

ArTES

Pilot School

Arts Theater Entertainment School



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ArTES PILOT SCHOOL (Art, Theater, and Entertainment School) PROPOSAL FOR VRHS #5

1. EXECUTIVE SUMMARY

a. Mission and Vision

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

Students have an infinite capacity to learn, driven by a constantly inquisitive nature. As educators, we believe it is our responsibility to cultivate the wealth of potential of young minds, and inspire these individuals to become scholars who enthusiastically and confidently impart what they have to share with their surrounding community.

The Art, Theater, and Entertainment School (ArTES) will be a Pilot school of approximately 500-540 students at the new Valley Regional High School #5. ArTES was developed by eight teachers who are all highly qualified in their area of expertise, and they each enthusiastically embrace new and innovative ways of teaching. We will incorporate cross-curricular collaboration so as to provide the most enriching academic experience for our student population. Furthermore, by integrating the arts into all areas of our curriculum, our students will be allowed the opportunity to develop their potential and use artistic expression as a vehicle to more fully comprehend their curriculum.

ArTES is a school that develops meaningful relationships between students and educators, holds high expectations, values creativity and inquiry, provides support, and celebrates achievements. At ArTES, students are lifelong learners who embody multiple roles within their community:

STUDENT – CITIZEN – ARTIST

This is more than our motto – it is the goal that drives all of our efforts. At ArTES, we believe in creating an academic and creative environment that emphasizes depth of exploration over breadth. Our approach follows a four-step mission, the “Four Principles,” to identify strengths and needs, hold high expectations, provide support, and display and celebrate outcomes. Our proposal contains many references to using the Four Principles to help students achieve the goals: “Student – Citizen – Artist.”

ArTES will be a center for academic inquiry, community connections, artistic inspiration, and leadership. Students will have infinite opportunities to grow and develop—their artistry, their academic achievements, and their abilities to become leaders in their own communities. ArTES’ graduates will be equipped with a strong knowledge base, critical and analytical thinking skills, and the innate certainty that they each have the capacity and responsibility to cultivate powerful and lasting change in their future endeavors. We will facilitate this process through the implementation of ArTES’ Four Principles:

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- Identify academic needs and interests
- Establish and maintain high expectations
- Provide academic and social support
- Celebrate and display student outcomes, artwork, and performances

ArTES will provide a valuable and meaningful education for all students. We firmly believe that *all* learners are capable of academic success when provided with thoughtful and significant opportunities in which to learn and engage. Furthermore, when enthusiastic educators provide a support system for students, they help insure high achievement. Students in this environment will inevitably be inspired, and inspire others. Graduates from ArTES will have the academic skills needed to be thoughtful and discerning scholars, contributing and responsible members of their surrounding community, and inspirational and talented artists. As such, ArTES students will be models of our school motto: “Student—Citizen—Artist”.

b. Student Population

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

ArTES teachers will shape our curriculum around our student population so as to best serve the school’s surrounding community. Being that the San Fernando community is a primarily lower-income Latino community, our focus will be how to best meet the needs of this particular group. ArTES’ relieved schools—including San Fernando, Kennedy, and Sylmar High Schools, and numerous middle and elementary schools from the North East Valley (see Appendix XX)—have 15-20% of students who are Proficient or above in English Language Arts, while approximately 7-16% are in Math. 13% of the student population has been identified with special needs, and another 9% are classified as gifted through the GATE program. About 30% are English Learners, the majority of which are Spanish speakers. The ArTES design team is familiar with this student population, as our current student population is over 50% Latino, a large portion of which are identified as English Learners. At ArTES, we will meet these students’ needs by communicating high expectations, providing scaffolded instruction, implementing an Advisory program, and creating a highly personalized learning environment. As far as student interests are concerned, ArTES’ curricular program is closely connected to Pacoima Middle School’s Television Magnet. Until the inception of ArTES, students from Pacoima were unable to continue developing their skills in this particular field of the entertainment industry. Articulation between ArTES and Pacoima Middle School will suit the needs and interests of both schools, and allow this particular group of students additional time to develop and hone their skills.

We are committed to maintaining an innovative and vigorous curriculum that will challenge every student to think in a global context, and see themselves each as agents of change and inspiration. Autonomy over expenditures will allow for specific discretionary spending that will best address the academic, social, and emotional needs of this student population. Per-pupil funding that is further supplemented with grant moneys will allow us to ensure the best allocation of ArTES’ funding.

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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 research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

The Humanitas model of interdisciplinary study is the means by which to foster ArTES' culture of success and achievement. Studies show an increase in scores for both the California High School Exit Exam and the California Standards Tests in learning environments that incorporate the Humanitas model (see Appendix X1). Wiggins and McTighe's Backwards Planning Model (see Appendix X2) will be used concurrently with the Humanitas model in the designing of our performing arts-based units. In utilizing these models for our curriculum development, ArTES students will be expected to make both cross- and inter-cultural connections within their various disciplines. ArTES will provide each of our students with the tools necessary to be conscientious thinkers, with the ability to discern meanings between their studies and real-world experiences. By having the arts incorporated into every aspect of their academic life, students will learn to value opportunities for artistic expression all the more, and see how these moments may be a part of their day-to-day lives. In essence, ArTES students will see that art does not need to exist in a vacuum, but instead it may be incorporated as real-world learning and enrichment opportunities.

The curriculum developed for ArTES students will be designed to meet the needs of lower income, primarily Latino students. ArTES' teachers will seek to personalize instruction at every available opportunity, taking into account individual learning capacities, cultural and socio-economic backgrounds, and language development. Throughout this process, students will be encouraged to take ownership of their academic experience, and seek out ways they might make their studies relevant outside the classroom environment. In accordance with this line of thinking, integrated support will be incorporated into the regular bell schedule. In this way, teachers may spend additional time addressing the curricular needs of every student, and students will be constantly supported in an environment that strives for progressive mastery.

Students will be assessed and identified for specific learning needs and concerns upon entry to ArTES. We believe that learning and academic development is a process of trial and error, one in which numerous second chances must be given for an individual to reach mastery in any subject. During this process, teachers will be available as a constant support system for students, consistently checking and rechecking for understanding and growth. To utilize these assessments most effectively, ArTES teachers will employ the pyramid Response to Intervention (Buffum, Mattos, & Weber 2009). In this way, we may attune ourselves to students' most specific learning challenges and develop effective responses so as to assist them in their complete understanding and command in their individual areas of difficulty. Ultimately, it is the *mastery of skills* that is the intended outcome for our ArTES students, not just the receipt of a passing grade.

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.

ArTES will celebrate creativity and individual expression. A common artistic focus between all disciplines will foster a sense of community and commonality for students, and each will contribute to the school so as to make ArTES *their* school, and not just a place they need to be from 8-3. Curriculum will emphasize depth over breadth, and mastery of skills will be expected from each of our students. As such,

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high artistic and academic achievement will be the norm. Teachers will act as a constant support team to ensure academic success for all. We have developed numerous methods to provide structured and meaningful support for the student body. Our design team believes that offering varied approaches to student support is the most effective means by which to reach our expected levels of student achievement. Some of these methods include:

- A culture of open communication for all stakeholders; parents, teachers, administrators, community members, *and* students. Student expectations are frequently dictated to them without giving students a viable say in their academics.
- A small school setting—a higher sense of accountability and responsibility is fostered in an environment where everyone is a familiar face.
- Integrated Support—tutoring will be a part of every student’s schedule to ensure individualized attention on a daily basis.
- Advisories—a structured setting to reinforce and maintain the school-wide expectations and norms set forth by ArTES. Constant reinforcement will allow our expectations to become a part of our students’ vocabulary and way of thinking.
- Peer Advisors—specially designed program that will be incorporated into the larger advisories for at-risk students. One-on-one student pairings again allow for a deeper sense of student accountability to one another. This program reinforces the fact that support may come from peers as well.
- Link Crew—a partnership between incoming 9th graders and upperclassmen. Students become accountable to one another, and foster a deeper sense of connection and responsibility to the school at large.

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 applicable. These questions are no longer a part of the RFP.

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 thus far and how it will continue to do so if selected.

The San Fernando community, and the neighboring communities of Pacoima and Sylmar, are rich in cultural heritage. Leaders are active participants in city council, and seek opportunities for neighborhood and social improvement in the area. ArTES’ vision aligns well with these goals. Like the larger community, we will provide enriching and empowering academic opportunities at every turn. Specifically, we will emphasize opportunities to develop skills and lasting relationships within the arts and entertainment industries. Students will have numerous opportunities to be active participants in the greater San Fernando area, displaying artwork, participating in plays or musical performances, and countless other events that will support students’ efforts to be viable and valuable members of their community.

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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.

ArTES' principal will need to embody the same vision and passion for education and reform that each of the design team members have come to value. In addition to the basic requirements for LAUSD administrators, our principal must also embrace a hands-on mentality, value the small-school dynamic, be an active participant in community relations, and be willing to “roll their sleeves up” so to speak when it comes to working closely with the faculty *and* student body. Our principal must be our instructional leader, coordinate with the faculty regarding building community partnerships, and be active in seeking internships and job-shadowing opportunities for our students. He or she must not only be familiar with our student body in regards to demographics and academic strengths and weaknesses, but be *familiar with the students*—know them individually, and appreciate their differences and what makes each unique. In fact, our principal will be expected to teach an advisory class and possibly another course.

In addition, our principal must also have a deep appreciation for the arts. The principal will be able to make valuable contributions to both strengthen and deepen our arts program. Ideally, he or she will have industry connections that will contribute to our program. The ArTES principal must be familiar with collaborative teaching methods and the Humanitas model for instruction, and seek to make meaningful and powerful contributions to our curriculum. Furthermore, our principal will facilitate arts integration in the school.

In essence, our teachers will work with our principal. Our teachers will work *with* our principal, not *for* our principal. Our autonomy will allow that he or she be as familiar a face on campus as any of the other faculty, and will assume roles that are not generally reserved for “traditional” principals. The most relevant example of this new leadership is seen in the duties that will be assigned to our principal, and the ones of which he or she will be relieved (see “Principal Duties” – Appendix 2A). Each of the design teams petitioning for a spot at VRHS #5 have agreed that a school site manager will be hired to oversee the general day-to-day operations of the larger campus—for example, supervising security, custodial, and cafeteria staffs, facilitating emergency drills, overseeing the use of the library, and managing the coordination of the schools' athletics programs. By relieving our principal of some of these assignments, he or she will then be freed up to participate in a more “customer service” related capacity. By this we mean becoming involved in meeting and greeting guests who visit the campus, facilitating advisories on a rotating schedule, and being available for period coverage if there is a teacher who is out. In this way, our principal will not be just another face in the crowd, nor will they exist as the “leader on high”, but will be an integral and collaborative member of the ArTES faculty.

h. School Governance Model

Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a Pilot school?

The ArTES team spent countless hours researching what would be the most effective school model. Team members visited other schools—ranging from private schools to independent charters—so as to best familiarize ourselves with which model would best serve the students in the San Fernando area. After extensive research and exploration, our design team concluded that a Pilot model would best suit our academic vision. A Pilot model allows us the autonomy to be most directly involved with the curriculum and academic environment we intend to foster. We will be allowed the opportunity to innovate instruction, and more directly address the needs of individual students. The Pilot school structure provides the flexibility for accelerated achievement for certain student populations, while at the

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same time providing the one-on-one attention for other individuals who may need extra attention. In addition, the Pilot model will provide the ArTES faculty with the opportunity to foster dynamic and productive relationships with our surrounding community. These relationships are vital to ArTES' educational philosophy, as students will at every turn see their teachers modeling what it means to be a citizen within their local neighborhoods. In addition, students will also have the opportunity to cultivate their passion and skill in their chosen artistic field, as many of these relationships will provide students with valuable internship and job shadowing opportunities.

ArTES will cultivate a culture of shared leadership, which will be upheld by the autonomies provided in the Pilot model. Faculty, parents, students, and community members alike will each be valuable stakeholders in the direction and decision making at our school. We will be a hub of academia and creativity, with valuable opportunities for participation and leadership extended to all of our community members. ArTES will foster a sense of leadership and responsibility in all who interact with us. The sense of belonging—and more importantly, wanting to belong—will be infectious. Pilot school autonomy will afford faculty, parents, and community members alike the time needed to become a necessary and vital network of support for every student. School will no longer feel like a job or burden for those attending ArTES. Students will want to be at ArTES, as each day will be an exciting opportunity for growth and development, academically, artistically, and civically.

Pilot autonomy affords ArTES the option to employ an inquiry-driven thematic curriculum that will be cultivated and fine-tuned at every opportunity. As the ArTES Governing Council will include parents, faculty, administrators, and students alike, everyone will have a voice in the direction they believe that the school should take. All stakeholders—including the students themselves—will have a say in what will be taught, and the method in which this curriculum will be delivered. In this way, students will be invested in their education, as it will be something they have developed for each other, and by each other. Furthermore, the schedule that will be adopted at ArTES will further support the academic, social, and emotional needs of every student. The advisory class, which will be incorporated into the minutes of every day, will hold all students accountable to one another. One person's success—however small—will be everyone's success.

INSTRUCTIONAL PROGRAM

2. CURRICULUM AND INSTRUCTION

a. Instructional Philosophy:

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

We believe that all children have limitless potential within them to achieve their dreams, be a part of the driving force in future generations that continues to push society forward, and shape a more just society. As citizens of the world they constitute the great minds of the future and chart the course for the way in which both local and global culture will take shape. As G.K. Chesterton once said, “Education is simply the soul of a society as it passes from one generation to the next.” Essentially, we consider the learning of our students to be akin to blood flowing in the veins of society. We know that all students are capable of high levels of achievement when they are given invigorating instruction that meets their developmental needs, are held to high expectations, receive support by caring adults who are experts in their subject area, and are involved in a school community that recognizes and celebrates their achievements.

The arts are a powerful vehicle for both understanding humanity and crafting a positive way of interacting with the world. Through engaging in the creative process of artistic expression, students at ArTES will marshal powerful methods for interpreting the world around them and will expand their sense of compassion and emotional intelligence. They will delve deeply into the concepts they explore through the use of art mediums to create meaning and express their understanding in a fashion unique to their personal intellectual and artistic sensibilities. Through the creation of visual and performing arts they will bring to life ideas that would normally only exist conceptually into a concrete form of expression that can be shared with those around them. This means of expression will not only sharpen the edges of their conceptual understanding of intellectual questions, but will serve as a healthy means of personal expression and an emotional outlet. Through the sharing of art and engagement in artistic collaboration with others during the creative process, students will gain a deeper understanding of themselves and those around them. It is this very sort of understanding that will lead them to be thoughtful members of society who use their creative abilities to solve problems and shape answers to important questions.

Curricular materials will be selected based upon their ability to engage students in deep, critical analysis of humankind’s most enduring ideas as well as its greatest challenges. We will place particular emphasis on issues of civil rights, equity, economic empowerment, and justice for under-represented peoples. These concepts will be explored in a cross-curricular manner that provides students with the unique experience of examining fundamental questions through a variety of academic and artistic lenses. The traditional notion of a separation between subject areas will be challenged at every turn and students will see the manner in which knowledge is fluid, ever-changing, and essentially connected across all subject areas. Particularly, art will permeate all areas of academic life and will serve as a catalyst for conceptual understanding. Students will engage in inquiry together in order to arrive at real answers to compelling questions about the human condition. While delivered in a nontraditional manner, instructional content will be aligned with the California Content Standards. Additionally, it will be personalized and differentiated according to the specific academic needs of all students taking into account their cultural

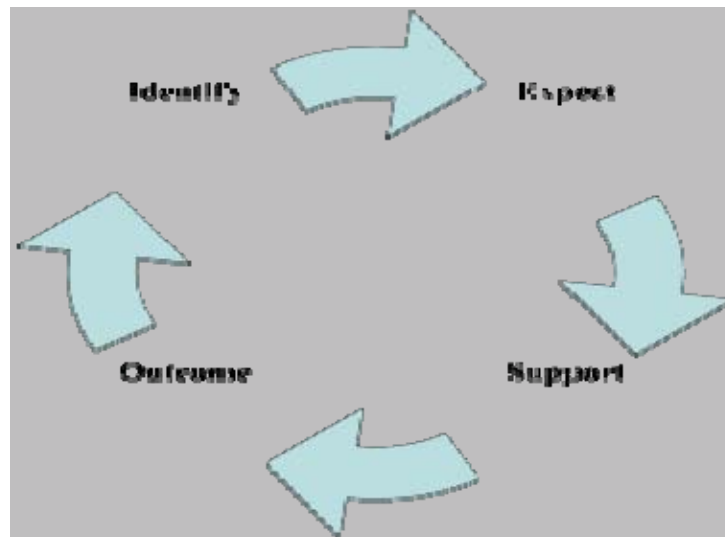
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background, socio-economic status, language development level, interests, and their literacy and numeracy levels.

In our view, “redrafting” and “rehearsing” are not limited to the arts and should be a part of mastering the skills and concepts of all subject areas. Consequently, students will work toward progressive mastery of academic and artistic skills and will always be supported in their process of reworking, redrafting, and reattempting their assessments and projects in all subject areas. We will instill in them a value for continuous improvement and development by emphasizing that any point in the learning process is an excellent time to redraft work or ideas in order to achieve new levels of excellence. Through the attainment of excellence, students will build confidence, tenacity, and the kind of fearless flexibility in thinking that results in great innovations and discoveries. This habit of continuously striving for excellence will reside within them as a personal *modus operandi* and will permeate all areas of their lives making them highly effective in all of their pursuits. Through intellectual and creative tenacity they will realize their dreams for the future.

ArTES will be a place where students thrive creatively through participation in a stimulating curriculum and extracurricular programs that have meaning and importance in their lives. It will be a sanctuary where they are supported in their endeavors by all members of the school community and a free to express themselves artistically without censure. Within that freedom they will find they have power to grow and aspire to their dreams.

Four foundational principles are critical to achieving our vision:



(1) Identify Academic Needs and Interests

Upon enrolling at ArTES students will meet with their counselor, teachers, coaches, and principal as a part of their orientation to the school. Immediate identification of specific student academic needs will occur upon entry to our school through student interviews, a review of their prior records, and testing in English and Math using the DRP (Degrees of Reading Power) test and UCLA math test to ensure that all students are appropriately placed. Algebra Readiness and DRW will be available for students who need extra support in English and Math.

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This will also be an opportunity for students to discuss their specific interests pertaining to the arts and to ask questions about classes, programs, and co-curricular activities at the school. Consistent and timely communication with students about their achievements, goals, interests, and passions will be a norm at ArTES as we believe it is critical to the success of our students.

(2) Hold High Expectations

We know that the expectations we communicate to our students go hand in hand with the level of achievement they will attain. All adults at the school will communicate high expectations for academic achievement and behavior and will model this in their interactions with students. The culture of academic expectations at the school will be driven by standards based instruction, frequent formative assessments, clear communication of expectations through the use of common grading rubrics, and through the use of existing academic and intellectual artifacts as concrete examples of excellence. Displays of art, music, and writing from students and current professionals as examples of excellence will be standard operating procedure at ArTES and will serve as sources of both inspiration and validation. The specific instruments used to measure student achievement will be agreed upon both departmentally and interdepartmentally in order to ensure consistency in grading. Frequent formative assessments will be given in order to accurately gauge student learning at all stages of the process. Through the process of engaging in the aforementioned assessments as a regular part of the school program, students will see concrete measurement of their progress and will have consistent feedback to help them gauge their strengths and weaknesses and understand how to improve their work.

Additionally, we will communicate high expectations to students by utilizing the highly vigorous Humanitas model of interdisciplinary instruction. We believe this model is the most effective vehicle for educating our students and that it will stimulate high achievement, show them the logical connection between subjects, and present content in a way that is challenging and relevant to their experience. Particular emphasis will be placed upon thematic linkages across history and English, and the incorporation of visual and performing arts into all areas of academic life. This approach will drive a curriculum that inspires students to continuously engage in the creative process of expressing meaningful answers to essential questions across disciplines.

(3) Provide Support (Academic & Social)

Students who experience difficulty meeting the standards of the academic program will be given immediate and timely support through a variety of different programs including tutoring in all academic subject areas that is built into the minutes of the day, a Peer Advisor program, and an advisory program that assists them in developing academic habits of mind that result in success. All academic support will be systematically implemented and designed according to an RtI (response to intervention) model and will be prescriptive according to the specific needs of each student. Because “second chances” are central to our philosophy as educators, students will be supported with timely, systematic, increasingly focused, and intensive research-based interventions as a part of the regular education program using a pyramid response to intervention approach (Buffum, Mattos, & Weber 2009). At ArTES we believe that giving students multiple chances to succeed is critical to student achievement and that students must be consistently and systematically guided through additional attempts at meeting the standards of the program when they experience difficulty. Achieving success will not be an optional opportunity that students are merely presented with; instead, it will be a standard part of going to school at ArTES that will be supported by the curricular structure, support systems, and overall culture of the school.

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(4) Celebrate and Display Outcomes

Student achievement will be celebrated in the form of play performances, musical performances, online publishing of written work, public art showings, internet podcasts, and other means of showcasing work. All members of the community will be encouraged to attend performances and events in order to support the work of our students and show an appreciation for their unique talents. Attendance of artistic and performance events by all faculty members will be a basic expectation of the school as per our election to work agreement. Our staff believes in total support of students and we know that what makes achievement tangible and meaningful for students is having an audience that celebrates and supports their success. We know that receiving validation and kudos from caring adults through attendance at events contributes to the learning of all students, builds their confidence, connects them to their school, and models active participation in the school community.

The following “Four Principles Action Chart” illustrates how our values align with our philosophical motto of “Student-Citizen-Artist”:

	STUDENT	ARTIST	CITIZEN
IDENTIFY	<ul style="list-style-type: none"> • Student Info Questions • Multiple Intelligence Test • Individual/school needs • Test scores (Data) • Parent / Student Input • Pre-assessment (ELL, Literacy / Numeracy) • Surveys and Discussions 	<ul style="list-style-type: none"> • Artistic Survey Class • Interest Surveys • Critiques • Discussions with instructors 	<ul style="list-style-type: none"> • Student Info Questions • Peer interaction • Group discussions • Socratic seminars • Team building exercises
EXPECT	<ul style="list-style-type: none"> • Progress toward mastery • Continual growth • College ready • Set goals • Life-long learners • SCA Passport 	<ul style="list-style-type: none"> • Participation in showcases • SCA Passport • Arts integration in all academic classes 	<ul style="list-style-type: none"> • Artistic outreach • SCA Passport
SUPPORT	<ul style="list-style-type: none"> • Integrated Support • Peer Counseling • Advisory • Personalization 	<ul style="list-style-type: none"> • Advisory • Professional Connections • Sequenced Arts Curriculum 	<ul style="list-style-type: none"> • Advisory • Community Service • Adult Modeling • Multi-tier involvement • Create community and student connections
OUTCOME	<ul style="list-style-type: none"> • Honor Roll • Graduation • Gold, Green, Red list • Awards Banquets • Positive Phone Calls Home 	<ul style="list-style-type: none"> • Art exhibitions • Performance • Portfolios 	<ul style="list-style-type: none"> • Community workshops, performances, and exhibits • Community services

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Vigorous Intellectual Habits of Mind

Students who matriculate from ArTES will:

- Think and communicate with clarity and precision
- Apply past knowledge to new situations
- Listen with understanding and empathy
- Persist when they are faced with a challenge
- Take responsible and healthy risks
- Find humor in life whenever possible
- Remain open to continuous learning

Essential Knowledge and Skills / Attributes

In keeping with our school motto “Student-Citizen-Artist”, students who matriculate from ArTES will have the following characteristics:

Student

As thinkers our graduates will be technologically adept, know how to recognize credible sources of information, and be able to communicate creative concepts through different mediums and modalities. They will be skilled at decoding diverse bodies of knowledge, applying a variety of approaches to problem solving, and addressing questions from multiple perspectives before deciding upon a solution. They will be proficient in content standards in all academic areas, have the ability to apply their knowledge practically, and will show proficiency in at least one art form.

Citizen

As citizens, our graduates will be self-motivated and will be their own advocates as well as positive advocates for others. They will use their creative skills in order to arrive at solutions to challenges and answers to important questions in life. Compassion, flexibility, and adaptability will be a basic mode of operating in their lives after seeing such traits modeled by their teachers, classmates, and members of the school community. They will approach all aspects of life with curiosity, a desire to develop understanding when faced with difference, an awareness of their rights and responsibilities in society and a desire to be involved in their community.

Artist

As artists, our graduates will view the world through an interpretive lens having developed the artistic disposition of looking under the surface of all things to find meaning. They will approach all new situations with the tolerance and intellectual curiosity of an artist, the desire to understand diverse modes of expression and viewpoints, and the ability to eloquently articulate their own viewpoints through a variety of expressive modalities.

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b. Core Academic Curriculum

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

Humanitas as a Curricular Model

ArTES will utilize a four-year interdisciplinary program that follows the Humanitas model of instruction and infuses the core curriculum with thematic and conceptual connections to visual and performing arts.

Interdisciplinary units will be created using the Wiggins & McTighe Backwards Planning model in which teachers identify desired learning outcomes, then assessments, and finally lessons to build toward the stated objectives (see Appendix 1C). Beginning with focus standards, teachers will develop thematic units that bridge disciplines and allow students to inquire deeply into their subjects.

Humanitas Research & Cultural Relevance

The thematic, inquiry - driven, visual and performing arts - based curriculum to be designed and implemented at ArTES will be highly effective and appropriate for the student population that will be served. This is evidenced by the fact that students of the same demographic who are in Humanitas small learning communities at Garfield and Roosevelt high schools are achieving at levels higher than non - Humanitas students in the same schools (see below and Appendix 1B). The information that follows was provided by LAUSD to the Los Angeles Education Partnership, which analyzed the outcomes. The table shows that the students in Humanitas small learning communities at the two schools outperform non - Humanitas students on the same tracks in the same schools. These data for 2007 - 08 are representative of a larger trend toward higher achievement among students in Humanitas programs throughout LAUSD for 20 years.

Humanitas Students Outperform non-Humanitas Students on Same Track in Same Schools

	CAHSEE pass on first try		CST Eng Lang Arts	
	ELA	Math	Mean Scaled Score	Attendance
Roosevelt Humanitas Track A	78%	67%	315	92%
<i>Non-Hum Roosevelt Track A</i>	<i>61%</i>	<i>61%</i>	<i>309</i>	<i>92%</i>
Roosevelt Humanitas Track B	67%	67%	304	90%
<i>Non-Hum Roosevelt Track B</i>	<i>60%</i>	<i>62%</i>	<i>291</i>	<i>89%</i>
Garfield Humanitas Track A	87%	82%	325	94%
<i>Non-Hum Garfield Track A</i>	<i>65%</i>	<i>68%</i>	<i>304</i>	<i>92%</i>
Garfield Humanitas Track B	67%	67%	304	90%

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Humanitas Students Outperform non-Humanitas Students on Same Track in Same Schools

	CAHSEE pass on first try		CST Eng Lang Arts	
<i>Non-Hum Garfield Track B</i>	60%	62%	291	89%
Garfield Humanitas Track C	85%	83%	317	93%
<i>Non-Hum Garfield Track C</i>	72%	64%	316	94%

The Humanitas interdisciplinary instructional model combines multiple, research-based approaches to student learning. The model is easily adapted to new content areas, career themes, and topics, while remaining focused on core academic standards and skills. Below is a summary of the research base on which Humanitas units are designed.

CURRICULAR COMPONENT	EFFECTIVENESS WITH STUDENT POPULATION	REFERENCE
Interdisciplinary Curriculum	Creates constant opportunities for cognitive resonance, which helps all learners gain confidence as they build academic background knowledge.	(Aschbacher, 1992)
Multiple Pathways Curriculum	When students see the relevance of their learning in a real-world context, motivation increases. College and career-focused learning is especially effective with at risk male students.	(Kemple, 2008)
Problem-Based Curriculum	Curriculum that is designed to engage students in higher-order thinking skills is engaging for both ELL and gifted students.	(Waxmen & Tellez, 2002, Hertzog, 2005)
Differentiated Curriculum	Multiple texts and supplementary print resources, a variety of audio visual sources and interest centers are proven to be successful with students with special needs.	(Tomlinson, 2005)
Student Advisory Curriculum	Advisories create the conditions for increased personalization. Personalization leads to increased student achievement, particularly with at-risk students.	(Darling-Hammond 2006, 2007; Newmann, 1992)
Standards-Based Curriculum	All academic courses are aligned with California content standards in order to provide teachers and students with guidelines for content mastery.	(California Department of Education, 1997)
Early College / Concurrent Enrollment	Early college has been successful with low-income students. Dropout rates are reduced and the graduation rate for underserved youth in such programs is 92%.	(Hoffman & Webb, 2009)

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A-G Plan

All classes will be designed to meet the A-G college entrance requirements and will be offered through the regular instructional program as well as close partnerships established with Mission College and other community colleges.

Course offering will be as follows:

- English – English 9, English 10, American Literature and Contemporary Composition for eleventh grade, and Expository Composition for twelfth grade English will be offered. The twelfth grade English electives will be Shakespeare and Writing Seminar / Play Writing. All levels of ESL classes will be offered (High Point curriculum). DRW will be offered based upon need. AP Language and AP Literature will be offered.
- Science – Earth Science will be offered for students in the ninth grade. Biology, Chemistry, and Physics will be offered to students from grade ten through twelve.
- Mathematics – Algebra Readiness, Algebra I, Geometry, Algebra II, and Math Analysis will be offered. Calculus will be offered depending on the student population need.
- History – World History, US History, Honors US History, Government, and Economics, will be offered at the tenth, eleventh, and twelfth grade level. AP courses will be offered as demand dictates.
- Visual and Performing Arts – Arts Exploration and Painting will be offered to students across all grade levels. AP Studio Art: 2D Design and AP Studio Art: Drawing, Play Production, Theater Workshop, Intermediate Acting, Stage Technology, and Design will be offered.
- Physical Education – Athletics, Dance/Movement, Soccer and Volleyball will be offered.

