

Green Architectural Design Academy Proposal

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The Green Architectural Design Academy (GADA) Fulfills the Mandate of the School Choice Initiative

GADA is a **new** California Partnership Academy. GADA is **officially recognized** by the State of California. We have completed our first four months of instruction. Garfield High school never had a Partnership Academy before the 2009-2010 academic year. The reforms we committed to the State of California will be fully implemented by June 2012 when our first cohort of students walks across the stage at Weingart Stadium for their graduation from Garfield High School.

GADA is **funded** by the State of California until June 2012. The State provides regular training and oversight of our expenditures. They are the first of many **partnership relationships** we are developing with community, educational, and industry partners to provide GADA with funding, training, guidance, and **student internships**.

IVEA is an LAUSD-recognized small learning community that has existed at Garfield High school for five years. Before the School Choice Initiative was approved by the Board of Education the teachers and administrators of IVEA recognized that we needed **reform** in order to meet the many diverse needs of our students. We transformed IVEA to create GADA. GADA is a three-year **pathway of reform** to help raise test scores, help all of our students achieve High School graduation, and help prepare our students for entry into the burgeoning career fields around green architecture.

It is imperative that we be allowed to continue our work. We started our work on GADA **before** the School Choice Initiative. The teachers, administrators, staff, students, and parents have worked together to produce this proposal to demonstrate how much we believe in the continuation of GADA after Superintendent Cortinez selects the new management and structure of Garfield High School. GADA seeks the opportunity to see its full **reforms implemented until June 2012**. If our team is reconstituted, then the new team would have to begin anew. The benefits of all of our GADA initiatives would be lost.

Part 1 Assurances

i. The current members of the Green Architectural Design Academy (GADA) are employees of the Los Angeles Unified School District assigned the work location of James A. Garfield High School. Our current small learning community designation is IVEA which has been approved by LAUSD to exist as a small learning community. We are NOT a for-profit entity. Our members have voted to change the identity of IVEA into GADA. They have all agreed to implement the reforms specified with the initial California Partnership Grant and this proposal.

ii. The Green Architectural Design Academy (GADA) is composed of the students of the IVEA small learning community. Out of approximately 500 students, IVEA currently enrolls the requisite number of students from our attendance area including special education students. GADA intends to continue our student composition into the school year 2010-2011 with the acceptance of this proposal. GADA commits to make up any insufficient percentages of student populations with recruitment of the next class of students.

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iii. The faculty and staff of the Green Architectural Design Academy agrees to review student composition as it compares to the general Garfield population and recruit students as needed to reflect the overall student composition of the campus as a whole.

iv. The Green Architectural Design Academy is NOT an outside operator.

v. The faculty and staff of the Green Architectural Design Academy agree to adhere to the terms, conditions and terms of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. We will use the District's Special Education Policies and Procedures Manual, Integrated Student Information Systems, and Welligent.

We have worked with this population for many years. But, this is the **first** academic year that California Partnership Academies have been formed at Garfield High School. We are recognized by the California Department of Education through a grant that we wrote last Spring. We are also funded through the Spring of 2012. This is our first mester of implementation. Our work to bring change for the students of Garfield precedes the Board of Education's School Choice Initiative. We are a powerful force of change that currently resides on the Garfield campus.

Vision of the Green Architectural Design Academy – Every student in GADA will be prepared for productive contribution to the betterment of the environment and the advancement of architectural design. Upon graduation from GADA, our students may choose continued higher education, entry into the workforce, or community advocacy. Whichever they choose, GADA students will have the skills and knowledge to achieve their personal goals.

Mission of the Green Architectural Design Academy – Through partnerships with parents, higher education professionals, and workplace representatives, the faculty and staff of GADA will prepare our students for high school graduation and acceptance into higher education. We will use themes, projects, speakers, field trips, fairs, internships, assemblies, and future opportunities brought about by our partnerships to motivate and challenge our students to master our standards-based curriculum. All of these activities will be coordinated around Green Architectural Design.

Philosophy of the Green Architectural Design Academy – The faculty and staff of GADA believe that **all** students can achieve the California Content Standards. We also believe in the value of improving our environment through architectural design. We are committed to include **all** students in a rigorous course of study. We are committed to give **all** students the skills, tools, and opportunities that they require to achieve their personal goals once they leave GADA.

A Day in the Life of a Student of the Green Architectural Design Academy – A student might start the day in Drafting class. Mr. Lainez might teach them how to improve their architectural drawing of a green house. Then the student might move to Dr. Carrillo's Geometry class where they learn how to calculate the volume of the house they designed in order to determine the amount of air conditioning needed to keep occupants comfortable. Then they might go the Mr. Bliss' Chemistry class where they learn how coolant of an air conditioner transfers heat from the air inside of the house to the air outside of the house. Then students might go to Mr. Rivas World History class. They

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will study the impact of nations where inadequate shelter or temperature control leads to high infant mortality rates and lower life expectancies. During lunch a student might attend the GADA club to prepare for the afterschool activity of building a gingerbread house. The GADA club students have decided to raise money to help build a Habitat for Humanity house for a family in East Los Angeles that does not have adequate shelter or temperature control in order to raise healthy children. Our students can select the French club. In the French club students can explore fun projects that involve the French Language. For instance, they can correspond with French speaking teens over the internet. Another club available to our students is MEChA (Movimiento Estudiantil Chicano de Aztlán). Students of MEChA can work to help open the doors to higher education for the students of GADA through self-determination and political involvement.

Education Plan – The California Partnership Academy Grant last year specified the course of study for 10 through 12 grade students as follows:

Year	CTE Class	Core Classes
Sophomore	Drafting Technology 1 AB Principles in Architecture – A beginning architecture class that introduces big ideas in architecture and computer aided design.	Physical Geology Geometry World History Physical Education English
Junior	Drafting Technology 2 AB Green Principals applied to Architecture – An intermediate course that introduces green influences on the field of architecture. Students develop skills in computer aided design.	Chemistry Algebra 2 US History English World Language
Senior	Drafting Technology 3 AB Advanced Architecture – Students apply knowledge of the green influences in architecture, using computer aided design, to create projects that display their knowledge	Environmental Science Trigonometry Math Analysis English Internships

Currently GADA does not have 9th grade students because Garfield has housed 9th grade students in the 9th Grade Academy. The 9th Grade Academy will not exist as of July 2010. Next year our Freshman will have these classes: English, Algebra 1, Health, Lifeskills, Biology, Physical Education, World Languages. Next year we will extend the theming of green architectural design into the 9th grade classes. Faculty will use our new intervention-friendly bell schedule for common planning.

Instructional Methods will include project-based learning around Green Architectural Themes. Every year GADA students will select tasks with increasing difficulty. These tasks will be supported by their content classes and help improve the environment through green architectural design. Our instructional methods will include: Whole Group Instruction where all students receive access to the core content standards, Student Collaborative Work where students can learn from each other and help each other

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reach higher levels of achievement, Investigatory Learning where students can research topics to increase their depth of knowledge, Reciprocal Teaching where the teacher is the cognitive apprentice, differentiation based upon performance level of the students, differentiation based upon the multiple intelligences of Howard Gardner. These instructional strategies will be described more fully in subsequent sections of this proposal. The instructional strategies will be research-based such as the use of graphic organizers or developed from teacher research in professional learning communities or teacher learning teams. Professional Development will be planned and attended to achieve these goals. Our assessment will be authentic, rubric-scored, multiple choice, performance, diagnostic, formative, summative. Students will be informed of performance goals before they are assessed. Teachers will use student progress toward our performance goals to inform instruction.

