

Taylor Yard
School Site

Central Region
High School #13

A Community of Linked
Learning Schools

ARTLAB

Arts and Community Empowerment

College and Career Ready

**ARTS, ENTERTAINMENT, MEDIA:
Production and Managerial Arts**

creativity & innovation

critical thinking & problem solving

communication & collaboration

ArtLAB: TABLE OF CONTENTS

EXECUTIVE SUMMARY

I. Executive Summary	1
a. Mission and Vision	1
b. Student Population	3
c. Instructional Program	4
d. School Culture	4
e. Accountability and Performance Goals	5
f. Community Analysis and Context	5
g. Leadership	6
h. School Governance Model	7

INSTRUCTIONAL

2. Curriculum and Instruction	8
a. Instructional Philosophy	8
b. Core Academic Curriculum	11
c. Addressing the Needs of All Students	17
d. Instructional Strategies	21
3. School Culture and Climate	23
a. Description of School Culture	23
b. Student Support and Success	23
c. Social and Emotional Needs	24
d. College and Career Readiness	25
e. Parental Involvement	25
f. School Calendar/Schedule	26
4. Assessments and School-wide Data	28
a. Assessment Philosophy	28
b. Autonomy	29
c. Student Assessment Plan	29
d. Assessment Development	30
e. Data Collection and Monitoring	30
f. Graduation Requirements	31
5. Professional Development	32
a. Professional Culture	32
b. Professional Development	34
c. Teacher Orientation	36
d. PD Calendar	37
e. Program Evaluation	38
f. Autonomy	38

6. Serving Specialized Populations	39
a. Special Education	39
7. Performance Management	NA
a. Performance Goals and Metrics	NA
b. Rationale	NA
COMMUNITY INVOLVEMENT	
8. Community Analysis and Context	43
a. Description	43
b. Background/Support	45
9. Community Engagement Strategy	46
a. Description	46
b. Key Community Partnerships	46
GOVERNANCE, OVERSIGHT and LEADERSHIP	
I 0. School Governance and Oversight	48
a. School Type	48
b. Applicant Team Capacity	48
c. School Governance and Oversight	51
I 1. School Leadership	53
a. Principal Selection	53
b. Leadership Team	53
b. Principal Evaluation	55
I 2. Staffing	56
a. Staffing Model	56
b. Recruitment and Selection of Teachers	58
c. Autonomy	59
d. Evaluation	59
FINANCES	
I 3. Finances	61
a. Financial Sustainability	61
b. Additional Funding	61
c. Autonomy	62
d. Budget Development	62
IMPLEMENTATION	
I 4. Implementation	64
a. Implementation Plan	64
b. Waivers	N/A

Appendix	Attachments	APPENDICES and ATTACHMENTS	
C		Appendices and Attachments Cover Page	66
D		Service Plan Assurances	67
D		Service Plan for Special Education	71
G		Implementation Plan	102
H		Assurances Form	109
	2a	Academic Performance Data	112
	2a	Students Value Education	116
	2d	SDAIE	117
	3f	LAUSD Early Start Traditional Calendar, 2011-2012	120
	3f	Bell Schedule	121
	3f	Course of Study	122
	4d	Assessment Timeline	123
	6a	RTI Cycle	124
	6a	Intervention	125
	8b	List of Partners	131
	8b	Letters of Support	132
		1. GardenSchool Foundation	133
		2. Wendy Murawski, CSUN	134
		3. The Metabolic Studio	135
		4. Citizen Schools	136
		5. Richard Shelton, Otis College of Art & Design	137
		6. Get Lit, Words Ignite	138
		7. YouThink	139
		8. Los Angeles County Bicycle Coalition	140
		9. Los Angeles Education Partnership	141
		10. Homeboy Industries	142
		11. 826 LA	143
		12. Office of the Americas	144
		13. The Children's Nature Institute	145
		14. Elysian Valley Arts Collective	146
		15. AJ Duffy, President, United Teachers Los Angeles	147
	10b	Resumes	

	1. Teri Klass	148
	2. Dain Olsen	150
	3. Jane Patterson	152
	4. Wendy Murawski	154
I 1a	Principal Job Description	156
I 2c	Elect-to-Work Agreement	158
I 3a	Letter of Support from Local District 4	162

ARTLAB EXECUTIVE SUMMARY

a. Mission/Vision. *State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation 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 in the 21st Century.*

WHOLE SCHOOL ALIGNMENT

The Taylor Yard complex, which has grown out of a rich history of community and LAUSD collaboration, will provide students access to five distinct Linked Learning options. Each small school plan provides personalization and choice while the whole school provides the resources of a larger campus. All five schools will work in cooperation to provide a safe campus where students and families feel a sense of community responsibility and pride.

PHILOSOPHICAL FOUNDATION

ArtLab's educational philosophy is rooted in access, equity, and democratic participation for all of our students. We are committed to furthering the work of Dewey, Freire, and Oakes as we ensure that each student finds meaning, challenge and purpose in his/her learning experiences. ArtLab has deep respect for the individual contributions of every learner in our school community.

VISION ArtLab is dedicated to creating a learning environment where young people are supported in their desire to innovate, create, and transform their worlds by engaging in critical inquiry in the arts and sciences.

MISSION All ArtLab students participate in interdisciplinary arts-integrated, project-based curriculum where they are continuously engaged in acts of intentional cognition; understand their unique experiences within the context of enduring ideas; and are empowered to express new ideas and venture into uncharted artistic and intellectual territory. All ArtLab students are prepared to meet the academic challenges of post-secondary learning and have developed the necessary skills and knowledge to pursue a career in media arts. ArtLab is a supportive community of educators, students, parents and community members, where safe, productive, collaborative interaction instills a sense of pride and belonging to all members.

ARTLAB HABITS OF MIND are seven values that are critical for each student's personal and academic success. These are the values that all adults on our campus will uphold as they model the benefits of lifelong learning.

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

BEST PRACTICES ArtLab incorporates the best practices identified by research and supported by our teaching philosophy. Those practices include:

- Linked Learning provides our framework for offering an integrated core curriculum that prepares students for postsecondary education and a career in media arts;
- We focus on English language learners by providing an arts-integrated, challenge and project-based curriculum that uses a multidisciplinary approach. Students apply their individual strengths as they connect classroom learning to interests and essential career skills;
- Inclusive classrooms remove the barriers between special and general education, providing rich learning opportunities for all students;
- Development of personal skills such as collaboration and teamwork, problem-solving, communication and the ability to self-express and reflect;
- Assessments that provide the opportunity to demonstrate critical thinking, understanding of “big ideas,” and mastery of content knowledge and skills;
- Interdisciplinary thematic units that offer assessments in written, oral, visual, and performance-based projects;
- Student-centered classrooms where teachers act as coaches and learning partners;
- A focus on social action, both local and global, integrated with community partnerships and service learning projects dealing with equity, justice and the environment;
- 21st literacy skills, including the integration of technology and blended learning.

CORE LEARNING COMPETENCIES

Value beyond school Every day, in every ArtLab class, students will see the connection between their learning and life. If we as teachers cannot answer the question of how our content applies to the real world, then we must rethink our priorities. Students will learn how, for example, mathematics operates in the real world. They will see that their public voices are necessary and that their ideas matter. They will see that their learning in high school paves the way for a meaningful quality of life. ArtLab will prepare its graduates for success in post-secondary learning, for careers that are fulfilling, for active engagement in the cultural and civic life of their city, and for participation in American democracy.