WASC Plan

Instructional units at ArTES will fulfill the curricular requirements set by WASC, and will set the stage for preparing for WASC accreditation during the second year (the school cannot conduct WASC the first year because there will not be a senior class). ArTES teachers will attend regularly scheduled evening professional learning sessions during the first year with Los Angeles Education Partnership to prepare for accreditation.

During the second academic year, all portions of the WASC accreditation rubric will be divided amongst department heads and other faculty members who will make up an accreditation committee. Each individual member will take responsibility for writing their fair portion of the plan and all members will report back to the school Principal who will have the final editorial responsibilities and will spearhead the process communicating the plan in its entirety to all faculty members.

The WASC accreditation committee will annually audit all curricular materials, instructional practices, and individual course content to ensure steadfast compliance with WASC requirements.

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

The following curricular elements will require autonomy over assessments, bell schedule, curriculum design, textbook selection and curriculum pacing:

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Integrated Academic Support

Intervention research suggests that rather than placing responsibility for student learning solely on the backs of overburdened classroom teachers, schools must develop a collective response to assist classroom teachers by giving students extra time and extra support (DuFour, Dufour, Eaker & Karhanek 2010). Integrated academic support will be built into the regular bell schedule (See Appendix 2B) by utilizing a modified block schedule and will be required for all students who are not receiving a grade of “C” or better in their classes, or who need additional instruction based upon the feedback of their teachers. This will be a component of the school’s pyramid response to intervention plan (See Appendix 1D). The tutoring offered will be specific to the needs of each individual student and will be in accordance with the recommendations of the teacher referring the student for further instruction. Because a common curriculum will be developed and used across all subject areas, tutoring will specifically support the content taught in each classroom. For example, all teachers will use the same essential terminology to teach writing in all English and History classes taught at the school ensuring a consistent experience for students that will be reinforced as they receive tutoring. Additionally, math and science teachers will utilize a common curriculum in which the same terminology and concepts are used creating a consistent experience for all students. This consistency in teaching practices and curricular structures will create a similar experience for all students and clear expectations for learning that will be fundamentally harmonious with the extra support given in tutoring sessions.

Teacher Designed Frequent Formative Assessments & Coordinated Intervention

Teachers at ArTES will design standards-based formative assessments in order to guide coordinated intervention. They will be built into instructional units and will be utilized frequently in order to raise student achievement by following these steps as suggested by Dufour, Dufour, Eaker & Karkanek (2010):

1. Use assessments to identify students who are experiencing difficulty in their learning
2. Support students who are experiencing difficulty through a coordinated intervention process that provides them with additional time and support for learning in a way that does not remove them from new direct instruction
3. Provide students additional opportunities to demonstrate their learning

Service Learning

Students at ArTES will have variety of opportunities to complete their service learning requirements, including assisting with the tutoring program at the school, participating in the peer mentor program, and working outside of school hours as theater technical and support staff at student and community performances put on at the school.

- (ii) **Curriculum Development:** *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

7 Point Curricular Development Timeline:

1.	January 2011	Textbook selection and order for all subject areas
2.	February 2011	Develop Humanitas curriculum pacing guides and unit flow charts articulating objectives, themes, CA standards, and interdisciplinary linkages across subject areas

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3.	March 2011	Develop final projects / essay prompts / anchor assignments for each unit of study across all subject areas
4.	April 2011	Develop common formative and summative assessments and rubrics for all subjects
5.	May 2011	All design team members receive training in Wildwood Advisory Curriculum, review and revise materials to suit specific student population
6.	June 2011	Design integrated student support protocols, documents, and policies
7.	July 2011	Review/edit all curricular materials interdepartmentally and prep for school opening

c. Addressing the Needs of All Students:

Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of all students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students.

Students with Special Needs

ArTES has a strong commitment to meeting the academic, social, and emotional needs of all learners. We believe that creating a learning environment that holds high standards for students with disabilities, ELL, SEL, students of poverty and gifted students is essential to our mission.

Research shows that students from all socio-economic levels and educational backgrounds thrive when teachers collaborate to backwards plan instruction that is rooted in authentic inquiry and scaffolded for student understanding (Newmann & Wehlage 1995; Wiggins & McTighe 2005). Students with special needs will have equal access to the full range of curriculum, including performing arts, honors and AP courses, when indicated by their IEPs. All teachers and school leaders will place a high priority on the timely completion of all documents related to compliance mandates (IDEA) for Special Education Services. In addition, our emphasis on student collaboration, focus on problem-based learning, and our commitment to linked learning will provide the additional supports and motivation for our special needs students. Research has shown that cooperative grouping is highly effective for students with severe learning disabilities. Grouping creates greater engagement, promotes positive relationships, and creates trusting environments (Johnson & Johnson 1989). Current research on inclusion and problem-based learning (PBL) suggests that “mainstreamed groups have the potential to effectively engage in PBL, and that PBL may increase the motivation and social confidence of students with special needs (Belland, Glazewski & Ertmer 2009). Special needs students will engage in learning beyond the classroom through job shadowing; introductions to and mentorships with professionals in arts, culture and media; and real-world learning in local theatres and cultural institutions.

English Language Learners

ArTES’ instructional program is designed to engage students in academically challenging curriculum and exciting inquiry-driven instruction while supporting their language development needs across the curriculum. Students will develop written and oral literacy skills as well as self-advocacy through active and authentic learning in academic and performing arts classes. Current research has shown that well-designed cooperative grouping is critical to developing and refining both oral and written literacy

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skills in second language learners (Waxman & Tellez 2002). Thus, English learners and all students will engage in literature circles, video projects, authentic, problem-based mathematics, and scientific discovery. All of these group-centered strategies are critical to developing the language proficiency required to succeed in gateway coursework and beyond. In addition, we will also use cognitively guided instruction, a research-based strategy proved to have the greatest benefit to the greatest number of ELLs (Waxman & Tellez 2002) All teachers will receive training in this essential strategy that improves student literacy skills. There are four essential components to cognitively guided instruction: (1) building on prior knowledge by helping students recognize structures and patterns, (2) increasing problem-solving skills by expanding their “toolbox” of strategies across all subject areas, (3) focusing on personal investment in literacy by engaging students in setting goals for reading improvement, and (4) improving their collaboration skills by encouraging students to rely on one another and to value the resources and diverse perspectives of all. Collaborative learning communities will play a large role in developing both basic interpersonal communication skills and cognitive academic language proficiency. Cooperative and collaborative grouping increases the skills needed for both social interaction and formal academic learning. In addition to these instructional strategies, teachers will employ SDAIE (Specially Designed Academic Instruction in English) so that English learners can acquire academic English language and vocabulary skills that will enable them to master the California Content Standards in all their subjects. Teachers will regularly monitor the progress of English learners on classroom tests and assignments, as well as standardized tests. English learners who score at low levels on the CELDT will receive additional instruction that will help them acquire the skills and vocabulary they need in both oral and written language. Our goal is that English learners will become proficient in English, achieve at high levels in all of their subjects, and be able to participate fully in all the educational and social aspects of their high school.

Gifted students

Students with special academic and artistic gifts, as well as students with other talents, are at risk for school failure and failure to achieve their full potential when their needs for accelerated learning opportunities and independent or self-directed studies are not accommodated by school structures. ArTES’ curricular focus of integrating arts into vigorous core curriculum, accommodates their needs for creative, self-directed learning.

Students of poverty and other at-risk students

Teachers will work together with community partner organizations to identify and provide services for students of poverty and other at-risk students. Students will be supported through on-campus programs such as IMPACT, the ArTES Advisory program, and the Peer Advisor program.

Targets for academic proficiency

Students with special risk factors or circumstances that impact their learning will be held to the same achievement objectives and expectations as other students, with appropriate support, intervention and multiple opportunities to succeed.

Identifying GATE students

To promote the identification of students for accelerated learning activities, ArTES’ principal and counseling coordinator will (1) conduct professional development to promote understanding of the programs including identification of students and differentiation of instruction for gifted students; (2) ask teachers to suggest students for identification as gifted; (3) use the LAUSD GATE identification process for students who have interest or talent in visual arts, vocal music, dance, or theatre; (4) assist parents and students with preparing paperwork for auditions and assessments and conduct orientation meetings to familiarize them with the process; and (5) develop a process for parents to request evaluation for GATE.

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d. Instructional Strategies:

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

Advisories

The seminal research of Linda Darling-Hammond identifies deep, meaningful relationships between students, teachers, and parents or caregivers as positively impacting all students, but particularly those at risk of dropping out (Darling-Hammond et al. 2006, 2007). To ensure that all students graduate on time and are prepared for postsecondary learning, each student will receive built-in support using the Wildwood Advisory Program. All ArTES staff will receive training in the program prior to opening the school and will adapt the program as necessary to suit the specific needs of the student population served by ArTES.

Clear Expectations

According to Elliot (2003) providing clear expectations to students through the use of rubrics leads to improved outcomes and introduces a level of fairness and consistency that can serve as a powerful motivator to students. All teachers will use common grading rubrics on assignments and assessments per subject area and post an agenda, objectives, and the standards to be covered during a given lesson on the board daily. Additionally, school rules and classroom norms will be posted in all classrooms. This will provide a clear and consistent message to all students in all classrooms and will reinforce a culture of academic vigor at ArTES.

Scaffolded Instruction

According to Peregoy & Boyle (2001), scaffolding is critical in guiding students to attain concepts and skills that they are not able to perform unassisted. In order to support all students, instruction will be given in the form of manageable conceptual chunks with frequent checks for comprehension to ensure that students have accessed critical information in a sequence that is appropriate to their developmental needs. Grading rubrics, thinking maps, visual aides, writing outlines and examples of completed work will be used in order to communicate clear expectations to students about all aspects of their work.

Teaching for Mastery

DuFour, DuFour, Eaker, & Karhanek (2010) suggest that educators must support students who are experiencing difficulty through a coordinated intervention process. In keeping with this theory, students will be supported in the process of continuously redrafting work in all areas until the standards communicated in a given class are either met or surpassed. Consequently, an assignment will never be considered “finished” until a student has been given additional support in attempting to meet the standards of the rubric associated with the assignment. Additional support from teachers will be integrated into the minutes of the day in the form of tutoring that is separate from new direct instruction. Common standards-driven rubrics will be developed by teachers for all major assignments in all classes in order to communicate clear and consistent expectations to all students and make tutoring highly focused and relevant to individual student needs. Students will be expected to meet deadlines, but will be given limitless opportunities to create new drafts of their work in all areas within the reasonable constraints of a given grading period. Through giving students innumerable “second chances” to redraft their work a culture of academic vigor, intellectual tenacity, and flexibility will be directly communicated and modeled.

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Teacher Collaboration

Research shows that collaboration that revolves around instruction has a significant impact on student achievement (Newmann & Wehlage 1995, Corcoran & Silander 2009). Humanitas interdisciplinary teaching gives grade-level teams an opportunity to develop thematic, backwards-planned curriculum that creates logical and compelling links between subject areas. Teachers collaborate in both grade-level and vertical / subject-specific teams to ensure that curriculum and standards-based instruction is sequenced for the developmental needs of all learners. Visual and performing arts will be incorporated into the curriculum by these teams to pique the interest of all students across all subject areas.

Humanitas – Inquiry-driven, Interdisciplinary Teaching:

All learners, regardless of their educational backgrounds or special learning needs, have a right to access vigorous and engaging curriculum. Our mission is to inspire every student to attain academic and artistic excellence through a vigorous and relevant curriculum supported by positive relationships. Humanitas instruction gives students the skills necessary to transfer learning, communicate persuasively, and apply higher-order thinking skills to cognitively demanding tasks. Researchers in special education, ELL, gifted, and general education support a key aspect of our foundational philosophy: high expectations for all learners (Guess & Thompson 1989; Heshusius 1988; Waxman & Tellez 2002; Van Tassel-Baska 2008; Newmann & Wehlage 1995).

Socratic Seminar Discussion

Adler published *The Paideia Proposal* (1982) and *Paideia Problems and Possibilities* (1983), in which he argued that education should be rooted in three goals: the acquisition of knowledge, the development of intellectual skills, and the enlarged understanding of ideas and values. Socratic Seminars grew out of his research and are an effective vehicle for meeting the third educational goal according to his findings. Consequently, Socratic-style discussion will be a basic structure used within all classes to reinforce the importance of active engagement in the curriculum, recognizing and discussing fundamental questions, engaging in personal inquiry across all subject areas, and active participation in building knowledge through listening and speaking. We consider the ability to speak in public with confidence, correct volume, appropriate logic, and an articulate opinion that is reasoned according to facts to be among the most critical skills for personal success in the 21st century. Additionally, through the act of participating in Socratic discussion students will learn to listen carefully for understanding, evaluate a variety of different viewpoints, negotiate their ideas with their peers, and honor diversity within the broad span of opinions expressed on a given topic.

Gold, Silver, Green, and Red List

All students will be ranked according to their specific level of achievement and will be placed on a gold, silver, green or red list according to their grade. This information will be posted on the wall of every classroom and will be frequently updated creating an environment in which students are reminded of their achievement level and are aware when their performance is increasing or decreasing.

3. SCHOOL CULTURE AND CLIMATE

a. Description of School Culture

Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned.

ArTES will be an environment where art is everywhere and communal artistic participation is a given. We will change the paradigm of high schools, and set a new standard. We are committed to creating a community where teachers, counselors, and administrators are positive role models and pro-active members of the community who know every student in a meaningful way, and keep meaningful and frequent contact with parents.

By following the school's Four Principles to identify strengths and needs, to communicate high expectations, to provide continuous support, and to share and celebrate outcomes, we will foster high academic achievement and student motivation:

Identification

We believe in the value of recognizing the individual identity, culture, strengths and needs of every stakeholder within the learning community—students, parents, educators, and community members. Identification involves frequent two-way communication between students, parents, and educators. Questionnaires, surveys, open-forum meetings, a culture of active listening, data analysis, and effective use of student records will be standard procedures to cultivate this environment.

Expectations

We believe that people can rise to excellence if they know the possibilities of their efforts. ArTES will foster the expectation that every student needs to belong to something—a team, a cast, an ensemble, or a club—and that no one will remain on the periphery during their high school years. By creating a culture of open communication between all stakeholders within the learning community, we will develop a consensus of high-level expectations that we will all strive to attain.

Support

By providing individualized instruction, services, and resources, we believe that we will achieve the highest level of equity, and allow all members of the learning community to succeed. Support will include advisories with teacher and peer advisors, tutoring, extracurricular activities, themed clubs, and English learner support. Educators at ArTES will teach for mastery and provide multiple opportunities for students to demonstrate understanding.

Outcomes

At ArTES, we will create a culture of artistic, personal, and academic expression by providing multiple venues for students to showcase their creative and academic efforts. We will celebrate students' work in multiple ways, from play productions, art exhibitions, competitions, display cases, publication of work in different media, or even just positive praise from educators and peers.

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Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

In order to establish the envisioned culture and climate, the school's faculty will spend part of their preparation time in the summer ensuring that all adults are aware of, understand, and identify with the way ArTES "does things". As all students will be new to the school, we will establish routines and expectations from day one, and make a continuous effort to communicate to students that everyone is part of the school community and shapes its culture.

b. Student Support and Success

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

At ArTES, we will work towards achieving a 100% graduation rate. We will support all students in developing academic traits, exploring new worlds and ideas, engaging with the world around them and expressing themselves creatively.

In order to help all students achieve this goal, we will follow our mission's Four Principles. We will recognize and understand each student as an individual by identifying his or her strengths and needs, both academically and socio-emotionally. We will set and communicate clear expectations, both school-wide and for each individual student. We will also offer support through conversations, tutoring, Advisory classes, Peer Advisors and parent and community involvement.

c. Social and Emotional Needs

Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve.

In order to identify and meet the social and emotional needs of students, ArTES will implement and make use of Advisory classes, Peer Advisors, Link Crew, and community-based services.

Advisories

Advisories will provide a consistent and structured setting to give academic and emotional support to students. The Advisory classes will follow a curriculum that utilizes team building, role-playing, conflict resolution, community involvement, self-assessment, goal-setting, and social activities. They will build strong relationships amongst students and between teacher and students, strengthen social skills and confidence and teach effective communication.

Peer Advisors

9th grade Advisory classes will each have five 11th graders that act as Peer Advisors for a group of five to six freshman. 10th grade Advisory classes will be paired with five seniors. Peer Advisors will be trained to be able to assist in providing social-emotional support, tutoring, and peer counseling to the underclassmen. The Peer Advisors keep logs on the students with consistent documentation (see Appendix 3A).

Link Crew

Link Crew is a high school transition program that increases freshman success. Members of the junior and senior class are trained to be Link Leaders who will act as positive role models, mentors, and teachers helping freshmen be successful during the transition to high school. As freshmen success (both

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academically and social-emotionally) increases, students feel greater connection, resulting in fewer discipline issues and greater pride and spirit.

Community-Based Services

In addition to our school-internal programs, we will be working with the Cal State LA to provide family mental health services for students and parents. We will also assess the availability of resources within the community, such as mental health resources or family support programs. The Community School Coordinator will establish partnerships with the appropriate organizations and ensure that students and their families have access to these services through the school.

Explain how individual students will be identified and monitored on an ongoing basis at the school.

Students will be monitored through Advisory Class, teacher communication, and grade checks. Advisory class will be the “home base” for students. The Advisor will get to know the student as a whole person, and not just a student of a particular subject. This advisor guides the peer advisors to keep weekly tabs on the students by setting and monitoring short term goals, keeping logs on that student, performing grade checks, offering solutions to difficult situations, recording grades, and communicating with parents. Team-teaching will allow for communication between teachers about students progress.

Describe how the effectiveness of these programs will be measured.

The effectiveness of our support programs will be measured mainly by their impact on student performance. Advisory teachers, Peer Advisors, and Peer Advisors will keep a record of the students they are working with, as well as their academic progress. The Link Crew Program measures its success by assessing data on the freshman class, such as the number of referrals and the number of freshmen who earned the required credits in their first year of high school.

d. College and Career Readiness

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

Programs at ArTES will be geared towards preparing students for college and their future career. Aside from academic achievement, we believe that the cornerstones of college readiness include access to information about colleges, support in the application process, and a school-wide college going culture. In their Advisory classes, students will receive information about colleges, track their progress towards meeting A-G admissions requirements, prepare for tests, and learn about admissions procedures.

e. Parental Involvement:

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

Parent and family involvement is an important factor contributing to student success. ArTES will be a school that values the parents, guardians, and families of all students as partners in the learning community. In order to establish effective two-way communication, parents will be asked to volunteer to be grade-level representatives. These parents will be a link between the school and the community, both distributing information, and being a contact person for concerns and questions. Students will take home a parent information sheet at the beginning of each term. It will be used to collect updated contact

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information and answers to questions regarding any needs or concerns that would be relevant in order for us to provide the most educational support.

f. School Calendar/Culture

Describe the proposed school calendar and daily schedule for both faculty and students.

ArTES will implement an Early Start Calendar (ESC) similar to LAUSD's to support and maximize student success. The schedule will consist of four terms, totaling 180 school days, with completion of Terms A and B before winter recess. The ESC also maximizes the amount of instructional days in Term C and D prior to California State Testing (CST), California High School Exit Exam (CAHSEE) and Advanced Placement (AP) Tests.

The daily schedule is designed to provide students with access to A-G requirements, while allowing for built-in support, longer periods for in-depth electives classes and more sequenced arts courses. An instructional day consists of three blocks of 115 minutes, which can be split into two 55-minute periods with a 5-minute passing period. Block classes will be semester classes and will be used for visual, performing, and technical arts, as well as ESL and foreign language. Core academic classes will be 55 minutes long and run all year. Between the first and second block, all students will participate in a 35-minute Advisory class. All teachers will teach four 55-minute classes or two blocks and will have 115 minutes for their conference periods and duties outside of the classroom. Core academic teachers who teach in 55-minute blocks can split up conference time to allow for easier collaboration with teachers, both grade-level and subject-specific (see Appendix 2B)

Describe how students and faculty will be grouped for instruction and the target class sizes and teacher-student loads.

To facilitate interdisciplinary teaching, teachers will utilize the Humanitas model of interdisciplinary teaching, and students will be grouped in cohorts to be taught by a group of core academic teachers. This allows those teachers to work together on curriculum and confer with each other in regards to specific students' needs and strengths. In addition to being a basis for interdisciplinary teaching, this approach also provides increased personalization and accountability both from students and teachers.

Describe how the proposed schedule promotes student achievement.

The ArTES calendar promotes student achievement by minimizing the interruption in the students' learning progress caused by the winter break and helping students retain more material before taking end-of-semester exams. It allows for more instructional time in Terms C and D, before students take high-stakes tests. Students will have covered more material and be better prepared for tests. Additionally, the closer correlation with college calendars provides more opportunities for students to take college classes, both during the school semester and in the summer.

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

The ArTES design team has researched numerous schedule models and has come to the conclusion that we need a schedule that supports our mission and vision of teaching depth over breadth in all subject areas by providing long arts classes while also providing year long continuity in our core academic classes. Longer classes allow for immersion in the subject, for multiple ways of accessing content and for ongoing projects. The continuity of our core academic classes ensures continuing application of skills learned and a continuous journey towards mastery.

4. ASSESSMENTS AND SCHOOL-WIDE DATA

a. Assessment Philosophy

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

Just as traditional forms of teaching are inadequate to address the full array of learning goals embodied in current reform efforts, traditional forms of assessment may not be sufficient to assess the types of understandings students are expected to demonstrate.

(Aschbacher and Alonzo 2006)

The primary purpose of assessment at ArTES will be to benefit our students by guiding development of instructional practices. Assessments will be used to determine if all students are able to fully access our curriculum. We believe that students should be given opportunities to learn and grow from mistakes; therefore, multiple forms of assessments will allow students to gain awareness of improvement opportunities. Through diverse assessments, students may work toward progressive mastery of academic and artistic skills that we will acknowledge for each student. Students will always be supported in developing their emerging skills by reworking, redrafting, and reattempting their assessments and projects in all subject areas. Following our Four Principles (Identification/Expectations/Support/Outcomes), we will use our skills assessments to identify areas of academic need. Students will be expected to work hard toward personal improvement, and we will offer remediation and advancement through our advisories, which offer integrated support. We will measure the outcome of our students through individual improvement. High expectations of improvement toward mastery will drive the creation of effective assessments and data will be analyzed with the purpose of supporting students toward improving their learning and growth. Professional Development time will be scheduled to analyze data and further improve our assessment plans. High-level common assessments will be developed using Wiggins & McTighe's Backward Planning to provide consistency and adherence to the state standards and align learning goals (see Appendix 1C). In addition, grade-level teams will design standards-based formative assessments in order to guide coordinated intervention and drive further instructional practices. Dufour, Dufour, Eaker & Karkanek (2010) posited that by "using assessments to identify students who are experiencing difficulty in their learning, support students who are experiencing difficulty through a coordinated intervention process that provides them with additional time and support for learning in a way that does not remove them from new direct instruction," as well as, "providing students additional opportunities to demonstrate their learning," will raise student achievement.

Students achieve content mastery when they are engaged in work that is meaningful and relevant, and take assessments that are pertinent to their individual learning experience. Often students are discouraged by constantly failing tests that they were not properly prepared to take. English Language Learners are especially vulnerable to this cycle of failure as assessments are usually one size fits all. Our assessment plan offers variation on traditional assessments that are typically final benchmarks of learning. Multiple assessments provide opportunities that most students require for revision as a means to advance skills and knowledge. Research indicates that

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... the psychological experience of school for both high and low achieving students maybe altered through a structure where instruction is individualized, students are challenged at their own levels, and each student receives objective assessment information confirming that he or she is successfully advancing to higher levels.

(Yeh 2010).

Formative assessments provide the feedback students need to see incremental improvement, which will motivate students for further achievement and mastery. At ArTES, our focus will be on achievement for all students, but more importantly, developing awareness in students regarding their own learning and abilities. Students will learn the habits that allow them to bring themselves up to grade level and beyond. Progressively striving toward excellence allows students to build confidence, tenacity, and the kind of fearless flexibility in thinking that results in great innovations and discoveries. Understanding that assessments have value as a tool for further learning will ensure academic and personal confidence, which will in turn encourage our students to put effort into their California Standards Tests.

b. Autonomy

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

At ArTES, we will use our autonomies to develop a standards-based assessment plan that includes organized and purposeful use of varied formative assessments. This will allow teachers to monitor learning in all students. Intensive focus on assessing learning leads to continuous improvement, increased achievement in students, and increases accountability of grade-level team teachers. Frequent formative assessments will guide grade-level teams as they collaborate to modify instructional plans to meet the needs of all learners. Summative assessments ready students for high-stakes testing, as well as guide instructional practices. Various assessments will be used to test different learning modalities and will be cumulative in nature. All assessments will serve the purpose of improving student outcomes and guiding further planning and instruction. For each subject or interdisciplinary unit, students will be given clearly articulated rubrics that will serve as feedback to improve their work toward achieving mastery. Throughout this process, students will be able to rearticulate ideas on essays; replicate science experiments and rewrite laboratory reports; recalculate incorrect math problems on tests; improve and resubmit projects; rework performances; and revise art pieces after critiques. Our autonomy is critical in the development of a calendar that allows time for pupil-free days to analyze student data. In addition, our governance model creates greater opportunities for parents to give meaningful feedback for shaping assessments. Our Assessment Calendar (See Appendix 4A) shows that we will still offer all necessary assessments, but our Student Assessment Plan (See Appendix 4B) illustrates the depth and frequency of the assessments ArTES students will be taking.

c. Student Assessment Plan

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

Our Student Assessment Plan outlines assessments that will be vertically planned by the faculty to address the developmental and academic needs of our students. Grade-level teams will collaborate to develop targeted differentiation that is informed by reviewing the results of continuous formative as well as summative assessment. After each assessment, teachers will collaborate to review subsequent data to

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ensure that all students progress toward meeting or exceeding expectations. Students in grades nine and ten focus on developing foundational skills so they are prepared as assessments become more complex. The formative and summative assessments at this level ready students for the demands of those in the upper grades. As shown on the Student Assessment Plan, the types of assessments are largely the same for all grade levels, but the expectations for student performance increase as the content becomes more challenging. For example, our students encounter their first interdisciplinary essay in grade ten. Developmentally and academically, they are prepared for the difficulty of this assignment that asks them to analyze, synthesize, and evaluate content from all thematically linked courses. They build upon this skill in grade eleven and master it by grade twelve so that they are fully prepared for college-level writing.

We also place a great deal of emphasis on authentic assessment, which engages students in real-world learning. Assessments are a regular feature of the day-to-day learning experience at ArTES and are part of the learning itself. Students are aware that making mistakes is part of the learning process, and that most assessments are a means to provide feedback to students in areas of strength and weakness. They are given opportunities for self and peer assessment as guidance toward improving projects and products. Students work on culminating semester projects, whether it be for art, science, or any subject. These works are exhibited for public viewing and because their work is made public, students will be committed to making sure that it is exemplary and are therefore eager to elicit feedback. Experience will encourage our students to become like “professionals” at many subjects. ArTES students will be assessed on their ability to think as scientists who use creative problem-solving and synthesizing skills, and show their understanding of topics through scientific writing. They will think as artists who know that problems can have more than one solution and understand that all subjects contribute to their art. Students will also think as civically responsible citizens who analyze situations and transfer learning from the classroom to the real world. Being a “professional” inspires intrinsic motivation, and student self-efficacy increases over time.

Our Student Assessment Plan will prepare students for the demands of the 21st century by reinforcing the importance of collaboration, effective communication, creative problem solving, and the ability to transfer learning. ArTES students’ artistic production will be assessed through various means including portfolios, which will grow as students progress. Projects will be exhibited each semester for the public. Seniors will defend final projects or portfolios to a panel of community members involved in each of our three career pathway. ArTES graduates will have the confidence for full participation in cultural, civic, and academic life. They will have gained that confidence because they were engaged in the vigorous learning necessary to develop as scholars; their specific skills and talents were valued and nurtured; they saw the value of their work in the context of the real world; they saw that the community valued and relied upon their participation; and they built a vision of their future that was a rich and purposeful life.

In order to become successful adults in the 21st century, students need certain skills, knowledge and attributes. Like achieving physical fitness, mental fitness requires mastering certain mental processes. Our graduates will possess the abilities to entertain multiple viewpoints; to gather information from various sources, evaluate its credibility and synthesize into a new whole; to discern patterns and connections between disparate facts; to recognize the effects of one's actions upon others; to speak, listen and write well; and to seek the betterment of the community and the world.

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d. Assessment Development

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

Design team member Tim Driscoll will be responsible for leading curriculum and assessment development. He has extensive experience in curriculum development as the first Lead Teacher of the 9th grade SLC. Additionally, he is a National Board Certified Teacher with an MA in Teaching as well as an MA in Educational Leadership.

7 Point Curricular Development Timeline:

1.	January, 2011	Textbook selection and order for all subject areas
2.	February, 2011	Develop Humanitas curriculum pacing guides and unit flow charts articulating objectives, themes, CA standards, and interdisciplinary linkages across subject areas
3.	March, 2011	Develop final projects / essay prompts / anchor assignments for each unit of study across all subject areas
4.	April, 2011	Develop common formative and summative assessments and grading rubrics for all subject areas
5.	May, 2011	All design team members receive training in Wildwood Advisory Curriculum, review and revise materials to suit specific student population
6.	June, 2011	Design integrated student support protocols, documents, and policies
7.	July, 2011	Review and edit all curricular materials interdepartmentally and prepare for school opening

e. Data Collection and Monitoring

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

ArTES will use the district information systems, such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will also use Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored, and that students receive a Free Appropriate Public Education.

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These goals include increasing performance assessment scores by 10% and graduation rates by 8% annually for the next five years. We also aim to increase college matriculation rates by 5% each year. We will achieve our goals by reviewing metrics for each of the accountabilities quarterly and using them to guide our decision-making. Our faculty will be trained to analyze assessment data with their grade-level teacher teams to address the developmental and academic needs of each individual student and adapt their lessons accordingly. School administrators and staff will also use these metrics to modify and improve administrative strategies and policies to best suit the needs of all our students. In addition, our school's vast array of extracurricular opportunities with ArTES' partner organizations will foster an engaging academic environment that motivates and supports our students' success.

