South Region High School #2

Executive Summaries

Public Service Community School

Gage & Central Community School #1

(Erica Hamilton & Juan Puentes)

Executive Summary

1. EXECUTIVE SUMMARY (7 pages without footnotes)

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

Public Service Community School Vision & Mission
The Public Service Community School uniquely strives to develop personal leadership capacity in its students through a transformative educational culture that asks students to take charge of their intellectual and social growth as well as the health of their families and community. Fusing academic habits of mind with leadership and life skills, students at PSCS will be challenged to use fine-tuned critical thinking skills, rooted in a rigorous, standards-based curriculum, to identify problems in the social and political landscape around them and conceptualize real-world solutions. Students will be taught the tools of the investigator and encouraged to use these tools to question the inequities they see in their own communities. By their third year at PSCS students will be immersed in a rich, academic environment that ensures they will have mastered basic and advanced academic competencies while promoting ethical character development and a commitment to others.

The mission of PSCS is to motivate all students to invest in their own education and develop the skills that will facilitate life-long success in college, career and family. We do this by providing students with a strong academic foundation that empowers them to feel confident in envisioning futures in which they both reach their personal goals and participate in making the world a better place.

The PSCS Graduate
The PSCS graduate will have the reading, writing, speaking and communication skills, as well as the work habits, confidence and determination necessary to be successful in college, career and life.[1] The PSCS graduate will have and continue to cultivate skills in critical-thinking, problem-solving, collaboration and technology use. The PSCS graduate will have a sense of personal responsibility, a connection to the community, and be able to contribute to and participate in school, work and community.

The PSCS Educational Experience
At PSCS, the hiring of teachers and staff, the development of curricula and pedagogy, and the decisions regarding the supporting structures of the school are all based on the Coalition of Essential Schools (CES) Common Principles. These principles are derived from over 25 years of research on the elements within the principles and fortified by continued research on the CES schools implementing these principles.[2] The PSCS design team has experience working with the CES Principles under the direction of a CES coach, and one of the members was a CES leadership coach at an LAUSD high school for three years. As part of the proposal development process, the team gathered, re-read the now familiar principles and have returned to them several times as we created the vision, curricula, instructional strategies, and infrastructure for our school. As the design team, we understand and own these principles, and as we add new members to the team and students, families and community members join the school, these principles will be a key part of their introduction. However, it is important to note that it does not end there. The CES Common Principles will act as continuous reinforcement throughout the busy school year and during times of reflection to guide our decisions and remind us what is fundamental to our work as educators.[3]

---

[1] See Section 2. Attachment – PSCS Four Year Plan for details regarding the specific skills and habits of mind.

[2] Darling-Hammond, L., et al (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. American Educational Research Journal. 39(3): 639-673; Measuring Up: Demonstrating the Effectiveness of the Coalition of Essential Schools (Coalition of Essential Schools, 2006);

[3] See Section 2.A. for details regarding the CES Common Principles.

Gage and Central Community Schools

The Public Service Community School has joined with three other small schools (The Communications and Technology School, Green Design Community School, and Performing Arts Community School) to develop a unique vision for a shared community schools campus in which each school will work individually to provide their students with a personalized and responsive educational environment, and work collectively to provide complex-wide services and programs such as safety, community engagement, cafeteria, athletics, etc. This structure allows the small schools to pool their resources to pay for centralized personnel, structures and a centralized Operations Director[4] who will manage the everyday operations of a campus so that the small school principals can focus on teaching and learning. Furthermore, this vision promotes a collaborative environment in which the small schools work together for each other's success rather than in competition with one another.

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

B. Student Population

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

The students to be served by the Public Service Community School will come to us with his or her own individual history, talents, challenges and potentials. Data reveals that the majority of our students and their families will have immigrated to the U.S. in search of new opportunities, while others will have deep roots in South Los Angeles.[5] Data also show that some of our students will have learning disabilities, many of our students will speak English as a second language, and others will require additional challenges in order to grow as learners.[6]

The experience of the Public Service Community School design team, a collective 30+ years of teaching in South Los Angeles, tells us that given the right supports, all of our students can be successful in whatever path they choose after graduation – whether it be community college, a four-year college, a technical college or the work-place.

The goal of this proposal is to describe these supports as they exist in the curriculum and instruction and culture and climate of the Public Service Community School, as well as the connections with the community and the structural supports provided through the Gage and Central Community Schools.

---

[4] Section 11. Attachment – Job Descriptions for details

[5] Sending school data indicate that 91% of our students will be Latino and 9% will be African American.

[6] See Section 2.C. Addressing the Needs of All Students for more detail on student demographics and needs.

C. Instructional Program

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

In order to meet the diverse needs of the Public Service Community School's students, the design team has developed a research-based instructional program that provides for individualized, early and consistent supports for every student. It provides an educational experience that is not only individualized to meet the needs of each student, but also collective in that students are not tracked by ability but work together to succeed.

The PSCS teachers will use Grade-level Assessments, Response to Intervention and research-proven instructional strategies to identify and address the learning needs of our students. The Grade-level Assessments will be developed through the LAUSD online assessments portal by each grade-level team and given to students at the beginning and middle of the school year to identify skills that need to be emphasized across the curriculum, and identify individual students who need additional interventions. Through the Response to Intervention process, students will be identified for Tier 1, 2 or 3 interventions, with the appropriate interventions assigned and monitored by the student's Advisor, using the Individualized Learning Plan as a guide and the Learning Lab as a resource (see below). Additionally, all teachers at PSCS will commit to using the Instructional Strategies of project-based learning,[7] differentiated instruction[8] and Specially Designed Academic Instruction in English (SDAIE)[9] in their classes, all of which have been proven to support the learning of populations of students similar to the PSCS students. Teachers will also work within their grade-level teams to select and use other key instructional strategies such as Thinking Maps,[10] front-loaded vocabulary instruction[11] and AVID strategies across the curriculum.

The PSCS Learning Supports System builds a web of supports into the regular school day through the structures of Learning Lab and Advisory classes. The Learning Lab[12] is a computer-based, teacher facilitated and tutor-supported class where students can access a wide variety of learning opportunities through online programs and courses provided by and through the Los Angeles Virtual Academy (LAVA), colleges and universities, and research-based online educational support providers and software (e.g. Catch Up Math and Kaplan SAT prep). It is also an opportunity for students to engage with their teachers in consultation regarding additional supports or challenges for a particular class. The classes will be taught by the core subject teachers and directed by each student's Individualized

---

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

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

[9] Effective Teaching Practices for English Language Learners. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education;; Hill, J.D. and Flynn, K.M. (2006). Classroom Instruction that works with English Language Learners. Alexandria, VA: The Association for Supervision and Curriculum Development.

[10] Hyerle, D. (1995). Thinking Maps: Tools for Learning. Cary, NC: Thinking Maps, Inc.

[11] Baker, Simmons, & Kame'enui. (1997). Vocabulary acquisition: Research bases. In Simmons, D. C. & Kame'enui, E. J. (Eds.), What reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Erlbaum.

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

Learning Plan[13] (ILP), which is a notebook-based document that students will use as a self-directed and Advisor- supported guide throughout their time at PSCS. Within the ILP, a student will keep track of his/her credits, grades, challenges, goals, learning strategies, accomplishments and reflections. The ILP will be maintained as a key component of the Advisory[14] class which meets once per day and provides a safe and low-pressure space for students to learn habits of mind and engage in an increasingly involved and layered awareness of self, others, responsibility to self and others and capacity building with regard to acting on that responsibility. Additionally, each Advisor will be the key mentor and monitor of his or her 23 or fewer students throughout their time at PSCS – following up on their academic progress, skills development and additional needs.

