

## Waiver Identification Form

School Site: South Region High School # 8 at #9 - VAPA

Proposed School/Design Team Name: Movimiento Bellas Artes

**Proposed Governance Model (mark all that apply):**

- ☐ Traditional
                    
 ☐ Local Initiative School
                    
 ☐ Expanded School Based Management  
☐ Pilot
                    
 ☐ Network Partner

**Waiver Request:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Methods of improving pedagogy | <input checked="" type="checkbox"/> Curriculum                                    |
| <input checked="" type="checkbox"/> Assessments                   | <input checked="" type="checkbox"/> Scheduling                                    |
| <input type="checkbox"/> Internal organization (e.g., SLCs)       | <input checked="" type="checkbox"/> Professional development                      |
| <input checked="" type="checkbox"/> Budgeting control             | <input checked="" type="checkbox"/> Mutual consent requirement for employees      |
| <input checked="" type="checkbox"/> Teacher assignments*          | <input checked="" type="checkbox"/> Staff appointments (e.g., department chairs)* |
| <input checked="" type="checkbox"/> Discipline & codes of conduct | <input checked="" type="checkbox"/> Other**: <u>7 waivers / side letters</u>      |
| <input type="checkbox"/> Health and safety                        |   |

\*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

\*\*Both new and focus school applicants selecting "Other" above must provide a rationale for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

**Approval Signature:**

Principal/Administrator: Russene Lopez Date: 2/6/12

UTLA Chapter Chair/Rep: \_\_\_\_\_ Date: \_\_\_\_\_

## FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

### 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):

**Movimiento Bellas Artes**

**Address:**  
PO BOX 414  
Bell, CA 90201

**Phone Number:**  
323-826-3900

**Website (if applicable)**  
<http://movimientobellasartes.com>

**Email Address:**  
Carla.barrera-ortiz@lausd.net

**School site for which your team is submitting a Letter of Intent:**

South Region HS #8 at 9

**Grade configuration of your school:**

9-12

**School model for which you are applying:**

- ☐ Traditional ☐ Pilot  
☐ ESBMM ☐ Network Partner  
☐ Affiliated Charter ☐ Independent Charter

**Please respond:**

- Are you planning to operate more than one school on the campus?
- If yes, how many schools are you proposing to operate?
- If yes, will they all operate under separate CDS codes?


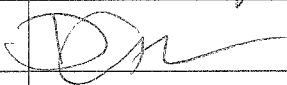
- yes
- 2
- 2

**School calendar-- please provide the following dates:**

- First and last date of instruction?
- Winter recess dates
- Spring recess dates

- August 14, 2012 – June 4, 2013
- December 17, 2012- January 6, 2013
- March 25, 2013- March 29, 2013

**List the name and contact information of your design team members below:**

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Carla Barrera-Ortiz		323-832-5700	carla.barrera-ortiz@lausd.net	Bell HS
2. Delia Castillo		323-826-3900	dx9771@lausd.net	Orchard Academies 2B
3.				

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## PSC 3.0

### Commitments and Expectations Form

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*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by 6:00 pm on Thursday, March 31, 2011. Documents must be submitted electronically to [psc@lausd.net](mailto:psc@lausd.net). If you have questions, please call the PSC number at (213) 241-5104.*


#### **We agree to:**

- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

## PSC 3.0

### Commitments and Expectations Form

**We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.**

<b>Applicant Team Name/Organization</b>	MOVIMIENTO BELLAS ARTES
<b>Name of Team Representative</b>	CARLA BARRERA-ORTIZ
<b>Signature of Team Representative</b>	

[illegible]



# School Calendar 2012-2013

**Note:** This is a tentative calendar that needs to be finalized according to the approved LAUSD traditional school year calendar for 2012-2013.

Date	Program
July 2	Open Enrollment Sessions Begin
July 9-31	Summer Transitions Institutes (Parents & Students) Mandatory Intervention
July 16-July 17	School Leadership Team Retreat
July 26-July 27	CAHSEE Diagnostic for Summer Transitions Institute Students
August 1-August 8	Professional Development Institute
August 13	Pupil Free Day
August 14	First Day of School
August 14-22	STAR Reading and Math Diagnostic (School-Wide) Student Individual Learning and Growth Plan Portfolio Overview CAHSEE Diagnostic all eligible student (exclude
August 31	No School
September 3	Labor Day
October 2 and October 3	CAHSEE
October 9	First Quarter-40 days of Instruction (8/14-10/9)
October 10-12	Quarter 1-Performance/Benchmark Assessments
October 15	Pupil Fee (Professional Development)
October 16-19	Tier 1 Intervention: Re-Teach Q1 Power Standards
October 22	Quarter 1 Progress Grades Due Quarter 2 Begins
October 22-26	Student (ILGP) Review/Reflection-Advisory
(To be determined)	CELDT Testing Ends
November 6 and November 7	CAHSEE
November 12	No School-Veterans Day
November 22-23	No School-Thanksgiving Break
December 1 and December 8	CAHSEE
December 3-7	School-wide STAR Reading and Math Assessments
December 10-December 13	Quarter 2-Performance/Benchmark Assessments Second Quarter - 33 days of Instruction (10/22-12/7)
December 14	First semester grades due
December 17-January 6, 2013	No School-Winter Break
January 7, 2013	Pupil Free Day-(Professional Development)
January 8, 2013	Classes Resume
January 8-11	Tier 1 Intervention: Re-teaching Q2 Power Standards Student (ILGP) Review/Reflection-Advisory
January 14	First Day of Spring Semester-Quarter 3
January 21	No School -Martin Luther King Holiday
February 5 and February 6	CAHSEE
February 18	No School-Presidents' Day
March 4	Quarter 3 Ends -39 days of instruction (1/14-3/4)
March 5-March 8	Quarter 3-Performance/Benchmark Assessments
March 11	Quarter 3- Progress Grades Due-Pupil Free Prof. Dev

