



LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

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 <i>(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):</i> The TAD School (Technology, Arts & Design) Jose Luis Barzaga- Primary Contact				
Address: 4328 Bell Ave., Bell, CA 90201		Phone Number: 323-832-4700		
Website (if applicable)		Email Address: jose.barzaga@gmail.com		
School site for which your team is submitting a Letter of Intent:		South Region High School #8		
Grade configuration of your school:		9 - 12		
School model for which you are applying:		☐ Traditional ☐ ESBMM ☐ Affiliated Charter ☒ Pilot ☐ Network Partner ☐ Independent Charter		
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?		1. No 2. 3.		
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates		1. First: August 15, 2012, Last: June 7, 2013 2. December 20, 2012 to January 4, 2013 3. March 25, 2013 to April 1, 2013		
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Jose Luis Barzaga		323 832 4700	jose.barzaga@gmail.com	Bell High
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(Please add lines and pages as necessary)



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

for: The Technology, Arts, and Design High School (The TAD School)

PROPOSED BY: The TAD School

FOR: SRHS #8 (on the campus of SRHS #9)

Mission & Vision of the School

The Technology, Arts, and Design High School (The TAD School) expects to create a school where all students will graduate with high levels of academic and interpersonal achievements. We will prepare students for success in either a career or college through the use of our project and mixed subject approach to teaching. We expect students to become critical thinkers that can be productive members of society that care for others and their well-being before their own.

TAD School graduates will be the best representatives of our school because of what they will know and be able to do. All of our graduates will be able to demonstrate mastery of the California State Content Standards. Students at the TAD School will exhibit the following qualities: be able to work and collaborate together, be responsible for their actions, be respectful of others and their opinions, and speak with knowledge and confidence. Upon graduation, students from the TAD School will also be able to use the latest technological tools that will allow them to be ready for work in the media and technological arts or to continue their studies in a related field.

Designing Data Driven & Student Centered Instructional Programs

Findings about student's needs at Bell High School:

- 94% of all students are attending classes every day;
- 63% of students pass the California High School Exit Exam the first time they take the test as 10th graders;
- 57% of students who enter as 9th graders graduate within four years;
- 31% of all students scored proficient or advanced in English Language Arts; 27% in Math;
- 21% of students are passing college preparatory classes with a grade of C or better;
- 14% of English Learner students are exiting the English Learner program;
- 5% of English Learners scored proficient or advanced in English Language Arts; 11% in Math;
- 3% of Special Education students scored proficient or advanced in English Language Arts; 2% in Math.

Student Services and Interventions:

- Use the *TAD 2.0* Intervention program to help students with difficult concepts and skills;
- Monitor student graduation progress with Individualized Graduation Plans and Individualized Learning and Growth Plans;
- Design an advisory program that identifies strategies for successful high school graduation and beyond;
- Use Student Intervention Meetings for grade-level team teachers to meet with students and/or parents to discuss academic, emotional, and social needs;
- Create a High School Exit Exam and California Standards Test review program for use in the advisory class;
- Create a High School Exit Exam program to use during the intervention classes and/or during *TAD 2.0S* Saturday program for those students who are having difficulty with the test;
- Use the LAUSD MyData system to identify student strengths and weaknesses;
- Train teachers on strategies to use with English Learners;
- Start a college access and awareness program to promote graduation and college enrollment;
- Start a peer mentor/teaching assistant tutoring program;
- Conduct parent workshops for parents to understand graduation requirements, college and financial aid applications, and strategies to help their children;
- Establish partnerships with local middle schools.



Instructional Program

Standard English Learners (the following strategies will also be used with all other subgroups)

- Rigorous, California standards-based and A-G University requirement aligned instruction;
- Use of strategies such as cooperative and collaborative student groups, Shared Inquiry lessons, "TAD Talks", community supported instruction, writing across the curriculum, physical exercises, inclusion of prior academic and cultural knowledge, college-focused seminars and advisories, culminating projects, periodic assessments, text-based discussions, use of Accelerated Reader, Accelerated Math, and other personalized intervention programs, job shadowing and internships;
- Use of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.

Students with disabilities

- Full inclusion in both classrooms and across the school;
- Use of appropriate accommodations and strategies;
- Comply with federal requirements to provide the least restrictive environment;
- Provide assistance from trained personnel, supplemental services and aids, adapted curriculum and materials;
- Full inclusion into the structure of the technology-integrated, arts-driven, and project-based nature of the school.

Socio-economically disadvantaged students

- Use of culturally relevant strategies to improve academic English, reading, and writing skills;
- Use Student Intervention Meetings (SIMs) with grade-level teacher teams, parents or guardians, and students to address mental, physical, and emotional well being, as well as, academic achievement;
- Use multimedia, art, and technology as part of instruction.

Special needs students

- Use the advisory program to create a small and supportive space for academic, personal, and social needs;
- Allow and accept various forms of participation and learning methods;
- Follow and address all Individualized Education Program (IEP) goals;
- Regular discussions and updates between the home and school and in grade-level teams based on observed data, multiple assessments, and student feedback.

Gifted students

- Use the teacher as a partner in gaining knowledge through project-based experiences;
- Use the California Department of Education guidelines for instruction for gifted students:
 - Opportunities for learning based on the gifted student's abilities and talents;
 - Alternative environments where gifted students can learn at advanced and creative levels;
 - Develop skills that help gifted students develop respect, collaboration and responsibility to others;
- Access to Advanced Placement courses, online enrichment opportunities courses, individualized tutoring, community college courses through East Los Angeles College, and college-ready programs.

English Language Learners

- Use background knowledge to build academic achievement and collaboration to increase oral language skills;
- Use curriculum that is culturally relevant, guides learning, and builds academic skills;
- Use of Specially Designed Academic Instruction in English (SDAIE) strategies such as graphic organizers, interactive notebooks, etc.;
- Build classroom groups that are collaborative and exhibit mixed learning and language abilities;
- Writing and speaking across classroom lessons that use modeling, guided activities, and individual practice;
- Co-teaching models that provide support.



School Culture

The school culture at the TAD School will be one where all students practice the four values of the school: Collaboration, Accountability, Respect, and Evidence. This will also be a school where students will know that they will be able to transition to the career or college of their choice because they have learned the skills necessary for the 21st Century. We will also be a supportive environment where students will know that there is at least one adult, most likely more, that they may go to when they are experiencing, academic, personal, or social concerns.

Robert is a 10th grade student at the Technology, Arts, and Design High School. His friends, teachers and the community like to call it the TAD School because it is a place that feels like home. While he has to get up earlier to board the bus to get to the SRHS #9 campus, he knows that his younger brother and sister will soon have their own TAD School in the city of Maywood. On the way to school he sits with his friends from advisory class and they discuss the project that is due on Friday for his 10th grade unit on the ecology. Because he is in a group of four, each of his classmates are leading a portion of the project. Once he arrives on campus, he walks through the Welcome Center to get a flyer about a community event where his group will be presenting their project. He wants to take the information home to his parents so they can decide if they will see the presentation at the TAD School or at the Maywood Activities Center, depending on their work schedule. In Period 1, his World History class he is examining World War I and discussing the environmental and emotional impact of the war on soldiers. In Period 2, his Biology class, he is looking at how different chemical compositions like those used in poison gasses during World War I can have biological effects on humans and the environment. After brunch, where Robert and his friends figured out who would be presenting at the next "TAD TALK", he makes his way to Period 3 for English. In this class Robert is reading selections from Rachel Carson's *Silent Spring* and Jack London's *White Fang*, which are all about our ecology system and how man can destroy or enhance it. For Period 4, Robert is enrolled in Graphic Design where he will be responsible for creating the visual features for the group's ecology presentation. Because today is Monday, Robert will be dismissed from school at 1:20 so that his teachers may stay and do professional development. Instead of going home, Robert will be working on his internship project with a local poster design business where he will be able to use the skills he learned in his graphics design class and begin to expand his technical knowledge of this media art.

The TAD School will offer students the following extracurricular activities (some of these will be in conjunction with the SRHS #8 Small Schools Collaborative, which include the VAPA and STEAM academies on the campus)

- Saturday High - offered through Art Center College of Design
- Community College and university field trips
- Various team sports and cheer leading
- Choir and Music Ensemble
- Photography and other Media Arts Clubs
- Student Government (Associated Student Body)
- Various Student Clubs - GSA, Latinas Guiding Latinas, College Access Plan Scholars, and others.

Parent Engagement & Involvement

The TAD School will have a Parent Engagement and Involvement Committee dedicated to planning, coordinating and implementing parent workshops and evaluating parental involvement and engagement. The committee will establish and help support the following strategies and programs.

