate instruction.¹²</p> <p>Our students with special learning needs will spend a large part of their day in the least restrictive environment/general education classrooms where teachers will engage the class in differentiated instruction, and provide supplemental materials to support student learning. All of the teachers on the PACS design team have experience with successfully integrating students with special learning needs (both RSP and SDP) into the general education classroom, as well as experience in co-teaching with special education teachers. One of our design team members was a teacher in the Special Day Program at Fremont High School, and contributed a</p>

¹¹ Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).
¹² Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

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		<p>great deal to the integration of students with special learning needs into the general education classrooms and overall culture of the SLC, a process in which all of the teachers on the PACS design team also participated. As we add new teachers to our team, we will share our knowledge and experience to expand the capacity of the school to successfully integrate the students with special learning needs into the classrooms and overall school community. Each new teacher will attend a compensated PD on a Saturday on inclusion in the general education classroom and co-teaching.</p> <p>Additionally, as indicated in the research, it is important that our students with special learning needs receive supports within and outside of the general education classroom to be successful. We outline these supports below and in the “special education program description” section:</p> <ul style="list-style-type: none"> - For our students receiving resource specialist services (RSP), our RSP case carrier/resource specialist(s) will monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and learning center/lab time as indicated on the student’s IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher’s caseload will average 25-30 students. - For our students in the Special Day Program (SDP), our SDP case carrier/special education teacher(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student’s IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher’s caseload will average 10-15 students. <p>We also recognize that as determined by the district’s special education division, we may be receiving students with mental retardation, autism and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include <i>every</i> student at PACS in <i>at least</i> our advisory program so that <i>all</i> of our students will receive the social benefits of participating in a diverse learning environment. Additionally PACS has teachers with experience in successfully integrating students with mental retardation</p>

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		<p>and autism into a general education environment using grade-level and alternate standards, and (if such integration is requested by the parent or indicated on the IEP), will be able to provide professional development training (with the special education teacher) to all teachers who will be integrating students with these and similar disabilities into the classroom.</p> <p>Finally, it is important to note that students with learning disabilities will not be singled out or identified within the general education classroom. As part of the professional development that all teachers will receive, we will address strategies for co-teaching, in classroom support and teacher collaboration for supporting students with special learning needs.</p>
Outcome 2	Special Education Program Description	<p>As referenced above, our students with special learning needs will have access to grade-level standards-based education and performing arts classes within the general education environment, with the supports in place to facilitate student success.¹³ In addition to the daily supports of our special education case carrier/teacher(s), PACS will have the following supports within our special education program:</p> <ul style="list-style-type: none"> - One Learning Lab¹⁴ will be designated as a Learning Center available all day for individual pull out sessions and/or small group work time with a special education teacher. - Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI), SST and assessment process.¹⁵ - Early and frequent monitoring of each student’s IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year. Additionally, each student’s IEP will become part of their overall ILP that is used by all teachers at the school to direct the learning of the students, as well as used by the

¹³ See above section and Section 3.D. Instructional Strategies for details regarding differentiation and supplemental materials.

¹⁴ See Section 3.C. Addressing the Needs of All Students for details regarding the Learning Labs at PACS.

¹⁵ See Section 2 Attachment: *RTI Process*

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		<p>student him or herself to understand and engage with their own learning process.</p> <ul style="list-style-type: none"> - Partnerships with organizations that provide additional supports for students with special needs, such as additional mental/physical health supports through St. John’s Child and Wellness Center and independent living skills services through Partnership for Active Learning Services.¹⁶ - Staffing – as with the hiring of the general education staff, it is crucial that PACS have autonomy in the hiring and evaluation of all special education staff (including special education aids). A key finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary.¹⁷ To address this, our hiring and evaluation processes will include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).¹⁸ - Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students (especially in the performing arts) and the reasoning behind them, and on teaching strategies that have been proven to facilitate the learning of students with learning disabilities.¹⁹ - Participation of special education teachers and aids in weekly professional development sessions and grade-alike curriculum planning, implementation and reflection sessions.

¹⁶ See Section 9.B. Key Community Partnerships for more details.

¹⁷ Buell, Martha J., Hallam, Rena, Gamel-McCormick, Michael and Scheer, Scott (1999). A Survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion. *International Journal of Disability, Development and Education*. 46(2) 143 - 156.

¹⁸ See Section 12 “Staffing” for details.

¹⁹ See section 2.D “Instructional Strategies” and section 5 “Professional Development” for details.

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<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Proper IEP identification, communication and monitoring are crucial to supporting students with special learning needs. We addressed the initial identification and communication process for IEPs within the “Search and Serve” section above. Once identified, we have the following process in place to support the successful implementation of a student’s IEP:</p> <ul style="list-style-type: none"> - PACS will share one special education clerk with the Green Academy small school (serving no more than 150 students)²⁰. This clerk will be responsible for: <ul style="list-style-type: none"> Calendaring IEP meetings in consultation with the student’s case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled). Communicating the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and grade-alike team, confirming attendance of the case carrier, an administrator (or designee) and the student’s advisor, and sending a reminder the day prior to the meeting to all participants(via email). Communicating the IEP meeting date, time and location to the parent/guardian via phone in their primary language (& informing them that translation will be available at the meeting, and translation of the IEP is available upon request), and sending a reminder home with the student or via phone the day before the meeting. Ensuring that the goals section of the IEP is mailed to the parent after the meeting. - Each student’s case carrier will be responsible for: <ul style="list-style-type: none"> Requesting an initial informal “meet and greet” IEP meeting upon the enrollment of every new student (at the beginning and throughout the year). Requesting an annual IEP update meeting at least one month prior to the due date. Completing the necessary updates and changes within Welligent after each IEP meeting. Communicating IEP outcomes and goals to the student’s advisor and grade-alike team after the IEP meeting.