March 12-15	Tier 1 Intervention: Re-teach Quarter 3 Power Standards Student (ILGP) Review/Reflection-Advisory
March 12 and March 13	CAHSEE (10 <sup>th</sup> grade final count)
March 18	Quarter 4 Begins
March 25-29	Spring Break
April 1-April 5	Quarter 4 Begins-CST Review
To be determined	CST Testing Window
May 6- May 17 (To be determined)	AP Testing
May 17	Quarter 4 Ends -40 days of instruction (3/18/13-5/17/13)
May 24 (To be determined)	CAHSEE Make-Up (Grade 10)
May 20-23	Quarter 4 Performance/Benchmark Assessments
May 27	No School-Memorial Day
May 28	Second Semester Final Grades Due
May 28-31	STAR Reading and Math Testing Tier 1 Intervention-Re-Teach Quarter 4 Power Standards
June 3-June 7	Student ILGP Reflections
June 4	End of the School Year
June 10-July 3	Mandatory Intervention
July 8-July 31	Transitions Institutes (Students & Parents) Mandatory Intervention

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Staff Relations**  
**LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

**LAUSD WAIVERS**

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:** 2/5/12

**School/Office:** South Region High School #8- VAPA/STEAM      **Local District 6**

**CBA Section** (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived:

*BANKED PD TIME Article IX-B, Section 2.0*

**Waiver Description:** (Describe the actions that require a waiver)

Professional Development Waiver

**Rationale:** (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

We will utilize the automatic waivers to determine our professional development time however; we seek a waiver for professional development.

Professional Development Waiver Request:

The Superintendent of Local District 6 has the authority to and has indicated that she will approve a waiver request to combine professional development banked days with shortened day hours so that the school can schedule professional development Mondays throughout the school year. This professional development waiver will allow us to meet weekly, thus enabling our staff to divide our meeting time between PLC, interdisciplinary, and professional development needs. Increasing the frequency of our weekly meetings will provide more consistency and coherence for collaboration, planning and evaluation

Requesting Administrator's Approval:

*Terri Arnold (By)*

*2/6/12*

Principal/Administrator

Date

*Rosemary Rogers*

*2/6/12*

Local District Supt/Division Head/Designee

Date

Send or fax completed/signed form to: Office of Staff Relations

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Staff Relations**  
**LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

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**Date:** 2/5/12

**School/Office:** South Region High School #8- VAPA/STEAM      **Local District 6**

**CBA Section** (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived:

ARTICLE XI - Transfers 9.3b.

**Waiver Description:** (Describe the actions that require a waiver)

- Teacher transfer requests

ARTICLE XI - Transfers 9.3b. Teacher transfer requests will be handled according to the instructional needs of the school and will not be subject to transfer clauses in Article XI, Sec. 9.3b, which currently allows for multiple teacher transfer requests to be determined based on consecutive service at the worksite. We seek autonomy in this regard to be able to select teacher's transfer requests based on teacher qualification, willingness and professional fit at VAPA H.S. and STEAM H.S.

Requesting Administrator's Approval:

*Terre Arnold (By)* 2/6/12

Principal/Administrator

Date

*Rebecca Rogers* 2/6/12

Local District Supt/Division Head/Designee

Date

Send or fax completed/signed form to:      Office of Staff Relations  
333 S. Beaudry Ave., 14<sup>th</sup> Floor  
Los Angeles, CA 90017  
Fax: 213- 241-8405

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Staff Relations**  
**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:** 2/5/12

**School/Office:** South Region High School #8- VAPA/STEAM      **Local District 6**

**CBA Section** (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived:

3.0 Requested Rights subject to Article IX- Hours, Duties, and Work Year:

**Waiver Description:** (Describe the actions that require a waiver)

Article IX, Sec. 4.4 Meeting on the two pupil-free days

**Rationale:** (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

Teachers will be expected to attend on-site professional development that will be held prior to the first day of instruction. Additionally, teachers will be expected to attend off-site professional development conducted by our community partners such as MOCA, PLTW, and Mobilize. Likewise, teachers will be expected to meet during vacation for curriculum planning and specialized training.