ArtLab Core Competencies

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

b. Student Population. *Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team’s experience serving a*

ArtLAB: Arts and Community Empowerment

similar population of students, and how your proposed school will meet the identified needs of these students.

ArtLab will be part of the school site currently known as Central High School #13 located near the intersection of San Fernando Road and Division Street. The School will serve northeast Los Angeles, relieving three area high schools: Eagle Rock, Franklin, and Marshall.

Our students come to us with a wealth of cultural and personal resources. Still, we know that many of our students will need supports to ensure that they excel academically. We understand the barriers that many of our students will face as second-language learners; the ArtLab curriculum and instruction is designed to engage and accelerate learning for this student group. Arts integration across all disciplines, thematic interdisciplinary curriculum, and project-based assessments are all aimed at increasing access to rigorous curriculum for English language learners. Art at the core of instruction provides a common language that helps students understand essential questions, engages them in higher-order thinking, and builds academic language as they begin to discover and interpret thematic connections.

Students at our feeder middle schools are 83.5% Latino. On average, only 27.75% of the students are on grade level in math, and 32.5% are on grade level in English. 86.25% of these students are economically disadvantaged and 12.75% have special needs. Marshall High School, the primary high school being relieved by the new campus at Taylor Yard, is 68% Latino. Only 10% are on grade level in math and 37% are on grade level in English. 70% are economically disadvantaged and 9% have special needs. ArtLab has grown out of Humanitas Global Studies at Marshall High School and has had 10 years of experience successfully serving these populations. One example of our success with these students is that 88% of our economically disadvantaged 10th-grade students passed the California Exit Exam in math and English on the first try, compared to 69% school wide. 75% of our Algebra I students passed this gateway course, compared to 42% for non-Humanitas students.

A recent survey shows that students from the feeder school, Irving, overwhelmingly value arts education. The highest rated small learning community theme was Fine Arts/Communication. Students from this community are interested in the arts and research shows that the benefits of arts participation can make a difference for economically disadvantaged students (Catterall, Chapleau, Iwanage, 1999). ArtLab is aligned to serve the interests and the needs of the community. Students in the L.A. public school community have been historically underrepresented in visual arts and technology higher education and industry, and ArtLab aims to change that.

Our design team is comprised of teachers from the community, education specialists, and community members. Together we bring a wealth of expertise, community awareness and passion for the collaborative promise we can offer the youth and community that ArtLab will serve. Richard Shelton, director of integrated learning at Otis College of Art and Design, will co-develop our multimedia curricula and community-based projects. Dr. Wendy Murawski, professor of education and inclusive education specialist and researcher at Cal State Northridge, will work with ArtLab teachers to create an environment that has high expectations and opportunity for all special needs students. Jane Patterson, Humanitas director at the Los Angeles Education Partnership, will ensure that all ArtLab teachers have access to on-going professional learning in interdisciplinary curriculum development. Members of the Cypress Park, Atwater Village, and Elysian Valley neighborhood councils (Yancey Quinones, Cindy Marie Jenkins, and Ceci Dominguez, respectively) will co-develop our community-based service learning projects and will assist ArtLab in creating a thriving Linked Learning instructional program by connecting students to mentors, job shadowing opportunities, and entrepreneurial enterprises.

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

We believe, and the research proves, that arts education is linked to academic success for students of poverty, English Language Learners, and students with special needs. “Research on the arts and cognition demonstrates a correlation between training in the arts and improved academic performance” (College Board, 2009). ArtLab students will have greatly increased opportunities in traditional and media arts in their core classes, scheduling choices and after school programs. This Linked Learning pathway consists of extensive, embedded and sequenced real world and project-based experiences which promote holistic academic and college preparation and the technological and soft skills proficiencies essential to 21st century careers (Masalski & Elliot, 2005).

All core instruction will be centered around and integrated with arts concepts and processes through Humanitas methodology. Students will use a variety of mediums, tools, forms and genres to imaginatively connect with and apply the core curriculum, as well as to engage with and empower their community. Inquiry based investigations into the meaning, relevance and substance of content, promote students’ intrinsic capacities for curiosity and personal expression. In addition, students will gain professional-level arts and media production experience while demonstrating their mastery of content.

ArtLab’s unique instructional program exemplifies a 21st century relevant ideology of flexible adaptation and connectedness in learning. ArtLab Pilot teachers are newly empowered as a collective, collaborative body, with the autonomy to innovate learning experiences to meet the prioritized needs of individual students. Multiple forms of assessment and data, including dimensioned, authentic performance, will provide robust criteria for forming lessons and interventions that effectively support the challenges and motivations of developing students. Students will collaborate with artists, community-based organizations, and college faculty to enhance their learning and improve their community. Students will learn how to assess and address the needs of the community and to develop and implement solutions.

Key components of the instructional program include:

- Flexible and extended day scheduling for student independence in learning pathways
- Humanitas interdisciplinary methodology in core subjects and the arts
- Student-centered and culturally relevant and responsive learning strategies
- Comprehensive A-G offerings with choices for acceleration, specialization and remediation
- College and career preparation: AP courses, college seminar, fully articulated media arts pathway
- Advisories for personalized and consistent developmental guidance
- Fully supported inclusion for students with special needs
- ELL and SEL pairing with multimedia production to promote cultures of language
- Community collaborations for mentoring, internships, training and real world experiences

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.*

ArtLab emphasizes an authentically student-centered approach that empowers students to become engaged, inventive collaborators in their own learning. This approach is founded in the experience that our students need guidance in developing entrepreneurial, networking and collaborative skill sets necessary for academic and career success. The community provides a context for actively applying the classroom content and for making the personal and professional connections necessary for a stable transition to adulthood.

ArtLAB: Arts and Community Empowerment

Students are expected to participate in the governance and sustenance of the general school program through leadership and school service. They organize school and community events, and they support the collective student body towards academic success through achievement reward programs, peer counseling and academic support services.

Clear and high expectations and a college-going culture are co-developed through community, student body and staff input, and proactively instill a school culture of professionalism, positive social well-being and self-discipline. This achievement focused program is enforced through tiered intervention and support strategies that seek the true sources of challenges to learning and avoids negative, punitive confrontations. School-wide sports programs, scholarly seminars, cultural celebrations and the school garden extend and complement this emphasis on ethical behavior and empathic contribution to community vitality.

School identity and cohesion is continually invigorated through student multimedia productions, which are the conduit for expressing core principles and student voice. The school website is socially and artistically dynamic, providing a communications infrastructure that highlights student learning and successes across a spectrum of domains and interests. It embodies ArtLab's ideology of continuity in learning beyond school boundaries by encouraging vigorous local and global community interactions

Community outreach efforts and funding development will supplement school site programs, often impacted by budget and resource limitations. External partners and associations, such as Afterschool Children's Nature Institute, Elysian Valley United, 826LA are considered to be an intrinsic aspect of school community. They will be represented in school governance to develop and assess instructional objectives, and will be utilized to provide community based experiences, mentoring and internship opportunities, social services and enrichment activities.

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 Matrix highlighting the goals of the proposed school.*

N/A

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

ArtLab will serve the communities of Glassell Park, Elysian Valley, Atwater Village, Cypress Park and Eagle Rock, whose populations are primarily Latino (average of 61%). These are generally economically depressed, working class neighborhoods. Some areas are dense with crime and inter-generational legacies of gang culture. The student constituency is highly diverse and is, for the most part, academically "at-risk". Their families tend not to identify with, nor to interact with, the school culture, staff and site.