Regular, collaborative, and timely review of pertinent data is essential to the ongoing development of a school. During our Professional Development meetings and pupil free days, ArTES teachers will regularly participate in data-driven dialogue in order to create a climate of decision-making based on relevant student information. We will follow the steps recommended by DuFour, Dufour, Eaker & Karhanek (2010) to implement the Professional Learning Community (PLC) model pertaining to assessment development and analysis: (1) develop multiple common formative assessments, (2) establish a target score all students must achieve to demonstrate proficiency in each skill on each common formative assessment, (3) administer the common assessments and analyze results, and (4) celebrate strengths and identify / implement improvement strategies. Teacher teams, composed of administrators and grade-level teachers or content-specific teachers, will meet regularly to assess school data according to this model. Appendix 4C shows quantitative data and qualitative data in the form of student performance data, program data, and community data will be used regularly as reflective and informative tools. The nature of the data and its audience will determine the frequency of the analysis and dialogue. For example, grade-level teams of teachers will meet weekly to discuss student progress and student work; content-area teams will meet quarterly to discuss students' performance on unit and periodic assessments; and the entire faculty will meet annually to discuss standardized test results and their implications for teaching and learning.

f. Graduation Requirements

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

At ArTES, we will measure graduation readiness as a determination of whether our students have achieved the essence of our motto: Student—Citizen—Artist.

Student

Our assessment plan allows students the necessary support to be successful in completing the A-G requirements. All ArTES students will graduate on time and be prepared for college and/or intern or apprenticeships for careers in the visual, technical or performing arts. Additionally we will monitor all English learners to ensure that they re-designate as fully English proficient. We will quantitatively monitor graduation readiness by these primary measures:

GOALS	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Pass Algebra 1	X			
Pass English 9A/B	X			

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Accumulate 55 credits per year	X	X	X	X
Pass the CAHSEE		X		
Take CSU Early Assessment Program, SAT and/or ACT College Tests			X	
Become powerful written and oral communicators	X	X	X	X

Citizen

Students will mature throughout their High School career at ArTES and will take responsibility for their learning. The school culture will provide them with the habits to become willing collaborators who contribute to the success of all. Another measurement of graduation readiness is that students feel confident and have a sense of responsibility for the school and local community.

Artist

Since our students will be regularly given opportunities to work with industry professionals they will be adept at using creative applications of technology to engage in the art and entertainment industries and beyond. They will show confidence in expressing their creativity whether in art, academics, or industry.

The ultimate measure of success will be that all students graduate and have passed the courses required for admission to four-year California public universities. Also, they will be proficient in all content areas, allowing students to pass university entrance exams. Our true success will be measured by how many of our students graduate and eventually matriculate into college.

5. PROFESSIONAL DEVELOPMENT

a. PROFESSIONAL CULTURE

Describe the professional culture you envision at the proposed school.

The professional culture at ArTES demonstrates a commitment to our growth as teachers and artists. We believe that great teachers are passionate about their subjects and fostering students' passion for learning. ArTES teachers have a lifelong engagement with their fields of expertise, and the school supports their in-depth study of their subject as well as pedagogy, with yearly individualized study in their art or subject, and a comprehensive approach to mastering the art of teaching.

ArTES teachers love teaching. They're the ones at the party that huddle around each other and talk about specific students, innovative programs, and ideas for the school. On the campus, they'll stop each other in the hall for a brief discussion on a shared student, or spend their lunch having an impromptu meeting. They'll open their rooms to students who want to hang out, relax, or ask questions about their homework. They'll take their families to see student productions, games, and exhibits. Every school has a couple of teachers like this, and students gravitate toward them. At ArTES, it will be the norm.

All of our teachers believe that students need an unlimited number of second chances, whether it's for the mastery of academic skills or concerning behavior and discipline issues. We practice compassion, calm listening, and collaborative problem-solving with students and one another. We understand that adolescents in varying stages of development and home life issues will test us, push limits, and act out in ways that can try one's patience. As professional educators, it is our responsibility to respond appropriately and compassionately to this behavior, not to punish it. ArTES will not be a police state run by blustering, bullying teachers out to "win" confrontations with students. When teachers address inappropriate behaviors with warmth, care, and respect, students soften and become willing to talk, accept help, and work out their issues in a productive way. School becomes a calmer place where the emphasis stays on art, education, and growth. As such, our professional culture directly influences our overall school culture, helping us create a haven for students.

We believe that, just as students learn by teaching other students, so teachers will grow by sharing their expertise with other teachers. Employing the Humanitas program puts teachers in close collaboration with fellow educators, creating thematic, interdisciplinary units. Teachers will have the opportunity to meet on any day during their common conference period, and teams will meet once a week, using the Professional Learning Communities and Council models to explore students' needs. The combination of structured and unstructured collaboration allows for both productive meetings and inspired moments that address all the needs of students, not just their academic progress.

ArTES teachers, staff, and principal will have a stake in the success of our school, and so take an active role in its leadership. Teachers will participate in school policies, budget decisions, professional development, outreach, parent involvement, and school operations. All teachers will agree, as per the Election-to-Work agreement, to take on responsibilities above and beyond what's required of them at most schools; they will help and seek help, will inspire and find inspiration, will hold and be held to high expectations from their colleagues.

Explain how the professional culture you envision reinforces the Instructional Program outlined above.

The ArTES school culture will adhere to a highly interactive and collaborative model that is the linchpin of our Four Principles. Team members will identify needs by working together to examine data, point out academic or individual areas for improvement or growth; define common expectations for themselves and

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students; determine and provide the supports necessary for success; and decide the best forums to display the outcomes of their process and of students' work. With the autonomies necessary to run a successful Pilot school, we may alter and adapt professional development, instruction, and assessment as it suits the achievement of our mission and supports positive student outcomes. ArTES teachers are not afraid of change that's in the best interest of students; in fact, we embrace it and enjoy the challenge of learning and trying something fresh and exciting.

Shared Facilities Use Agreement

ArTES is committed to working together with our neighboring schools, and to that end, we've initiated an unofficial shared facilities use agreement between the three Pilot schools proposing residency at VRHS #5: ArTES, Academy of Scientific Exploration (ASE), and the Humanitas School of Social Justice (SSJ). The agreement is meant to demonstrate the cooperative nature between ArTES and the other Pilot schools, with cooperative decision-making directed by the needs of students and the schools' programs (see Appendix 5A).

Identify activities and structures that will support the achievement of the professional culture envisioned.

At ArTES, high quality teachers will be our greatest learning resource for students. They will be chosen because of their passion for teaching, the arts, and personal growth, and the school will invest heavily in them. We believe that when a teacher grows his or her knowledge and taps into the thrill of learning something new or with more depth, they carry that excitement with them into the classroom. After a teacher completes his or her Individual Learning Plan (ILP) each year, ArTES will provide them the resources to deepen their knowledge, learn a new skill, or explore a valuable interest. It might be from a conference or seminar, an internship, a residency, or some other form of learning, and it may be as an individual or in collaboration with a partner or team. We will provide support in finding programs, funding, scheduling, providing time, and other means of realizing their Learning Plan.

We believe that teachers should respect one another and enjoy each others' company. We will consider a teacher's "fit" when hiring, not only his or her qualifications. With such a small school, it only takes one or two people to create a negative, unpleasant environment, which can seep into the entire faculty's daily experience and ultimately have a profound, negative effect on student learning. ArTES will take extra care to hire people who are attuned to the existing culture and beliefs of our faculty.

We believe that each success motivates us to further successes. Therefore, we will publicly celebrate and honor our achievements and those of our students. We believe that while never easy, our school will always be exciting and challenging. We should enjoy our fellow educators, and will set aside times to celebrate and socialize with one another (and with our co-tenants on the larger campus), and organize off-campus events that teachers and their families can gather together and enjoy spending non-work time together. We want to look forward to all the extra time we will spend together on committees and in group sessions. This kind of collegiality promotes a healthy professional culture, and models a positive, cheerful attitude toward work for our students. The happier the teachers, the more engaged and at ease the students.

Discuss how you plan to introduce the activities and structures to teachers.

At the time a teacher joins ArTES and signs our Election-to-Work agreement (see Appendix 5B), he or she will be teamed with other teachers and scheduled for Humanitas training. In our first year, teachers will attend the Humanitas foundational trainings in teaching teams during the summer. Additional training will be available throughout the year in the Humanitas Teacher Center on campus. As the opening of school approaches, ArTES will have ten days of orientation, professional development, and culture-building activities, during which time all employees of the school will receive a school handbook

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identifying the structures, schedule, calendar, available supports, flow charts for problem-solving, phone contacts, and other helpful information.

b. Professional Development

Describe what effective Professional Development (PD) will look like at your proposed school.

One of the pleasures of working at ArTES will be the ample opportunities to grow as an artist and an educator. Our faculty will love learning and personal growth, and will model what it is to be a lifelong learner for students. The ArTES Design Team loves to innovate, and knows that while ideas are important, action is the currency of effective leadership and reform. Any professional development we undertake will always conclude with an action plan, delegation of duties, and a schedule to reconvene and assess our progress. When individuals are responsible for putting what they've learned or developed into practice, real results follow. And if the results aren't there, we will gather, reflect, and re-strategize a new plan. As a Pilot school with autonomy over our professional development, we won't be committed to pushing programs that, for any number of reasons, may be ineffective for our students. We can be nimble and adjust our program to suit the needs of our specific population.

In order to strategically implement our PD efforts, we need to target the program to the correct faculty teams for implementation. Therefore, teachers will be broken into groups as follows based on differing professional development goals.

Whole faculty

We believe that the entire faculty needs time to work together and share the responsibility and rewards of running our school. We will initiate the school year with a ten-day "ArTES Institute" in which all the faculty and key stakeholders will set goals, celebrate achievements, explore instructional issues, and hold teacher-led and other PD workshops. Monthly whole-school PD will provide an opportunity to assess, develop, and add to the programs currently in use.

Humanitas teams

As mentioned previously, every member of the faculty will belong to a cross-disciplinary Humanitas team that will meet at least twice weekly to design, assess, and reflect on arts-integrated curriculum. Special needs teachers (special education, ELL) will participate in all team meetings to help design instruction and modifications, and advocate for the needs of special education students.

Subject-area groups

Teachers will gather at least monthly by subject-area groups to develop literacy and numeracy strategies, and explore content/lesson delivery techniques. They will also focus on discipline-based vocabulary and writing structures that will assist all students in successfully accessing the academic content.

Professional Learning Communities (PLCs)

Faculty will be grouped into PLC teams that will meet twice a month. These groups will look at student work, examine teacher assignments, design opportunities for peer visitations, and engage in text-based discussions.

Additionally, there will be ongoing opportunities for enrichment and pedagogical growth, some of which are listed below:

- Humanitas training and teams

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- Common planning periods by teams
- Teaching and arts demonstrations
- Arts and cultural workshops/performances/lectures (in-house and in the community)
- Observation groups
- Mentor teachers
- Peer-to-Peer in-services
- Individual Learning Plans (ILPs)
- Interactive school wiki site for sharing resources

Identify the school's goals and strategy for ongoing PD.

Our goal is to implement a unified instructional model shaped by Humanitas curriculum development, integrated with arts methodologies, and delivered by our entire faculty with aligned units, pacing, and assessment types. This three-pronged goal requires strategic and methodical PD that (a) provides a customized master schedule with common planning time for team teachers to plan and develop units, (b) provides access to and training in arts integration techniques and best practices, and (c) uses curricular autonomy to create appropriate and varied assessments developed in subject areas by content-area groups. Our goal is that all teachers will present a unified instructional model and set of expectations to our student body, preparing them for the demands of the academic, artistic, and working worlds.

Once teachers have been trained in the Humanitas lesson-preparation method, teacher teams will use their aligned common planning time to create integrated curricula. Professional development in arts integration and pedagogy will be provided by teachers and artists from our faculty, guest arts educator workshops, trainings with industry and community partners, and conferences and seminars. Finally, content experts and teacher teams will develop assessments, emphasizing the fourth point of our guiding Four Principles: Display Outcomes. ArTES students will be given ample opportunities and forms to display their mastery of content; thus our faculty must be creative and exhaustive in developing appropriate and vigorous assessments that are engaging, challenging, and relevant to real-world experience.

Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement.

Professional development, like every other facet of our program, is guided by our Four Principles: Identification of academic needs and interests; Establishing and maintaining high expectations; Providing academic and social support; Celebration of student outcomes and “total support”. Identifying areas in need of improvement shapes ongoing PD by focusing our time and efforts on specific issues, as opposed to a scattershot method of training. We will identify students’ academic needs early in the year by spending a large part of our ten-day pre-opening ArTES Institute disaggregating the previous year’s CST, CAHSEE, CELDT, attendance, extra-curricular enrollment, and other significant data. When we identify the key areas in need of added attention, we will prioritize the problems and concentrate our resources on the most pressing issues of the year. Our philosophy is that it will be more effective to seriously address two or three issues per year rather than try to solve all problems in one year. We will be able to achieve some “wins” that we can celebrate school-wide. We will be strategic in choosing the area of need, knowing that dealing with this one issue may actually help resolve other related issues. For example, a singular push on reading comprehension will improve students’ ELA test scores, but will also make a difference in their math and science achievement as their comprehension will improve across the board. By identifying these needs, defining our expectations, and providing support in the form of professional

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development, we will have strong achievement outcomes and growth that can be shared and celebrated with our whole community.

How will the PD program be differentiated to support teachers at various stages?

Teachers at ArTES will have varying PD and training needs. There will be teachers new to the profession, experienced teachers who are new to Humanitas and arts integration, and Board Certified teachers who are Humanitas experts. Some will be strong in artistic knowledge and ability but need more instructional resources, while others may be master teachers with limited arts experience or knowledge. The key to addressing all of our faculty's needs is the Individual Learning Plan (ILP). During the ten day ArTES Institute, every teacher will prepare an ILP with the input of our instructional leader team to design a customized PD plan that targets the areas most in need of improvement. The teacher's growth and the success of the ILP is assessed in the year-end evaluation, and suggestions are made for inclusion in next year's ILP.

c. Teacher Orientation

Describe the induction program for new and existing teachers.

Orientation for new and existing teachers will take place in the designated Teacher Training Center on the VRHS #5 campus. During the ArTES Institute, new and returning teachers will meet for initial and ongoing development of the Humanitas instructional model, to develop norms for collaboration and lesson sharing, analyze the prior year's data, plan PD and school-wide learning initiatives for the upcoming year, and revisit and develop instructional methods.

First-time teachers will be paired with a mentor teacher from the same content area. As part of their Individual Learning Plan, new teachers will have one observation day each month to observe their peers' instructional and classroom management practices. Their written reflections of the findings and applications of observation days will be part of their year-end evaluation.

New teachers will be teamed with a teaching partner and attend a three-day Humanitas training in the Teachers' Center prior to their first semester. Experienced Humanitas teachers will guide the process, and teams of teachers will model and share successful units.

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

For over twenty years, the Humanitas model of interdisciplinary teaching and collaboration has provided teachers with a highly successful model for creating powerful lessons and instructional delivery. Humanitas teachers work together to develop themes and plan instructional activities, and deliver quality lesson plans and units. Teams are guided through the backwards-planning process to the creation of one complete interdisciplinary unit. Specifically, teams identify and sequence content standards for the unit, identify and discuss ways in which the content intersects and connects, develop an overarching theme that will guide students in accessing knowledge and ideas, and create an interdisciplinary essay prompt that will be used as one of the summative assessments.

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d. PD Calendar

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

ArTES will conduct PD in multiple ways: by whole school group, by content-specific groups, by Humanitas teaching teams during common conference periods, Teaching teams/PLC teams, individually according to an ILP, and informally. Throughout the year, our Four Principles will drive all PD: Identify Needs, Establish Expectations, Provide Support, and Display Outcomes.

The schedule includes our initial ten-day ArTES Institute (to become a five-day PD after the first year). At the completion of each of terms A, B, and C, we will hold “End-of-term Evaluations”: a round of teacher-administrated interim assessments and data evaluation held at the end of the first three terms. Pupil-free days will be scheduled for the final Friday of each term, allowing teachers to disaggregate the term data and strategize the needed supports for the upcoming terms and high-stakes testing. Additionally, teachers on interdisciplinary teams have common conference periods to integrate new strategies into their daily instructional plan. This level of PD and collaboration is essential to offer students high-quality interdisciplinary, theme-based instruction.

Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

ArTES will adopt the new Early Start calendar. In fact, members of the ArTES Design Team were involved in developing the same calendar for Verdugo Hills High School, implemented in 2010. The calendar allows us to align the completion of the first semester with the winter break, finishing with the End-of-Term Assessments. The early start calendar also allows us more time to prepare students for the CAHSEE, CST, SAT, and other high-stakes tests.

Assigned Professional Development days will be held once per month on average. On those days, PD will be held on a Late-Start Friday for the first two-hour block, and an abbreviated class schedule will complete the day. To accommodate families and students, and provide further enrichment for students, we will hold the “Friday Morning Film Series” in the auditorium. Students who can’t stay at home have the option of attending the classic and foreign film series, which will count toward the completion of their “Student – Citizen – Artist Passport” (SCA Passport) graduation requirements (see Appendix 5C). This will be an opportunity for parents to be involved, providing supervision and assistance with the series. ArTES will make an “exchange” arrangement with our neighboring schools to provide an administrator for all events.

All staff will be in place by July 1, 2010 so that our whole faculty can participate in the ArTES Institute prior to the start of school.

The following is a tentative breakdown of the PD sessions scheduled at ArTES:

FORMAT OF PD	OCCURRENCE	HOURS
<ul style="list-style-type: none">Whole school: ArTES Institute (pre-opening)Initiate the Four Principles:<ol style="list-style-type: none">Identify school’s and students’ needs based on data and faculty input	<u>Year one:</u> Ten concurrent workdays prior to school opening (early August)	70 hours

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2. Establish expectations and goals 3. Support achievement of the goals by creating PD plan for the year 4. Publish, display, and celebrate previous year's achievements <ul style="list-style-type: none"> • Hold Humanitas workshop • Establish collaboration norms • Create new teacher/mentor teams • Develop ILPs • Hold best practices workshops 	<u>Year two and beyond:</u> Five concurrent workdays prior to school opening in (early August)	35 hours
End-of-term Evaluations	Held on the final Friday of terms A, B, and C (pupil-free days)	24
Whole school: ongoing	Once per month during school year held during the period 1 and 2 long block on Late-Start Fridays (2 hours)	16
Content-area groups	Once per month during school year (1.5 hours) during	12
Humanitas teaching teams	Twice per week during common conference periods	72
PLC/Humanitas teams	Twice per month (1.5 hours)	24
Individual Learning Plan (ILP) development	Ongoing	Varies
Informal PD/conferencing	Ongoing	Varies

Total PD hours (minimum): 218 (year one), 183 (year two and beyond)

e. Program Evaluation

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

Evaluations of teacher and professional development effectiveness will be a constant touchstone in a data-driven improvement plan, but to be fair and most successful, ArTES will draw upon a much wider field of data for meaningful information. ArTES will incorporate the recommendations of the Teacher Effectiveness Task Force in both the structure of our PD and its evaluation. We will include formal and informal data from a variety of sources, including administrator and peer observations, student growth data (test scores and formative data), parent and student feedback, contribution to the school community, and self-evaluation.

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Discuss how the program will be modified to address areas of need that are identified.

There will be three major evaluation and revision points during the course of the academic year, held during the End-of-Term Evaluations, and a larger evaluation/revision of programs and initiatives at the summer ArTES Institute. In all cases, teachers will appraise programs based on formal data as well as informal/anecdotal faculty, parent, and student input.

f. Autonomy

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

ArTES will use its professional development autonomy to tailor our program to the specific needs of our faculty and students. That will mean a greater PD commitment entailing more required hours than called for by union agreements, and at times and dates occasionally outside of prescribed hours. We will be able to follow guidelines established in the Teacher Effectiveness Task Force to target specific teacher needs, and take the necessary time to provide teachers with the PD support they need.

6. SERVING SPECIALIZED POPULATIONS

a. Special Education:

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

As described in section two, ArTES' core vision and instructional philosophy are ideally suited to empower populations with special needs and provide the systematic support that they need to find success in a vigorous high school curriculum. In line with our mission statement, all students will receive a personalized education at our Pilot school through the process of identifying strengths, talents and needs; defining and holding rigorous expectations; providing differentiated support; and by recording measurable outcomes in a variety of ways. For all students, ArTES will be a place where they are well known by a common set of adults who will track their progress and support their transitions within high school and beyond. Teachers will be committed to ensuring that each student has mastered the essential skill set needed before they can proceed to the next level. The instructional program will be organized to accommodate the needs of special education students throughout every step of the learning process and in every classroom on campus. At ArTES, we understand that, regardless of a student's abilities, special education is a service not a location, and we are committed to a truly inclusive educational model that affords all children the opportunity to excel along side their grade level peers in the least restrictive environment appropriate for each and every student. We have provided detailed responses with the required information (see Appendix 6A).

ArTES' mechanism for guaranteeing that the needs of all students are met is based upon the effective implementation of the Response to Intervention (RtI) model: the provision of systemic, phased-in interventions that are preventive and serve individual student needs with a multi-level response for students at risk (see Appendix 1D). RtI has lately become well established as a tool for general remediation, and for diagnosing and supporting students with learning disabilities or academic delays. RtI is a systematic program of phased-in strategies that are preventative and serve individual student needs with a multi-level response for students at-risk—those not meeting grade level standards and those with learning disabilities. ArTES' will also take every measure to personalize the learning experience of each student with special needs, through a focus on the performing and visual arts, and by building on the strengths and responding to the needs of each student with the development of Individual Learning Plans (ILP) based upon achieving mastery in the areas of Student-Citizen-Artist through the ArTES system of the Four Principles (Identification, Expectation, Support, and Outcome). The focus is on early intervention and specific researched-based instructional strategies to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable, and ensure both long- and short-term gains. Below are plans that ArTES will put in place to ensure effective RtI among Students with Disabilities (SWD), English Learners (EL), and other at-risk students.

- Ensure 100% compliance to IEP goals and Least Restrictive Environment guidelines through comprehensive monitoring and collaboration between General Education and Special Education staff.
- Fully integrate school-based mental health professionals into the planning and coordination of instructional services for SWD, EL, SEL, and other at risk students.
- All courses will emphasize pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD/SDAIE techniques will be infused into all teaching.

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- Implement a systematic, tiered response to dropout prevention and recovery.
- Access to the Learning Center for all students.

ArTES is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education. Each student with an IEP will participate in creating yearly goals and articulating his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process of the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members.

ArTES will comply with the following four-step process to determine whether or not a student is eligible for Special Education Services and if so, which services are most appropriate: (1) referral for assessment; (2) the assessment; (3) development and implementation of an Individualized Educational Program (IEP); and (4) the IEP review. Special education teachers will each have a caseload of students with IEPs and, in collaboration with general education teachers, monitor implementation of IEP requirements. Special education teachers will also verify compliance with the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree.

Special Education law requires that public entities provide equal access for students regardless of any disability. ArTES students with special needs or disabilities in the Resource Program will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program (SDP) students will be expected to mainstream to the best of their abilities. There will, however, be a SDP teacher who will teach all non-elective courses required for graduation including required math, science, language arts, and social science courses. These courses will be taught with as much collaboration between the SDP teacher and the general education teachers as is appropriate for the individual student. The IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student.

Additionally, ArTES recognizes that the incidence of autism in the student population has dramatically increased over the past decade. In fact, a UC Davis study states, “The incidence of autism by age six in California has increased from fewer than nine in 10,000 for children born in 1990 to more than 44 in 10,000 for children born in 2000.” Given this disturbing trend, we feel that the school’s special education resources would be well spent addressing the needs of students who’s disorders lie on the autism spectrum. Emerging research shows a correlation between autism and creativity. This theory has been showcased in documentaries like “Autism: The Musical” and many academic studies are underway researching how the arts may be used in conjunction with traditional therapies to treat the debilitating social symptoms of autism in children. At ArTES, we believe that our school will provide a unique opportunity to develop a meaningful autism program that can provide students and families with a much needed resource, and an innovative approach to serving the needs of this population. Special Education students will be provided with equal access regardless of any disability. Under Least Restrictive Environment (LRE) guidelines, students in this population will be served in the general education program and provided with adequate support to achieve educational success. This program is not yet in place, but we will develop it as part of the Implementation Plan and have it up and running within the first three years of the school’s opening.

Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. The primary goal of ESY services will be to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education. Extended school year services will be limited to the services, determined by the IEP team, that are required to assist a student in maintaining

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the skills at risk of regression, or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. If the student requires ESY services to receive a Free Appropriate Public Education (FAPE), the school will develop an IEP for the student that includes ESY services. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.

Welligent will be used to develop, present, and monitor student IEPs and services. The staff, using the guidelines set forth by the District Validation Review audits, will support the Mandates of the Modified Consent Decree. General and Special Education teachers will collaborate to ensure that student needs are met. In addition, the Advisory Period provides regular time for monitoring and planning support for SWDs. We also plan to utilize a robust and bustling learning center to serve the needs of our students. Our learning center will offer classes to reinforce students' progress in the general education curriculum. It will be a supportive place for all students to access resources and meet with teachers, tutors, para-educators and Peer Advisors. We intend for our learning center to be a fully integrated component of the wider school learning community.

7. PERFORMANCE MANAGEMENT

a. Performance Goals and Metrics

Not required for the proposal. We will complete this section when our school plan is approved as part of the accountability review process.

8. COMMUNITY ANALYSIS AND CONTEXT

“Democracy is not an alternative to the principles of associated lives. It is the very idea of community itself.”

John Dewey (1852-1957)

Educational philosophers such as John Dewey, Paulo Freire and even Plato shared a common theme despite their widely varying time periods and backgrounds. They believed that the individual and society share equal importance since they are both interdependent. Ryan (1995) states that Dewey believed, “The ideal is to transform the great society into the great community.” At ArTES, we believe that only when an individual is actively grounded in his or her community and contributing to it and its members, is that person truly whole.

a. Description

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

ArTES will be on the new Valley Region High School #5 campus in the north valley city of San Fernando. VRHS #5 houses four separate buildings for individual Pilot schools, and is designed with common facilities such as offices, cafeteria, and auditorium and athletic fields. When the school was first proposed, the planners and architects anticipated that one of the small school buildings would be designated an arts themed school. They must have had the foresight that performance and visual arts “contribute to the growth of mind, meaning and experience” (Eisner, 1991). Our school theme balances well with our co-applicants.

Although a shared space, the multipurpose room will become our natural habitat as we cultivate our school culture. We will transform the state-of-the-art auditorium into a hub of community enrichment and engagement through performances, exhibits, activities, projects, as well as family entertainment. ArTES will be open until at least 6 PM Monday through Friday, providing students with a safe environment to participate in enriching after-school activities, community service, and other school-related opportunities. The community will also be able to use our facilities for outside activities, which will help create a natural and positive connection between students, family, and community.

The community from which our students come is roughly 90% Latino. 78% of homes in our community are Spanish-speaking, and about 30% are of students coming from our relieved schools are English Learners, with reclassification of about 10% per year. 78% of our incoming students are considered economically disadvantaged. These students come from low-income homes where parents must work more than one job to support the family. The community has many challenges and needs. Some of the needs we have identified are as follows:

Educational Needs

Most students will be coming from poor performing schools and will need a great deal of intervention and remediation. According to the Adequate Yearly Progress (AYP) data from 2009, San Fernando, Sylmar and the feeder middle schools average only 15-20% of students who are Proficient or above in English Language Arts, and roughly 7-16% in Math. 13% of students are identified with special needs and another nine percent (9%) are identified as gifted through the GATE program. Many of these various needs can be addressed by offering students choices. The four small schools with separate themes located

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on the VRHS #5 campus will ensure that each student finds a place that will best suit his or her educational needs.

Family Needs

We will nurture parental engagement and commitment to education. Many parents of our students have a low level of education; many did not graduate high school. Only a small fraction of parents graduated college. As a result of the level of poverty, many community members have a feeling of disempowerment and do not advocate well for themselves or their children. Although they are trusting of institutions and are optimistic for their children, they do not hold high expectations for any real change in their current conditions. Students in this community need access to advancement, career options and opportunities to elevate beyond their current socio-economic level. Our parental engagement strategies discussed later will lead to more family involvement. ArTES believes, “[t]he goal of family involvement is to maintain open communication among the team of staff, students, and parents, which creates a ‘safety net’ through which students cannot fall” (Ouimette, et al. 2006).

Student Needs within the Community

Due to the lack of opportunities in the community, such as very few well-paying jobs, students often turn to gangs as an alternative. ArTES will collaborate with both the community at large as well as our neighbor schools on the VRHS #5 campus to provide students with role models and support systems to give students more positive choices. We will make available an educational system that is relevant to their needs.

Despite the numerous obstacles facing our students, ArTES has collaborated and discussed numerous resources and strategies to draw in partnerships that will improve the school-community connection in effective and meaningful ways. Our mission is to ensure that all students have a meaningful and powerful path to higher education, apprenticeship, or internship upon graduation. Our design team has studied educational systems in Germany and Japan, which have a standard of aligning with community business to make certain that every student has a career path when finished with high school. We will not base our success on percentage of high school graduates, but on how many students matriculate to and complete college. We will work diligently to “raise awareness and address community needs as a ‘bridge’ to meeting school goals” (Aurbach, 2009).

Community Strengths

The city of San Fernando and its surrounding communities of Sylmar and Pacoima have deep and rich cultural heritage, and a notable history within the San Fernando Valley. San Fernando was the economic center in the mid- to late-1800s, and became the first official city in the San Fernando Valley. San Fernando is a city unto itself, and is not part of Los Angeles City. This small government setting is a favorable environment in which to involve students and community members. ArTES aligns with community needs and expectations by participating in neighborhood events and civic policies. In this way, we will actively focus on helping students find a voice and identity within the community. Although the area declined economically for several years, the community recently has undergone beautification and redevelopment efforts. We believe that now is an excellent time to participate in that redevelopment. ArTES faculty will contribute to the community through advancing cultural artistry, as well as seeking opportunities for service learning projects.

