Summary of
ArtLab RFP Revisions

Submission Contents:

1. Summary
2. 2.CurriculumFinal.rev3
3. ArtLab ELLrev3
4. 4.Assessment.Revisions
5. Appendix 4a Assessment Calendar.2
6. ARTLAB BUDGET NARRATIVE
7. ARTLAB MAST SCHED 2
8. Cen Reg HS #13C
9. School Budget Signature Form1
10. School Resource AllocationArtlab - Specially Funded
11. Revision ArtLAB Service Plan

Submission Instructions:

1. Revise and resubmit the Curriculum and Instruction section to include a stronger focus on science and mathematics. Please highlight the areas that were revised so that they may be easily identified by reviewers.
   See item #2 listed above. New material is added in section b. Core Academic Curriculum, starting on page 5.
2. In a separate attachment, provide a detailed plan for serving the needs of students designated as English Learners, beyond compliance.
   See item #3 listed above.
3. Revise and resubmit the Assessments and School-wide Data section of the proposal in order to address the 4 questions regarding data assessment and monitoring, which are listed in Next Steps attachment. Please highlight the areas that were revised so that they may be easily identified by reviewers.
   See items #4, 5 listed above. Our assessments and data monitoring will be closely aligned to our Performance Plan and the indicators that are identified in that Plan, due Friday, April 29th.
4. In a separate attachment, provide a budget to support the implementation of the plan.
   See item #6, 7, 8, 9, 10 listed above.
5. Revise and resubmit only the section titled "IEP Process: Implementation and Monitoring" in the Service Plan for Special Education in order to include a response to the question of who will complete the monitoring of service provision.
   See item #11 listed above. Note: The attached revision is from Outcome 13: Plan to provide Supports and Services. Sharon Jarrett communicated to me via email that the response was more appropriate for this section rather than the above mentioned section. Revisions are highlighted.

Next Steps:

By April 25, 2011, ARTLAB Arts and Community Empowerment School must revise and resubmit their plan to the Superintendent. The revised proposal should include:

a. A stronger focus on science and mathematics;
b. A detailed plan for serving the needs of students designated as English Learners;
c. A data comprehensive data assessment and monitoring plan that at a minimum addresses the following questions:
    i. What are the overall measurable program goals?
    ii. What is the process for measuring progress toward the goals?
    iii. What specific data indicators will be used? When? How?
    iv. What does the cycle of data analysis look like and how does it align with instructional planning and professional development?
    v. A budget that supports the implementation of the program.

By April 25, 2011, the team must provide further details in the Service Plan for Special Education. Overall the plan is well developed. However, it is unclear who will complete the monitoring of service provision. There is an extensive notation on the need for logging service and the maintenance of the records, but, no process is described if services are not provided. Please address these issues in a revised Service Plan.

If you have any questions, please feel free to contact me.
Sincerely,

Teri Klass
ArtLAB
323 251-2654

2. CURRICULUM AND INSTRUCTION

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

Underlying Theory: ***Students at ArtLab will become active participants in their own educative process through praxis: "reflection and action upon the world in order to transform it."*** Pablo Freire

ArtLab will engage students in shaping their world by giving them opportunities to access rigorous curriculum, by honoring the unique contributions of each learner, by exposing students to new ways of seeing through the arts, and by preparing them to actively participate in a complex and changing world.

The 21st-century requires an unprecedented level of urgency to prepare our youth for the challenges of a new economy. The need for thinking differently about how we educate young people is best highlighted by Andreas Schleicher, the Directorate for Education at the Organization for Economic Co-Operation and Development (OECD): *"It's about new ways of thinking. It's about creativity, innovation, problem solving and critical thinking. It's about new ways of working: collaboration, interpersonal skills. It's not about what we've done in the past, but about the kinds of skills that matter for our future"* (2010). Creativity, innovation, problem solving, collaboration and critical thinking: these are the learning opportunities that ArtLab is founded upon. ArtLab is dedicated to creating a learning environment where young people are supported in their desire to innovate, create, and transform their worlds by engaging in critical inquiry in the arts and sciences.

Alignment with student needs:
ArtLab students will come to school with tremendous personal and cultural assets as well as great academic potential, but many, as the data below reflect, will come to us with academic challenges. Our aim is build each student's capacity for personal and academic growth by providing them with a rigorous arts-based education. When surveyed, Irving Middle School students (ArtLab's primary feeder) asked for an art-based education **(*see Attachment 2a: Students Value Arts Education*).** Their desire is also supported by recent research out of the College Board's National Task Force on Arts and Education that says that arts programming is "an effective tool to improving education in general and as a solution to achieving access and equity for all students." They add that "research on the arts and cognition demonstrates a correlation between training in the arts and improved academic performance" (College Board, 2009). Further, the Los Angeles County Arts Commission reports that arts-integrated programs "can make more of a difference to economically disadvantaged students" (Arts Commission, 2002). ArtLab's educational aim is to increase our students' access to rigorous academics by engaging them in the arts. We believe, and the research proves, that arts education is linked to academic success for students of poverty; English Language Learners, and students with special needs (see *Meeting the Needs of all Learners* table on page 12).

Students at our feeder middle schools are 83.5% Latino. On average, only 27.75% of the students are on grade level in math, and 32.5% are on grade level in English. 86.25% of these students are economically disadvantaged and 12.75% have special needs. Marshall High School, the primary high school being relieved by the new campus at Taylor Yard, is 68% Latino. Only 10% are on grade level in math and 37% are on grade level in English. 70% are economically disadvantaged and 9% have special needs. ArtLab has grown out of Humanitas Global Studies at Marshall High School and has had 10 years of experience

successfully serving these populations. One example of our success with these students is that 88% of our economically disadvantaged 10th-grade students passed the California Exit Exam in math and English on the first try, compared to 69% school wide. 75% of our Algebra I students passed this gateway course, compared to 42% for non-Humanitas students. ***See Attachment 2a: Academic Performance Report.***

ArtLab believes that every learner has a fundamental right to understand what success feels like, and the fulfillment of this promise is dependent upon a high level of personalization and a wide range of learning opportunities that allow all learners to master challenging A-G, standards-based curriculum. All culturally relevant teaching must be built upon a foundation of access and equity. ArtLab bases its definition of cultural relevancy on the seminal research of Gloria Ladson-Billings:

1. Teachers build student capacity for intellectual leadership
2. Students learn in a community rather than in isolation
3. Students are seen as sources of knowledge and their lived experiences are legitimized
4. Teachers understand and honor students' home cultures
5. Students are regularly engaged in inquiry
6. Teachers and students have exceptionally high expectations for teaching and learning
7. Students are empowered to engage in active citizenship and service to the community
8. Structures and supports build parent capacity to become part of the learning community
9. Teachers are empowered to implement positive change

ArtLab Habits of Mind are seven values that are critical for each student's personal and academic success. These are the values that all adults on our campus will uphold as they model the benefits of lifelong learning, academic optimism, and self-efficacy.

1. Creating, Imagining, and Innovating: Feeling free and confident to find new ways of thinking. Knowing that being original is normal.
2. Questioning and Problem Posing: Being curious about your world and unwilling to merely accept what you are told.
3. Service: The desire to imagine and create a more just world.
4. Thinking about Thinking: Being aware of how you learn best and being reflective.
5. Interdependence: Collaboration that is rooted in respect for others.
6. Gathering Data Through all Senses: Being aware of and open to the world around you.
7. Persisting: Never giving up. Defining your goals and sticking to them.

What students will know: ArtLab core curriculum is based upon the California Content Standards and the National Common Core Standards and provides all students with the rigorous coursework needed for successful A-G completion. In order for students to develop the skills, knowledge and attributes of a successful ArtLab graduate, ArtLab teachers will:

- work in grade-level teams using a Humanitas lesson study model in order to design coherent and thoughtful curriculum;
- use the research and practice of McTighe and Wiggins', Understanding by Design (UbD) and the Humanitas interdisciplinary model to ensure that teaching content focuses on helping students develop deep understandings of important and enduring ideas and concepts;
- understand that the bulk of their work occurs *before* they begin teaching a unit of study, and,

- make content relevant, interesting, and inviting for students by designing meaningful, authentic, and rigorous curriculum.

In order for students to master content standards they will know:

Construction of knowledge
First and foremost, ArtLab believes that every student is a source of knowledge, rather than a receptacle for information. Teachers will foster knowledge development by showing students how to apply previous knowledge to solve new problems. Our goal is to create confident learners who will know how to develop research questions of their own, and they will know how to access information from electronic, print, and human sources. Since strong collaborations skills are critical for 21st-century success, as well as a person's general quality of life, students will see construction of knowledge as both an individual and a collective act. ArtLab requires curricular autonomy to engage students in this truly student-centered approach to learning. Students need to access a wide range of curricular materials that align with state and national standards but are not found in the district's Instructional Guides. ArtLab students will use primary source materials, media, electronic and community-based resources in addition to traditional textbook resources to construct knowledge.

Disciplined inquiry
ArtLab is a rigorous school that requires hard work, drive, and persistence. Students will learn to think as historians, mathematicians, researchers, scientists, literary critics, and artists. They will ask questions that help them determine which modes of thinking are necessary for a given task. The many multidisciplinary and interdisciplinary projects and challenges that students are given will not lend themselves to discipline-specific answers. Students will become confident in their ability to innovate and to find creative solutions to challenges. We will create the conditions where students feel safe taking both academic risks and personal responsibility for their learning. Students will learn how to reflect on their own learning and will see that a disciplined approach to meta-cognition will help them apply previous learning to new situations, and, thus will serve them well in high school, college, and beyond. Creating the conditions for this high level of inquiry requires that teachers collaborate on a daily basis to ensure grade-level programmatic cohesion. If we are going to hold our student to these high standards for learning, we must ensure that our instruction is seamless. Scheduling autonomy is critical to building in time for on-going teacher planning.

Value beyond school
ArtLab is not about school; it is about quality of life. Students will learn how to empower themselves and their community to effect positive and sustainable change. They will see the connection between their efforts in school and world beyond the classroom, particularly in terms of college, career, and the life of a well-rounded and productive citizen. To facilitate this way of seeing, community expertise will be a central feature of instruction. Students will interact regularly with civic and neighborhood leaders, college professors, business professionals, and artists both on campus and off. Three of the Pilot autonomies are fundamental to ensuring that ArtLab meets this standard for its students: curriculum, governance, and scheduling. ArtLab values the community as a source of knowledge and, as such, we have included community members and resources in our instructional plan. Artists, civic leaders, and local business people will assist ArtLab in developing its community-based curriculum and instructional plan. Community members will be included in school governance and on our advisory board. Scheduling autonomy will allow ArtLab to include community-based instruction in our daily schedule. Students will engage in community service, job shadowing, and internships during the school day. Additionally, the scheduling autonomy will enable us to include weekly college seminars in the regular schedule.

What students will be able to do: At ArtLab we know that high school students thrive on engaging in challenging work that is aligned to their cognitive and social development as young adults. Teachers create learning environments that are lively, engaging, and challenging. In order for students to master content standards they will be able to:

Construction of knowledge
Students will understand the levels of Bloom's Taxonomy and will know that some of what they learn will be at the lowest level of Blooms, e.g., remembering, but most of the time the will be on the upper end, e.g., analyzing, evaluating, and creating. This is critical in terms of construction of knowledge at ArtLab. Young adults should know that successful adults are required to operate in the upper range of Blooms and that their work as students should be no less meaningful. Students will be able to use research and inquiry-based discussion to generate ideas. They will learn to become active readers and listeners and will learn to use writing as a tool for critical thinking. They will construct knowledge by producing rather than simply receiving. They will lean to communicate their ideas in a multitude of media: Podcasts, film, visual art, grant writing, journalism, published research, Web design, blogging, and traditional writing.

Disciplined inquiry
ArtLab students will be able to ask the kinds of questions that make them participants in school-wide, citywide, nationwide, and worldwide discourse. This means that they will learn to:

- access information and judge the quality of that information,
- respond to divergent ideas with confidence, evidence, and respect for other points of view,
- offer creative, imaginative, and innovative solutions to challenges.

This deep level of inquiry is critical to sustaining democratic thinking and our students will use skill to become active participants in the civic and cultural life of their city, nation, and world.

Value beyond school
Every day, in every ArtLab class, students will see the connection between their learning and life. If we as teachers cannot answer the question of how what we are teaching applies to the real world, then we must rethink our priorities. Students will learn how, for example, mathematics operates in the real world. They will see that their public voices are necessary and that their ideas matter. They will see that all of their learning in high school is preparing them to get the most out of their post-secondary educational experiences and that it paves the way for a meaningful quality of life.

b. Core Academic Curriculum: *Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.*

ArtLab's delivery of standards-based curriculum is effective with the population we will serve (see section 2a). ArtLab will prepare its graduates for success in post-secondary learning, for careers that are fulfilling, for active engagement in the cultural and civic life of their city, and for participation in American democracy. The arts contribute to a student's critical thinking and problem-solving skills, and research shows that this has a positive influence on performance in other academic areas including the STEM (science, technology, engineering and mathematics) disciplines (National Task Force on the Arts in Education, 2009).

ArtLab Core Competencies

1. Language Arts: Students will become confident and persuasive oral and written communicators.
2. Social Studies: Students will understand the enduring ideas in social, political, philosophical, and economic history in order to learn how their lives connect to the past.
3. Mathematics: Students will demonstrate mastery of mathematical concepts and will know how to employ practical applications in multidisciplinary settings in order to make sense of the real-world.
4. Science: Students will know how to use scientific investigation to form hypotheses about phenomena that are of interest to them and experiment to demonstrate validity.
5. Arts: Students will develop their artistic voices and will use arts on a daily basis to become innovative thinkers and creative problem solvers and to engage in critical reflection.
6. Physical, Social, and Emotional Wellbeing: Students will understand the connection between physical wellness and their quality of life. They will feel comfortable in accessing services and knowledgeable in seeking resources that support their holistic wellbeing.

Arts Integration: A study by the National Task Force on the Arts in Education for the College Board proposes a "*new curricular model with the arts at the core, integrating many subjects and types of learning in order to give them context and meaning"(*Arts at the Core, 2009).

Students at ArtLab will construct and demonstrate understanding through thematic interdisciplinary connections between an art form and the core curriculum in all academic classes. Arts integration engages students in a creative process that enhances their mastery of standards-based subject matter. For example, English Language learners will express their understanding of complex concepts through multi-media in their digital imaging and filmmaking classes. Research shows that students acquire academic language proficiency when they are given opportunities to integrate visual and dramatic arts (Peppler, Catteral & Feilen, 2010). The successful Humanitas model of thematic interdisciplinary curriculum development and arts-integrated instructional delivery has shown success with all learner groups; however, thematic instruction is particularly effective with English Language learners (Garcia, 1999).

Focus on Mathematics: ArtLab is dedicated to ensuring that all of our students pass Algebra I and Geometry—gateway classes to higher math, graduation, and A-G completion. Our approach centers on four primary strategies: 1) Alignment to the California Common Standards for math, 2) Blended and project-based learning, 3) Thematic link to real-world problem solving, and 4) Embedded response to intervention. (It is understood that all ArtLab course content is based upon California Content Standards).

Algebra I: How do we convey meaning by using the language of mathematics? To answer this question, teachers will ensure that students have a solid understanding of basic mathematical operations, such as working with exponents and fractions and evaluating simple expressions. They will then proceed to more complex concepts to answer such questions as "How are equations (including proportions) and inequalities used to make real-world decisions?" They will learn to justify equation-solving steps with the properties of algebra. Next, student will be asked to use math to think about how the past can be used to predict the future. They will become skilled at graphing linear equations and inequalities and will make predictions based upon the patterns they've discovered. Later, they will be able to express how different representations of math (graphs, tables, equations, and inequalities) are used to tell different stories. They will be able to articulate how each representation is suitable for a particular set of circumstances. As their competency increases, students will learn how to apply mathematical concepts, such as quadratic equations, to the physical world to understand motion and gravity. ArtLab's Algebra I program connects

students to ideas and real-world applications. The blended learning approach gives students extra support in areas that need focused attention and instructors are then able to offer more individualized attention and project-based learning.