The **goal** for every GADA student is to achieve a high school diploma with the skills, tools, and knowledge to succeed in higher education, transition to the workforce, or community advocacy. All courses are currently and will continue to be standards-based. All members of the GADA academy will work in a collaborative manner to achieve the **goal** for every student.

IVEA (Industrial, Visual, Engineering, and Architecture) is a current small learning community approved by the Los Angeles Unified School District to reside at Garfield High School. In order to increase student opportunity the teachers of IVEA wrote a California Partnership Academy grant to provide Career Technical Education for our students to help them find relevance in their high school education. Once we were awarded this grant, the teachers of IVEA agreed to **transition** to become the Green Architectural Design Academy GADA. As such, we have an advisory board of parents, professionals from higher education, professionals from industry both public and private, and community-based organizations which provide our students with field trips, speakers, job shadowing, mentorship, internships, and pathways to careers in green architectural fields. Our students are involved in community projects such as: recycling campaign, community energy audit, community garden, and our future Habitat for Humanity house.

When it comes to **Leadership /Governance** GADA has an edge that has not existed before for a small learning community. We have a collaboration of parents, professionals from high education, workplace representatives, and community-based organizations who meet regularly for our advisory board. The advisory board shapes policy and provides real-world knowledge toward the practice of green architecture. Also we have in internal cadre of teachers, counselors, administrators who meet regularly to discuss how GADA should be conducted in our classrooms. GADA has also been a regularly participating member in the Lead Teachers' meeting. Here all lead teachers from all small learning committees discuss issues that affect the school at large. These three governance organizations have helped GADA to become an institutional mainstay to serve our students.

The **Fiscal Plan** of GADA was written for the California Partnership Academy Grant and was approved by the State of California. So far, our funds have paid for field trips and common meeting time. Our money will also help pay for professional development and supplies for students to produce their projects. We are purchasing lap-top computers, digital cameras, and memory storage for students to document their green architectural accomplishments in an environmentally friendly manner. They will also have the

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opportunity to share their findings with others at Garfield's first Green Fair in June 2010. All of this was made possible by California Partnership Academy grant money. GADA has also been recipient of the largest portion of Instructional Materials Account money of any single-track small learning community. This money has also been used to enhance student learning. For instance, pads of large presentation paper were purchased for students to display their work for their peers. We use the Gallery Walk model of student interaction with student work. We also encourage students to present their work in whole group to explain and defend their interpretation of the standards. A copy of the original proposal accepted by the California Department of Education is included as an appendix.

Part 1 Assurance

Part 2 Curriculum and Instruction

Vision: The Green Architectural Design Academy provides a pathway for students into rewarding careers upon graduation or after post baccalaureate education into the burgeoning Green Architectural career fields.

Mission: The Green Architectural Design Academy will prepare all students for rewarding careers through interdisciplinary standards-based instruction. Career partners will provide the follow-through for students through internships, career advising and future job opportunities.

Education Plan: The Green Architectural Design Academy uses project-based learning. Students will grapple with Green Architectural issues to use their standards-based learning in order to create solutions for common issues. Our long-term goal is to work with Habitat for Humanity to build a green house for a family in East Los Angeles. Our Advisory Board will help us reach our goals. Together we will give students the supports for interventions, English Acquisition, and Special Education to become proficient in the content standards. Garfield High School is converting to a new bell schedule that will allow more opportunities for intervention classes during the regular school day. The Green Architectural Design Academy will use these intervention classes to expand our project-based learning.

Goal: Our goal is for all GADA students to successfully reach high school graduation prepared with the knowledge and skills to make fulfilling choices about careers and post-secondary education. GADA students will be able to choose from a wide variety of career paths - from entry-level utility maintenance worker - to public policy shaper for our future green power utilities.

Academic Calendar and Schedule: The Green Architectural Design Academy will follow the same calendar as Garfield High School. If Garfield High School remains a multi-track year-round school, then the Green Architectural Design Academy will reside on Track A. If Garfield transitions to a traditional school calendar, then so will the Green Architectural Design Academy. In addition, Garfield High School will change to an intervention-friendly calendar allowing more than 12 classes per school year and a bell schedule including block scheduling that will facilitate remediation and credit recovery for at-risk students. An advisory period will be added to give students and teachers time to monitor academic progress, grades and credits. This new bell schedule will also afford our teachers with the opportunity to meet collaboratively. We will meet in course-alike

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professional learning communities and in cross-curricular vertical teams to help plan research-based projects, instruction, and assessments.

Academic Spectrum: The Green Architectural Design Academy will continue to align its courses and programs to prepare students for careers in the Green Architectural and Infrastructure career fields. Students will be motivated to prepare for high-paying jobs directly after high school or for jobs that require four-year degrees such as Architecture or Engineering. The Advisory Board comprised of Parents, Businesses, and GADA faculty will continue to use California Partnership funds to provide interventions that propel all GADA students to success in their chosen career fields.

Curriculum - General

The GADA curriculum and instruction design focuses on student success in meeting state and district grade level standards. All courses will be **standards-based** to the California State Content Standards. All students will have access to the **required A through G** curriculum for university acceptance. All student promotion will be based on the mastery of skills specified in the **California State Standards**.

The Green Architectural Design Academy will use its career focus to motivate our students to high level of success in the content standards. The needs of all GADA students will be considered whether they might plan for college or plan for a career immediately after graduating from GADA. All classes will be infused with topics of green architectural design to help align courses across the curriculum. All content teachers will work with Mr. Luis Lainez Sr., our **award-winning** architecture instructor, to help incorporate architecture into the content areas of Math, Science, English, World Languages, Social Science, Physical Education. Since green education is relatively new and rapidly growing, all GADA faculty will become experts in green education through professional development and research. For instance, our students who study French in our French class or our French club can interact with students in France to discuss green ideas. Then our students could translate their findings about French green activities to English to share with the rest of our GADA students, parents, and faculty.

GADA students will become leaders on our campus for promoting ideas for green architecture. One motivational **project** for our students is helping the construction of our new buildings on campus. This year our auditorium and main office will be replaced. Students will find information on auditorium plans. They will evaluate these plans from a green perspective. They will offer constructive suggestions for improvement to the plans. They will teach other students and our faculty the need and effectiveness of community involvement for improving our environment. All content classes have a role in helping students successfully guide the construction of a green auditorium. Students will be engaged in a **real-life, real-time project** with which to apply their standards-based knowledge for the betterment of all.

Along with adding a green architectural focus to the curriculum, GADA teachers will emphasize key standards as outlined by the CAHSEE and CST tests. Teachers will have freedom to sequence courses as needed to maximize time spent for tested topics. Furthermore, GADA teachers have been planning interventions to help increase the percentage of passing students on the CAHSEE and increase the percentage of proficient and advanced students on the CST tests. In March we start our targeted CAHSEE campaign. In all GADA classes for two weeks students will review the standards-based

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content of CAHSEE. Specifically, students will learn how to demonstrate their knowledge in order to pass the CAHSEE in the 10th grade. We will also use released CST items as warm-up exercises. We will have students report to their peers how they arrived at the correct solutions on the released items. With a coordinated effort GADA will ensure that all of our community will see our **progress towards standards-based instruction** through improvement in student test scores.

The teachers of GADA have been fortunate to receive many hours of professional development focused on innovative instructional strategies. For example, Learning Teams as structured by Pearson has yielded powerful results with student success on focus lessons. What we have yet to do is select and coordinate these strategies in order to infuse green architectural themes into our curriculum. GADA faculty will strive to incorporate successful strategies in order to help all students meet the content standards. With our new intervention-friendly schedule common meeting time will be available everyday. We also have our professional development Tuesdays and extra time provided by our grant money. We will coordinate what we have learned to provide a cohesive, uniform, and relevant instructional program for our students. We've learned strategies that include differentiated instruction and scaffolding for daily lessons. We will also strive to remain current with innovations of instruction and trends in educational policy. Our new methods and strategies will be based on research with the goal to accelerate learning and increase test scores.