Additionally, VRHS #5 is perfectly positioned geographically to take advantage of the proximity of several partnership possibilities. Studios, universities, and other businesses are well within reach and some, like CSUN’s Arts, Media and Communication school have already expressed interest in meaningful partnerships with our teachers. We have established contact with many organizations and several of them have written letters of support for our school (See Appendix 8A). With cooperation and

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collaboration with community partnerships like CSUN, Mission College, and nearby studios, our students and community will gain valuable experiences that will enhance their learning and provide other exciting opportunities. We are also currently collaborating with Los Angeles Education Partnership (LAEP) to align resources available with the community to our common vision of holistic well-being and empowerment of students. ArTES members value community service and will form community partnerships that guide students toward using their new-found skills to contribute to cultural art, beautification, and preservation of their surroundings.

Aside from the aforementioned advantages, the greatest strengths in San Fernando are the people themselves. Diverse backgrounds and places of origin provide a wealth of experience and talent that will be integrated into our school community. The parents and caregivers in our community have the sincerest desire for the educational success of their children, and will offer powerful alliances in advancing their children's education and opportunities for college and career experiences to contribute to the community and to draw upon as they pursue their education.

Community Assets

In Southern California, there are many entertainment industry sector growth prospects. At ArTES, we intend to prepare our students to be qualified to fulfill the industry's need for trained professionals. To do this, we will afford students numerous opportunities to learn and grow by partnering with local businesses, churches, and clubs. Many community colleges and universities are conveniently located and will also provide students with a connection to advanced educational institutions. Students will gain hands-on experience through our art and entertainment industry connections and partnerships throughout Southern California. Through these experiences, students will embody our motto of "Student – Citizen – Artist."

b. Background/Support:

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

The ArTES team came from Verdugo Hills High School, which has a relatively diverse population. Although we have many other ethnicities on campus, the largest population is Latino. In teaching throughout LAUSD, we have a great deal of experience working with Latino students. In addition, one of our team members is an ELL teacher. We embrace the Latino culture, and believe that the arts will transcend language barriers, as it is a language unto itself. We see student diversity as an asset to the collective consciousness of the school, and value the richness that cultural variance will add to our programs.

As most of us come from the Visual and Performing Arts Small Learning Community (SLC) at Verdugo, we have investigated the benefits of an arts-themed curriculum for many years. We wanted to implement our ideas and plans in the context of a small group setting, but have come to realize that SLCs do not function in a comprehensive school environment. We believe strongly, however, in the power of a small-school model with an arts emphasis; we felt that we must act accordingly to create our own school and commit our passion and insights toward this goal. ArTES team members have a wide range of experiences and talents. Most of our teachers have at least seven years of teaching experience and either have or are in progress of a Master's Degree. Highly dedicated and passionate about our field, we are committed to the highest level of purposeful educational experiences for our students and building a school culture of creativity and community. We have brought several partners with us from our previous

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projects at Verdugo Hills High and have also collaborated with our co-applicants in investigating community partnerships in the north valley areas that surround VRHS #5.

Community Partnerships (see Appendix 8A)

INDUSTRY	COLLEGES AND UNIVERSITIES	LOCAL COMMUNITY/NON-PROFITS
<ul style="list-style-type: none">• McGroarty Art Museum• LACMA• Echo Theatre Co.• Entertainment Lighting Services (ELS)• PRG (Film/TV/theatrical lighting and tech)• International Alliance of Theatrical Stage Employees Local 33 (IATSE)• Art Directors Guild• Academy of Motion Picture Arts and Sciences (AMPAS)	<ul style="list-style-type: none">• CSUN• Cal State Long Beach• Cal Arts• L.A. Valley College• Mission College• Pierce College• College of the Canyons	<ul style="list-style-type: none">• Tia Chucha's Centro Cultural• Unusual Suspects Theatre• Edu-Care• Group Lions Club• Rotary Club• San Fernando Library• Churches (pending)• Pacoima Beautiful• San Fernando Neighborhood Partnership

9. COMMUNITY ENGAGEMENT STRATEGY

a. Engagement Plan

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

ArTES will embrace the role of a community school. Although we will be challenged to acquire funding for a Community School Coordinator the first year, we have collaborated with our co-applicants regarding sharing the cost of a person to perform this vital job at our schools. There has been a great deal of research that shows, “students with involved (engaged) parents, no matter what their income or background,” were more likely to get better grades, pass classes, attend school regularly, have better social skills and graduate and go on to postsecondary education (Henderson & Mapp 2002).

We have also collaborated with several key people at Los Angeles Educational Partnership (LAEP), who have agreed to assist us with family and community engagement the first year. They stated that there are an abundance of resources available, but the difficulty is getting the resources to those who need them. LAEP will assist us with overcoming this obstacle. They also had several ideas on how to engage families in the school culture. Below is a list of some of the activities our Community School Coordinator will help organize:

Family and Community Engagement

PARENT OPPORTUNITIES	PARENT COMMUNICATION	COMMUNITY ACTIVITIES	COMMUNITY SERVICES
<ul style="list-style-type: none"> • Parenting Classes • Parent Walkthroughs • Parent Engagement Action Teams • Volunteer Opportunity • Parent Academies • Parent Language Classes • College Knowledge Academies 	<ul style="list-style-type: none"> • Parent and student orientation • Monthly newsletter • Back to School Night • Parent and student narratives 	<ul style="list-style-type: none"> • Community Art Projects • Movie Nights • Exhibitions and performances • Community artist lectures and presentations 	<ul style="list-style-type: none"> • Childcare for Events and performances • Apprenticeships/Internships • Service Learning • Leadership for Educational Achievement and Democracy (LEAD) • Clinics (Health and Dental services)

b. Key Community Partnerships

Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships.

The ArTES team will involve community and parents in every facet of our school, from identifying needs of students to celebrating student successes. Despite the fact that some of these endeavors will take a few years to implement, we will begin with parents and community members on our governing board and will seek input for any decisions that will affect the community or students. During our first five years, we will focus on implementing programs that will assess the needs of students and their families, find resources that will improve their family lives, provide academic intervention and remediation, and find ways for

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students to contribute to their community. We will also cultivate further partnerships with community members who will help our students master their artistic and academic goals. Together with the community and parents, our students will be whole individuals that embody our vision of: Student – Citizen – Artist.

Student

Opportunities for partnership with other educational facilities are abundant. Mission College offers many classes to high school students who wish to either enrich their studies or finish credits. We are also close to several other schools such as CSUN, California Institute of the Arts (Cal Arts), College of the Canyons, Pierce College and L.A. Valley College. At Cal Arts, there are many programs that our students may access. The Community Arts Partnership (CAP) pays students from Cal Arts to work with aspiring artists in high schools around the Santa Clarita and San Fernando Valleys. They also offer a three week summer school program contracted through the state where students live on campus and participate in intensive arts training. CSUN also offers similar programs and as mentioned before, is willing to offer a partnership. Through these affiliations, ArTES students will advance both academically and artistically.

Citizen

The San Fernando community has strong family connections with generations of families who attended local schools. Due to those ties, most community members have familial connections to our students. Our job is to facilitate the bond between community and school. Tia Chucha's Centro Cultural is a bookstore and cultural center that will become a center of learning and participation for students. They offer activities and performances that celebrate Latino culture through artistic expression. Attending events such as this will be embedded in our curriculum. Churches, libraries, and local clubs like the Lions and Rotary clubs will give our students opportunities to give back to the community by participating in community service.

Artist

At ArTES, several of our members are still actively involved in the visual and performing arts. Through these members, we have many art and entertainment industry partnerships that will help bridge our students into viable hands-on experiences that can lead to lucrative careers. Connections to industry organizations such as Entertainment Lighting Services (ELS), PRG (Lighting) and International Alliance of Theatrical Stage Employees Local 33 (IATSE stagehands in Hollywood and Los Angeles for television and theater stage crews) will allow students to receive training for these specialized high-tech jobs. Friends at the Art Directors Guild and the Academy of Motion Picture Arts and Sciences (AMPAS) are industry partners who will advise us on industry standards, current and evolving technology trends, and strategies for transitioning into the industry. We also have connections with McGroarty Art Museum and LACMA, and will collaborate with local art galleries so that students will be able to display their work publically. Local theatre groups like "Unusual Suspects" are excited about partnering with us and offering students real theatre experiences. Partnerships like these all around Southern California will allow our students to demonstrate their mastery as artists.

As a Community School we will embrace our alliance with our community, families, and students. Our principal will be responsible for developing relationships with community and industry partners. We hope to have a full-time Community School Coordinator from LAEP within the next two to three years.

10. SCHOOL GOVERNANCE AND OVERSIGHT

a. School Type

Briefly explain the rationale for applying to operate your school as a Pilot school.

The members of the ArTES design team have spent countless hours researching school reform models. Our members have visited campuses ranging in governance models from private institutions, independent charter schools, Pilot schools in the Belmont Zone of Choice to a comprehensive high school using ESBAM model. Members have interviewed school reform experts including Dan French, the executive director of the Center for Collaborative Education in Boston; Jeanne Fauci, Executive director of the LA Small School Center; Jane Patterson, director of the LAEP Humanitas program; and Esther Soliman, principal of Los Angeles High School of the Arts. ArTES' team looked at published research comparing student outcomes at small secondary schools versus those at traditional comprehensive high schools. Most importantly, they listened to the students, former students, teachers, and parents involved and engaged in Pilot schools. The passionate responses in support of this model coming from the stakeholders themselves were inspiring, invigorating, and contagious. Another factor in the decision to opt for the Pilot model was the strong network of Pilot schools continually growing within LAUSD. These schools have worked tirelessly to earn the support of the district administration, the school board, and UTLA. The data supporting the Pilot school movement, anecdotal observations, and widespread support for the model within the LAUSD give this model the greatest probability for successfully delivering the kind of education that the students in our community deserve.

ArTES is applying to operate as a Pilot school because we believe this will allow us the autonomy to create an educational environment that supports improved student academic achievement. Pilot school autonomy will provide those directly involved with the education of the student population the ability to make decisions involving the use of budgets, the structure of the curriculum, the design of the assessments and the operation of the campus on a daily basis. This model allows us the structure to meet the needs of all students and allow us to have the flexibility to accelerate the academic achievement of our student population, and provides our students with a path to personal and professional success. Pilot school structure will permit us to foster the strong relationships needed in a productive school community to create a safe learning and social environment for our students. We further believe that the Pilot school structure will allow us to create powerful collaborative partnerships with community members and families so that this dream can be realized.

b. Applicant Team Capacity

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

The ArTES team is made up of eight capable and dedicated teachers who are committed to the foundation of an innovative public high school for the arts in the north-eastern San Fernando Valley (see Appendix 10A for team member resumes). The team is comprised of one NBCT teacher and two NBCT candidates, two teachers with administrative credentials, three SLC Lead Teachers, and a design team member experienced with start-up schools. Most have advanced degrees and certifications, as well as professional experience in the visual or performing arts. Most importantly, ArTES represents the fulfillment of a vision for a public high school that provides unprecedented access to a college preparatory, arts-based education for one of the most underserved student populations in LAUSD.

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ArTES Design Team (see Appendix 10A for team member resumes)

APPLICANT TEAM MEMBER	AFFILIATION
Timothy Driscoll	English Teacher
Laura Kampmeyer Jaeggi	English, Social Studies Teacher
Kathryn Howard	Pupil Counseling
John Lawler	Drama and English Teacher
Anne Maschler	English and ESL Teacher
Miguel A. Navarro	Painting, AP Studio Art: Drawing Teacher
Nicole Lopez	Special Education Teacher
Josh Rauh	Special Education Teacher
Patricia (Trish) Solomon	Biological Sciences Teacher

c. School Governance and Oversight

- (i) **Autonomy:** How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

Autonomy will allow us to create a culture of shared leadership, accountabilities and decision-making focused on high student performance. We believe that we have the responsibility to create a school that works for all children in our community and that with the creation of a small, personalized educational setting, we will be able to close the achievement gap by setting high expectations, developing caring relationships, providing quality resources, developing powerful community partnerships, recognizing student accomplishments, and integrating technology in the classroom. The individuals closest to the students will make school and policy decisions, including teachers, administrators, support staff, families, community partners, and students themselves. Since the Governing Council has increased decision-making power over our vision, mission, budget, selection of principal and evaluation, policies that support the school and flexibility in curriculum and calendar design; there will be increased accountability to ensure the success of our students.

Having autonomy will allow us to create powerful Advisories that will provide meaningful, on-going, relationships between teachers, parents, care-givers, and community members, and will provide every child with an adult they can count on for support. The research by Linda Darling-Hammond (Corcoran & Silander 2009) and the recommendations made by the National Association of Secondary School Principals (in “Breaking Ranks: Strategies for Leading High School Reform”) suggest that advisories are essential as they provide every student with an advisor who will remain his or her advocate until graduation and beyond. Families will have a “point person” who is a partner in their child’s academic, social success, and emotional well-being. This is particularly important in our community, as we have many students who are at risk to drop out.

Autonomy in our budgets and flexibility in our calendars will allow for a greater degree of teacher collaboration that will result in higher student achievement. Copious research demonstrates that when collaboration among teachers is focused on the improvement of teaching strategies (Marzano 2010) and

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the delivery of the intended curriculum there is a significant impact on the improvement of student achievement.

Autonomy will give us the opportunity to develop an inquiry-driven thematic curriculum that will allow all students to participate in and have access to a vigorous, relevant, and engaging curriculum designed to prepare them to be active, productive, participating citizens of the 21st century.

Autonomy will allow us to respond to the needs of our students by incorporating strategies such as RtI and other intervention strategies in such a manner that we will meet the needs of all students by giving them the skills necessary to transfer learning to real life situations, to communicate effectively as well as persuasively. Furthermore, they will be able to apply higher-order cognitive skills to help solve complex, demanding tasks. Researchers in special education, ELL, gifted and general education support the philosophy of constantly monitoring data and providing the necessary interventions to guarantee success to all students.

Autonomy allows us to develop schedules that are innovative, flexible, and designed to ensure academic success for our students. We will be able to personalize student schedules so that they may participate in a wide-range of activities such as athletics, increased academic opportunities, intervention time, enrollment in community college and online courses, service learning. In essence, they will be able to interact with their community in an authentic manner. ArTES teachers will schedule trips to local colleges and have presentations from colleges, universities, as well as career presentations that will strengthen the student's sense of community. Ultimately, this will support the concept that students can be successful with a well-planned post-secondary experience.

Autonomy will provide us the resources to promote and sustain a positive social environment through the process of collaboration and team building. We will emphasize that civic participation helps our students gain valuable work experience, allows them to participate in a diverse atmosphere, and transfers their learned academic skills to real-world situations.

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

As an internal applicant, the Arts, Theater and Entertainment School (ArTES) is committed to adherence to Article XXVII - Shared Decision - Making and School - Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, the ArTES design team members are aware of the obligation to follow the Education Code regarding the formation and operation of the School Site Council.

Governing Council

The council will be composed of 12 members: the principal; four teachers elected by teachers at the school; one school employee elected by other school personnel at the school; three parents of students attending the school; three students elected by the student body; and one parent representing the greater school community.

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The chairperson will be selected by consensus or vote of the Governing Council. One of the functions of the council will be to build leadership capacity among our parents, students and community so that they will be able to participate fully in the democratic process. This council will meet on a monthly basis.

The entire Governing Council will have the following responsibilities:

- Maintain the school's vision and mission;
- Approve the entire annual budget;
- Hire and annually evaluate the Principal;
- Review quarterly reports on the operations of the school from the manager of site operations;
- Annually review performance indicators of the school and approve a plan for the next year to ensure the school is moving towards constant improvement; review quarterly reports from the
- Principal providing data to show progress against indicators;
- Ensure that there is an annual review and adoption of the Election-to-Work Agreement;
- Communicate regularly with the local district;
- Ensure that all laws and compliance needs are met by the school;
- Ensure that the school has a resolution dispute process in place that includes an internal appeals process; and
- Annually evaluate itself.

Compensatory Education Advisory Committee (CEAC)

The committee will meet monthly. This committee is composed of five members: three parents of students attending the school elected by parents, and two teachers elected by teachers at the school. The committee has the following responsibilities: (a) advise and make recommendations in writing to the principal and the Governing School Council regarding the development of an effective school plan and the development of an educational program that is designed to raise student achievement of disadvantaged students, (b) participate in the assessment of educational needs, (c) establish priorities to meet the needs of the students, (d) evaluate the school and its academic effectiveness.

English Language Advisory Committee (ELAC)

The ELAC committee is composed of five members: three parents of English Language Learners attending the school elected by parents, and two teachers elected by the teachers at the school. This committee has the responsibility to advise and make recommendations for four specific legally required topics: (a) advise the Governing Council on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English Learners, (b) assist in the development of the school's needs assessment, (c) develop the Language Census (R-30), and (d) sustain efforts to make parents aware of the importance of regular school attendance.

Student Government

We want our students to play an active role in the governance of the school. Each of our advisory councils will elect a representative student to serve on the student council. The student council will meet twice a week during advisory time to plan school events, perform community service, and inform the rest of the student body and make recommendations to the Governing Board on issues relating to students.

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Site Manager and Community School Collaborative

Our campus consists of four independent Pilot schools. We recognize that in order to have a harmonious, safe campus we need to have a site manager who will ensure that the total school complex is operated in a fashion that guarantees the safety and well-being of the students that attend the school and acts as a liaison to the many community organizations that will make use of the campus facilities. The site manager will meet with the four Pilot principals who make up the Principals Council on a weekly basis and keep accurate records of these meetings. The job description of the site manager is as follows:

- Supervise security staff
- Coordinate campus-wide discipline standards
- Manage communications between principals
- Act as Health Office liaison
- Supervise custodial and cafeteria staffs
- Oversee operation of student store
- Oversee athletic program/supervision/coordination with Interscholastic Athletic Association, as well as the State California Athletic Association
- Oversee library/use of library
- Coordinate use of school by community
- Coordinate with required Local District activities
- Coordinate/supervise campus-wide student activities
- Coordinate campus-wide “Code Blue” procedures (gun on campus, bomb threat, etc)
- Coordinate campus-wide earthquake preparation
- Coordinate campus-wide budgets
- Manage expulsions
- Manage community organization room assignments
- Coordinate with school police, San Fernando police, and Los Angeles police departments
- Coordinate activities with community agencies
- Oversee Beyond the Bell programs/after-school programs
- Organize, plan, meet and coordinate the daily, monthly and annual events that take place on the campus
- Coordinate the use of shared spaces (library, MPR, Gyms, cafeteria, parking lot, student drop-offs)
- Distribute and maintain all building keys
- Coordinate bus transportation (field trips, athletics)
- Coordinate district-wide compliance requirements such as Williams and special education

11. SCHOOL LEADERSHIP

a. Principal Selection

Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader.

The ideal principal for ArTES will have qualifications that match and support the vision we have for our school. In addition to possessing an administrative credential and meeting the LAUSD guidelines for principals, the candidate must be committed to the core beliefs of small school reform, the community we serve, and the arts as an integral part of the curriculum. Due to our focus on being a community school and helping students find their place as citizens, our principal must have the ability to work with community organizations and build partnerships for the school, and be familiar with the student population we serve. A desire to work collaboratively; experience arts integration, project-based learning; and utilize the Humanitas model are integral to fulfilling our mission. We believe that all educators at ArTES will work best if they share a sense of responsibility and accountability. Therefore, our principal should believe in a non-hierarchical leadership model that emphasizes trust, respect, shared decision making and open communication. The principal, like all adults at ArTES, will be a familiar face on campus, will know and be known by students and staff alike and will engage in active communication with all members of the learning community, thus contributing to a personalized learning environment. (see Appendix 2A for principal job description).

The process of selecting a principal will begin in February with the posting of the job description through the district, the school's website, and other services. We will form a hiring committee that will include members of the design team, a student, and a parent. The committee will develop a timeline and an interview process and questions for candidates and screen applications. Through the review and discussion of resumes, a selection of top candidates will be made, and interviews will be conducted. A final selection will be made in April and submitted for the superintendent's approval.

b. Leadership Team

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

Lead Teacher

The lead teacher's main focus will be on leading grade-level teams in the creation of interdisciplinary units and assisting individual teachers in refining curriculum and methodology. Additionally, the lead teacher will work with teams of teachers on the evaluation of the curriculum, utilizing both teacher and student feedback, and available data. New teachers will benefit from the lead teacher as a source of information and support as they transition into their position at the school. Through classroom observations, the lead teacher will be able to give valuable feedback to all classroom teachers. Although these observations will only be a part of the evaluation process, teachers will be held accountable for using the provided feedback and support as a tool to better serve their students. The collaboration between lead teacher, other teachers and counselor will be guided by respect for each others' professional opinions and expertise and a desire to serve the current and future students of the school. In an effort to constantly improve academic achievement, the lead teacher will help the faculty to develop individual and school-wide goals and monitor progress towards these goals. Formative assessment results, passing rates,

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standardized test scores, and matriculation rates will guide an ongoing refinement of the school's curriculum and teachers' strategies and practices. As part of his or her position, the lead teacher will seek out and occasionally facilitate professional development that meets the needs of the school as defined by the progress towards established goals.

Counselor

The school's counselor will provide counseling services to students in the areas of educational, personal, social, and career needs. He or she will be committed to scheduling students in a way conducive to interdisciplinary teaching, and will take the initiative to solve problems as they arise, thus supporting teachers in the implementation of the school's instructional program. The counselor will oversee special education mandates, English Language Learner programs, the advisory program and mandated testing. He or she will work with students to ensure they meet A-G requirements, will develop intervention periods and guide students towards non-academic support services provided on campus, or in the community. Together with the principal and lead teacher, the counselor will analyze testing data to contribute to the analysis of the instructional program's effectiveness. In support of the instructional program, the counselor will take part in the development of intervention programs for struggling students.

Site Manager

The Site Manager oversees day-to-day operations of the campus for all four Pilot schools, including ArTES. He or she is responsible for the day-to-day operations of the entire campus including, but not limited to, all safety and emergency related issues; overseeing the health office, student store, custodial, and cafeteria staff; coordinating transportation, athletic programs, and the use of the school by the community; and managing communication between the individual schools' principals.

Governing Council

The Governing Council will be composed of twelve members, including the principal, parents and students. The council will meet on a monthly basis to perform the duties of a School Site Council, such as maintaining the school's vision and mission, reviewing performance indicators of the school, evaluating the principal, and establishing an annual budget. Through the Governing Council, parents, students and community members are invited and encouraged to be a part of the school's leadership and participate in the decision-making process.

c. Principal Evaluation

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

In accordance with the LAUSD Memorandum of Understanding for Pilot Schools, the principal will be evaluated and reviewed on an annual basis by the school's Governing Council and his or her Election-to-Work contract will be revised and reviewed annually as well.

In cooperation with the Governing Council, the principal will set annual goals for the school. As the school's leader, he or she will be held accountable for and evaluated by how the school measures up to its goals. Additionally, all stakeholders will have the opportunity to complete an evaluation of the principal and provide suggestions. The Governing Council has the responsibility to conduct the evaluation of the principal by analyzing feedback from stakeholders, assessing the school's progress towards its annual goals and taking into account the principal's self-evaluation. The evaluation will take into account the school's leader's responsibility to

- build a collaborative, well-functioning team

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- display a genuine effort to know students and staff at the school
- create a positive environment where everyone participates in a professional learning community
- communicate with parents, students, staff and community members in a clear, timely, and effective manner
- be available to stakeholders and genuinely interested in to-way communication
- delegate and collaborate
- recognize excellence
- create a school culture that is conducive to attracting and retaining high quality teachers
- collaborate with the other three principals on campus
- create policies that are clear and aligned with the vision and mission of the school
- resolve conflicts in a fair and consistent manner
- develop and maintain partnerships with the community
- implement an effective discipline policy
- actively engage in teacher evaluation
- give priority to student needs

As with all staff evaluations, the main purpose of the evaluation process will be to provide constructive feedback on areas of need and support for the principal to continuously develop his or her skills as the school's leader.

12. STAFFING

a. Staffing Model

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

ArTES is dedicated to keeping class size small. Within the first year of operation our student-to-teacher ratio will average 30-to-1. As the enrollment increases, our goal is to maintain a 28-to-1 student-to-teacher ratio. Some class sizes will be larger to create a richer learning experience as in Play Production and Dance. Budget priorities will be dedicated to lowering class sizes in core academics and tutoring for all students. All teachers on the team will have training in SDAIE strategies and will have passed the CTEL or have had equivalent training based upon the credential programs they have completed.

The school will open with approximately 400 students in grades nine through eleven, with 21 teachers. The A-G requirements are embedded in our graduation requirements, which drive our staffing needs. In addition, students who attend ArTES will be introduced to visual and performing arts. In the first year we will employ two Visual/Performing Art teachers, three English teachers, three Mathematics teachers, two History/Social Science teachers, two Physical Science teachers (one of whom will also teach Dance), one Biological Science teacher, and two Foreign Language teachers. Support personnel to service the needs of our special education students will include two special education teachers, a psychologist shared by the entire school, aides and DIS services as mandated by student IEP's. In addition, a Career/Technical Education teacher in Stage Craft will be provided by ROP services through the District.

Out-of-the-classroom support will include a Site Manager shared by all schools on the VR#5 campus, a principal, a full time counseling coordinator, a school clerk, a parent center leader and a custodial manager.

For the second year of operation (2012-2013), the school's staff will grow to 25.5 teachers. An additional English, Mathematics, Foreign Language, Dance/PE, Visual/Performing Art and part time Science Teacher will be required to support the school's growth of the school's population of 540. The Governing School Council will review its staffing plans yearly based on the needs and interest of the students and school community.

The table below displays the staffing needs from start-up through the first five years, as well as staffing ratios and numbers per classroom. Each teacher will be teaching four classes and an advisory. This schedule will allow teachers to provide extra support for students before and after school.

	2011-2012	2012-2016
Enrollment	400	530
Grades	9-11	9-12
Certified Staff		
Principal	1	1
Counselor	1	1
English teachers	3	4
Mathematics teachers	3	4

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	2011-2012	2012-2016
Enrollment	400	530
Grades	9-11	9-12
Social Studies teachers	2	3
Science teachers	3	3.5
Foreign Language teachers	2	3
Dance/PE Teachers	1	2
Special Education teachers	2	2
Arts teachers	2	3
CTE/ROP teacher	1	1
Total Certified Staff	21	25
Classified Staff		
Director of Operations (shared)	.25	.25
School Clerk	1	1
Custodial Manager?	1	1
Total Classified Staff	2.25	2.25
Adult-to-student ratio	20 to 1	21 to 1
Students per classroom	30 to 1	28 to 1

b. Recruitment and Selection of Teachers

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

It is imperative that the teacher selection process is transparent and that it includes input from all stakeholder groups including teachers, parents, students and the principal. To support this philosophy the Governing Council will have final say over all staffing decisions. A panel of teachers, the principal, and the parent and student members of the Governing Council will interview all candidates. Initially, the teachers on the interviewing panel will be the members of the ArTES design team. After the first year of operation, the interviewing panel will include the lead teacher, another teacher from the applicant's content area, and a teacher from the Governing Council.

To select teachers for ArTES, candidates will be evaluated by a variety of criteria. ArTES will be a highly collaborative environment, therefore it is vital to the success of our mission that all teachers have the ability to work in grade level and cross-curricular teams with their colleagues. In our selection process, the question how well a candidate fits in with the existing team and how dedicated he or she is to collaboration with colleagues will be an essential criterion. Teachers at ArTES will also be expected to be examples of the three models of character: Student – Citizen – Artist. Their past accomplishments in these areas, as well as their dedication to be committed to them in the future, will provide further criteria for teacher selection. Teachers will embody the three models of character in the following ways:

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Student

Teachers should be lifelong learners. They will be expected to develop an annual plan for professional growth and to complete specified hours of professional development as detailed in the Election-To-Work agreement. They will demonstrate a true desire to learn and develop as an educator and artist.

Citizen

Teachers give back to their community. They will be expected to mentor students through the advisory program, to guide students in the completion of service learning projects, and to assist in the completion of the students' CSA Passport and portfolio. They will participate in community events and make active use of the community as a resource and a partner in the education of students. All certificated faculty members will be expected to attend public displays of student outcomes including performances and art shows.

Artist

Teachers must engage in the arts. They will be encouraged to participate in teacher exhibitions or performances and to sponsor visual and performing arts clubs and activities. All teachers will integrate the arts into their lessons.

ArTES teachers will be expected to be mission-driven in their approach to education and be willing to constantly reassess their practices to grow as educators and to improve their students' outcomes. Though ArTES understands the value of experience, we also recognize and value the fresh perspective that novice teachers bring to the table. We are confident in our ability to mentor and support newly credentialed teachers who are as passionate as we are about our vision. Our core team is made up of the best and the brightest public school educators from the Los Angeles area, and we will only accept other teachers who live up to this standard. We will actively recruit teachers who have advanced degrees and certifications as well as experience in the visual or performing arts.

c. Autonomy

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

One of the most important autonomies that we will have as a thematic Pilot School is that of staffing. Hiring people who have the same values, principles and vision is essential to success of our school. All teachers and administrators will be held to very high standards of work ethic, commitment, concern for students, and passion for creating and maintaining an outstanding school.

Hiring a Principal

A critical element of this autonomy is to hire our own principal. Though mostly teacher driven, the development of our school will require a principal that has tremendous people skills, is a positive liaison between the school and community, and is an advocate for our school and our students. He or she must be able to provide leadership without assuming complete control of the school. (Brooks, et al., 2004) states that effective principals lead by "strengthening the web of social relationships" within schools. (High and Ovando, 2000) stated that "principals must set the standard for continuous learning and professionalism and encourage teachers to enhance their capacity so that they may play a key leadership role in decision-making and school reform." With school reform becoming more common throughout the district, "[t]he role of principals is seen as necessarily shifting toward more empowering styles of leadership" (Brooks, et al., 2004). This research indicates the extreme importance of hiring a principal with these leadership skills. Our autonomy will allow us to be more selective in this process.