- *Community Meetings*: held locally in the city of Maywood (i.e. community meeting halls);
- *Open House & Parent Conferences*: parents will be invited to attend these events each semester;
- *Parent Workshops*: classes in computer literacy, photography, college preparation and parental support;
- *TAD Beta Sessions*: orientation meetings to welcome students and families, to meet staff, and learn the school's procedures, programs, and academic and disciplinary plans;
- *TAD Release Event*: a week-long event to recognize successful student, teacher, and community projects;



- **Volunteering:** use UCLA's Parent Project as a model to develop Parent Leads that will assist in the recruitment of volunteers every year so as to build a volunteer staff and grant parents greater access.

The TAD School understands that parent involvement as well as a parent's presence at schools are very important. We will establish a Parent Center that welcomes parents and other community members to the school. This center will provide parents with information about the school and also community resources. Also, signs in the school will be posted in both Spanish and English and interpreters will be made available for parent conferences and other events. When possible, student volunteers will provide child care services during events for parents to fully participate. Lastly, parents will be invited to become integral members of all committees on campus so that their voice is heard and represented.

Staffing

The TAD School expects to have a mix of experienced and new teachers with an interest in media arts, technology, and design. Teachers must be willing to use interdisciplinary and project-based methods for their classroom instruction. Teachers will be expected to collaborate together to build rigorous lessons that include writing and critical thinking that support English Learners and students with disabilities. Also, teachers must be willing to contribute time to the school by providing office hours, participating in school committees, sponsoring an event or student club, and attending community events. Lastly, teachers must believe that all students can learn and that all students should be supported to succeed.

Applicant Team Contact Information

Lead and/or Team Member Name(s): Jose Luis Barzaga, Lee Kimura, Ginna D. Ramirez
Applicant Team Contact Phone Number: 323-832-4700
Applicant Team Contact Email: jose.barzaga@lausd.net



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PROPOSED BY: The TAD School

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Mission & Vision of the School/Misión y Visión de la escuela

La preparatoria de tecnología, arte y diseño (La escuela TAD) espera crear una escuela en la cual todos los estudiantes se graduaran con altos niveles de logros académicos y logros interpersonales. Vamos a preparar a los estudiantes para el éxito ya sea en una carrera u universidad a través del uso de nuestro proyecto y una táctica mixta a la enseñanza. Nosotros esperamos que los estudiantes se conviertan en jóvenes de razonamiento crítico que puedan ser miembros productivos de la sociedad y que se interesen por el bien estar de otras personas antes que el de si mismos.

Los estudiantes graduados de la escuela TAD serán los mejores representantes de nuestra escuela por lo que van a saber y lo que van a poder hacer. Todos nuestros estudiantes graduados van a poder demostrar maestría sobre el Contenido Temático de Normas Académicas de California (California State Content Standards). Los estudiantes de la escuela TAD van a exhibir las siguientes cualidades: poder trabajar y colaborar en conjunto, ser responsable por sus propias acciones, ser respetuoso con otras personas y a sus opiniones y comunicarse con conocimiento y confianza. Conforme su graduación, los estudiantes de la escuela TAD también van a poder usar las herramientas de tecnología más actualizada que les permitirá estar listos para trabajar en los medios de comunicación y artes de tecnología o a continuar sus estudios en un campo relacionado.

Designing Data Driven & Student Centered Instructional Programs

Según los resultados acerca de las necesidades de los estudiantes de la preparatoria, Bell High School:

- 94% de los estudiantes asisten a la escuela todos los días;
- 63% de los estudiantes del décimo grado pasan el examen estatal necesario para salir de la preparatoria (California High School Exit Exam) al tomarlo por primera vez, ya que éste examen se le administra a los esudiantes al pasar al décimo grado;
- 57% de los estudiantes que entran como alumnos del noveno grado se gradúan de la preparatoria (high school) en cuatro años;
- según la Prueba de California sobre el Contenido Temático basado en las Normas Académicas, 31% de los estudiantes demuestran un nivel de ya sea, competente o avanzado, mientras que 27% en matemáticas;
- 21% de los estudiantes pasan las clases preparatorias para el nivel universitario con una calificación de "C" o superior;
- 14% de los estudiantes asignados como Estudiantes del Idioma Inglés (como segundo idioma) salen del programa para Estudiantes del Idioma Inglés;
- 5% de los Estudiantes del Idioma Inglés (como segundo idioma) demuestran un nivel de ya sea, competente o avanzado, mientras que 11% en matemáticas;
- 3% de estudiantes bajo el programa de Educación Especial demuestran un nivel de ya sea, competente o avanzado, mientras que 2% en matemáticas.

Servicios a estudiantes e intervenciones para estudiantes:

- Usar el programa de TAD (2.0) para ayudarle a estudiantes con conceptos y destrezas difíciles;
- Monitorear el progreso individual de cada estudiante con un Plan Para Graduación Individual y un Plan de Aprendizaje y Desarrollo;
- Diseñar un programa para la clase de consultiva que indentifica estrategias para un resultado exitoso de graduación de preparatoria y más allá;
- Usar las Juntas de Intervención Académica para el Éxito Estudiantil como escencário para discutir sobre como proveer asistencia al estudiante;
- Crear un programa para ayudarle a los estudiantes con la Prueba de California sobre el Contenido Temático basado



en las Normas Académicas y el examen para salir de los estudios preparatorios (California High School Exit Exam);

- Crear un programa para ayudarle a los estudiantes con el examen para salir de los estudios preparatorios (California High School Exit Exam) que se pueda usar durante la clase de intervención y/o durante el Programa de Sábados de TAD 2.0S para los estudiantes que tienen dificultad con el examen;
- Usar el sistema MyData del distrito escolar para identificar las destrezas y deficiencias de nuestros estudiantes;
- Entrenar a nuestros profesores a usar las estrategias más eficaz en cuanto asistiendo a un alumno del programa de Estudiantes del Idioma Inglés (como segundo idioma);
- Comenzar un programa para mejorar el promedio de graduación al igual el número de estudiantes que siguen estudiando al nivel universitario;
- Comenzar un programa de instrucción impartida por un compañero de estudios o clases particulares dadas por un asistente de maestro;
- Conduzir talleres para padres para que aprendan acerca de los requisitos para graduación, como llenar la solicitud para ingresar a la Universidad al igual que como llenar la solicitud para ayuda financiera, y estrategias para ayudarles a sus hijos;
- Establecer y fomentar una colaboración con las escuelas secundarias en la comunidad.

Instructional Program

Estudiantes del Idioma Inglés Éstandar (las siguientes estrategias seran usadas con estudiantes de otros subgrupos también):

- Instrucción rigurosa conforme las normas académicas de California y alianda con los requisitos (A-G) de la universidad de California;
- El uso de estrategias como grupos colaborativos y cooperativos de estudiantes, lecciones de indagación compartiva, Pláticas TAD, instrucción apoyada por la comunidad, composicion a lo largo de todas las materias, ejercicio físico, inclusión de conocimiento previo y cultural, seminarios enfocados en el colegio, proyectos culminantes, evaluaciones periódicas, discusiones basadas en texto, el uso del programa de lectura y matemáticas (Accelerated Reader and Math), programas de internados y de aprendíz, y otros programas personalizados para intervención;
- El uso de lecciones inter-disciplinados, temáticos, y basadas en el arte para provocar la participación de estudiantes y mejorar el nivel de éxito entre los estudiantes.

Estudiantes con discapacidades:

- Inclusión total de estos estudiantes ya sea en las clases como en toda la escuela;
- Usar de estrategias y adaptaciones apropiadas;
- Cumplir con los requisitos federales para proveer un ambiente con lo mínimo de restricciones posible;
- Ofrecer asistencia de una persona entrenada, asistencia y servicios suplementes, curriculum y materias adaptadas;
- Inclusión total a la estructura de la naturaleza de la escuela, ya sea en tecnología, bellas artes, y proyectos.

Estudiantes de bajos recursos:

- Usar estrategias relevante a las culturas de alumnos para mejorar su uso de inglés en cuanto a la lectura y composición;
- Usar Juntas de Intervención (SIM) con profesores del mismo nivel, padres y estudiantes para dirigir atención al bienestar mental, físico, y emocional, al igual que, al éxito académico;
- Usar mulitmedia, el arte, y la tecnología como parte de la instrucción.