D. School Culture
Describe the school culture that your team envisions for the proposed school and what, if any socialemotional supports are necessary to create that culture.

Gage and Central Community Schools Complex
The Gage and Central Community Schools Complex creates not only an opportunity for students to receive the individualized attention and focused resources and supports provided through a small school, but also benefits from some of the features of a large school, including the additional resources of a community schools complex. The Four Small Schools will pool resources to fund a centralized Operations Director and a lean centralized staff who will oversee campus-wide safety and other centralized services such as facilities management, cafeteria, library and athletics – so that the small school principals can focus their time and energy on curriculum and instruction. Each school will also contribute to a robust whole-school culture by facilitating after-school programs connected to the theme of their school, and collaborating regularly to share best practices and facilitate a culture of mutual support. The supports at the Gage and Central Community Schools Complex will also extend to the students' families and community through a community schools model that utilizes the school as a hub for the engagement of the community in the education process and the development of relationships with variety of partners to offer a range of service and opportunities to our students, their families and the community.[15]

Public Service Community School
Research demonstrates that students, particularly students experiencing poverty, are more motivated and more successful in school when they feel connected to a school community.[16] At the Public Service Community School, that connection will exist at multiple levels: Connecting academics to the lives of students through culturally relevant and real-world curricula that values students' prior knowledge and experiences, and builds on it to expand their knowledge of themselves, their community and their world;[17] Connecting students to each other through classroom activities, collaborative group work and Advisory;[18] Connecting students to the school and community through our social entrepreneurship curriculum, participation requirements, and relationships with the other schools and organizations on campus students will have the opportunity to interact with a variety of school-based and community-based activities and organizations and through participation, gain an increased sense of belonging to the

---

[13] Fitzell, S.G. (2008). Special Needs in the General Classroom: Strategies that Make it Work. Manchester: Cogent Catalyst; and Boluis, S. (2003). Towards Process-oriented Teaching for Self-Directed Lifelong Learning: A multidimensional perspective. Learning and Instruction. 13: 327-347.

[14] Sizer, T. (1997). Horace's School: Redesigning the American High School. New York: Houghton-Mifflin and Darling-Hammond, L. (2008). Creating Excellent and Equitable Schools. Educational Leadership. 65(8): 14-21

[15] See Section 9: Community Engagement Strategies for a detailed list of our current partnerships.

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

[17] See section 2.A. Instructional Philosophy for details.

[18] See section 2.B. Core Academic Curriculum for details.

greater community.[19] Students at PSCS will play an important role in shaping the overall culture and identity of the school. One of the first student-activities/culture-shaping projects is for the students to elect a student leadership team that will (with the supervision of the principal) develop the democratic processes for all students in PSCS to select a school mascot and school colors. Additionally, these elected individuals, plus additional students who have shown interest and/or have been recommended, will participate in the PSCS Speech and Leadership Class. They will become the PSCS student leadership team and will consult on the development and implementation of the Positive Behavior Support Plan (see below), Advisory curriculum, and other important elements of the school's design. This team will also be responsible for shaping the fun elements of high school such as activities, inter-mural sports, dances, competitions and clubs. The elected members of the leadership team will also participate in a complex-wide leadership council [20] to consult on the development of complex-wide policies, activities, athletics, and clubs.

PSCS will also offer and provide access to the following emotional and social supports for students:
-    Advisor/Advisory - The student's advisor will play a major role in monitoring the students for which she or he is responsible. This monitoring will take place as part of the daily Advisory class, through advisor communication with student parent(s), and through advisor collaboration with the students' grade-alike team of teachers.
-    Emotional and Social Support Personnel - A dedicated counselor will provide one-on-one and group counseling and act as triage for student emotional and social support referrals. In addition to the dedicated counselor, PSCS is partnering with its sister school, The Communications and Technology School (CATS) to share a full time Pupil Services and Attendance (PSA) counselor to address the more specific and severe social and emotional needs of our students.
-    On-site Mental Health Services and Referrals – The St. John's Child and Family Wellness Center will have a full-service clinic, including mental-health counseling, available on campus.

E. Accountability and Performance Goals. Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.
NOT REQUIRED - PER PSC 2.0 11/11/10 EMAIL

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

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

---

[19] See Section 3.A. School Culture and Climate for details.

[20] See Section 10.B.ii. School Based Committees for details on the PSCS and GCSC student leadership councils.

[21] Nicolaides, B. (2002). My Blue Heaven. Chicago, IL: University of Chicago Press. (304); Sides, J. (2003). L.A. City Limits. Berkeley and Los Angeles, CA: University of California Press. (196); This information is based on a combination of personal experiences and conversations that the design team members have had with people who live in the community and is supported with 2000 US Census data - 90% of the population in Tract 5328 is Hispanic or Latino, 50% of the population is

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

All of the teachers in the PSCS design team have taught in the community for at least 5 years, and we were all initially drawn to teach in this area because we saw the need for quality educators and we realized the potential of the students and the community. While teaching at Fremont High School, we saw that despite the challenges our students faced, if given the right supports and encouragement, they could thrive. Our goal in creating PSCS is to personalize the educational experience for each student and systemize the supports that work for our students and their families throughout the small school. Our goal in becoming part of the Gage and Central Community Schools Complex is to connect the individual potentials, supports and assets of the community to create a powerful web of support through which no student will fall.

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an outreach and information gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process of creating the vision and elements of the school(s). Before commencing the writing process, we gathered the data we collected at Fremont and from our conversations and surveys,[22] conducted a needs assessment, and based our initial proposal elements on our findings. The key elements of the needs assessment is summarized below and addressed throughout the proposal (see footnotes).
- Education needs: early identification of skill deficiencies;[23] early, frequent and relevant interventions for skill deficiencies; challenging, interesting and relevant curriculum and projects to engage students;[24] in-class supports through instructional strategies;[25]
- Social needs:[26] focused attention to help students make the right decisions and deal with the challenges; guidance on goal setting and accomplishment;
- Health needs:[27] nutrition counseling/supports to find (advocate for access to) and prepare healthy food; mental health counseling (including drug and alcohol use prevention & cessation); physical health – regular checkups, optometry, dentistry;
- Safety needs:[28] safe passage to and from school and a safe environment on school campus.

We have continued to include the community in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from our community meetings.

---

foreign born and 100% of the foreign born population is from Latin America (specifically Mexico); 56% of children under 15 are living below the poverty level.

[22] Section 8 Attachment: Gage and Central Existing Data Summary for details

[23] See Section 2.C. Addressing the Needs of All Students and Section 4.C. Student Assessment Plan

[24] See Section 2.B. Core Academic Curriculum

[25] See Section 2.D. Instructional Strategies

[26] See Section 3.C. Social and Emotional Needs

[27] To address our students' health needs, we are partnering with St. John's Child and Family Wellness Center.

[28] See Building a Safe Community in Section 3.A. School Culture and Climate

We will continue to engage the community through meetings throughout the spring as we continue to shape the specifics of the schools (start time, schools colors, safety plans, behavior policies, etc.). Once the schools and complex opens, the complex-wide Community Schools Core Leadership Council, led by a Parent and Community Coordinator,[29] will engage all resource providers and stakeholders in an ongoing implementation process guided by the Coalition for Community Schools tool kit. This process involves: adopting a common vision (outlined in the PSC proposal); operationalizing the vision (into concrete long term and short term goals); creating a plan w/ detailed strategies and benchmarks; and gathering the appropriate data to monitor progress towards the goals.