Because a large portion of our population learned English as a second language we will use **Specially Designed Academic Instruction in English** (SDAIE strategies) in all of our classrooms. Our English as a Second Language teachers will be leaders in guiding all GADA teachers to infuse their instruction with SDAIE strategies. We also have an active Advancement Via Individual Determination (AVID) program at Garfield High School. Many of our teachers have been trained in the AVID instructional strategies. We will use the strategies of Writing, Inquiry, Collaboration and Reading (WICR) to help students master the standards. We will also utilize Cornell note taking, peer tutorial groups, and Socratic seminars in our classrooms.

Another powerful strategy that GADA will use is **Student Led Conferencing**. GADA teachers will teach our students the standards and levels of achievement that are expected of our GADA graduates. Students will self-assess their progress toward the standards on a formalized regular interval. Students will document their participation in intervention to help them meet the standards. As part of the student's-self assessment, students will conference with adults to discuss their progress towards to the standards goals. Whether the adults are teachers, counselors, administrators, paraprofessionals, parents, or partners, the students will receive guidance, direction, and recognition for their efforts toward meeting the standards. The student will no longer rely on the teacher to determine the grade. The student will know how to achieve the grade that they seek and receive guidance as to how to meet their standards-based goals.

Instruction - Intervention

Students in danger of failing will be identified early enough in order to address their academic needs before they receive a final failing grade in the class. The transition from year-round calendar to traditional school calendar will provide a longer time frame during a single semester in which to help students raise their performance and meet the standards. Early intervention will allow maximum assistance for students in their

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academic growth. Teachers from common courses will meet on a regular basis to provide timely and successful interventions for students who are not meeting the standards. Intervention will include innovative strategies to personalize the student/teacher interaction. Specifically, intervention curriculum such as Algebra Readiness that promotes raising test scores by providing the prerequisite skills for success will be employed during the intervention classes built in during regular school time. Intervention counseling will help students deal with personal or emotional road blocks to academic success. Identification of students' needs whether special education students or gifted students and focus on modification and accommodations for each student via IEP will be implemented. Common assessments will be our tools for ongoing academic needs assessment. Our special education students will be fully-included into our programs for intervention. We will make modifications to tasks and curriculum to meet their needs, working with the special education personnel in the classrooms.

In our new intervention-friendly schedule, students will have the opportunity to have classes supporting their needs in English and Math. The counselors will work with teachers to monitor student progress. Counselors will program students into the appropriate intervention courses during the semester as the needs for interventions are detected by test scores. Counselors will adjust individual educational plans based on test scores and students' interests. We will identify at-risk students by their grades or behaviors. These at-risk students will work with adults as needed during their advisory periods to bring them the services required to ameliorate the cause of the "at-risk" designation. Students will be able to choose to get help with passing classes with A's and B's by attending after school tutoring. We have funds from QUEA grants to meet our tutoring requirements. We have grant money that will pay for high-performing students to tutor other students in subjects that they are taking. This will help both the high-performing tutor and the at-risk student receiving help. It is one way we can transition students from the "proficient" level to the "advanced" level on the CST.

Response to Intervention

GADA teachers will use data provided by public sources such as the State report cards in addition to classroom data to identify students who are in danger of not meeting the standards. This will be done in a timely manner, early in the semester. Students will be placed in appropriate programs that meet their needs and give them the skills for success. Teachers will have the time to organize this during their advisory period. Teachers will use the data from many sources to determine where the students should be placed to receive the help they need. Cadres of teachers with their advisory teacher at the lead will follow up on student progress. Students will also monitor their progress through student-led conferencing. Teachers will use multiple methods of instruction to reach all of the students. Methods to assess whether students have learned the content will include multiple measures of assessments that range from informal classroom observation of student performance to formal common assessments developed by the LAUSD and professional learning communities of teachers. GADA will include interventions in English and math. Our new intervention-friendly schedule will allow students to take two extra intervention classes during the regular instructional day. GADA teachers will use our green architectural focus to motivate students with field trips, projects, awards, and job opportunities. GADA teachers will also integrate culturally-relevant material to engage/promote student learning.

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Interventions for Math will take place during school, during Saturday extended learning, and after school. Students will work on both basic skills and grade level content offered in their standards-based math class. GADA students will work on CAHSEE and CST skills during their standards-based class time, during their intervention class time, during afterschool tutoring time, and during Saturday extended learning time. Teachers will discern student needs with classroom observations, common assessments and existing acceptable diagnostic test. (i.e. UCLA “Algebra Readiness Test”) Growth will be measured with similar measurement tools. Students will not only be provided access to Advanced Placement curriculum, but they will be prepared to succeed in the curriculum before they are enrolled in the class. Students should demonstrate success on multiple measures of standards’ achievements in previous content before enrollment in more advanced content classes. Students with IEP’s will be fully included in this Response to Intervention plan. The tutoring and intervention classes will also serve their needs as well as those of the general education and gifted students.

GADA students will be referred to the Federal IMPACT program as needed to address emotional issues that might impede success toward the standards. During advisory periods more general help will be provided with success curriculum to help students overcome obstacles in their personal lives to achieve the standards. For example, students will read excerpts from Sean Covey’s book The 7 Habits of Highly Effective Teens. Students will discuss and answer journal prompts to help them discover solutions to issues they are facing. Students will apply their solutions to their unique situations to increase their performance. Students will monitor their progress with the guidance of adults during their student-led conferences.

Instruction - Library

With the leadership of Garfield’s experienced and expert librarian, GADA faculty will provide support to all students in research and discrimination of valid sources. We will assist GADA students in how to locate, verify, and use informational resources from libraries, and online. GADA students will be able to find learning/teaching resources aimed at State Standards. GADA staff will **integrate technological** resources into their lessons and bring students to library resources.

Part 2 Curriculum and Instruction

Part 3 School Culture and Climate

Our climate will be **respectful** of our students’ cultures. Cultural relevance will be a prime consideration of the GADA staff. Besides incorporating students’ cultures a college going culture will be fostered. GADA staff will incorporate college awareness mini-lessons in advisory classes. To help promote our college events and parental involvement we will send home monthly calendars of our college and parent events. On the flip side of our calendars we will publish our behavior and academic expectations. We will help our parents monitor our accountability with information about GADA and student progress toward academic goals in these mailings. Students who meet our expectations will receive recognition. GADA staff will appeal to the parents to assist us in our GADA priorities – good attendance, good behavior, and academic prowess. The GADA calendar and schedule will be intervention-friendly, to help students achieve academic prowess.

We will encourage students to have **good attendance, good behavior, and academic**

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progress through group counseling session and multiple assemblies promoting community activities and leadership in the community. We will provide incentives. We will work with our graphics arts department to print stylish T-shirts that students design to reward students for academic achievement. As students meet the rigorous standards their self-esteem will raise helping them to feel more connected with the GADA community. GADA will initiate a positive behavior modification approach to student discipline, such as – anger management meetings, IMPACT anti-drug information group interactions, rehabilitate behavior that is unacceptable through consequences and positive supports. Students will be assigned classes such as these for infractions of rules. GADA will continue the health programs with staff from community based organizations and federal programs such as Healthy Start and Title 1 to expand where needed, as well as the nutritional needs of students.