Estudiantes con necesidades especiales:

- Usar el programa consultivo para crear un espacio pequeño para apoyar las necesidades académicas, personales, y sociales;
- Permitir y aceptar una variedad de formas para participar y métodos para aprender;
- Seguir y dirigir atención a las metas indentificadas en el Programa de Educación Individualizado (IEP);
- Discusiones regulares y actualizadas entre la casa y la escuela al igual que entre los grupos de profesores del mismo



grado basados en información observada, evaluaciones múltiples, y reacción de los estudiantes

Estudiantes Dotados:

- Usar el profesor como compañero en el desafío de lograr máximo conocimiento a través de proyectos basados en experiencias;
- Usar las guías del Departamento de Educación del Estado de California para estudiantes dotados:
 - Oportunidades para aprender basadas en las habilidades y los talentos del estudiante;
 - Ambientes alternativos en donde los estudiantes dotados puedan aprender a niveles avanzados y creativos;
 - Desarrollar destrezas que ayuden a estos estudiantes desarrollar el respeto hacia, la capacidad de colaborar con, y la responsabilidad hacia otros estudiantes;
- Acceso a clases de Plazo Avanzado, clases de oportunidades para enriquecimiento sobre la red, clases privadas individualizadas, clases de colegio a través del Colegio Comunitario del Este de Los Ángeles, y otros programas para preparación colegial .

Estudiantes del Idioma Inglés:

- Usar conocimiento previo para construir éxito académico y colaboración para mejorar destrezas oral de lenguaje;
- Usar curriculum que sea relevante a las culturas de los alumnos, que guíe a los estudiantes en su aprendizaje, y promueve destrezas académicas;
- Usar estrategias de instrucción académica diseñadas específicamente para la enseñanza del inglés (SDAIE) como el uso de organizadores gráficos de ideas, carpetas interactivas, etc.;
- Crear grupos de estudiantes dentro del aula que sean colaborativos y varíen en su forma de aprendizaje y sus niveles de lenguajes;
- Composición y discusión a través de las lecciones dentro del aula que demuestren lo aprendido, que incluyan actividades con guía, y práctica individual;
- Profesores adjuntos que demuestren destrezas y proveen apoyo específico.

School Culture

La cultura en la escuela TAD va ser una en donde todos los estudiantes practican los cuatro valores de la escuela: Colaboración, contabilidad, respeto y evidencia. Esta también será una escuela en donde los estudiantes sabrán que tendrán la habilidad de pasar por la transición de una carrera o de la universidad de su elección porque han aprendido las destrezas necesarias para el siglo 21. Nosotros También proveeremos un entorno de apoyo en donde los estudiantes sabrán que existe por lo menos un adulto, probablemente más, al que puedan asistir cuando experimenten problemas académicos, personales o sociales.

Roberto es un estudiante en la preparatoria de Tecnología, Arte y Diseño en el décimo grade. A sus amigos, maestros y comunidad les gusta decirle a "la escuela TAD" porque es un lugar que se siente como casa. Mientras que el se tiene que levantar más temprano para subirse al autobús que lo lleva al campus de SRHS #9 él sabe que su hermano y hermana menor pronto van a tener su propia escuela TAD en la ciudad de Maywood. En el camino a la escuela él se sienta con sus amigos de la clase consultiva y discuten el proyecto que tienen que entregar el viernes para la unidad del décimo grado acerca de la ecología. Como él forma parte de un grupo de cuatro, cada uno de ellos ha decidido llevar el liderazgo de una porción del proyecto. Una vez que llega al campus él atraviesa el Centro de Bienvenida para recoger un volante acerca de un evento comunitario en donde su grupo va a presentar su proyecto. Él quiere llevarle la información a sus padres para que ellos puedan decidir si van a ver la presentación en la escuela TAD o en el Centro de Actividades de Maywood, todo dependiendo en su horario de trabajo. Durante el primer periodo, su clase de Historia, él esta examinando la Primera Guerra mundial y discute el impacto medioambiental e emocional de la guerra sobre los soldados. Durante el segundo periodo, su clase de biología, él observa como las composiciones químicas usadas en los gases venenosos usados durante la Primera Guerra Mundial pueden tener efectos biológicos en seres humanos y el ambiente. Después del el



desayuno-almuerzo, Roberto y sus amigos identificaron quien va a presentar en la próxima "Platicas TAD" mientras camina hacia su clase de tercer periodo, la clase de Inglés. En esta clase Roberto lee selecciones de Silent Spring de Rachel Carson y selecciones de White Fang de Jack London, las cuales tienen que ver con nuestro sistema ecológico y como el hombre puede mejorarlo o destruirlo. Para la clase de cuarto periodo Roberto esta inscrito en la clase de Diseño Grafico, en donde el será responsable por crear los aspectos visuales de la presentación en grupo acerca de la ecología. Como hoy es lunes, Roberto saldrá de la escuela a la 1:20 para que sus profesores puedan quedarse y participar en juntas de desarrollo profesional. En vez de irse a casa, Roberto va a trabajar en su proyecto de práctica educativa con un negocio local de diseño de carteles en donde él podrá usar las destrezas que ha aprendido en su clase de Diseño Gráfico y empezar a expandir su conocimiento técnico de este medio de arte.

La escuela TAD ofrecerá las siguientes actividades extraacadémicas (algunas de estas estarán en conjunto con el colaborativo de escuelas pequeñas de SRHS #8 la cual incluye las academias VAPA y STEAM en el campus)

- Saturday High – Se ofrece a través de Art Center College of Design
- Excursiones a Colegios comunitarios e Universidades
- Deportes y Porristas variados
- Coro y música
- Fotografía y otros clubs de medios de arte
- Gobierno estudiantil (Associated Student Body)
- Varios clubs estudiantiles - GSA, Latinas Guiding Latinas, College Access Plan Scholars, y otros.

Parent Engagement & Involvement

La escuela TAD tendrá un comité de involucramiento y participación de padres dedicado a planear y coordinar la implementación de talleres para padres y evaluar el involucramiento y compromiso de los padres. El comité establecerá y apoyará las siguientes estrategias y programas:

- Juntas comunitarias: Dará lugar en la ciudad de Maywood (i.e. salones de la comunidad);
- Recepción Escolar y la Reunión informativa para padres: Lo padres serán invitados a asistir a estos eventos cada semestre;
- Talleres para padres: Clases de computadora, fotografía, preparación para el colegio y apoyo para los padres;
- Sesiones de Beta TAD: Juntas de orientación como bienvenida a los estudiante y a sus familias para conocer a la facultad y aprender las reglamentos y programas académicos y de disciplina de la escuela;
- Evento Lanzamiento TAD: Un evento de una semana entera para reconocer el éxito de cada estudiante, profesor y proyectos comunitarios;
- Voluntarios: Usar el modelo del "Parent Project" de UCLA como modelo para desarrollar Padres Lideres que asistirán a reclutar voluntarios cada año con el fin de crear una facultad de voluntarios y proveer mejor acceso a los padres.

La escuela TAD entiende que la participación de los padres y su presencia en la escuela son muy importantes. Nosotros vamos a establecer un Dentro de Padres que recibirá a los padres y a otros miembros de la comunidad a la escuela. Este Centro de Padres le ofrecera a los padres información acerca de recursos de la escuela y de la comunidad. Habrá rótulos a través de la escuela en español y en Inglés. También, habrá intérpretes listos para conferencias de padres y otros eventos. Según sea posible, habrá estudiantes voluntarios que ofrecerán servicios de guardería durante los eventos para que los padres puedan participar al máximo. Finalmente, los padres serán invitados a ser miembros integrales de todos los comités en el campus para poder hacer su voz escuchada y representada.

Staffing

La escuela TAD espera tener una mezcla de profesores con experiencia y profesores nuevos con un interés en tecnología y diseño. Los profesores tienen que estar dispuestos a usar métodos interdisciplinarios y métodos de enseñanza basados en proyectos culminantes para la instrucción de su salón de clases. La expectativa es que los profesores colaboren



para construir lecciones rigurosas que incluyan escritura y razonamiento crítico que apoyen a los estudiantes del idioma Inglés y estudiantes con discapacidades. Los profesores, también deben estar dispuestos a contribuir tiempo a la escuela a través de ofrecer Horas de Oficina, participar en comités escolares, patrocinar eventos estudiantiles, y asistir a eventos comunitarios. Por último, los profesores deben tener una creencia fundamental que todos los estudiantes pueden aprender y que todos los estudiantes deben ser apoyados para ser exitosos.

Applicant Team Contact Information

Lead and/or Team Member Name(s): Jose Luis Barzaga, Lee Kimura, Ginna D. Ramirez

Applicant Team Contact Phone Number: 323-832-4700

Applicant Team Contact Email: jose.barzaga@lausd.net



PSC 3.0

Commitments and Expectations Form

*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 pse@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.