²⁰ See Section 12. Staffing for details on shared personnel.

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		<p>All IEP meetings will occur within the designated special education office within our small school office to provide for access to Welligent during the meeting and optimal privacy.</p> <p>We realize that getting a new school started will be a challenge, thus we have set the following goals for the future (to be implemented during the 2nd and 3rd years of operation):</p> <ul style="list-style-type: none"> - Three IEP meetings per year; with the ultimate goal of having a check-in at the beginning of the year, a mid-year check-in after the first semester and an end-of-the-year annual update and adjustment/changes based on the successes and challenges the student experienced during the year. - Engaging students more thoroughly in the IEP process by teaching them how to write their own IEP components.
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>Please see the above section on “Interventions” for our Tier 1 and Tier 2 Response to Intervention Assessment process.</p> <p>If a student is not responding to our Tier 2 interventions, the student’s advisor (who is responsible for monitoring the students response to intervention) will refer the student to the school psychologist for a Student Study Team (SST). The SST referral will be made available to teachers online, within the teacher’s handbook and in the special education office. The form will include the following information:</p> <ul style="list-style-type: none"> - student information - including ethnicity to monitor referrals by ethnicity (and address issues of over-referral) - including ELL background and status to identify potential language issues that may be misinterpreted as special education issues. - background information checklist regarding the interventions attempted (with accompanying documentation: assessments, observations, student work samples, etc). This checklist will also include a requirement that the student’s cum is reviewed for interventions attempted prior to arrival at the school. - teacher’s perspective regarding students positive traits/areas of success, known reinforcers and specific reason for the referral.

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		<p>Once the student is referred, the school psychologist will schedule and attend an SST meeting with the student’s parent, general education teacher (advisor), administrator. During this meeting, the SST will develop a strategic and individualized intervention plan for the student, which will then be communicated to the student’s grade-alike team and implemented. The student’s advisor will continue to monitor the student for response to intervention.</p> <p>If the student does not respond to the interventions outlined by the SST, the parent will be notified and then decide whether the student should be assessed for special education. If the parent requests assessment, the school psychologist will conduct the assessments to determine his or her special learning needs and assign a case carrier for an initial IEP meeting. If the parent does not request an assessment, the advisor and grade-alike team will continue with the Tier 2 assessments and interventions, and strategic interventions outlined by the SST.</p>
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>For a full description of our grade-level California content standards-based curriculum/planning, instructional strategies and supports for learners, please see Sections 2.B. Core Academic Curriculum, 2.B.ii. Curriculum Development, 2.C. Addressing the Needs of All Students, 2.D. Instructional Strategies, and 3.C. Professional Development-Teacher Orientation.</p> <p>The specific elements of the above referenced sections that are most relevant to this document are:</p> <p><i>Grade Level materials</i></p> <ul style="list-style-type: none"> - All students will have access to grade-level materials (Williams-approved textbooks and books/plays as well as timely reading materials from newspapers and magazines). - All students will receive supports for accessing grade-level materials including modified speech/repetition, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning

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		<p>modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.²¹</p> <ul style="list-style-type: none"> - Students with special learning needs will be provided with supplemental reading materials that address the same topics and themes (we will be selecting our textbooks with the quality of supplemental materials as a major consideration). <p><i>Curriculum Planning</i></p> <ul style="list-style-type: none"> - All of our staff will use Understanding by Design (UBD), the district planning matrix or other evidence of planning showing the culminating activity for curriculum development - Also referred to as “backwards planning,” the UBD or matrix approach to planning instruction <i>starts</i> with the learning objectives for a particular lesson or unit and works “backwards” to the assessments that will measure whether or not students have met the learning objectives, and then establishes the learning activities that will meet students where they are, draw on their prior knowledge, and develop the skills and knowledge necessary to meet the learning objectives. - Our curriculum will also be planned and adjusted by the grade-alike teams during the weekly professional development meetings based on analysis of student assessments for specific skill needs. This is a strategy to focus on particular skills across the curriculum. <p><i>Accommodations and Modifications</i></p> <ul style="list-style-type: none"> - In addition to the above referenced supports, teachers in the general education classrooms will be provided with each student’s IEP and monitored by the student’s case carrier regarding implementation of the specific accommodations and modifications outlined in the student’s IEP. - Some of the additional in-class accommodations may include: Front of room/proximity to teacher seating

²¹ Fitzell, S.G. (2008). *Special Needs in the General Classroom: Strategies that Make it Work*. Manchester: Cogent Catalyst and Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development.