The local residents have strong work ethics and value civil participation in democratic institutions. Family, heritage, and ethnic identity are important to these stable, rooted communities. Our students value experiential connection with classroom content that captures their imagination and honors them for who they are. They appreciate practical, concrete examples of academic abstractions that they can successfully apply and find meaning in. And yet, there is a critical deficit of entrepreneurial confidence in students. They need strong guidance in order to sustain higher education or professional ambitions, and solid articulations with work experience and job training programs.

ArtLAB: Arts and Community Empowerment

ArtLab's emphasis on arts and media integration is strategically associated with career potentials in the regional \$286 billion "Creative Economy" (Otis, 2010) in entertainment and associated industries. There are also several areas of potential and strategic benefit to the local region, such as a local proposed redevelopment zone aimed at attracting environmentally friendly businesses to the area. Along with several stable commercial districts nearby, there are also a handful of artistically vibrant cultural enclaves on these streets that present the strong potential for significant community transformation and economic improvement. There are many nearby post-secondary institutions that service the arts – LA Valley College, for example, has a newly expanded media arts facility and program and Occidental College has a vibrant media and performing arts program.

ArtLab's emphasis on creative industry and community involvement is aligned with local community strengths, needs and interests. There is a long legacy of artistic activity in the area that continues to thrive today. The Southwest Museum is the first museum constructed in Los Angeles and serves as an annual Native American celebration of culture. The associated Charles Lummis house is a monument to one of many historical characters that championed the arts in this community. Building on this tradition, ArtLab recognizes the arts as a cultural and commercial generator that can revive economically challenged communities. Furthermore, students polled from this community are interested in the arts and research shows that the benefits of arts participation can make a difference for economically disadvantaged students (Catterall, Chapleau, Iwanage, 1999).

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.*

ArtLab's arts and community emphasis implicitly requires shared input regarding the larger educational mission and programmatic design. Its active ties to a long roster of parents, organizations, businesses and individuals will be highly beneficial to the learning outcomes for students and to experiential opportunities that include community projects and internships. Thus, it is imperative that stakeholders have solid representation through advisories and the Governing Council that can bring their ideas and recommendations for serious consideration in school plans.

The Governing Council maintains the vision and mission of the school, approves the budget, evaluates the principal and has significant input on all aspects of the schools operational and instructional program. Its structure is inclusive and transparent. Its elected members will be trained in the protocols of participation. The Design Team oversees comprehensive instructional programming and instructional strategies. It consists of the Principal, the Counseling Coordinator, and three elected members: Academic Lead Teacher, the Arts Lead Teacher and the Grade Level Team Leaders. Several Advisories and Councils will have specific input on the school's development. Compensatory Education Advisory Committee (CEAC): This committee composed of elected parents and teachers will advise and make recommendations on development of an effective educational program and plan that raises the achievement of disadvantaged students. English Language Advisory Committee (ELAC): This committee is composed of three parents of English Language Learner pupils and two teachers elected by teachers at the school. It has the responsibility to advise and make recommendations on the development of the Single Plan (SPSA), especially those sections related to English learners. Community Advisory Committee (CAC): The committee will be composed of at least five, and no greater than ten elected representatives of the various constituencies from the local community including: political representation (such as a councilmember), business partner, arts organization or individual, post-secondary representative and a member of CEAC. The committee will review the SPSA, and advise the school on community issues, needs, concerns, resources and ideas regarding programmatic design and long-term considerations. Media Arts Advisory Committee (MAAC): The committee meets CTE requirements for industry oversight of the Linked

ArtLAB: Arts and Community Empowerment

Learning program and will be composed of at least three representatives of the media arts community, including post-secondary and industry partners. The committee will advise the media and visual arts teachers on the quality implementation of an authentic, sequential and articulated vocational program that adequately prepares students for entry level media arts positions and instructional integrations

ArtLab's principal must oversee a complex and evolving educational program that provides multi-faceted supports for student learning in community outreach, Linked Learning and Humanitas integrations, and an arts and technology focus. He or she will then need to fulfill high level competency in organization and planning, inclusive leadership, team building, resource development and operational and personnel management. In addition, these criteria are considered critical to the position:

- Effective experience in instructional leadership and in supporting teacher growth;
- Experience in interdisciplinary teaching and curriculum design at the high school level, preferably with the Humanitas model;
- Commitment to arts and technology integrations and project-based learning;
- Demonstrated experience in and understanding of community based interactions and development;
- Successful experience with similar student demographics of Glassell Park.

h. School Governance Model. *Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.*

ArtLab has chosen the autonomous Pilot governance structure to provide the flexibility necessary to innovate in institutional architecture and resource allocations to meet the specific, differentiated needs of our diverse student constituency. Autonomy in staffing, budgeting and governing systems will support:

- Linked Learning integrations of arts and media productions with a rigorous, interdisciplinary Humanitas delivery of core content;
- Sequenced course instruction towards vocational preparation and professional level productions in choices of fine arts, cinema, animation and multimedia communications;
- ESL and multimedia production pairing to support language acquisition through a student centered and produced 'culture of language';
- Increased accountability and commitment from staff and administration;
- Additional staffing to support
 - Full inclusion;
 - Coaching in instructional integration across all subjects;
 - Grant position for external fund-raising efforts.
- Scheduling flexibility that support:
 - Instructional team collaboration;
 - Longer school day and options for remediation, specialization and/or acceleration;
 - Differentiation and intervention for EL, Special Education and "at-risk" students.
- Community outreach staffing and facilities that will service:
 - Substantial articulations with numerous middle school, post-secondary, community and industry partners;
 - Mentorships, internships, school visits, project-based learning, community interactions;
 - An open media arts lab for parent training and participation;
 - Increased parent involvement;
 - An accessible and inviting Community Center;
 - Transparent and inclusive governance structures for meaningful community participation in decision-making.

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.*

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

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

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

Alignment with student needs:

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

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

Art**LAB**: Arts and Community Empowerment

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

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

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

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

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

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

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

ArtLAB: Arts and Community Empowerment

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

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

Construction of knowledge

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

Disciplined inquiry

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

Value beyond school

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

ArtLAB: Arts and Community Empowerment

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

Construction of knowledge

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

Disciplined inquiry

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

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

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

Value beyond school

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

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

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

ArtLab Core Competencies

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

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

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

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

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

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

ArtLab will draw on the wealth and diversity of creative resources in our neighborhoods and our city by

ArtLAB: Arts and Community Empowerment

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

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

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

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

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

question rather than a lecture, these college seminars provide a departure from the day-to-day inquiry-based instruction while providing a necessary skill for college attainment. Current research on comprehensive high schools that offer rigorous college preparatory programs and programs that build towards college prep are showing success with broad student populations (Nodine, 2009).

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

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

- The 9th-grade advisory will focus on high school academic and social preparedness. Advisors will assist students as they make this transition into young adulthood. Students will learn note taking and study skills as well as skills to build self-confidence.
- The 10th-grade advisory will focus on meta-cognition. Students will learn about Multiple Intelligence Theory as they begin to discover and value their unique learning style. Students will understand how to capitalize on their mode of learning and how to manage learning that is challenging for them. They will understand how to become accountable for their own learning. The 10th-grade advisory will also emphasize CAHSEE preparedness.
- The 11th-grade advisory will focus on helping students discover the power of their unique voices. In anticipation of writing college personal statements in year 12, this advisory will assist students with telling their story. Students will read brief autobiographies, write personal essays, and write and perform their own poetry and music. Students will work one-on-one with tutors from 826LA to revise and refine their writing.
- In the 12th-grade advisory, students will collaborate with their advisors to manage their internships and to prepare for college applications in the fall, FAFSA in the winter, and the Subject A (The UC Analytical Writing Placement Exam) in the spring.