Applicant Team Name/Organization	The TAD School (Technology, Arts & Design)
Name of Team Representative	Jose Luis Barzaga
Signature of Team Representative	

[illegible]

The Technology, Arts, & Design High School
(The TAD School)
Tentative Professional Development Calendar/Schedule

<i>Date</i>	<i>Professional Development Activity</i>
July & Aug.	Summer Preparation • Curriculum integration plan • Review behavior systems • Individual teacher planning • Review literacy strategies • Develop Advisory curriculum
Sept.	Weekly Monday and Friday PD • Interdisciplinary Grade-Level Team (IGTs) twice per month meeting to focus on grade level curriculum • Professional Learning Community Teams (PLCs) Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding
Oct.	Weekly Monday and Friday PD • IGTs twice per month meeting to focus on grade level curriculum • PLCs meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding
Nov.	Weekly Monday and Friday PD • IGTs twice per month meeting to focus on grade level curriculum • PLCs meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding
Dec.	Weekly Monday and Friday PD • IGTs twice per month meeting to focus on grade level curriculum • PLCs meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding

Jan.	Teacher Post-Semester Reflection 2 Days • Review assessments from Fall semester • Develop collaborative assessments for Spring Semester Weekly Monday and Friday PD • IGTs twice per month meeting to focus on grade level curriculum • PLCs meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding
Feb.	Weekly Monday and Friday PD • IGTs twice per month meeting to focus on grade level curriculum • PLCs meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding
March	Weekly Monday and Friday PD • IGTs twice per month meeting to focus on grade level curriculum • PLCs meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding
April	Weekly Monday and Friday PD • IGTs twice per month meeting to focus on grade level curriculum • PLCs meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding
May	Weekly Monday and Friday PD • IGTs twice per month meeting to focus on grade level curriculum • PLCs meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding
June	Weekly Monday and Friday PD • IGTs twice per month meeting to focus on grade level curriculum • PLCs meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding Teacher Post-Semester Reflection-3 Days • Review assessments from Spring semester • Develop collaborative assessments for Fall Semester • Analyze data and effectiveness of the school discipline policies, revise as needed • Revisit enduring understanding in grade level teams for yearlong curricula. • Revisit vertical integration by department

The Technology, Arts, & Design High School (The TAD School)

Daily Schedule

Regular Day Schedule

Monday & Friday			Tuesday & Thursday			Wednesday		
- Odd Periods - Advisory - Period 7 Intervention and/or Enrichment			- Even Periods - Advisory - Period 7 Intervention and/or Enrichment			- Periods 1-6 - Professional Development for Teachers		
Period 1	7:30-8:55	85 min	Period 2	7:30-8:55	85 min	Period 1	7:30-8:10	40 min
Nutrition	8:55-9:15	20 min	Nutrition	8:55-9:15	20 min	Period 2	8:15-8:55	40 min
Period 3	9:20-10:45	85 min	Period 4	9:20-10:45	85 min	Nutrition	8:55-9:15	20 min
Period 5	10:50-12:15	85 min	Period 6	10:50-12:15	85 min	Period 3	9:20-10:00	40 min
Lunch	12:15-12:50	35 min	Lunch	12:15-12:50	35 min	Period 4	10:05-10:45	40 min
Advisory	12:55-1:25	30 min	Advisory	12:55-2:30	30 min	Lunch	10:45-11:20	35 min
Period 7	1:30-2:30	60 min	Period 7	1:30-2:30	60 min	Period 5	11:25-12:05	40 min
						Period 6	12:10-12:50	40 min
						Professional Development	1:00-2:30	90 min

School Year Calendar

The TAD School – part of the SRHS#8 Small School Collaborative 2012-2013 School Year

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July				H																											
August																															
September					H																										NA
October																															
November											H																				NA
December																															H
January	H	H	H	H												H					H	H									
February																													NA	NA	NA
March																															
April	H																														NA
May																													H		
June																															NA

First Day of School: August 15, 2012

Last Day of School: June 7, 2013

Number of Instructional Days: 180

Number of Holidays: 11

Number of PD Days: 90



THE MUSEUM OF CONTEMPORARY ART 250 South Grand Avenue Los Angeles, CA 90012
tel 213/621-2766 fax 213/620-8674 moca.org

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.

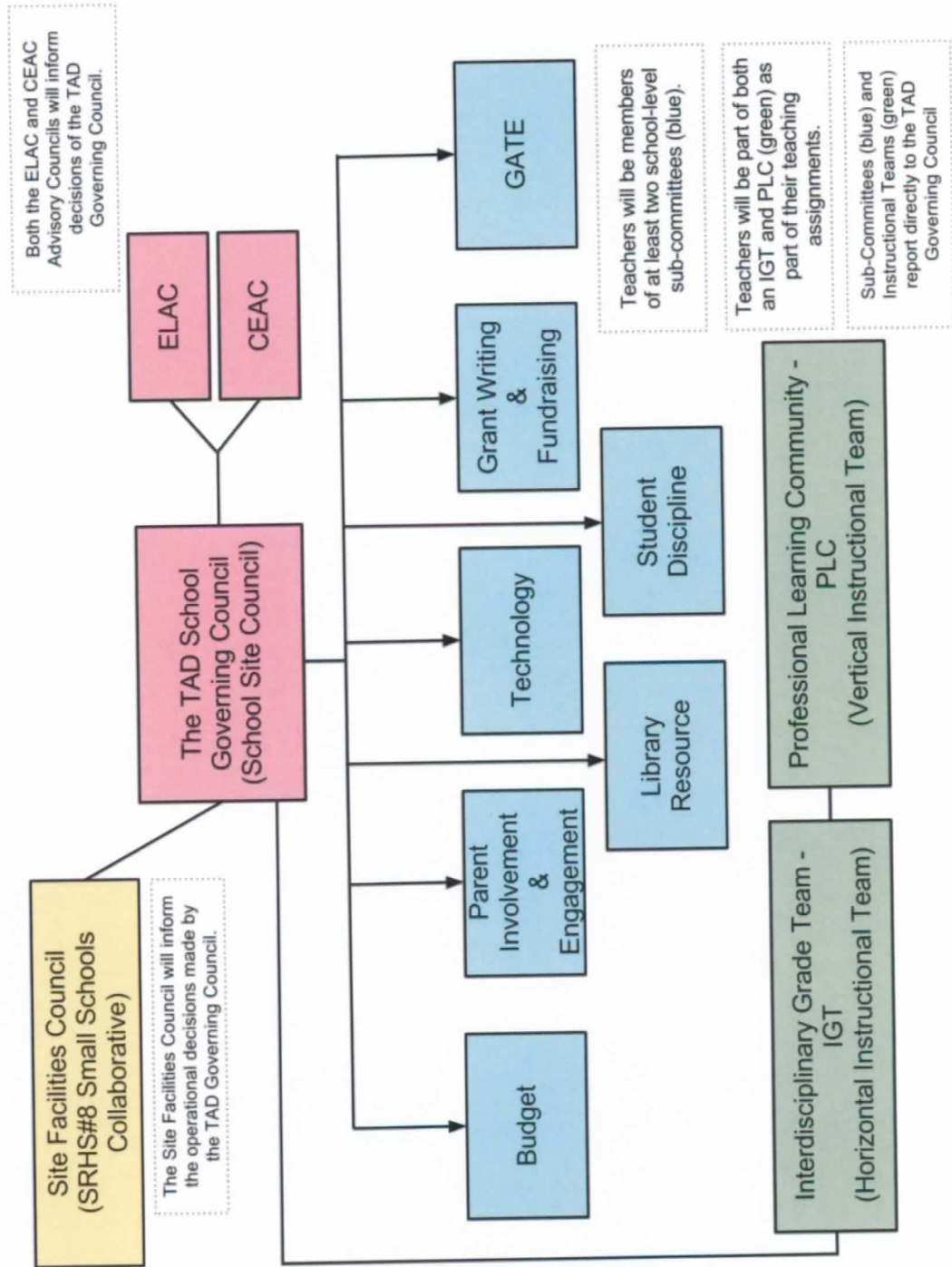
Sincerely

A handwritten signature in black ink, appearing to read "J. Hoel", is written over the word "Sincerely".

Jeanne Hoel
Senior Education Program Manager
213/621.1706

The Technology, Arts, & Design High School (The TAD School)

Small School Governance Organizational Structure



PRINCIPAL JOB DESCRIPTION
The Technology, Arts, & Design High School
(The TAD School)

TITLE

Principal, The Technology, Arts, & Design High School

PRIMARY FUNCTION

Provides leadership for the professional staff of the school in the development, implementation, and evaluation of a comprehensive educational program. Will collaborate with teachers, students, parents and the community to support the media arts and technology focus of the TAD School.