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		<p>More time on projects/assignments/tests Different ways of showing learning (projects, presentations, verbal exams)</p> <ul style="list-style-type: none"> - Some of the additional in-class modifications may include: <ul style="list-style-type: none"> Differentiated rubrics and tasks Pull-out sessions for specific skills concentration or work in the Learning Lab/Center adaptive technology as needed <p><i>Data-based Decision-Making</i></p> <ul style="list-style-type: none"> - All students will be assessed at the beginning, middle and end of the year regarding basic skills and content knowledge. Analysis of these assessments occur during professional development time where teachers examine common skills issues across the grade level. Grade-alike teams then utilize instructional strategies across the curriculum to address the identified skills or content area deficiencies. - Students who have been identified for RTI process Tier 1 or 2 interventions from the initial, middle or end of year assessments will receive differentiated instruction and supplemental materials in the core classes, more individualized attention in advisory and the Learning Lab (guided by a grade-alike or advisor-led analysis of the student’s assessment results and classwork), and regular follow-up assessments to monitor the students response to intervention (done by the student’s advisor). - Students receiving special education services (Tier 3) will receive all of the above referenced assessments, supports and interventions. In addition, the student’s case carrier will identify the student’s specific skills and content area deficiencies through analysis of initial, mid-year and end-of-year assessments, as well as regular follow-up assessments. The case carrier will then provide the needed in classroom, pull-out session and learning lab/center supports to each student.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Alternate standards are taught and assessed within the English Language Arts, mathematics and/or science content areas and indicated on the student’s IEP. Students being taught the alternate standards take the California Alternate Performance Assessment (CAPA) and typically receive the majority of their instruction in a highly individualized, self-contained, and multi-grade classroom. However, in some cases, parents request that their child receive the alternate standards instruction within the general education classroom. In both cases, PACS is prepared to provide our students with the indicated instruction and environment. Though the school building (SRHS#4) was not built with the small-sized, self-contained classrooms in mind and has a very limited number of general education classrooms, we have identified small teacher work rooms and a meeting space in the small school office that can be used by a special education teacher to teach self-contained classes of 6 or fewer students. Additionally, as mentioned above, our design team has teachers with experience in providing alternate standards instruction within the general education classroom. These teachers (and the special education teacher(s)/case carriers) will provide the necessary training and supports to general education teachers.</p> <p>It is important to note that whether the student is in the general education classroom or a self-contained classroom, it is the responsibility of the student’s case carrier/teacher to develop and provide the teachers with the alternate standards curriculum, and formative/summative assessments. The case carrier will analyze the CAPA data for each student to develop a specialized learning plan that addresses the student’s learning needs.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	<p>The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs. Some of these services are (but are not limited to):</p> <ul style="list-style-type: none"> - Speech and language - Audiological services - Adaptive physical education - Occupational therapy - Inclusion specialists for students with moderate to severe challenge (for inclusion in the general ed/least restrictive environment setting) <p>Each support provider/itinerant special education teacher will be introduced to the appropriate staff, locations and procedures by the special education clerk upon his/her initial arrival to the school. Then, he/she will be required to sign in and sign out for each visit, and be provided with a work station in the special education office (or other office if an IEP is being held) to complete the necessary updates/reports in Welligent.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>The special education clerk, principal and case carrier will work with the LAUSD District Office of Transitional Services and the South Central Regional Center to provide students with important supports and services to facilitate their transition from high school to adult living. These services include, but are not limited to:</p> <ul style="list-style-type: none"> - Independent living skills (PACS is partnering with Partnership fo Active Learning Services, Inc. to provide independent living skills supports through the South Central Regional Center). - Introduction to the Regional Center and special needs/disabilities advocacy organizations - Transition services/information trainings for special education case carriers/teachers <p>At the school, the case carrier will be responsible for ensuring:</p> <ul style="list-style-type: none"> - All students over 14 have completed an Individual Transition plan; and that steps of that plan are being followed.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> - Students have completed a transition assessment (indicated in their IEP) prior to their 16 birthday - Students receiving a diploma, certificate of completion or aging out of the system have a “Senior Inventory” and “Summary of Performance” on file in their records (and are provided a copy). <p>Within the advisory class, all juniors and seniors will receive direct instruction, given information and partake in fieldtrips, job shadowing and internships that will prepare them for college and career. In addition to this, students with special learning needs and their parents will be invited to:</p> <ul style="list-style-type: none"> - Attend multiple transition-focused talks/meetings throughout the school year. - Attend college visits that include a focus on special education and disabled access and supports programs, locations and personnel – with the goal of also introducing our students to students with learning challenges currently attending the college. - Visit potential workplaces that accept and support individuals with learning or other disabilities – with the goal of also setting up internships for our students at these locations.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p>	<p>The design team of PACS has a history of integrating our students in special education into the overall culture of the school. In our small learning community (Humanitas), students were fully integrated into the electives classes, the student leadership class, student activities, and clubs. At PACS, we plan on building a similar inclusive environment as well as the inclusive culture that fosters a sense of connection and community among all students at the school.²²</p> <p>To that end, we will:</p> <ul style="list-style-type: none"> - fully integrate all students in special education into advisory class and the performing arts - to the extent that it is safe for the student(s), encourage all students in special education to participate in school activities and inter-mural sports - encourage students in special education to participate in our small school and complex-wide leadership class – we feel that this is particularly important because having a student with special needs on the leadership team provides insight to needs that general education students might not think of when planning activities and events. - provide student mentors for students in special education to introduce them and help them adjust to new or unfamiliar environments such as dances, activities, and clubs - provide IEP information, supports and training to all electives teachers as well as core academics teachers.