- 5 Professional development days prior to opening day of the school
- 5 Professional development days with our community partners, if applicable.
- Employees and staff will report to work one week prior to the first day of instruction for PD and school setup and three days at the closing of the school year.
- Attend Saturday 9<sup>th</sup> grade orientation
- Meet during vacation for curriculum planning

Requesting Administrator's Approval:

Terra Arnold (By)      2/6/12

Principal/Administrator

Date

Roseana I. Rojas

2/6/12

Local District Supt/Division Head/Designee

Date

Send or fax completed/signed form to:      Office of Staff Relations  
333 S. Beaudry Ave., 14<sup>th</sup> Floor  
Los Angeles, CA 90017  
Fax: 213- 241-8405  
Phone: 213- 241-6056

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Staff Relations**  
**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:** 2/5/12

**School/Office:** South Region High School #8- VAPA/STEAM      **Local District 6**

<b>CBA Section</b> (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived: Article X, Sec. 3.0 - Evaluation and Discipline- Frequency
<b>Waiver Description:</b> (Describe the actions that require a waiver) Annual evaluation of teachers and staff
<b>Rationale:</b> (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) Continuous school improvement is a very important part of this school proposal and can be best achieved by having teachers collaborating and reflecting on their teaching practices. Therefore, teacher growth is dependent upon teacher evaluations through observations, reflections, and intervention methods, if necessary. A jointly developed teacher evaluation system will be in place to evaluate the continuous growth of all of our teachers. This teacher evaluation system entails a cyclical reflective process for evaluating teachers and relies on having autonomy over the frequency of teacher and staff evaluations.

Requesting Administrator's Approval:

Terri Arnold (Bg)      2/6/12

Principal/Administrator

Date

Rosemarie Ryan      2/6/12

Local District Supt/Division Head/Designee

Date

Send or fax completed/signed form to:

Office of Staff Relations  
333 S. Beaudry Ave., 14<sup>th</sup> Floor  
Los Angeles, CA 90017  
Fax: 213- 241-8405  
Phone: 213- 241-6056

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Staff Relations**  
**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:** 2/5/12

**School/Office:** South Region High School #8- VAPA/STEAM      **Local District 6**

<p><b>CBA Section</b> (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived:</p> <p>3.0 Requested Rights subject to Article IX- Hours, Duties, and Work Year:</p> <p>Article IX, Sec. 1.0, General workday provisions</p>
<p><b>Waiver Description:</b> (Describe the actions that require a waiver)</p> <ul style="list-style-type: none"><li>• Dedicate at least two hours a week after school (unpaid).</li></ul> <p>At least two hours of unpaid school time (i.e., beginning of the school year) will give teachers opportunities to provide instructional and enrichment support to our students, to collaborate with colleagues and take part in committees. Upon release of categorical monies, teachers will be compensated for after-school and Saturday intervention and enrichment support.</p>
<p><b>Rationale:</b> (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)</p> <p>Meeting the diverse needs of the student population requires structures that support intervention and social-emotional needs that may required dedicated time for providing homework help, meeting with students, parent conferences, or other miscellaneous work-related functions.</p>

Requesting Administrator's Approval:

*Jeri Arnold* 2/6/12

Principal/Administrator

Date

*Raquelna Rogers* 2/6/12

Local District Supt/Division Head/Designee

Date

Send or fax completed/signed form to:      Office of Staff Relations  
333 S. Beaudry Ave., 14<sup>th</sup> Floor  
Los Angeles, CA 90017  
Fax: 213- 241-8405

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Staff Relations**  
**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:** 2/5/12

**School/Office:** South Region High School #8- VAPA/STEAM      **Local District 6**

**CBA Section** (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived:

Article IX, Sec. 5.0 Duty-Free Lunch and Nutrition

**Waiver Description:** (Describe the actions that require a waiver)

- Monitoring school grounds before school, during lunch, during nutrition or afterschool (Rotation)
- Monitoring the library media center before school, during lunch, during nutrition or after school. (Rotation)

**Rationale:** (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

We are committed to ensuring the safety of all students. However, we anticipate that staff size limitations will impact effective supervision of students. We will need to employ the assistance of all teachers in monitoring the school grounds, including the library media center before school, during lunch, during nutrition or after school on a rotational-basis. Limited staffing calls for intensive supervision to ensure that ..."special situations requiring intensive supervision" are handled adequately and appropriately and will ensure the safety of all students and teachers and staff.

Requesting Administrator's Approval:

Terri Arnold (Bj)

2/6/12

Principal/Administrator

Date

Rosemarie Aguirre

2/6/12

Local District Supt/Division Head/Designee

Date

Send or fax completed/signed form to:      Office of Staff Relations  
333 S. Beaudry Ave., 14<sup>th</sup> Floor  
Los Angeles, CA 90017  
Fax: 213- 241-8405



## **Commitment to the VAPA Plan for South Region High School #8 at 9**

Our school's design plan outlines a coherent and consistent academic program based on best practices, common vision, clear expectations, careful planning, evaluation of teaching goals and a supportive professional environment.

By my signature below, I acknowledge the following:

- I have received and read the approved professional development and instructional plan for VAPA High School at South Region HS #8 at 9.
- I understand and commit to support the expectations, goals and vision embedded in the approved VAPA HS Plan.
- I understand and acknowledge that my commitment to this plan and the performance of duties required by the plan are a condition for my continued assignment at VAPA HS at South Region HS #9.