G. Leadership

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

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

The Public Service Community School design team members are focused on curriculum and instruction and developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers on the PSCS design team have a combined 30 year history of working with students in South Los Angeles.[30] Their understanding of the student population, commitment to Coalition of Essential School philosophies,[31] and knowledge of key instructional approaches and strategies have contributed tremendously to the development of this proposal, and are integral to the successful implementation of the plan for the school. The proposed leader for the school shares a teaching history with the other design team members and possesses the same philosophies, and knowledge. Additionally, she has developed a strong foundational knowledge in what makes a good small school leader, values and understands the processes and structures necessary for authentic collaboration, maintains a reflective practice with the goal of continuous improvement as a leader. Her approach to school leadership is that of supporting teachers through providing the resources, professional development and encouragement that they need to do their jobs. Please see Section 10. Attachment – Applicant Team Bios and Section 11.A Principal Selection for details.

H. School Governance Model

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

Educational research (and our experience as teachers) demonstrate the importance of putting student need at the center of the decision-making process, and the value of allowing the people who know the students and their needs to make those decisions.[32] The small school size (500 students) of the PSCS

---

[29] See Section 10.B.ii. School Level Committees

[30] See Section 8.B for details on the PSCS design team's history in the community.

[31] See Section 2.A. for details   10

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

will facilitate the personalization necessary to put student need at the center of the decision-making process. The pilot school model provides the autonomy and the flexibility necessary to be responsive to our students' needs.

Throughout this proposal the process for identifying, addressing and evaluating success with meeting student needs has been specifically described. The key components of this process (learning lab and advisory class) require additional (and compensated) time and commitments on the part of our teachers.[33] The flexibility permitted through the pilot MOU and Elect-to-Work Agreement allows for the addition of the time and commitments. The autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and compensate the teachers for this additional work.[34]

In addition to the curricular components, the PSCS teachers will also engage students in project-based learning, use common instructional strategies across the curriculum, and work collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide PSCS with the flexibility needed to engage all teachers in a summer-time preopening Teacher Orientation,[35] weekly professional development/collaborative planning meetings,[36] and additional professional development retreats during the semester break and end of the year.[37] While the plan is to use opening funds and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar. The PSCS plan includes the utilization of the LAUSD Comprehensive Assessment Program[38] in conjunction with advisory, learning lab and weekly professional development meetings to identify struggling students early, implement a tiered Response to Intervention plan to address the learning needs of all students (at the appropriate level of intensity), and monitor students' successes and challenges.

Finally, and very importantly, the pilot MOU will allow the PSCS staff the autonomy to hire and retain highly qualified teachers who are committed to working in a collaborative environment where teachers have more decision-making power, take on more responsibility to implement the decisions and base all decisions on the needs of the students.[39]

---

[33] See Section 3.F. School Calendar and Schedule for details.

[34] See Section 2.B.i for more details on pilot status and curricular autonomy.

[35] See Section 5.C. Teacher Orientation for details

[36] See Section 5.B. Professional Development Plan for details

[37] See Section 5.D. Professional Development Calendar for details

[38] See Section 4.C. Student Assessment Plan for details

[39] See Section 12 Staffing for details.

Communications and Technology School

Gage & Central Community School #2

(Riley Vaca & Russ Thompson)

Executive Summary

EXECUTIVE SUMMARY

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

Communications and Technology School Vision & Mission
The Communications and Technology School (CATS) is committed to creating digital and media literacy in all students regardless of socio-economic status and cultural background by bridging the technological divide through access and exposure to new media, technological tools and sociological theory. At no time in history has the knowledge divide been more economically pronounced as young people from poorer schools fall behind their peers who have more effective access both to technology and the intellectual skills which enable them to participate as "digital citizens." Students at CATS will follow a rigorous learning outline which starts by demystifying the technological world, teaches them to use technology to positively create change, and empowers them to critically examine the voice of media and question how and from where they, and their communities, intake information.

The mission of CATS is to empower learners with the skills to navigate the knowledge divide through access to technology, information and new models of communication regardless of socio-economic background and cultural history. In service of the school's mission, CATS staff will use project-based instruction; proven instructional strategies; and targeted interventions and accelerations to help all students actively learn from a rigorous, standards-based curricula. The curriculum will provide students with a strong foundation of basic reading, writing, mathematical and critical thinking skills. Curricula will also develop their ability to identify and solve problems both individually and collectively as well as develop fluency in the technological, collaborative and communications skills that facilitate success in college, career and life.

The CATS Graduate
The CATS graduate will leave school fluent in the skills needed to prepare for college or a job in the new economy. Graduates will have a deep understanding of systems that impact how knowledge is transmitted globally and be able to differentiate between effective, ethical and trust-worthy communication portals. Students will be able to use technology to access information and to communicate effectively with a wide variety of audiences through writing, speech, and the use of new media.

The CATS Educational Experience
Student engagement is key to the CATS experience and this is achieved through relevant and meaningful curricula, personalization of studies and a feeling of being connected to school and the world around them.[1] The CATS instructional program supports project-based learning and regular opportunities for real-world application of ideas in order to give students both an audience and a purpose for their coursework. Focusing on technology and communications skills builds on our students' existing strengths (by utilizing accessible technologies such as social media) and appeals to their interests by providing opportunities to learn to communicate with professional media technology. A small-school environment ensures students feel supported as

---

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

they take educational risks, are nurtured in a community of supportive adults and given the individual attention they need to thrive.

Gage and Central Community School small schools campus South Region High School #2
The Communications and Technology School also functions as a part of the Gage and Central Community School small schools system, located at the South Region High School #2, in which four individual schools of 500 pupils share resources in order to more effectively reach their individual missions. These schools are: the Public Service Community School, The Communications and Technology School, the Green Design Community School, and the Performing Arts Community School. This model allows CATS to work individually to provide students with a personalized and responsive educational environment while sharing campus resources to provide services and programs such as safety, community engagement, cafeteria, and athletics.

Each small school shares the pedagogic approach described in the vision/mission statement for CATS. The Gage and Central Community Schools will work collaboratively within and across the small schools to provide all students with a supportive, challenging and standards-based education that will prepare them for college, career and life. To do this, our schools will be:
- Whole student centered –meeting students' educational, health, safety and social needs;
- All student inclusive – including, but not limited to English learners, standard English learners, and special education and gifted students;
- Family focused – providing a welcoming and supportive environment, and drawing on families as resources; and
- Community connected - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

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

Each student will arrive at CATS with his or her own history, talents, challenges and potentials. The majority of our students and their families will have immigrated to the U.S. in search of new opportunities, while others will have deep roots in South Los Angeles.[2] Some students will have learning disabilities, some will speak English as a second language, and others, gifted and high achievers, will require additional challenges in order to grow as learners.[3]

The experience of the CATS design team, a collective 40+ years of working in South Los Angeles, tells us that given the right supports, all of our students can be successful in whatever path they choose after graduation – whether it be community college, a four-year college, a technical college or the workplace. Through their work in the creation of student leadership and journalism programs at Fremont High School, the design team has also seen the powerful effect of giving students a voice in their own schools and communities. This proposal describes how we plan to integrate these student experiences and supports throughout the curriculum. The proposal delineates the connections CATS has established with the community and the structural supports provided by the Gage and Central Community Schools.

---

[2] Sending school data indicate that 91% of our students will be Latino and 9% will be African American.

[3] See Section 2.C. Addressing the Needs of All Students for more detail on student demographics and needs.

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

In order to meet the diverse needs of CATS students, the design team has developed a research-
based instructional program that provides for individualized, early and consistent supports for
every student. The instructional program provides an educational experience that is
individualized to meet the needs of each student as well as collective in that students are not
tracked by ability but work together to succeed.