²² See Section 3.A. Description of School Culture for more details on developing an inclusive school culture

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Providing Extended School Year	<p>According to LAUSD Reference Guide 5276.1²³ “An IEP team may determine ESY is necessary when a student with disabilities demonstrates: (1) significant regression corresponding with limited recoupment of previously achieved skills; or (2) a loss of critical skills for students accessing the alternate curriculum; or (3) special circumstances or factors that indicate the need for ESY services.”</p> <p>To identify students in need of ESY, the IEP team will:</p> <ul style="list-style-type: none"> - gather the appropriate data (progress monitoring/IEP information, pre and post-test data before and after instructional breaks, various assessments, student work, observations and medical reports). - analyze the data for <ul style="list-style-type: none"> issues of regression and recoupment indication the potential loss of independent functioning and critical self sufficiency skills over the summer (for students with severe disabilities) identification of special circumstances that may necessitate ESY (at critical stage in development of life skills or absent due to medical issues) - make a decision based on the data (this is done every year; a student’s access to ESY is not automatic each year) - document the decision: <ul style="list-style-type: none"> provide rationale identify needs and goals for the ESY period identify support services the student will receive during ESY (support services the student receives during the year are not automatically carried into the ESY period) assist parent in completing the necessary application paperwork for ESY

²³ See REF 5276.1 (Nov 1, 2010) for details regarding the process and attachments that we will use as part of the process.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> -participate in statewide assessments in compliance with IDEA and NCLB -reduction in disparity of test scores between students with disabilities and those without -increased graduation rates -reduction of long-term suspensions - students with disabilities receive more time in general education setting with increased supports -increase “home school” attendance for students with disabilities (they attend the school they would have attended if they were not disabled) -transition plan to adult living for all identified special needs students over 14 years of age -submit data regarding possible overrepresentation of African –American students identified as emotionally disturbed -reports completed in a timely manner informal complaint resolution procedure completed within 20 days. -increased parent participation

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	<p>Professional Development</p>	<p>As part of our <i>Teacher Orientation Retreat</i>, all teachers will receive training on:</p> <ul style="list-style-type: none"> - Using differentiated materials in the general education classroom - Use performing arts and curriculum that incorporates aspects of the performing arts in the classroom. - Specially Designed Academic Instruction in English (SDAIE).²⁴ - The Responsiveness to Intervention Training (RTI) process In order for the levels of intervention to be appropriate. - Grade-level assessments that we will be using at the beginning, middle and end of the year and how those (and additional) assessments work within the RTI process. <p>New teachers (and/or teachers new to the above-referenced strategies and processes) will receive mentor support from a special education or experienced teacher through class visits and weekly meetings.</p> <p>Special education teachers/case carriers will participate in the weekly professional development and planning sessions, and suggest/provide special education-focused input, information, supports and training as needed.</p>

²⁴ Resources: Fitzell, S.G. (2004). *Special Needs in the General Classroom: Strategies that Make It Work*. Manchester; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	<p><i>Recruitment and hiring</i></p> <ul style="list-style-type: none"> - During the first year of operations we will have 375 students and we are required by UTLA to accept teachers from Fremont High School in relation to the number of students transferring. We expect to receive approximately 20-30 students receiving special education services (both RSP and SDP), which should translate into one RSP teacher and one SDP teacher. We will recruit 1 SDP teacher and one RSP teacher from Fremont High who share the vision and philosophy of PACS and are willing to make the commitment to a performing arts inclusion environment. Our plan is to outreach to the special education department at Fremont as soon as we are approved for SRHS#2., share our plans with the teachers, and see who is interested in transferring. This recruitment process will also involve an introduction to our Elect-to-Work Agreement (if we are approved as a pilot) that will outline the additional responsibilities and compensated time commitments required for most teaching staff at PACS. - After our first year of operations, as our special education population grows with the overall population of the school (roughly 500 students with an expected special education population of 40-60 students), if the numbers increase enough to afford us additional special education position(s), we will recruit teachers from Fremont High, then based on word-of-mouth, through our connection at the various teacher training programs at local universities, and through LAUSD job fairs. Applicants will be reviewed for the appropriate training, credentials and experience and then partake in an interview that will include the principal, a special education teacher, a general education teacher, a special education student (and parent if possible). - Our hope is that through the pilot schools or through direct negotiations with SEIU, we will also be able to identify, recruit and interview special education assistants/aids as well. Due to the highly collaborative nature of our work, it is crucial that we are permitted to hire staff who are interested in participating in a collaborative work environment. We will work to identify assistants who have received reduction in force notices and wish to work in our school <p><i>Service Ratios and Clerical Support</i></p> <ul style="list-style-type: none"> - As referenced in the above section on expected student nomination we expect to serve 20-30 RSP and SDP

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		<p>students during the 2011-2012 school year and 40-60 RSP and SDP students starting in year 2012. The ratios we expect for the first year are 5-10 students in the SDP and 20-25 students in RSP, then increasing to 10-15 students in SDP and 25-30 students in RSP.</p> <ul style="list-style-type: none"> - As referenced in the above IEP Process section - PACS will share one special education clerk with the Green Academy small school (serving no more than 150 students)²⁵. This will provide the clerk with enough time to perform the duties outlined throughout this service plan as well as complete the necessary compliance checks and paperwork. <p><i>Specialized equipment and health protocols</i></p> <ul style="list-style-type: none"> - Every classroom at PACS has large set of lockable closets that can be used to store smaller items such as headphones and specialized keyboards. - Every two classrooms share a lockable storage room that can be used to safely store larger equipment. - Additionally, there is space within the special education office to store equipments as needed. - Health protocols will be noted by the case carrier, shared with the student's advisor and grade-alike team with an easily accessible copy kept in the small school office and with the school nurse.