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Teacher Signature

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Date

# Public School Choice 3.0 - Performance Plan

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
Addressing the Needs of All Students							
<b>GRADUATION (high schools only)</b>							
9 Four Year Cohort Grad Rate	44%	57%	80%	See Curriculum and Instruction	See Assessments and School-wide Data Section B-3, b. Graduation Requirement		
10 CAHSEE Pass Rate (10 <sup>th</sup> grade)	66%	63%	75%	Section B-1, d. Addressing the Needs of All Students	See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring		
11 % Students in A-G Courses Receiving Grade of C or Higher	18%	21%	60%				
12 % Graduates Meeting A-G Requirements	13%	21%	60%				
<b>RETENTION RATE (high schools only)</b>							
# First Time 9 <sup>th</sup> Graders	Not Known	1,148	150	See Curriculum and Instruction	N/A		
% Retained 9 <sup>th</sup> Graders	40%	47%	90%	Section B-1, d. Addressing the Needs of All Students	See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring		
<b>CULTURE/CLIMATE &amp; MISSION-SPECIFIC</b>							
13 Attendance Rate for Students	94.6%	93.1%	98%	See School Culture and Climate	See School Culture and Climate Section B-4, f. Policies		
14 Attendance Rate for All Staff	94%	95%	100%	Section B-4	See Staffing Section B-8, c. Performance Reviews		
15 Number of Suspensions	4	13	5		See School Culture and Climate Section B-4, f. Policies		
16 School Experience Survey: % Parents Participating	16%	11%	50%	See Parent and Community Engagement	See Parent and Community Engagement Section B-5, b. Strategies		
17 School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	33%	26%	80%	Section B-5, b. Strategies			

*Design Team Name*

Design Team Name

*Date*

Date

Applicant Team Representative Signature

Local District Superintendent Signature

## Public School Choice 3.0 - Performance Plan

PSC School Site: SRHS #8 (opening at SRHS#9)

Design Team Name: Grupo Movimiento Bellas Artes (STEAM)

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target N/A	Year 3: Goal/ Target N/A
<b>CST ELA</b>								
1	% of all students scoring FBB/BB <i>English Learners</i> <i>Special Education</i> <i>African American</i> <i>Latino</i> <i>White</i> <i>Asian</i> <i>Economically Disadvantaged</i>	36% 69% 85% 35% 34%	31% 70% 79% 31% 29%	See #2 for strategies to decrease the % of students scoring FBB/BB	See #2 for strategies to decrease the % of students scoring FBB/BB	See #2 for strategies to decrease the % of students scoring FBB/BB		
2	% of all students scoring Prof or Adv <i>English Learners</i> <i>Special Education</i> <i>African American</i> <i>Latino</i> <i>White</i> <i>Asian</i> <i>Economically Disadv.</i>	29% 5% 2% 29% 29%	31% 5% 3% 31% 32%	45% 25% 25% 45% 45%	See Curriculum and Instruction Section B-1. d. Addressing the Needs of All Students	See Assessments and School-wide Data Section B-3. c. Data Collection and Monitoring		
<b>CST MATH</b>								
3	% of all students scoring FBB/BB <i>English Learners</i> <i>Special Education</i> <i>African American</i> <i>Latino</i> <i>White</i> <i>Asian</i> <i>Economically Disadv.</i>	50% 70% 87% 49% 48%	47% 68% 83% 47% 45%	See #4 for strategies to decrease the % of students scoring FBB/BB	See #4 for strategies to decrease the % of students scoring FBB/BB	See #4 for strategies to decrease the % of students scoring FBB/BB		
4	% of all students scoring Prof or Adv <i>English Learners</i> <i>Special Education</i> <i>African American</i> <i>Latino</i> <i>White</i> <i>Asian</i> <i>Economically Disadv.</i>	24% 11% 4% 24% 24%	27% 11% 2% 27% 27%	40% 30% 25% 45% 40%	See Curriculum and Instruction Section B-1. d. Addressing the Needs of All Students	See Assessments and School-wide Data Section B-3. c. Data Collection and Monitoring		
<b>ENGLISH LEARNERS (EL)</b>								
7	Reclassification Rate	13%	14%	45%	See Curriculum and Instruction Section B-1. d.	See Assessments and School-wide Data Section B-3. c. Data Collection and Monitoring		
8	% EL Students Scoring Proficient on CELDT	25%	22%	45%	See Curriculum and Instruction Section B-1. d.	See Assessments and School-wide Data Section B-3. c. Data Collection and Monitoring		