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Selection or Refusal of Teachers

ArTES school culture and climate will evolve through the collaborative efforts of teachers, administrators, parents, and community members. Teacher-leaders, however, will be at the forefront of establishing the pathway to that climate. The reform effort underway by the district relies on highly motivated teachers who are willing to accept these challenges, take risks, and elicit change. Forcing new Pilot schools to take on team members who lack that motivation would weaken these efforts. Each teacher will be responsible for participating in creating an environment that fosters the individual learning and growth of each student. Our teachers will also be expected to model our three pillars of character: Student—Citizen—Artist. As our vision and mission clearly state our commitment to our school being a center of creative and academic excellence for our students, it is imperative that the people we hire are qualified and willing to commit to those goals. Therefore, autonomy is crucial in the ability to hire outside seniority guidelines. We must also be able to refuse “must place” teachers unless they have the qualifications that will benefit our school and our students. Pounder (2004) highlights the importance of “the ability of the teacher-leader to build trust and rapport with colleagues...” In order to build powerful teaching teams, we must have the autonomy to hire people with whom we can build that trust and rapport. The qualities we will seek in a teacher-leader are as follows:

- Articulate their philosophy to guide curriculum and instruction
- Promote research based instructional practices
- Strive to lead by example and demonstrate accountability
- Promote collaboration toward providing a personalized learning environment
- Provide concrete approaches to inform teaching and learning improvement
- Lifelong learners and commitment to professional growth
- Experience in the visual and performing arts

d. Evaluation

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

All teachers at ArTES will engage in a yearly reflection and evaluation process. Following the Teacher Effectiveness Task Force's recommendation that evaluations shall be “related to an accepted skill set”, teacher evaluations at ArTES will be based on the National Board of Professional Teaching Standards' Five Core Propositions and the California Professional Teaching Standards. Teachers will also be evaluated on their commitment to initiate and carry out the goals and objectives of the school as described in the vision and mission. The primary purpose of using this evaluation is to encourage our team members to become more effective educators. Each new student brings new instructional needs, therefore ArTES highly values teachers who are reflective and believe that there is always a need to improve teaching strategies. Our culture of continuous learning applies not only to our students, but to our faculty and staff as well.

Our evaluation will contribute to professional growth by:

Clarifying Expectations: Clear performance expectations will be outlined for all school-based employees. Performance metrics and supporting rubrics will be clear and aligned toward responsibilities.

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Providing Feedback: Quality feedback is a key element of the improvement process. During each assessment cycle, teachers will have a conference with the ArTES evaluation council to discuss strengths as well as growth areas.

Facilitating Collaboration: By providing a common language to discuss performance, our evaluation will help support the collaborative process. This is essential, as we know that communication and team work create the foundation for student success.

Driving Professional Development: The information provided by our evaluation helps us make strategic decisions about how to use our resources to best support professional growth for all of our teachers. We can also use this information to differentiate our support programs by grade level, content area, or any other category.

The Governing Council and Design Team will create an evaluation rubric based on the above-mentioned propositions and standards so that there are clear expectations of the parameters of teacher evaluation. The rubric will include categories similar to those of LAUSD's "Evaluation of Instructional Personnel": Support for Student Learning, Planning and Designing Instruction, Classroom Performance, Developing as a Professional Educator, Punctuality, Attendance, and Recordkeeping. The rubric will make use of multiple levels of data analysis, observations, and self-assessment.

The evaluation process will be composed of five significant parts that will be reflected upon at the end of the school year. This will ensure the inclusion of multiple measures and data points as recommended by the Teacher Effectiveness Task Force.

1. Self Evaluation: Teachers will complete an Individual Learning Plan (ILP) that lists goals and expectations for themselves at the beginning of the year. They will keep an informal log of steps taken towards professional growth and write a reflection at the end of the year.
2. Administrative Evaluation: Similar to the STULL, which will have multiple rating categories to allow for the identification of exemplary teachers and those needing guidance and support, as recommended by the Teacher Effectiveness Task Force.
3. Peer Educator Evaluation: Each teacher will be assigned to observe and evaluate a peer teacher. The Peer Evaluator will be provided with a rubric and a structured evaluation form. As with all parts of the evaluation process, the goal of peer observation is to receive and provide constructive feedback and share best practices, not to come to a "verdict" about a teacher.
4. Student Evaluation: Given at the midpoint of a class, students will have the opportunity to evaluate the teacher's performance in relevant areas. The teacher will use the evaluations for personal and professional reflection. Additionally, the findings will be considered in year-end evaluations.
5. Parent Feedback and Surveys: The surveys will measure the entire school's performance and allow for input on the teachers communication and effectiveness.

As recommended by the Teacher Effectiveness Task Force, teacher evaluations will have effects, both positive and negative. Teachers who show a strong commitment to professional growth and meet and exceed the expectations of the Election to Work Agreement will be met with recognition, career growth opportunities, and enhanced professional responsibilities. Teachers who are struggling to meet professional standards and requirements of the Election-to-Work Agreement will be required to develop a plan for improvement. ArTES' belief in the importance of second chances applies to faculty as well, so teachers will receive support and guidance from school leaders in meeting the goals of their plans for improvement. Despite the clear developmental focus of the evaluation process, the Governing Council may have to decide on appropriate consequences for teachers who fail to improve.

13. FINANCES

a. Financial Sustainability

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

As a Pilot school, ArTES will receive funding via LAUSD's transparent budgeting process. Budgetary decisions will be made following the school's mission to identify strengths and needs, to communicate expectations, to provide support, and to share and celebrate outcomes. Since we believe in these guiding principles as a foundation of student success, expenses for programs, resources, and services in support of these principles will be given priority. Among those are additional teachers to lower class size and increase personalization, the design and implementation of intervention services, and teacher collaboration. Some services regularly provided to students at traditional schools, such as a wide range of AP courses or a variety of sports teams may be reduced or eliminated. Additionally, teachers at ArTES will agree to perform certain duties outside of the regular workday, allowing the school to run successful programs—such as tutoring and data review—without the need for additional funds. Students, parents, community members, teachers and staff will share a feeling of responsibility for and pride in the school, joining forces in creating and maintaining a safe and clean campus, and maximizing the use of resources the community has to offer to meet the school's vision and goals.

b. Additional Funding

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

ArTES' design team members have extensive grant-writing experience, which previously secured grants of up to five million dollars. At ArTES, we will establish a grant writing committee which will seek out grants at the local, state, and federal level, identify philanthropic resources, apply for the Annual Perkins Grant for technical education programs, and submit proposals. The school's booster club and the fundraising committee will plan and execute fundraising events ranging from the participation in programs such as E-Scrip, to an annual benefit to contribute to the school's budget. In cooperation with students and parents, ArTES will raise funds through admission for art shows, theater and dance performances, and materials such as DVDs and catalogues, with the goal of making such productions financially self-sustaining. In addition, partnerships with individuals and organizations in the community, such as Sun Valley Youth Arts Center, Tia Chucha's Centro Cultural, or The Unusual Suspects Theater Company will allow us to provide services to our students without allocating additional funds.

c. Autonomy

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

ArTES will use its budgetary autonomy as a Pilot school to work towards the realization of the school's vision and mission. We intend to reduce expenses for some services not provided by LAUSD. Budget autonomy will allow us to negotiate with local service providers and save money on small facility repairs and maintenance. Additionally, the culture we envision at the school will reduce the extent of custodial work needed, as students will be held responsible for keeping the campus clean, and teachers will take care of the everyday maintenance of classrooms and hallways. Thus, a significant amount of money can be saved on custodial positions, allowing us to focus on spending priorities. Budgetary decisions will be made with the following priorities in mind:

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- A personalized learning environment for all students: ArTES will hire additional, highly qualified teaching staff to lower class size to an average of 26:1 (The Coalition for Essential Schools recommends that a teacher's student load does not exceed 80)
- Individualized support for all students: ArTES will establish and maintain intervention programs and support services to meet varying student needs
- An engaging and challenging curriculum for all students: ArTES will provide stipends for teachers to develop Humanitas curriculum and establish and manage intervention programs
- Highly qualified educators for all students: ArTES will attract the most qualified teachers by valuing their time, commitment and expertise through compensation for contributions that exceed the expectations set forth in the Election to Work Agreement
- Innovative and flexible educators for all students: ArTES will provide high-quality and specific staff development, such as staff retreats and conferences, both school-wide and individualized
- Real-world educational opportunities for all students: ArTES will provide learning experiences both on and off campus, such as professional artists as guest speakers or instructors, field trips, internships and courses through arts organizations in the community
- High expectations for all students: ArTES will provide a college preparatory environment, including appropriate technology and AP courses
- A highly productive learning environment for all students: ArTES will purchase materials and technology to support project-based learning and to enhance visual and performing arts classes

During our start-up year, providing a personalized and highly supportive learning environment will be of highest priority. We will ensure that class sizes are small enough to allow for a maximum of interaction between students and teachers and for teachers to identify and build on each student's individual strengths and weaknesses. Furthermore, funding will be focused on providing time and resources for staff to collaborate in assessing individual students' needs, creating interdisciplinary curricula and intervention programs as well as on providing quality professional development that is aligned with the school's needs. Every teacher will be assigned to work as a part of professional learning communities, organized by content areas, interdisciplinary teams, and grade-level teams. These priorities will ensure a strong foundation of support for all students. In years two and three, an emphasis will be placed on enhancing the curriculum by seeking opportunities for students to learn off campus, by hiring additional arts instructors and by allowing students to interact with professional artists through residencies and guest speakers. Remaining funds will be spent on technology and materials, based on the needs identified by all stakeholders. The assessment of school data and the input from students, staff, and parents will guide the budget priorities in years four and five. Keeping the school's vision and mission in mind, previous budgetary decisions will be evaluated and adjusted as necessary.

d. Budget Development

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

The school's budget will be developed with the input of a variety of stakeholders, with final budgetary decisions being made by the governing council. Advisory committees will analyze school data, conclude areas of need and provide the governing council with budget recommendations based on their findings. Students, parents, community members, teachers and staff will participate in budget needs assessment surveys, ensuring that the needs, perspectives and ideas of all stakeholders are considered. The results of these surveys will be presented to the governing council. The governing council will use the information received to prepare a budget that is aligned with the school's vision and mission and based on the areas of

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need as presented by all stakeholders. The annual budget will be made available to all stakeholders through the school's website for maximum transparency. LAUSD accounting procedures will be followed and state guidelines and policies adhered to in order to meet all audit requirements.

14. IMPLEMENTATION

a. Implementation Plan

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

In the first year, we will focus on implementing high-quality professional development, an interdisciplinary curriculum, Advisory classes and part of our envisioned off-campus learning experiences (see Appendix 14B).

The implementation of our PD program will be one of the foundations of making ArTES a successful school from the beginning. Through weekly PD time, workshops and trainings, we will ensure that all teaching staff understands the school's vision and mission and their part in it and has the knowledge, resources and support to deliver engaging instruction, collaborate with other teachers and set goals for their own learning. All teachers will be implementing strategies they learned and lessons they developed collaboratively. All teachers will write their own Individualized Learning Plan and work towards achieving its goals. At the end of the first year, we will use student data, surveys and teacher self-assessments to evaluate the effectiveness of the professional development program and plan for the next year.

Another foundation of success will be the school's interdisciplinary curriculum. After approval of our school plan, we will immediately begin to design a scope and sequence and unit plans for all grade levels and subjects. This work will continue into the school year as plans will be refined with the availability of student data. Although this is a time-intensive task, we are committed to implement this crucial element of our proposal immediately, even if funding does not allow us to pay or be paid for curriculum development.

Advisory classes will be a part of the daily schedule from year one. All teachers and the principal will be teaching an advisory class and older students will be peer advisors to younger students. The implementation of the Advisory program does not require additional funding and is a very important part of the personalized learning environment a small school like ArTES strives to provide.

Off-campus learning experiences will be continuously expanded and refined over time, but ArTES will be able to offer a variety of opportunities in the first year. ArTES design team members have developed productive relationships with colleges, museums and individuals in the wider community over the years and will use these resources for students of the new school. ArTES teachers will actively seek out and develop additional community partnerships to be able to offer more field trips, competitions, classes and internships for its students.

We intend to implement all elements of our proposal within the first three years. We are aware, however, that aside from a determined faculty and a strong community, financial resources are an important factor in achieving our goals. Therefore, we are prepared to make adjustments to our plans depending on the funds available at the time.

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b. Waivers: For Internal Applicant Teams Only

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

ArTES requests a waiver from all collective bargaining agreement terms that would prohibit the UTLA Bargaining Unit members of the design team from being able to transfer to VRHS #5.

ArTES requests a waiver from giving class preference to teachers based on seniority. Classes should be taught by the teachers who will best serve the needs of students and the instructional program.

In addition, we request waivers for all clauses in the Collective Bargaining Agreement that would prevent ArTES from taking advantage of all the autonomies granted by the Pilot School Memorandum of Understanding (the most current at the writing of this proposal) (see Appendix 14A).

APPENDIX 1

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

APPLICANT TEAM INFORMATION			
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i> ArTES Design Team, John Lawler			
Address: 1535 Curran Street, Los Angeles, CA 90026		Phone Number: 	
Website (if applicable) www.artespilot.org		Email Address: jjl3238@lausd.net	
School site for which your team is submitting a Letter of Intent		Valley Region HS #5	
School type for which your team is applying		Pilot school	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. John Lawler		jjl3238@lausd.net	Verdugo Hills HS
2. Miguel Navarro		man0893@lausd.net	Verdugo Hills HS
3. Timothy Driscoll		tsd0582@lausd.net	Verdugo Hills HS
4. Patricia Solomon		pls4657@lausd.net	Verdugo Hills HS
5. Nicole Lopez		niclopez@yahoo.com	Verdugo Hills HS
6. Josh Rauh		jer7328@lausd.net	Verdugo Hills HS
7. Laura Kampmeyer Jaeggi		ldk9619@lausd.net	Verdugo Hills HS
8. Anne Maschler		acm0248@lausd.net	Verdugo Hills HS
9. Kathryn Howard			katdhoward@gmail.com

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

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

Name of School **VRHS #5**

Name of Applicant Group/Applicant Team **ArTES Pilot School**

Lead Applicant John Lawler

Title of Lead Applicant Design Team Member

Mailing Address 1535 Curran St., Los Angeles, CA 90026

Phone Number _____ Fax Number _____

Email Address mrjlawler@mac.com

Website (if available) artespilot.org

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
- ☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- ☒ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

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The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charter schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

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By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant John Lawler

Title of Lead Applicant Design Team Member

Signature of Lead Applicant _____ Date _____

Name of Board President* _____

Signature of Board President* _____ Date _____

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

APPENDIX 1A

FEEDER SCHOOL CHART

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS		
	8850	San Fernando MS
New Schools	Loc Code	Feeder Schools
Valley Region HS #5	2117	Andasol EL
	2335	Beckford EL
	2706	Calahan EL
	2881	Castlebay Lane EL
	3340	Darby EL
	3377	Dearborn EL
	3545	El Oro EL
	4233	Granada EL
	7201	Topeka Dr EL
New Schools	Loc Code	Feeder Schools
Valley Region HS #5	8137	Frost MS
	8174	Henry MS
	8182	Holmes MS
	8272	Nobel MS
	3335	Danube EL
	3541	El Dorado EL
	3829	Broadous EL
	4452	Haskell EL
	4762	Knollwood EL
	5198	Mayall EL
	5894	Osceola EL
	6452	San Fernando EL
	6479	San Jose EL
	7247	Tulsa EL
	7422	Van Gogh EL
	7452	Vaughn Next Cent LC
	7562	Vintage Math/Sci Mag
	8228	Maclay MS
	8354	Porter MS
	8850	San Fernando MS
	3493	Dyer EL
	4295	Gridley EL
	4431	Harding EL
	4515	Herrick EL
	4603	Hubbard EL
	5397	Morningside EL
	7014	Sylmar EL
	8306	Olive Vista MS

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APPENDIX 1B

HUMANITAS PERFORMANCE DATA

Humanitas Students Outperform non-Humanitas Students on Same Track in Same Schools				
	CAHSEE pass on first try		CST Eng Lang Arts	
	ELA	Math	Mean Scaled Score	Attendance
Roosevelt Humanitas Track A	78%	67%	315	92%
<i>Non-Hum Roosevelt Track A</i>	<i>61%</i>	<i>61%</i>	<i>309</i>	<i>92%</i>
Roosevelt Humanitas Track B	67%	67%	304	90%
<i>Non-Hum Roosevelt Track B</i>	<i>60%</i>	<i>62%</i>	<i>291</i>	<i>89%</i>
Garfield Humanitas Track A	87%	82%	325	94%
<i>Non-Hum Garfield Track A</i>	<i>65%</i>	<i>68%</i>	<i>304</i>	<i>92%</i>
Garfield Humanitas Track B	67%	67%	304	90%
<i>Non-Hum Garfield Track B</i>	<i>60%</i>	<i>62%</i>	<i>291</i>	<i>89%</i>
Garfield Humanitas Track C	85%	83%	317	93%
<i>Non-Hum Garfield Track C</i>	<i>72%</i>	<i>64%</i>	<i>316</i>	<i>94%</i>

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APPENDIX 1C

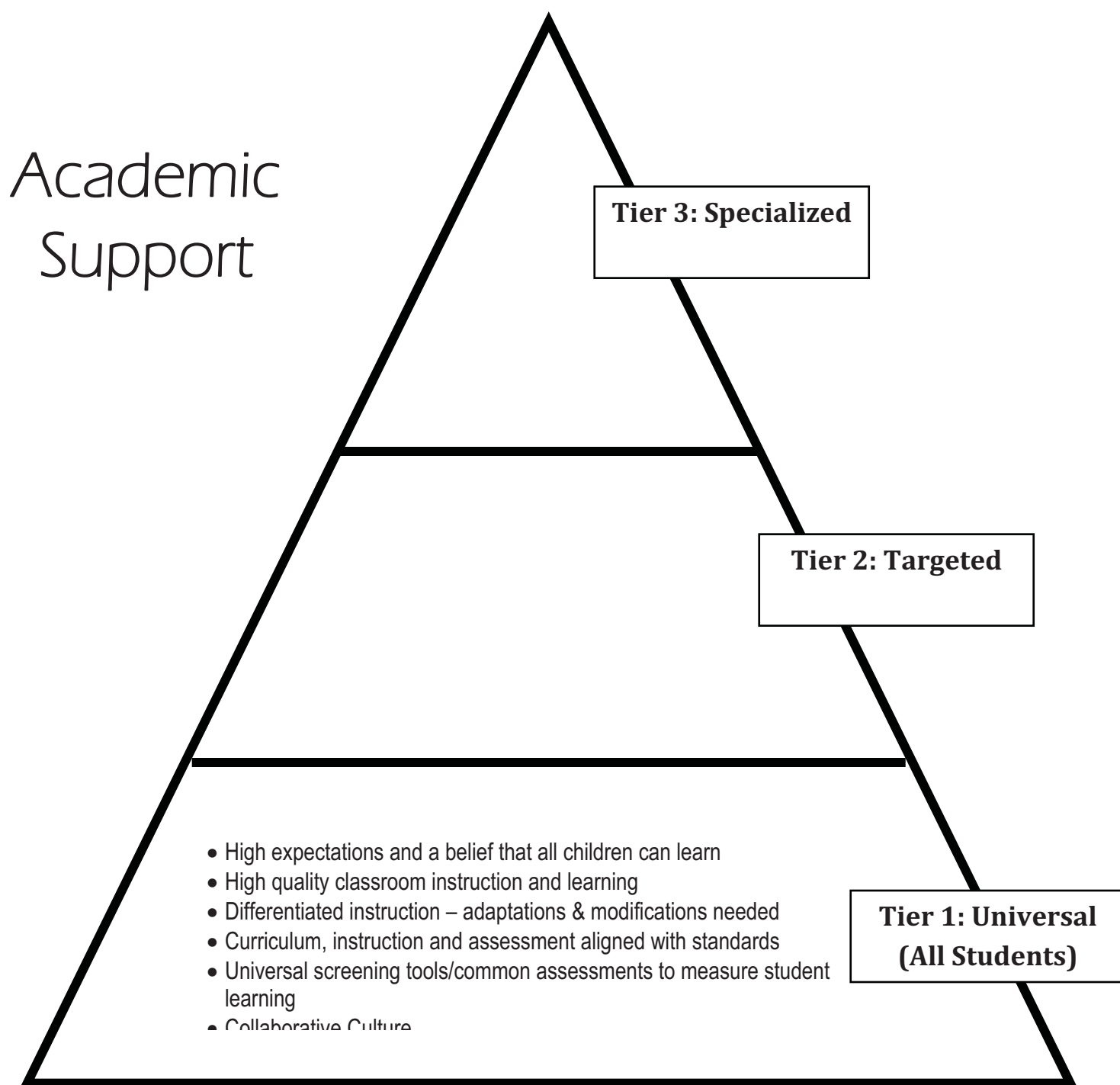
BACKWARDS PLANNING MODEL

Stage One—Desired Results	
Established Goals: <ul style="list-style-type: none"> What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address? 	
Understandings: Students will understand that... <ul style="list-style-type: none"> What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? 	Q Essential Questions: <ul style="list-style-type: none"> What provocative questions will foster inquiry, understanding, and transfer learning?
Students will know... <ul style="list-style-type: none"> What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skills? 	A Students will be able to...
Stage Two—Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged? 	Other Evidence: <ul style="list-style-type: none"> Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?
Stage Three—Learning Plan	
Learning Activities: What learning experiences and instruction will enable students to achieve the desired results? How will the design: <p>W = Help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?</p> <p>H = Hook all students and hold their interest?</p> <p>E = Equip students, help them experience the key ideas and explore the issues?</p> <p>R = Provide opportunities to rethink and revise their understandings and work?</p> <p>E = Allow students to evaluate their work and its implications?</p> <p>T = Be tailored (personalized) to the different needs, interests, and abilities of learners?</p> <p>O = Be organized to maximize initial and sustained engagement as well as effective learning?</p>	

Chart adapted from Wiggins & McTighe's *Principles of Backward Design* in *Understanding by Design*.

APPENDIX 1D

THREE-TIERED SYSTEM OF ACADEMIC AND BEHAVIORAL SUPPORT



APPENDIX 1E

PRINCIPAL JOB DESCRIPTION

The principal of the Arts, Theater and Entertainment School (ArTES) will serve as an educational leader, who mobilizes the expertise, talent, and care of others and as a resource for and liaison to the stakeholders of the school community. He or she will be committed to the core beliefs of small school reform and keep the school's vision and mission at the forefront of all decisions and practices. The principal will encourage and support shared leadership and decision making that involves all stakeholders, and build strong relationships with teachers, students, families, and community members. Like all adults at ArTES, the principal will be a familiar face on campus and will know and be known by students and staff alike.

Education and Experience

- Must possess an administrative credential
- Must meet the LAUSD guidelines for principals
- Experience as a teacher or administrator in a small school setting is desirable
- Experience with curriculum development following the Humanitas model is desirable
- A background in visual or performing arts and/or arts education is desirable

Candidate dispositions

Leadership

- believes in shared leadership and collaboration
- knows how to resolve conflicts and build consensus
- knows how to guide individuals and groups in the accomplishment of tasks
- has the desire and ability to recognize, use and credit the ideas of others
- has the desire and ability to provide opportunities for recognition and leadership among all stakeholders
- knows how to build and maintain a positive work environment with high staff morale
- has the ability to persist and problem-solve when faced with difficulties in implementing new concepts or programs

Communication style

- is genuinely interested in listening to all stakeholders and desires to build mutual trust and respect
- Understands the importance of reciprocal communication of concerns, ideas and information between the principal, staff, parents and the community

Skills

- Understands and is sensitive to the strengths and needs of the population the school will serve
- Possesses strong networking skills and the ability to work with community organizations and build partnerships for the school
- Has knowledge of budget preparation and budget control
- Has knowledge of current trends and research in curriculum and instruction

Responsibilities

- Communicates the vision and mission of the school
- Ensures that the school operates within the parameters of federal, state, and local laws, policies, and regulations
- Creates and maintains strong partnerships with individuals and groups in the community
- Works with community members and external partnerships to forward the school vision and goals
- Creates and maintains positive relations with parents
- Works with families to improve student outcomes
- Communicates information about the school on a regular basis through a variety of media
- Participates in the evaluation of the school's teaching staff
- Implements an effective discipline policy
- Works closely with the governing board to ensure the school stays on track with its mission and vision
- Works closely with the Governing Council to create and monitor the annual budget
- Works closely with the Governing Council to review, revise and approve the election-to-work agreement
- Works closely with the Governing Council to make staffing decisions that are aligned with the school's vision and mission
- Supports teacher leadership through a team and committee structure
- Leads individuals and groups in reviewing data and developing plans for improved instructional practice
- Teaches an advisory class
- Provides coverage for classes as needed
- Attends school events
- Collaborates with other principals on the campus

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APPENDIX 2A

ARTES DAILY SCHEDULE

Block 1		Advisory	Block 2	Lunch	Block 2	Block 3	
110 minutes		35 minutes	110 minutes	30 minutes	110 minutes	110 minutes	
Period 1A (:55)	Period 1B (:55)		Period 2A (:55)		Period 2B (:55)	Period 3A (:55)	Period 3B (:55)
8:00 - 8:55	9:00- 9:55	10:00- 10:35	10:40- 11:35	11:35- 12:05	12:10- 1:05	1:10- 2:05	2:10- 3:05

5 minutes passing periods / breaks between 55 minute periods, before and after Advisory, after lunch.

365 instructional minutes per day

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APPENDIX 3A

PEER ADVISOR FORMS

Peer Advisor Program

Date: ____/____/____

Dear _____,

I am working with _____ in your period ____ class as part of the Peer Advisory program.

The focus of the program is to encourage student accountability by identifying student's problem areas, setting short-term goals and assisting their success. This requires frequent monitoring and recording of progress.

Please provide the following information about the student.

Your support and communication is imperative in making this program work.

Current Mark: A B C D F Work Habits: E S U Cooperation: E S U

Excused Absences ____ Unexcused Absences ____ Excused Tardies ____ Unexcused Tardies ____

ATTITUDE OR BEHAVIOR TOWARDS TEACHER AND PEERS

ACADEMIC CONCERN OR AREAS NEEDING IMPROVEMENT

Please submit this form and any questions, comments, or incident reports to Mr. Navarro's box in the main office and I will update the student's file as soon as possible. If you need to speak with me in person please drop me a note in his box and I will stop by during 1st period. Thank you, I look forward to working with you.

Sincerely,

Print name: _____

Peer Advisor

Peer Advisory Program

Weekly Progress Report

This form is to be filled out by teachers on Friday, signed by parent and returned to Advocate the following Monday.