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

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

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

Art**LAB**: Arts and Community Empowerment

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

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

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

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

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

WASC: ArtLab will fulfill the requirements set by WASC. Teachers, students, leadership, and community will attend regularly scheduled evening professional learning sessions during the first year with the Los

ArtLAB: Arts and Community Empowerment

Angeles Education Partnership to prepare for accreditation. The outline for our plan is as follows:

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

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

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

ArtLab will require a paradigm shift in the way curriculum and instruction are developed and delivered. We will require Pilot curriculum, instruction, staffing, and governance autonomies to ensure that our students are the beneficiaries of our unique instructional vision. The curriculum and instruction autonomies will allow us to deliver authentic, differentiated instruction for all students. This autonomy will ensure that we are able to select curricular materials that are aligned to our rigorous inquiry-based approach and that we are free to select state-approved texts that are suited to our particular student needs. Since community-based and supported learning is fundamental to fulfilling our vision, this autonomy will allow ArtLab to develop community-based curriculum with our partners and to deliver community-based instruction both on and off campus. Artists will collaborate with ArtLab teachers and will regularly join our teachers both during and beyond the school day to deliver engaging learning that connects students with the realities of creating purposeful media, studio, and public art. ArtLab students will engage regularly with community leaders to learn how to effect positive community change. This means that our students will spend some of their

ArtLAB: Arts and Community Empowerment

instructional time off campus as they engage in service learning projects with our community partners, job shadow at community-based organizations, and organize and attend community meetings and community arts events. ArtLab students will also collaborate with business partners to develop media campaigns and other materials to help local businesses expand their client base. A strong community-based program also requires community investment in our governance; thus, autonomy over governance is essential. Our business partners will provide job shadowing, mentoring, and internships as well. ArtLab will collaborate with our higher education partners to create a college seminar series for our 9th- 11th-grade students. This necessitates a great deal of curricular autonomy since this series will be based upon cutting-edge scholarship in the arts and sciences. The school district has no ability to offer the curricular flexibility to organize a seminar series; this can only happen in a small Pilot school. Finally, our team-teaching approach for grade-level teams as well as general and special education teams requires both curricular and staffing autonomy. Much will be asked of teachers at ArtLab since collaboration is absolutely mandatory. Scheduling autonomy is essential so that ArtLab can imbed collaboration time into the workday. Lastly, curricular autonomy is required for our interdisciplinary instruction since this model requires deep inquiry rather than content coverage. Teachers must be encouraged to spend time ensuring that students understand the fundamental concepts from which deep learning can grow.

ii. Curricular Development (Timeline)

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

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

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

Student Population	Meeting the Needs of all Learners
Students of Poverty	<ul style="list-style-type: none"> ○ In addition to all strategies in the SEL section below, students of poverty will benefit from an increased focus on personalization and advocacy. ○ All research suggests that the most important attribute for serving this population is focused personalization, which leads to each student’s sense of belonging. ○ Instruction to improve academic English and literacy skills using culturally relevant and responsive methodologies.

ArtLAB: Arts and Community Empowerment

	<ul style="list-style-type: none"> Community, teachers, parents or caregivers all work as partners to enhance well-being and to create a home-like environment for all students. Mental and physical wellness, food security and safety are critical to each child's ability to focus on the academic and extracurricular activities that are essential to creating future economic opportunity and enhancing quality of life. All adults in ArtLab are committed to providing students with the support and services required to build a foundation for a productive future. Studies show that the benefits of high levels arts of participation can make more of a difference to economically disadvantaged students. Research shows that when multimedia is embedded in literacy instruction, reading outcomes for disadvantaged children improve. <p>Relevant Research: Personalization: (Darling-Hammond, 2006/2007). Integrated Arts: (Chamber, Cheung, Madden, Slavin & Gifford, 2006), (Catterall, Chapleau, Iwanage, 1999).</p>
Students with Special Needs	<ul style="list-style-type: none"> ArtLab teachers and staff will embrace an inclusive and collaborative model, working together to ensure all students have access to instruction & content. Professional development will be provided on collaboration, communication, in-class supports, differentiation, Universal Design for Learning, teaming, and co-teaching. Teachers will co-teach by co-planning, co-instructing, and co-assessing classes of students on a regular basis (Murawski, 2009). Their shared expertise will ensure that students have their needs addressed proactively and that students do not need to be "pulled out" for instruction. Co-teaching allows teachers to address classroom management, social skill needs, and self-esteem issues. On-going consultation and professional development with Wendy Murawski for implementation of co-teaching model. Utilizing the integration of language arts and visual and dramatic arts improves student achievement. <p>Relevant Research; Differentiated instruction: (Tomlinson, 2005) Co-Teaching (Murawski, 2003; 2004; 2006; 2009) Arts Integration: (Perrple, Catterall & Feiline, 2010)</p>
Students with Disabilities	<ul style="list-style-type: none"> In addition to all strategies in the SEL section below, students with disabilities will benefit from an increased focus on student collaboration and inclusion in all academic and extra-curricular activities. To meet students' needs for specialized instruction, careful planning between teachers and specialists will ensure that appropriate accommodation and strategies are implemented for student success. We will adopt a plan for inclusion of special needs students in general education classrooms that comply with the federal requirements for education in the least restrictive environment. As necessary, students will receive assistance from trained personnel, supplemental services and aids, adapted curriculum and materials. These services will take place in the general education classroom whenever possible. 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. Students will increase social confidence and academic motivation by

Art**LAB**: Arts and Community Empowerment

	<p>participating in project-based learning.</p> <ul style="list-style-type: none"> ○ A focus on Linked Learning will increase the opportunities for our students to expand their range of opportunities and experience by engaging in real-world learning. They will engage in learning beyond the classroom through job shadowing; introductions to and mentorships with arts and other business professionals. ○ Utilizing the integration of language arts and visual and dramatic arts improves student achievement. <p>Relevant Research: Full inclusion: (Holmes et al., 2006) Cooperative grouping for students with disabilities: (Johnson & Johnson, 1989) Problem/project-based learning for students with disabilities: (Belland, Glazewsk, & Ertmer, 2009) ELLs and Arts Integration: (Perrple, Catterall & Feiline, 2010) Differentiated instruction: (Tomlinson, 2005)</p>
Gifted Students	<ul style="list-style-type: none"> ○ In addition to all strategies in the SEL section below, gifted students will benefit from an increased focus on intensive inquiry. ○ Interdisciplinary, thematic instruction allows students to see underlying systems and patterns in order to synthesize content from multiple disciplines and time periods. ○ Problem- and inquiry-based instruction appeals to gifted students' high levels of curiosity by placing the teacher in the position of facilitator rather than dispenser of knowledge. ○ Students are presented with challenges that provide them with the opportunity to wrestle with problems in active, meaningful ways. ○ Co-teaching helps to ensure that students who are high-achieving or gifted are also provided with differentiated instruction that challenges them appropriately. ○ California Department of Education guideline for instruction. Specifically, each subject will provide 1) Differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents. 2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials. 3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others. 4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards. 5) Elements that assist gifted and talented pupils to develop self- generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment. ○ Students who are prepared for an even greater degree of self-directed learning will have access to AP classes, online enrichment courses, individualized tutoring, and college classes through Los Angeles City College. <p>Relevant Research: Problem-based: (Feinburg & Mindess, 2001) Making thematic connections: (J. VanTassel-Baska, 1998) Co-teaching and gifted: (Hughes & Murawski, 2001)</p>
English Learners	<ul style="list-style-type: none"> ○ In addition to all strategies in the SEL section below, English learners will benefit from an increased focus on using background knowledge to build academic proficiency and project-based learning to increase oral language