²⁵ See Section 12. Staffing for details on shared personnel.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	N/A
Outcome 14	Parent Participation	<p>Parent participation is very important for all students at PACS and across the Gage and Central Community Schools Complex. Please see Section 3.E. Parental Involvement for details regarding the ways we will be incorporating parents into the culture and structures of both Gage and Central and PACS. To summarize here, we will have:</p> <ul style="list-style-type: none"> - a complex-wide Welcome Center and Parent/Community coordinator - regular complex-wide chats regarding issues parents care about - a PACS teacher/parent collaboration room - multiple ways for parents to partner with our small school (governing council, supervision, parent ambassadors, classroom observations) - regular celebrations and performing arts events for parents to attend - advisor-parent connections (which includes parent participation in the student’s goal development, achievement and celebration within their Individualized Learning Plans) - opportunities for anonymous parent input and feedback (which also includes, as indicated in the “Search and Serve” section above, a means for parents to contact LAUSD Complaint Response Network/Parent Resource Network if their complaints are not addressed in a timely manner).

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> - translation available at all events/meetings where parents are present as well as in the office <p>In addition to the above referenced parental involvement elements for all students, parents of our students with special needs will:</p> <ul style="list-style-type: none"> - receive early notice and reminders for IEP meetings (that will be scheduled with their time/day preference in mind), and will receive the goals portion of the IEP in the mail shortly after the meeting. - be encouraged to participate in leadership bodies both campus-wide and within the small school - be invited to attend informal chats and more specific/detailed trainings regarding issues important to students in special education and their parents (such as the transition meetings referenced above).

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IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
COMPLEX-WIDE					
Complex-wide Personnel in place Section 3.A.	Year one	Operations Director	Complex-wide staff Section 12.A.	All complex-wide personnel have been hired, have clear job descriptions	Observation
Complex-wide Safety Plan Section 3.A.	Year one	Operations Director	Complex-wide Safety Staff	Complex-wide safety plan in place and communicated to all 4 principals	Complex-wide safety plan
Complex-wide Leadership Structures Section 10.B.2	Year one	Operations Director	Participation of teachers, students, parents and community, G&C list-serve	Building Council Instructional Council Student Leadership Council Community Schools Cncl	Agendas & meeting notes (posted on list-serve) Meeting observation
Complex-Wide Welcome Center Section 3.E.	Year one	Operations Director	Parent/Community Coordinator & Welcome Center location	Complex-wide welcome center is operational (see specific description in Section 3.E.)	Center is decorated Information is up Parents are present
Complex-Wide Career and College Center	Year two	Operations Director	Career and College Counselor & C/C Center location		
PACS					

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PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Communication System in Place	Year one July 2011	Principal	n/a	PSCS List-serve up & running	n/a
Teacher Orientation Retreat Section 5.C.	Year one August 2011	Principal	Funding for 18 teachers x 15 days of PD (startup \$)	All teachers will have attended the T.O.R.	Teachers versed in instructional strategies; curr. for 1 st semester developed.
Positive Behavior Plan Established and Communicated	Year one Opening week	Principal & teachers	Positive behavior plan	Positive behavior plan doc Teachers know processes & have appropriate forms	Review of document Interviews with teachers Observation
Learning Labs Established Section 2.C.	Year one September 2011	Principal	10 Computer Carts (x30 computers); wireless access; All teachers hired; pilot status	10 computer carts with working wireless hubs Students have LAUSD ID for internet use/access All labs taught by core teacher (used as tutoring/hw time until plans put in ILP)	Observation Documentation of Student Access (permission forms) Observation
Advisory & Performing Arts Portfolio. Est Section 2.C.	Year one November 2011	Principal & Advisors	All teachers hired; Advisory curriculum Performing Arts portfolio structure/ntbks	Advisory Curriculum Menu Individualized Learning Plans started	Teacher handbook Observation & spot check of Performing Arts Portfolio
RTI Process Established Sections 4 & 6	Year one November 2011	Principal	Above referenced PD time weekly PD time; access to LAUSD assessment portal; Learning Labs	All students have taken Initial Assessment Initial Assessment data analyzed (PD) Students identified for RTI process (PD) Plan for each student in tier 2/3 written in student's ILP (advisory)	Initial assessment data Initial assessment data Analysis RTI student ID list Documentation in student ILP