The following is a snapshot of Algebra I.

Duration	**Common Core Standards**	**Blended & /or Project-based**	**Thematic/Real-World Connection**	**Response to Intervention**
Quarter 1	Understand solving equations as a process of reasoning and explain the reasoning	Students learn to use online learning to monitor their progress towards mastery.	How are equations, including inequalities, used to make real-life decisions?	Early identification of basic skill level
Quarter 2	Construct viable arguments and critique the reasoning of others.	Begin Interactive Notebook that connects visual images and formulas and explains reasoning for selections.	Are formulas invented or discovered?	Benchmark assessment #1; begin triangulating student data: coursework, Interactive Notebooks, online & benchmark assessment; share analysis with student & parent
Quarter 3	Model with mathematics	Create a project that models application of quadratic equations, such as egg drop to measure acceleration rates	How much information is needed to make a reasonable prediction?	Student-led conference: students have learned how to analyze their own progress and learning challenges; they share progress with parents
Quarter 4	Reasoning with equations and inequalities	Students prepare for end-of-year festival of learning. They develop and defend their final projects and display their Interactive Notebooks.	How can we use logic to prove or disprove questions we have about the world?	Students make ample use of online learning during this quarter to ensure that they are mastering concepts. Interventions are focused on longitudinal student data to address any recurring challenges.

Geometry: How do we use logic to prove or disprove questions we have about the world? To answer this question, teachers will show students the power of inductive and deductive reasoning. Students will learn to write geometric proofs and to build and evaluate the validity of logical arguments. They will then move to more complex thinking by learning to use partial information to prove theories that appear incomplete. For example, they will learn how to derive and solve problems involving perimeter, circumference, area, and volume, etc. Students will begin to think as scientists as they learn to think about the number of examples required to move from coincidence to verifiable proof. They will learn to derive and solve problems involving area and circumference and to prove and solve problems about inscribed angles, chords, secants, and tangents. Finally, students will become scientists by understanding transformations and knowing the effects of rotations, translations, and reflections.

Algebra II, Trigonometry, Statistics and Calculus: ArtLab will create a math culture where students understand that mathematics and the innovative thinking required in artistic expression are related. We expect all students to aim for completing trigonometry and for many to proceed to AP Statistics and AP Calculus. ArtLab's interdisciplinary instructional methodology will empower students to use mathematical concepts to develop a deeper understanding of the physical world in Algebra II, trigonometry and calculus and the social world in statistics. ArtLab students will have gained the confidence in their gateway math classes to proceed to classes that inspire critical thinking and innovation.

When students are proficient in math, they develop the content and problem-solving skills required for mastery of the physical sciences. All ArtLab students will take four years of both math and science (see appended Course Scope and Sequence). ArtLab's blended learning approach will allow teachers to utilize online and in-class instructors to target individual student learning needs. Research shows that students who participated in blended learning courses did better than students who either took online only or traditional classes only (Evaluation of Evidence-based Practices in On-line Learning: A Meta-analysis and Review of On-line Learning Studies, US DOE, 2009). This approach will enable math teachers to create targeted interventions for each student and to create real-world questions and projects that improve math engagement and competence.

Focus on Science: ArtLab's Science program is informed by both mathematics and strategic literacy. The interdisciplinary approach to instruction requires that math and science teachers work together to show students how they can use skills learned in one class to build background knowledge for another. At ArtLab, science is a hands-on experience that allows students to explore the physical world as scientific thinkers.

Biology: In what ways can the scientific method and other approaches to problem solving serve as important life skills? To answer this question, students will understand that the desire to identify problems and discover solutions is an integral part of the human experience. Scientists discovered the nature of DNA in successive steps, building upon the work of others, to unravel the mysteries of the molecule and life itself. Students will learn how to assemble nucleotide models to demonstrate the structure of the DNA molecule, and they will perform a DNA extraction to isolate the genetic material of a cell. In order to reinforce both academic language acquisition and content mastery, students will create a children's digital storybook that explains the series of discoveries that demonstrated DNA as genetic material. Please refer to the appended course scope and sequence for greater detail.

Chemistry: Does scientific progress ennoble or debase humanity? To answer this question students will understand the benefits and costs of scientific discovery. They will learn by engaging in shared inquiry

using primary source documents. Teachers will actively teach the academic literacy skills required to access these high-interest but challenging texts. Students will learn how to engage in dialogue with the text and how to both find power in a text and take issue with it. Their inquiry will be paired with experimentation as students learn to ask meaningful questions and conduct careful investigations. They will discover the effect of chemical reactions; understand the bonding and chemical properties of carbon, and learn first-hand about chemical equilibrium. Please refer to the appended course scope and sequence for greater detail.

Physics: If the primary laws of physics do not recognize the obvious distinctions between past and future, how can they be useful in helping us to understand the world? To answer this question, students will engage in shared inquiry discussion using primary source documents from scientists such as Newton, Rumford, Joule and Eddington. This is an 11th-grade class, but using strategies to increase academic literacy is as important at this level as it was in 9th grade. Students learn to build their own capacity for understanding challenging texts by using metacognitive strategies that help them think about their thinking. They use Interactive Notebooks to connect visuals to physics concepts and they begin to develop hypotheses related to their new knowledge. They will learn to make predictions about trajectory motion, circular motion and gravity. They will discover the laws of thermodynamics and magnetism. This course is a hands-on course that challenges students to hypothesize, experiment, and try again!

Science Lab: We intend to use the lab for research and exploration that extend the core content of our science standards to real world problem solving. Art and science help students see their worlds differently with an intense and deep focus. Both require students to be keen observers of their environment. Science helps provide a language for art and art helps communicate messages about humankind's relationship to the physical world. We will make use of the lab as students uncover the science behind what constitutes their immediate environment (the river), their expanded environment (the community), and build a context for scientific thinking. Students work with the community and scientists to define problems in the sciences that have local significance. Students are engaged in field study particularly in their Biology class and use the lab to prove theories and answer questions.

The Imagine Mars Project: ArtLab's developing partnership with JPL/NASA in The Imagine Mars Project will enable students to explore their own community and decide which arts, scientific and cultural elements will be important on Mars. They will develop their concepts relating to a future Mars community from an interdisciplinary perspective of arts, sciences, and technology. Students will interact with NASA scientists and engineers to work through the details of their ideas, think critically and solve problems. Students will interact face-to-face with volunteers from NASA centers, universities, through video conferencing, through a Digital Learning Network and through a network of volunteer Solar System Ambassadors. Students will demonstrate application of relevant STEM standards in their Imagine Mars learning experiences, they will understand STEM-related careers and demonstrate digital technology skills (as outlined by the National Educational Technology Standards) and the hands-on project will be aligned with Physics, Life Science, Earth and Space Science standards and the science-related 21st Century Skills.

Students will reflect on their home community in an effort to understand what makes a community not only survive, but thrive. They will discover the challenging environmental conditions Mars presents to a human community and work with scientists and engineers to uncover possible solutions. They will combine what they learned and propose ideas for a plausible and successful community on Mars. Students will create a representation of their Martian community or of some aspect of the community. Students use technology and communication skills to present their solution to a community on Mars.

Project Example: Design a Mars Garden
Students will visit the local botanical garden to research the various ways that gardens could help to support communities on Mars. Their research would focus on creating environments suitable for plant growth and community entertainment. The students will work with NASA scientists, local horticulturalists and landscape architects to design a Mars Garden. Support would come from the Imagine Mars team, JSC Space Farmer, Huntington Botanical Gardens and local architects.

Interdisciplinary Instruction: Research has shown that interdisciplinary models permit "*lessons to embody continuity, interaction, action, and reflections and to promote emergence of subject matter. High levels of teacher interactions and their own critical thinking and inquiry powerfully enriched the quality of the lessons they developed*" (Oakes, Hunter-Quarts Ryan, & Lipton, 1999).

ArtLab teachers will follow the Humanitas model of instruction: thematic, interdisciplinary, inquiry-driven, writing and project-assessed instruction. A hallmark of the Humanitas curriculum and instruction is that it is culturally responsive and honors each student's unique perspective by engaging learners as critical thinkers and problem solvers with their own funds of knowledge. The Pilot school autonomies will provide flexibility in the curriculum and scheduling that is needed to support a theme-driven approach to curriculum development. This approach allows students to see patterns and systems across disciplines, which increases their background knowledge in each subject by applying learning in multiple disciplines to subject-specific concepts.

Service Learning & Community Partnerships**:** *"Because of Los Angeles County's ever-expanding diversity, the arts serve as a bridge across language and cultural differences and build connections between communities"* (Los Angeles County Arts Commission, 2002).

ArtLab will draw on the wealth and diversity of creative resources in our neighborhoods and our city by extending the boundaries of the classroom. Students will collaborate with artists, community-based organizations, and college faculty in order enhance their learning and improve their personal and community wellbeing. Students will learn how to assess and address the needs of the community and to develop and implement solutions. While engaged in meaningful project-based work, students will have an opportunity to explore careers in visual and integrated arts and civic leadership. In the classroom, students will address a concept or issue that is connected to a challenge that exists in the real world. For example, one of the identified challenges in the Glassel Park community is the improper disposal of household refuse. ArtLab students will partner with the community and instructors from Otis College of Art and Design to research the problem, develop a proposal to educate the community, create a media project to encourage waste reduction and then share their media project with the four local neighborhood councils.

Inquiry-driven and Project & Problem-based Learning**:** "*Authentic pedagogy boosted student achievement equitably for students of all social backgrounds*" (Newmann & Wehlage, 1995).

ArtLab students will engage in rigorous inquiry-driven instruction in all of their academic classes. Every unit of instruction will begin with an essential question that asks students to apply their learning from a variety of disciplines in order to think critically about challenges that continue to trouble humankind. For example, "Does a person have an obligation not to obey a law that violates his conscience" (Great Books Foundation, 1990). This question would open a unit of study in American Literature, US History, art, statistics, and physics. Students would think about this question in light of what they have discovered in each class. The content they have explored has asked them to think about moral and ethical dilemmas that humans face when confronted with a conflict between personal beliefs and the boundaries of legality. Such challenging questions are scaffolded to allow access for all students by reinforcing the themes in all

classes. Students further their understanding by engaging in an authentic problem-based learning experience, such as a mock trial, that allows them to actively engage with complex ideas. Finally, students present their understanding in a public exhibition where their media projects allow them to express their personal relationship to moral and ethical dilemmas.

***College-Ready*:** *"For those who stay in high school to graduate, low income and underrepresented minority students have more limited access to the rigorous coursework needed for college readiness"* (Green & Forster, 2003).

ArtLab sets high expectations for all students and will infuse art in core curriculum to improve and expand student achievement while preparing them for post-secondary education. Additionally, excluding advisories, PE, a computer class, and internships, all ArtLab courses are A-G approved. This means that all students will be enrolled in a college-preparatory course of study and will have taken more A-G classes than The University of California requires. All students will have access to a variety of Advanced Placement classes. Some of these courses will be taught in a traditional manner with a College Board approved teacher. Others will be taught using a blended model with University of California College Prep on-line courses. Additionally, Algebra I, the gateway to A-G completion, will be taught using a blended method (computer-based and teacher supported), which will provide students with instant feedback about their progress as well as teacher expertise and personalization. Research shows that students who participated in blended courses did better than students who either took on-line courses only or traditional courses only (Evaluation of Evidence-based Practices in On-line Learning: A Meta-analysis and Review of On-line Learning Studies, US DOE, 2009). Seniors will also have access to college classes at Los Angeles City College (LACC) both on the ArtLab campus and at LACC. Additionally, all students will participate in college seminar. This is a special weekly course where professors from CalArts, UCLA, Occidental, USC, Otis, and Cal State LA present lively and engaging talks that provide 9th-11th-grade students with college-level content in a low-stress environment. Students learn how to conduct research prior to the talk, take useful notes, and ask relevant questions. Since all ArtLab classes begin with a question rather than a lecture, these college seminars provide a departure from the day-to-day inquiry-based instruction while providing a necessary skill for college attainment. Current research on comprehensive high schools that offer rigorous college preparatory programs and programs that build towards college prep are showing success with broad student populations (Nodine, 2009).

***Student Advisories**: Meaningful relationships among students, teachers, and parents positively impact all students, but is particularly impactful for those at risk of dropping out* (Darling-Hammond, 2006/2007).

To ensure that all students graduate on time and are prepared for postsecondary learning, each student will be assigned an advisor who will remain his/her advocate until graduation. Families will have one point person who is a partner in their child's academic success and emotional well-being.

- The 9th-grade advisory will focus on high school academic and social preparedness. Advisors will assist students as they make this transition into young adulthood. Students will learn note taking and study skills as well as skills to build self-confidence.
- The 10th-grade advisory will focus on meta-cognition. Students will learn about Multiple Intelligence Theory as they begin to discover and value their unique learning style. Students will understand how to capitalize on their mode of learning and how to manage learning that is challenging for them. They will understand how to become accountable for their own learning. The 10th-grade advisory will also emphasize CAHSEE preparedness.
- The 11th-grade advisory will focus on helping students discover the power of their unique voices. In anticipation of writing college personal statements in year 12, this advisory will assist students with telling their story. Students will read brief autobiographies, write personal essays, and write and

perform their own poetry and music. Students will work one-on-one with tutors from 826LA to revise and refine their writing.

- In the 12th-grade advisory, students will collaborate with their advisors to manage their internships and to prepare for college applications in the fall, FAFSA in the winter, and the Subject A (The UC Analytical Writing Placement Exam) in the spring.

***Inclusive Education*:** "*Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom*" (IDEIA, 2004).

ArtLab embraces a whole school approach where students with disabilities are served in a general education environment with appropriate supports and services to enable them to be successful. This approach is based on the philosophy of equity and access for all, and supports the findings of IDEA 2004: The National Longitudinal Transition Study showed that positive outcomes for students with disabilities who spent increased time in general education classroom included higher scores on standardized tests of reading and math, fewer absences, fewer behavior referrals, better outcomes after high school for employment and independent living (Wagner, Newman, Cameto, Levine & Garza, 2006). At ArtLab, all students will participate in educational experiences through appropriate design, support and accommodation. Students with disabilities remind us that we all learn differently, and when we honor each student's uniqueness, the disability can become one's strength. Inclusive education reiterates Art Lab's commitment to equity by honoring diversity. By learning together we become lifelong learners.

Linked Learning – Visual and Media Arts Integrations: *"The benefits of arts education include the development of decision-making skills and the ability to think creatively and innovatively" (*DANA Foundation, 2009). *For students who entered the [career-themed] programs at high risk of dropping out, the Academies increased the likelihood of staying in school through the end of the twelfth-grade year, improved attendance, and increased the number of credits earned toward graduation* (MDRC, 2008).

ArtLab responds to 2007, 2008 and 2009 reports from Otis College of Art and Design on the creative economy in Los Angeles, which show the creative arts as one of the area's top employers, accounting for one in six of all jobs in the LA area (Otis, 2009).

ArtLab emphasizes the tenets of creative literacy to promote holistic academic preparation, and college preparation for all students. Also, the continual integration of multimedia projects across grade levels provides a structured, sequenced approach to mastering technological and soft skills proficiencies essential to 21st century careers (Masalski & Elliot, 2005). Students will use the tools and processes of the arts in a variety of forms and genres to imaginatively connect with and apply the core curriculum, as well as to engage with their community.

Students will initially develop sensory and aesthetic acuity through artistic processes such as observational drawing, multimedia documentation and the study of art history. Through a carefully designed sequence of technical training and analytical lessons, students eventually learn to represent core content and any topic of interest through a variety of media and presentation formats, both analog and digital. For example, students can produce simple graphic animations demonstrating principles of physics, create documentary films that portray a theme from Latin Studies, or produce soundtracks that convey community stories and ideas that are pertinent to the student body. They work individually and collaboratively, both face to face in the multimedia studio and within online spaces. They present their work in school spaces and in online portfolios and forums that create an environment of artistic exploration, critical analysis, collegial discussion, and opportunities for deepening their connections to and expansions of the core content (Robin, 2008).