Student: _____ Date: ____/____/____

PER	Class	grade	W.H	Co	Abs	Tardy	Performance Comments	Assignments/HW Due	Signature
1									
2									
3									
4									

Parent Signature: _____ (Please Circle) Mother Father Guardian

Questions/Comments: _____

Peer Advocate: _____ Date returned: ____/____/____

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ADVISORY Program

Student Name: _____ Peer Advisor: _____

Prev. term/ YR	Class				Class				Class				Class			

TERM _____ **Year** _____

Start Date	Class	Current Grade			Term ____ Mid			³ / ₄ Check			Term ____ Final		

TERM _____ **Year** _____

Start Date	Class	Current Grade			Term ____ Mid			³ / ₄ Check			Term ____ Final		

Comments:

Advisor: _____

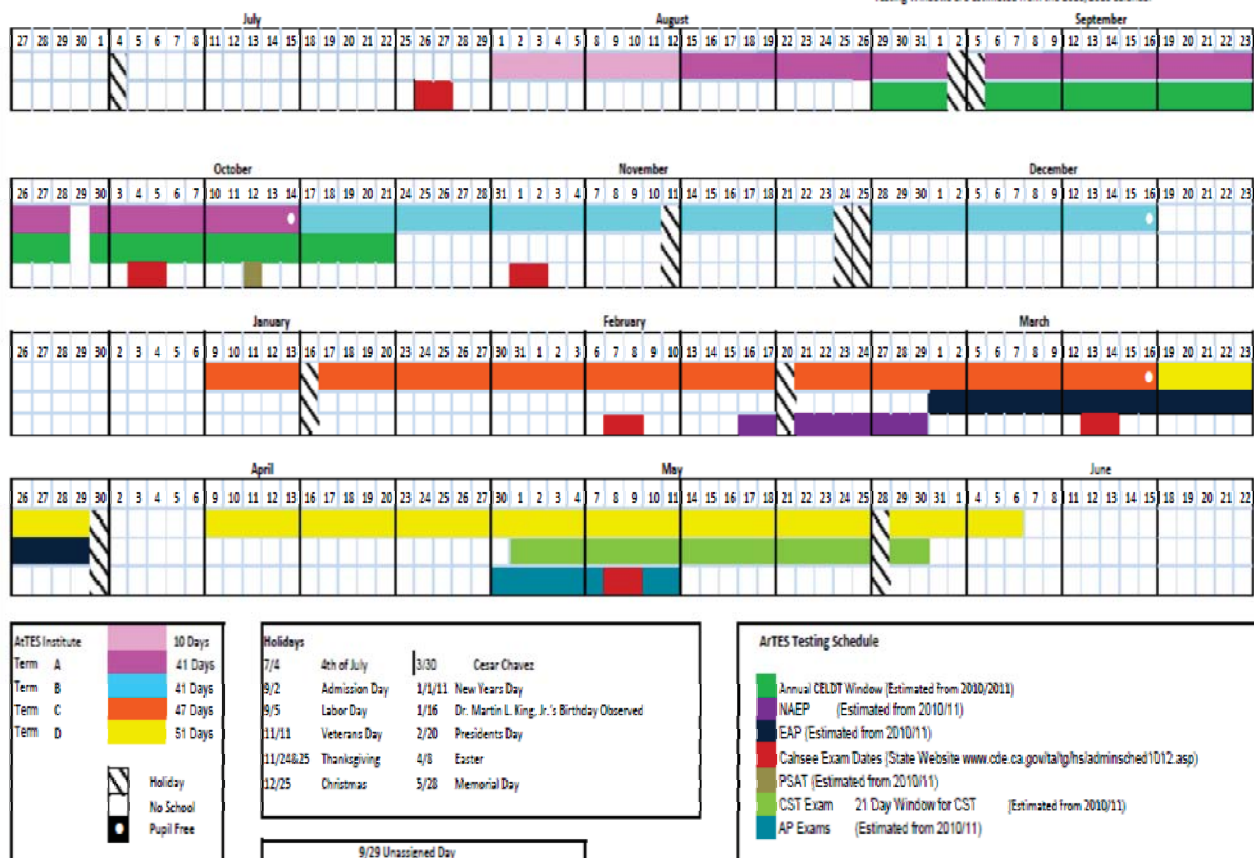
Peer Advisor: _____

Signature: _____

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ArTES Calendar Draft 2010-2011

* Testing Windows are estimated from the 2010/2010 calendar



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APPENDIX 4B

ArTES Assessment Calendar Grade 9-12

Assessment	Frequency						Rationale/Purpose
	Daily	Weekly	Monthly	Quarter	Semester	Annual	
FORMATIVE							
Shared Inquiry/ Socratic Seminar		X					Authentic learning where students learn how to engage in civil discourse. Students develop oral communication and analytical thinking skills.
Reflections		X					Make personal connections to content and learn to self-monitor learning process
Reading Journals	X						Develop metacognitive skills and learn to self monitor reading progress
Interactive Notebooks		X					Self-monitor learning and build connections between units
Oral presentation			X				Develop oral communication skills
Thinking Maps/Graphic organizers		X					Develop logical thinking patterns and organize information for learning
Math journals	X						Self-monitor learning and build connections between units
Science journals	X						Self-monitor learning and learn to make scientific observations
Student-teacher conferencing			X				Provide interim feedback
Peer conferencing			X				Develop oral communication, build community, provide feedback on work
Self-assessment		X					Develop accountability and self-monitor learning process
Anecdotal teacher records		X					Track progress and identify intervention, re-teaching needs
Lab reports			X				Evaluate content mastery and scientific method
Quizzes		X					Timely monitoring of lesson success & student progress
Informal reading inventories		X					Monitor students' progress and identify intervention needs
White Boards		X					Full class accountability for understanding of concepts
Charting		X					Students work collaboratively to chart topics and explain. Students develop oral communication and presentation skills.
Gallery Walks		X					Peer evaluation of work develops critiquing skills and transfer of knowledge.
Class participation	X						Instant monitoring of lesson success & student progress and build oral communication skills
California Standards Test (Grades 9-11 only)						X	Test standards mastery in all content areas, state requirement
California Alternate Performance Assessment (CAPA)						X	Tests standards mastery in all content areas for students with severe cognitive disability

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ArTES Assessment Calendar

Grade 10-12

Assessment	Frequency						Rationale/Purpose
SUMMATIVE	Daily	Weekly	Monthly	Quarter	Semester	Annual	
California High School Exit Exam (CAHSEE)						X	State graduation requirement, tests standards mastery. All 10th graders and 11 th and 12 th graders who did not pass.
Interdisciplinary Essay				X			Rigorous writing assessment that evaluates a student's ability to synthesize content from several subject areas. Emphasis is also placed on student's ability to evaluate the content in relation to contemporary issues.
Debates				X			Evaluate content mastery, ability to a position and support it, and oral communication

Grades 11-12

Assessment	Frequency						Rationale/Purpose
SUMMATIVE	Daily	Weekly	Monthly	Quarter	Semester	Annual	
Early Assessment Program (EAP)						X	Assess juniors' college readiness in English and math
Preliminary Scholastic Achievement Test (PSAT)						X	Helps determine college readiness
Scholastic Aptitude Test (SAT)						X	College application test
American College Testing (ACT)						X	College application test
Advanced Placement Exams						X	End of course requirement assesses content mastery

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APPENDIX 4C

QUALITATIVE AND QUANTITATIVE ASSESSMENT DATA

	Quantitative Data	Qualitative Data
Student Needs Assessment Data	<p>Previous achievement records and grades</p> <p>Degrees of Reading Power (DRP) test results</p> <p>UCLA Math Readiness Test results</p> <p>ELL Level and proficiency</p>	<p>Student interviews</p> <p>Student interest surveys</p>
Student Performance Data	<p>Tests results including proficiency tests, standardized tests, CSTs, CELDT, EAP, CAHSEE results</p> <p>Graduation rates, percentage of students on track to graduate</p> <p>ELL levels, progress and reclassification rates</p> <p>The number of students receiving special services from local, state or federal resources</p> <p>Attendance rates, mobility rates, expulsion rates, suspension rates, drop-out rates</p> <p>Percentage of high school graduates</p> <p>Percentage of students with disabilities who are mainstreamed into regular classes</p> <p>Percentage of retentions or advancements</p>	<p>Performances or Gallery Showing</p> <p>Student publications, portfolios, essays, and other work products</p> <p>Videotapes of student work, performances</p> <p>Student surveys, including pleasure-reading</p> <p>Inventories, self-assessment profiles</p> <p>Student journals and learning logs</p> <p>Observation records, anecdotal data</p> <p>Student interviews</p> <p>Report cards</p>
Program Data	<p>Teacher-student ratios</p> <p>Numbers of students enrolled in various programs, e.g., advance placement</p> <p>Prevention/intervention programs</p> <p>Teacher/administrator/administrative education statistics</p> <p>Teacher participation in professional development activities</p> <p>Budget and resource allocations</p>	<p>Videotapes of special events, classrooms, hallways</p> <p>Meeting agendas, minutes, memos</p> <p>Teacher and administrator portfolios</p> <p>Artifacts, e.g., awards, photos of bulletin boards</p> <p>Staff interviews</p> <p>Bulletins and newsletters</p>
Community Data	<p>Parent engagement statistics</p> <p>Data on family demographics</p> <p>Number of school, business and industry partnerships</p> <p>Employment rates and sectors in area</p>	<p>Focus-group data</p> <p>Community opinion surveys</p> <p>Interviews with parents and community members</p>

ArTES: Student – Citizen – Artist

APPENDIX 5A

SHARED FACILITIES USE AGREEMENT

The following is an unofficial shared facilities use agreement between three Pilot school proposing residency at VRHS#5: ArTES, Academy of Scientific Exploration (ASE), and the Humanitas School of Social Justice (SSJ). It is meant to demonstrate the cooperative nature between ArTES and the other Pilot schools, with cooperative decision-making directed by the needs of students and the schools' programs.

Auditorium use

ArTES plans on offering a CTE program in Entertainment Design and Technology. We have an amazing designer transitioning from the industry to teach these classes, which we will hold in the main auditorium space. That may seem like we are “taking over” the auditorium completely, but in reality, the space will be available to all schools to use. If a school wants to have an assembly or event in the auditorium, they will book the space with the Tech teacher, and he and his class will do all the lights, sound, and staging for the event. This requires close coordination, but works pretty well (we did this for several years at Verdugo). It gives our Tech students real-world experience working in a venue with real-world conditions, and gives your schools professional-looking presentations.

Shared facility schedule (dance, music class, gym)

In the auditorium building there is one drama studio, one music room, and one dance studio. There are two gyms. While arts are our focus, we know that all the schools will offer PE and at least some performing arts classes for the sake of A-G and graduation.

Music classes will be particularly tricky, since there's only one classroom and four schools. We may have a situation that requires us to share the cost of 1-2 music teachers proportionately.

Bell Schedule

For the most part, it seems fine for us all to have our own bell schedules, but that can cause problems for the shared spaces. Our schedule is a sort of hybrid that has year-long 55-minute classes for core courses, then uses double-period blocks for half-year arts courses. So we're working with 55-minute classes and 115-minute classes (that includes the 5-minute passing period). The day begins at 8:00 am.

Staggered schedules

We have contemplated using a late start time, but it creates issues with transportation, i.e., more routes, whereas we can share bus costs if they're all on the same schedule. If we did stagger school start times, it could help relieve some of the time conflicts. At present, ArTES and ASE plan on a traditional start time, while SSJ is contemplating a late start.

Athletics

Athletic teams can be very costly, especially football. We are hoping to roll out low-cost sports such as soccer, volleyball, basketball, dance team, etc. We have agreed, as a university would, to share the cost of these teams equally and make them open to all our school's kids.

Site Manager

Allen Weiner from LAUSD strongly suggests hiring an “operations director” or “site manager,” with all of us sharing the cost, to handle all of the day-day operational and administrative tasks that a principal

ArTES: Student – Citizen – Artist

would do, i.e., custodial, security, safety drills (fire, earthquake), etc. What this means to each school is that your principal could, in theory, be dedicated to instructional leadership and also teach a class or two, while the District-intensive work can be handled by the site manager. ArTES, ASE, and SSJ have all agreed to share the cost of a Site Manager.

Clerks

In the same vein, we have agreed to share a main office clerk to answer calls, direct people to the right school services, assist the site manager, etc.

Custodial Staff

We have agreed to share the cost of the custodial staff.

Calendar

It looks like the whole District is going to the early start calendar, and our schools will coordinate with this calendar.

Extra curricular Clubs and Activities

A lot of people have asked if kids can, for example, do drama if they're not in the arts school, or if they can be in the Math Club if they're in ArTES. ArTES, ASE, and SSJ have agreed to offer extracurricular clubs and activities that are open to the whole population and that we share the cost of such organizations. We all agree that crossover and collegiality among our students will be healthy to the campus culture.

School Transfers

Ideally, we all want a stable population with students committed to one Pilot school and not transferring to try each one or be close to friends. We agree to adopt the Belmont policy of one transfer between schools only. This would need to be agreed to in writing by parents (and students) at enrollment.

Building Selection

ArTES is still in discussion with ASE and SSJ concerning the most suitable buildings for our schools. Thankfully, they are identical except for minor location instances. ArTES has proposed occupy Building 1 (closest to Arroyo St.) a) because of its proximity to the auditorium, and b) in consideration of possible noise issues for our neighbors. We intend on using the outside spaces and quads for rehearsals and performances throughout the day, and Building 1 is located farther from the other buildings, with a quad space between the building and the street, helping to further block the noise from the other buildings. ASE and SSJ have tentatively agreed that ArTES occupy Building 1.

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APPENDIX 5B

ELECTION-TO-WORK AGREEMENT

For ArTES Pilot School

The following work conditions will apply to all ArTES staff:

All staff members will fully support ArTES' vision and mission statements:

ArTES Vision

ArTES is a school that develops meaningful relationships between students and educators, holds high expectations, values creativity and inquiry, provides support, and celebrates achievements. At ArTES, students are lifelong learners who embody multiple roles within their community:

STUDENT – CITIZEN – ARTIST

ArTES Mission

At ArTES, we will create an academic and creative environment that emphasizes depth of exploration over breadth. Our approach follows our four-step mission to identify strengths and needs, hold high expectations, provide support and display outcomes.

Terms of Service

*Note: Due to the necessities of opening a new school with a restricted budget, our first year (2011/12) will have different requirements from the following school year (2012/13) and beyond. All terms are subject to change every year upon review and majority vote of the Governing Council.

The school day begins at 8:00 am and ends at 3:05 pm, and the workday will be from 7:50 am to 3:15 pm. In 2011/12, faculty will teach five 55-minute classes and one 35-minute advisory with one 55-minute conference period. In 2012/13, faculty will teach four 55-minute classes and one 35-minute advisory with two 55-minute conference periods.

The school year begins August 15 (or thereabouts most years) and ends June 6 (or thereabouts most years). There will be a total of 180 days of instruction in the school year. Teachers are required to participate in approximately 210 hours of professional development in 2011/12, and 175 hours of professional development in 2012/13. Each summer, all faculty members will participate in the ArTES Institute, an intensive PD and pre-opening collaboration period. In 2011/12, the Institute will be a total of 70 hours over a two-week period; in 2012/13 and beyond, it will last 35 hours over a one-week period.

All staff members participate fully in the Humanitas model of teaching and collaboration, in the implementation of any common curricula utilized, and in all professional development activities in the school. Such curricula will serve as a common foundation and point of departure for the staff's exploration and development of best practices designed to accelerate learning and development of ARTES students.

All staff members serve on at least one school governance structure during the course of the school year (e.g. Governing School Council, Budget Committee, Staffing Committee, etc.).

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All staff members work collaboratively with peers on Humanitas teams and/or on subject area teams. Teachers document and are prepared to share all unit plans and daily lesson plans. These lesson plans will be available for review and sharing by Humanitas teams, content-area teams, administration, and coaches.

All staff members participate fully in designing and engaging in all professional development activities in support of ARTES students' learning and development. All teachers write a yearly Individual Learning Plan outlining their personal development goals in consultation with an administrator or teacher leader who will serve as an evaluator.

Each staff member completes an annual reflective document assessing their performance, to be used in year-end evaluations. This reflection will supplement formal classroom observations for each staff member.

All staff members will participate in quarterly parent meetings (one at the beginning of the school year and three spread over the 9-week grading periods in the evenings) as a means to get to know parents, share upcoming information and events of the school, and to distribute report cards. During- and after-school parent conferences will also be conducted to meet individual student needs. Up to three additional evening events may be required for teachers each year in order to support the mission of the school and the continued involvement of parents in the life of the school.

All staff members will participate fully in relevant professional development opportunities provided by outside partners such as Humanitas and LAEP, including onsite coaching. During the year, all staff members will develop their arts knowledge and/or skills as part of their Individual Learning Plan.

All faculty members teach a daily advisory course for a specific group of students. The role of the advisor will include substantive individual student advisement and advocacy, frequent contact with students' families, and the design and facilitation of targeted learning experiences for the students in the advisory. Professional development will be provided to facilitate teachers' understanding of their advisory responsibilities.

All staff will work an extended day. Students will attend class from 8:00 am to 3:10 pm each day (excluding after-school activities and participation in college courses on ArTES' campus). Staff will be at their posts from 7:45 am to 3:25 pm each day with a 30-minute duty-free lunch.

The school year for ArTES students will be comprised of 180 school days. All school staff will work up to an additional three (3) days during the school year and ten (10) additional days during the summer. These days will be devoted to professional development, planning, and/or student/new staff orientation.

All staff are expected to attend a minimum of four (4) after-school student performances, exhibits, athletics and/or community events.

All staff are expected to commit to the full year of service upon signing this Election-to-Work Agreement. If a staff member needs to leave the school before the year is complete, the Governing Council will decide upon the issue.

ArTES: Student – Citizen – Artist

APPENDIX 5C

ARTES STUDENT – CITIZEN – ARTIST (SCA) PASSPORT

The following is a chart that will outline (when complete) a student's SCA Passport or checklist of graduation requirement activities. These go toward helping students achieve the status of "Student – Citizen – Artist." It will be added to as we develop the school.

	STUDENT	CITIZEN	ARTIST
Costa's level 1 (9 th grade) <ul style="list-style-type: none"> defining describing naming identifying noting listing 	<ul style="list-style-type: none"> Pass School wide Expectations test <i>Get to know a teacher</i> activity 	Creative Industry Person Interview	Museum visit Film Viewing w/ Socratic seminar
Costa's level 2 (10 th grade) <ul style="list-style-type: none"> analyzing synthesizing comparing/contrasting inferring sequencing 			Museum visit
Costa's level 3 (11 th grade) <ul style="list-style-type: none"> evaluating judging applying a principle speculating predicting hypothesizing 		Peer Advisor to 9th	Museum workshop participation
Costa's level 3 (12 th grade) <ul style="list-style-type: none"> evaluating judging applying a principle imagining predicting hypothesizing 		Peer Advisor to 10 th	Art Exhibition Performance

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>ArTES will have in place a search and serve process in order to identify and provide services to families and students with special needs. Upon enrollment, parents will complete the District's Student Enrollment Form. If the parent answered "yes" to any question in section ten, we will complete the Special Services Follow-up Section of the form. We will review the students IEP in Welligent system, 504, or GATE, then we will promptly provide services as stated in the student's IEP, 504 plan. If a student with an IEP transfers in from another school district in California, we will consult with parent and promptly provide comparable services pending a LAUSD IEP review (within 30 days). If a student transfers in with an IEP from another school district outside California, we will consult with parents, promptly provide comparable services until a new evaluation is completed (within 30 days) to determine qualification based on California eligibility criteria for special education. At the beginning of the school year, we will distribute the <i>Are You Puzzled by your Child's Special Needs</i> brochure to parents. All staff is aware of the Special Education procedures at our school site. Our staff will be prepared to answer parents' questions, assist parents in filling out any forms or refer them to the parent network. We will display the district poster "Parent Resource Network". Any person who believes a student may require special educational services or a 504 plan to be successful in school may request assessment. If a formal assessment is requested in writing, we will assist that person in filing out the Request for Special Education Assessment Form.</p> <p>The following district publications will be maintained in the main office and available to parents in English and Spanish: Student Enrollment form <i>Are You Puzzled by your Child's Special Needs</i> Brochure Request For Special Education Assessment Form Student Information Questionnaire for Parents and Guardians A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards) We will prominently display the Parent Resource Network poster. ArTES faculty and staff will be prepared to answer any questions parents may have. We will assist parents in completing forms and, when appropriate, refer them to the appropriate parent resource unit or committee.</p> <p>All staff will be aware of the procedures of referring a student for possible assessment for special education services. A Student Study Team will review the educational history of the student referred. The SST will make recommendations to accommodate the student in the general education setting; assessment may be postponed until the need is determined. A highly qualified bilingual person will be available at the front desk to answer parent's questions. Due process procedures</p>

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		<p>will be explained to parents and assistance will be given to them to fill out the forms. A parent center will be available for parents to meet and organize and parent trainings will take place.</p>
Outcome 2	Intervention Programs	<p>Students who require intervention will review their personalized instructional plan with their grade level teachers, parents, and counselor in order to set personal learning goals that will include parent monitoring of homework time, on-site after-school tutoring, and other community school services (counseling, health services, etc) that may be required to address non-academic issues that may interrupt learning. For our special education students, this will include their IEP goals and objectives. Our flexible bell schedule allows for enrichment and intervention. ArTES provides “Integrated Support” as a period built into the school day for all students. This class will be used as either an enrichment or remediation class to support student learning. It will follow a tiered method of instruction based on grade level standards with increased intervention of special education services according to identified student need. Beyond the “Integrated Support” class, special education students may be enrolled in an Essentials of English and/or Essentials of Math class. Because special education services are layered, they may consist of any or all of the following: co-planning collaborative, direct non-intensive and direct-intensive methods of service delivery. The appropriate tier of service will be determined by student need, and may change during the course of the year as needs change. Class enrollment in the Essentials courses will be fewer than 15 students.</p> <p>We have designed a flex period at the end of the day and it will apply to each student differently in order to meet individual student needs. We will offer intervention, enrichment, studio time rehearsal time and for upperclassman, the</p>

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		<p>opportunity to participate in internships during this time. We believe that it is critical to have intervention as well as enrichment activities during the school day. Our master schedule allows for intervention in the area of mathematics. The math department will offer flexible course offerings in order to recapture failing students each semester. They will teach both the A and B sections of Algebra I, Geometry, and Algebra 2 in the spring semester so that students who, despite remediation in the integrated support class, fail the A portion of a course can retake it immediately instead of being placed in the B portion without mastering A or waiting until the next year. All of these interventions are in place to ensure the highest level of achievement is reached by all students.</p>
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>ArTES will implement a consistent school-wide positive behavior support and discipline plan. Our plan will be aligned with our goal of empowering each one of our students to become a true student, citizen, artist. We will teach rules, social-emotional skills, compassion, personal responsibility, and discipline in the same way we approach academic subjects, using the four keystones: Identification, Expectation, Support, and Outcome. We will have a common set of procedures aimed at reinforcing appropriate behavior; using effective classroom management and positive behavior support strategies, and providing early interventions for misconduct and appropriate use of consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner. ArTES will first use positive intervention and means of correction other than suspension, transfer or expulsion to resolve disciplinary issues. Parents will receive a copy of the school rules and will be expected to review the school rules with their children. Training will be available for parents. If misconduct occurs, the parent or caregiver will work with the school as a partner to address the student needs. Each teacher will maintain a positive classroom and school environment. They will use effective classroom management strategies to create an environment conducive to learning and prevent misconduct. These strategies will be agreed upon by the faculty and implemented school-wide. All emotionally disturbed or autistic special education students will be assessed to determine the most effective strategies to be included in a possible Behavior Support Plan as part of their IEP. Before the initial IEP, the Student Study Team (SST) will gather data and make recommendations for pre-referral interventions, including documentation of behavior and accommodations, prior to an</p>

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		eligibility of emotionally disturbed designation. A team will collect data, make recommendations for support for student displaying difficulties with serious behavior problems. A Behavior Intervention Case Manager will organize the collection or supervise Functional Analysis Assessment and then develop the proposed Behavior Intervention Plan prior to presenting it to the IEP team.
Necessary for Planning, will be provided	Description of Student Population	Based on the demographic data from the proposed feeder middle schools and from the High Schools being relieved, Support Unit North has projected roughly 10% of our student population will have IEPs. Given enrollment of 500 students, we will have 50 Special Education students 13-17 of them will be in the Special Day Program and the rest will be in the Resource program. There is a possibility of another 13-17 students in the area who will be in need of an Autism program that we will build and offer within 3 years of opening our school. Once the attendance area and enrollment procedures are in place for VRHS #5, there will be more specific demographic data available.

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Outcome 2	Special Education Program Description	<p>ArTES has a strong commitment to meeting the academic, social, and emotional needs of all learners. We believe that creating an inclusive learning environment that holds high standards for students with disabilities, ELL, SEL, students of poverty, and gifted students is both socially just and academically sound. Special education students' academic programs will be created in accordance with their IEPs in order to provide them with the least restrictive environments possible. Co-teaching by special education and general education teachers along with support from special education aides will enable students to participate in many general education courses as well as the advisory and flex period programs. Our learning center will also be an integrated setting; special education and general education students in need of remedial support will be taught by general and special education teachers in a direct instruction multi-tiered model of service delivery that includes teaching strategies, intensive instruction, and monitoring student progress.</p> <p>English language learners' needs will be addressed through CALLA and SDAI strategies, differentiated instruction, scaffolding, cooperative group learning, and extra support during the flex period for more direct intensive instruction. All students will participate in community-based activities, such as service learning, performances, and art exhibitions. The school will meet all students' needs by offering a curriculum and educational strategies that have been proven to raise achievement for this student population. Also, ArTES meets the community's need to prepare students from north east San Fernando Valley for college, particularly four-year universities, which very few attend. In addition, the school's focus on visual art, performance, and technical theater will provide career pathways that are not presently available to most students in this region of the Valley, despite the fact that the creative economy (arts, design, and entertainment) accounts for one in six of all jobs in Los Angeles. ArTES will meet an urgent need in this community, in which students grapple with academic barriers and desire assistance to make college a reality. Our Pilot school will raise academic achievement and prepare students for college. In order to have real access to A-G courses, students must be able to read at grade level and have foundational math skills. Without these, students are likely to fail. Intervention for failing students is addressed first and foremost in the classroom. Teachers use differentiated instruction along with regular in-class assessments to monitor their students' progress and dialogue with students, advisory teachers, counselors, and parents to circumvent problems early on. Team collaboration allows our teachers to assess our special education students' progress in multiple classes, and reassess teacher goals and teaching strategies on a weekly basis. If in-class and at-home support is insufficient, students are given the support of the Integrated Support class during the regular school day and/or the Essentials classes in the learning center. One of the features of a backwards-planned curriculum is its insistence upon planning for student understanding. Every student has access to rigorous curriculum and instruction but each unit plan is scaffolded to build student</p>

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		<p>understanding and differentiated to meet the needs of all learners. Since teachers in the Humanitas model use and communicate the outcomes of formative assessment with their team several times a week, curriculum is adjusted as students become more proficient or if they need additional scaffolding.</p> <p>Differentiated instruction: Students learning in the Humanitas model at ArTES are heterogeneously grouped because it is critical to establishing a community of scholars where various talents, skills and insights support all learners. This requires that teachers personalize instruction by using student work protocols to determine and address learning needs of all students. A variety of different instructional materials support differentiated instruction in a tiered model to deliver services. Teachers also engage the range of learning modalities in their instructional practice, taking care to provide scaffolding for ELL students and to follow IEP accommodations for special education students. We will provide the least restrictive environment appropriate with an inclusive model to provide a standards based education to our students with mild and moderate disabilities. Each student may require a different combination of services and setting as appropriate, our goal is to offer a program based on the students individual needs. Resource Specialist Program students will receive all instruction in the general education setting with a special education teacher co-teaching as per their IEP. Special Day Program (SDP) students will also be included in the general education setting with the special day class teacher co-teaching or co-planning when appropriate and in line with the student's needs. SDP students receive one to three periods of pull-out instruction with the special day program teacher.</p> <p>The math department will offer flexible course offerings in order to recapture failing students each semester. They will teach both the A and B sections of Algebra 1, Geometry, and Algebra 2 in the spring semester so that students who, despite remediation in the learning center, fail the A portion of a course can retake it immediately instead of being placed in the B portion without mastering A or waiting until the next year. All of these interventions are in place to ensure all students reach the highest level of achievement.</p> <p>ArTES hopes to build an innovative Autism and the Arts program within our first three years of operation to address the needs of the growing population of students with Autism in LAUSD.</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<ol style="list-style-type: none"> 1. Procedures to monitor IEP meeting dates and notification requirements. 2. Internal communication system planned 3. Follow up procedures are in place to ensure implementation of IEP such as: (a) a copy of the IEP will be available for all service providers, (b) referral of additional assessment, (c) referral for AB3626. 4. A room is designated for IEP meetings to ensure confidentiality and that teleconferencing is available. 5. All parents will be encouraged to attend and be active members of the IEP meeting, including those that do not speak English.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ol style="list-style-type: none"> 1. An intervention program is in place that targets students performing below basic and far below basic is in place. 2. Upon receiving a request for special education assessment in writing, we will respond with a decision to assess or not within 15 days (not counting school vacations longer than five days). Upon review of student's records, work samples, teacher interviews, and parent input we may decide that referral is not appropriate at this time. If we have decided that assessment is appropriate, we will offer the parent an assessment plan that describes the type and purposes of assessment. If the parent consents to the assessment plan, by signing the plan (within 15 days) we will start the assessment process. We will complete all assessments agreed to on the plan and hold an Individual Education Plan (IEP) within 60 days (not counting school vacation longer than 5 days. All pertinent dates regarding the assessment will be entered into the Welligent IEP System. 3. When determining eligibility exclusionary factors will be addressed such as limited English proficiency, lack of school attendance, or instruction. 4. All areas of suspected disability are addressed 5. Monitoring of referrals by ethnicity is planned

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Outcome 2	Instructional Plan for students using grade level standards	<p>ArTES is a four-year interdisciplinary program that follows the Humanitas model of instruction and curriculum development with a strong focus on the visual and performing arts. The pilot school autonomies will provide the flexibility in curriculum and scheduling that is needed to support the four programmatic elements that are critical to achieving our vision. ArTES plans on offering a vigorous academic program fulfilling all of the A-G requirements and providing all students including those with disabilities the support needed to succeed in this program.</p> <p>Advisories: The scheduling and curriculum of our advisory program is made possible through the autonomy of the pilot model. The seminal research of Linda Darling-Hammond identifies deep, meaningful relationships between students, teachers, and parents or caregivers as positively impacting all students, but particularly those at risk of dropping out (Darling-Hammond et al. 2006/2007). To ensure that all students graduate on time and prepared for postsecondary learning, each student will be assigned an advisor who will remain his or her advocate for the entire school year. Families will have one “point person” who is a partner in their child’s academic success and emotional well-being.</p> <p>Teacher Collaboration: The constraints of a traditional high school schedule are often an impediment to teacher collaboration. Research shows that collaboration that revolves around instruction has a significant impact on student achievement (Newmann & Wehlage 1995; Corcoran & Silander 2009). Humanitas interdisciplinary teaching is, by definition, culturally responsive teaching and gives grade-level teams an opportunity to develop thematic, backwards planned curriculum. The autonomy of the pilot model will allow teachers to collaborate in both grade-level and vertical subject-specific teams to ensure that curriculum and instruction is sequenced for the developmental needs of all learners at ArTES.</p> <p>Inquiry-driven, Interdisciplinary Teaching: All learners, regardless of their educational backgrounds or special learning needs, have a right to access vigorous, relevant, and engaging curriculum. Our mission is to prepare students for active engagement as students, citizens and artists of the 21st century. Arts infused Humanitas instruction responds to the needs of these students by giving them the skills necessary to transfer learning, communicate persuasively, and apply higher-order thinking skills to cognitively demanding tasks. Researchers in special education, ELL, gifted, and general education support our foundational philosophy: high expectations for all learners (Guess & Thompson, 1989, Heshusius, 1988, Waxman & Tellez 2002; Van Tassel-Baska 2008; Newmann & Wehlage 1995).</p>

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		<p>Real-world/Authentic Learning: In order to ensure that all students see the value of learning beyond school, ArTES offers students at VRHS #5 an opportunity to explore the career pathways of visual, performing, and technical-media arts. In the classroom, students will address a concept, problem, or issue that is similar to one that they are likely to encounter beyond the classroom. Students will communicate their knowledge, present a product or performance, or take some action for an audience beyond their teachers, classroom, and school building. In their junior and senior years, students will complete service learning projects and intern with our community partners at museums, film studios, and other venues to extend the range of their participation in the arts and assist others. Involvement in these projects will enhance students' awareness of social issues and career opportunities, as well as the social and political power of art and media. ArTES also responds to 2007, 2008 and 2009 reports from Otis College of Art and Design on the creative economy (arts, design, and entertainment) of Los Angeles, which shows the creative arts as one of the area's top employers, for one in six of all jobs (Otis 2009).</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>At this time, we do not have students enrolled at our school who are using Alternate Standards, nor do we have a special Education class that uses Alternate Standards. In the event that students wish to enroll in ArTES instead of a local campus that offers CBI or MMR programs, we are prepared to enroll them in the Special Day Program and assess them using the CAPA. In this case, the students would be receiving instruction based on the CAPA standards-based curriculum. Additionally, as we develop our Autism and the Arts program we will be investigating the most effective curricula and assessments available to serve this population.</p>