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PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Leadership Teams Established Section 10.B.ii	Year one December 2011	Principal & team leaders	Teacher, student and parent participation	ILP implemented in Learning Lab Governing Council Data & PD Team Advisory Support Team Student Leadership Team Parent Leadership Team	Observation in learning lab (using ILP as a guide) Meeting agendas & notes (posted on Observation of meetings
EL Inclusion Section 2.C.	Year one December 2011	Principal & EL teachers	PD/collaboration time & teacher participation	ILPs/Learning Lab plans for each student in ESL	Dec. 2011 – ILP/LLP Ongoing – monthly grade checks for all students in ESL
Special Education Inclusion Section 2.C.	Year one December 2011	Principal & special ed teachers	PD/collaboration time & teacher participation	ILP/Learning Lab plans for each student in special ed IEP intro mtg complete	Dec. 2011 – ILP/LLP Ongoing – monthly grade checks for all students in special ed
Learning Lab Operational for Section 2.C.	Year one December 2011	Principal & Counselor	Functioning computer carts w/ wireless access	Access to programs/sites: Supplementary (honors) Interventions Credit recovery	Lab observations Spot checks on student ILPs & progress notes
Instructional Strategies Section 2.D.	Year one December 2011	Principal & Teachers	Professional Development & supports for teachers	Project-based learning Understanding By Design Differentiated Inst/SDAIE	Evidence of PBL & diff instr/SDAIE during classroom observations (princ)
Professional Development Process/Plan in place Section 5.D.	Year one December 2011	Principal & Data/PD team leader	PD & Data Plan	Thinking maps Vocab Instruction AVID strategies PD & Data Plan completed and communicated to teachers	Evidence of at least one of the three inst. strategies during class obs (principal) PD & data plan Observations
Parent Involvement Established	Year one December 2011	Principal & Community Rep	Parent room; Community Rep Parent volunteers	Parent room decorated Parents present in room & at school	Parent visit sign-in sheets Parent volunteer sign-ins

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PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Counselor has completed grad checks with 10 th & 11 th grades	Year one February 2012	Counselor	n/a	documentation of grad checks in 10/11 ILPs	documentation of grad checks in 10/11 ILPs; Counselor log of mtgs.
Mid-year Assessment Section 4.C.	Year one February 2012	Principal & teachers	access to LAUSD assessment portal; Learning Labs	All students have taken Assessment;	assessment data/analysis Student ID list Documentation in ILP Observation in learning lab (using ILP as a guide)
Mid- year data review and PD Retreat	Year one February 2012	Principal & teachers	PD time for 1 full day (weekend)	analyze mid-year assess data grades/attend determine interventions (incl test prep)	agenda/notes from meeting
Start WASC Process	Year one March 2012	Principal	N/A	WASC documents completed & visit scheduled	WASC documents completed & visit scheduled
Interventions in place based on Mid year data review (Section 4.C.)	Year one March 2012	Principal	Documentation from mid-year review	Strategies discussed at mid-year review retreat in place in classrooms	Observations & feedback sheets (principal)
Testing Plan in Place CST & arrangements made for AP & SAT tests	Year one April 2012	Principal and Counselor (+ gov council)	Testing documents	Testing plan for CST communicated to teachers	Testing plan for CST communicated to teachers
End of year surveys	Year one April 2012	Principal	Survey	Survey	Survey
IEPs updated	Year one May 2012	Principal, special ed clerk & special ed teachers	N/A	IEP documentation	IEP documentation
Counselor has done grad checks with all 9 th graders	Year one May 2012	Counselor	n/a	documentation of grad checks in 9 th ILPs	documentation of grad checks in 9 th ILPs Counselor log of mtgs.

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PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
End-of-year Assessment Section 4.C.	Year one June 2012	Principal & teachers	access to LAUSD assessment portal; Learning Labs	All students have taken Assessment;	assessment data/analysis Student ID list Documentation in ILP (reflection)
End of year PD	Year one June 2012	Principal & teachers	PD time for 1 days	Agenda & notes Analysis Plans for next year	Agenda & notes Analysis Plans for next year
Participation Requirements	Year 2	Advisors	A schedule of participation opportunities and someone to coordinate it.	If students are completing the requirement and are enthusiastic about it	Completion rate, types of participation, surveys.
College/financial aid assistance in advisory	Year 2	Principal, Advisors, College and Career Counselor	College counselor with extensive knowledge of all types of post secondary ed and its costs	If most students have successfully completed the FAFSA and have a clear plan for college and what to expect in the first year.	Completion rate of FAFSA and students applying to college; students surveys of experience in applying for financial aid
Pilot work-based learning program	Year 2	Principal, WBL Coordinator	Partnerships with employers and some supervision for students.	If students are able to obtain meaningful employment and are able to manage both school and work	GPA of students, work experience gained and surveying students and employers
Pilot Performing Arts regular performance schedule	Year 2	Principal, S.E. teacher	Planning, publicity through leadership class and parent booster club, organization, plant manager availability, student, PA teacher coordination	If one major performing arts event is regularly scheduled and well attended (dance, band, theatre)	Student and teacher satisfaction with schedule, ability of leadership and parent booster club to successful help with productions and publicize them; attendance rates at performances.
Implement full internship programs	Year 3	Principal, WBL Coordinator	Organized partnership with external providers	If students successfully complete internships and find them of value;	Examination of student reflection report and project for portfolio; student