The CATS teachers will use Grade-level Assessments, Response to Intervention and research-
proven instructional strategies to identify and address the learning needs of our students. The
Grade-level Assessments will be developed through the LAUSD online assessments portal by
each grade-level team and given to students at the beginning and middle of the school year to
identify skills that need to be emphasized across the curriculum, and identify individual students
who need additional interventions. Through the Response to Intervention process, students will
be identified for Tier 1, 2 or 3 interventions, with the appropriate interventions assigned and
monitored by the student's grade level team and supported in class and through seventh period
support classes and after-school tutoring. Additionally, all teachers at CATS will commit to
using the Instructional Strategies of project-based learning,[4] differentiated instruction[5] and
Specially Designed Academic Instruction in English (SDAIE)[6] in their classes, all of which have
been proven to support the learning of populations of students similar to the CATS students.
Teachers will also work within their grade-level teams to select and use other key instructional
strategies to support student organization, thinking, and writing across the curriculum.

When schools connect core academics to a theme that is relevant to the lives of the students, it
results in higher promotion, graduation and college acceptance rates than traditional high schools
with similar populations.[7] Therefore, the CATS instructional program will also include multiple
opportunities, both in and out of core classes, for students to apply their learning and develop
their technology proficiency in real-world contexts. The use of multimedia in project-based
learning classrooms leads to a student centered experience,[8] which increases student learning and
empowerment. CATS students will apply their learning not only through in-class projects, but
also through a yearly service learning project in which they identify a need in the community and
develop a plan to meet the need. Extension classes will give students opportunities to influence

---

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

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

[6] Effective Teaching Practices for English Language Learners. Washington, D.C.: The Office of Educational
Research and Improvement (OERI) of the US Department of Education;; Hill, J.D. and Flynn, K.M. (2006).
Classroom Instruction that works with English Language Learners. Alexandria, VA: The Association for
Supervision and Curriculum Development.

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

[8] Penuel, William R.;Means, Barbara. (1999). Observing Classroom Processes in Project-Based Learning Using
Multimedia: A Tool for Evaluators. The Secretary's Conference on Education Technology: Evaluating the
Effectiveness of Technology. Proceedings. Washington, D.C. 12 July 1999.

the school and community – organizing events, publishing a student run newspaper and website, and in later years producing a radio and television station as well.

D. School Culture
Describe the school culture that your team envisions for the proposed school and what, if any socialemotional supports are necessary to create that culture.

Communications and Technology School
The CATS climate will be one of student engagement and empowerment. Students will be held to rigorous standards, and will apply their learning to the school and community. They will have a meaningful voice in and true responsibility for every aspect of the school, and will be encouraged to make an impact on their community through service, advocacy, and activism. High expectations and strong support for students' academic achievement will be in place from ninth grade through twelfth grade. Curriculum will be college preparatory, challenging, and engaging, with multiple opportunities to communicate through writing, speaking, and the creation of digital presentations. Students will master various technologies beginning in the early grades, with a focus on a different communications technology in the each grade.

Teachers will monitor student learning in their classes, offering extra support for those who need it. Extra time for enrichment and intervention is provided through the addition of a flexible seventh-period class. A resource teacher and English Language Learner specialist will develop accommodations for students with individualized education plans, English learners, and other struggling students. In addition, students' education will be personalized as they develop their specific projects and select internships, especially in the upper grades.

Other programs, electives, and extracurricular activities will develop student voice and put students at the heart of school decision-making. An independent student-run newspaper, and in future years, other student media such as radio and television stations, will provide a regular forum for student feedback and analysis. Student Council will play an integral role in the school. CATS students will hold voting seats on the building council—a decision-making body composed of representative students, parents, and staff members from all four schools on the site. The building council will be responsible for issues affecting all four schools, such as the shared use of facilities for sports, fairs and other outside events. All teachers will be encouraged to sponsor a club (for example, a video documentary club, a debate team, or a book group), and student membership and leadership in clubs will be encouraged through a "rush" process at the beginning of each semester. Parents will also be strongly encouraged to support students in their studies by being involved in community service with their children, sponsoring clubs at the school, attending courses in technology or English, or accompanying their children to local cultural attractions on the weekends.

CATS will also offer and provide students access to the following emotional and social supports:
- Grade-level team –The grade-level teachers will have students up to three times a day – for a core class, Advisory, and a support or extension class. They will meet regularly to identify students in need of intervention or support, and will work together to support all students at the grade level.
- Emotional and Social Support Personnel - A dedicated counselor will provide one-on-one and group counseling and act as triage for student emotional and social support referrals. In addition to the dedicated counselor, CATS is partnering with its sister school, The Public Service Community School (PSCS), to share a full time Pupil Services and Attendance (PSA) counselor to address the more specific and severe social and emotional needs of our students.

- On-site Mental Health Services and Referrals – The St. John's Child and Family Wellness Center will have a full-service clinic, including mental-health counseling, available on campus. The counselors who work with students at CATS will be able to refer students to St. John's as well as additional services and programs within or close to the community.

Gage and Central Community Schools Complex
The Gage and Central Community Schools Complex not only creates an opportunity for students to receive the individualized attention and focused resources and supports provided through a small school, but also benefits from some of the features of a large school, including the additional resources of a community schools complex. The four small schools will pool resources to fund a centralized Operations Director and a lean centralized staff who will oversee campus-wide safety and other services such as facilities management, cafeteria, library and athletics – so that the small school principals can focus their time and energy on curriculum and instruction. Each school will also contribute to a robust whole-school culture by facilitating after-school programs connected to the theme of their school and collaborating regularly to share best practices and facilitate a culture of mutual support. The supports at the Gage and Central Community Schools Complex will also extend to the students' families and community through a community schools model that utilizes the school as a hub for the engagement of the community in the education process and the development of relationships with variety of partners to offer a range of service and opportunities to our students, their families and the community.[9]

E. Accountability and Performance Goals.
NOT REQUIRED - PER PSC 2.0 11/11/10 EMAIL
Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

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

The South Region High School #2 (SRHS#2) is located in an area with a rich history of culture, transformation, struggle and potential. In the early to mid 20th Century, Central Avenue (which runs directly west of the campus) was the music, arts and cultural center of the African American community in Los Angeles. In the late 20th Century and into the 21st Century, the community experienced major demographic shifts as African Americans sought new opportunities after housing desegregation and immigrant populations arrived from Mexico and Central America seeking new opportunities for their families. The community was and is also an area deeply impacted by high concentrations of poverty and frequent instances of violence.[10]

---

[9] See Section 9: Community Engagement Strategies for a detailed list of our current partnerships.

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

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

All of the teachers in the CATS design team have taught in the community for at least 4 years. Two of us grew up in the community, and one graduated from Fremont High School. We are all drawn to teach in this area because we saw the need and we realized the potential. While teaching at Fremont High School, we saw that despite the challenges our students faced, if given the right supports and encouragement, they could thrive. Our goal in creating CATS is to personalize the educational experience for each student and systemize the supports that work for our students and their families throughout the small school. Our goal in becoming part of the Gage and Central Community Schools Complex is to connect the individual potentials, supports and assets of the community with each other and the school to create a powerful web of support through which no student will fall.

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an outreach and information gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process of creating the vision and elements of the school(s). Before commencing the writing process, we gathered the data we collected at Fremont and from our conversations and surveys,[11] conducted a needs assessment, and based our initial proposal elements on our findings. The key elements of the needs assessment is summarized below and addressed throughout the proposal (see footnotes).