REPORTS TO

Superintendent of schools, school Governing Council.

PERFORMANCE RESPONSIBILITIES

1. Fosters the success of all students by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects critical thinking and socially just communities;
2. Communicates a clear vision of excellence and continuous improvement consistent with the vision and mission of the TAD School;
3. Supervises the alignment, coordination and delivery of assigned programs and/or curricular areas;
4. Provides professional learning programs consistent with student needs, assessment and program evaluation;
5. Maintains positive public relations and outreach contacts with parents and community groups;
6. Communicates high standards for teaching and learning;
7. Employs a variety of processes for gathering, analyzing and using data for shared-decision making with teachers and students;
8. Knowledge of effective administrative and managerial practices and ability to implement them;
9. Works with central staff, teachers and students to develop and implement a school improvement plan as needed;
10. Plans, implements, supports, and enhances teaching and student achievement by collaborating with teacher teams;
11. Monitors state, and federal requirements;
12. Promotes the development of specific and measurable goals for student achievement (ELs, Special Ed, GATE, at-risk, Long term English Learners);
13. Collaborates with teacher teams and instructional support personnel;
14. Ensures that staff meetings and professional development activities are focused on student learning, student outcomes, teacher team collaboration, thematic unit development and start on time;
15. Uses data to discuss with teacher teams about making clear, observable changes in teaching, collaboration and thematic units;
16. Promotes effective communications and interpersonal relations among staff, teachers, parents, students and community members;

17. Maintains effective discipline and fosters a safe learning environment;
18. Models high expectations of students and staff;
19. Ensures professional development programs aligned with instructional needs and the vision of the TAD School;
20. Teaches an advisory period;
21. Other duties as assigned.

QUALIFICATIONS

EDUCATION:

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. Tier 1 administrative credential

EXPERIENCE:

The ideal candidate has:

1. demonstrated the leadership qualities and personal characteristics necessary for working effectively with students, teachers, and parents;
2. at least three years of relevant, successful experience in public school administration and supervision or have at least a year of verifiable experience in an out-of-the-classroom leadership position such as a coordinator, instructional coach, etc. or two years leading in a small learning community;
3. demonstrated ability to compose and comprehend written communication;
4. demonstrated knowledge of school operations, especially in a small school setting;
5. demonstrated commitment to the core beliefs of small school reform;
6. demonstrated belief and value for serving marginalized student populations;
7. experience leading and collaborating with teachers, especially around interdisciplinary teaching and curriculum development;
8. effective, collaborative leadership skills;
9. experience and interest in developing relationships with community organizations and members;
10. experience meeting the needs of English Learners;
11. experience and interest in developing interdisciplinary curriculum;
12. experience working with families and parents, particularly in communities of poverty;
13. demonstrated appreciation for diversity.

HEALTH:

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

**South Region High School #8 Small Schools Collaborative
The Technology, Arts, & Design High School
(The TAD School)
Draft Mutual Consent Agreement 2012-2013
for Local Initiative School Waiver #9
(formerly known as the Elect-To-Work Agreement)**

Vision Statement

Students will be provided opportunities to:

1. Complete all A-G courses required for graduation and college enrollment.
2. Develop higher order critical thinking skills in every curricular unit.
3. Participate in a Service-Learning project every academic year.
4. Address curricular misunderstandings through intervention and support.
5. Learn in a safe and productive environment that promotes fairness and respect.
6. Participate, design, and implement in projects that are based on community needs.

Mission Statement

All Technology, Arts, & Design (TAD) High School students will graduate with high levels of academic and interpersonal achievements that prepare them for post-secondary success through an interdisciplinary and project-based instructional approach that advocates social justice through media arts and critical thinking.

Preamble

South Region High School #8 is a small school campus within the Los Angeles Unified School District and is bound by district and union policies. Certificated employees at small schools maintain contractual rights, however, must be willing to engage in a distributed leadership model which aims to enhance and improve the quality of instruction and overall intellectual development of our students. By union contract with the United Teachers Los Angeles (UTLA) this school has been granted increased autonomy and flexibility over curriculum and assessment, staffing, budget, governance, and schedules through Local Initiative School waivers. This flexibility and autonomy will allow the entire staff to collectively achieve an Arts-focused school in service of the community that will benefit the students. This agreement includes the right of the school's Governing Council to set the "school day" and "school year" both for faculty and students and to make other decisions over the five areas of autonomy:

- Staffing
- Budget
- Curriculum and Assessment
- Governance
- Schedules

The Governing Council will have a membership that consists of the principal, teachers, parents, students, and community members. The Governing Council will approve the annually-revised Mutual Consent Agreement (MCA), while approving budgetary, staffing, and other pertinent policies that will further support and be aligned with the school's vision and mission. All staff members, including teachers will fulfill the vision and mission of the TAD School.

Teachers will participate in a collective effort towards achieving visible and measurable goals as stated in the school's curricular, instructional, and operational plan. Teachers will agree to help cultivate a professional community that will use the Arts as a vehicle for making college and career more accessible and bridging 21st Century skills.

Core Values: The following core values define the culture of the school community

1. High expectations for all students, parents, staff, and community stakeholders.
2. Access to an equitable, rigorous, relevant, research-based, and data-driven curriculum.
3. Personalized learning environment for all.
4. Promote respectful relationships amongst all stakeholders.
5. Establish meaningful partnerships with families and communities.
6. The Arts are valued as an essential enrichment component in developing our students' holistic perspective and integral to the core curriculum.
7. A focus on continuous improvement and accountability for all.

Habits of Mind

1. Collaboration: "We learn and work together by..."
 - The willingness and desire to work together for a common purpose.
2. Accountability: "We expect each other to..."
 - Understanding your role and responsibility to the larger community of stakeholders.
3. Respect: "We treat each other in a way that..."
 - Creating an environment that is safe and secure for all students, staff, and community members.
4. Evidence: "We think this way because..."
 - Making clear your understanding and motivation for a set of beliefs.

Teacher Expectations

All teachers on the South Region High School #8 campus will be responsible for maintaining respectful relationships amongst all stakeholders and participate and collaborate within a learning community that utilizes shared leadership, equity, and accountability.

All teachers on the SRHS #8 (on SRHS #9) campus are expected to:

1. Participate in at least two School-Level Sub-Committees;
2. Sponsor a student club or program throughout the year;
3. Remain on campus after the instructional day to complete various duties (8-hour on-site and off-site contractual obligation);
4. Provide for students needing additional help at least one hour of office hours a week;
5. Attend parent conferences and scheduled parent meetings/institutes;
6. Keep accurate and consistent records of meetings and calls to parents;
7. Assist the principal and counselor with supervision before school, during nutrition/lunch and during passing periods, and after school and/or on Saturdays on a rotation basis;
8. Work according to a modified school calendar to be determined by the design team for the 2012-2013 school year, and by the Governing Council in subsequent school years;

9. Work collaboratively and positively with peers in planning and developing interdisciplinary, arts-infused, project-based lessons that are aligned with the state content standards;
10. Participate in the WASC process;
11. Be flexible in terms of work hours, assignments and additional duties as needed;
12. Prepare and teach a TAD *Seminar* and/or TAD *RTI* course;
13. Attend and actively engage in all professional development sessions on time, ready to learn and positively collaborate with colleagues;
14. Attend 5-10 days of professional development during the Summer at MOCA or other professional development providers and throughout the year with other partners such as Los Angeles Education Partnership (LAEP);
15. Attend professional development at museums in preparation for field trips, if applicable;
16. Accurately and consistently track and monitor the progress of advisory students by implementing Individual Learning and Growth Plans as outlined in the Advisory Program Guide;
17. Collaborate on at least one after-school program, weekend project, event, or service learning activity with students each year;
18. Establish a progressive discipline protocol in your classroom that supports positive student behavior and adheres to school discipline policies;
19. Be open to receiving and giving constructive feedback;
20. Utilize district or school approved grading software;
21. Facilitate/Co-facilitate a professional development workshop (one per year, minimum);
22. Create and implement a transparent grading system that students, parents, and colleagues can follow;
23. Post agendas, objectives, learning goals and course syllabus in the classroom and on the school website;
24. Uphold the school's professional code of ethics as outlined in the faculty handbook;
25. Consistently uphold and abide by the school's discipline policies;
26. Participate in in-home visitations of advisory students by the end of the first year only on an as needed basis;
27. Keep contact with all stakeholders via school email;
28. Collaborate and support colleagues in the sharing and implementing of best practices, course curriculum, assessment development, and lesson studies that are aligned with the school's mission, vision, core values, and habits of mind;
29. Use weekly professional development time for curriculum planning and revision, reflection on student progress, analyzing and developing multiple measures of student achievement;
30. Attend the 9th grade orientation sessions;
31. Treat all stakeholders with dignity and respect.