GADA provides opportunities to develop **artistic talents** of students through our green architectural focus. Students will have opportunities to design logo's, t-shirts, architecture, and green environmental solutions. GADA teachers will work one-on-one with students to enhance artistic mentor relationships. GADA provides opportunities for new extra-curricular activities, such as performing energy audits of the neighbor hood, working with Habitat for Humanity, and participation in the JROTC. These activities include all students of differing abilities and talents. GADA students will also participate in school community service, service learning, and RUN LA. Our teachers, staff, parents, administrators, counselors, and partners will work in coordination to encourage and inspire our GADA students to achieve artistic and humanitarian success.

GADA staff will take several measures to ensure a **successful academic environment**. Our Librarian provides a safe, quiet area (Library) for students to study, read, and research. We will continue tutoring in the library after school giving students personal help on homework and class assignments. Our learning environment will be the same across the GADA small learning community. This way, students will know what is expected of them at all times. During our advisory period students will meet with a specific teacher on a regular basis so problems or concerns can be addressed. GADA will also offer new ways to have more interaction with students on a more personal level through field trips. Also, recognition events where students, parents, teachers, counselors, and administrators can celebrate excellence and improvement will increase personalization. Students will have the opportunity to complete work in extra class time from our new intervention-friendly schedule. Time will be set aside for “Study Hall” used to address students who need additional support. Students will feel a strong connection to the physical and social environment via our GADA curriculum. This connection will inspire GADA students to maximize their potential for the betterment of our environment. The curriculum will be standards-based and student friendly. Students will have a roll in designing a portion of their standards-based curriculum. Students will research and select projects that peek their interests and will work toward their personal future goals.

We will maximize **positive motivational methods** of instruction where students feel rewarded and appreciated for their work. When standardized testing time rolls around we will have contests similar to a television game show to encourage students to put their best effort forward during the CST tests. We will offer incentives for raising performance levels. We will advertise our incentives using student generated posters and

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flyers. We definitely want our students to see the universities that they could attend if they improve and sustain high grades. Our teachers will help them by sharing information about the colleges they attended during "College Days". Our students will be awarded the Youth Environmental Specialist Certification if they complete annual benchmarks. One of those incorporates a career report to their peers. This report will include information about college that is required for the careers. Next year, Disneyland has a rewarding offer. If our students volunteer with specific charities for one day they will receive a free ticket to Disneyland. We plan to organize our top students to volunteer during the weekend and take them to Disneyland with the free ticket that they earned during their off-track time.

GADA students need to feel important and that they truly belong in our small learning community. Field trips, certificates, recognition assemblies, scholarships, and other fun activities will enhance their connectedness, motivation and self confidence. Some of those field trips will be college visits. One method we will use to determine our effectiveness toward this effort is to have students fill out an evaluation at the end of the semester. GADA will promote positive relationships between students and teachers. Our goal is for each student to have at least one adult on campus who he/she feels comfortable talking to. GADA is part of a student's extended family. In GADA classes the students will know each other. Our family environment will help students practice good academic habits such as: taking notes in class, organizing student work in a binder, and bringing a pen and paper to school. Students will be motivated by their extended family to learn the material. Teach how it will benefit them. Students will identify with the student-created and student-selected GADA logo. This logo will be displayed in every GADA classroom and on GADA publications for easy student recognition.

GADA provides **extracurricular activities** for our students. Students have formed the GADA club. Their first successful campaign was selling gingerbread houses. The adults purchased the houses before the students could finish making them. We also plan a bake sale. To celebrate the end of the Fall mester 2009 the students organized their own pot luck after school. The adult advisor only provided supervision. The GADA club students performed all of the organizing, event planning, and clean up themselves. We also plan to have weekend activities for the students. One of our partners, The Infrastructure Academy, took a cadre of thirteen students for a weekend trip to the YMCA Camp Round Meadow in the San Bernardino Mountains in September 2009. Our students enjoyed the fresh air activities of nature walks and camp fire stories. They grew in their appreciation of our natural environment and increased their desire to protect it. They mostly liked spending the weekend with their peers. We plan to do more fun/educational weekend activities.

Another key component to our GADA culture will be openness to new ideas. As **education innovates**, so will GADA. All stakeholders will respect everyone's right to equitable treatment. Professionalism will feature respect for others and their ideas. We will innovate with the changes in green architectural design. The staff and faculty will switch roles between teacher and students. We will employ **reciprocal teaching** to help knowledge flow between all stakeholders. Our teachers will model **cognitive apprenticeship** for all of the stakeholders. In turn the stakeholders will convey thought processes that lead to new ideas for all. The adults will learn from the children as well as children learn from the adults. We will fully incorporate the family and community in

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this road of discovery into the new green careers. Together we will become leaders in the new careers of the future of green architectural design.

Diversity will provide a new source of ideas. This diversity might not exist in the student population, but we have the opportunity for students to interact with students from all over the world through the internet. Students will explore green architecture from other cultures. Our students will begin their leadership role for the future of green architectural careers. Students will apply solutions found by other communities to improve the environment to East Los Angeles in our initiative from East LA to Green LA.

Our **safety plan** is in alignment with the LAUSD's Discipline Foundation Policy. Our strategies to ensure the safety of all students include implementing a program to teach respectful treatment of all people. Not only do we want our students to demonstrate respect for protecting the environment, but also we want our GADA students to help resolve peer to peer conflict in peaceful manners without adult intervention. When intervention is needed our counselors work in conjunction with the teachers to produce a positive outcome. This was demonstrated last month when one group of students accused another group of students of theft. Even though the threat of violence was mentioned, both sides were able to articulate their positions in a calm rational manner. No violence took place. The teacher, counselor, and partners worked productively and in real-time with the students to produce a peaceful resolution. We will expand upon this success to formalize conflict resolution teams. We also plan to provide orientation programs for all GADA Freshmen through their Lifeskills and Health classes. Issues of health and safety will be explored by the students. The nurse will be asked to participate in this training to help students be aware to avoid potential health risks.

Part 3 School Culture and Climate

Part 4 Assessments and School Data

GADA will use student performance data in a **timely** manner. We will identify students who are struggling **early**. Students will be directed toward our multiple intervention opportunities once poor performance has been detected. The advisory teacher will be the key person to monitor and activate support structures when difficulties are detected. GADA students will participate in their own intervention through student-led conferencing. Students will know what is expected of them with **clear and consistent** standards of behavior and academic performance expectations across all GADA classrooms. Students will work with adults to help monitor their progress toward advanced levels of standards acquisition. Students will offer their ideas for formative assessments and what actions they can take to help improve their test scores. Together teachers and students will be alerted by low grades on progress reports, low scores on common assessments, and students not meeting the standards. Students and teachers will plan together to raise progress report grades, raise scores on common assessments, and help students meet the standards. Teacher instruction will be examined versus student performance on assessments. Instruction will be altered as described in the instruction section to help all students meet the standards. Students will monitor their own improvement with interventions as well as the GADA faculty. All students will be given what they need to succeed.

Multiple measures will be used to determine student advancement through the

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standards. Our adopted textbooks come with assessment software and ancillary materials with assessments in multiple modes of questions. For example, the District-adopted French textbook series contains additional testing programs for different types of learners. Also students will generate their own assessments of their learning through student-led conferencing. Student self-assessment will utilize **rubrics** based on standards. Students will prepare a portfolio of their learning. They will present this portfolio of their learning to their parents. This will help them take **ownership** for their role in their success. Students will tell the adults about their personal goals, and the students will assess their progress toward their goals. Assessments will occur between groups of students, and in groups of professionals and a single student. Other assessment methods will include oral tests, listening tests, and total physical response tests. The advisory teacher will review all of these assessments for each student.