**Curriculum and Development  
Implementation Plan**

**SRHS #8 Schools Collaborative  
TAD/STEAM/VAPA Schools**

**Curriculum Development Implementation Plan**

Implementation Element	Timeline	Responsibility	Resources	Evidence of Success	Evaluation Process
Create Interdisciplinary projects and rubric	July 2012	VAPA/STEAM/TAD Teachers	Community Partners: MOCA PLTW ECS	Student intellectual engagement	Community Partner feedback Student performance
Develop Master Schedule	July 2012	VAPA/STEAM/TAD Design Team/ Principal/ Counselor	Staffing SIS Budget	Operations Schedule completion Programming	Schedule Accuracy
Plan intervention infrastructure and develop PD	July 2012	VAPA/STEAM/TAD Design team, Principal	LD 6	Student engagement, fewer discipline issues, higher attendance rates	Evaluations
PD: Project-based learning/ Problem-based learning	August 2012	VAPA/STEAM/TAD Design team, Principal	PD Budget	Student engagement, fewer discipline issues, higher attendance rates	Authentic assessments
PD: inquiry-based learning	August 2012	VAPA/STEAM/TAD Design team, Principal	PD Budget	Student engagement, fewer discipline issues, higher attendance rates	Student discussion, student work writing
PD: Advisory	August 2012	VAPA/STEAM/TAD Design team, Principal	PD Budget	Student engagement, fewer discipline issues, higher attendance rates	Student discussion, student work writing
PD: Arts Integration/ partnerships	August 2012	VAPA/STEAM/TAD Design team, Principal	PD Budget	Student engagement, fewer discipline issues, higher attendance rates	Student discussion, student work writing
PD: Special Ed Policy and procedures	August 2012	District Spec Ed Support, LD 6, Principal	Student engagement, fewer discipline issues, higher attendance rates	Referrals, Student data, compliant IEPs	Parent/teacher Evaluations
Data Analysis	August	VAPA/STEAM/TAD	Budget	Student data	Testing data

<u>Date</u>	<u>PD Topic</u>	<u>Goals, Objectives, learning outcomes</u>	<u>Deliverable</u>
Fri. Mar. 15	Sub-committees	Update plan and create report. Work on initiatives. Reflect on last month's report to the Governing Council.	Report and/or recommendations for Governing council meetings
Mon. Mar. 18	Data Analysis and monitoring	Revise access strategies checklist and SIOP lesson based on data	Revise access strategies checklist and SIOP lesson based on data
Fri. Mar. 22	Intervention Infrastructure	Monitor Intervention program	list student intervention progress
Mon. Mar. 25	Technology	Learn a new technology tool	Incorporate a tech tool in lesson
Fri. Mar. 29	UNASSIGNED		
Mon. Apr. 1	Spring Recess- No school		
Fri. April 5	Spring Recess- No school		
Mon. April 8	Meeting the needs of special populations	Review goals for special needs, SWD	Reflect on how teacher is meeting the needs of SWD/ special needs, EL, GATE
Fri. April 12	Interdisciplinary Team	Review assessments, project, curricular connections & Arts Integration	Revise project
Mon. April 15	Interdisciplinary Team & Arts integration	Revise and Share assessments, project, curricular connections & Arts Integration	Share project
Fri. April 19	Sub-committees	Update plan and create report. Work on initiatives. Reflect on last month's report to the Governing Council.	Report and/or recommendations for Governing council meetings
Mon. April 22	Data Analysis and monitoring	Data Analysis and monitoring	Review 2nd data cycle and make recommendations regarding progress monitoring
Fri. April 26	PLC	PLC	Design standards, learning outcomes, and SMART Goal
Mon. April 29	PLC	PLC	Define culminating project & learning outcomes
Fri. May 3	Interdisciplinary Team	Interdisciplinary Team	Revise curriculum map and reflect
			Share
			Arts Integration Project presentation
			Interdisciplinary project work

## VAPA HS COURSE REQUIREMENTS

Course & Graduation  
Requirements

SUBJECTS	HS GRADUATION GRADES 9-12	UC A-G REQUIREMENTS	CSU A-G REQUIREMENTS	PRIVATE COLLEGE	COMMUNITY COLLEGES
Social Studies "A" Requirement	3 years/ 30 credits World History, US History or Principles of American Democracy	2 years: World History, US History or Principles of American Democracy	2 years World History, US History, or Principles of American Democracy	2 years World History, US History, or Principles of American Democracy, college preparatory electives recommended	No subject requirements, 18 years old or high school graduate or high school proficiency test certificate
English "B" Requirement	4 years/40 credits English 9, Honors English 9, English 10, 11 <sup>th</sup> grade American Lit & Contemp. comp., 12 <sup>th</sup> grade composition	4 years college preparatory	4 years college preparatory	4 years college preparatory	4 years college preparatory
Mathematics "C" Requirement	3 years/ 20 credits Algebra, Geometry, Algebra 2, H Algebra, H Algebra 2	3 years Algebra 1, Geometry, Algebra 2, Math Analysis	3 years 3 years Algebra 1, Geometry, Algebra 2, Math Analysis	College preparatory math each year	
Lab Science "D" Requirements	Biology, Honors Biology	2 years lab science Biology, Chemistry, Physics	2 years lab science	3 to 4 yrs. lab science	
World Languages "E" Requirements	Spanish 1 French 1	2 years Spanish 2 French 2	2 years same world language	3 to 4 yrs. world language is recommended	
Visual/Performing Arts "F" Requirements	2 years <b>Exploratory 9<sup>th</sup> Arts Wheel</b> Intro to. Dance, Music: Instruments, Music Theory, Art, or Theatre	1 year or more of Arts courses, Intro to. Dance, Music: Instruments, Music Theory, Art, or Theatre, Adv. Ensembles	1 year course of visual or performing arts.	College preparatory Arts class	
Electives "G" Requirements	Computer Literacy (.5 units) Music theory Art Studio	Theory or foundational arts courses, Advanced science, math courses, or TAD/VAPA Passport class,	1 year of advanced courses in math, arts, English, lab science.	College preparatory electives in the subject area of interest.	
PE/ Sports	.05 credits				
Health	.05 credits				

## VAPA HS COURSE REQUIREMENTS

Technology	.05 credits				
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Online Courses: Spanish, Algebra, History, & PE will satisfy the A-G requirement.