- education needs: early identification of skill deficiencies;[12] early, frequent and relevant interventions for skill deficiencies; challenging, interesting and relevant curriculum and projects to engage students;[13] in-class supports through instructional strategies[14]
- social needs:[15] focused attention to help students make the right decisions and deal with the challenges; guidance on goal setting and accomplishment
- health needs:[16] nutrition counseling/supports to find (advocate for access to) and prepare healthy food; mental health counseling (including drug and alcohol use prevention & cessation); physical health – regular checkups, optometry, dentistry
- safety needs:[17] safe passage to and from school and a safe environment on school campus

We have continued to include the community in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from our community meetings.

---

[11] Section 8 Attachment: Gage and Central Existing Data Summary for details

[12] See Section 2.C. Addressing the Needs of All Students and Section 4.C. Student Assessment Plan

[13] See Section 2.B. Core Academic Curriculum

[14] See Section 2.D. Instructional Strategies

[15] See Section 3.C. Social and Emotional Needs

[16] To address our students' health needs, we are partnering with St. John's Child and Family Wellness Center.

[17] See Building a Safe Community in Section 3.A. School Culture and Climate

We will continue to engage the community through meetings throughout the spring as we continue to shape the specifics of the schools (start time, schools colors, safety plans, behavior policies). The campuswide Community Schools Council led by a Parent and Community Coordinator[18] will engage all resource providers and stakeholders in an ongoing implementation process guided by the Coalition for Community Schools tool kit. This process involves identifying a common vision; operationalizing the vision into concrete long term and short term goals; creating a plan w/ detailed strategies and benchmarks; gathering the appropriate data to monitor progress towards the goals.

G. Leadership

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

Each school as well as the campus as a unit function under the supervision of design teams. The campus design team members have the whole campus in mind and are responsible for developing and implementing the campus-wide elements such as school safety, parent and community engagement and resource coordination. The campus-wide design team members contribute over 100 years of collective experience with the LAUSD and in South Los Angeles. The diversity and depth of experience within the campus-wide design team has facilitated the creation of a plan that addresses the needs of the students, faculty, students, parents and community. Please see Section 10. Attachment – Applicant Team Bios for details.

The Gage and Central Community School design team members are focused on curricula, instruction and developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers on the Gage and Central Community Schools design team have a combined 30 year history of working with students in South Los Angeles.[19] Their understanding of the student population, commitment to Coalition of Essential School philosophies,[20] and knowledge of key instructional approaches and strategies have contributed tremendously to the development of this proposal and are integral to the successful implementation of the plan for the school. We have not selected a leader for the Green Design Community School. The proposed leader for the school has experience opening a new school as well as strong relationships within the community. Additionally, she will have developed a strong foundational knowledge in what makes a good small school leader, she will value and understand the processes and structures necessary for authentic collaboration, she will maintain a reflective practice with the goal of continuous improvement as a leader, and her approach to school leadership is that of supporting teachers through providing the resources, professional development and encouragement they need to do their jobs. Please see Section 10. Attachment – Applicant Team Bios and Section 11.A Principal Selection for details.

The Communications and Technology School design team members are focused on curricula and instruction as well as developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers and staff members on the CATS design team have a combined 40-year history of working with students in South Los Angeles.[21] Their understanding of the student population, knowledge of key instructional approaches and strategies, and experience with the real-world application of student

---

[18] See Section 10.B.ii. School Level Committees

[19] See Section 8.B for details on the GCCS design team's history in the community.

[20] See Section 2.A. for details

[21] See Section 8.B for details on the PSCS design team's history in the community.

learning[22] have contributed tremendously to the development of this proposal, and are integral to the successful implementation of the plan for the school. Please see Section 10 for details.

H. School Governance Model

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

Educational research (and our experience as teachers) demonstrate the importance of putting student need at the center of the decision-making process, and the value of allowing the people who know the students and their needs to make those decisions.[23] The small school size (500 students) of CATS will facilitate the personalization necessary to put student need at the center of the decisions, and the pilot school model provides necessary autonomy and flexibility.

This proposal delineates the process for identifying, addressing and evaluating success with meeting student needs. The key components of this process (grade-level collaboration, support and extension classes) require additional time and commitments on the part of our teachers.[24] The flexibility permitted through the pilot MOU and Elect-to-Work Agreement allows for the addition of the time and commitments. The autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and compensate the teachers for this additional work.[25]

CATS teachers are committed to engaging students in project-based learning, using common instructional strategies across the curriculum, integrating technology into the curriculum, and working collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide CATS with the flexibility needed to engage all teachers in a summertime pre-opening Teacher Orientation,[26] weekly professional development/collaborative planning meetings,[27] and additional professional development retreats during the semester break and end of the year.[28] While we plan to use opening funds and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar. The CATS plan includes the utilization of the LAUSD Comprehensive Assessment Program[29] in conjunction with regular grade-level meetings, support classes and weekly professional development meetings to identify struggling students early, implement a tiered Response to Intervention plan to address the learning needs of all students (at the appropriate level of intensity), and monitor their successes and challenges.

---

[22] Two of the design team members ran the school-wide leadership program at Fremont. Two other members ran the leadership program for their SLCs. A fifth member founded and advised the student journalism program in the Magnet school.

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

[24] See Section 3.F. School Calendar and Schedule for details.

[25] See Section 2.B.i for more details on pilot status and curricular autonomy.

[26] See Section 5.C. Teacher Orientation for details

[27] See Section 5.B. Professional Development Plan for details

[28] See Section 5.D. Professional Development Calendar for details

[29] See Section 4.C. Student Assessment Plan for details

Finally, the pilot MOU will allow the CATS staff the autonomy to hire and retain highly qualified teachers who are committed to working in a collaborative environment where teachers have more decision-making power, take on more responsibility to implement the decisions and base all decisions on the needs of the students.[30]

---

[30] After the first year of implementation – see Section 12 Staffing for details.

Green Design Community School

Gage & Central Community School #3

(Kelley Budding & Russ Thompson)

Executive Summary

1. EXECUTIVE SUMMARY (7 pages without footnotes)

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

Green Design Community School Vision & Mission
The Green Design Community School (GDCS) empowers students to develop a commitment to the world around them by raising their "green" awareness and developing a capacity to actively participate in social change. Like each small school on the Gage and Central campus, the Green Design Community School educates within a progressive learning culture in which students learn about the nuances of their world while actively promoting their own intellectual and social growth.

Students at the Green Design Community School will acquire essential academic skills including critical thinking, team work, problem identification and decision making while exploring contemporary green issues from a legislative, environmental and urban planning perspective. Our goal is to prepare students to understand and act on issues of environmental sustainability at the local, national and global levels. By their third year at the Green Design Community School, students will be immersed in an academic program that both ensures mastery of basic and advanced academic competencies and encourages progreen, life-long environmental stewardship and sustainability practice.

The mission of the Green Design Community School is to use environmental studies to deepen students understanding of their role in the world while motivating all students—regardless of background—to invest in their own education and develop the skills that will facilitate life-long success in college, career and family. The Green Design Community School reaches this mission by providing students with a strong academic foundation that empowers them to feel confident in envisioning sustainable, healthy futures in which they reach both their personal goals and participate in making the world a better place.

The Green Design Community School Educational Experience
The Green Design Community School provides students the opportunity to actively participate in creating positive change concerning the economic and environmental footprint we leave on our world. With a focus on addressing environmental challenges through systems thinking and team work, each student will have the opportunity to consider what type of solutions will advance human, cultural and environmental well-being. At the Green Design Community School students become engaged in learning about local environmental issues and solutions, equip themselves with community organizing skills through the specialized Green Ambassador curricula, and empower their own communities to understand the issues and implement the solutions through events and presentations, including events for students in nearby elementary schools.