ArtLAB: Arts and Community Empowerment

	<p>proficiency.</p> <ul style="list-style-type: none"> ○ Organizing curriculum around relevant themes, building on a students' background knowledge and experiences, and planning collaborative activities that scaffold instruction and build academic proficiency. ○ Focus on meaningful instruction and thematic curriculum design. ○ Build on student experiences, cultures and languages by building personal relationships with them and their families. ○ Heterogeneous grouping, language-rich, experiential curriculum, and experience beyond the classroom. ○ Co-teaching allows for improved differentiation for ELLs as well. ○ Rigorous language arts curriculum; explicitly teaching, modeling and providing guided practice in a variety of strategies (think-alouds, cognitive strategies, and meta-cognitive reflections), involving students as part of a community of learners. ○ Co-teaching approaches for classrooms with ELLs produce significant possibilities for students, to include strong student-to-student relationships and increased student self-esteem. ○ Blended on-line learning. ○ SDAIE ○ ELL students who are deeply engaged in arts show improvement in English Language proficiency. ○ Utilizing the integration of language arts and visual and dramatic arts improves student achievement for ELLs. <p>Relevant Research: Building background knowledge, collaborative instruction: (Freeman & Freeman 2003, Waxman & Tellez, 2002, Thomas & Collier, 1997) Thematic instruction for ELLs: (Garcia, 1999) Personalization: (Morna, Tinajero, Stobbe, and Tinajero 1993) Experiential learning (<i>Mass Insight Education and Research Institute</i>, 2010) Meta-cognition: (Booth Olson & Land 2007) On-line learning: (Evaluation of Evidence-based Practices in On-line Learning: An On-line Meta-analysis and Review of On-line Learning Studies, US DOE, 2009). Intensive on-line reading intervention for secondary English Language Learners: (Dela Colina, Leavell, Cuellar, Hollier, Episcopo, 2009) Co-teaching and ELL: (Bahamonde & Friend, 1999) Differentiated instruction: (Tomlinson, 2005) ELL and art: (AIM, Peppler, Caterall & Freilen, 2010).</p>
Standard English Learners	<ul style="list-style-type: none"> ○ Rigorous, standards-based and A-G-aligned instruction for all learners. ○ Our thematic, interdisciplinary curriculum and inquiry-based, authentic instruction is aimed at closing the achievement gap for all students. ○ Our key instructional strategies that support our SEL population are student-centered instruction, cooperative grouping, Shared Inquiry seminars, problem- and project-based learning, Linked Learning curriculum, simulations, intense focus on writing, independent research, building on prior academic and cultural knowledge, college-focused advisories, job shadowing, internships, community-based instruction, document-based questions, performance assessments, portfolio assessments, strategic literacy, text-based discussions, experimentation and investigation, use of Accelerated Reader and other technology-based programs to build mastery in mathematics and language

	<p>arts.</p> <p>Relevant Research: Student-centered, inquiry-based instruction: (Newmann & Wehlage, 1995, Corcoran & Silander, 2009). High expectations for all learners: (Guess & Thompson, 1989, Heshusius, 1998, Waxman & Tellez, 2002, van Tassel-Baska, 2008) Differentiated instruction: (Tomlinson, 2005)</p>
--	--

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

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

Interdisciplinary Instruction: All units of study will be interdisciplinary. This approach is critical for both English Language Learners (ELL) and Standard English Learners (SEL). ELLs are supported by the thematic nature of the instructional approach. Each unit begins with an essential question that is asked in each discipline; this aligned instructional approach helps ELLs quickly build academic language skills across disciplines. Humanities interdisciplinary instruction engages SEL, ELL, gifted and special needs learners in rigorous inquiry-based instruction that is scaffolded to ensure that each student has access to challenging curriculum as well as ample opportunity to extend their learning to discover thematic connections of their own.

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

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

SDAIE Strategies: The primary strategies that teachers will use to build this skill are Shared Inquiry in the arts and social sciences and cognitively guided instruction in the hard sciences and mathematics. The high-level of content and the rigorous inquiry-driven approach to instruction will be supported by scaffolds that are rooted in SDAIE strategies, such as accessing prior knowledge, collaborative problem solving, demonstrations and modeling, providing consistent graphic organizers school wide, writing and

Art**LAB**: Arts and Community Empowerment

speaking across the curriculum, asking thoughtful and probing questions, and providing opportunities for rigorous and active learning in every class, every day. While these all of these strategies were developed for English Language Learners, they are well suited to all learners at ArtLab. Most of the student population are long-term English language learners or redesignated English Language Learners, and research proves that these strategies work with both populations (WestEd, 2010, Linquanti, 2004). All learners, regardless of their educational background will be both challenged and supported by ArtLab's rigorous, differentiated, inquiry-driven instruction. Depending on the size of the ESL population enrolling at CRHS#13, we will work with the other schools at the campus to ensure that students learning English as a second language will have access to all of the schools. If possible, each school will offer ESL 1 thru 4 within their school; otherwise, one or more schools will offer ESL 1 & 2 and students will select one of the schools for the remainder of their high school studies. *See Attachment 2d: SDAIE*

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

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

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

3. SCHOOL CULTURE AND CLIMATE (4 pgs + attachments, calendar)

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

ArtLab emphasizes an authentically student-centered approach that empowers students to become engaged, inventive collaborators in their own learning, and resulting school and community culture. This culture of participatory achievement will naturally and seamlessly extend into the surrounding communities with the support of our partners and collaborators. A robust connection with this community in creative and civic enterprise would extend beyond school hours and campus boundaries and is viewed by ArtLab as a critical element towards meeting the needs of this student demographic. Students need guided rehearsal in developing entrepreneurial, networking and collaborative skill sets necessary to academic and career success.

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

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

For students to succeed, they must be offered a safe, secure environment so that they will be supported in their desire to innovate, create and transform their worlds. "A calm and orderly environment is a prerequisite for learning, reducing the stress and distractions for students and teachers, and creating norms and confidence to enable deeper staff and instructional changes to occur" (Orr, 2005). Clear codes of behavior and well-defined but flexible routines and policies will be defined in the student handbook.

ArtLab staff, parents, guardians, and community partners have a part in creating a safe and secure school. We will be trained in preventive intervention programs, and use reinforcement of positive behaviors as a first-step policy. Our support team and the parent will address behavior issues and our School Police and Campus Aids will handle ongoing or more serious problems. All adults on staff will commit to creating a safe, secure learning environment by participating in "Community Watch", keeping a watchful eye for threats to school safety and reporting concerns. The Taylor Yard collaborative schools will create a safe campus by sharing services and outside resources. We realize that safety is an issue of critical importance to CRHS#13 families and the community, and one that must be addressed by the campus as a whole.

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 ArtLab, success means that students know themselves, know where they are going and can develop and enact an action plan to get there. They are self-driven to achieve their own clearly defined objectives.

ArtLAB: Arts and Community Empowerment

They are resourceful in finding the way forward through setbacks and challenges. Through arts-based methods and the development of resilience and resourcefulness in community interaction, students will develop the skills to meet problems and conflicts with a boundless reserve of curiosity and creativity.