**VAPA/ STEAM HS School Calendar 2012-2013**
**Daily Bell Schedule**

Beginning Date	Ending Date	Holidays	Breaks	Professional Development
Tuesday, August 14, 2012	Friday, June 4, 2013  (To be determined)	Labor Day Veterans Day Thanksgiving Winter Break MLK Day Presidents' Day Spring Break Memorial Day	9/3/12 Sunday, 11/11/12 11/22/12 & 11/23/12 12/17/12-1/6/13 1/21/13 2/18/13 3/25/13-3/29/13 5/27/13	Wednesday, August 1, 2012 to Wednesday, August 8, 2012  (Pupil Free Day) August 13, 2010

**Goals**
**College Going Culture**
**Early Start Calendar**

Calendar is aligned with the college calendar to ensure access to college coursework/credit recovery

**Increase instructional time**

90 min. / academic classes

**Personalization**

Reduced class size (20-25:1)

Structured Advisory  
(4x/week)

**Increased Time for Professional Collaboration**

2 hours of structured weekly professional development that supports team, departmental and school-wide learning.

Promotes a school culture of continual improvement, collaboration and accountability.

English Learners will be given sheltered English Language instruction within all core content classes.

Twice/Week (Odd periods)	Instructional time/class	Daily Instructional Minutes (400 )
Advisory	7:45-8:25 a.m.	40 (+5 passing)
Period 1	8:30-10:00 a.m.	90
Nutrition	10:00-10:20 a.m.	20 (+5 passing)
Period 3	10:25-11:55 p.m.	90
Lunch	11:55-12:25 p.m.	30 (+5) passing)
Period 5	12:30-2:00 p.m.	90 (+5)
Intervention/Enrichment	2:05-3:35p.m.	90
Twice/Week (Even Periods)	Instructional time/class	Daily Instructional Minutes (400 )
Advisory	7:45-8:25 a.m.	40 (+5 passing)
Period 2	8:30-10:00 a.m.	90
Nutrition	10:00-10:20 a.m.	20 (+5 passing)
Period 4	10:25-11:55 p.m.	90
Lunch	11:55-12:25 p.m.	30 (+5 passing)
Period 6	12:30-2:00 p.m.	90 (+5)
Intervention/Enrichment	2:05-3:35 p.m.	90
Once/Week Professional Development	Instructional time/class	Daily Instructional Minutes (300 )
Period 1	7:45-8:35 a.m.	50 (+5 passing)
Period 2	8:40-9:30 a.m.	50 (+5 passing)
Period 3	9:35-10:25 a.m.	50 (+5 passing)
Period 4	10:30-11:20 a.m.	50
Lunch	11:20-11:50 a.m.	30 (+5 passing)
Period 5	11:55-12:45 p.m.	50 (+5)
Period 6	12:50-1:40 p.m.	50
Professional Development	1:40-3:30 p.m.	120 min

The instructional day will begin at 7:45 a.m. and end at 3:35 p.m. Additional time for learning will take place either one hour before school, after school and Saturdays. Mandatory summer intervention and Summer Transitions courses will be scheduled on 7/8/13-7/31/13.



**Principal position**

Visual and Performing Arts HS at SRHS #8

## Small School Principal

All administrative positions will be advertised through LAUSD Human Resources. A principal job posting will be disseminated. A pool of qualified candidates will be selected and invited to interview for the Principal position. The most qualified person will be selected by a committee that will consist of design team members, parents, students, community partners, and Local District personnel. An ideal instructional leader is a person that has a proven trajectory with handling instructional, curricular, and operational issues pertaining to a small school setting. Additionally, an ideal instructional leader has experience with implementing professional development that includes Arts-based interdisciplinary lessons, project-based learning, and has knowledge of learning theory. The UTLA Principal Survey along with a collaboratively created rubric will serve as reflective tools for assessing performance outcomes at our school. We will hold our instructional leader accountable for outcomes based on instructional, curricular, and operational goals. The ISSLC Standards for School Leaders will be utilized as a framework that will guide the outcome-based reflective conversation.

The ISLLC standards are meant to “raise the bar for the practice of school leadership” (Council of Chief State School Officers, 2002). Each standard is defined by subsets of indicators for expected performance. Collectively, the standards are intended to represent a comprehensive approach to defining outcomes for effective school leaders. There are six core standards within the ISLLC standards (Council of Chief State School Officers, 2002). The standards articulate that school principals are responsible for:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Advocating, nurturing, and sustaining school culture and instructional programs conducive to student learning and staff professional growth;
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

According to ISLLC's web-site, these standards are reflective of school administrators who:

...often espouse different patterns of beliefs and act differently from the norm in the profession. Effective school leaders are strong educators, anchoring their work on central issues of learning and teaching and school improvement. They

are moral agents and social advocates for the children and the communities they serve. Finally, they make strong connections with other people, valuing and caring for others as individuals and as members of the educational community (Council of Chief State School Officers, 2002).