Graduates of the Green Design Community School will leave with the intellectual tools to understand some of the largest challenges facing the planet and the social skills required to practice sustainability. Additionally each graduate will have the reading, writing, speaking and communication skills, as well as the work habits, confidence and determination to be successful in college, career and life.[1]

At the Green Design Community School the hiring of teachers and staff, the development of curricula and pedagogy, and the decisions regarding the supporting structures of the school are all based on the Coalition of Essential Schools (CES) Common Principles. These principles are derived from over 25

---

[1] See Section 2. Attachment – GDCS Four Year Plan for details regarding the specific skills and habits of mind.

years of research on the elements within the principles and fortified by continued research on the CES schools implementing these principles.[2] The Green Design Community School design team has experience working with the CES Principles under the direction of a CES coach and one of the members of the small schools campus for Gage and Central was a CES leadership coach at an LAUSD high school for three years. As part of the proposal development process, the team returned to the principles several times to develop the vision, curricula, instructional strategies, and infrastructure for each school. The CES Common Principles will act as continuous reinforcement throughout the school year and during times of reflection to guide our decisions and remind us what is fundamental to our work as educators.[3]

Gage and Central Community School small schools campus South Region High School #2
The Green Design Community School also functions as a part of the Gage and Central Community School small schools system, located at the South Region High School #2, in which four individual schools of 500 pupils share resources in order to more effectively reach their individual missions. These schools are: the Public Service Community School, The Communications and Technology School, Green Design Community School, and Performing Arts Community School. This model allows the Green Design Community School to work individually to provide students with a personalized and responsive educational environment while sharing campus resources to provide services and programs such as safety, community engagement, cafeteria, and athletics.

Each small school shares the pedagogic approach described in the vision/mission statement for the Green Design Community School. The Gage and Central Community Schools will work collaboratively within and across the small schools to provide all students with a supportive, challenging and standards-based education that will prepare them for college, career and life. To do this, our schools will be:
-   Whole student centered –meeting students' educational, health, safety and social needs;
-   All student inclusive – including, but not limited to English learners, standard English learners, and special education and gifted students;
-   Family focused – providing a welcoming and supportive environment, and drawing on families as resources; and
-   Community connected - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

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

The Green Design Community School will serve a variety of young people each with their own history, talents, challenges and potentials. Population counts reveal that a high percentage of our students and their families will have immigrated to the U.S. in search of new opportunities while others will have deep roots in South Los Angeles.[4] A percentage of our students will have learning disabilities, many of our students will speak English as a second language, and others will require more rigorous academic environments in order to grow intellectually.[5]

---

[2] Darling-Hammond, L., et al (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. American Educational Research Journal. 39(3): 639-673; Measuring Up: Demonstrating the Effectiveness of the Coalition of Essential Schools (Coalition of Essential Schools, 2006);

[3] See Section 2.A. for details regarding the CES Common Principles.

[4] Sending school data indicate that 91% of our students will be Latino and 9% will be African American.

[5] See Section 2.C. Addressing the Needs of All Students for more detail on student demographics and needs.

The experience of the Gage and Central Community School design team, a collective 30+ years of teaching in South Los Angeles, tells us that given the right supports, each students can be successful in whatever path they choose after graduation –community college, a four-year university, a technical trade school or the work-place. The goal of this proposal is to describe these supports as they exist in the curricula, instruction, culture and climate of the Green Design Community School as well as through the community and structural supports found at the Gage and Central Community Schools campus.

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

In order to meet the diverse needs of the Green Design Community School's students, the design team has developed a research-based instructional program that provides for individualized, early, and consistent supports tailored for each student but that promotes students ability to work together to master new educational concepts and to grow emotionally, intellectually and socially.

The Green Design Community School teachers will use Grade-level Assessments, Response to Intervention and research-proven instructional strategies to identify and address the learning needs of our students. The Grade-level Assessments will be developed through the LAUSD online assessments portal by each grade-level team and given to students at the beginning and middle of the school year to identify skills that need to be emphasized across curricula as well as identify individual students who need additional interventions. Through the Response to Intervention process, students will be identified for Tier 1, 2 or 3 interventions, with the appropriate interventions assigned and monitored by the student's Advisor, using the Individualized Learning Plan as a guide and the Learning Lab as a resource (see below). Additionally, all teachers at the Green Design Community School will commit to using the Instructional Strategies of project-based learning,[6] differentiated instruction[7] and Specially Designed Academic Instruction in English (SDAIE)[8] in their classes –each proven to support the learning of populations of students similar to the Green Design Community School students. Teachers will also work within their grade-level teams to select and use other key instructional strategies such as Thinking Maps,[9] front-loaded vocabulary instruction,[10] and AVID strategies across the curriculum.

The Green Design Community School Learning Supports System builds a web of supports into the regular school day through the structures of Learning Lab and Advisory classes. The Learning Lab[11] is a computer-based, teacher-facilitated and tutor-supported class where students can access a wide variety of learning opportunities through online courses provided by (1) the Los Angeles Virtual Academy (LAVA),

---

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

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

[8] Effective Teaching Practices for English Language Learners. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education;; Hill, J.D. and Flynn, K.M. (2006). Classroom Instruction that works with English Language Learners. Alexandria, VA: The Association for Supervision and Curriculum Development.

[9] Hyerle, D. (1995). Thinking Maps: Tools for Learning. Cary, NC: Thinking Maps, Inc.

[10] Baker, Simmons, & Kame'enui. (1997). Vocabulary acquisition: Research bases. In Simmons, D. C. & Kame'enui, E. J. (Eds.), What reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Erlbaum.

[11] Research (from LAUSD website): In May 2009, the U.S. Department of Education released a report entitled Evaluation of Evidence-Based Practices in Online Learning. Among the key findings were: (1) Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction; (2) Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.   6

(2) colleges and universities, and (3) research-based online educational support providers and software (Catch Up Math and Kaplan SAT prep). The Lab also provides an opportunity for students to engage with their teachers regarding additional supports or challenges for a particular class. The classes will be taught by the core subject teachers and directed by each student's Individualized Learning Plan[12] (ILP), which is a notebook-based document that students will use as a self-directed and Advisor-supported guide each year at the Green Design Community School. Within the ILP, a student will keep track of his/her credits, grades, challenges, goals, learning strategies, accomplishments and reflections. The ILP will be maintained as a key component of the Advisory[13] class which meets once per day and provides a safe space for students to develop habits of mind and an awareness of self and others using the Green Ambassadors curricula. Additionally, each Advisor will be the key mentor and monitor of his or her 23 or less students at the Green Design Community School – following up on their academic progress, skills development, and additional emotional and/or family needs.

D. School Culture
Describe the school culture that your team envisions for the proposed school and what, if any socialemotional supports are necessary to create that culture.

Green Design Community School
The culture of the Green Design Community School is based on the goal of fostering the next generation of environmental stewards. This is done by creating a school culture in which young people feel confident about their understanding of and commitment to having a positive impact on environmental and world issues. Students are encouraged to see themselves as environmental ambassadors whose stewardship of sustainable and healthy practices will make a difference in their own communities as well as the world at large.[14] At the Green Design Community School, we prioritize creating key connections for students to help them invest in their own education. These connections are:
- Connecting academics to the lives of students through culturally relevant and real-world curricula that values students' prior knowledge and experience while building on learning to expand knowledge of themselves, their community and their world;[15]
- Connecting students to each other through classroom activities, collaborative group work and Advisory;[16]
- Connecting students to the school and community through the Green Ambassadors curricula, participation requirements, and relationships with the other schools and organizations on campus which create a sense of belonging to the greater community.[17]

Students at the Green Design Community School will play an important role in shaping the overall culture and identity of the school. Student elections are one of the key student activities that will set the direction of the school. Students will elect a student Leadership Board that will (with the supervision of the principal) develop the democratic processes that will assist all students in the Green Design Community School in selecting a school mascot and school colors. These elected individuals, plus additional students who have shown interest and/or have been recommended, will participate in the Green

---

[12] Fitzell, S.G. (2008). Special Needs in the General Classroom: Strategies that Make it Work. Manchester: Cogent Catalyst; and Boluis, S. (2003). Towards Process-oriented Teaching for Self-Directed Lifelong Learning: A multidimensional perspective. Learning and Instruction. 13: 327-347.