This arts-centered pedagogical approach works on several levels, which practically and effectively realize the constructivist and experiential approaches to learning that are central to ArtLab's instructional philosophy. These projects allow students to articulate and share their understanding with peers and demonstrate their meta-cognition of content. ESL instruction, in particular, can benefit from this media arts integration. In order to foster an immersive culture of language, a media arts lab schedule would allow EL's to produce multimedia programs and presentations that transverse all video and web communications forms and formats. This encourages students to exercise core language in a continuous media production cycle that includes: group determinations of interest, viewing and analyzing professional and student media, research and investigation, scripting a variety of shows (cooking, travel, talk, reality, drama, advertising, etc), rehearsing verbal presentations and enactments, editing soundtracks and video, discussing the content in online forums, etc. Student centered production will naturally propel the process of language acquisition and application. Research shows that multimedia embedded in literacy instruction can significantly improve reading outcomes and can enhance the effectiveness of beginning reading instruction for disadvantaged children (Chambers, Cheung, Madden, Slavin & Gifford, 2006).

This integrated instruction is vocationally robust. In the planned four-year, CTE aligned sequence of visual and media arts instruction, students will be able to master professional level, authentic industry processes and skills and apply them in strategically designed projects, both within the arts studio and in core academic classes. In-school instruction will be supplemented by extended learning opportunities, which include visits and collaborations with industry and community participants and mentors within and beyond the school day, and internships and articulated industry certification trainings will provide the bridge to entry level or higher media industry employment.

WASC: ArtLab will fulfill the requirements set by WASC. Teachers, students, leadership, and community will attend regularly scheduled evening professional learning sessions during the first year with the Los Angeles Education Partnership to prepare for accreditation. The outline for our plan is as follows:

1. Immediately following School Board approval of proposal, the ArtLab design team will determine four broad but achievable goals
   a. Develop rationale for each goal
   b. Link goals to Expected School-wide Learning Results
   c. Define how progress will be assessed and define benchmarks
   d. Develop a clear list of strategies and tasks
2. During the summer prior to the school opening, we will develop an action plan for each goal
   a. Define each step in process
   b. Develop an achievable timeline
   c. Determine staff responsible for each step
   d. Determine which resources will be necessary to achieve goals
   e. Define which measures will be used to monitor and report progress
3. ArtLab will meet with all stakeholders to review accreditation eligibility during the first semester of operation.
4. Our WASC team will develop and publish a statement of our purposes and develop a management system for oversight.
5. We will develop an overall plan that includes objectives for student achievement and assessment plans to measure progress towards those objectives.
6. We will create focus groups, meeting dates, and timeline to address WASC requirements and to ensure all stakeholders give input and are part of the process.
7. The deadline to submit requests for WASC Affiliation form is April 30th to schedule a fall visit and

September 30th to schedule a spring visit.
8. We will complete and submit Initial Visit School Description Report.

Approval of A-G Course List: ArtLab will request a school code from the College Board in order to align all courses with the A-G requirements. Upon receiving the code, ArtLab teachers and administrators will review all courses to assure that they meet all of the requirements set forth by the Department of Education and the University of California for approved courses. ArtLab will also complete the Survey for New Schools application and submit for review to the University of California Office of the President.

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

ArtLab will require a paradigm shift in the way curriculum and instruction are developed and delivered. We will require Pilot curriculum, instruction, staffing, and governance autonomies to ensure that our students are the beneficiaries of our unique instructional vision. The curriculum and instruction autonomies will allow us to deliver authentic, differentiated instruction for all students. This autonomy will ensure that we are able to select curricular materials that are aligned to our rigorous inquiry-based approach and that we are free to select state-approved texts that are suited to our particular student needs. Since community-based and supported learning is fundamental to fulfilling our vision, this autonomy will allow ArtLab to develop community-based curriculum with our partners and to deliver community-based instruction both on and off campus. Artists will collaborate with ArtLab teachers and will regularly join our teachers both during and beyond the school day to deliver engaging learning that connects students with the realities of creating purposeful media, studio, and public art. ArtLab students will engage regularly with community leaders to learn how to effect positive community change. This means that our students will spend some of their instructional time off campus as they engage in service learning projects with our community partners, job shadow at community-based organizations, and organize and attend community meetings and community arts events. ArtLab students will also collaborate with business partners to develop media campaigns and other materials to help local businesses expand their client base. A strong community-based program also requires community investment in our governance; thus, autonomy over governance is essential. Our business partners will provide job shadowing, mentoring, and internships as well. ArtLab will collaborate with our higher education partners to create a college seminar series for our 9th- 11th-grade students. This necessitates a great deal of curricular autonomy since this series will be based upon cutting-edge scholarship in the arts and sciences. The school district has no ability to offer the curricular flexibility to organize a seminar series; this can only happen in a small Pilot school. Finally, our team-teaching approach for grade-level teams as well as general and special education teams requires both curricular and staffing autonomy. Much will be asked of teachers at ArtLab since collaboration is absolutely mandatory. Scheduling autonomy is essential so that ArtLab can imbed collaboration time into the workday. Lastly, curricular autonomy is required for our interdisciplinary instruction since this model requires deep inquiry rather than content coverage. Teachers must be encouraged to spend time ensuring that students understand the fundamental concepts from which deep learning can grow.

ii. Curricular Development (Timeline)

Curriculum Development Timeline			
June 2011	July 2011	August 2011	September 2011
Develop annual	Introduction to full	Introduction to problem	Develop Linked Learning

curriculum map with entire staff	inclusion	and project-based learning	interdisciplinary curriculum and instruction: thematic, arts-integrated interdisciplinary curriculum that is differentiated, scaffolded, and writing and project assessed.
Develop whole-school vertical plan based upon Habits of Mind	Introduction to differentiation	Shared Inquiry and introduction to project-based, authentic learning	
Introduction to Advisories	Introduction to SDAIE and blended learning	Introduction to Linked Learning and service learning	

c. Addressing the Needs of All Students: *Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students of poverty, students with special needs, students with disabilities, gifted students, English Language Learner (ELL) students and Standard English Learner (SEL) students.*

"Even though students may learn in many ways, the essential skills and content they learn can remain steady. That is, students can take different roads to the same destination" (Carol Ann Tomlinson, 2005)

Student Population	Meeting the Needs of all Learners
Students of Poverty	o In addition to all strategies in the SEL section below, students of poverty will benefit from an increased focus on personalization and advocacy. o All research suggests that the most important attribute for serving this population is focused personalization, which leads to each student's sense of belonging. o Instruction to improve academic English and literacy skills using culturally relevant and responsive methodologies. o Community, teachers, parents or caregivers all work as partners to enhance well-being and to create a home-like environment for all students. Mental and physical wellness, food security and safety are critical to each child's ability to focus on the academic and extracurricular activities that are essential to creating future economic opportunity and enhancing quality of life. All adults in ArtLab are committed to providing students with the support and services required to build a foundation for a productive future. o Studies show that the benefits of high levels arts of participation can make more of a difference to economically disadvantaged students. o Research shows that when multimedia is embedded in literacy instruction, reading outcomes for disadvantaged children improve. **Relevant Research:** Personalization: (Darling-Hammond, 2006/2007). Integrated Arts: (Chamber, Cheung, Madden, Slavin & Gifford, 2006), (Catterall, Chapleau, Iwanage, 1999).
Students with Special Needs	o ArtLab teachers and staff will embrace an inclusive and collaborative model, working together to ensure all students have access to instruction & content. Professional development will be provided on collaboration, communication, in-class supports, differentiation, Universal Design for Learning, teaming, and co-teaching. o Teachers will co-teach by co-planning, co-instructing, and co-assessing classes of students on a regular basis (Murawski, 2009). Their shared expertise will ensure that students have their needs addressed proactively and

	that students do not need to be "pulled out" for instruction. Co-teaching allows teachers to address classroom management, social skill needs, and self-esteem issues. o On-going consultation and professional development with Wendy Murawski for implementation of co-teaching model. o Utilizing the integration of language arts and visual and dramatic arts improves student achievement. **Relevant Research;** Differentiated instruction: (Tomlinson, 2005) Co-Teaching (Murawski, 2003; 2004; 2006; 2009) Arts Integration: (Perrple, Catterall & Feiline, 2010)
Students with Disabilities	o In addition to all strategies in the SEL section below, students with disabilities will benefit from an increased focus on student collaboration and inclusion in all academic and extra-curricular activities. o To meet students' needs for specialized instruction, careful planning between teachers and specialists will ensure that appropriate accommodation and strategies are implemented for student success. o We will adopt a plan for inclusion of special needs students in general education classrooms that comply with the federal requirements for education in the least restrictive environment. o As necessary, students will receive assistance from trained personnel, supplemental services and aids, adapted curriculum and materials. These services will take place in the general education classroom whenever possible. o In addition, our emphasis on student collaboration, focus on problem-based learning, and our commitment to Linked Learning will provide the additional supports and motivation for our special-needs students. o Students will increase social confidence and academic motivation by participating in project-based learning. o A focus on Linked Learning will increase the opportunities for our students to expand their range of opportunities and experience by engaging in real-world learning. They will engage in learning beyond the classroom through job shadowing; introductions to and mentorships with arts and other business professionals. o Utilizing the integration of language arts and visual and dramatic arts improves student achievement. **Relevant Research:** Full inclusion: (Holmes et al., 2006) Cooperative grouping for students with disabilities: (Johnson & Johnson, 1989) Problem/project-based learning for students with disabilities: (Belland, Glazewsk, & Ertmer, 2009) ELLs and Arts Integration: (Perrple, Catterall & Feiline, 2010) Differentiated instruction: (Tomlinson, 2005)
Gifted Students	o In addition to all strategies in the SEL section below, gifted students will benefit from an increased focus on intensive inquiry. o Interdisciplinary, thematic instruction allows students to see underlying systems and patterns in order to synthesize content from multiple disciplines and time periods. o Problem- and inquiry-based instruction appeals to gifted students' high levels of curiosity by placing the teacher in the position of facilitator rather than dispenser of knowledge.

	o Students are presented with challenges that provide them with the opportunity to wrestle with problems in active, meaningful ways. o Co-teaching helps to ensure that students who are high-achieving or gifted are also provided with differentiated instruction that challenges them appropriately. o California Department of Education guideline for instruction. Specifically, each subject will provide 1) Differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents. 2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials. 3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others. 4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards. 5) Elements that assist gifted and talented pupils to develop self- generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment. o Students who are prepared for an even greater degree of self-directed learning will have access to AP classes, online enrichment courses, individualized tutoring, and college classes through Los Angeles City College. **Relevant Research:** Problem-based: (Feinburg & Mindess, 2001) Making thematic connections: (J. VanTassel-Baska, 1998) Co-teaching and gifted: (Hughes & Murawski, 2001)
English Learners	o In addition to all strategies in the SEL section below, English learners will benefit from an increased focus on using background knowledge to build academic proficiency and project-based learning to increase oral language proficiency. o Organizing curriculum around relevant themes, building on a students' background knowledge and experiences, and planning collaborative activities that scaffold instruction and build academic proficiency. o Focus on meaningful instruction and thematic curriculum design. o Build on student experiences, cultures and languages by building personal relationships with them and their families. o Heterogeneous grouping, language-rich, experiential curriculum, and experience beyond the classroom. o Co-teaching allows for improved differentiation for ELLs as well. o Rigorous language arts curriculum; explicitly teaching, modeling and providing guided practice in a variety of strategies (think-alouds, cognitive strategies, and meta-cognitive reflections), involving students as part of a community of learners. o Co-teaching approaches for classrooms with ELLs produce significant possibilities for students, to include strong student-to-student relationships and increased student self-esteem. o Blended on-line learning. o SDAIE o ELL students who are deeply engaged in arts show improvement in English Language proficiency. o Utilizing the integration of language arts and visual and dramatic arts improves student achievement for ELLs.

	Relevant Research: Building background knowledge, collaborative instruction: (Freeman & Freeman 2003, Waxman & Tellez, 2002, Thomas & Collier, 1997) Thematic instruction for ELLs: (Garcia, 1999) Personalization: (Morna, Tinajero, Stobbe, and Tinajero 1993) Experiential learning (*Mass Insight Education and Research Institute*, 2010) Meta-cognition: (Booth Olson & Land 2007) On-line learning: (Evaluation of Evidence-based Practices in On-line Learning: An On-line Meta-analysis and Review of On-line Learning Studies, US DOE, 2009). Intensive on-line reading intervention for secondary English Language Learners: (Dela Colina, Leavell, Cuellar, Hollier, Episcopo, 2009) Co-teaching and ELL: (Bahamonde & Friend, 1999) Differentiated instruction: (Tomlinson, 2005) ELL and art: (AIM, Peppler, Caterall & Freilen, 2010).
Standard English Learners	o Rigorous, standards-based and A-G–aligned instruction for all learners. o Our thematic, interdisciplinary curriculum and inquiry-based, authentic instruction is aimed at closing the achievement gap for all students. o Our key instructional strategies that support our SEL population are student-centered instruction, cooperative grouping, Shared Inquiry seminars, problem- and project-based learning, Linked Learning curriculum, simulations, intense focus on writing, independent research, building on prior academic and cultural knowledge, college-focused advisories, job shadowing, internships, community-based instruction, document-based questions, performance assessments, portfolio assessments, strategic literacy, text-based discussions, experimentation and investigation, use of Accelerated Reader and other technology-based programs to build mastery in mathematics and language arts. **Relevant Research:** Student-centered, inquiry-based instruction: (Newmann & Wehlage, 1995, Corcoran & Silander, 2009). High expectations for all learners: (Guess & Thompson, 1989, Heshusisus, 1998, Waxman & Tellez, 2002, van Tassel-Baska, 2008) Differentiated instruction: (Tomlinson, 2005)

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

ArtLab's instructional philosophy, research-based approach to curriculum and instruction, outcomes for students, and expectations for both educators and learners has been clearly defined and established in this proposal. In order to fulfill our vision, all ArtLab teachers will receive on-going professional development and support in the instructional strategies outlined below. The staffing autonomy and Elect-to-Work Agreement will ensure that all teachers who chose to join the faculty are aware of and embrace the high expectations for teaching and learning at ArtLab.

Interdisciplinary Instruction: All units of study will be interdisciplinary. This approach is critical for both English Language Learners (ELL) and Standard English Learners (SEL). ELLs are supported by the thematic nature of the instructional approach. Each unit begins with an essential question that is asked in each discipline; this aligned instructional approach helps ELLs quickly build academic language skills

across disciplines. Humanitas interdisciplinary instruction engages SEL, ELL, gifted and special needs learners in rigorous inquiry-based instruction that is scaffolded to ensure that each student has access to challenging curriculum as well as ample opportunity to extend their learning to discover thematic connections of their own.

Differentiation: Since every learner is different, ArtLab's overarching strategy is differentiation linked to ongoing formative assessment. Teachers will work in grade-level teams to ensure that all subject areas are developing a coherent instructional plan for each student in their care. High expectations for every learner are at the center of all instructional delivery. Differentiation ensures that every student can meet those expectations in a logical and systematic way. Assignments are differentiated based on content, skill, and process so as to align all tasks and objectives to the learning goals of each individual student. Students work in multiple groupings and interact and work together as they develop knowledge of new content.

Multiple Intelligence Theory: Teachers will employ Multiple Intelligence Theory to develop strategies that enable each student to access learning from his/her area of strength. Teachers will ensure that meta-cognition is occurring in every class every day so that students can take personal responsibility for managing learning modalities that are a challenge for them. Instruction is concept-focused and principle-driven. The instructional concepts are broad-based. Teachers focus on the concepts, principles, and skills that all students should learn but they adjust instruction to meet the needs of a diverse set of learners. All students will engage in active, project and problem-based learning that is rooted in disciplined inquiry, but they learn to capitalize on their particular learning modality and build upon their unique strengths.