GADA will communicate results of assessments to parents and map student progress toward meeting the standard. Teachers will use the benefits of grading **software** in order to show students weekly reports for their grades. Also teachers can help students with print outs of missing assignments to help them see the connection between completing their work and their grade. These regular reports will help teachers identify “At-Risk” students and direct them to intervention in a timely manner. GADA will ask parents to verify that they received the grade notifications and will work with us to help their children benefit from the prescribed intervention.

GADA data on academic performance will help evaluate instructional strategies and make adjustments to increase student performance. Technological resources will be used in the Library. GADA teachers will administer **Accelerated Reader** program and incorporate its available data. Students will receive a personal diagnosis for activities that will improve their reading. GADA teachers will provide circulation data to help engage each student in reading. Standards-based assessment plans will include common assessments and rubrics for student self-assessment.

GADA teachers will develop new ways to tie in CST score weaknesses and strengths to current practices in the classroom that focus on increased test scores. Coupled with that effort we will also develop ways to encourage more awareness and pride in increased test scores and conscientious test-taking among GADA students. Parents will be engaged to our accountability with ongoing reports of student progress from multiple sources. This will enable all students to be given an equal opportunity to demonstrate that they have mastered the content standards to their parents. This will also enable us to assist students with the proper interventions. Teams of GADA teachers will work with classes that have high failure rates and provide assistance to teachers.

Part 4 Assessments and School Data

Part 5 Professional Development Program

GADA teachers will plan agendas and goals in advance of our year of professional development. Topics will include the following:

- Transition from 64 minute periods to longer periods.
- Effective strategies for using advisory periods.
- Intervention class curriculum, instruction, and assessment.
- Developing cross-curricular student support teams.

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- Effective models of professional learning communities.
- Timely identification of students' needs for intervention.
- Pathways to student mastery of standards with student self assessments and action plans, and student-led conferencing.
- Effective models of Reciprocal Teaching and Cognitive Apprenticeship.
- Project-based learning that demonstrates mastery of all content classes.
- Monitoring, evaluating, and remediating green architectural components.
- Focus on meeting the reality of our classroom through effective techniques.
- Appropriate uses of technology to achieve our goals.

GADA Professional Development will be aligned with the needs of student success, parental engagement, and the infusion of green architectural themes into our curriculum. Our GADA faculty and staff will collaborate in planning, delivering, and assessing our professional development.

The Learning Teams model will be used as a component of our professional development. Interdisciplinary teams will work to meet the student needs of motivation by cross-curricular projects based on green architectural themes. Teacher peer **collaboration** will have an evaluative effect as teachers compare practices and outcomes together. Effective practices in other contents will spread to new content instruction. GADA Teachers will sustain an atmosphere of support and positive encouragement. New teachers will be supported and trained with this available mentorship provided by the Learning Teams model. GADA faculty will serve as mentors to assist new teachers through sharing ideas. GADA teachers will insure that professional development is relevant to the different classes offered through participation in green architectural projects. GADA teachers will interact with other faculties that successfully implement project-based learning in their schools. GADA teachers will also visit green architectural facilities to learn about current innovations in environmental construction and design. Meetings of teachers from different levels of student development through **articulation** will help in finding common goals and common assessments, determine which students need early intervention, find personal problems and provide assistance. Best practices of teachers will be shared across the disciplines.

Common standards of classroom management and student behavior will also be stressed. Teachers will agree on common classroom practices for managing rules and procedures. Students in GADA will know that in every classroom what is expected of them will not vary – whether performance or behavior. As students move from class to class they will know that they are expected to be ready to learn. This readiness will include having a pencil, pen, paper, and their textbook. They will also learn that the adults will act quickly when the student does not demonstrate readiness to learn.

New teachers need support. They tend to be finishing up their credential while beginning work with students. Among GADA's faculty reside mentor teachers, BTSA Support Providers, Nationally Board Certified Teachers, and Master Teachers. Our teachers have formally and informally worked with new teachers with classroom management suggestions, lesson plans, and meeting credentialing requirements. Some of our teachers have volunteered to partner with our **new teachers** to show them how green architectural themes can be incorporated into their lesson plans to motivate their students to learn. These partners will work in conjunction with BTSA support providers to help

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new teachers meet State credentialing requirements while successfully becoming part of the GADA family of teachers.

Part 5 Professional Development Program

Part 6 Professional Culture

Our motivation is our belief that **all students can learn**. The staff of GADA will work collaboratively to ensure that all students learn. Currently, teachers with the same cohort of students meet during time funded by the GADA grant. Next year we plan to utilize the intervention-friendly schedule to give us common conference periods to meet regularly. We document the common decisions from our meetings. We share the documentation to all participants. We review progress toward our decisions. We make adjustments, as needed, to correct our path toward meeting our objectives.

We have one cohort of teachers that is already a fully –functioning Learning Team. This year we have organized **professional learning communities** to create common assessments. Next year we plan part of our collaborative time to focus on how our instruction impacts student learning. In small teacher groups we will use data retrieved from our classrooms in a timely manner to judge the effectiveness of teaching strategies. We will report our results to colleagues in larger meetings to disseminate what was learned from our collaborative, real-time research.

With our new intervention-friendly schedule, teachers will have the opportunity to team teach. Teachers will develop common practices of positive discipline and successful lessons. This will be especially beneficial for new teachers to help them build a productive repertoire of teaching strategies.

We currently have a nucleus of peer teacher support. We have a Learning Team supported by Pearson Learning Systems. This nucleus of teachers collaboratively focuses on student needs, creates lessons that address the needs, and examines student outcomes from the lessons to evaluate and improve instruction. We plan to implement this collaborative model to all of the teachers in our small learning community. We will look at students' needs as viewed through their performance on such metrics as the CST, Progress reports, CAHSEE, Periodic Assessments and SIS printouts. We will devise instruction and assess student outcomes to continually improve our practice. These research-developed lessons will be the basis for improved lessons across all GADA classrooms.

The needs of students with disabilities will be discussed in the IEP meetings. Then, the IEP will be used to program students into classes that provide the proper coverage of special education personnel to meet the students' needs. Services specified in the IEP will be brought to special education students. Currently our **special education** faculty and our general education faculty work collaboratively in math and English classrooms. We will expand our collaborative work through our increased common planning time afforded to us by our new intervention-friendly bell schedule. The knowledge, talent, and skills of our special education faculty will be fully incorporated into the planning and implementing of our new research-developed lessons across the curriculum.

All reasonable efforts will be made for **transparency**. Of course, decisions affecting individual students will remain within a small cadre of concerned adults, but decisions and rationale of general interest will be open for public comment. Time will be provided for questions and answers in meetings. Every reasonable attempt will be made to offer

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every stakeholder the opportunity to voice their concerns or opinions.

Part 6 Professional Culture

Part 7 Serving Specialized Populations

All students are welcomed in the Green Architectural Design Academy. Students with IEP's, 504 plans, English Language Learners, Gifted Learners, and students who don't reside in these categories will find their needs met in GADA. All students will be **fully included** in the GADA community, particularly RSP students and SDC students. Some students will be included through GADA elective classes cored with their SCD class. Together special education teachers will plan modified curriculum collaboratively with the general education teacher. When the LAUSD provides summer school, special education students will be included to have extra time to meet the goals of their IEP's. Also, special education students will be encouraged to participate in the extra curricular interventions offered to the general education students. The needs of students will be identified. Their needs will be met through our project-based learning curriculum. Students will find roles in the projects that maximize their skills and help them ascend to the next level through their zone of proximal development. Their interaction with professional partners will give them real-world motivation and reference that will provide motivation. GADA currently provides and will continue to provide **modifications** and specialized instruction for all tiers of special education. **Accommodations** will be made for students with disabilities on a case by case basis. GADA believes that "No Child Left Behind" implies that we must meet the individual needs that might hinder student performance. All laws specified in the No Child Left Behind legislation will be implemented.