ArtLab Advisories are a primary vehicle to provide students with tools for self-empowerment. Advisories meet three times each week to provide a consistent means for staff to connect with and support individual students. The sessions address academic and workplace preparedness, personal awareness and meta-cognition. They foster in-depth, peer-to-peer and student-to-teacher dialogue regarding academic progress and performance, as well the development of independence in student social and emotional growth.

To supplement limited school site programs, ArtLab will access community resources and partners to develop community interactions, mentoring and internship opportunities, social services and enrichment experiences. ArtLab intends to develop a number of afterschool opportunities for students including tutoring during our teachers' office hours. ArtLab clubs such as the Media Factory, Art Club, or social activism associations, will be available to all students. Other examples, offered by outside community organizations include:

- The Children's Nature Institute partner with junior and senior students in a service-learning project;
- Elysian Valley United provides after school tutoring, a cycling club and a weight room for students;
- 826LA provides afterschool tutoring services and weekend workshops;
- Citizen Schools will help ArtLab implement their model of extended learning, resulting in hands-on learning projects;
- The Community Garden provides afterschool interaction for family, students and neighbors.

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. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how effectiveness of these programs will be measured.*

The culture making and community focus of ArtLab's program design naturally answers to the social emotional needs of their students. All teachers, support staff and community participants gain greater familiarity and interaction with their students through multidimensional, project-based engagements beyond the usual anonymous, passive student role. All staff will know our students well. Close adult relationships and personalization supported by Advisors and our Counselor will address the social and emotional needs of our students. The counselor will facilitate counseling groups. Full time staff will participate in workshops designed to address our students' needs, such as life skills, non-violent conflict resolution, parenting, and men's and women's groups.

To compete against the negative pressures that kids have in their lives – crime, drugs, gangs, we will invite our community to join our staff to develop school programs that offer viable alternatives to gang activity. Bringing kids in on Saturday or encouraging them to participate in extended learning roots students firmly in the school culture. Issues of poverty such as health and human services, eye exams and parent training will be referred to a broad range of partners and social services providers.

We anticipate that the schools will share mental health and physical health services by sharing a school psychologist, on-campus health center, and other similar resources. We have begun establishing relationships with local agencies, such as Family Source, Asian Pacific Healthcare and Project IMPACT, and Aztec Rising, a local gang intervention program based in Lincoln Heights, and they are eager to establish a satellite office on the campus. We recognize that CRHS#13 will draw students from neighborhoods with multiple gangs, and creating a safe, neutral zone on the campus is a top priority.

Art**LAB**: Arts and Community Empowerment

Sports are a vital school-wide engagement that fosters health and well-being, cooperation and social skills, and serves the school's identity and community interactivity. The schools' principals will determine the sports programs and levels, will determine the athletics budget, and select an athletic director who will hire coaches and ensure the school follow IAC and CIF Los Angeles City Bylaws. The five schools at CRHS#13 will share athletic teams and facilities. The four Pilot school teams have agreed to a school day that ends at 3:30pm each day, to facilitate scheduling sports practices after school. The campus Building Council will take further steps to ensure equitable access to athletics for all students.

Program effectiveness is continually monitored across multiple measures. The various councils and advisory committees, community events, and public presentations provide multiple opportunities for program observation and evaluation, input, reflection and assessment. The information and documentation rich website and student digital portfolios will serve as another vehicle to solicit evaluation and input on individual and program achievements. The Governing Council will be primarily responsible for the evaluation of comprehensive student support based on the ArtLab Annual Report.

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.*

To reach a consistently high college acceptance rate, extensive college and career counseling for both students and their families begins in 9th grade and continues through senior year. Students develop Individual Learning Plans that include student inventories of interests and career pathways. College Path LA is a new program that brings together community resources to support students as they apply to college. Community volunteers from different career paths consult with students. Beginning in the 11th grade, mentor students through all stages of the college application process, from identifying appropriate schools, to helping with the PSAT, SAT, to identifying financial aid and scholarships, and finally to applying to college. Counselors will use the data monitoring systems Statfinder to access detailed data on undergraduate admissions, enrollment, persistence and graduation at the Universities of California, and summary data on financial aid. This data will be used to track college acceptance rates, student success in college, and make instructional modifications to improve college success rates for its students.

Career preparedness is seamlessly integrated into the general school program through student empowerment in academic self-direction, service and project-based learning and robust community interactions and involvement. Furthermore, ArtLab offers Linked Learning pathways in arts and media, which are integrated with core instruction. They offer project-based learning experiences in cinema, animation, and multimedia production. Students will have structured opportunities to interact with local business and community members. Many students will participate in internships, and all students will benefit from guest speakers and job shadowing. Industry professionals will assist classes working on career-themed projects, and these industry experts will help judge and review end-of-unit presentations and exhibitions—making students' work and experiences authentic to the career theme.

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.*

A healthy and vital school culture starts in the home. Students with involved parents are more likely to academically achieve and go on to postsecondary education (The National Center for Family and Community Connections, 2002). ArtLab will:

- ***Include parents in student learning processes.*** Students will share textbooks and learning material with their families. Parents participate in student-led conferences, and help assess performance-based

Art**LAB**: Arts and Community Empowerment

productions. They will help design and participate in community-based curriculum. Parents will help develop Individualized Learning Plans with the student Advisor and reinforce the goals in the home.

- ***Support family involvement as a whole school endeavor.*** ArtLab is welcoming and the staff knows students and parents well. The Community Center is parent friendly and accessible.
- ***Inform parents.*** Communication is ongoing through newsletters, handbooks, school website, and periodic home visits. Student grades and assignments are posted online.
- ***Create multiple opportunities for parent involvement and provide parents with support for these opportunities.*** Parents attend student orientations, student performances and exhibits, and volunteer their help in classrooms, on field trips, fundraising events, after school activities, participate in the maintenance and development of the School Garden Project, attend workshops on college admissions process, and have membership in various school groups.
- ***Develop community resources for parent access.*** ArtLab will collaborate with the community to develop bilingual services, workshops, training and cultural activities for parents and caregivers.
- ***Involve parents in decision-making.*** Parents and community members participate in the school governance through the Governing Council, ELAC and CEAC.

f. School Calendar/Schedule: *Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.*

School Calendar: ArtLab will follow the District's early start traditional calendar. ***See attachments 3f for calendar, bell schedule and ArtLab Courses of Study.***

The academic calendar follows the district single-track calendar to provide 180 days of instruction. However, our calendar has additional days for staff professional development. With the block bell schedule that ArtLab will follow, students will receive 68,600 instructional minutes per year, more than LAUSD's requirement of 65,300 minutes. Also, students who opt to take "zero" period will have an additional 9,000 instructional minutes, raising their total to 77,600 minutes.

ArtLab has created a block schedule that is innovative, flexible, and is designed to promote academic success for our students. Our school will be open from 7:30 in the morning to 5:00 in the afternoon on most days. We have scheduled a zero period and will offer several classes five days a week. The regular school day will start at 8:25. The longer instructional periods in the block are aligned to support our instructional strategies. Since our work is interdisciplinary and project-based, students will have longer periods to engage in the material they are learning.