#### Instructional Leader/ Principal

We believe that our school leader must ensure the academic achievement of all students by being committed to and held accountable for meeting the ISSLC Standards for School Leaders. These six standards clearly articulate who we envision as our school leader. To that end we will continually refer to these standards as we reflect upon our school's leadership performance.

#### REQUIRED EXPERIENCE

- Arts education, Arts production, and performance
- Computer literacy
- Eight years of successful full-time public school certificated service
- Five years experience as a teacher in a K-12 public school program
- At least two years of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc.

#### DESIRABLE QUALIFICATIONS

Collaborative decision-making; a socially-just educational program, A background in Visual and Performing Arts, committed to Visual and Performing Arts curriculum, implementing Arts programs, strategic planner, Special Ed. Modified Consent Decree, a strong family community engagement program, Fluency in English and Spanish.

#### MINIMUM REQUIREMENTS INCLUDE

- Bachelor's or Master's Degree in an Arts-related field
- K-12 Arts Teaching credential; NCLB Highly Qualified preferred
- California Administrative Services Credential
- Master's degree in Education
- Multicultural coursework
- District Master Plan requirements met

**Professional Experience**

**2010-Present: Bell High School English and AVID Teacher**

Assists with the implementation of a structured ELA Professional Learning Community Program  
Co-developes common lessons, rubrics and assessments based on student data  
Evaluates student data in the development of core curriculum and intervention instruction  
Served as liaison between ELA teachers and school leadership team  
Assists in the coordination and full implementation of the AVID program

**2006-2010: Middle School Teacher Librarian**

Developed and implemented multi-disciplinary standards based information literacy and research curriculum.  
Developed and facilitated information literacy workshops for students in collaboration with faculty, parents and colleagues  
Organizes and spearheads library fundraising campaigns  
Coordinates and facilitates literacy awareness and community outreach events

**2009-Present: ALUMI Board Member**

Volunteers in the planning, execution, and evaluation of the organization's instructional program and fundraising campaigns

**2010: Downey YMCA Campaign Division Chair**

Organized fundraising events and was accountable for campaign revenue

**1998-2000 Span School Testing Coordinator, Literacy Coach and ESL Teacher/  
Department Co-Chair**

**James A. Foshay Learning Center**

Developed, coordinated and over-saw a comprehensive testing program/protocol for grades k-12  
Trained all faculty and staff in the implementation of testing materials as mandated by the state and LAUSD  
Developed, organized and implemented a peer-coaching literacy program rooted in sound academic and second language teaching/learning pedagogy  
Performance Assessments Local District Trainer of Trainers

**2000: Camino Nuevo Charter School Administrator**

**1998-2000 Student Teacher Coordinator/Coach**

**University of Southern California**

Served as a liaison between the Rossier School of Education professors, student teachers, master teachers, and school administrators  
Oversaw the implementation and evaluation of standards based, secondary instruction rooted in successful pedagogy as outlined in the USC Teacher Education Program  
Provided direct instruction and resources to student teachers  
Evaluated student teacher candidates

**Education**

**California State University Dominguez Hills**

Urban School Leader Scholar, 2010-2011

**University of Southern California**

B.A., English, 1994

M.S., Curriculum and Instruction, 1997

**Credentials**

California Professional Clear, Single Subject Teaching Credential, English  
Bilingual Cross Cultural, Language and Academic Development (BCLAD) Emphasis  
Tier I Preliminary School Administration Credential

## **DELIA CASTILLO**

P.O. BOX 414. • Bell, CA 90201

dxc9771@lausd.net

### **Summary of Qualifications**

Twelve years of k-12 teaching experience, Performing Arts, instrumental music, technology, and small learning communities. Experience in program development, curriculum design, budgeting, Arts advocacy for all students, and parent/community relations, categorical programs and school governance.

### **Credentials & Certifications**

New and Aspiring School Leaders Institute- Harvard University	2011
Summer Institute- Boston Arts Academy	2010
Certificate of Eligibility for Administrative Credential	2007
CLAD Certification	2007
Teaching Credential, Clear Single Subject K-12 Instrumental Music	2001-2012
Supplemental Authorization in Computer Concepts and Applications	2007
TI:ME-Technology Institute for Music Educators Level 1A Certificate	2004
Certificate in GATE Certificate- work in progress	

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### **Education**

Pepperdine University, Malibu, CA	2012
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#### **Doctorate of Education in Learning Technologies**

California State University, Long Beach, Long Beach, CA	2007
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#### **Master's of Arts Degree in Education, option Educational Technology**

California State University, Northridge, Northridge, CA	2007
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#### **Master's of Arts Degree in Education, option Educational Administration**

California State University, Long Beach, Long Beach, CA	2000
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#### **Bachelor's Degree of Music in Instrumental Music**

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### **Leadership Experience**

Orchard Academies 2B- LAUSD, Bell, CA	08/10- Present
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#### **Categorical Programs Adviser- Title 1 & EL Coordinator**