SDAIE Strategies: The primary strategies that teachers will use to build this skill are Shared Inquiry in the arts and social sciences and cognitively guided instruction in the hard sciences and mathematics. The high-level of content and the rigorous inquiry-driven approach to instruction will be supported by scaffolds that are rooted in SDAIE strategies, such as accessing prior knowledge, collaborative problem solving, demonstrations and modeling, providing consistent graphic organizers school wide, writing and speaking across the curriculum, asking thoughtful and probing questions, and providing opportunities for rigorous and active learning in every class, every day. While these all of these strategies were developed for English Language Learners, they are well suited to all learners at ArtLab. Most of the student population are long-term English language learners or redesignated English Language Learners, and research proves that these strategies work with both populations (WestEd, 2010, Linquanti, 2004). All learners, regardless of their educational background will be both challenged and supported by ArtLab's rigorous, differentiated, inquiry-driven instruction. Depending on the size of the ESL population enrolling at CRHS#13, we will work with the other schools at the campus to ensure that students learning English as a second language will have access to all of the schools. If possible, each school will offer ESL 1 thru 4 within their school; otherwise, one or more schools will offer ESL 1 & 2 and students will select one of the schools for the remainder of their high school studies. ***See Attachment 2d: SDAIE***

Academic Intervention: ArtLab's commitment to educational equity provides the philosophical underpinning for all curricular and instructional decisions. All students will engage in rigorous, inquiry-driven learning that is engaging for students, scrupulously backwards planned, and scaffolded for student success. However, should a student be achieving below grade level, all teachers on the grade-level team will provide targeted interventions to ensure that the student's academic needs are addressed. All struggling students will be given access to caring and qualified tutors, and they will have access to engaging computer-assisted learning that is appropriately differentiated and focused on basic language arts and mathematics skills. In addition, all struggling students will be referred to services that will any underlying physical or emotional concerns. Finally, advisory teachers will develop an individual plan with each struggling student, grade-level team teachers, their parent/caregiver, and the ArtLab coordinator to ensure growth toward content-area mastery.

Parents as Partners: Parent and caregiver involvement in student success is an important feature of our instruction strategies plan. Advisory teachers play a central role in ensuring that parents become partners in their child's academic success. Advisory teachers will communicate the expectations that ArtLab holds for each student in each academic area, for behavior, and for contribution to the school and the surrounding community. Parents will be asked to provide a context for their child's learning by helping staff understand their child's specific needs, strengths, and areas of challenge. Advisors will provide parents with specific expectations about learning outside the classroom and will ask parents to continue to provide educational experiences for their children. Parents will be asked to partner with the school on important college-access plans (learning about and selecting post-secondary institutions, completing college applications and FAFSA, understanding the importance of A-G curriculum). Parents will become advocates for their child's learning as they see their children taking responsibility as well. Student-led conferences are a critical component for building self-advocacy among students and, as such, will replace the traditional parent conference structure. Parents will be asked to provide regular feedback, both in person and on surveys, on how the faculty can better meet the needs of their child. Finally, parents will help design family events at the school and summer bridge programs for incoming 9th-grade students.

Blended Learning: This approach combines on-line learning, personalization, and differentiation to increase learning opportunities for all students. ArtLab students will have access to a wide variety of on-line and digital curricula through programs such as Apex, Khan, HippoCampus, and UCCP. A blended learning model places a certificated teacher in the computer lab at all times. The teacher helps personalize the learning environment by addressing barriers to learning. Students in the on-line learning lab may be taking a wide array of classes. For example, some may be receiving additional support in Algebra I while others are taking an Advanced Placement course. The on-line learning lab allows ArtLab to differentiate instruction for each learner by providing intervention and acceleration.

English Language Learners

ArtLab's English Language Learner (ELL) population will be approximately 20%. To ensure that our ELL students have: (1) equal access to rigorous, standards-based curriculum; (2) are engaged in blended and project-based learning; and (3) benefit from the Humanitas interdisciplinary instructional model. ArtLab faculty will become skillful at differentiating instruction, use intervention and acceleration strategies that are informed by data, and employ research-based strategies to increase academic literacy across all content areas.

Use of data and early assessment/response to intervention: Each ArtLab student will have an individualized learning plan that is informed by prior-year performance, including CELDT scores, CST band data, grades, and credit accumulation. We will test each student's literacy level during the first week of instruction using Accelerated Reader to assess reading grade level and school wide writing assessment. For all incoming ESL and ELL students, ArtLab will administer the CELDT to determine skill level and proper placement.

Additionally all students will be tested annually to determine level of progress toward proficiency and re-designation. ArtLab will follow the State Board of Education ELD standards: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Teachers will focus on students from Beginning to Intermediate levels and employ a variety of SDAIE techniques and intervention strategies to assure that students make adequate progress in language development.

Targeted intervention will focus on providing individualized intensive instruction for students who are not progressing. Since Humanitas teachers work in teams, this will include a unified approach to ensuring that struggling students have extra support in all subject areas. Advisory teachers will convene teaching teams, parents, and the student to develop a response that is informed by and supported by all three stakeholder groups.

ArtLab will use a 3-tiered approach to instruction, intervention, and services. Intervention is immediate, related to core instruction, and based on ongoing progress monitoring. RTI and Differentiated Instruction will provide early intervention and adaptation of instruction to individual needs and learning styles. RTI involves having multiple levels of intervention ranging from whole-group instruction to small-group intensive intervention (Fuch & Fuchs, 2001; Murawski & Hughes, 2009). Its implementation impacts all teachers and students, both in general education and special education. Teachers will need to actively collaborate with their colleagues to make sure lessons are research-based, that they address the needs in the general education classroom, that they ensure access to general education curriculum for diverse learners, and that ongoing data collection and progress monitoring is occurring. ArtLab's model of co-teaching is a very powerful means of meeting the goals of RTI.

What this looks like for students: Students become active participants in their own learning by taking on "adult-like roles in discipline-related tasks (Gibbons, 2008). Students are part of the planning team of their own intervention and they become the managers, supported by staff and parents, of their own progress.

Student-centered learning: Cooperative grouping is ArtLab's core approach to increasing each student's Basic Interpersonal Communication Skills (BICS). A recent LAUSD audit of classroom instruction revealed that in a 6.6 hour day, students were speaking about the subject matter, on average, only a few minutes a day (Vigil, D., 2010). Primarily students will work in co-operative groups in which they share new knowledge with one another and employ teacher provided SDAIE techniques to enhance their learning. Our teachers' goal is to build capacity for individual

student growth rather than to dispense knowledge, and building oral language skills leads to greater personal confidence and improved academic achievement (Cummins, 2000).

What this looks like for students: Students who are grappling with understanding how to increase public awareness of environmental issues through the medium of graphic arts might create a youTube piece where students take on a variety of roles. For instance, some students would be the filmmakers, the directors, the expert panelists and the interviewers. This will allow them to transfer what they have learned about science, language arts and the arts content to a format that is familiar to them in their daily lives.

A teaching staff qualified in second language pedagogy (SDAIE): All teachers are CLAD certified and trained in SDAIE strategies. Teachers will use the State English Language Development Standards and the LAUSD ELD Handbook for interdisciplinary curriculum planning (see attachment).
What this looks like for students: Students home language and background are honored and students are encouraged to use prior knowledge to increase their academic language proficiency.

Differentiated Instruction: Differentiated Instruction is intended to make instruction assessable to all learners by meeting their individual needs. Teachers modify instruction and design classroom learning environments based on their understanding of students strengths and needs. Characteristics include a safe and challenging learning environment, teaching approaches that include whole class, small group and individual work, clear learning goals that address essential knowledge, understanding skill, pre-assessment and ongoing assessment that affect direct instruction, flexible use of time, materials, space and strategies for all students' needs and classrooms where teachers and students share responsibilities. This philosophy is built on the premise that students learn best when teachers address differences in the student's readiness levels, interests and learning profile preferences. A teacher can then modify content, process, or product accordingly (Tomlinson, 1999, 2003, 2006).

What this looks like for students: Students will engage in place-based investigations and authentic inquiry. These hands-on activities are differentiated to a student's language development and their interests. For example, in a scientific field investigation, students with higher level academic language proficiency will collect water samples from the river and analyze those samples using scientific language while students whose language skills are still in the developing stages will collect sociological data during the field investigation of the LA River. This will improve both their BICS and Cognitive Academic Language Proficiency (Sarkar and Frazier, 2008).

Academic literacy: ArtLab will focus on six essential areas of growth in academic literacy: Reading fluency, Vocabulary development, content knowledge, higher level reasoning and critical thinking skills, cognitive strategies specific to reading comprehension, and motivation and student engagement (Torgesen, Et al. 2007).

- **Reading fluency:** In order for students to progress in reading fluency they must increase their sight word recognition. Studies indicate that the best approach is continuous practice through reading. ArtLab students will be required to read both for academics and for pleasure. Students will be instructed in phonological and morphological elements in order to forge new knowledge out of prior understanding. Students will be involved in the *Accelerated Reader* program as well as maintaining reading logs in which they document new words and phrases and find applications for them as required (Torgesen, Et al. 2007).
  Vocabulary knowledge: We understand that the most powerful gains in vocabulary

acquisition come from considering word meanings in their original context. Students will again consider phonological and morphological word parts and attempt to create their own understanding based on prior knowledge and the surrounding text. Teachers will also employ systematic exposure to new or specialized words that students will find in new materials.

- **Content knowledge:** ArtLab will require students to read and think broadly on a given theme or topic, thereby providing ample repetition of words and ideas, as well as multiple perspectives from which to make meaning in new vocabulary. Teachers support struggling students with SDAIE and other intervention techniques to develop both academic literacy and support content knowledge. Students will employ their cultural and ethnic backgrounds to understand and apply new knowledge (Torgesen, Et al. 2007).
- **Higher level reasoning and critical thinking skills:** Critical thinking skills are the very core of higher level learning endeavors. ArtLab's interdisciplinary, inquiry based lessons keep students investigating thematic connections and answering questions on topic. The program strengthens analytical and critical thinking skills through student constructed responses to teacher and student developed questions. Students will participate is *Share Inquiry* and other Socratic approaches to develop independent positions on given topics (Torgesen, Et al. 2007).
- **Cognitive strategies:** Powerful readers are seen to employ a variety of strategies for greater reading comprehension. ArtLab will demonstrate a variety of reading comprehension strategies to help students both understand the material that they are reading and apply the knowledge gained from that material in other areas. Students will be asked to summarize, re-state in student's own terms, predict outcomes, explain motivations, and analyze purpose and supposed author intent of given text passages (Torgesen, Et al. 2007).
- **Motivation and student engagement:** The student's motivation and engagement is profoundly effected by their level of comprehension and the applicability of, or personal connection to, the material that they read. All of the strategies above are aimed at building the student's level of comprehension, and the applicability of, and personal connection, to the material read. ArtLab will further endeavor to expose students to materials that engage and motivate them intrinsically. We will employ the Accelerated Reader ™ program to foster student curiosity and support their developing reading comprehension skills (Torgesen, Et al. 2007).

  What this looks like for students: Students are regularly engaged in substantive conversation and learn to express their understanding in public demonstrations of their learning. Learners initiate topics and questions while practicing content related language and engage their peers as their first audience. During student-led conferencing students use their academic language to explain to their parents what they found challenging and stimulating in each subject area.

Blended learning: Blended learning is a combination of online learning and face-to-face teacher/student interaction. ArtLab English Language Learners will utilize technology and interconnectivity to plan, organize, modify, display and critique projects semi-independently online. The Blended Learning approach has the following advantages: minimizes teacher directed lecture time, allows for student centered instruction, increases dialogue between the student and teacher, expands dialogue to include perspectives from outside the classroom, and contains its own organic formative and summative assessments (Bonk, 2004).

What this looks like for students: In a blended learning environment, students may be taking a

wide array of classes. For example, some may be receiving additional support in Algebra I while others are taking reinforcing their English Language skills. The online learning lab allows ArtLab to differentiate instruction for each learner by providing intervention and acceleration.

Interdisciplinary instructional model: Interdisciplinary instruction is particularly useful for ELLs because it is fundamentally aimed at helping students see similarities in themes and motivations between disciplines. Our approach will help students begin to recognize systems and patterns between the seemingly different fields of study. New knowledge arrived at by witnessing similarities is easily adhered to student prior knowledge. Cognition arrived at in this fashion is fluid and readily applied to other perhaps more challenging courses and materials. Students will continuously revisit the original themes and motivations to learn how these elements recur in each subsequent piece of new material. Organizing curriculum around relevant themes, building on a student's background knowledge and experiences, and planning collaborative activities that scaffold instruction help build academic proficiency (Garcia, 1999).

What this looks like for students: English Language Learners benefit from the alignment of interdisciplinary curriculum and instruction. In 10th grade when they study the consequences of the United States dropping the atomic bomb on Hiroshima and Nagasaki, they approach the problem through multiple disciplines. In English, they read firsthand accounts of victims of the bombing to understand point of view. In World History, they learn to analyze the complexities of political situations and participate in a mock trial to determine whether or not President Truman is guilty of war crimes. In Physics, they learn the principles of atomic theory. In Art, they study Picasso's *Guernica* to enhance their understanding of the effects of war.

Project-based learning: Project based learning goes hand in hand with our interdisciplinary instructional model. Project based learning provides a constructivist and experiential element that supports and reflects the student's understanding of similarities in themes and motivations. ArtLab projects allow students to build upon prior knowledge, to exercise their linguistic Common Underlying Proficiency (CUP), and to articulate and demonstrate their new understanding with peers and adults in the most effective mode for them. ESL and ELL students benefit greatly from this approach as it breaks down social barriers, lowers affective filter, and allows students to share their meta-cognitive experiences at their level of expertise. ArtLab students will be immersed in a culture of multi-modal language development. The media arts lab schedule will allow ELLs to produce multi-media presentations and programming in a variety of forms and formats, thereby increasing interest level and student options for personal success. Student centered activities in multi-media planning and production will naturally speed the process of language acquisition and application. Research shows that multimedia embedded in literacy instruction can significantly improve reading outcomes and can enhance the effectiveness of beginning reading instruction for disadvantaged children (Chambers Et al. 2006).

What this looks like for students: Students will exercise core language skills in a continuous media production cycle to include: group goal setting, achieving consensus in areas of interest, viewing and analysis of student and professionally produced media products, research and investigation on select topics, scripting and story-boarding of variety shows (cooking, travel, drama, talk, reality, advertising, etc.) rehearsal of presentations and enactments, soundtrack and video editing, discussion of content in online forums, etc.

Writing Across the Curriculum: ArtLab teachers in all content-area courses will support the development of students' literacy skills by planning collaboratively throughout the year to develop units with embedded language and literacy skills. All teachers will see themselves as language and literacy teachers and will be prepared to teach language through content.

SDAIE Teaching Strategies

From: Dr. CARMEN SANCHEZ SADEK (http://www.educationalquestions.com/qa24.htm) (gratefuly borrowed from Prof. Rita Johnson):

"All students are ELL (English Language Learners)!" All students are LEP (Limited English Proficient) at some point in their education (especially when faced with a new concept and vocabulary). What procedures and ideas can you provide that will help all students in the classroom as well as ESOL students? Good teaching strategies are good for everyone.

Indeed, good teaching strategies are good for everyone! This question in particular refers to "Specially Designed Academic Instruction in English" or SDAIE, that is, the academic classes taught by qualified teachers who are "endorsed" or "certified" in teaching methods for content area classes in which English Language Learners or ELL's participate.

As explained in other questions, ELL's must be provided equal access to the academic curriculum and to all educational opportunities, curricular and extracurricular, available at a school. ELL's must be enrolled in academic classes appropriate for their grade level or age. In addition, ELL's must receive English Language Development (ELD or English-As-A-Second Language/ESL) instruction and primary language support, as needed, to insure equal opportunity for academic achievement and to prevent any substantive academic deficits.

In SDAIE classes ALL students can participate: English-only speakers and ELL's at all stages of language acquisition: ELL's at Pre-Production, Early Production, Speech Emergence and Intermediate Fluency levels, and former ELL's now re-designated as Fluent English Proficient (FEP) students.

What are the methods, techniques or strategies that a teacher can use to successfully promote content area concept development with such a heterogeneous group of students?