The 25-minute Advisory period serves personalization between a teacher and an assigned group of students. It is followed by a flex period during which we will offer a weekly community meeting, intervention, enrichment, studio time, and for upperclassman, the opportunity to participate in internships. The weekly community meeting serves to instill community cohesion and will be on Tuesday. During the community meeting, the entire staff and student body will meet to celebrate individual and group achievement, to hear college and career presentations, and to tackle community issues. Parents and community members are welcome. During after-school hours, students will have a wealth of extracurricular activities to choose from: athletics, tutoring, clubs, college classes, internships, leadership activities, mentoring activities, etc.

Professional development sessions, for grade level and department team collaboration, are scheduled for every Thursday afternoon.

ArtLAB: Arts and Community Empowerment

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.*

ArtLab uses the freedom to set different school days and calendar years for both students and faculty in accordance with our principles. In particular, research supports a correlation between faculty planning time spent on teaching and learning and increased student achievement. Scheduling summer and school year faculty planning time contributes to a more unified school community and educational program. Research suggests that schools that are able to meet two conditions—to create environments where students are well-known to their teachers and to provide teachers with adequate time to collaborate are more successful in meeting the needs of their students (Hawley-Miles & Darling-Hammond, 1998; Newmann, 1996).

ArtLab uses this flexibility to allocate teacher time during the day in ways that meet the specific needs of our students. It is important that we know our students well, that our school culture promote innovation and risk-taking, and learning be purposeful, authentic, challenging, and creative, and build students' ability to take responsibility for their own learning.

Scheduling autonomy and the smallness of ArtLab enable us to more fully involve all faculty in collaborative decision making around significant issues of teaching and learning.

4. ASSESSMENTS AND SCHOOL-WIDE DATA

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

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

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

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

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

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

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

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

The key principles of ArtLab's assessment system are:

- Provide multiple ways of assessing student competency in meaningful ways;
- Share assessment principles with students, family and the public so they understand clearly the knowledge, skills, and habits of mind that students are expected to know and be able to demonstrate;
- Be developed by those who know the students best (teachers, family and community);
- Be embedded in curriculum and instruction that engages students in work that has a public purpose, and inspires students to become contributors and active participants in our democratic society;
- Help students become independent, self-reliant, and thoughtful learners, and believe they can affect and improve the world around them;

ArtLAB: Arts and Community Empowerment

- Provide opportunities for student success, to learn from mistakes and challenges and to build persistence as learners;
- Help students become reflective learners who monitor their growth, build on their strengths and develop their skills;
- Promote reflective practice in teachers that leads to improved instruction;
- Reflect on best research on instruction and assessment.

b. Autonomy: As a Pilot school, ArtLab will have the freedom to structure our curriculum and assessment practices to best meet students' learning needs. While acknowledging that ArtLab is accountable to state-required tests, we have the flexibility to determine the school-based curriculum and assessment practices that prepare students to meet our mission and to succeed on state and federal tests. Instruction and assessment are inextricably linked. Assessments are created before we deliver instruction, mandated District periodic assessments are an intrusion into our instructional plan. Pilot autonomy gives us the ability to create multiple forms of assessments and assessment schedules aligned to our thematic multidisciplinary units,

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

Alignment with LAUSD Student Metrics: ArtLab's goals are aligned with LAUSD target metrics and will be defined and detailed in our Academic Achievement Plan after being approved as a Pilot school. We will review each benchmark and use them to guide our decision-making. Early skills assessment for all students and regular skills assessment with focused intervention is fundamental to student success. We will conduct grade-level assessments at the beginning, middle and end of each school year, starting with grade-level assessments in reading, writing and math, using a research-based commercial assessment that will be administered during our Summer Bridge program or during the first weeks of school. This will be used to set goals for the Individualized Learning Plan and identify students for the RTI process. At the end of the year we will use multiple forms of assessments to evaluate student progress.

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

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

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

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

Student Assessment Timeline: See Attachment 4c.

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

Upon proposal approval, teachers will immediately begin reviewing existing curricula and adapting the arts at the core philosophy of instruction around which to design authentic, real-world projects and the assessments that will accompany interdisciplinary units. Curricular development and assessment planning will be ongoing. ***See Timeline in Instruction, Section 2bii.***

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

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

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

What data will be used: Both quantitative and qualitative data including student performance data, program data, and community data will be used including: LAUSD information systems: Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identifies services; Welligent to create and track the Individual Education Plans (IEP) for students with disabilities; LAUSD Modified Consent Decree indicators to measure progress and identify risks of students with disabilities; Secondary Information System (SIS) to input and provide data on grades, attendance, suspensions, and graduation progress; LAUSD School Report Card to inform parents of school performance; and, Los Angeles Education Partnership data on Humanitas programs to compare non-Humanitas and Humanitas achievement in graduation rate, first-time CAHSEE pass rate, attendance and CST scores. ***See Attachment 2a.***

How ArtLab will inform and improve instruction and assess student needs: In inclusive education it is critical that every assignment address HALO (high achiever, average achievers, low achievers, and “other”). According to research by Wormeli (2006), “instructional decisions are based not only on what we know about curriculum, but also on what we know about the specific students we serve”. Assessment guides practice. Teachers must backwards plan, design assignments, and create appropriate assessments. We will monitor students’ progress from grade to grade, attendance, CST scores, CAHSEE pass rates, etc. Data will be examined weekly, monthly and semi-annually, informing goal setting. (See assessment timeline)

What interventions or adjustments will be made: ArtLab’s inclusive structure will have a strong intervention system, centered on the foundation that all students can succeed. ArtLab will use a 3-tiered approach to instruction, intervention, and services. Intervention is immediate, related to core instruction, and based on ongoing progress monitoring. RTI and Differentiated Instruction will provide early

ArtLAB: Arts and Community Empowerment

intervention and adaptation of instruction to individual needs and learning styles. RTI involves having multiple levels of intervention ranging from whole-group instruction to small-group intensive intervention (Fuchs & Fuchs, 2001); (Murawski & Hughes, 2009). Its implementation impacts all teachers and students, both in general education and special education. ArtLab's model of co-teaching is a very powerful means of meeting the goals of RTI.

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

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

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

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

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

5. PROFESSIONAL DEVELOPMENT

a. Professional Culture: *Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.*

At ArtLab, the driving professional norm is transparency, and transparency can only thrive in an organization that intentionally creates the conditions for trusting relationships to flourish. ArtLab is founded upon the premise that all of our teachers desire continuous improvement and refinement of their practice. Team teaching across subject areas and in general and special education, grade-level team planning, advisory planning, and vertical planning require a new way of thinking about teaching for some of our faculty: teaching at ArtLab is a public practice. While there is a high level of scrutiny of practice, there is a correspondingly high level of support.

Deep and authentic collaboration is overarching value at ArtLab. Teachers improve when they create, deliver, assess, and refine their instruction as a team. Instruction and academic performance improve when teachers assume shared responsibility for student learning. In inclusive classrooms, general education teachers include special education students as their own and special education teachers support the learning of general education students as well. Interdisciplinary grade-level teams work with special education teachers to develop rigorous, inquiry-driven curriculum that is differentiated for student success. Social studies and English teachers team-teach in double blocks to hold one another accountable for delivering meaningfully aligned curriculum. The media arts teacher works with ELL students and their teachers to show the power of the written word to communicate persuasively and compellingly. At ArtLab, collaboration is at the core of all of our work. No teacher will struggle in isolation and no teacher will savor success behind a closed door.