Performance Evaluation

All staff members will follow the performance review process (see B-8c. section). Additionally, you shall continue to be subject to the following provisions of the UTLA/LAUSD Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

Dispute Resolution

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

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2 (e)) and Discipline (Article X)-3.0
 - Frequency: Evaluations shall be made at least once each academic year for all employees.
- Peer Assistance and Review (Article X-A)
- Dues Deduction (article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

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

- Small school's dispute resolution process
- Internal Appeals process

Transfers

You may transfer from a small school on the South Region High School #8 campus at the end of each school year. Similarly, one of the small schools on South Region High School #8 may unilaterally recommend your transfer at the end of each school year pursuant to the performance review process. Transfers will follow LAUSD guidelines.

Dismissal

You will be subject to dismissal from the District in the same manner as other UTLA-member employees of your status who are not working at a Small School.

Signatures

By signing this document, you acknowledge that you have read all the provisions of this election agreement and that you agree to all its terms.

Employee's Name (print)

Signature

Employee #

Date

Waiver Identification Form

School Site: South Region High School #8 (on SRHS #9)

Proposed School/Design Team Name: The TAD School

Proposed Governance Model (mark all that apply):

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

** School will vote on governance model during Spring semester of first year of operation.*

Waiver Request:

- | | |
|---|--|
| ☒ Methods of improving pedagogy | ☒ Curriculum |
| ☒ Assessments | ☒ Scheduling |
| ☐ Internal organization (e.g., SLCs) | ☒ Professional development |
| ☐ Budgeting control | ☒ Mutual consent requirement for employees |
| ☒ Teacher assignments* | ☐ Staff appointments (e.g., department chairs)* |
| ☐ Discipline & codes of conduct | ☒ Other**: <u>Transfers</u> |
| ☐ 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 rational 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: [Signature] Date: 2/6/12
UTLA Chapter Chair/Rep: _____ Date: _____

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: 2/6/2012

School/Office: The TAD School - SRHS #8 (on SRHS #8) Local District/Division: 6

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

Article IX - A 2.0

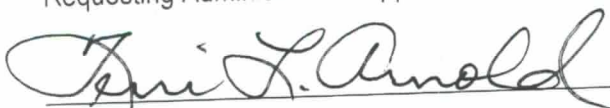
Waiver Description: (Describe the actions that require a waiver)

Base teacher assignments on credentials, expertise, and instructional need.

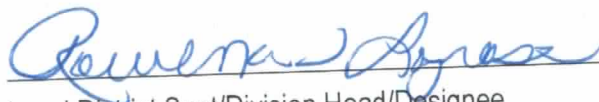
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

This waiver will allow the TAD School to select highly qualified teachers that best meet the curricular and instructional vision of the school.

Requesting Administrator's Approval:


Principal/Administrator

2/6/12
Date


Local District Supt/Division Head/Designee

2/6/12
Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Avenue, 14th 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: 2/6/2012

School/Office: The TAD School - SRHS#8 (on SRHS#9) Local District/Division: 6

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

Article XI - 16.0 d.

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

The selection of teachers to accompany groups of students.

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

By allowing design team members to accompany students to the new school site, a greater adherence to the proposed school plan will be assured. Priority of transfer will be offered to design team members.

Requesting Administrator's Approval:

[Signature]
Principal/Administrator

2/6/12
Date

[Signature]
Local District Supt/Division Head/Designee

2/6/12
Date

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

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 <u>TAD (Technology, Arts & Design) School</u>		Name of Applicant Group/Applicant Team <u>The TAD School</u>	
Lead Applicant <u>Jose Luis Barzaga</u>		Title of Lead Applicant <u>Teacher</u>	
Mailing Address <u>4328 Bell Ave., Bell, CA 90201</u>			
Phone Number <u>323 832 4700</u>		Fax Number <u>323 560 7874</u>	
Email Address <u>jose.barzaga@gmail.com</u>		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) 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 <u>Jose Luis Barzaga</u>	Title of Lead Applicant <u>Teacher</u>
Signature of Lead Applicant <u>[Signature]</u>	Date <u>11/17/2011</u>
Name of Board President* _____	
Signature of Board President* _____	Date _____

*The additional name and signature of the Board President is only applicable to organizations with a Board.

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SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: The Technology, Arts, & Design High School (The TAD School) – member of the SRHS #8 Small Schools Collaborative team as written in this plan.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	Following the LAUSD Special Education Policy manual based on state and federal law governing special education, the SRHS #8 Small Schools Collaborative will actively seek to identify students with special needs in their student population. 1. At the beginning of the year, LAUSD's <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure will be given to every student take home. Also, the following publications will be readily available in the main office for parents and staff upon request: • <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure • Student Enrollment Form • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> The Parent Resource Network poster will be posted in the main office. 2. SRHS #8 Small Schools Collaborative will use the district enrollment form for students enrolling at the school which has the parents answer the following five questions: A. Did the student receive special education services at his/her previous school? B. Did the student have an Individualized Education Program (IEP) at his/her previous school? C. Did the student have a Section 504 Plan at his/her previous school? D. Does the student have difficulties that interfere with his/her ability to go to school or learn? E. Has this student been identified for Gifted and Talented Educational services (GATE)? If the parent answers no to all of the questions, no further action is required. If the parent answers yes, the school administrator or designee will do the following: - Incoming student is from another LAUSD school-the school will look up the IEP on Welligent and provide the services as stated on the IEP. Should any concerns or possible changes need to be addressed, the school will hold a review IEP. - Incoming student is from a school in California that is outside the district-the school the SA will obtain a copy of the active IEP from the other school district in order to provide comparable services after consulting with the parents until a 30 day IEP can be held. - Incoming student from another school where an assessment has begun-the administrator and/or designee will collaborate with the previous schools to complete the assessment and hold an initial IEP.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		d. Incoming student from another state-the administrator and/or designee will collaborate with parents and provide comparable services until a new evaluation is conducted. The administrator or designee will use the Welligent system to track the progress of all new IEPs. Referring Students for A Special Education Assessment Anyone can request an assessment by making the request in writing the administrator and/or designee. The administrator/designee will be granted 15 days to provide the parent with a special education assessment plan. The administrator/designee will work with the school psychologist, special education teacher, and nurse to create an assessment plan and provide the plan to the parents. Denial of requests for assessments must comply with federal law and follow district policy. All staff will be aware of the procedures for referring a student for the assessment process for students suspected of having a disability. The Student Success Team, SST, will review the student's academic and behavioral history and make recommendations to accommodate or modify the student in the general education setting; assessment may be postponed until the need is determined. The administrator will work with the Coordination of Services Team, COST, to determine a plan for implementing possible accommodations or modifications and then present the plan to the requestor. After presenting an accommodations plan to the requestor, the requestor may approve or deny the recommendations. If denied and the request for assessment remain, the administrator or designee will provide the requestor a copy of the districts brochure for assessments in addition to the assessment plan. All SRHS #8 Small Schools Collaborative staff will undergo professional development to train them in understanding forms and procedures, in assisting parents to fill out forms, or by referring them to the parent network. If a person believes a student may need special education services or a 504 plan, they may request assessment. Our staff will assist that person in filing out the Request for Special Education Assessment Form. Publications and forms that will be displayed and made available at SRHS #8 Small Schools Collaborative are: Student Enrollment Form, Are You Puzzled by Your Childs Special Needs Brochure, Request for Special Education Assessment Form, Student Information Questionnaire for Parents and Guardians, A Parents Guide to Special Education Services (including Procedural Rights and Safeguards), the Parent Resource Network Poster and brochure.