[13] Sizer, T. (1997). Horace's School: Redesigning the American High School. New York: Houghton-Mifflin and Darling-Hammond, L. (2008). Creating Excellent and Equitable Schools. Educational Leadership. 65(8): 14-21

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

[15] See section 2.A. Instructional Philosophy for details.

[16] See section 2.B. Core Academic Curriculum for details.

[17] See Section 3.A. School Culture and Climate for details.

Design Community School Speech and Leadership Class and will consult on the development and implementation of the Positive Behavior Support Plan (see below), Advisory curricula, and other important elements of the school's design. The Board will help shape the recreational elements of high school such as extra-curricular activities, inter-mural sports, dances, competitions and clubs. The members of the Leadership Board will also participate in a campus-wide Leadership Council involving all four schools[18] to consult on the development of campus-wide policies, activities, athletics, and clubs.

The Green Design Community School will also offer and provide access to the following emotional and social supports for students:
- Advisor/Advisory - The student's advisor will play a major role in monitoring the students for whom she or he is responsible. This monitoring will take place as part of the daily Advisory class, through advisor communication with student parent(s), and through advisor collaboration with the students' grade-alike team of teachers.
- Emotional and Social Support Personnel - A dedicated counselor will provide one-on-one, group counseling and act as triage for student emotional and social support referrals. In addition to the dedicated counselor, the Green Design Community School will share a full time Pupil Services and Attendance (PSA) counselor with the other schools on the campus to address the more specific and severe social and emotional needs of students.
- On-site Mental Health Services and Referrals – The St. John's Child and Family Wellness Center will have a full-service clinic, including mental-health counseling, on campus. The counselors who work with students at the school will be able to refer students to St. John's Hospital as well as to additional services providers close to the community.

Gage and Central Community Schools Campus

The Gage and Central Community Schools Campus creates an opportunity for students to receive the individualized attention, focused resources and academic supports provided in a small school, but also benefit from some of the features of a large school and community schools campus. The four Small Schools will pool resources to fund a centralized Operations Director and a centralized staff who will oversee campus-wide safety and other centralized services such as facilities management, cafeteria, library and athletics – so that the small school principals can focus their time and energy on curricula and instruction. Each school will also contribute to a robust whole-school culture by facilitating after-school programs connected to the theme of their school, and collaborating regularly to share best practices. The supports at the Gage and Central Community Schools Complex will also extend to the students' families and community through a community schools model that utilizes the school as a hub for community engagement. This brings in the neighborhood to help in the educational process and also leads to the development of relationships with partners to offer a range of service and opportunities to our students, their families and the community.[19]

E. Accountability and Performance Goals. Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.
NOT REQUIRED - PER PSC 2.0 11/11/10 EMAIL

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

---

[18]   See Section 10.B.ii. School Based Committees for details on the GDCS and GCSC student leadership councils.

[19]   See Section 9: Community Engagement Strategies for a detailed list of our current partnerships.

The South Region High School #2 (SRHS#2) is located in an area with a rich history of culture, transformation, struggle and potential. In the early to mid 20th century, Central Avenue (which runs directly west of the campus) was the music, arts and cultural center of the African American community in Los Angeles. In the late 20th century and into the 21st century, the community experienced major demographic shifts as African Americans sought new opportunities after housing desegregation and immigrant populations arrived from Mexico and Central America. As more immigrant populations moved into the area, the neighborhood began to experience economic neglect as businesses moved out of the area. The neighborhoods currently suffer from high degrees of blight, concentrated poverty and frequent instances of violence.[20]

South Los Angeles residents have an extensive history in working together to solve problems in their community and the area has a vibrant history and many cultural landmarks, which are often obscured by media stereotypes. South LA contains some of the oldest neighborhoods in all of Los Angeles with examples of Victorian architecture evident. In these early years, they often faced racial violence by whites. In the 1970's, the loss of high-paying, unionized manufacturing jobs and the transfer of high – paying, unionized, service-sector jobs from African-Americans to newly arriving Central American immigrants led to widespread poverty. During these dynamics, Tom Bradley became the first and only African –American mayor in the city's history, serving five terms. This was accomplished through a trans-racial coalition of voters in Los Angeles. During this time, demographics shifted from a white business district to a diverse urban center.

South Los Angeles is home to many landmarks that can serve as subjects for the Green Design Community School partnerships and study. These include the Watts Towers, USC, Charles Drew School of Medicine, housing projects which can become partners in environmental renewal; Exposition Park and many historical churches as wEL as a recently opened Augustus F. Hawkins Natural Park.

Many historically significant social service and political organizations call South Los Angeles home. These include the Southern Christian Leadership Conference on Western Avenue, The Community Coalition, Legal Aid Foundation and Families to Amend California Three Strikes Laws, Congress of Racial Equality (CORE) and AGENGA SCOPE- Strategic Concepts in Organizing and Policy Education. This last organization focuses on green jobs.

South Los Angeles is home to high schools built during the 1920's and the New Deal era. They acted as centers of strong academic achievement and the building of solid sports programs that bound the community together as well as being witnesses to the internment of their own Japanese American students during WW II, the Watts Riots, the East L.A. student walkouts and the 1984 Olympics. It is critical that we use this opportunity to create a school that can send students to lives of success in the new Greenbased economy.

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

---

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

development of the businesses and serve as Town Hall venues to discuss issues of local concern (Central Avenue Business Association, Florence/Firestone Community Leaders Program).

All of the members on the Gage and Central Community Schools design team have worked in the community for at least 5 years. While working at Fremont and Jefferson High Schools, we saw that despite the challenges our students faced, if given the right supports and encouragement, they could thrive. Our goal in creating the Green Design Community School is to promote learning in an identified area of interest and use relevant and meaningful learning experiences to catalyze intellectual growth. Our goal in becoming part of the Gage and Central Community Schools Campus is to connect the supports and assets of the community with each other and the school to create a powerful web of support through which no student will fall.

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an information gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process of creating the vision and elements of the school(s). Before writing the proposal, we gathered the data we collected at Fremont and from our conversations and surveys,[21] conducted a needs assessment, and based our initial proposal elements on our findings. The key elements of the needs assessment is summarized below and addressed throughout the proposal (see footnotes).
- Education needs: early identification of skill deficiencies;[22] early, frequent and relevant interventions for skill deficiencies; challenging, interesting and relevant curriculum and projects to engage students;[23] in-class supports through instructional strategies[24]
- Social needs:[25] focused attention to help students make the right decisions and deal with the challenges; guidance on goal setting and accomplishment
- Health needs:[26] nutrition counseling/supports to find (advocate for access to) and prepare healthy food; mental health counseling (including drug and alcohol use prevention & cessation); physical health – regular checkups, optometry, dentistry
- Safety needs:[27] safe passage to and from school and a safe environment on school campus

We have continued to include the community in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from these community meetings.