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Outcome 13	Plan to provide Supports & Services	<p>ArTES will have the following plan and procedures in place in order to show evidence of how we provide services to our students with disabilities. In order to maintain accountability of Special Education Resource Specialist Services and Related Services, our Resource Specialist Teacher and Related Service Providers will accurately complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the student's Individual Educational Plan, Free and Appropriate Public Education (FAPE) Service Plan, of time and frequency of services. At the end of each month, the Resource specialist Teacher will complete, print, and sign the Welligent tracking monthly report, which will be reviewed and signed by our school principal. ArTES will maintain appropriate special educational records at our school site, and/or at the appropriate related services office (i.e. occupational Therapy, Speech and Language, and Audiology), or at our local district office, as mandated by Federal law. Our Welligent System will be linked to our ISIS school program. We will maintain a master IEP monthly calendar in order to provide a check and balance of all services required and provided. All special education records are confidential; however, our students records will be accessible and will be provided specifically to the parent of the child upon request. All special education teachers will monitor progress toward IEP goals for their students and record progress on page two of the IEP in Welligent, and on the quarterly progress reports found at the bottom of the goal pages. These reports will be sent home via school mail to ensure that parents or caregivers are aware of the student's progress.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>All of our special education students who are 14 years and older will have an Individual Transition Plan (ITP) included in their IEP. The ArTES pathways of sequenced art electives will allow students to explore these fields of interest, and build their skills for their future college and professional success. To ensure that all students see the value of learning beyond school, ArTES offers students an opportunity to explore the career pathways in the visual and performing arts. In their junior and senior years students will complete service learning projects and intern with our community partners at museums, film studios, and other venues to extend the range of their participation in the arts, and to assist others. Involvement in these projects will enhance student's awareness of social issues and career opportunities, as well as the social and political power of art and media.</p> <p>All of our students will have a completed a commercially produced transition assessment, such as the Interest Determination, Exploration and Assessment System; Job Survival; Career Cruising; or Success Scale prior to their 16th birthday. For special education students, the results will be recorded in their ITP.</p>

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		<p>All of our students with disabilities who graduate with a diploma will have a Summary of Performance (SOP) on file in their records and will be provided with a copy to use as future reference. The SOP will provide students with a summary of their academic achievement and their functional performance that includes recommendations of how to assist them in meeting their postsecondary goals. The SOP will also assist students in the transition from high school to higher education, training, and/or employment. The SOP will also help establish student's eligibility for reasonable accommodations and supports in postsecondary settings.</p> <p>In addition, each student will have an advisory or Integrated Support period every day. The advisory period provides students with support and counseling and/or discussions of academic and social issues relevant to students lives including academic goal setting, college preparation counseling, and adolescent development issues and concerns such as conflict resolution. Every credentialed adult will be assigned a small group of students to mentor. The advisor works in concert with the students' counselor, teachers, parents, peer mentor and any community partner or social worker to help students succeed in school. In some cases, the advisor also helps the student choose courses and prepare for postsecondary education.</p> <p>Community and civic engagement, and social responsibility in all areas, from personal relationships to community service, will be emphasized. Civic participation helps students gain valuable work experience, appreciate diversity, and transfer the skills learned in their academic classes to a real-world situation. In order to ensure that all students see the value of learning beyond school, ArTES offers its students an opportunity to explore the career pathways of visual and media arts. In the classroom, students will address a concept, problem, or issue that is similar to one that they are likely to encounter beyond the classroom. Students will communicate their knowledge, present a product or performance, or take some action for an audience beyond their teachers, classroom and school building. In advisory classes, students will develop a community engagement and cultural portfolio that they will use to set goals and reflect on community service, artistic and civic involvement activities over the course of their time in high school.</p> <p>During their junior and senior years, students will complete service learning projects and intern with our community partners at museums, film studios, and other venues to extend the range of their participation in the arts, and to assist others. Involvement in these projects will enhance students' awareness of social issues and career opportunities as well as</p>

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Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>the social and political power of art and media. This academy also responds to 2007, 2008, and 2009 reports from Otis College of Art and Design on the creative economy (arts, design, and entertainment) in Los Angeles, which shows the creative arts as one of the area's top employers, for one in six of all jobs (Otis 2009).</p> <p>Over the course of four years, students will have the opportunity to select their best work for their electronic portfolio. Portfolio development begins in advisory in the ninth grade and is both personally and academically fulfilling the three categories of Student, Citizen, Artist. Students will keep samples of interdisciplinary essays, photos of exhibitions in academic or art classes, evidence of and reflections on their service learning, performance, and technical theater experiences. During their senior year, students will produce a multi-media research project to present to the community (teachers, peers, family members, and community members) in a public senior exhibition. Students will engage in service learning to develop connections between their academic work and the larger community, and to grow as thoughtful, productive, ethical citizens. By the end of the senior year, students will have performed at least forty hours of service learning (e.g. oral histories with community members, community beautification, artistic outreach, partnerships with local agencies). In order to prepare them to attend a university, all students will be enrolled in A-G required classes. Ninth and tenth graders will participate in a mock college application process with the Know How 2 Go program in order to assess their progress in meeting these requirements. Parents will attend a follow-up workshop to understand their child's readiness and learn about the college application and financial aid process.</p>

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

APPENDIX 6A

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>The Community School model draws on the wealth and diversity of the surrounding neighborhoods and ensures equity and access for all stakeholders. In addition to four small schools, several community partners will be housed on campus to provide direct services to students, their families, and the surrounding neighborhood. Responsibility for the academic success and emotional well-being of all students is shared among teachers, staff, parents, colleges, businesses, social services, cultural institutions, and health care providers. Collaborative relationships with the community will enable ArTES and the other small schools located at VRHS #5 to expand and enrich the curriculum and extracurricular opportunities for all students. Our identity as a school for the visual and performing arts requires that we offer a multitude of performance and exhibition opportunities to our students. Our system of sequenced arts electives give our students the skills they need to excel in their artistic endeavors. All of these activities are not only open to all students on campus, but they are required of all students on campus regardless of ability. In addition, there will be a limited number of sports teams available at ArTES, and many clubs and organizations. Some will be unique to ArTES, some will be open to all students at VRHS #5, and some will be connected to our community partners and to state or national organizations. These optional extra-curricular activities are also open to all students, regardless of ability.</p>
Federal requirement	Providing Extended School Year	<p>Extended School Year Services will be determined on an individual basis by an Individual Education Team at a student's IEP to assist a student in maintaining the skills at risk of regression and are in need of special education and related serviced in excess of the regular school year. If the IEP team determines that the student is not eligible for ESY, the student may be referred to the general education summer school program. Our summer school program will be open to all students including students with disabilities. If the IEP team determines that the student is eligible for ESY, the student may be referred to the nearest campus housing an ESY program, which may include the VRHS #5 campus depending on availability of funds for a given year.</p>

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

APPENDIX 6A

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Court requirement	MCD Outcomes (to be woven among others)	All descriptors one through eighteen are included and woven into our service plan for special education.
All	Professional Development	<p>One of the pleasures of working at ArTES will be the ample opportunities to grow as an artist and an educator. Our faculty loves learning and personal growth, and models what it is to be a lifelong learner for students. We love to innovate, and know that ideas are cheap, but action is the currency of effective leadership and reform. Any professional development we undertake always concludes with an action plan, delegation of duties, and a schedule to reconvene and assess our progress. When individuals are responsible for putting what they've learned or developed into practice, real results follow. If the results aren't there, we gather, reflect, and re-strategize a new plan. As a Pilot school with autonomy over our professional development, we aren't committed to pushing programs that, for any number of reasons, may be ineffective for our students. We can be nimble and adjust our program to suit the needs of our specific population. In order to strategically implement our PD efforts, we need to target the program to the correct faculty teams for implementation. Therefore, teachers will be broken into groups as follows based on differing professional development goals.</p> <p>Whole faculty – We believe that the entire faculty needs time to work together and share the responsibility and rewards of running our school. Monthly meetings provide an opportunity to set goals, celebrate achievements, explore instructional issues, and hold teacher-led and other PD workshops.</p>

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

APPENDIX 6A

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Humanitas teams – As mentioned previously, every member of the faculty will belong to a cross-disciplinary Humanitas team that will meet at least twice weekly to design, assess, and reflect on arts-integrated curriculum. Special needs teachers (special education, ELL) will participate in all team meetings to help design instruction and modifications, and advocate for the needs of special education students.</p> <p>Subject-area groups – Teachers will gather at least monthly by subject-area groups to develop literacy and numeracy strategies, and explore content/lesson delivery techniques. They will also focus on discipline-based vocabulary and writing structures that will assist all students in successfully accessing the academic content.</p> <p>Professional Learning Communities (PLCs) – Faculty will be grouped into PLC teams that will meet twice a month. These groups will look at student work, examine teacher assignments, design opportunities for peer visitations, and engage in text-based discussions.</p> <p>In the area of special education, the special education department, in conjunction with Support Unit North, will provide PD opportunities and mandated in-service hours for the entire faculty to help them get acquainted with the best practices around serving students with special needs.</p> <p>Topics include: How to Read your Student's IEP; Implementing Effective accommodations; State and Federal Mandates in Special Education; The 504 Plan; Assessing Students with Special Needs; What Teachers Should Prepare for the IEP Meeting; How to Initiate a Special Education Referral; How to Implement and Monitor a Behavior Support Plan; Pre-Intervention Strategies.</p> <p>Additionally, there will be ongoing opportunities for enrichment and pedagogical growth, some of which are listed below:</p> <ul style="list-style-type: none"> · Critical Friends · Humanitas training and teams · Teaching and arts demonstrations · Arts and cultural workshops/performances/lectures (in-house and in the community) · Observation groups

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

APPENDIX 6A

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none">· Mentor teachers· Peer-to-Peer in-services· Individual Learning Plans (ILPs)· Common planning periods by teams· Interactive school Wiki site for sharing resources
Outcomes 6, 8, 16	Staffing/Operations	<p>We will use our staffing autonomy to keep student to teacher ratios at 25:7, as manageable class size increases personalization and creates an optimal learning culture for all students. We will also use staffing autonomy to increase staff in art and drama to fulfill our school's instructional priorities of giving students a rich set of visual and performing art pathways with sequenced electives. We will hire teachers who support our mission and vision and use the Election to Work agreement (see Election to Work Agreement in appendix) to ensure that our staff only includes those committed to these goals. To ensure a high level of instruction for all students, including English Language Learners, students of poverty, gifted students, and students with disabilities we will hire staff with proper CTEL certifications. We will hire content specialists who are qualified to teach Advanced Placement courses. We will hire general education teachers committed to working with special education staff to create the least restrictive learning environments possible. ArTES will hire special education staff based on the requirements of LAUSD policy.</p> <p>ArTES will use pilot school autonomy over governance to allow those closest to the students to determine the school's daily operation, hiring, budget, curriculum and assessment. Our intention is to embed school governance with a powerful network of student-centered educators and community members working together to improve education. The Pilot school will be governed by a distributive leadership model of education staff to create the least restrictive learning environments possible. Since the Humanitas instructional model is interdisciplinary all faculty members will belong to a grade level interdisciplinary team. Teams will meet during common conference periods, professional development days, and after</p>

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

APPENDIX 6A

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		school as needed. The team will design interdisciplinary units of instruction, assess student needs, design formative
	Fiscal	<p>Budgeting Priorities:</p> <p>small class size, emphasis on the visual and performing arts, professional development, literacy and college readiness</p> <p>As a pilot school we will have more flexibility in determining our budgeting priorities because of per pupil budgeting. Pilot school autonomy over funding will ensure that per pupil state and district funds are spent on programs, resources, and services that are most likely to benefit students and families. Our governing board, made up of teachers, parents, community members and students will be charged with keeping our mission and vision central to all budgeting decisions. One essential component of our instructional program is project-based instruction. We will use our budgeting autonomy to keep class size as small as possible. To achieve this low student/teacher ratio and to save funds on out-of-classroom expenses, we will ask our teachers to take on additional responsibilities such as overseeing textbook ordering and supervising state standardized testing. Other budget priorities include hiring additional art instructors and guest artists to support our 2D art performing art focus, and funding for 15 days of professional development for all staff members spread throughout the school. Our remaining resources, including a portion of our new school startup funds, will be spent on additional technology (LCD projectors, copier, computer) field trips to enrich our thematic units, art supplies, curricular materials and textbooks, as these are central to our project-based instructional model. Though the per-pupil</p>

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

APPENDIX 6A

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>funding model provides us with autonomy over how we spend some of our general fund expenses, we recognize that our school, like all California public schools, will be significantly underfunded. It is difficult to estimate how much additional funding we will need to secure, however, but we expect that we will need to raise between \$1000- \$2000 per student to provide the supplementary instructional and professional development opportunities to fully address the mission of the school and student learning needs. In recent years, our teachers have earned thousands of dollars in grant money to support curriculum, professional development and student projects from The Los Angeles Education Partnership and UCLA Center X. To raise additional supplementary funds, we will seek support from a variety of sources, including private donors, foundations, government agencies, parents and community members. One staff member will be assigned identify these outside funding sources and coordinate grant writing efforts for our school.</p>
Outcome 14	Parent Participation	<p>A parent council will have an active voice in the governance of the school. The council will be formed of interested parents who will engage in activities to support the students, support their own learning and, connect with other parents. Parent education classes will be offered by our community parents and all parents will have an opportunity to attend. Meetings will be held twice a month. One meeting will be held to advise on school issues, the second meeting will have guest speakers, teacher, or student presenters. For most of our students, Spanish has been the language of the home while English is the language of school. By stressing that students need an academic path to becoming fully bilingual and integrating that bilingual ability into the graduation requirements, we demonstrate that we value all languages equally. Our bilingual staff members, community partners and upper-level students will help ensure that all parents have equal access to school events, regardless of the language they speak. On site translation and consistently bilingual school-to-home communications will help to break down the language barrier that so often exists between home and school.</p>

APPENDIX 8A

COMMUNITY LETTERS OF SUPPORT

California State University
Northridge

November 29, 2010

Office of the Dean
Mike Curb College of Arts, Media, and Communication

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for ArTES Pilot school

Dear Mr. Cortines,

The Mike Curb College of Arts, Media, and Communication at California State University is pleased to offer our wholehearted support for the creation of the ArTES Pilot school application to occupy VRHS#5 in San Fernando. It is clear that we share a common mission and philosophy: to encourage a community of learners devoted to academic and artistic excellence, equitable access, and individual integrity. Our College is committed to bringing high quality arts education into our public schools and in already involved in several highly successful projects that are enriching the lives and vision of the K-12 students in our community. The creation of the ArTES pilot will further enhance our ability to reach and collaborate with more students through our role as a Community Partner.

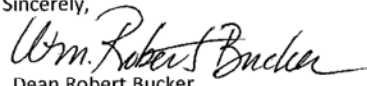
The author Brenda Ueland once said, "This is what I learned: That everybody is talented, original and has something important to say." The role of the Mike Curb College is to give every one of our students the tools, knowledge and ability to say it. A partnership with the ArTES pilot will allow us additional opportunities to provide these resources not only to Cal State Northridge students, but to the youth of our community, who we hope will become our students one day.

Motivated by strong commitments to access and quality, our College combines excellent academic preparation with the practical and professional experience uniquely available in the Los Angeles community. Through focused studies in art, cinema and television arts, communication studies, journalism, music, and theatre we prepare students to be skillful communicators, committed scholars, successful practitioners and talented artists in whatever areas they choose to explore.

Our local community needs innovative academic programs that develop critical thinkers and lifelong learners through engagement in the visual and performing arts. ArTES will help meet the needs of diverse learners and teach all students the effective communication and leadership skills they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep ArTES at the top of your list.

Sincerely,



Dean Robert Bucker
Mike Curb College of Arts, Media and Communication

18111 Nordhoff Street • Northridge • California 91330-8236 • (818) 677-2246 • fax (818) 677-2345 • email camc.csun.edu

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November 16, 2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for ArTES Pilot school

Dear Superintendent Cortines,

As an arts educator and chair of the art department at California State University, Northridge, I support the ArTES Pilot school application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to academic and artistic excellence, equitable access, and individual integrity. We understand and support the idea behind this public school choice application and hope to bring more high quality arts education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with ArTES, and look forward to discussing ways to integrate our programs with theirs.

There is a definite need in our local community for innovative academic programs that develop critical thinkers and lifelong learners through engagement in the visual and performing arts. ArTES will meet the needs of diverse learners and teach all students the effective communication and leadership skills they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep ArTES at the top of your list.

Sincerely,



Kenneth Sakatani, Ph.D.
Chair, Art Department
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8300
kenneth.sakatani@csun.edu
(818) 677 - 2242 (office)

ArTES: Student – Citizen – Artist



Michael D. Eisner College of Education
Office of the Dean

November 29, 2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for ArTES Pilot School

Dear Mr. Cortines,

The Michael D. Eisner College of Education enthusiastically supports the ArTES Pilot school application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to academic and artistic excellence, equitable access, and individual integrity. We understand and support the idea behind this public school choice application and hope to bring more high quality arts education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with ArTES, and look forward to discussing ways to integrate our programs with theirs.

The College is nationally recognized for its innovative approach in providing exemplary programs to prepare highly qualified teachers, school administrators, counselors, and deaf studies professionals. The College traditionally ranks as one of the largest colleges of education in California and has extensive partnerships with community schools and agencies to provide meaningful student teaching, practicum and internship experiences. The College offers 27 credential programs in the areas of teaching, school administration, school counseling and school psychology. All programs are accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for Accreditation of Teacher Education (NCATE).

There is a definite need in our local community for innovative academic programs that develop critical thinkers and lifelong learners through engagement in the visual and performing arts. ArTES will meet the needs of diverse learners and teach all students the effective communication and leadership skills they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep ArTES at the top of your list.

Sincerely,

Michael E. Spagna, Ph.D.
Dean

18111 Nordhoff Street · Northridge · California 91330-8265 · (818) 677-2590 · fax (818) 677-4000

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ArTES: Student – Citizen – Artist

California State University
Northridge

Office of the Dean
College of Social and Behavioral Sciences

November 24, 2010

Mr. Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for ArTES Pilot school

Dear Mr. Cortines,

The College of Social and Behavioral Sciences at California State University Northridge enthusiastically supports the ArTES Pilot school application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to academic and artistic excellence, equitable access, and individual integrity. We understand and support the idea behind this public school choice application and hope to bring more high quality arts education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with ArTES, and look forward to discussing ways to integrate our programs with theirs.

The CSUN College of Social and Behavioral Sciences serves one of the nation's most diverse urban regions. Our mission can be summed up in one word: relevance. Our fundamental purpose is to increase understanding of a complex and ever-changing world through excellence in teaching and applied research. Our students engage in studies that infuse them with a keen understanding of the issues facing our region and the world. Our faculty conducts research that addresses real world issues and provides thoughtful, innovative solutions for communities on a regional, national, and global scale.

The College's nine departments enroll the largest number of students at CSU Northridge. Many of our courses address issues that affect our region, our community and the global context. Our college has embraced an academic focus that maintains a special commitment to studying the problems of urban societies. We maintain a very active, dedicated group of faculty and students who engage in an applied curriculum that leads them into local communities to face some of our most challenging problems. Each year more than 800 students participate in internship projects in the Los Angeles/San Fernando Valley area.

There is a definite need in our local community for innovative academic programs that develop critical thinkers and lifelong learners through engagement in the visual and performing arts. ArTES will meet the needs of diverse learners and teach all students the

18111 Nordhoff Street • Northridge • California 91330-8256 • (818) 677-3317 • fax (818) 677-3480

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ArTES: Student – Citizen – Artist

effective communication and leadership skills they need to make a positive impact in their community.

Please let us know if you require any additional information as you consider the school choices before you. We hope you'll keep ArTES at the top of your list.

Sincerely,



Stella Theodoulou, Ph.D.
Dean
College of Social and Behavioral Sciences
California State University, Northridge



Christina von Mayrhauser, Ph.D.
Associate Dean
College of Social and Behavioral Sciences
California State University, Northridge

ArTES: Student – Citizen – Artist



CALIFORNIA STATE UNIVERSITY, LONG BEACH

DEPARTMENT OF THEATRE ARTS

29 November, 2010

Mr. John Lawler
Design Team Member
ArTES Pilot School
1535 Curran St.
Los Angeles, CA 90026

RE: The Arts, Theater, and Entertainment School Partnership

Dear Mr. Lawler ~

I am writing to enthusiastically offer the support of the Theatre Department at California State University, Long Beach (CSULB) and California Repertory Company (Cal Rep) to the Arts, Theater, and Entertainment School (ArTES). On behalf of Chair Joanne Gordon and the entire Department, we are pleased to become a Community Partner with ArTES.

As you may know, CSULB serves an ethnically and socio-economically diverse student population made up of undergraduate and graduate students from all over California, the United States and the globe. In the Theatre Department and at Cal Rep, we strive to bring together the elements of theatre, onstage and behind the scenes, for students at every level of training. We believe ArTES will provide similar groundwork for its students, and we look forward to developing programmes that will expand the CSULB and ArTES students' experiences, to better prepare them for whatever fields they may enter after graduation.

Good luck with your endeavors.

Best regards,

A handwritten signature in black ink, reading "Nicki Genovese". The signature is fluid and cursive, with the first name "Nicki" being more prominent than the last name "Genovese".

Nicki Genovese
Head of Theatre Management
CSULB / Cal Rep
1250 Bellflower Blvd.
Long Beach, CA 90840

1250 BELLFLOWER BOULEVARD, MS-2701 • LONG BEACH, CALIFORNIA 90840-2701 • 562/985-5357

ArTES: Student – Citizen – Artist



27 November 2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Baudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for ArTES Pilot school

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Patrick Duffy
Charles S. Dutton
David Gue
Zeljko Ivanek
Joe Mantello
Harry Thomason

Dear Mr. Cortines,

The Echo Theater Company enthusiastically supports the ArTES Pilot school application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to academic and artistic excellence, equitable access, and individual integrity. We understand and support the idea behind this public school choice application and hope to bring more high quality arts education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with ArTES, and look forward to discussing ways to integrate our programs with theirs.

The Echo is a 501(c)3 not-for-profit company founded in 1996 that is dedicated to nurturing, developing, and producing new work for the stage in the Los Angeles. To date we have produced 36 Los Angeles premieres and 28 world premieres. Additionally, we are devoted to bringing theater arts to communities that aren't normally exposed to theater. Specifically, we work with youthful offenders at lock-down juvenile detention facilities and perform for sick children at hospitals and clinics in the greater Los Angeles area.

There is a definite need in our local community for innovative academic programs that develop critical thinkers and lifelong learners through engagement in the visual and performing arts. ArTES will meet the needs of diverse learners and teach all students the effective communication and leadership skills they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep ArTES at the top of your list.

Sincerely,

Chris Fields
Artistic Director

12400 Ventura Boulevard, #165, Studio City CA 91604
<http://www.echotheatercompany.com>

ArTES: Student – Citizen – Artist



November 23, 2010

Re: ArTES- The Art, Theater, and Entertainment School for Valley Region High School #5.

Dear Superintendent Cortines,

EduCare Foundation is delighted to partner with and support the application of the ArTES (The Art, Theater, and Entertainment School) design team's proposal for Valley Region High School #5. EduCare endorses ArTES' mission to inspire "every student to attain academic and artistic excellence through a rigorous and relevant curriculum supported by positive relationships. Students will thrive academically, participate in performances, showcase visual art, and publish their writing."

EduCare Foundation is committed to partnering with ArTES as best our resources will allow. Founded in June 1990, EduCare Foundation (EduCare) is a non-profit 501 (c) (3) educational organization that works with community and school based educational partners. EduCare's mission is to inspire and enable young people to become responsible citizens, compassionate leaders, and to live their dreams. EduCare's objectives include empowering schools, school districts, youth-serving agencies, teachers, parents and young people themselves, in low-income communities to better serve youth and prepare them to lead healthy, fulfilling and successful lives.

EduCare operates day time and after school programs that integrate life skills and leadership development; at-risk intervention programs; professional staff teambuilding / community building; student peer mentoring; community service; cross-age mentoring; peer mediation and conflict resolution; and parent education and involvement. EduCare is currently the After School Program Lead Agency for seven LAUSD / Beyond the Bell high schools (Bell HS, Jordan HS, Lincoln HS, RFK Community Schools, San Fernando HS, Sylmar HS, and Washington Prep HS). For the past three years, EduCare has also worked with LAUSD / Beyond the Bell to implement a successful leadership campaign (*Take Action*) that has developed core student leadership teams at now 29 LAUSD high schools.

We are ready to participate in this collaborative effort to ensure the success of students, families, teachers and school personnel at Valley Region High School #5 and The Art, Theater, and Entertainment School.

Sincerely,

A handwritten signature in black ink that reads 'Stu Semigran'.

Stu Semigran
President

EduCare Foundation • 2060-D Ave Los Arboles #544 • Thousand Oaks, CA 91362
Tel: 805-379-0736 • Fax: 805-379-5720
E-mail: info@educarefoundation.com • Web: www.educarefoundation.com

FRIENDS of the FAMILY



Community Mental Health
and Family Support Center

**15350 Sherman Way, Suite 140
Van Nuys, California 91406**

**Tel 818/988-4430
Fax 818/988-4633**

November 26, 2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for ArTES Pilot School

Dear Mr. Cortines:

Friends of the Family enthusiastically supports the ArTES Pilot school application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to academic and artistic excellence, equitable access, and individual integrity. We understand and support the idea behind this public school choice application and hope to bring more high quality arts education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with ArTES, and look forward to discussing ways to integrate our programs with theirs.

Friends of the Family, a private, non-profit community mental health and family support center, has provided family strengthening services to the children and families of the San Fernando Valley for the past 39 years. Our services include a full range of child and youth development, parent support and education, mental health and family support programs, all designed to build upon the assets and strengths of the family and remove any barriers to successful school and career readiness. Our agency has devoted considerable resources to the families and community that will be impacted the VRHS#5 and look forward to continued partnership with the local school community.

There is a definite need in our local community for innovative academic programs that develop critical thinkers and lifelong learners through engagement in the visual and performing arts. ArTES will meet the needs of diverse learners and teach all students the effective communication and leadership skills they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep ArTES at the top of your list.

Sincerely,

Deborah Davies
Director of Programs

US

*Bridging Communities
for 17 Years!*

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THE UNUSUAL SUSPECTS THEATRE COMPANY

November 23, 2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for ArTES Pilot school

Dear Mr. Cortines,

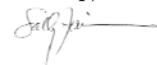
The Unusual Suspects Theatre Company enthusiastically supports the ArTES Pilot school application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to academic and artistic excellence, equitable access, and individual integrity. We understand and support the idea behind this public school choice application and hope to bring more high quality arts education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with ArTES, and look forward to discussing ways to integrate our programs with theirs.

Born out of the ashes of the 1992 LA Riots, The Unusual Suspects has grown into a model mentoring program for youth in underserved and at-risk environments using performing arts methods that are rehabilitative, real-life alternatives not provided by traditional education, or the juvenile corrections and social welfare system. Serving foster kids, abused children, students in violence-plagued neighborhoods, gang members and juvenile offenders, The Unusual Suspects offers two consecutive 10-week (60-80 hours each) workshops that employ theatrical story development, script writing, improvisation techniques, onstage performance and audience interaction to help youth develop self-esteem, respect and tolerance of others as well as the communication, coping and behavioral skills necessary to make such positive life choices as staying in school, choosing resolutions over violence, avoiding gang involvement and overcoming difficulties at home.

There is a definite need in our local community for innovative academic programs that develop critical thinkers and lifelong learners through engagement in the visual and performing arts. ArTES will meet the needs of diverse learners and teach all students the effective communication and leadership skills they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep ArTES at the top of your list.

Sincerely,



Sally Fairman
Executive Director

The Unusual Suspects Theatre Company ♦ 617 S. Olive Street, Suite 812 ♦ Los Angeles, CA 90014
Phone: 213.488.8488 ♦ Fax: 213.488.8498 ♦ admin@theunusualsuspects.org ♦ www.theunusualsuspects.org

ArTES: Student – Citizen – Artist



Board of Directors

Norma Cárdenas
Maggie Velasquez
Rob Borstelmann
Laura Ruvira
Richard Ramos

Executive Team

David Andrés Kietzman
Melissa Khamvongsa

Advisory Council

Jackie Elliot
Roberto Barragan
Rudy Espinosa
Alex Reza
Amy Berfield
Michael de la Rocha
Paul Vinetz
Cheston Callum
Whitney Kasserman
Jennie Carey

Program Team

Mayra Esparza
Maribel Palafox

Main Office

11243 Glenoaks Blvd #11
Pacoima, CA 91331

Contact

Office 818-890-2928
Fax 818-834-5186
www.youthspeakcollective.org

Youth Speak Collective

is a youth driven initiative
empowering low income
communities in the Northeast
San Fernando Valley with the
skills necessary to pursue
higher education and create
strong communities.

All donations are tax-deductible.
YSC Tax ID #27-0126980

11-24-2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for ArTES Pilot school

Dear Mr. Cortines,

Youth Speak Collective enthusiastically supports the ArTES Pilot School application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to academic and artistic excellence, equitable access, and individual integrity. We understand and support the idea behind this public school choice application and hope to bring more high quality arts education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with ArTES, and look forward to discussing ways to integrate our programs with theirs.

Youth Speak Collective is a youth-driven organization founded on the idea that all young people can succeed if provided with the right opportunities. We follow a "for youth, by youth" philosophy in which young people are empowered to help design and implement our programs. We provide teens from throughout the Northeast San Fernando Valley with creative, high-quality programs that channel their intellect and talent, build their academic skills, and strengthen their investment in their own communities. This work is made possible by a strong network of volunteers, contributors, and community leaders who are all committed to the ArTES Pilot School.

There is a definite need in our local community for innovative academic programs that develop critical thinkers and lifelong learners through engagement in the visual and performing arts. ArTES will meet the needs of diverse learners and teach all students the effective communication and leadership skills they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep ArTES at the top of your list.