School Site Council Chairperson

UTLA Vice-Chair

#### **Local District # 6, LAUSD**

03/10

#### **Design Team Member, South Area Teacher Collaborative**

Nimitz Middle School, LAUSD, Huntington Park, CA	08/00- 6/10
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Department Chair & Co-Chair	2003-2010
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Small Learning Community Lead Teacher	2005-2010
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### **Teaching Experience**

Instrumental Music Teacher, Orchard Academies 2B	2010- present
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Instrumental Music Teacher, Nimitz Middle School	2000- 2010
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November 15, 2011

To Whom It May Concern:

The Museum of Contemporary Art looks forward to the opportunity to partner with and support the development of three important pilot school efforts:

- Visual and Performing Arts HS (VAPA HS) at South Region High School #8
- STEAM HS at South Region High School #8, and
- TAD HS (Technology, Art, and Design HS)

During the 2011-12 school year, we are enjoying the opportunity to work with six teachers and their students from the Orchard Academy, led by **Delia Castillo**, in Contemporary Art Start (CAS), the museum's yearlong professional development, classroom curriculum, and museum visit program. It's rare that a cadre of this size from a single school (especially a middle school) attends a voluntary, arts-based professional development and curriculum program that requires such a sustained commitment. What's particularly remarkable is that the majority of the Orchard participants are not art teachers, but instead forward-thinking educators from diverse subjects who want to explore the rich, interdisciplinary connections that exist between art, history, English, music, and science.

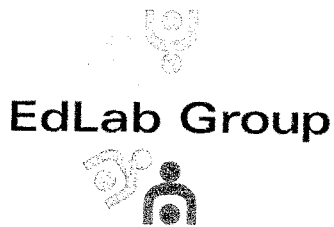
From the beginning, I have been struck by the Orchard group's ability to collaborate and support one another both as colleagues and as adult learners. We would like to similarly support new, additional teacher and student communities that emerge from the teacher-driven leadership that is in evidence at Orchard.

Through programming like Contemporary Art Start, which provides arts-based professional development and classroom resources, as well as through general support and/or consulting during the process of developing an arts-driven education plan, we would welcome the opportunity partner with VAPA HS, STEAM HS, and TAD HS.

Please let me know if I may be of further assistance.

Sincerely,

Jeanne Hoel  
Senior Education Program Manager  
213/621.1706



November 17, 2011

Dr. Deasy and Board of Education  
Los Angeles Unified School District  
333 S. Beaudry Ave.  
Los Angeles, CA 90017

Dear Dr. Deasy and Board of Education,

This letter indicates my support of your South Region STEAM High School and the Visual and Performing Arts (VAPA) proposals. I am CEO of the EdLab Group, a non-profit organization whose mission is to leverage the power of technology and diversity to transform teaching and learning. I am also Principal Investigator for several National Science Foundation funded projects that are focused on improving equity in science, technology, engineering, and mathematics (STEM) fields in the US. These national collaboration projects are the National Girls Collaborative Project and the Computer Science Collaboration Project.

The National Girls Collaborative Project (NGCP) is a robust network of more than 2,200 girl-serving STEM projects and programs across the United States. There are currently 21 Collaboratives, serving 33 states, facilitating collaboration between more than 8,800 organizations who serve more than 5 million girls. One of the primary goals of the NGCP is to strengthen the capacity of existing and evolving informal science and engineering projects by sharing promising practice research and program models, outcomes and products through webinars, collaboration training and institutes. The NGCP model includes in-person and online professional development events, mini-grants as an incentive for collaborative projects, and dissemination of research-based practices, content and resources via an interactive website, Program Directory, live and archived webcasts, and in-person forums. Project activities are designed to facilitate connections between organizations, improve access to best practices in STEM, and encourage and support collaborative projects to more efficiently use resources. Our online Program Directory serves as a resource exchange system, to enable efficient use of available educational, community, and corporate resources

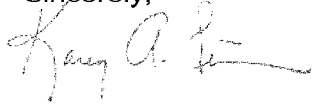
The Computer Science Collaboration Project aims to efficiently increase participation of underrepresented groups in computer science opportunities and activities by effectively building collaborations between K-12 education, community-based organizations, higher education and industry. Project activities include in-person and online collaboration opportunities, mini-grants as an incentive for collaborative projects, and dissemination of exemplary practices via a website, webinars, and professional development events.

I applaud your efforts to create a STEAM high school that integrates the arts into science and technology education. The opportunity for youth to explore STEM education while integrating artistic opportunities and expression is innovative and recognizes the interconnectedness of education and the workforce. Youth, particularly in low-income and underserved areas, need opportunities to spark their curiosity and interest in STEM education and careers.

425.977.4741  
info@edlabgroup.org  
www.edlabgroup.org

I would be happy to support the STEAM high school by connecting you to EdLab Group resources – particularly from the NGCP and CSCP – and to other related partnership projects. While our work is primarily focused on informal STEM education, our webinars and other free, best-practice based resources may be of interest to your teachers. Further, our collaboration projects might serve as a conduit to partnership opportunities with other informal organizations near your proposed STEAM high school. Thank you for giving us the opportunity to partner on this important project. I look forward to assisting you in your efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Karen Peterson", with a stylized flourish at the end.

Karen Peterson  
CEO/Executive Director, EdLab Group