STRATEGIES USED IN SDAIE

1. Emphasis on the **Academic Language**: This is the key instructional component in SDAIE. It is NOT to develop general English language skills, but to develop the use of, and proficiency in, the academic language of the content areas. This key component of SDAIE is the same for ALL students, English-only speakers and English Language Learners. Teachers must make sure that the academic language is mastered, otherwise teachers cannot obtain evidence of learning. To facilitate mastery teachers must implement two essential "best instructional practices:" Posting the academic language: ALL words, not just a few key words. Words need to be organized by meaning categories, for example, "clean, tidy, neat, spotless, immaculate, impeccable, scrubbed, disinfected, sterilized, pristine, etc." THEN POST THE CATEGORY!!!!! Consciously using the academic language constantly, and requiring that all students express themselves using the academic language, too. That is why all academic language words must be posted: For teacher and students TO ALWAYS REMEMBER to use them!
2. **Active Learning:** Students must be constantly giving the teacher EVIDENCE OF LEARNING. To provide the teacher with evidence of learning, students must DO some observable action or behavior that the teacher has requested. Throughout the lesson, the teacher must plan educational activities that give students opportunities to:*Observe, Recognize, Locate, Identify, Classify, Practice, Collect, Distinguish, Categorize, Repeat, Match, Show, Select, Construct, Assemble, Arrange, Put Things In Order, Etc. Name, Recall, Give Examples, Draw, Organize, Decide, Describe, Tell, Imagine, Restate, Create, Appraise, Dramatiza, Contrast, Compare, Question, Map, Discriminate, Etc. List, Underline, Review, Interprete, Compose, Dictate, Point Out, Record, Report, Predict, Express, Plan And Evaluate. Relate, Generalize, Demonstrate, Outline, Summarize, Suppose, Estimate, Judge, Explain, Debate, Illustrate, Infer, Revise, Rewrite, Assess, Interprete, Justify, Critique, Etc.* All of the above are observable actions that help teachers obtain EVIDENCE OF LEARNING.
3. **Assessing/Tapping Prior Knowledge:** Teachers must become very familiar with the background knowledge that students bring to the learning situation so they can ALWAYS emphasize what students already know, have experienced, are familiar with, and build on those bases that prior knowledge, experience and familiarity provide. Visuals, realia, posted academic language from

previous lessons, all kinds of connections to prior knowledge, experience and familiarity need to become essential components of all lessons.

4. **Building New Knowledge:** Each and every lesson must result in the acquisition of new knowledge by students. To determine if new knowledge has been acquired as the result of a lesson, it is only necessary to check on the acquisition of new academic language. EACH WORD IS A CONCEPT. A student who has acquired and begins to use appropriately new academic language at the end of each lesson is a students who has acquired new knowledge. *If at the end of an instructional day the students go home without mastery of at least one new academic word, no new knowledge has been provided or mastered during that entire instructional day. It was a nice school day for reviewing what students already knew. But it was a day when students did not BUILD any new knowledge.*
5. **Collaborative Problem-Solving; Cooperative and Other Groupings:** Teachers need to plan instruction through educational activities that provide for flexible groupings of students to meet specific purposes. In SDAIE there are many levels of language proficiency. ELL's may be at different stages of language acquisition: Pre-Production, Early-Production, Speech Emergence, Intermediate Fluency. Fluent English speakers may be English-only speakers or former ELL's now redesignated Fluent English Proficiency (FEP) students. Teachers need to implement varied instructional activities where heterogeneous students can work productively. 7
6. **Cultural Affirmation / Multicultural Perspectives:** English Language Learners (ELL's) and English-only students all bring to each and every lesson their prior knowledge, their own experiences, their cultural backgrounds. ELL's may come from many different countries and English-only students may come from many parts of the United States or the English-speaking areas of the world. Each and every student brings something unique to the learning situation. SDAIE content area teachers need to acknowledge that, and need to affirm the value of each student to the cooperative effort of the lesson by acknowledging the individual contributions of each student. SDAIE content area teachers also need to expand the limited experiences and knowledge of each student to include the contributions of many individuals from many backgrounds to the advancement of knowledge.
7. **Demonstration and Modeling:** Here is the most crucial instructional component in ALL lessons, but particularly in SDAIE lessons. The key role of the teacher is to demonstrate and model all the behaviors to be learned in the lesson, ESPECIALLY THE VERBAL BEHAVIORS EXPECTED TO BE MASTERED BY THE STUDENTS, that is, the language of the content areas. ALL teachers must remember that for most students, and especially for ALL English Language Learners, TEACHERS are the ONLY role models that students will ever come in contact with for the language of the content areas. In today's world, few parents have the time or the energy –or the knowledge—to discuss the concepts of the content areas using the language of the content areas at home. ONLY TEACHERS can provide that.
8. **Graphic Organizers:** The language of the content areas, the language of a new reading selection students are about to begin reading, all words students DO NOT KNOW that are used in what students are about to listen or read, all those words MUST BE UNDERSTOOD BEFORE students listen or read. Thus, the SDAIE and the ESL/ELD teachers, cooperatively, must help students acquire, practice, develop, learn, and master 95-100% of the new vocabulary BEFORE they listen or read. Instructional activities that, through visuals, manipulatives, realia, dramatization, or any other means, help students master the new academic vocabulary BEFORE the content area lesson begins, are very important. Graphic organizers can be used to help students become aware of what they know and the new words they are about to learn. Graphic organizers that group words in categories by MEANING are the most effective means to introduce new words. WORD DEFINITIONS, or looking up the meaning of words in a dictionary, **ARE NOT** the most effective means to introduce new words. For younger ELL's and for ALL young learners, graphic organizers can be used with pictures instead of printed words.
9. **Integrating Listening, Speaking, Reading and Writing Across the Curriculum:** If all instructional strategies described above (1- 8) for the implementation of effective practices in Specially Designed Academic Instruction in English (SDAIE) for ALL students, both English-only and English Language Learners, have indeed been implemented, then it follows that students would have had ample opportunities:

(I) To listen to the new academic language of the lesson as the teacher uses visuals, manipulatives, realia, and other means to physically convey the meaning of the academic language,

(II) To speak the new academic language through active learning instructional activities,

(III) To see –in posted graphic organizers or categories—the new academic language. Now students are ready to read the textbook or parts of the textbook or reading selection, and they will do so with 100% understanding the first time around! And then students can write about what they have learned –expressive writing—or answer the textbook questions IN THEIR VERY OWN WORDS. Only when students have been provided fully integrated visual, listening, speaking, reading and writing instructional activities would they be able to provide ample evidence of learning the language of the content areas.

10. **Higher Order Thinking Skills:** In SDAIE Strategy Number 2, above, we indicated that students must be engaged in Active Learning and suggested a series of observable behaviors that students can perform to give evidence of learning. That series of observable behaviors, (listed in 2 above) describe simple to complex or higher order thinking skills. Students who can perform these observable behaviors are giving evidence that they are operating and developing from simple to complex or higher order thinking skills.
11. **Questioning techniques:** The most effective tool a teacher has to promote all of the above SDAIE Strategies is the question. Every time a teacher asks a question the student must actively respond – active learning. Through questions, teachers can monitor student use of the language of the content areas. Questions help assess prior knowledge and provide the most effective tool to obtain evidence of learning. Through questions teachers can provide new information to students while demonstrating and modeling the use of the academic language. Questions can be asked at the lowest –knowledge—and the highest –evaluation—levels of thinking skills. Questions give teachers the best opportunity to provide opportunities for students to listen and to speak. In fact, questioning techniques allow a teacher to keep control of (h)is/er classroom while helping students succeed. How? By controlling the level of LANGUAGE difficulty of the questions. The following four questions all have the exact same answer. Thus, a teacher can choose which question to ask a student depending on how much knowledge the student has. By choosing the right question appropriate for each student, teachers can promote learning while at the same time allow students to experience success.

    1. Who was the 22nd President of the United States?
    2. Who was the 22nd President, was it Nixon, Cleveland, John Quincy Adams or Zachary Taylor?
    3. Who was the 22nd President, was it Abraham Lincoln, Reagan, John Adams or Cleveland?
    4. Cleveland was the 22nd President of the United States, right?

12. **The Teacher is a Facilitator of Learning:** Because a teacher must be constantly interacting with students, teachers in SDAIE content area classes have a primary role of facilitators. Through **visual aids and manipulatives**, **verbal and non-verbal cues,** teachers guided students into practicing the academic language as they acquire the concepts represented by the words. These twelve instructional strategies characterize effective lessons in Specially Designed Academic Instruction in English for ALL learners.

4. ASSESSMENTS AND SCHOOL-WIDE DATA

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

Underlying Theory: ***"Good assessment systems should open doors for all students rather than shut them, and help students graduate with a range of options."*** Boston Pilot School Network

A strong system of assessing student progress is vital for students to learn and achieve at high levels. ArtLab's standards-based assessment and graduation process motivates students by valuing and building upon their skills, abilities and knowledge. ArtLab's high expectations and rigorous curricular standards, use of data to drive instruction, and ability to develop interventions for students who need support, prepare students with the skills and knowledge needed in college and the workplace.

ArtLab will bring together students of varied abilities, and our commitment to equity and fairness to students who learn and show what they know in diverse ways will be reflected in the assessment process. We know that there is no one right way to assess students. They are different learners and they will require different modes of assessment. Therefore, while ArtLab is committed to participating in state-required tests, we will also use authentic assessments to understand what our students know and can do.

Research by Dr. Dylan William indicates that informative and not summative assessment has the most significant impact on student achievement (2008). Student learning will be measured in multiple, authentic ways that are relevant to their daily lives and contexts and students' learning goals and individual needs. Authentic assessments include performance-based tasks, evaluations, portfolios, exhibitions, presentations and celebrations. These assessments along with quarterly benchmarks and statewide tests will help us make decisions about student progress, improve our professional development, and engage the community in the school.

ArtLab will evaluate student learning according to elements of authentic assessment (Newmann, 1995):

- Construction of knowledge (students write, build or form);
- The use of disciplined inquiry (students understand a problem deeply and communicate new knowledge);
- Value beyond school (the product of the authentic work that can potentially impact others).

ArtLab's authentic assessment improves engagement and problem solving skills beyond the classroom. ArtLab students will be assessed on their ability to think: as scientists who use mathematics, creative problem-solving, and synthesizing skills; as artists who know that problems have more than one solution; and as civically responsible citizens who analyze situations and connect learning in the classroom to the real world. The ArtLab assessment plan prepares students for the 21st century by instilling the skills of collaboration, effective communication, creative problem solving, and the ability to transfer learning.

The key principles of ArtLab's assessment system are:

- Share assessment principles with students, family and the public so they understand clearly the knowledge, skills, and habits of mind that students are expected to know and be able to demonstrate;
- Help students become independent, self-reliant, and thoughtful learners who are participants of developing their learning goals and are aware of their standing in statewide, benchmark and formative assessments. Help students become reflective learners who monitor their growth, build on their strengths and develop their skills.

b. Autonomy: As a Pilot school, ArtLab will have the freedom to structure our curriculum and assessment practices to best meet students' learning needs. While acknowledging that ArtLab is accountable to state-required tests, we have the flexibility to determine the school-based curriculum and assessment practices that prepare students to meet our mission and to succeed on state and federal tests.

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

Student Assessment Timeline

Grade Level	Time	Assessment	Use
9, 10, 11, 12	Aug/ Sept	Grade-level Initial Skills Assessment	Determines target skills for grade-level teams, students use to set goals, identify students for RTI process, develop curriculum for Learning Center
9, 10, 11, 12	Sept/Oct	CELDT Annual Assessment	Assesses progress of English language learners towards proficiency; The CELDT initial assessment is offered year-round to all newly enrolled students whose primary language is not English.
9/10/11	Oct	Practice SAT (PSAT)	Familiarizes students with and prepares them for the SAT and SAT2.
11/12	Oct/Nov	CAHSEE test (for students who have not passed)	California High School Exit Exam, required for graduation in CA.
9/10/11/12	Early Feb	Grade-level Mid Year Assessment	Grade-level teams reflect on the first semester and identify skills to target in curriculum, a benchmark for all students to measure against the baseline, reflect on goals met/set new goals in the ILP, Learning Center curriculum development.
9	Feb-Mar	Physical Fitness Test (PFT)	Assessment of student physical fitness, required by CA State Ed Code.
10/11/12	March	CAHSEE	Required for graduation in CA.
9/10/11 9/10/11	May May	California Standards Testing (CST) and California Alternate Performance Assessment (CAPA)	Required for all 9/10/11 students. Used to measure school performance for API and AYP. Required for all 9/10/11 students. Used to measure school performance for API and AYP.
11/12	May	Advanced Placement (AP Exams	Given to students in AP classes. Passage of these exams give students college credit.
9/10/11/12	June	Grade-level End-of-Year Assessment	Grade-level team reflection and planning, benchmark for all students to measure against baseline, student reflect on goals met (or not met).
9/10/11/12	Daily	Informal Formative Assessments: Reading, math, science journals, quizzes, class participation	Develops metacognitive skills and self-monitoring learning, monitors student progress, building of oral communication skills.
9/10/11/12	Wkly/ Mthly	Formative Assessments: Shared inquiry/Socratic seminar, timed writing, reflections, thinking maps/graphic organizers self-assessment, group projects, anecdotal teacher records, informal reading inventories, portfolios	Authentic learning that engages students higher order thinking skills and collaboration, evaluates understanding of methods and content mastery, develops oral communication and analytical thinking skills, demonstrates writing proficiency, logical thinking patterns and organization of information, develops accountability and self-monitoring learning process.
9/10/11/12	Quarterly	Summative End-of-Unit Interdisciplinary and Project-based	Evaluates content mastery, puts academic learning into practice of real-world situations, shows ability to defend a

		Authentic Assessments: Debates, simulations, culminating unit exam, oral presentation, interdisciplinary essay	position and support it, oral communication, self-reflection and monitoring skills, synthesize content from several areas.
9/10/11/12	Quarterly	Summative Standards-based Subject Specific Assessments	Assures that students are mastering subject area standards-based content.
9/10/11/12	Each Semester	Summative Standards-based Assessments: Electronic portfolio, service-learning project, and multimedia projects such as podcasts, films, web sites	Shows ability to evaluate content in relation to contemporary issues, shows multiple samples of student work, shows use of technology as communication tool where students write, edit, publish, and art direct.
9/10/11/12	June	End-of-Year Celebration/Exhibition	School-wide event for families, friends, community

Alignment with LAUSD Student Metrics: ArtLab's goals are aligned with LAUSD target metrics and will be defined and detailed in our Performance Plan. Our measurable goals will include: CST ELA/Math, specifically focusing on all sub-groups scoring far below basic and below basic and proficient or advanced; retention rate for 9th grade students, English Language Learner reclassification, progress toward graduation (CAHSEE pass, A-G pass rate with C or higher); attendance rates for students; attendance rates for staff; number of suspensions; civic engagement; and work-based learning.

Diagnostic Exams: ArtLab administers diagnostic exams to all students at the beginning of each school year to test proficiency in mathematics and reading comprehension. CELDT is administered at the beginning of the year to determine English language proficiency for those whose first language is not English and is administered annually until students are designated English fluent based on CELDT scores, CST scores, grades and teacher input.

State-Mandated Tests: CST, CAHSEE, and CELDT are used to help students understand their own level of content mastery; for teachers to develop a fuller understanding of their students' level of proficiency; and to monitor the school's progress toward state and federal targets.

Teacher-developed Interim Benchmark Assessments: ArtLab will administer interim benchmark assessments that are aligned to the interdisciplinary and disciplinary-specific instruction. These benchmarks are indicate student proficiency on standards and inform school-wide instruction.

Individual Learning Plans: The ongoing use of formative assessments allows teachers to remain focused on individual students. Each student will have an Individual Learning Plan, developed, monitored and assessed by teachers and advisors, parents, and students. The type of data collection for informative assessment might include student journals and self-assessments, peer reviews, teacher observations, student-teacher conferences, and product analysis based on rubrics, and student quarterly report cards.