Accessibility has been improved to the 100 building. An accessible ramp has been installed for the first floor drafting studios. Also, all classrooms on the second floor are accessible and connected to the second floor of six of our buildings. The third floor of the 100 building is not accessible. But, teachers will be flexible to exchange classrooms for a period to accommodate students who need their class but can not access the room.

The **Career Technical Education** provides all students with the chance to apply their standards-based learning to innovative green architectural solutions to environmental challenges. Collaboration between general education, special education teachers, and career partners will insure student success. Special education populations will be fully included with support in core subjects. They will also be encouraged to join our green architectural CTE elective and JROTC classes.

We will meet the needs of **at-risk** students through after school intervention programs such as Students Run LA, addressing issues of the emotional health of students through proper counseling referrals from the adults who work with them. Our new **Response to Intervention** system will allow these students to be identified early and placed in the appropriate intervention. They will be monitored along the way with teams of adults headed by the advisory teacher. In order to address non-academic needs of at-risk students, we plan to have a fair where students and their parents can visit representatives from community-based organizations to help them access vital services. Students will be encouraged, supported, and rewarded when they avail themselves of the multiple intervention opportunities offered at Garfield High School, such as: afterschool tutoring, Saturday extended learning, intervention classes during the regular school day, CAHSEE

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preparation Boot Camp, etc. At-risk students will also be provided with the opportunity to attend appropriate Impact groups to deal with personal issues with their peers.

We will incorporate lessons to welcome **English Language Learners** into GADA. Our teachers who speak students' languages will meet with GADA students during their regular advisory period to give them counsel and intervention. ELL students will help the GADA community by providing green architectural solutions from regions in the world that speak their primary language. They will interact with other students from around the world. They will translate and present their findings in English. ELL students will be leaders in bringing knowledge from around the globe into GADA. Also, our teachers will support ELL students with Specially Designed Academic Instruction in English. All ELL students will be supported in content classes whether they are programmed in English as a Second Language or grade-level English classes.

Gifted students will also play a major role in GADA. GADA provides leadership opportunities with our student clubs. We also offer advanced classes such as AP Calculus, Advanced Drafting, AP World Language, and concurrent enrollment classes with ELAC. Our projects will provide ample opportunities for growth in student-selected areas. Perhaps our students could choose public relations to advance our green initiatives. Or our students could design green innovations for the neighborhood. Most assuredly our students will help shape public policy with our advocacy for green architecture through community organizing, public speaking, and publishing influential documents to let our civic leaders know that we are interested in improving the environment in East Los Angeles.

Students must know the small learning community they belong to. We are working with Architects for Achievement to create a strong visible GADA **identity**. Banners, paving stones, and painting that identify the GADA location on the campus will help students know where they belong. We look forward to consolidate GADA in the 100 building of the campus where our anchor, Mr. Lainez, has his drafting studio. We are working with our print shop to produce classroom banners to highlight our name and will advertise our initiatives such as: From East LA to Green LA.

Part of our **culturally relevant** teaching campaign is to welcome persons of different cultures to our campus. We plan to recognize holidays from other cultures in our classrooms. Our goals are to help increase tolerance of differences, teach students about world cultures, and let all of our students know that they are welcome in GADA.

Along with cultural relevancy, we want to produce fun events to attract students to our organization. To **reward** students with good academic performance we took students on a harbor boat cruise in November 2009. Some of our students even had the opportunity to navigate the boat. All of the students received a beautifully printed certificate produced by students in the Career Technical Education program. We also want to show a movie as a fund raiser. We will invite all of Garfield to attend an award-winning movie about global climate change after school. We will sell popcorn and refreshments to help raise money for our future Habitat for Humanity house in East Los Angeles. We also wish to have a community fair so that parents can join their children on campus to learn about the many community-based social service organizations that they could use on campus. We want our families to associate GADA with positive improvements for their family so they will provide us with more support for our initiatives in the future.

Part 7 Serving Specialized Populations

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Part 8 Family and Community Engagement Strategies

Planned Community Engagement Activities - Start-up funds have been provided by a California Partnership Grant. The State is providing GADA with training in an ongoing series of conferences to help guide our direction. Their conference in November 2009 stressed the importance of project-based learning. Our next conference is scheduled for March 2010. The State also helps us produce an effective budget and audits our appropriate spending of State grant money.

We have an active **advisory board** of members of the Architectural and Green Workplace communities. Our professional partners currently provide us with curricular support, field trips, and student assemblies. Our partners have provided us with a powerful driving force to help steer our actions toward preparing our students for work. Their suggestions are broader in scope than our focus on raising scores. They provide real incentives for student achievement. Our **partners** also provide proven practices and structures from the world of work. In the school year 2011-2012 we plan internships for our Seniors provided by our partners.

Our students will be involved with Green Architectural improvements in the **community** of East Los Angeles. We will survey the surrounding neighborhood for possible green improvements. Students will present their suggestions at Garfield's first Green Fair in June 2010. In our classes our students will learn ways people can change their habits to become more environmentally friendly. We will take walking tours of the neighborhood to discover ways in which the environment can be improved.

Coursework in Drafting, Geometry, World History and Chemistry will support these efforts with interdisciplinary instruction. Our GADA faculty has begun collaborating to create projects across all classes. This year our students will investigate and present green architectural careers. They will present their research to their peers and the community. They will help educate their community to the possibilities of what exists in the green architectural fields.

Completed and On-Going Community Engagement Activities - Garfield has benefitted from an active Parent Center. Staff and volunteers from the Parent Center have assisted GADA in the writing of the original California Partnership Grant. They also participate in our Advisory Board Meetings. We are working for student involvement in community projects to help increase green practices in East Los Angeles. Our students will also present their green architectural initiatives at Garfield's first Green Fair in June to our community.

Motivation - GADA plans to increase parent involvement by demonstrating the value of our green architectural career education to prepare their children for financially rewarding careers after high school graduation. We will show the connection between our curriculum and the growing green economy. As a California Career Academy GADA will provide **internships**. Successful students will have greater opportunities for green architectural work experiences. Students in the GADA after school club will receive additional opportunities to expand their skills. We also provide incentives: field trips, contests, and clubs for students. Opportunities for GADA community involvement and

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participation to reward students are offered.

Parents will receive regular written communication in English and their home language. This communication will invite them to participate in our events, update them on the academic performance of GADA students, and ask them for help with different initiatives. GADA will continue to participate in the Back to School night, Parent-Teacher Conferences, and Open House. GADA will add the component of student-led conferences to help foster productive communication about students' performance between parent and child. GADA will invite parents to come on specific times during the school day to increase their opportunities to be involved in their children's success. A wonderful asset of GADA is our faculty members who are residents of East Los Angeles. We will rely on them to teach us optimal ways to welcome and include the community to GADA. Together we will establish an outreach plan. One outreach idea is to invite community members to attend group meetings with students during school hours or after school to help keep our students steadily progressing toward their goals.

GADA collaborates with **community-based organizations** to make connections between families and resources easier. Academic intervention will incorporate health counseling or remedies for family issues. Effective parenting strategies will be discussed to help teenagers develop positive behaviors. Surveys will be taken by the parents and the community asking how GADA can better address the needs of the community in which we work. GADA will promote parents' clubs, stressing the importance of family involvement for homework assignments, while informing parents of tutoring services. Partnerships with local Latino community centers will provide additional services for needy students.