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Outcome 2	Intervention Programs	We will have a conference room available for parents to meet and organize trainings and workshops. A highly qualified bi-lingual person will be available in the main office to answer questions. Due process will be explained to parents by trained personnel and provided to parents in a brochure/document. The following information will be available to parents: Community Advisory Committee (CAC), Special Education Multicultural Advisory Committee (SEMAC), and the Complaint Response Unit/Parent Resource Network (PRU/PRN). Intervention: We will use RTI to offer the correct level of interventions when needed. Tier 1 Students will receive tier 1 support and instruction in their advisory classes. Their advisory teacher will teach and reinforce class rules and expectations. Students will be recognized for following school rules and procedures through a student of the month procedure. The advisory teacher will select a model student who exemplifies the values and beliefs of the school, who has made substantial improvement in grades, attendance, or behavior, or who went above and beyond the responsibility of being a peer mentor. Teachers will also design classroom expectations and rules that are consistent with the school rules and expectations. Teachers will regularly reinforce positive behavior through positive praise and encouragement. Our goal is to catch students being good recognize students for doing the right thing in and out of the classroom. During passing periods, teachers will stand by the entrance of their doors and monitor students outside their classrooms. Tier 2 The School Wide Positive Behavioral Team will meet monthly and analyze data such as attendance rates, referral rates, and suspension rate. The team will devise individual behavioral plans for students who exhibit behavioral problems at school. Students referred to the dean multiple times will be placed on behavioral contracts with the permission of their parents and will be monitored by the dean. The dean will work with the counselor to teach the student necessary social skills and devise a plan to establish a replacement behavior. Tier 2 behavior plans and supports will be determined based on an analysis of instruction, curriculum, environment, and learner. The team will use LAUSD's ICEL by RIOT to help determine an action plan. Through peer support groups managed by the school psychologist, students will learn the social skills necessary to maintain positive peer and adult relations Tier 3 Should a student continue to have difficulties with following the rules and expectations of the school site, the behavior intervention case manager or another trained special education teacher will conduct a formal functional behavioral

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	assessment or functional analysis assessment with the permission of the parent. If the student has an IEP, an IEP meeting will be called to amend or add a behavior support plan consistent with the finding of the functional behavior assessment or functional analysis. If the student does not have an IEP, the school wide positive behavioral support team will convene to discuss the findings of the functional behavioral assessment or Functional Analysis Assessment in order to create a behavior support plan and/or contract with the appropriate supports to address the student's needs. Discipline Students will learn how to be safe, be responsible, and be respectful. Our staff will actively participate in the monitoring, correcting, and reinforcing of positive behavior. Students who are following rules will be recognized in monthly student of the month assemblies. Students will be recognized for attendance, GPA, and most improved. The School Wide Positive Behavioral System team will include an administrator, general educator, special educator, classified representative, support staff, parent, and student. They will meet monthly on the first Tuesday of every month at the end of the school day and review suspension, referral, and teacher reports to assess the success of the positive behavioral support plan. One of the members will be the designated secretary and will take minutes of all meetings. The minutes will be filed and maintained by the administrator. The rules will be posted in all common areas, included in the school registration letter, and posted in every classroom. The rules will be explicitly taught at the beginning of the school year during advisory. Teachers will refer students to the SWPBS team using a referral form designed by the SWPBS team. The SWPBS team will communicate with the community at monthly parent meetings held at the parent center. Intervention Tier 1 Students will receive tier 1 support and instruction in their advisory classes. Their advisory teacher will teach and reinforce class rules and expectations. Students will be recognized for following school rules and procedures through a student of the month procedure. The advisory teacher will select a model student who exemplifies the values and beliefs of the school, who has made substantial improvement in grades, attendance, or behavior, or who went above and beyond the responsibility of being a peer mentor. Teachers will also design classroom expectations and rules that are consistent with the school rules and expectations. Teachers will regularly reinforce positive behavior through positive praise and encouragement. Our goal is to catch students being good recognize students for doing the right thing in and out of the classroom. During passing periods, teachers will stand by the entrance of their doors and monitor students outside their classrooms.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Tier 2 The School Wide Positive Behavioral Team will meet monthly and analyze data such as attendance rates, referral rates, and suspension rate. The team will devise individual behavioral plans for students who exhibit behavioral problems at school. Students referred to the dean multiple times will be placed on behavioral contracts with the permission of their parents and will be monitored by the dean. The dean will work with the counselor to teach the student necessary social skills and devise a plan to establish a replacement behavior. Tier 2 behavior plans and supports will be determined based on an analysis of instruction, curriculum, environment, and learner. The team will use LAUSD's ICEL by RIOT to help determine an action plan. Through peer support groups managed by the school psychologist, students will learn the social skills necessary to maintain positive peer and adult relations Tier 3 Should a student continue to have difficulties with following the rules and expectations of the school site, the behavior intervention case manager or another trained special education teacher will conduct a formal functional behavioral assessment or functional analysis assessment with the permission of the parent. If the student has an IEP, an IEP meeting will be called to amend or add a behavior support plan consistent with the finding of the functional behavior assessment or functional analysis. If the student does not have an IEP, the school wide positive behavioral support team will convene to discuss the findings of the functional behavioral assessment or Functional Analysis Assessment in order to create a behavior support plan and/or contract with the appropriate supports to address the student's needs. The SRHS #8 Small Schools Collaborative will bring together all the other Small Schools on campus to coordinate a shared special education services in order to develop classrooms for students with severe intellectual disabilities. We will also share a class for students with mild disabilities and another for students with emotional disturbances. All students in a special day program will mainstream to the best of their ability. Students in the Resource Program will participate in a fully inclusive model. They will receive the serviced in the general education classroom with the supports and services described in their IEP. Students in a special day class for students with learning disabilities will be included to the best of their ability. They will be supported in the general education setting by the special day class teacher and the resource specialist teacher. The Resource Teacher and the Special Day Teacher/s will coordinate to provide support in both settings.
Necessary for Planning, will be provided	Description of Student Population	
Outcome 2	Special Education	SRHS #8 Small Schools Collaborative will comply with federal law requiring public school to provide equal access for students regardless of disability. Our students in the RSP program will participate in a fully inclusive model. They will enroll in A-G requirement courses in general. Students in the special day program will education and students with

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Program Description	moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The IEP team will be responsible for determining what percentage of time and what classes the student should included in. The determination will be based on the student's strengths, interests, and ability to meet IEP goals. SRHS #8 Small Schools Collaborative teachers will support students with special needs in their classroom by focusing on specific students in weekly professional development. Teachers will assess mastery of content standards using a variety of methods that incorporate individualized accommodations, differentiation, and different learning styles. Students who fall under this category may include those with different intellectual capacities; physical handicaps, behavioral disorders, or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provided with adequate support to achieve educational success. Collaborative Consultation between the general educator and the special educator will be used to develop teaching strategies to meet the individual needs of the students. Both educators will have shared responsibility over students. The Advisory Period will be used for special educators to plan and monitor student achievement. The Learning Center is designed to help students with disabilities additional support academically. Students who need additional support in their academic classes will be visit the learning center where they would receive service support from the Resource Teacher, School Psychologist, Speech and Language Teacher, and/or audiologist. Placement into this classroom for an elective will be based on individual needs and will be determined by the IEP team at an IEP meeting.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	The SA will maintain an annual IEP calendar and will have all IEPs tentatively scheduled for the upcoming school year two weeks after the school year begins. The case carrier will implement and monitor the IEP under the supervision of an administrator. Students in the RSP program will have minutes of service documented and tracked on Welligent. The records of services will be printed out monthly and signed by the case carrier before being submitted to the administrator. The administrator and/or designee will maintain records of the history of services in the special education filing cabinet. Additionally, goal progress will be monitored by the case carrier and updated on the Welligent system as specified on the IEPs. All IEP notifications will be mailed out and collected by the shared SA either English or in the parent's native language. IEP meetings will be held in the designated IEP room to ensure confidentiality. Parents will be invited to the meeting using the district IEP notification form in the parent's home language. An IEP interpreter will be provided to translate IEP meetings and the IEP will be translated to the parent's home language by LAUSD's translation

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		unit. Prior to an IEP, the case carrier will notify all service providers of the IEP and will have providers complete a service report summary. The summary will be returned to the case carrier with student work samples and a goal progress report. After the IEP meeting concludes, the case carrier will notify all service providers of any changes made to the IEP in addition to a summary of the findings.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	Based on Harris-Murri et al (2006), SRHS #8 Small Schools Collaborative will use a "RTI comprised of several core components: (a) general education takes active responsibility for providing all students with high quality instruction in the general education setting; (b) the progress of all students is continually monitored; (c) for those students not making expected progress, research based interventions are provided; and (d) students not responding to interventions are recommended or special education evaluation"(pg 782). The pyramid of support begins at the teacher level. The teacher will contact the COST team with their support and begin collecting data at the classroom level. The teacher will complete a classroom observation form and submit it to COST. A cum review will be done to ensure that the student is not misidentified or if similar concerns have been brought up in the past. They will also look at assessment results and health records (glasses or hearing aids) to make sure that the student has all necessary materials. Tier 1 The teacher formative assessments to determine the student's baseline level using a variety of instruments including curriculum based assessments including Key Math, writing probes, and informal reading inventories. Additional data will be provided by the student's teachers and will include student work samples, behavior frequency charts, homework completion records, and tests/quizzes. Once data is collected and analyzed, the teacher will differentiate his/her instruction to meet the needs of the student. The teacher will then write up a statement of concern and conference with the special education teacher and the parent. The teacher with the support of the special education teacher will create a student intervention plan and implement the plan in the classroom. After three weeks of implementation, the teacher will reflect on student progress with the student and the parent. If the student showed progress, the teacher will continue differentiation in the classroom without further intervention, however the teacher will contact the COST team and the learning center teacher if the student does not respond to the differentiated instruction. Tier 2 The teacher will bring all materials to the COST team and review the data collected by the teacher. The team will then