Theme-based Assessments: ArtLab's theme-based learning will offer multiple activities that honor students' strengths, interests and where they are in their learning. Students will work closely with community businesses and organizations on projects that a student might be expected to do in the real world such as creating a web site for a community-based organization, mounting an art show, or developing a student-run arts non-profit to teach visual arts to younger children. Through rubrics and questions developed by teachers and business and community partners project outcomes and expectations will be made clear to students and the evaluators. In addition to core content skills, students will be evaluated on their ability to collaborate on a team, manage a project, and engage their community.

Test-taking Skills: Standardized testing is a valuable measure of student and school performance, allowing for comparisons across time, classrooms, schools, and districts. In our classes we will prepare students for mastery of the required standardized tests, and reinforce those skills in advisories. Mid-year

assessment will reflect first semester content and skills and serve as a pre-test for the skills to be taught in the second semester, with a focus on the skills necessary for the success on the CAHSEE and CST tests.

d. Assessment Development: *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

Upon proposal approval, teachers will immediately begin reviewing existing curricula and adapting the arts at the core philosophy of instruction around which to design authentic, real-world projects, the assessments that will accompany interdisciplinary units, and college preparatory courses. Curricular development and assessment planning will be ongoing.

<table>
<tr><td colspan="4">Curriculum Development Timeline</td></tr>
<tr><td>June 2011</td><td>July 2011</td><td>August 2011</td><td>September 2011</td></tr>
<tr><td>Develop annual curriculum map with entire staff</td><td>Introduction to full inclusion</td><td>Introduction to problem and project-based learning</td><td rowspan="3">Develop Linked Learning interdisciplinary curriculum and instruction: thematic, arts-integrated interdisciplinary curriculum that is differentiated, scaffolded, and writing and project assessed.</td></tr>
<tr><td>Develop whole-school vertical plan based upon Habits of Mind</td><td>Introduction to differentiation</td><td>Shared Inquiry and introduction to project-based, authentic learning</td></tr>
<tr><td>Introduction to Advisories</td><td>Introduction to SDAIE and blended learning</td><td>Introduction to Linked Learning and service learning</td></tr>
</table>

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

"Inquiry minded schools recognize that improving teaching and learning is an intentional and on-going process" **(Rallis and MacMullen, 2000)**

Data Collection Plan: This cyclic process will be detailed in our Performance Plan. ArtLab teachers will work in grade level teams to regularly analyze student data including formative and summative assessments and student work to determine challenge areas, such as meeting the needs of struggling students. In inquiry groups, teachers will generate hypotheses, collect and analyze more data, and develop an action plan and adjust instruction accordingly.

What data will be used: For specific data, please refer to table above in Student Assessment Plan. Both quantitative and qualitative data including student performance data, program data, and community data will be used including: LAUSD information systems: Integrated Student Information System (ISIS) to enroll students, collects student information, track student records, monitor progress and identifies services; Welligent to create and track the Individual Education Plans (IEP) for students with disabilities; LAUSD Modified Consent Decree indicators to measure progress and identify risks of students with disabilities; Secondary Information System (SIS) to input and provide data on grades, attendance, suspensions, and graduation progress; LAUSD School Report Card to inform parents of school performance; and, Los Angeles Education Partnership data on Humanitas programs to compare non-Humanitas and Humanitas achievement in graduation rate, first-time CAHSEE pass rate, attendance and CST scores.

How ArtLab will inform and improve instruction and assess student needs: In inclusive education it is critical that every assignment address HALO (high achiever, average achievers, low achievers, and "other"). According to research by Wormeli (2006), "instructional decisions are based not only on what we know about curriculum, but also on what we know about the specific students we serve". Assessment guides practice. Teachers must backwards plan, design assignments, and create appropriate assessments. We will monitor students' progress from grade to grade, attendance, CST scores, CAHSEE pass rates, etc. Data will be examined weekly, monthly and semi-annually, informing goal setting and is detailed in the above Student Assessment Timeline. The strategies and measures for meeting our target goals will be detailed in our Performance Plan.

What interventions or adjustments will be made: ArtLab's inclusive structure will have a strong intervention system, centered on the foundation that all students can succeed. ArtLab will use a 3-tiered approach to instruction, intervention, and services. Intervention is immediate, related to core instruction, and based on ongoing progress monitoring. RTI and Differentiated Instruction will provide early intervention and adaptation of instruction to individual needs and learning styles. RTI involves having multiple levels of intervention ranging from whole-group instruction to small-group intensive intervention (Fuchs& Fuchs, 2001); (Murawski & Hughes, 2009). Its implementation impacts all teachers and students, both in general education and special education. ArtLab's model of co-teaching is a very powerful means of meeting the goals of RTI.

Other ArtLab Interventions: Blended Learning for ELL, SEL and Special Ed, and Algebra 1 will be offered during tutorials, after school or during our summer program. Students can both remediate or accelerate their learning. Peer tutors and support personnel (reading teachers, special education teachers, speech and language pathologists, academic tutors and mentors, parents and community members) provide individual intervention.

How will it inform professional development*:* Using Data-based Inquiry and Decision Making (DBDM) process ArtLab will create a school culture that promotes professional dialogue, helps teachers reflect on their work and provides a different lens to view their practice. ArtLab will use scheduling autonomy to provide time for teachers to meet, and develop teacher-led inquiry groups. Teachers can observe classroom lessons, videotape teacher performance and student engagement to refine delivery of instruction, and reflect on student learning. Teachers will receive professional development on RTI, differentiation, and co-teaching so that they can adjust instruction for all learners to meet their goals.

Timeframe/Frequency	**Purpose**	**Outcome**
Summer 2011	Orientation	All teachers are prepared to deliver thematic interdisciplinary instruction that is writing a project-based and differentiated
Bi-weekly	Meet in grade-level teams	Review student progress, refine, modify, and align instructional practices
Weekly	Whole-school update	Grade-level teams update faculty on progress and challenges
Bi-monthly	Departments/subject-alike teams meet	Share successful practices, analyze student work
Monthly	Grade-level teams data-based decision making	Review content-area mastery, grades, attendance and behavior. Create intervention plans and set learning goals.
Quarterly	Whole school data-based decision making	Review student data after each grading period to evaluate whole-school learning plans
Additional Training	Teachers are encouraged to apply for grants that focus on professional learning. Teachers take advantage of	Teachers are part of a professional community that exists outside the bounds of the school.

	district, county, and LAEP professional development.	
On-going	Grade-level teams continue to develop quarterly interdisciplinary curriculum.	Teachers must have fully developed interdisciplinary curriculum and instructional plans prior to the beginning of each quarter.

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

ArtLab will provide the courses to fulfill LAUSD's graduation requirements and the A-G requirements for admission to UC colleges. ArtLab graduates will have the confidence to fully participate in cultural, civic and academic life. They will engage in rigorous learning while solving problems and have time to develop understanding and reflect on their learning process. Students will acquire information, media, and technology skills. They will develop their physical and mental well being by achieving physical fitness and mastering mental processes. Graduates create, innovate, think critically, solve problems, communicate and collaborate. They develop life and career skills such as flexibility, self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. ArtLab graduates leave with the 21st century skills necessary to become successful adults.

Monitoring Student Progress: The student's advisor (in collaboration with the student and his/her parent/guardian) has the primary responsibility for monitoring the student's progress toward graduation. Starting in 9th grade, advisor will use the Individualized Learning Plan (ILP) Graduation Progress document, to review graduation requirements with the student and the parent/guardian, including A-G requirements, as well as other criteria to make students competitive for college admission (AP courses, clubs, sports, etc). At the beginning of each school year, the team will update the student's progress in their ILP. For students who have been identified as needing additional interventions, several monitoring tools that will be used (e.g. weekly progress reports, daily attendance reports, academic contracts).

ArtLab Assessment Calendar
Grade 9

Assessment	Frequency						Rationale
Summative	**Day**	**Wk.**	**Mo.**	**Quarter**	**Semester**	**Annual**	
California Standards Tests						X	Test standards mastery in all content areas, state requirement
California Alternate Performance Assessment (CAPA)						X	Tests standards mastery in all content areas for students with severe cognitive disability
Standards Test in Spanish						X	Tests standards mastery in content areas for students enrolled in U.S. school for less than 12 months
California English Development Test (CELDT)						X	Assess students' English proficiency for redesignation
Preliminary Scholastic Achievement Test (PSAT)						X	Accelerated 9th grade students can receive feedback on students strengths and weaknesses in preparation for college study and AP classes
Electronic Portfolio				X			Assess student's specific learning style by focusing on multiple samples of student work. Helpful in showing progress and self-assessment.
Subject-specific Essay			X				Prepare 9th grade students for the rigor of the interdisciplinary essays that begin in the 10th grade. Paragraph development, organization, persuasive and expository writing, and general writing skills.
Simulation				X			Authentic assessment that evaluates content mastery and is targeted to linguistic, interpersonal and kinesthetic learners. Puts academic learning into practice of real-world situations
Oral Presentation					X		Evaluate speaking skills and content mastery
Electronic and Print Student-published Work						X	Authentic assessment where student writes, edits, publishes and art directs
Performance-based Assessments			X				Authentic assessments that engages students in creating journals, blogs, websites, graphics.

							Students participate in self-evaluation.
Experiments			X				Authentic assessment that evaluates understanding of scientific method and content mastery. Use of mathematics and synthesizing skills to think as scientists.
Group Projects				X			Authentic learning that engages students in higher order thinking and collaboration. Student strengths are honored. Teams work toward goals.
Culminating Unit Exam				X			Evaluates content mastery
Formative	**Day**	**Wk.**	**Mo.**	**Quarter**	**Semester**	**Annual**	**Rationale**
Shared Inquiry/Socratic Seminar		X					Authentic learning and student learn how to engage in civil discourse. Students develop oral communication and analytical thinking skills.
Timed-writes		X					Demonstrate writing proficiency and content mastery
Reflections		X					Make personal connections to content and learn to self-monitor
Reading Journals	X						Develop metacognitive skills and learn to self-monitor reading process
Oral Presentation				X			Develop oral communcation skills
Math Journals	X						Self-monitor learning and build connections between units
Science Journals	X						Self-monitor learning and learn to make scientific observations
Thinking Maps/Graphic Organizers		X					Develop logical thinking patterns and organize information for learning
Quizzes	X						Timely monitoring of lesson success and student progress
Student-Teacher Conferencing			X				Provide interim feedback
Peer Conferencing			X				Develop oral communication, build community, provide feedback on work
Self-Assessment		X					Develop accountability and self-monitor learning process

Anecdotal Teacher Records		X					Track progress and identify intervention, re-teaching needs
Lab Reports			X				Evaluate content mastery and scientific method
Informal Reading Inventories		X					Monitor students' progress and identify intervention needs
Class Participation	X						Instant monitoring of lesson success & student progress and build oral communication skills
Multi-Media Presentation						X	Authentic assessment of independent and/or collaborative creative, synthesis, communication, organization, technical, aesthetic, analytic, contextual, multi-modal processes/competencies
Community Service Project						X	Social, organization, contextual, analytic, soft skills (and other, depending on project description)

ArtLab Assessment Calendar
Grade 10

Assessment	Frequency						Rationale
Summative	**Day**	**Wk.**	**Mo.**	**Quarter**	**Semester**	**Annual**	
California Standards Tests						X	Test standards mastery in all content areas, state requirement
California Alternate Performance Assessment (CAPA)						X	Tests standards mastery in all content areas for students with severe cognitive disability
Standards Test in Spanish						X	Tests standards mastery in content areas for students enrolled in U.S. school for less than 12 months
California English Development Test (CELDT)						X	Assess students' English proficiency for redesignation
California High School Exit Exam (CAHSEE)						X	State graduation requirement, tests standards mastery
Preliminary Scholastic Achievement Test (PSAT)						X	Helps determine college readiness
Electronic Portfolio				X			Assess student's specific learning style by focusing on a multiple samples of student work. Helpful in showing progress and self-assessment.
Interdisciplinary Essay				X			Rigorous writing assessment that evaluates a student's ability to synthesize content from several subject areas. Emphasis is also placed on student's ability to evaluate the content in relation to contemporary issues.
Simulation				X			Authentic assessment that evaluates content mastery and is targeted to linguistic, interpersonal and kinesthetic learners. Puts academic learning into practice of real-world situations
Oral Presentation					X		Evaluate speaking skills and content mastery
Electronic and Print Student-published Work						X	Authentic assessment where student writes, edits, publishes, and art directs

Performance-based Assessments			X				Authentic assessments that engages students in creating journals, blogs, websites, graphics. Students participate in self-evaluation.
Debates				X			Evaluate content mastery, ability to a position and support it, and oral communication
Experiments			X				Authentic assessment that evaluates understanding of scientific method and content mastery. Use of mathematics and synthesizing skills to think as scientists.
Group Projects				X			Authentic learning that engages students in higher order thinking and collaboration. Student strengths are honored. Teams work toward goals.
Culminating Unit Exam				X			Evaluates content mastery
Formative	**Day**	**Wk.**	**Mo.**	**Quarter**	**Semester**	**Annual**	**Rationale**
Shared Inquiry/Socratic Seminar		X					Authentic learning and student learn how to engage in civil discourse. Students develop oral communication and analytical thinking skills.
Timed-writes		X					Demonstrate writing proficiency and content mastery
Reflections		X					Make personal connections to content and learn to self-monitor
Reading Journals	X						Develop metacognitive skills and learn to self-monitor reading process
Oral Presentation				X			Develop oral communcation skills
Math Journals	X						Self-monitor learning and build connections between units
Science Journals	X						Self-monitor learning and learn to make scientific observations
Thinking Maps/Graphic Organizers		X					Develop logical thinking patterns and organize information for learning
Quizzes	X						Timely monitoring of lesson success and student progress
Student-Teacher Conferencing			X				Provide interim feedback

Peer Conferencing			X				Develop oral communication, build community, provide feedback on work
Self-Assessment		X					Develop accountability and self-monitor learning process
Anecdotal Teacher Records		X					Track progress and identify intervention, re-teaching needs
Lab Reports			X				Evaluate content mastery and scientific method
Informal Reading Inventories		X					Monitor students' progress and identify intervention needs
Class Participation	X						Instant monitoring of lesson success & student progress and build oral communication skills
Multi-Media Presentation						X	Authentic assessment of independent and/or collaborative creative, synthesis, communication, organization, technical, aesthetic, analytic, contextual, multi-modal processes/competencies
Community Service Project						X	Social, organization, contextual, analytic, soft skills (and other, depending on project description)
Service Learning Project						X	Social, organization, contextual, analytic, soft skills (and other, depending on project description)

ArtLab Assessment Calendar
Grade 11

Assessment	Frequency						Rationale
Summative	**Day**	**Wk.**	**Mo.**	**Quarter**	**Semester**	**Annual**	
California Standards Tests						X	Test standards mastery in all content areas, state requirement
California Alternate Performance Assessment (CAPA)						X	Tests standards mastery in all content areas for students with severe cognitive disability
Standards Test in Spanish						X	Tests standards mastery in content areas for students enrolled in U.S. school for less than 12 months
California English Development Test (CELDT)						X	Assess students' English proficiency for redesignation
California High School Exit Exam (CAHSEE)						X	State graduation requirement, tests standards mastery
Preliminary Scholastic Achievement Test (PSAT)						X	Helps determine college readiness
SAT				X			College application test
ACT				X			College application test
Advanced Placement Exams						X	End of course requirement assesses content mastery
Electronic Portfolio				X			Assess student's specific learning style by focusing on a multiple samples of student work. Helpful in showing progress and self-assessment.
Research Paper				X			Evaluate research skills, content mastery, ability to synthesize and analyze information, organization, writing skills, MLA formatting, and clarity of thought.
Interdisciplinary Essay				X			Rigorous writing assessment that evaluates a student's ability to synthesize content from several subject areas. Emphasis is also placed on student's ability to evaluate the content in relation to contemporary issues.