Staff and volunteers from our Parent Center have been active participants on the GADA Advisory Board. They have also volunteered to help produce our events. Our advisory Board helps us keep our work transparent. Lynn Crandall from USC publishes her notes from our advisory board meeting on the **internet** to help to inform parents and all of the GADA community. We plan for parents to increase their involvement through volunteer hours. We would like them to attend our field trips, volunteer with students during community service projects, and set up activities to bring more parents to the school and/or raise money for the program.

GADA will work with parents of students who are at-risk and help bring **community-based social services** to meet their individual needs and situations. We will promote the participation of parents in the classroom/school. We will appeal to parents groups to prevent trancies and tardies. We will work with the LAUSD police to inform parents of the consequences and prevention strategies of poor student attendance. We will also inform parents when students are performing well in addition to when intervention is needed. We will enlist the help of our students to increase parental involvement with student-led conferencing.

GADA is reaching out to **parents** in order to find ways of communicating how important it is for them to get involved. We send regular communication flyers to inform them of meetings, workshops and classes on things that must be done at home to foster student achievement. These workshops help parents recognize signs of problems or situations endangering their children's education. GADA gets all parents involved in all student and school activities providing incentives to families who get involved in their child's education. We plan to have special dinners and banquets at the school for the

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parents and students.

Community partnerships actively create curriculum and inform instruction. We have several groups working with our Advisory Board, including: The Infrastructure Academy, East Los Angeles College, University of Southern California, LA Department of Parks and Recreation, Architects. These groups provide field trip opportunities for our students. Other groups who work with GADA include: East LA Library, TELACU, Garfield Alumni Association. GADA also supports the efforts of the **community-based organizations**. We provide outreach and serve as a liaison between the organizations and the community. We also provide facilities, labor, and advertising for outreach efforts and events of community-based organizations. We want our community to know that GADA can be used to support its efforts. We plan to publish lists of services offered by the community based organizations for distribution in the classrooms and at parent meetings. Through our Career Technical Education counselor Teresa Diaz our students have the opportunity for paid jobs. They provide labor for events that take place on campus. They also work to promote events of organizations on campus. GADA students volunteer to help outside organizations as well as get paid to help them.

There are many partners with whom we would like to **develop relationships**. We would like a partner with a University of California affiliate. We would also like partners such as Southern California Edison to help educate us in current energy production and distribution. We would also like partnership with other community-based organizations such as the East Los Angeles Council to bring a larger community focus in to GADA. Our ultimate goal is to partner with Habitat with Humanity to build a green house for a needy family in East Los Angeles.

We intend for our **green architecture initiatives** to attract new members from the community and new community-based organizations to support our efforts. Our students will continue to campaign for a green house in East LA. We will advocate for the allocation of land and sustainable use of a community garden. We will model use of our new light rail public transportation the METRO Gold Line. Our students will help their families use it to replace automobile trips. Our recycling campaign is planned to spread school-wide. After we have achieved campus-wide recycling we will look toward the surrounding community to end the recyclable waste in East LA. We call our initiative: From East LA to Green LA

Part 8 Family and Community Engagement Strategies

Part 9 School Governance

Structure: Garfield High School currently has the District-approved small learning community IVEA (Industrial, Visual, Engineering, and Architecture). The current faculty and students of IVEA have transitioned into the Green Architectural Design Academy. Our current faculty teaches the entire curriculum required for graduation for grades 10 through 12. Next year GADA will teach grades 9 through 12. Also IVEA has been the small learning community of **inclusion**. We welcome our students and faculty from the English as a Second Language program. We also welcome our students, faculty and paraprofessionals from the Special Education Department. IVEA has **never selected** students to be in IVEA based on behavior or performance, nor has IVEA ever worked to remove a student from IVEA based on behavior or performance. GADA will continue these practices. **ALL** students are welcome in GADA. **ALL** students will receive

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support for their special needs in GADA.

School Governance

The members of the Green Architectural Design Academy Design Committee agree with enthusiastic unanimity that **we align ourselves** as a small learning community with the **Garfield High School Proposal** written by its current faculty and staff. But, in the event that our GADA small learning community proposal is accepted and the Garfield High School Proposal is not accepted, then the members of the Green Architectural Design Academy will cooperate with the entity that governs all of the Garfield Small Learning Communities in an equitable manner.

Part 9 School Governance

Part 10 School Leadership and Staffing Plans

The **Principal** of Garfield High School is currently: Micheal Summe

The **Assistant Principal** in charge of GADA is currently: Frank Rodriguez

The **Lead Teacher** for the Green Architectural Design Academy is currently: Dr. Frank A. Carrillo Ed.D., NBCT

Design Committee:

Assistant Principal Frank Rodriguez, Administrative K-12 Credential, Adult Electronics/Vocational Adult Credential

Dr. Frank Carrillo, Ed.D., NBCT, Math Teacher, Advanced Placement Calculus Teacher, CLAD Certification, Math Clear Credential

Olga Chasco, English as a Second Language Teacher, Spanish Credential, English Credential, BCC – Spanish Credential

Patricia E. Coffee, RSP Teacher, Multi-Subject Clear K – 8 Credential, LH Specialist Clear K – 12 Credential

Patricia Louise Cox, Special Education Teacher SDC, Standard K-9 Life Credential, LH Specialist Clear K-12 Credential, Administrative K-12 Clear

1st Sgt. Raymond Eason, JROTC, Special Subjects Credential

Jeffrey Garcia, Librarian, Social Studies Credential, Library Services Credential

Luis Lainez, Drafting and Architecture Teacher, Drafting Credential

S. Bhimaya, Biology Teacher, Life Science Credential

Aurora Mellado, English Teacher

Linda Lispi, Math Teacher

James Bliss, Chemistry and Biology Credentialed Teacher

Daniel G. Lopez, World Languages Teacher, Advanced Placement Spanish Language, Advanced Placement Spanish Literature

Yik Sha “Yisa” Cheng, Counselor, PPS Credential, NCC – Nationally Certified Counselor

Roger Spradling, JROTC-Special Subjects Credential

Carmen Arenas, World Language Teacher, French, Spanish, BCLAD Credential, Supplementary Social Studies Authorization

Teresa Diaz, Career Technical Education Coordinator

Ricardo Rivas, Social Studies/Government Teacher

Heidi L. Hishaw, Special Education Aide

Michael Sarabia, Social Studies Teacher

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The GADA leadership team has worked as IVEA for five years implementing school reform. Over that time we have made great strides in helping **raise the performance** of Garfield Students on the California Standards Test, the California High School Exit Exam, graduation rates and other metrics. We might have had a couple of years of minor set backs, but overall the trend has been positive improvement for our students. GADA faculty and staff are ready to redouble their efforts to continue the positive growth of performance for our students through the reforms referenced in this document.

We emphasize that GADA has completed its inaugural four months of implementing a **new** California Partnership Academy Grant. We demonstrated our desire for **reform** by writing this grant before the School Choice Initiative became LAUSD policy. We require until June 2012 to **fully implement** this grant when we graduate our first cohort of Seniors. GADA must be allowed to continue on its path toward student success through Green Architectural Design. If GADA is disbanded or the faculty and staff reconstituted a great opportunity would be lost.

The new intervention-friendly bell schedule will lower the number of students that one teacher would interact with in one day or quarter. This will provide the opportunity for each teacher to increase personalization. **Personalization** is the key to motivate students. We will be able to match personal interest to standards-based projects. We will be able to match appropriate interventions for students to meet their individual needs. The majority of this work will take place during advisory periods. Teachers will also collaborate to meet individual needs during common planning time.