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		increase the intensity of intervention and the frequency of monitoring. The student will be placed into a mandatory reading, writing, or math program afterschool or during a 0 period with a special educator at least twice a week. The special educator will use research-based teaching programs and strategies to intervene. For math, SRHS #8 Small Schools Collaborative will receive instruction specific instruction from the Algebra Project. As for reading decoding, the intervention teacher will use Sopris REWARDS program. The team will monitor progress weekly and if the student is nonresponsive to the intervention the team will analyze the data from the intervention plan and consider moving to a more intensive intervention. Tier 3 The COST will refer the student to the SST team to decide on whether or not to assess for special education. The SST team may develop an IEP or a 504 plan based on the student's need. If it is decided to assess for the student for special education services, the team will identify the areas that need to be assessed in order to decide on eligibility. The assessment plan will be presented to the parent and the special education assessment progress will begin. An initial IEP will be held for the student no more than 60 days from the date the assessment plan is signed. Special educators and general educators will utilize the understanding by design model to plan instruction for both general education students and special education students. As outlined in the instructional program description, instructional strategies will include the use of interactive journals, cooperative learning, simulations, reciprocal teaching, and graphic organizers. Formative assessments will include observations, questioning, journals, group work, homework and quizzes. Summative assessments will use tests, interdisciplinary essays and performance essays. Teachers will provide individualized accommodations and modifications as mandated by the student's IEPs. Special educators will work with general educators on developing accommodations and modification strategies. In both SDC and general education classrooms, students in special education will receive differentiated instruction designed to meet grade level standards with the accommodations and modifications specified in their IEP. Teachers of students whose disability impacts cognition, development, output, or input, will be taught using alternate standards. They will utilize the understanding by design model to plan instruction based on mastery of alternate standards. As outlined in the instructional program description, instructional strategies will include the use of interactive journals, cooperative learning, simulations, reciprocal teaching, and graphic organizers. Formative assessments will include observations, questioning, journals, group work, homework and quizzes. The teacher will use the data from the CAPA, student work samples, and curriculum based instruction to guide instruction.
Outcome 2	Instructional Plan for students using grade level standards	
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	Students with adaptive physical education services, language and speech services, deaf and hard of hearing, least restrictive consultant, adapted technology, visually impaired, audio logical resource unit, and transition services will be provided those services on campus in the manner stated and described on their IEP. Their case carrier and the designated administrator will monitor the services. The aforementioned services will be provided in the method described in LAUSD's Special Education Policy and Procedures manual Part III, Section VIII.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	All students age 13 and over will take a commercially produced transition assessment evident in their IEP prior to their 16th birthday. The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. Additionally, students will begin taking field trips to local colleges, universities, and trade schools beginning in 11th grade. At the end of their graduating or completion year, students will take LAUSD's "Senior inventory" and "Summary of Performance" on file attached to their Exit IEP. Also, students if over 18 or parents if the student is under 18 will be provided a copy of the survey to use for future reference. Through professional development, SRHS #8 Small Schools Collaborative staff will be instructed on how to embed transition instruction into their unit plans. With the support of LAUSD's transition services, special education teachers will teach students how to visit the career and college office to research post-secondary training and education. Additionally, students in an alternate setting will work with transition services, special educators, and support providers such as the local regional center to a plan for post secondary training and education.
Federal requirement	Access to Extra-Curricular/No academic activities:	All students in special education will have access to the same extracurricular/non-academic activities as the students without disabilities. Electives that will available include art, photography, cinematography, art, acting, professional theatre, drama, and filmmaking. Students with moderate to severe disabilities who need additional support will be accompanied into extracurricular classes with an instructional aide for the class. Otherwise, the teacher will provide the student with the accommodations and modifications stated in their IEP. Additionally, 9th through 11th grade students in special education will be assessed using the CMA, CST, or CAPA. All students on the graduation pathway will take the CAHSEE with individual accommodations and/or modifications.
Federal requirement	Providing Extended School Year	Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. The primary goal of ESY services will be to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intercession period. ESY services will be coordinated with the LAUSD Division of Special Education.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student in maintaining the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. If the student requires ESY services to receive a FAPE, the school will develop an IEP for the student that includes ESY services. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.
Federal Court requirement	MCD Outcomes (to be woven among others)	1. Statewide Assessments (ELA) 2. Statewide Assessments (Math) 3. Graduation Rate 4. Completion Rate 5. Reduction of Suspension 6. LRE 7. A. LRE: SLD, SLI, OHI B. LRE: MD, OI 8. Home School 9. Individual Transition Plan 10. Timely Completion of Evaluations 11. Complaint Response Time 12. Informal Dispute Resolution 13. Delivery of Special Education Services 14. Parent Participation at IEP Meetings 15. Timely Completion of IEP translations 16. Qualified Special Education Teachers 17. Behavioral Support Plans for students with Autism or Emotional Disturbance Comprehensive Evaluation of African American Students Identified with Emotional Disturbance
All	Professional Development	All teachers will receive support in understanding their roles in the RTI process, inclusion practices, and disability types through professional development designed and led by the special education staff and RTI team. Also, Special educators and general educators will have common planning time designated for collaboration. Professional development time will be designated for professionals to learn about best practices for collaboration, co-teaching, and consultation.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	Teacher recruitment procedures are: Credentialed verification and monitoring will be handled by the administrator SRHS #8 Small Schools Collaborative will comply with district and state laws regarding student to teacher ratios. An SA will handle the scheduling of IEPs on the IEP calendar. Any specialized equipment will be purchased or rented by... To ensure compliant health standards and protocols, SRHS #8 Small Schools Collaborative will comply with all required mandates for CPR, etc.
	Fiscal	As a group of internal applicants, the SRHS #8 Small Schools Collaborative's special education program including faculty, staff, special programs such as ESY, will be funded by LAUSD, and will be operated in consultation with LAUSD.
Outcome 14	Parent Participation	We consider parents and guardians to be valuable asset. With that in mind, letters will be sent home asking parents for the best time of day that works for them. Also, the case carrier will call parents/guardians to inform of them of IEPs and request that they complete a questionnaire regarding their child. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. Parents will also receive information and training from the special education department regarding special education services in the parent center.

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PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION**

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Public School Choice Resolution 3.0
Applicant History Data Summary Sheet

1 **NAME OF PSC SCHOOL:**
The Technology, Arts, and Design High School (The TAD School)
SRHS#8 (opening at SRHS#9)

2	Applicant Team Name	3														4														Performance													
		Demographic						Other Groups				API				CST Proficiency										Others																	
		Size	Ethnicity	% African-American	% Latino	% Asian	% White	(FRPL)	% Free-reduced price lunch	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 Year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009											

Public School Choice 3.0 - Performance Plan

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

Design Team Name: The Technology, Arts, and
Design High School (The TAD School)

Design High School (W)								
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
CST ELA								
1	% of all students scoring FBB/BB	36%	31%	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		
	English Learners	69%	70%					
	Special Education	85%	79%					
	African American							
	Latino	35%	31%					
	White							
	Asian							
	Economically Disadvantaged	34%	29%					
2	% of all students scoring Prof or Adv	29%	31%	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		
	English Learners	5%	5%	25%				
	Special Education	2%	3%	25%				
	African American							
	Latino	29%	31%	45%				
	White							
	Asian							
	Economically Disadv.	29%	32%	45%				
CST MATH								
3	% of all students scoring FBB/BB	50%	47%	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		
	English Learners	70%	68%					
	Special Education	87%	83%					
	African American							
	Latino	49%	47%					
	White							
	Asian							
	Economically Disadv.	48%	45%					
4	% of all students scoring Prof or Adv	24%	27%	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		
	English Learners	11%	11%	30%				
	Special Education	4%	2%	25%				
	African American							
	Latino	24%	27%	45%				
	White							
	Asian							
	Economically Disadv.	24%	27%	40%				
ENGLISH LEARNERS (EL)								
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%				

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

The TAD School
(Technology, Arts, & Design)
 Design Team Name

11/17/2011
 Date

[Signature]
 Applicant Team Representative Signature

Local District Superintendent Signature