Subject-Specific Essay			X				Focus on paragraph development, organization, persuasive and expository writing, and general writing skills
Simulation				X			Authentic assessment that evaluates content mastery and is targeted to linguistic, interpersonal and kinesthetic learners. Puts academic learning into practice of real-world situations
Oral Presentation					X		Evaluate speaking skills and content mastery
Electronic and Print Student-published Work						X	Authentic assessment where student writes, edits, publishes, and art directs
Performance-based Assessments			X				Authentic assessments that engages students in creating journals, blogs, websites, graphics. Students participate in self-evaluation.
Debates				X			Evaluate content mastery, ability to a position and support it, and oral communication
Experiments			X				Authentic assessment that evaluates understanding of scientific method and content mastery. Use of mathematics and synthesizing skills to think as scientists.
Group Projects				X			Authentic learning that engages students in higher order thinking and collaboration. Student strengths are honored. Teams work toward goals.
Culminating Unit Exam				X			Evaluates content mastery
Formative	**Day**	**Wk.**	**Mo.**	**Quarter**	**Semester**	**Annual**	**Rationale**
Shared Inquiry/Socratic Seminar		X					Authentic learning and student learn how to engage in civil discourse. Students develop oral communication and analytical thinking skills.
Timed-writes		X					Demonstrate writing proficiency and content mastery
Reflections		X					Make personal connections to content and learn to self-monitor
Reading Journals	X						Develop metacognitive skills and learn to self-monitor reading process

Oral Presentation				X			Develop oral communcation skills
Math Journals	X						Self-monitor learning and build connections between units
Science Journals	X						Self-monitor learning and learn to make scientific observations
Thinking Maps/Graphic Organizers		X					Develop logical thinking patterns and organize information for learning
Quizzes	X						Timely monitoring of lesson success and student progress
Student-Teacher Conferencing			X				Provide interim feedback
Peer Conferencing			X				Develop oral communication, build community, provide feedback on work
Self-Assessment		X					Develop accountability and self-monitor learning process
Anecdotal Teacher Records		X					Track progress and identify intervention, re-teaching needs
Lab Reports			X				Evaluate content mastery and scientific method
Informal Reading Inventories		X					Monitor students' progress and identify intervention needs
Class Participation	X						Instant monitoring of lesson success & student progress and build oral communication skills
Multi-Media Presentation					X		Authentic assessment of independent and/or collaborative creative, synthesis, communication, organization, technical, aesthetic, analytic, contextual, multi-modal processes/competencies
Community Service Project						X	Social, organization, contextual, analytic, soft skills (and other, depending on project description)
Service Learning Project						X	Social, organization, contextual, analytic, soft skills (and other, depending on project description)

ArtLab Assessment Calendar
Grade 12

Assessment	Frequency						Rationale
Summative	**Day**	**Wk.**	**Mo.**	**Quarter**	**Semester**	**Annual**	
California Standards Tests						X	Test standards mastery in all content areas, state requirement
California Alternate Performance Assessment (CAPA)						X	Tests standards mastery in all content areas for students with severe cognitive disability
Standards Test in Spanish						X	Tests standards mastery in content areas for students enrolled in U.S. school for less than 12 months
California English Development Test (CELDT)						X	Assess students' English proficiency for redesignation
California High School Exit Exam (CAHSEE)						X	State graduation requirement, tests standards mastery
Preliminary Scholastic Achievement Test (PSAT)						X	Helps determine college readiness
SAT				X			College application test
ACT				X			College application test
Advanced Placement Exams						X	End of course requirement assesses content mastery
Electronic Portfolio				X			Assess student's specific learning style by focusing on a multiple samples of student work. Helpful in showing progress and self-assessment.
Research Paper				X			Evaluate research skills, content mastery, ability to synthesize and analyze information, organization, writing skills, MLA formatting, and clarity of thought.
Interdisciplinary Essay				X			Rigorous writing assessment that evaluates a student's ability to synthesize content from several subject areas. Emphasis is also placed on student's ability to evaluate the content in relation to contemporary issues.

Subject-Specific Essay			X				Focus on paragraph development, organization, persuasive and expository writing, and general writing skills
Simulation				X			Authentic assessment that evaluates content mastery and is targeted to linguistic, interpersonal and kinesthetic learners. Puts academic learning into practice of real-world situations
Oral Presentation					X		Evaluate speaking skills and content mastery
Electronic and Print Student-published Work						X	Authentic assessment where student writes, edits, publishes, and art directs
Performance-based Assessments			X				Authentic assessments that engages students in creating journals, blogs, websites, graphics. Students participate in self-evaluation.
Debates				X			Evaluate content mastery, ability to a position and support it, and oral communication
Experiments			X				Authentic assessment that evaluates understanding of scientific method and content mastery. Use of mathematics and synthesizing skills to think as scientists.
Group Projects				X			Authentic learning that engages students in higher order thinking and collaboration. Student strengths are honored. Teams work toward goals.
Culminating Unit Exam				X			Evaluates content mastery
Formative	**Day**	**Wk.**	**Mo.**	**Quarter**	**Semester**	**Annual**	**Rationale**
Shared Inquiry/Socratic Seminar		X					Authentic learning and student learn how to engage in civil discourse. Students develop oral communication and analytical thinking skills.
Timed-writes		X					Demonstrate writing proficiency and content mastery
Reflections		X					Make personal connections to content and learn to self-monitor
Reading Journals	X						Develop metacognitive skills and learn to self-monitor reading process

Oral Presentation				X			Develop oral communcation skills
Math Journals	X						Self-monitor learning and build connections between units
Science Journals	X						Self-monitor learning and learn to make scientific observations
Thinking Maps/Graphic Organizers		X					Develop logical thinking patterns and organize information for learning
Quizzes	X						Timely monitoring of lesson success and student progress
Student-Teacher Conferencing			X				Provide interim feedback
Peer Conferencing			X				Develop oral communication, build community, provide feedback on work
Self-Assessment		X					Develop accountability and self-monitor learning process
Anecdotal Teacher Records		X					Track progress and identify intervention, re-teaching needs
Lab Reports			X				Evaluate content mastery and scientific method
Informal Reading Inventories		X					Monitor students' progress and identify intervention needs
Class Participation	X						Instant monitoring of lesson success & student progress and build oral communication skills
Multi-Media Presentation					X		Authentic assessment of independent and/or collaborative creative, synthesis, communication, organization, technical, aesthetic, analytic, contextual, multi-modal processes/competencies
Community Service Project						X	Social, organization, contextual, analytic, soft skills (and other, depending on project description)
Service Learning Project						X	Social, organization, contextual, analytic, soft skills (and other, depending on project description)
Internship Partnership						X	Soft skills proficiencies (and other, depending on project description)

ArtLab Budget Narrative

ArtLAB has high expectations for our start-up at Central High School #13 and a robust instructional program that promotes high student achievement. For the most part, we will be able to implement the program as described in our plan. However, due to the latest contingencies of potential budget cuts, and due to the prescribed nature of modified per pupil funding, we will need to reconsider certain items we had assumed.

UNAFFECTED

Longer school day

- Remediation
- Specialization
- Acceleration

Communications

- Website
- Digital portfolios
- Newsletters

AFFECTED

Staffing is the most important item that has been challenged by budget reductions. These were not unexpected and we are being strategic towards meeting the A-G requirements for students as well as maintaining our operational program. We have identified sufficient funds to implement the following:

- 2 Special Education positions to meet full inclusion goals
- 1 Core English position using Title I funding
- 1 Grant writing position is on commission and without costs
- Proposed shared Senior Administrative Assistant
- Full time office clerk
- Full time Counselor position
- Ed Aides to assist with classified work
- Share staff across Pilot schools for passport classes in PE and Foreign Language through auxiliary classes

Technology supplied Media Arts Lab is now combined with the **Learning Lab** towards fulfilling the plan's priorities for:

- Media Arts instructional day use,
- Learning Lab after school and during open conference
- Linked Learning
- Intervention Components
    - ESL
    - Accelerated Reader
    - Tutors
    - College counseling resources
    - Apex, Khan, HippoCampus, UCCP
- Parent training

Community Center would be site shared between all schools towards fulfilling the plan's proposal for:

- Community Outreach
- Parent Engagement

- Weekly college seminars

Professional Development will be implemented to fulfill these priorities:

- 8 days summer training for core staff
- Inclusion
- SDAIE/ELL
- Humanitas Instructional Model
- Data-based Intervention (RTI)

The following Professional Development items are dependent on the acquisition of additional funding:

- Preventive intervention programs
- Media
- Web 2.0
- Linked Learning
- Shared Inquiry
- Universal Design for Learning

Start-up funds are unknown at this moment but we are assuming that these proposed items will be covered:

- Accelerated Reader Program
- Professional Development – 8 days for core staff
- Principal summer employment
- Clerical summer employment
- Counselor summer employment
- Instructional Technology for Media Lab and Learning Lab

Teacher	1	A	2	3	4	5	6
Eng1	ENGLISH 9A	ADVIS	H ENGLISH 9A	ENGLISH 9A	AM LIT	AM LIT	ENGLISH 9A
Eng2	ENGLISH 10A	ADVIS	AM LIT	ENGLISH 10A	ENGLISH 10A	AM LIT	ENGLISH 10A
~~Eng3~~	~~CONFERENCE~~	~~ADVIS~~	~~AP ENG LIT A~~	~~AM LIT A~~	~~AM LIT~~	~~AM LIT~~	~~LEAD TEACHER~~
~~Eng4~~	~~WORLD LIT~~	~~ADVIS~~	~~CONFERENCE~~	~~ENGLISH 9A~~	~~WORLD LIT~~	~~ENGLISH 9A~~	~~WORLD LIT~~
~~Eng5~~		~~ADVIS~~	~~AMER LIT~~	~~AMER LIT~~	~~AMER LIT~~	~~MENTOR TEACHER~~	~~CONFERENCE~~
SS1	WHG: MOD WLD A	ADVIS	WHG: MOD WLD A	WHG: MOD WLD A	WHG: MOD WLD A	PRINC AM DEM	PRINC AM DEM
SS2	AP US HIST A	ADVIS	US HIST A	US HIST A	US HIST A	US HIST A	PRINC AM DEM
~~SS3~~	~~GLOBAL AWARENESS~~	~~ADVIS~~	~~CONFERENCE~~	~~PRINC AMER DEM~~	~~GLOBAL AWARENESS~~	~~PRINC AMER DEM~~	~~PRINC AMER DEM~~
Sci1	ENVIRO SCI	ADVIS	BIOLOGY A	BIOLOGY A	ENVIRO SCI	BIOLOGY A	BIOLOGY A
Sci2	PHYSICS A	ADVIS	PHYSICS A	AP PHYSICS A	PHYSICS A	PHYSICS A	PHYSICS A
~~Sci3~~	~~CHEMISTRY A~~	~~ADVIS~~		~~CHEMISTRY A~~	~~CHEMISTRY A~~	~~AP CHEMISTRY A~~	~~AP CHEMISTRY A~~
Math1	GEOMETRY A	ADVIS	GEOMETRY A	ALGEBRA 1A	ALGEBRA 1A	ALGEBRA 2A	ALGEBRA 2A
Math2	GEOMETRY A	ADVIS	GEOMETRY A	ALGEBRA 1A	ALGEBRA 1A	ALGEBRA 2A	ALGEBRA 2A
~~Math3~~	~~ALGEBRA 1B~~	~~ADVIS~~	~~H MATH ANALY A~~	~~CONFERENCE~~	~~ALGEBRA 1A~~	~~H MATH ANALY A~~	~~ALGEBRA 1A~~
~~Math4~~	~~CONFERENCE~~	~~ADVIS~~	~~LEAD TEACHER~~	~~AP CALCULUS A~~	~~LEADERSHIP~~	~~GEOMETRY A~~	~~GEOMETRY A~~
~~PERF ART I~~	~~CONF~~		~~AP ENG LIT~~	~~AP ENG LANG A~~	~~ACT 4 TV~~	~~ACT 4 TV~~	~~DRAMA~~
~~ART I~~	~~CINEMA 1A~~	~~ADVIS~~	~~CINEMA 1A~~	~~CINEMA 1A~~	~~CINEMA 2A~~	~~CINEMA 2A~~	~~CONF~~
ART2	PAINTING	ADVIS	FILM 1	FILM 1	DIG IM 1	DIG IM 1	DIG IM 1
ESL/Span1	ESL ADV 4	ADVIS	ESL ADV 4	SPANISH 1A	SPAN SP 2A	SPANISH 1A	SPAN SP 2A
~~Span2~~	~~SPAN SP 1A~~	~~ADVIS~~	~~SPAN SP 1A~~	~~SPANISH 2A~~	~~CONFERENCE~~	~~SPAN SP 1A~~	~~AP SPAN LANG A~~
PE1 (.5?)	PE 1A	ADVIS	PE 1A	PE 1A	~~PE 1A~~	~~CONFERENCE~~	~~SPORTS~~
SpEd1	SPED Inclusion	ADVIS	SPED Inclusion	SPED Inclusion	SPED Inclusion	SPED Inclusion	SPED Inclusion
~~SpEd2~~	~~SPED Inclusion~~	~~ADVIS~~	~~SPED Inclusion~~	~~SPED Inclusion~~	~~SPED Inclusion~~	~~SPED Inclusion~~	~~SPED Inclusion~~

School Summary of General Fund Unrestricted Revenues and Expenditures, 2011-12

Cost Center Name	Central Region HS #13 C
Cost Center	1770801
Type	S

Demographic Information

K-3 Enrollment	0
Enrollment	269
Attendance Rate (P2 ADA Rate)	90.02%
K-6 ADA	0.00
6-8 ADA	0.00
9-12 ADA	242.15
Total ADA	242.15

Enrollment By Grade, 2011-12

	W/O Enr Factor	W/ Enr Factor
K	-	-
1	-	-
2	-	-
3	-	-
4	-	-
5	-	-
6	-	-
7	-	-
8	-	-
9	109	105
10	83	80
11	77	74
12	-	-
Total K-12 Non-SDC	269	259
PreK	-	-
State PreSch	-	-
SDC	-	-
Total Enrollment	269	259

GF Unrestricted Revenues, 2011-12

Per Pupil Allocation Calculation — Allocation (Rate x Enrollment x Att Rate)

Description	Rate	Enrollment	Att Rate	Allocation
Elementary Per Pupil	$3,909	0	0.00%	$0
Middle Per Pupil	$4,186	0	0.00%	$0
Senior High Per Pupil	$4,333	269	90.02%	$1,049,252
Class Size Reduction				$0
Total Calculated Revenue				$1,049,252

** Adjustments

Attendance Adjustment	$0.00	0	0.00%	$0
Actual v Average Salary Adjustment	$0.00	0	0.00%	$0
Other Adjustment (+ or -)	$1,116.08	269	90.02%	$270,264
Total Adjustments	$1,116.08			$270,264

Total School Allocation				$1,319,517

2011-12 Expenditures (Based on District-Recommended Staffing Ratios and Resources)

Description	FTE	Total Cost
AP-Secondary Counseling Serv	0.00	$0
Arts Program		$0
Assistant Principals	0.00	$0
Assistant Plant Manager	0.32	$19,670
Building & Grounds Workers	1.14	$65,140
Counselors	0.50	$52,004
Custodial Supplies		$3,775
Differentials/Longevity (Sal)		$15,371
Financial Manager	0.30	$24,916
Instructional Materials Account		$5,918
Nurses		$9,433
Office Technicians Including MCD	0.50	$35,012
Pay Scale Level Advance		$6,402
Plant Manager	0.32	$26,637
Pool Custodian	0.00	$0
Principal	1.00	$142,976
Psychologists		$2,007
School Administrative Assistant	1.00	$68,051
School Facilities Attendant	0.65	$26,275
Substitutes, Cert (Day to Day)		$25,470
Substitutes, Classified		$969
Teachers	9.00	$785,322
Teacher Activity Differential		$1,210
Temporary Personnel Account		$2,959
Total	14.74	$1,319,516

Note: Revenue allocation differs from actual allocation due to rounding. Enrollment is based on Feb. 1, 2011 E-CAST data.

Certain Magnet School expenditures are reflected at the Home Fund Center. These include administrators, facilities, and clerical staff. Schools that share facilities reflect proportionate share (%) of position.