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<p>PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i></p>	<p>TIMELINE <i>In what year will you implement this element of your proposal?</i></p>	<p>RESPONSIBILITY <i>Who will lead the implementation of this element?</i></p>	<p>RESOURCES <i>What resources are needed for a successful implementation?</i></p>	<p>EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i></p>	<p>EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i></p>
<p>Implement full Performing Arts sequence</p>	<p>Year 3</p>	<p>Principal, P.A. teachers</p>	<p>Space, equipment such as musical instruments, set design equipment, costumes; Successful partnership with Arts Education Branch and external partners</p>	<p>Feedback from external partners High demand for internships; If there is positive word of mouth about these opportunities If students learn skills they need</p>	<p>surveys; provider surveys; surveys of graduates from the school in following years to examine whether the internships helped them in college or the world of work,</p>
				<p>If we have an increased graduation rate as studies cited within the proposal show that students often remain in school due to VAPA curriculum If we have large demand for classes Positive response from parents and the community Positive school culture and decreased behavior problems. Performing Arts teachers are retained and we have low or no turnover of PA teachers.</p>	<p>Graduation rates Attendance rates Student surveys Student interest in being part of productions Community support through attendance at performances and helping in pre-production activities by families. Teacher evaluations of programs</p>

Section 3 Attachment – Annual Calendar

The Grage and Central Community Schools (PSCS, CATS, GDCS, and PACS) will follow the LAUSD single-track calendar. We will start the 2011-2012 school year in September so as to allow sufficient time for planning, professional development and to conduct a Summer Bridge program for our students. During the 2011-2012 school year, we will re-evaluate the September start and potentially shift to an August start for the 2012-2013 school year.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**

**HOLIDAY
DIA DE FIESTA**
 **Final Calendar
Board Approved
4/13/2010**

REDUCED SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2010-2011
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



IMPORTANT DATES:

09-03-2010	Admission Day	11-25 & 11-26-2010	Thanksgiving Holiday	04-01-2011	Cesar E. Chavez Day Observed,
09-06-2010	Labor Day	12-20-2010 thru 01-07-2011	Winter Recess	04-18 thru 04-22-2011	Unassigned Day
09-07-2010	Unassigned Day	01-17-2011	Dr. Martin L. King, Jr.'s Birthday Observed	05-30-2011	Spring Recess
09-09-2010	Unassigned Day	# 02-14-2011	Second Semester Begins	06-24-2011	Memorial Day Observed
09-13-2010	First Day of Instruction	02-21-2011	Presidents' Day		Last Day of Instruction
11-11-2010	Veterans Day				F: Furlough Day, No School for Students and Certificated Staff

PACS Bell Schedule

Bell Schedule – Regular Day

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast
8:30-10:05 Period 1	8:30-10:05 Period 2	8:30-9:15 Period 1	8:30-10:05 Period 1	8:30-10:05 Period 2
		9:20-10:05 Period 2		
10:10-11:45 Period 3	10:10-11:45 Period 4	10:10-10:55 Period 3	10:10-11:45 Period 3	10:10-11:45 Period 4
		11:00-11:45 Period 4		
11:45-12:25 Lunch	11:45-12:25 Lunch	11:45-12:25 Lunch	11:45-12:25 Lunch	11:45-12:25 Lunch
12:25-2:00 Period 5	12:25-2:00 Period 6	12:25-1:10 Period 5	12:25-2:00 Period 5	12:25-2:00 Period 6
		1:15-2:00 Period 6		
2:05-2:35 Advisory	2:05-2:35 Advisory	2:05-2:35 Advisory	2:05-2:35 Advisory	2:05-2:35 Advisory
2:40-3:30 Period 7	2:40-3:30 Period 7	2:40-3:30 Period 7	2:40-3:25 Period 7	2:40-3:30 Period 7

Bell Schedule – Professional Development Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast
8:30-10:05 Period 1	8:30-10:05 Period 2	8:30-9:00 Period 1	8:30-10:05 Period 1	8:30-10:05 Period 2
		9:05-9:35 Period 2		
10:10-11:45 Period 3	10:10-11:45 Period 4	9:40-10:10 Period 3	10:10-11:45 Period 3	10:10-11:45 Period 4
		10:15-10:45 Period 4		
11:45-12:25 Lunch	11:45-12:25 Lunch	10:50-11:20 Period 5	11:45-12:25 Lunch	11:45-12:25 Lunch
12:25-2:00 Period 5	12:25-2:00 Period 6	11:25-11:55 Lunch	12:25-2:00 Period 5	12:25-2:00 Period 6
		12:00-12:30 Period 6		
2:05-2:35 Advisory	2:05-2:35 Advisory	12:35-1:05 Advisory	2:05-2:35 Advisory	2:05-2:35 Advisory
2:40-3:30 Period 7	2:40-3:30 Period 7	1:10-1:40 Period 7	2:40-3:25 Period 7	2:40-3:30 Period 7
		2:00-3:30pm PD		