We will continue to engage the community through meetings throughout the spring as we continue to shape the specifics of the schools (start time, schools colors, safety plans, behavior policies). Then, once the campus opens, the campus-wide Community Schools Council led by a Parent and Community Coordinator[28] will engage all resource providers and stakeholders in an ongoing implementation process guided by the Coalition for Community Schools tool kit. This process involves:
- Identifying a common vision (outlined in the PSC proposal)
- Creating operational plans (long term and short term goals)
- Creating a plan w/ detailed strategies and benchmarks

---

[21] Section 8 Attachment: Gage and Central Existing Data Summary for details

[22] See Section 2.C. Addressing the Needs of All Students and Section 4.C. Student Assessment Plan

[23] See Section 2.B. Core Academic Curriculum

[24] See Section 2.D. Instructional Strategies

[25] See Section 3.C. Social and Emotional Needs

[26] To address our students' health needs, we are partnering with St. John's Child and Family Wellness Center.

[27] See Building a Safe Community in Section 3.A. School Culture and Climate

[28] See Section 10.B.ii. School Level Committees

- Gathering the appropriate data to monitor progress towards the goals

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

Each school as well as the campus as a unit function under the supervision of design teams. The campus design team members have the whole campus in mind and are responsible for developing and implementing the campus-wide elements such as school safety, parent and community engagement and resource coordination. The campus-wide design team members contribute over 100 years of collective experience with the LAUSD and in South Los Angeles. The diversity and depth of experience within the campus-wide design team has facilitated the creation of a plan that addresses the needs of the students, faculty, students, parents and community. Please see Section 10. Attachment – Applicant Team Bios for details.

The Gage and Central Community School design team members are focused on curricula, instruction and developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers on the Gage and Central Community Schools design team have a combined 30 year history of working with students in South Los Angeles.[29] Their understanding of the student population, commitment to Coalition of Essential School philosophies,[30] and knowledge of key instructional approaches and strategies have contributed tremendously to the development of this proposal and are integral to the successful implementation of the plan for the school. We have not selected a leader for the Green Design Community School. The proposed leader for the school has experience opening a new school as well as strong relationships within the community. Additionally, she will have developed a strong foundational knowledge in what makes a good small school leader, she will value and understand the processes and structures necessary for authentic collaboration, she will maintain a reflective practice with the goal of continuous improvement as a leader, and her approach to school leadership is that of supporting teachers through providing the resources, professional development and encouragement they need to do their jobs. Please see Section 10. Attachment – Applicant Team Bios and Section 11.A Principal Selection for details.

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

Educational research (and our experience as teachers) demonstrates the importance of putting student need at the center of the decision-making process.[31] The small school size (500 students) of the Green Design Community School will allow us to put student need at the center of all decisions and the pilot school model provides the autonomy and the flexibility necessary to be responsive to our students' needs.

Throughout this proposal the process for identifying, addressing and evaluating success with meeting student needs has been identified. The key components of this process (Learning Lab and Advisory class) require additional time and commitments on the part of our teachers.[32] The flexibility permitted

---

[29] See Section 8.B for details on the GCCS design team's history in the community.

[30] See Section 2.A. for details

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

[32] See Section 3.F. School Calendar and Schedule for details.

through the pilot MOU and the Elect-to-Work Agreement allows for the addition of time. The autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and compensate the teachers for this additional work.[33]

In addition to the curricular components, the Green Design Community School teachers will also engage students in project-based learning, use common instructional strategies across curricula, and work collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide the Green Design Community School with the flexibility needed to engage all teachers in a summer-time pre-opening Teacher Orientation,[34] weekly professional development/collaborative planning meetings,[35] and additional professional development retreats during the semester break and end of the year.[36] While the plan is to use opening funds and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students and to integrate these assessments into the school curricula and calendar. The Green Design Community School plan includes the utilization of the LAUSD Comprehensive Assessment Program[37] in conjunction with Advisory, Learning Lab and weekly professional development meetings to identify struggling students early, implement a tiered Response to Intervention plan to address the learning needs of all students (at the appropriate level of intensity), and to monitor their successes and challenges.

Finally, the pilot MOU will allow the Green Design Community School staff the autonomy to hire and retain highly qualified teachers who are committed to working in a collaborative environment where teachers have more decision-making power, take on more responsibility to implement the decisions and base all decisions on the needs of the students.[38]

---

[33] See Section 2.B.i for more details on pilot status and curricular autonomy.

[34] See Section 5.C. Teacher Orientation for details

[35] See Section 5.B. Professional Development Plan for details

[36] See Section 5.D. Professional Development Calendar for details

[37] See Section 4.C. Student Assessment Plan for details

[38] After the first year of implementation – see Section 12 Staffing for details.

Performing Arts Community School

Gage & Central Community School #4

(Russ Thompson & Barbara Stam)

Executive Summary

1. EXECUTIVE SUMMARY

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

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

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

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

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

Performing Arts Community School Vision & Mission:
Our vision for the Performing Arts Community School and the Gage and Central Community Schools Complex is rooted in the belief that through a multisensory, interdisciplinary performing arts education, students will use all of their abilities to achieve in this creative environment. In addition, a performing arts education has shown through research (cited in the Curriculum and Instruction section) to result in higher levels of academic achievement, political participation and positive social interactions. In addition, arts education has been cited by students in multiple studies as a reason they did not drop out

---

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

[2] See Section 3.E. Parent Involvement for details

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

of high school(Barry, Taylor & Walls, 2002; Catterall, 2009)   The design team also believes performing arts education will particularly benefit students with special needs, who often have different learning modalities. Performing arts provide a low risk forum in which students learn and grow, with mistakes being a natural part of the theatre, music and dance performance process.

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

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

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

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

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

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

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

---

4

addition to serving in many leadership capacities. We have a combined 15 years in working with Fremont students.

C. Instructional Program

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

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

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

Personalization is accomplished through the small school model and the advisor who will have their students for four years. All advisory teachers will carefully examine their students' cumulative files to become familiar with successes and challenges each student has faced. They will assist the student in the creation of a performing arts portfolio that will be a record, resume and toolbox of the student's work and demonstrate their mastery in the performing arts program as well as all classes.

Differentiation will be accomplished through many strategies and types of curriculum. Several types of pre-assessments will be given to determine student strength and challenges. Varying levels and types of textbooks and readers will be available to meet the needs of all students. Project-based learning is ideal for tailoring to each individual student's needs as it requires explicit instruction, lots of modeling and a sample product and rubric that are shown to the students The assignment and rubric can be adjusted and altered as needed. The use of paragraph frames and frequent formative assessments as well as groupings will also aide in differentiation.

Meeting the Needs of the Community

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

Educating the whole student:
- education needs:
  - o early identification of skill deficiencies
  - o identification of performing arts interests and talents
  - o early, frequent and relevant interventions for skill deficiencies using performing arts modalities when appropriate and interactive curriculum

o challenging, interesting and relevant curriculum and projects to engage students
o in-class supports through instructional strategies that are partnered with performing arts lessons from the Secondary Arts Branch.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Leadership
Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess. The design teams, like the school plan, operate at two levels. The complex-wide design team members have the whole campus in mind and are responsible for developing and implementing the complex-wide elements such as school safety, parent and community engagement and resource coordination. The complex-wide design team members contribute over 100 years of collective

---

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

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

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

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

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

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

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

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar. The PACS plan includes the utilization of the LAUSD Comprehensive Assessment Program[7] in conjunction with advisory, learning lab and weekly professional development meetings to identify struggling students early, implement a tiered Response to Intervention plan to address the learning needs of all students (at the appropriate level of intensity), and monitor their successes and challenges.

---

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