**Please see the Budgeting for Student Achievement Manual for a detailed explanation of all adjustments.

School Budget Signature Form

Fund Center	1770801 Central Region HS #13 C
Fund	010-0000 GF-Unrestricted
LAUSD Program	13027 Per Pupil Schs-Discretionary Acct
Version / Year	FN0 / 2012
Grant / Funded	NOT_RELEVANT / OPR00000
Division	D4 LOCAL DISTRICT 4

BUDGET PLANNING WORKSHEET			
Total Allocation		1,319,516.00	
Direct	**Budgeted**	1,319,516.00	
Indirect	**Limit**	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		W	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10103 TCHR SEC C1T 24/10	1POSITN	1110-1000-13027 110001	11100736 SECONDARY TEACHER	CSXX	30355013 Name:	A	07/01/2011 06/30/2012	6.000 5.000	100.00 1.00	87,258.00	87,258.00
10103 TCHR SEC C1T 24/10	1POSITN	1110-1000-13027 110001	11100736 SECONDARY TEACHER	CSXX	30355014 Name:	A	07/01/2011 06/30/2012	6.000 5.000	100.00 1.00	87,258.00	87,258.00
10103 TCHR SEC C1T 24/10	1POSITN	1110-1000-13027 110001	11100736 SECONDARY TEACHER	CSXX	30355015 Name:	A	07/01/2011 06/30/2012	6.000 5.000	100.00 1.00	87,258.00	87,258.00
10103 TCHR SEC C1T 24/10	1POSITN	1110-1000-13027 110001	11100736 SECONDARY TEACHER	CSXX	30355016 Name:	A	07/01/2011 06/30/2012	6.000 5.000	100.00 1.00	87,258.00	87,258.00
10103 TCHR SEC C1T 24/10	1POSITN	1110-1000-13027 110001	11100736 SECONDARY TEACHER	CSXX	30355017 Name:	A	07/01/2011 06/30/2012	6.000 5.000	100.00 1.00	87,258.00	87,258.00
10103 TCHR SEC C1T 24/10	1POSITN	1110-1000-13027 110001	11100736 SECONDARY TEACHER	CSXX	30355018 Name:	A	07/01/2011 06/30/2012	6.000 5.000	100.00 1.00	87,258.00	87,258.00
10103 TCHR SEC C1T 24/10	1POSITN	1110-1000-13027 110001	11100736 SECONDARY TEACHER	CSXX	30355019 Name:	A	07/01/2011 06/30/2012	6.000 5.000	100.00 1.00	87,258.00	87,258.00
10103 TCHR SEC C1T 24/10	1POSITN	1110-1000-13027 110001	11100736 SECONDARY TEACHER	CSXX	30355020 Name:	A	07/01/2011 06/30/2012	6.000 5.000	100.00 1.00	87,258.00	87,258.00
10103 TCHR SEC C1T 24/10	1POSITN	1110-1000-13027 110001	11100736 SECONDARY TEACHER	CSXX	30355021 Name:	A	07/01/2011 06/30/2012	6.000 5.000	100.00 1.00	87,258.00	87,258.00
10868 COUNS SEC C1T 26/09	1POSITN	1110-3110-13027 120021	12200533 Counselor, Secondary	CSXX	30354855 Name:	A	07/01/2011 06/30/2012	6.000 2.500	100.00 0.50	52,004.00	52,004.00
13015 PRIN SEC D1T 45/05	1POSITN	1110-2700-13027 130001	13100611 PRINCIPAL, SECONDARY	DSXX	30354934 Name:	A	07/01/2011 06/30/2012	8.000 5.000	100.00 1.00	142,976.00	142,976.00
21359 SR OFFICE TECH B1T/5	1POSITN	1110-2700-13027 240001	24102838 SR OFFICE TECHNICIAN	BSXX	30354882 Name:	A	07/01/2011 06/30/2012	4.000 5.000	100.00 0.50	35,012.00	35,012.00
23036 SCHOOL ADMIN B 1T/7	1POSITN	1110-2700-13027 240001	24102500 SCH ADMINISTRATIVE ASSIST	BSXX	30354881 Name:	A	07/01/2011 06/30/2012	8.000 5.000	100.00 1.00	68,051.00	68,051.00
10559 DAY TO DAY SUBS	2OTHS-L	1110-1000-13027 110002	Tchr Sal-Subs				07/01/2011 06/30/2012			25,470.00	25,470.00
11268 "DIFF,LONGEVITY-CERT	2OTHS-L	1110-2100-13027 130001	Sch Admin Sal-Reg				07/01/2011 06/30/2012			15,371.00	15,371.00
11622 COORD DIFF TCHR	2OTHS-L	1110-1000-13027 110004	Tchr Sal-Supple/Oth				07/01/2011 06/30/2012			1,210.00	1,210.00

School Budget Signature Form

Fund Center	1770801 Central Region HS #13 C
Fund	010-0000 GF-Unrestricted
LAUSD Program	13027 Per Pupil Schs-Discretionary Acct
Version / Year	FN0 / 2012
Grant / Funded	NOT_RELEVANT / OPR00000
Division	D4 LOCAL DISTRICT 4

BUDGET PLANNING WORKSHEET			
Total Allocation		1,319,516.00	
Direct	**Budgeted**	1,319,516.00	
Indirect	**Limit**	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		W	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
12106 ITIN NURSE	2OTHS-L	1110-3140-13027 120041	Health Svcs Sal-Reg				07/01/2011 06/30/2012			9,433.00	9,433.00
12109 ITIN PSYCH SCHOOL A	2OTHS-L	1110-3110-13027 120021	Guidance/Wel Sal-Reg				07/01/2011 06/30/2012			2,007.00	2,007.00
21615 OTHER CLASS-SUB/REL	2OTHS-L	1110-2700-13027 290002	Other Class-Sub/Rlf				07/01/2011 06/30/2012			969.00	969.00
21628 SCHOOL SPVN AIDE	2OTHS-L	1110-2700-13027 290004	Other Class-Supple				07/01/2011 06/30/2012			2,959.00	2,959.00
26873 ITIN SS PLANTMGR 3-A	2OTHS-L	1110-8100-13027 220001	M&O Salaries - Reg				07/01/2011 06/30/2012			26,636.00	26,636.00
26877 ITIN SS APMGR 1-A	2OTHS-L	1110-8100-13027 220001	M&O Salaries - Reg				07/01/2011 06/30/2012			19,670.00	19,670.00
26879 ITIN SS B&G WRKR-A	2OTHS-L	1110-8100-13027 220001	M&O Salaries - Reg				07/01/2011 06/30/2012			65,142.00	65,142.00
26881 ITIN SS SR FINMGR-B	2OTHS-L	1110-2700-13027 240001	Office Pers Sal-Reg				07/01/2011 06/30/2012			24,982.00	24,982.00
26893 ITIN SS SFA 4099-A	2OTHS-L	1110-8100-13027 220001	M&O Salaries - Reg				07/01/2011 06/30/2012			26,278.00	26,278.00
40183 MAIN/OPER SUPPLIES	3OTH-L	1110-8100-13027 430003	M&O - Supplies				07/01/2011 06/30/2012			3,775.00	3,775.00
40267 IMA	3OTH-L	1110-1000-13027 430010	Instr Mat-Gen Purp				07/01/2011 06/30/2012			5,847.00	1313,669.00-
40310 PEND PAY SCALE ADV	3OTH-L	1110-1000-13027 430009	Instl Mat&Supls-Bud				07/01/2011 06/30/2012			6,402.00	6,402.00

School Budget Signature Form

Fund Center	1770801 Central Region HS #13 C
Fund	010-0000 GF-Unrestricted
LAUSD Program	13027 Per Pupil Schs-Discretionary Acct
Version / Year	FN0 / 2012
Grant / Funded	NOT_RELEVANT / OPR00000
Division	D4 LOCAL DISTRICT 4

BUDGET PLANNING WORKSHEET			
Total Allocation		1,319,516.00	
Direct	**Budgeted**	1,319,516.00	
Indirect	**Limit**	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		W	

The signatures below verify that stakeholders have had the opportunity to provide recommendations during the budget planning process. The signatures do not necessarily indicate approval of the spending plan.

The Board of Education has delegated to the general superintendent and the local district superintendents responsibility for budget and program decisions related to SB1X and TItle I schools, which includes schools in corrective action and restructuring. Plans must be approved by the local district superintendent

Reason: _____

FOR SCHOOL SITE USE ONLY

_____
Principal's Signature Date

_____
SSC Chairperson's Signature/SLC Signature (as appropriate) Date

_____
Date

_____
Date

FOR BUDGET SERVICES AND LOCAL DISTRICT USE ONLY

BA/Log Sheet No. **Input Date** **Processed By**

_____
Fiscal Specialist's Signature Date

_____
LD Superintendent or Designee's Signature Date

_____
Program Coordinator's Signature Date

_____
Fiscal Services Manager's Signature Date

Distribution: _____

School Budget Signature Form

Fund Center	1770801 Central Region HS #13 C
Fund	010-0000 GF-Unrestricted
LAUSD Program	13027 Per Pupil Schs-Discretionary Acct
Version / Year	FN0 / 2012
Grant / Funded	NOT_RELEVANT / OPR00000
Division	D4 LOCAL DISTRICT 4

BUDGET PLANNING WORKSHEET			
Total Allocation		1,319,516.00	
Direct	**Budgeted**	1,319,516.00	
Indirect	**Limit**	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		W	

"Unit D, Collective Bargaining Agreement, Appendix C, 4.0, b
...Criteria: The identification of individual employees within a department or unit for reassignment shall be based upon consideration of seniority (as defined below) and also consideration of the objective operational needs of the department or unit, such as the need to minimize disruption of services, the need to minimize retraining of the remaining employees, and the need to retain employees who possess special skills and/or expertise. It may also be based upon the avoidance of extraordinary personal hardship to an employee.

Employees who have volunteered for reassignment shall be considered first, subject to and consistent with the above considerations. Reassignment selections are not to be used to evade appropriate progressive disciplinary procedures; however, employees whose performance is marginal or below standard shall remain subject to the above reassignment criteria along with all other employees. For purposes of identification for reassignment, "seniority" means length of regular District service within the classification."

"My signature confirms that I have followed the Unit D Collective Bargaining Agreement criteria set forth above in approving the reassignments resulting from this budget form."

_____ _____
Principal's Signature Date

School Resource Allocation - 2012
Specially Funded Programs

Fund Center 1770801 - Central Region HS #13 C **PI Status**
Local District D4 **Feeder** No

Title I NCLB

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7S046	CE-NCLB T1 Schools	Low Income Students	1		$687.0000	197.00	$135,339	85.00 %	$115,038		$115,038	73.21 %	
	Title I NCLB				**Budget Item**	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$115,038**	**$115,038**	**$1,150**		**$113,888**
					40239	POTENTIAL FNDING VAR		430098			$1,150		
7S046	**CE-NCLB T1 Schools**	**Total Net Allocation**											**$113,888**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7E046	CE-NCLB T1 Sch-Parent Invlmnt	Low Income Students	1		$20.0000	197.00	$3,940	85.00 %	$3,349		$3,349	73.21 %	
	Title I NCLB				**Budget Item**	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$3,349**	**$3,349**	**$0**		**$3,349**
7E046	**CE-NCLB T1 Sch-Parent Invlmnt**	**Total Net Allocation**											**$3,349**

EIA

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7S539	CE-EIA State Comp Ed (SCE)ScHS	Low Income Students	1		$11.0000	197.00	$2,167	85.00 %	$1,842		$1,842	73.21 %	
	EIA				**Budget Item**	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$1,842**	**$1,842**	**$18**		**$1,824**
					40239	POTENTIAL FNDING VAR		430098			$18		
7S539	**CE-EIA State Comp Ed (SCE)ScHS**	**Total Net Allocation**											**$1,824**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7N539	CE-EIA-State Comp Ed-Add'l Alloc	Low Income Students	1		$30.0000	197.00	$5,910	85.00 %	$5,024		$5,024	73.21 %	
	EIA				**Budget Item**	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$5,024**	**$5,024**	**$50**		**$4,974**
					40239	POTENTIAL FNDING VAR		430098			$50		
7N539	**CE-EIA-State Comp Ed-Add'l Alloc**	**Total Net Allocation**											**$4,974**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7S536	CE-Eco Impact Aid/Dis Bil Dir	English Learners	1		$441.0000	63.00	$27,783						
	EIA	Redesignated			$284.0000	7.00	$1,988						
							$29,771	85.00 %	$25,305		$25,305		
					Budget Item	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$25,305**	**$25,305**	**$253**		**$25,052**
					40239	POTENTIAL FNDING VAR		430098			$253		
7S536	**CE-Eco Impact Aid/Dis Bil Dir**	**Total Net Allocation**											**$25,052**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7N536	CE-EIA-LEP/Dis Bil-Add'l Alloc	English Learners	1		$61.0000	63.00	$3,843						
	EIA	Redesignated			$40.0000	7.00	$280						
							$4,123	85.00 %	$3,505		$3,505		
					Budget Item	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$3,505**	**$3,505**	**$35**		**$3,470**
					40239	POTENTIAL FNDING VAR		430098			$35		
7N536	**CE-EIA-LEP/Dis Bil-Add'l Alloc**	**Total Net Allocation**											**$3,470**

School Resource Allocation - 2012
Specially Funded Programs

Fund Center 1770801 - Central Region HS #13 C **PI Status**
Local District D4 **Feeder** No

TITLE II

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
71N78	NCLB T2A Teacher Gr 9-12 TITLE II	12C ECAST	1		$30.0000	269.00	$8,070 --- $8,070	85.00 %	$6,860		$6,860		

Budget Item	Description	Commit Item	Adj Alloc	Total Alloc	Reserves		Net Allocation
40261	PENDING DISTRIBUTION	430009	**$6,860**	**$6,860**	**$0**		**$6,860**

71N78	**NCLB T2A Teacher Gr 9-12**	**Total Net Allocation**	**$6,860**

TITLE III

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7S176	T3A-LEP-Limited Eng Profcncy TITLE III	English Learners	1		$35.0000	63.00	$2,205	85.00 %	$1,874		$1,874		

Budget Item	Description	Commit Item	Adj Alloc	Total Alloc	Reserves		Net Allocation
40261	PENDING DISTRIBUTION	430009	**$1,874**	**$1,874**	**$0**		**$1,874**

7S176	**T3A-LEP-Limited Eng Profcncy**	**Total Net Allocation**	**$1,874**

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____

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 in their IEP. Their case carrier and the designated administrator will monitor those services. The services will be provided in the method describe in LAUSD's Special Education Policy and Procedures manual Part III, Section VIII. • To maintain accountability, our Resource Specialist with Related Service Providers will complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the student's IEP Free and Appropriate Service Plan, of time and frequency of services. At the end of each month the Resource Specialist will complete, print, and sign the Welligent tracking monthly report, which will be reviewed and signed by our school principal. • Our school will maintain appropriate special educational records at our school site and at the appropriate related services office (i.e. Occupational Therapy, Speech and Language, and Audiology), or at our local office as mandated by Federal Law. • Welligent will be linked to our ISIS school program. We will maintain a master IEP monthly calendar in order to provide a check and balance of all services required and provided. All special education records are confidential, however our students' records will be accessible and will be provided specifically to the parent of the child upon request. • Ongoing tracking of student support services and compliance will be done by the Bridge Coordintator or the teacher hired to assume such responsibilities according to the following: • The Bridge Coordinator/hired teacher will run the SIS ID99 and the Welligent ITP Listing report once every two months and cross- reference the number of completed ITPs on Welligent to the "yes" and "no"s on SIS ensuring that SIS is up to date. • Requires that effective transition plans support students with disabilities in completing their high school

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		programs and graduating with a diploma or certificate of completion. • Every two months, the Bridge Coordinator/hired teacher will run the Welligent/SIS Reconciliation Report: Provide research on the errors identified on Welligent/SIS Reconciliation Report. The Bridge Coordinator or SPED Coordinator will make the necessary changes on the SIS or Welligent.
		•