PACS Schedule

A DAYS

POSITIONS	P1 A	P3 A	P5 A	Advisory
1 ST YEAR – CORE	8:30 - 10:05	10:10 - 11:45	12:25 - 2:00	2:05 – 3:35
Science	Biology	Biology	CONF	Advisory
Math	Algebra I	CONF	Algebra I	Advisory
English	English 9	English 9	English 9	Advisory
PACS or Spanish???				Advisory
PE DANCE	Performing Arts	PE9/10 Dance	PE9 Dance	Advisory
2ND YEAR - CORE				
Science	CONF	Lab Science	Lab Science	Advisory
Math	Geometry	CONF	Geometry	Advisory
English	English 10	English 10	English 10	Advisory
History (possible AP)	World History	World History	World History	Advisory
PE (DANCE)	PE10 Dance	PE9/10 Dance	Performing Arts	????????
3RD YEAR - CORE				
Lab Science	Env Science	Env Science	E - AP Env Sci	Advisory
Advanced Math	Advanced Math	Advanced Math	Advanced Math	Advisory
English	Am Literature	CONF	Am Literature	Advisory
History	CONF	US History	US History	Advisory
Performing Arts	Performing Arts	Performing Arts	Performing Art	Advisory
SHARED				
Spanish 1	CONF	Spanish	Spanish	Advisory
Spanish 2 – shared	Spanish	Spanish	Spanish	
Or only 1 year Spanish for Spanish speakers				
	Performing Arts	Performing Arts	Performing Arts	
				Advisory
ESL				
English Language Skills	ELS	ELS	ELS	Advisory
ESL 1-4	CONF	ESL	ESL	Advisory
Special Education & ESL				
Resource Specialist	RSP	RSP	RSP	Advisory
SDP	SDP	SDP	SDP	Advisory

B DAYS

POSITIONS	P2 B	P4 B	P6 B	Advisory
1ST YEAR – CORE	8:30 - 10:05	10:10 - 11:45	12:25 - 2:00	2:05 – 3:35
Science	Biology	Biology	Biology	Advisory
Math	Algebra I	Algebra I	Algebra I	Advisory
English	English 9	CONF	English 9	Advisory
CSP	CONF	CSP	CSP	Advisory
PE DANCE	PE9 Dance	PE9/10 Dance	Performing Arts	Advisory
2ND YEAR - CORE				
Science	Lab Science	Lab Science	Lab Science	Advisory
Math	Geometry	Geometry	Geometry	Advisory
English	English 10	CONF	English 10	Advisory
History (possible AP)	World History	World History	CONF	Advisory
PE DANCE	Performing Arts	PE9/10 Dance	PE 10 Dance	????????
3RD YEAR - CORE				
Lab Science	CONF	Env Science	E - AP Env Sci	Advisory
Advanced Math	Advanced Math	CONF	Advanced Math	Advisory
English	E - AP Eng Lang	Am Literature	Am Literature	Advisory
History	US History	E - AP US Hist	US History	Advisory
Performing Arts	Performing Arts	Performing Arts	Performing Arts	Advisory
SHARED				
Spanish 1	AP Spanish Lang	Spanish	CONF	Advisory
Spanish 2 – shared	Spanish	Spanish	Spanish	
Or if student has placed out of Spanish or they take one year of Spanish then Perform. Arts	Performing Arts	Performing Arts	Performing Arts	
				Advisory
ESL				
English Language Skills	ELS	CONF	CONF	Advisory
ESL 1-4?	ESL	ESL	CONF	Advisory
Special Education & ESL				
Resource Specialist	RSP	RSP	RSP	Advisory
SDP	SDP	SDP	SDP	Advisory

SAMPLE STUDENT SCHEDULES

9th Grade - A Student who needs more of a challenge

A DAY		B DAY	
1 st Period	English 9	2 nd Period	Geometry
3 rd Period	Biology	4 th Period	Performing arts class
5 th Period	PE dance and dance heritage (PACS)	6 th Period	Spanish SP 1 or Spanish for Sp speakers
7 th Period	Leadership	7 th Period	Leadership
8 th Period	Learning Lab – Eng 9 Honors Supplement Can't this be taught as a class?		

9th Grade - A Student who needs more assistance

A DAY		B DAY	
1 st Period	Performing arts class	2 nd Period	English 9
3 rd Period	Algebra I	4 th Period	biology
5 th Period	Spanish I or Spanish for sp. speakers	6 th Period	P.E. dance and dance heritage
7 th Period	Learning Lab – Math support	7 th Period	Learning Lab – English support

Need to add descriptions of ESL and special education student days.

10th Grade - A Student who needs more of a challenge

A DAY		B DAY	
1 st Period	PE intermediate dance / jazz dance/ballet	2 nd Period	Algebra II
3 rd Period	AP BIO	4 th Period	Lab Science
5 th Period	English 10	6 th Period	World History or AP World History
7 th Period	Leadership or PACS class??	7 th Period	Leadership or PACS class?
8 th Period	Learning Lab – Eng 10 Honor supplement	8 th Period	Learning Lab - World History H supplement

10th Grade - A Student who needs more assistance

A DAY		B DAY	
1 st Period	Lab Science	2 nd Period	English 10
3 rd Period	Geometry	4 th Period	World History
5 th Period	PE dance and dance heritage	6 th Period	Spanish or performing arts if took Spanish for Spanish speakers
7 th Period	Learning Lab – Math support	7 th Period	Learning Lab – English support

11th Grade - A Student who needs more of a challenge

A DAY		B DAY	
1 st Period	American History	2 nd Period	Trig/Math Analysis
3 rd Period	American Literature	4 th Period	AP English Language
5 th Period	Visual Communications	6 th Period	AP Environmental Science
7 th Period	Intro to Social Entrepreneurship	7 th Period	Intro to Social Entrepreneurship

11th Grade - A Student who needs more assistance

A DAY		B DAY	
1 st Period	Performing Arts class (TBD)	2 nd Period	Math elective – math support
3 rd Period	Geometry	4 th Period	American Literature
5 th Period	Lab Science	6 th Period	American History

7th Period

Learning Lab – Credit Recovery

7th Period

Learning Lab – ELA supports