Compensation schedules for faculty and staff of GADA will be those of the current bargaining units for the different job classifications. All of the persons listed in this section have spent hours considering the requirements of this proposal. Within the appendix there is a sampling of their contributions for this proposal. They have all read several drafts and given input to shaping this document. They have attended several meetings where these topics have been discussed. They have demonstrated their willingness to implement the reforms listed in this document to their fullest capacity. We are interested in remaining with the same faculty, staff, administration, and students (10th and 11th grade only) into the 2010 – 2011 school year.

Our intervention-friendly schedule will require us to hire increased numbers of English and math teachers. Our staff **hiring** criteria will focus on the ability of the candidate to demonstrate appropriate qualifications for their position. Also, the successful candidates must provide compelling testimony as to their commitment in carrying out the reforms listed in this proposal. Procedures in hiring will comply with the policies and procedures for hiring set forth by the LAUSD and its bargaining units.

A future role of the Advisory Committee will help depict and strategically-allocated **roles and responsibilities** for faculty, staff, and administrators. Our Advisory Committee currently has members from the GADA Administration and Faculty. We will include members representing the Garfield High Leadership not working directly with GADA to help the Board work collaboratively with the entire school community. Staff and parents will also have a larger role in our Advisory Committee.

Unfortunately, the LAUSD Budget crisis provides us a unique opportunity to recruit teachers who meet the required credentials to teach our unique student population. With another reduction in force and the School Choice Initiative many qualified candidates

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should be available for consideration. GADA will first interview displaced teachers from the reduction in force or the School Choice. After this we will rely on our Advisory Board to provide leads to possible candidates. One **recruiting** opportunity that we will not miss is representing different cultures from the world in our teaching staff. The Garfield student population is over 99% Latino. We can bring our students diverse viewpoints from teachers with diverse backgrounds. We will access LAUSD's efforts to welcome teachers from other countries if replaced teachers are not available to fill positions. We want our teaching staff to reflect the global community.

Part 10 School Leadership and Staffing Plans

Part 11 Operations

GADA faculty and staff will continue to use LAUSD operational services. The GADA faculty and staff will work with the leadership of Garfield High School to help coordinate operations in an **equitable** manner for the benefit of all students. GADA faculty and staff will participate in the internal Garfield team that works with School Management Services. GADA was supported well through its inaugural mester. We will work with operations personnel as our needs change to maximize their **support** of our students.

Part 11 Operations

Part 12 Finances

Our former small learning community IVEA never had a discretionary source of funding. Now, the new Green Architectural Design Academy's major source of discretionary revenue comes from the State of California. We were awarded a three-year California Partnership Academy start -up **grant**. Our first year of funding is 2009-2010. This grant will end in June 2012. Please see the appendix for a copy of our grant budget.

GADA students deserve **equitable** benefit from the funding sources that support the entire Garfield community. GADA faculty and staff will work with the Garfield leadership to ensure equitable distribution of financial resources to all students. Title 1, QUEA, textbook, IMA, general fund, Gifted, Technology, and other sources of money will be distributed equitably between all students on the Garfield Campus. GADA's Administrator and Lead Teacher will work closely with financial officers in a transparent manner to ensure equity, accountability, and responsible spending.

Money that comes into the GADA small learning community will be used to further goals of infusing green architecture into our standards-based instruction. GADA has the additional **oversight** from the State of California from being a California Partnership Academy. Until June of 2012 we will be reporting our activities to the California Department of Education. Not only does GADA have to show spending of its grant money towards the RFP written in April 2009, but also GADA must demonstrate in-kind contributions from LAUSD and our community partners. That is to say, GADA must show that Title 1 paid \$400 for a bus for a field trip to a green architectural site or that an Architect donated \$400 for his companies' time to come to GADA to speak to our students. The California Department of Education will audit our spending of grant money, LAUSD money, and partners' contributions. Students will have the opportunity to experience acoustics with attendance to free concerts offered by the Los Angeles Philharmonic at the Walt Disney Concert Hall. GADA will model the green practice of

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using the public transportation system the METRO gold line that was recently extended into East Los Angeles. This opportunity provides green travel to the San Fernando Valley, Long Beach, South Bay, Downtown LA, and Pasadena. We will use public transportation for future green architectural field trips from Long Beach to Woodland Hills.

GADA is also developing a **partnership** with East Los Angeles College (ELAC). Gayle Brosseau, Dean of Academic Affairs attends our GADA Advisory Board Committee Meeting regularly. She invited GADA faculty to participate in the STEM (Science, Technology, Engineering, Mathematics) pathway to engineering from the high school level through ELAC through the university level. Our GADA students will have the opportunity to work along this pathway starting in their high school years. We are on the ground floor, but look forward to huge opportunities for our students. Our students will be able to enroll in online courses through concurrent enrollment with ELAC. These classes will help students achieve math and science standards while earning credits at both ELAC and Garfield. The STEM grant will pay for the students' fees and books from ELAC. Our first cohort of students will take their first online math course in February 2010.

GADA faculty and staff will supplement the California Partnership Grant with **ancillary grants**. We will seek funding from sources with goals that are complimentary to the original grant. For instance, the Lead Teacher received a \$1,000 Community Foundation Grant. This was used to purchase supplies to build models in the Geometry classroom. These models were inspired by geometric forms observed by students on a field trip to the Downtown Los Angeles architectural sites of Our Lady of the Angels Cathedral, the Walt Disney Concert Hall, the Museum of Contemporary Art, and the Water Court.

Part 12 Finances

Part 13 Facilities

Our former small learning community, IVEA, never resided in contiguous space. Currently our faculty is divided into the 900 bungalows in the far North of the school, beyond the football field, in the 800 bungalows in the extreme East of the school. One person teachers in MH1 near the front and to the Southeast, and Mr Lainez has a drafting studio in the 100 building in the far West boundary of the school. Our Administrator and Counselor are located on separate floors of the central 400 building that is slated for demolition in the near future. Mr Lainez is anchored in the 100 building with his Drafting Architectural Studio. Our new California Partnership Academy, GADA would prefer to join him in this building in one **contiguous space** for the first time our five year history. The organization Architects for Achievement is providing identification in this area with banners, paving stones, and renovated office space. We would like GADA to be housed **in the 100 building** with the accompanying identification. Currently, the 100 building houses the 9th Grade Academy. They will be disbanded after June 2009. Therefore, we will not be displacing any continuing organization.

GADA faculty and staff will work with the Garfield High school community organization to share space in an equitable manner. GADA students deserve **access** to all of the sports facilities, assembly facilities, and common areas as do all of the other students on campus.

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The members of the Green Architectural Design Academy would like to leave the reader with these three reasons why GADA should be selected by Superintendent Cortines to continue its work:

- 1) GADA is a **new** program at Garfield. The teachers and administrators of the LAUSD recognized small learning community IVEA initiated this process **before** the LAUSD Board of Education enacted the School Choice Reform. We have demonstrated our imperative to **innovate** our program before the directive from the LAUSD Board of Education.
- 2) GADA was founded last April when Assistant Principal Judith Day joined with IVEA Lead Teacher Frank Carrillo to write a California Partnership Academy Start-up Grant. GADA was **awarded recognition** by the State in May 2009. In October 2009 the Teachers of IVEA voted to transform IVEA into GADA. We attended our first State training in November 2009. We will attend our first conference in March 2010.
- 3) GADA is **funded** by the State from July 2009 to June 2012. GADA receives training, guidance and oversight for the three years of this grant from the California Department of Education. One of the requirements of the grant is to work with an **Advisory Board** comprised of professional and educational **partners** from the green architectural field. We have conducted our first 4 months of instruction with this support. To be reconstituted at this point would provide a great loss to this opportunity. The disruption might be catastrophic to the future of our California Partnership Academy. We require until June 2012 to **fully implement the reforms** of this grant.