Sincerely,

David Kietzman
Executive Director
Youth Speak Collective

ArTES: Student – Citizen – Artist

APPENDIX 10A

RESUMES

ANNE C. MASCHLER

ADM0248@LAUSD.NET

PROFILE pathway to the

I see literature and the arts as both a means of expression and a

understanding of what defines, moves and challenges us as humans. As a teacher, I strive to help my students approach, interact with, question and create literary and artistic expressions independently and whole-heartedly in the classroom and beyond. I see my classroom as a place where students ask questions and work with others to discover and build on their individual strengths and to grow as members of their community and citizens of the world.

PROFESSIONAL STRENGTHS

- Strong classroom management skills
- Connecting content to students' lives to motivate and support learning
- Creating differentiated instruction and curriculum
- Application of SDAIE strategies
- Integrating the arts into the curriculum

CERTIFICATES & CREDENTIALS

- Erstes Staatsexamen (German Teaching Credential)
- California Preliminary Multiple Subject Credential
- California Preliminary Single Subject Credential (English)
- CTCL
- Trained in Thinking Maps® and High Point

TEACHING EXPERIENCE

2007 - Present

- Teacher, Verdugo Hills High School
ESL and ELA, Grades 9-12
Assisted in development of programs for the 9th Grade SLC
Former ESL Department Chair

2005 - 2007

- Teacher, Olive Vista Middle School
Grades 6-8, ESL and ELA
After-school tutoring, training of staff in SDAIE Strategies

2001 - 2003

- Student Teacher, Blockade Middle School, Germany
Designed and implemented a project on
Environmental education for Grade 6 and 7
- Student Teacher, Appelhof Elementary School, Germany
Responsible for teaching Grades 3 and 4

EDUCATION

2001 - 2003

- University of Hamburg, Germany
Major: Education with English Literature/Linguistics emphasis
Degree Received: Supplemental Bachelor of Arts in Education

1996 - 2001

- University of Lueneburg, Germany
Major: Education with German Literature/Linguistics emphasis
Degree Received: Bachelors of Arts in Education

Kathryn Howard, MS, PPS, LMFT

email: katchowd@gmail.com

EDUCATION

- 2003** *California State University, Los Angeles*
Masters of Science, School-Based Family Counseling, Marriage and Family Therapy
- 2003** *California State University, Los Angeles*
Credential in Pupil Personnel Service with Advance Specialization in Child Welfare and Attendance
- 1998** *California State University, Northridge*
Bachelor of Arts, Psychology

EXPERIENCE

2008- Present *CHAMPS Charter High School*

Director of Psychological Services and Counseling - As the first and the only school counselor of CHAMPS my responsibilities covered several counseling and administrative areas. These areas included, creating master schedule, scheduling all students, and reviewing transcripts, developing the four-year plan and grad checks. In addition, organizing and leading FST/SST meetings, creating 504 plans, providing DIS counseling and designated administrator for IEP's. Monitoring students with chronic attendance problems, implement support programs to help improve attendance and academic success. Provide guidance and crisis counseling to students and families.

2000-2008 *Partnerships to Uplift Communities*

Director of School Counseling - Developed, facilitated, and currently coordinate School-Based Family Counseling Traineeship Program serving eight schools in the North East Los Angeles and San Fernando Valley areas. Provide weekly individual and group supervision for school counseling interns. Collaborate with Clinical Supervisor to develop and implement orientation trainings and ongoing professional development. Consult with all eight schools on matters relating to pupil personnel services and child welfare and attendance policies. Manage a client caseload, providing individual, group, and family therapy as well as case management including community resources. Provide consultation to special education staff and responsible for DIS counseling. Create school-wide parental involvement through parent support groups and psycho-educational trainings.

1998-2000 *Project Grad Los Angeles*

Connections, Campus Manager- Connections is the social service component of Project GRAD (Graduation Really Achieves Dreams) which is a national scholarship program for at risk children in economically disadvantage communities. Administrative duties included managing Connections team members, facilitating weekly case conferencing, develop and implement special programs, provide case management to students and their families which include: academic support, coordinating community resources, expanding parental involvement, home visits. Duties also included, supervising and collecting data to create weekly reports for outcome-based programs.

Miguel A. Navarro

man0893@lausd.net

Objective	To create an innovative interdisciplinary Visual and Performing Arts Pilot High School that serves the educational needs of the San Fernando community.	
Experience	Design Team Member	9/2009 - present
	<i>ArTES Pilot School</i>	
	<ul style="list-style-type: none">Co-founder of innovative Pilot model schoolDesign school to provide rigorous academic and arts instruction in P.I School zonePlanned and co-wrote proposal for LAUSD Public School of Choice program	
	Visual Arts Teacher	8/2002 - present
	<i>Verdugo Hills High School, Tujunga, CA</i>	
	<ul style="list-style-type: none">National Board for Professional Teaching Standards CandidateCreate relevant and engaging curriculum that meets California Content StandardsAdvanced Placement Studio Arts Instructor who increased schools AP pass rateCreate modifications that support students individual learning needs	
	Department Chair-Art	9/2005 - present
	<i>Verdugo Hills High School, Tujunga, CA</i>	
	<ul style="list-style-type: none">Facilitate department meetingsOffer curriculum and classroom management assistance to teachersCreated resource lab for creative projectsAllocation of departmental budgetAttend School Design team meetings	
	SLC Lead Teacher	9/2005 - present
	<i>School of Visual and Performing Arts VHHS, Tujunga, CA</i>	
	<ul style="list-style-type: none">Created Parent Support WorkshopFounder of VAPA Showcase nightCreated and developed community partnerships with MOCA and LACMA	
	Peer Advocate Coordinator	6/2006 – 9/2010
	<i>Verdugo Hills High School, Tujunga, CA</i>	
	<ul style="list-style-type: none">Developed and implemented a peer counseling program to provide support for at-risk studentsProvide mediation between students and/or parent and studentAssisted in intervention process with drug counselorsProvided support for teachers with discipline issues	
Education	University of California, Santa Cruz	9/1991 – 6/1996
	<i>BFA Degree, Visual Arts</i>	
	California State University of Northridge	9/2003 – 6/2005
	<i>Single Subject Teaching Credential -Art</i>	
Skills	Computer and Multi-media Knowledge—Internet, Microsoft Word, Works, Excel, PowerPoint, digital imaging, Student Information Systems (ISIS)	
References	Available upon request	

John Lawler (NBCT Candidate)

mjlawler@nmac.com

Objective	To build comprehensive arts programs and provide the highest level of Drama and Film studies to students of all financial and educational backgrounds		
Credentials	<i>Administrator Credential – Tier I; CA Clear Teaching Credential – English; CTE Credential (2011)</i>		
Awards	<i>Alumni – Robert Redford's Sundance Institute, Eugene O'Neil Center, Williamstown Theatre Awards – Drama League of New York, Artistic Director Achievement, Mel Helstein, Michael Poretzian, Clifton Webb</i> <i>Finalist – Austin Film Festival (2010, 2006), Acclaim, TV Writer, and Scriptapalooza writing contests</i>		
Experience	2009 – Present	Design Team Member	San Fernando, CA
	<i>ArTES Pilot School</i>		
	<ul style="list-style-type: none"> Co-founder of innovative Pilot model school School created to provide rigorous academic and arts instruction in low-income, predominantly Hispanic community Planned and co-wrote proposal for LAUSD Public School of Choice program Teamed with multiple Hollywood Industry Partners Secured additional \$500,000 funding for state-of-the-art theatre equipment and CTE program 		
	2003 – 2009	Lead Teacher	Los Angeles, CA
	<i>Verdugo Hills High School</i>		
	<ul style="list-style-type: none"> Founder and Lead Teacher of the School of Visual and Performing Arts (VAPA) Elected member of School Site Council and Design Team governance bodies 2007 – \$2.5 million QZAB grant for; 2008 – \$2.7 million CTE grant Expanded arts faculty in Dance, Stage Technology, Animation/Design, and CAD Teach Acting, Play Production, Theatre Workshop, Drama, Screenwriting, Cinema, Photography Sponsor of the Drama Club and ComedySportz groups Promoted school arts performances to the student body and local community Arranged and funded over 30 field trips in five years, including student trip to New York 		
	1999	Guest Artist/Teacher	Williamstown, MA
	<i>Williams College – Williamstown Theatre Festival</i>		
	<ul style="list-style-type: none"> Taught Acting and Mask workshops to undergraduate theatre students 		
	1999	Guest Artist/Teacher	Waterford, CT
	<i>Connecticut College – National Theatre Institute/Eugene O'Neil Center</i>		
	<ul style="list-style-type: none"> Taught Acting and Audition Technique workshops to undergraduate theatre students 		
	1994 – 1996	Graduate Teaching Assistant	Los Angeles
	<i>University of California, Los Angeles</i>		
	<ul style="list-style-type: none"> Taught Directing lab classes to undergraduate theatre students Developed curricula in collaboration with the lecturing professor 		
	1986 – Present	Director & Writer	Various
	<ul style="list-style-type: none"> Fifteen years' experience as an award-winning stage and opera director Productions in New York, London, Munich, Los Angeles, Seattle, and Atlanta Founder of non- and for-profit theatres and production companies Over thirty world premieres and multiple honors and fellowships Author of two feature-length screenplays, five teleplays, and two stage plays 		
Education	UCLA	MFA – Directing	1986
	Univ. of Washington	BA – Drama	1993
	NC School of the Arts (UNC)	Prof. Actor Program	1984 – 1986

ArTES: Student – Citizen – Artist

JOHN LAWLER: Director
mrjlawler@mac.com

AWARDS/HONORS:

Directing: 2001 Member Sundance Institute, *AUDELCO Award; **Artistic Director Achievement Award—Best Director; Drama League of New York Directors Project; Michael Peretzian Award for Directing; Mel Helstein Award for New Play Production; Clifton Webb Endowment. **Writing:** Winner/finalist: Austin Film Festival, Acclaim, TV Writer, and Scriptapalooza.

NEW YORK/LONDON:

KILLERS, AND OTHER FAMILY—Lucy Thurber (*world premiere*)
SPIN—Robert Sherwood (*world premiere—London, January, 2000, 4 times Critic's Choice, Off-West End Transfer—Time Out Critic's Choice Season*)
DEEP DOWN—Doug Grissom (*world premiere, with Ruben Santiago-Hudson*)*
STRAIGHT AS A LINE—Luis Alfaro (*1997 MacArthur Genius Award*)
HERE WE ARE—Dorothy Parker
AS YOU LIKE IT—(*touring director for Liviu Ciulei*)

READINGS/WORKSHOPS (New York & Regional):

ASHVILLE (w/Philip Seymour Hoffman)—Lucy Thurber
SPIN (w/David Marshall Grant)—Robert Sherwood
LOVE: CYLCES (w/Tate Donovan)—Eric Lapidus
A HOLE IN THE DARK (w/Mary Beth Piel)—Hilly Hicks
MAKING IT (w/Shuler Hensley)—Joe Horton
MOSCOW NIGHTS—Dmitry Lipkin

REGIONAL:

EVERYTHING WILL BE DIFFERENT—Mark Schultz
THE LOCAL COLOR—Hilly Hicks
GLORY PIE—John and Ellen Lawler
A HOLE IN THE DARK—Hilly Hicks (*World Prem., Atlanta's #5 prod. 2003*)
DEEP DOWN—Doug Grissom
HEDDA GABLER—Ibsen
A CHRISTMAS CAROL—adapt. Doris Baizley
AN AMERICAN ROMANCE—Mark Lee (*world premiere*)*
UNDER MILK WOOD—Dylan Thomas (*asst. to Mark Lamos*)
WHAT TO SAY—Peter Sagal (*asst. to Doug Hughes*)
THE COLLECTED WORKS OF BILLY THE KID—Michael Ondastje
LOSERS—John Lawler (*"Best of the Festival"*)
DRACULA—Bram Stoker, adapted by J. Lawler and B. Rankin
GAS II—Georg Kaiser
PIANO BAR—David Skabima
STRAITJACKET—John Lawler and Garrett Bennett

OPERA:

AIDA—Verdi (*assistant director*)
THE FAIRY QUEEN—Purcell (*assistant director*)
MATHIS DER MALER—Hindemith (*hospitalist*)
ABU HASSAN—Weber
LA SERVA PADRONA—Pergolesi

MUSICALS:

GREASE; RENT; FOOTLOOSE; LITTLE SHOP OF HORRORS;
YOU'RE A GOOD MAN, CHARLIE BROWN

PRODUCING:

Founder and Business Manager
Producer and Partner

EDUCATION:

UCLA
Univ. of Wash./North Carolina School of the Arts
John Barton, Royal Shakespeare Company
Eugene O'Neill Center (David Petrarca)
Joseph Chaikin

Teaching: Eugene O'Neill Center/National Theatre Institute, Williamstown Theatre Festival, UCLA, School of Visual and Performing Arts (Founder and former Lead Teacher). Read music (p/v score), studied German, Italian, French.

Rattlestick Theatre (NY)
White Bear Theatre Club (London)
Battersea Arts Centre (London)
INTAR (NY)
Soho Repertory Theatre (NY)
Ensemble Studio Theatre (NY)
The Acting Company (NY)

Manhattan Thtr. Club; New Group
Bay Street Theatre; Barrow Group
Williamstown Theatre Festival
Rattlestick Theatre
Sundance; Rattlestick Theatre
The Barrow Group

The Echo Theatre (LA)
The Echo Theatre (LA)
Coronet Theatre (LA)
Horizon Theatre Co. (Atlanta)
Venture Theatre (Philadelphia)
Penobscot Theatre (Maine)
Sierra Repertory Theatre
The Road Theatre (LA)
The Hartford Stage Co.
Seattle Repertory Theatre
Fremont Palace Theatre
New City Director's Festival
Annex Theatre
New City Director's Festival
Annex Theatre
Annex Theatre

Bayerische Staatsoper (Munich)
English National Opera (London)
Royal Opera, Covent Garden (London)
UCLA
Freehold Theatre (Seattle)

School of Visual and Perf. Arts (LA)

Annex Theatre, Seattle
Lawler/Rankin Prods., Golden Boy L.

MFA—Directing
BA—Drama/Prof. Acting Program
Playing Shakespeare
Directing Shakespeare
Acting and Directing

Josh Rauh

joshrauh@yahoo.com

Education

Pacific Oaks College- Pasadena, CA

I recently completed my Master's of Arts degree in Human Development at this institution, and wrote my Master's thesis on the topic of co-teaching, and collaboration between special education and general education teachers. Prior to that I earned my Level I and Level II Education Specialist Credential at Pacific Oaks, and I will begin my directed teaching for the Multiple Subject General Education Credential there in the Fall of 2009.

University of California Davis- Davis, CA

I completed my undergraduate education at UC Davis where I earned a Bachelor of arts degree with a double major in Dramatic Art and Italian.

University Di Bologna- Bologna, Italy

I spent my junior year of college abroad in Italy studying Italian language, culture and literature.

Work Experience

Los Angeles Unified School District- Los Angeles CA

Substitute Teacher 1/01 – 11/04

Verdugo Hills High School- Tujunga, CA

Since I began teaching at Verdugo Hills High School, I have taught math, English, US history and world history in the Special Day Program as a special education teacher. I then moved to the Resource Department where I helped to implement and facilitate the success of the co-teaching model of service delivery as a Resource Specialist Teacher. I have also taught CAHSEE preparation courses, assistant directed the school play, and helped write our WASC Self Study Report.

Lull Special Education Center

I taught Summer school at Lull in the Summer of 2004. I spent 6 weeks teaching in a moderate to severe classroom, and collaborating with other special education professionals on campus.

The Learning Ladder- La Canada, CA

Education Specialist and tutor; contact Lori Juma

Riverbreeze Learning Community- Tujunga, CA

Learning Facilitator; contact Kelly Chatelain

Non-prophet Hatching Company- Hollywood, CA

Team Leader/Producer, Contact Amber Lopez

California Environmental Project- Glendale, CA

Native Plant Surveyor; contact Scott Mathes

California Theatre Center- Sunnyvale, CA

Administrative Director/Artistic Director/Drama Teacher; contact Susan Earle

Uasonyiro Primary School- Nanyuki, Kenya

Drama/English Teacher 9/99 – 2/00, Contact Miss Helen

ArTES: Student – Citizen – Artist

Laura Kampmeyer Jaeggi

lkampmeyer@sbcglobal.net

Objective	A challenging teaching position utilizing creativity and a true desire to educate.
Experience	<p>English Language Arts Teacher Aug. 2008–present <i>Verdugo Hills High School, Tujunga, CA</i></p> <ul style="list-style-type: none">□ Design a learning environment to meet educational development objectives.□ Educate handicapped and nonhandicapped students in both individual and group sessions according to their needs.□ Implement a curriculum based on the State Content Standards.□ Maintain an orderly environment conducive to learning.□ Use a variety of instructional practices befitting a block schedule.□ Clarify behavioral expectations and counsel students as necessary.□ Diversify writing and reading activities to utilize different learning modes and literary genres.□ Responsible for classroom schedule, subject matter, selection of materials and media, development of learning activities, and documentation of plans. <p>Private Tutor July, 2003–February, 2007 <i>Jet Prep Preparatory Institute, La Crescenta, CA</i></p> <ul style="list-style-type: none">□ Designed and implemented personalized reading, writing, and grammar curriculum.□ Clarify behavioral expectations and counsel students as necessary.□ Diversify writing and reading activities to utilize different learning modes and literary genres.□ Provide individual and personal attention to students seeking additional assistance in reading, writing, and grammar skills.
Education	<p>California State University, Northridge (3.67 GPA) <i>Masters Degree (in progress), English</i> January, 2008–present</p> <p>Pepperdine University (3.75 GPA) <i>Masters Degree, American Studies</i> August, 2002–December, 2005</p> <p>Occidental College (3.4 GPA) <i>Bachelors Degree, English and Comparative Literary Studies</i> <i>Minor, History</i> August, 1996–May, 2000</p>
Skills	<p>Computer and Multi-media Knowledge—Internet, Microsoft Word, Works, Excel, PowerPoint, digital imaging, Student Information Systems (ISIS)</p> <p>Educational Professional Development—Educated in Developing Readers and Writers (DRW—reading intervention program for at risk youth), trained in the development of Smaller Learning Communities, familiarity with lesson planning and unit development, curriculum mapping, student crisis and intervention (IMPACT facilitator, November 2004–June 2005), participant in pilot creative writing program</p>
Awards	<ul style="list-style-type: none">□ Recipient of William S. Keck Fellowship August, 2002–December, 2005□ Multiple recipient of <i>Who's Who Among American School Teachers</i>
References	Available upon request

ArTES: Student – Citizen – Artist

pb4657@kased.net

Patricia Solomon

Objective	My goal as an educator is to facilitate student learning of science by providing an engaging and meaningful standards-based curriculum.		
Experience	2005-2010	Verdugo Hills High School	Tujunga, California
	Teacher		
	<ul style="list-style-type: none">• Biology – tenth grade• Honors Biology – ninth grade• Integrated Coordinated Science – ninth grade• Honors Integrated Coordinated Science – ninth grade		
	1988-2005	The Alvarez Group	Los Angeles, California
	Office Manager for a Graphic Design Firm		
	<ul style="list-style-type: none">• Payroll• Bookkeeping, Accounts Payable and Receivable• Light Graphic Design Jobs• Proof reading• All aspects of office management• Took 1994-1997 off to attend UCSB		
	1986-1988	Radio Phone	Studio City, California
	<ul style="list-style-type: none">• Stock Room Supervisor• Payroll clerk		
Education	2009-2011	Cal State University, Dominguez Hills	GPA 4.00
	<ul style="list-style-type: none">• Master of Arts, Science Curriculum and Instruction (In Progress)		
	2007-2009	BTSA	
	<ul style="list-style-type: none">• Single Subject Clear Teaching Credential – Biological Sciences		
	2005-2007	California State University, Northridge	GPA 3.88
	<ul style="list-style-type: none">• Preliminary Single Subject Teaching Credential – Biological Sciences		
	1994-1997/2004	University of California, Santa Barbara	GPA 3.26
	<ul style="list-style-type: none">• Bachelor of Arts, Biological Sciences (June, 2004)• College of Creative Studies – Honors program geared toward field research• Specialized in Ornithology and did research in this field• Took off 1997-2003 to raise my son		
	1990-1994	Glendale Community College	GPA 3.56
	<ul style="list-style-type: none">• Lower Division Coursework		
Other Experience	Grants Awarded		
	<ul style="list-style-type: none">• Fedco Grant Recipient 2009• Verdugo Alumni Grant 2007 and 2008		

Ted0582@lausd.net

Timothy S. Driscoll

Objective	English Teacher, ArTES Pilot
Education	<p>National Board Certification November 2010, NBPTS</p> <p>Masters in Educational Administration & Preliminary Administrative Services Credential June 2008, California State University Northridge, Northridge, CA</p> <p>Single Subject California Clear Credential: English CLAD Certificate California Commission on Teacher Credentialing, Sacramento, CA</p> <p>Master of Arts in Teaching & Oregon Secondary Single Subject Credential: English August 2000, Lewis & Clark College, Portland, OR</p> <p>Bachelor of Arts in English June 1999, Oregon State University, Corvallis, OR</p>
Professional Experience	<p>English Teacher, Lead Teacher & Academic Decathlon Coach September 2003 – Present, Verdugo Hills Senior High, Tujunga, CA</p> <ul style="list-style-type: none">▪ Teach English: Grades 9-11 Honors, Regular, Sheltered, DRW, AVID▪ Collaborate with 9th ELA Team on curriculum & instruction▪ Plan & Facilitate 9th grade SLC meetings▪ Coordinate curriculum design as 9th Grade SLC Lead Teacher▪ Disseminate and Analyze CST data with SLC instructional team▪ Design & Publish biannual 9th Grade SLC Parent Newsletter▪ Coordinate "Write Night" biannually for 9th grade parents▪ Collaborate with APSCS to develop SLC Master Schedule▪ Participate in interview panels for 9th Grade SLC faculty applicants▪ Manage 9th Grade SLC budget▪ Researched and Wrote Bulletin 1600 as per district requirements▪ Research Advisory programs & implementation at host schools▪ Raised Academic Decathlon scores for 2 consecutive seasons

ArTES: Student – Citizen – Artist

APPENDIX 12A

FOUR PRINCIPLES ACTION CHART

	STUDENT	ARTIST	CITIZEN
IDENTIFY	<ul style="list-style-type: none"> • Student Info Questions • Multiple Intelligence Test • Individual and whole school needs • Test scores (Data) • Parent / Student Input • Pre-assessment (ELL, Literacy / Numeracy) • Surveys • Discussion 	<ul style="list-style-type: none"> • Artistic Survey Class • Interest Surveys • Critiques • Discussions with instructors 	<ul style="list-style-type: none"> • Student Info Questions • Peer interaction • Group discussions • Socratic seminars • Team building exercises
EXPECT	<ul style="list-style-type: none"> • Progress toward mastery • Continual growth • College ready • Set goals • Life-long learners • Check list 	<ul style="list-style-type: none"> • Participation in showcases • SCA Passport • Arts integration in all academic classes 	<ul style="list-style-type: none"> • Artistic outreach • SCA Passport
SUPPORT	<ul style="list-style-type: none"> • Integrated Support • Peer Counseling • Advisory • Personalization 	<ul style="list-style-type: none"> • Advisory • Professional Connections • Sequenced Arts Curriculum 	<ul style="list-style-type: none"> • Advisory • Community Service Opportunities • Adult Modeling • Emphasize Community Membership • Multi-tier involvement • Create community and student connections
OUTCOME	<ul style="list-style-type: none"> • Honor Roll • Graduation • Gold, Green, Red list • Awards Banquets • Positive Phone Calls Home 	<ul style="list-style-type: none"> • Art exhibitions • Performance • Portfolios 	<ul style="list-style-type: none"> • Community workshops, performances, and exhibits • Community services

ArTES: Student – Citizen – Artist

APPENDIX 14A

WAIVER REQUESTS

LOS ANGELES UNIFIED SCHOOL DISTRICT Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0 LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: 11/22/2010

School/Office: VRHS #5 / ArTES Pilot School Local District/Division: 2

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

Article 9, Section 2d of the CBA

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

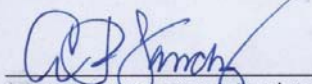
We are requesting a waiver from Article 9, Section 2d of the collective bargaining agreement that states that seniority is a factor in the assignment of teachers to classes within a department

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

In order to implement well-functioning programs, high-quality classes and allow for interdisciplinary teaching, a teacher's previous education and experience (in and out of the classroom), as well as programming considerations are the factors that should determine assignment to specific classes. Taking into account seniority might, in individual cases, undermine the school's efforts to allow for interdisciplinary teacher teams and might keep the educator with the highest qualification from teaching a class he or she should be teaching.

Requesting Administrator's Approval:

Principal/Administrator



Local District Superintendent/Division Head/Designee

Date

11-28-10

Date

ArTES: Student – Citizen – Artist

LOS ANGELES UNIFIED SCHOOL DISTRICT Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0 LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: 11/22/2010

School/Office: VRHS #5 / ArTES Pilot School Local District/Division: 2

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

All applicable sections / articles of the Collective Bargaining Agreement

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

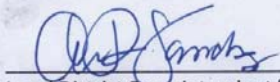
We are requesting a waiver from all collective bargaining agreement terms that would prohibit the UTLA Bargaining Unit members of the design team from being able to transfer to VRHS #5

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

In order to implement the proposed school plan for ArTES Pilot School at VRHS #5, we need the teachers who have created the plan to be part of the teaching staff. The ArTES proposal is a product of the shared vision of these teachers, they know the vision and mission of the school and are committed to it. They are invested into the success of the school and have the training and experience necessary to design and implement the programs that will be the foundation of the school plan. Keeping members of the design team from transferring to VRHS #5 and / or comprising the first year faculty from a majority of teachers unfamiliar with the proposal would seriously jeopardize a successful implementation of the school plan and thus undermine the intention and purpose of the Public School Choice resolution.

Requesting Administrator's Approval:

Principal/Administrator



Local District Superintendent/Division Head/Designee

Date

11-28-10

Date

ArTES: Student – Citizen – Artist

LOS ANGELES UNIFIED SCHOOL DISTRICT Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0 LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: 11/22/2010

School/Office: VRHS #5 / ArTES Pilot School Local District/Division: 2

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

All applicable sections / articles of the Collective Bargaining Agreement

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

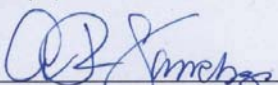
We are requesting a waiver from all collective bargaining agreement terms that would prohibit the UTLA Bargaining Unit members of performing duties as laid out in the ArTES Election To Work Agreement

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

The Election To Work Agreement lays out the responsibilities and duties for teachers at ArTES Pilot School, some of which go beyond those described in the CBA. Taking on these extra responsibilities is essential to the success of the school. All ArTES faculty will sign the Election To Work Agreement, thereby agreeing to its terms.

Requesting Administrator's Approval:

Principal/Administrator


Local District Superintendent/Division Head/Designee

Date

11-28-10
Date

APPENDIX 14B

IMPLEMENTATION PLAN

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Vision and Mission	Ongoing effort, starting in the first year	The school's principal in collaboration with the Governing Council	PD time, funds for additional collaboration time	Applicable data (e.g. passing rates, number of students involved in theater productions and art shows...) will show the success of our Four Principles and the growth of pupils as students, artists and citizens	Governing council and committees will review data from surveys completed by stakeholders, data from school report card and school-created data to measure the success of the program
High-quality, focused Professional Development	Year One (PD will follow assessed needs in future years)	The school's principal, the lead teacher, in cooperation with all teaching staff	PD time, funds for PD elements that include guest speakers, school visits or conferences/workshops, common planning time	All teachers will be implementing methods learned in PD, will have completed and will be working towards the goals in their individualized learning plans. Teachers will have implemented a common set of expectations, all teachers will be engaged in PLCs	Staff will be surveyed about the effectiveness of PD program. Teacher evaluations will measure the success of individualized and common PD. Teachers will self-evaluate using their individual professional learning plan

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Interdisciplinary Curriculum	Year One	The lead teacher in cooperation with all teaching staff	Common conference periods, funds to reimburse teachers for time spent on the development of interdisciplinary curriculum	By the end of year one, a scope and sequence with detailed unit plans for all grade levels and subjects will have been developed and implemented.	Lead teacher will compile scope and sequence and unit plans for all grade levels. Lead teacher will make sure that plans are available to and used by teachers. All teachers are following scope and sequence and working collaboratively to modify based on student data
Advisories	Year One	The Principal, in collaboration with all staff	A well-developed Advisory curriculum, Wildwood School Advisory Course	All students will be engaged in Advisory curriculum and will be making progress towards Advisory goals	Data to determine whether stated objectives are met. Teacher and Student Surveys
Class size reduction	Year Two	The principal in cooperation with the governing council	Funds for additional teachers salaries	By the beginning of year two, average class size for academic classes will be lowered to 28	Counselor will continue to monitor targeted class size
Community School Coordinator	Year Two	The Governing Council	Collaboration with existing partner (LAEP) and funds to pay for the position (possibly a	At the end of the first year after the position has been filled, a significant number of	Community partners will provide data ArTES will use to assess the use of programs and resources by

ArTES: Student – Citizen – Artist

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
			grant)	community resources will have been brought onto the camps or otherwise been made available to students and their families.	students and their families
Off Campus Learning Experiences	Year 1: Phase One (Scholarship competitions, community college classes, field trips, visitations) Year 2: Phase Two (Internships)	Individual teachers or teacher teams with support from the principal	Community connections and partnerships, additional funds	Students will have access to college classes, community partnerships will provide off-campus classes, workshops, field trips. In year two, students will be able to choose from numerous internships in the community	School records on completion of college credits, participation in competitions and exhibitions, field trips and internships.
Additional Instructors / Guest Speakers	Year Two	Individual teachers or teacher teams with support from the principal	Community partnerships, contacts with qualified professionals, additional funds	Guest speakers / instructors will be a part of every course. Course offerings will have been expanded by adding classes taught by credentialed part-time instructors	Teacher feedback on incorporation of guest speakers, student surveys, student progress on Art & Culture Portfolio

APPENDIX 15

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