Two critical components required to ensure this vision are the staffing and scheduling autonomies offered by the Pilot school model. ArtLab will need to be clear about its unyielding requirement for collaboration. The Election-to-Work Agreement is fundamental to ensuring that teachers are aware of this extra demand on their time before they decide to work at ArtLab. They will need to feel comfortable planning, teaching, and evaluating their work with their colleagues. Time will be built into the schedule for team planning, but Humanities teachers who have experience with this intense level of collaboration know that they must extend their peer-to-peer interactions and learning beyond the school day in order to provide rigorous, authentic, and engaging education for the students in their care.

ArtLab uses the successful Adaptive Schools model to make our expectations about professional culture clear. The tenets are derived from clear objectives that outline standards for high levels of professionalism. Adaptive Schools defines six essential factors for establishing a professional collaborative culture:

1. Compelling purpose, shared standards, and academic focus
2. Collective efficacy and shared responsibility for student learning
3. Collaborative culture
4. Communal application of effective teaching practices and deprivatized practice
5. Relational trust in one another, in students, and in parents
6. Individual and group learning based on on-going assessment and feedback

Compelling purpose, shared responsibility, and academic focus: At ArtLab, we are not idealists; we are optimistic pragmatists who believe deeply that it is our moral responsibility to do all within our power to

ArtLAB: Arts and Community Empowerment

create an environment that serves as a springboard into a hopeful world for our students. We will ensure that this purpose is fulfilled by developing and maintaining shared standards for our professional practice. ArtLab relies on two sets of clearly articulated standards for the teaching profession: The California Standards for the Teaching Profession and the Five Core Propositions from the National Board for Professional Teaching Standards. Both are briefly outlined below:

California:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

National:

- Developing as a Professional Educator
- Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- Teachers are Responsible for Managing and Monitoring Student Learning
- Teachers Think Systematically about Their Practice and Learn from Experience

Collective efficacy and shared responsibility for student learning: All recent research shows that the single most important factor in student success is the classroom teacher. We also know that students come to school with a wide array of personal challenges. ArtLab teachers know, that despite the challenges, they can have an enormous impact on their students, but they know that no one teacher can do this alone. Collaboration with one another and with the community will be required to build the collective efficacy required to absolutely believe that, as a team, we will improve the quality of life for our students.

Collaborative culture: Authentic collaboration that is rooted in respect for teachers as professionals is the norm at ArtLab. Teachers are expected to share their expertise, their insights, and their ideas about how to improve the teaching and learning environment. Teachers can only improve their practice in an environment of mutual respect and support. The stakes are high: every student will grow academically, personally, and socially. We cannot hold teachers to such high expectations without giving them the support and respect they need to undertake such an endeavor. Teachers will create units of study together, observe each other's classrooms, look at student data, and develop interventions that are supported by all. They can only be held to this standard if they see collaboration as part of their identity as a professional educator.

Communal application of effective teaching practices and deprivatized practice: ArtLab wants great teachers and great strategies shared with the entire school. We want struggling teachers to see that even highly skilled teachers struggle. Coaching in a deprivatized classroom becomes everyone's job. All doors at ArtLab are open all of the time. The Pilot autonomy will give ArtLab the opportunity to ensure that all teacher applicants are fully aware of this policy before they accept a position. The Pilot scheduling autonomy will allow ArtLab to fully include special education students in general education classes; block social studies and English classes; and block ESL and media arts classes. The schedule will allow for common planning time for interdisciplinary teams, looking at student work, and analyzing student data. Teachers work together across grade levels and subjects to align instructional practices and develop coherent instructional approaches to improve student understanding and success.

Relational trust in one another, in students, and in parents: ArtLab grew out of the community's desire to be a partner in the education of its youth. Trust is what will make this school a success. The Pilot governance autonomy will be an important next step in showing the parents, students, teachers, and

community that we are all inextricably linked in this pursuit and, as such, we will need to depend upon one another to uphold the vision of the school.

Individual and group learning based on on-going assessment and feedback: Most teachers have taught in isolation. This is why group learning at ArtLab will be intentional, structured, and meaningful.

Humanitas has a long history of successfully bringing teachers from a variety of disciplines together to think differently about how they organize, deliver, assess and improve instruction.

b. Professional Development: *Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. 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.*

All teachers at ArtLab have joined the school because they are determined to fulfill the vision of giving their students a rigorous education that inspires innovation and leads to personal and community transformation. The unyielding commitment to implementing a student-centered approach to learning requires an intense level of professional learning and intentional collaboration. No one teacher can create the conditions for learning that ArtLab will provide each learner. While the professional development plan is rigorous, it is carefully aligned, offers on-going collegial support for teacher learning, and is rooted in both research and successful practice.

In addition to the research-based practices of Adaptive Schools (Garmston & Wellman, 2009) outlined above, ArtLab will implement the very successful Humanitas model for interdisciplinary teaching and learning, arts integration and lesson study; Wiggins and McTighe's backwards planning model, Understanding by Design; Carol Ann Tomlinson's differentiated instructional model; The Great Books Foundation's Shared Inquiry, a text-based dialogue strategy; Cognitively-guided instructional strategies for English Language Learners; Inclusion and Co-Teaching; and Data-informed Decision Making. These eight areas of focus will form the core of our professional learning plan and will be reinforced in all grade-level team planning, special and general education team planning, vertical planning, and school-wide planning. In addition, because of the technological nature of ArtLab, all teachers will receive meaningful professional learning that will show them how to optimize new technologies to increase student mastery of the content standards using media that are relevant and engaging to young people. Finally, all teachers will identify themselves as literacy teachers and, as such, will learn strategies for engaging students in frequent opportunities to express themselves orally and in writing.

Humanitas: Research from the seminal work of Newmann and Wehlage in 1995 to more recent studies by Hoy Tarter & Woolfolk-Hoy in 2006 emphasize that all collaborative work must maintain a strong academic focus. The cycle is as follows: 1) teachers meet in grade-level teams to map out curriculum; 2) disciplines determine where their standards intersect; 3) a theme is developed that links all disciplines; 3) essential questions are created; 4) a culminating interdisciplinary essay prompt and a hands-on project prompt are created; 5) each team member creates a subject-specific instructional plan that is tied to the theme, integrates art, and is differentiated for all learners; 6) on the first day of the unit, essay and project prompts are posted in each classroom so that students have a clear understanding of where they are headed; 7) the unit is taught in all classes and modified based upon regular formative assessments in each class; 8) the culminating essay and project are completed; 9) teachers meet as a team to evaluate the level of the unit's success by analyzing student work; 10) teachers design next interdisciplinary unit based upon data from the previous unit.

Understanding by Design: Understanding by Design (UbD) is a natural complement to Humanitas curriculum development and instructional planning since both are centered upon student understanding versus content delivery. However, while Humanitas focuses on the interdisciplinary components of

curriculum development, UbD attends to the development of content-specific lesson planning. Wiggins and McTighe's years of research and practice also add an additional component: six facets of understanding. These six facets ask students to explain, interpret, apply, shift perspective, empathize, and self-assess. ArtLab teachers will ensure that their individual lesson plans are built around these higher-order thinking skills and that they assess student understanding through the conceptual lens of the six facets.

Differentiated Instruction: Because of the challenging nature of Humanitas interdisciplinary curriculum, teachers must differentiate instruction to allow all students to access challenging concepts. This method of creating instructional plans that are structured for special needs students is appropriate for all learners and will be utilized by all teachers. Differentiated instruction is intended to make instruction accessible to all learners by meeting their individual needs. Teachers modify instruction and design and classroom learning environments based upon their understanding of student strengths and needs. Our professional development will guide teachers in creating a safe and challenging learning environment, teaching approaches that include whole class, small group and individual work, clear learning goals that address essential knowledge, understanding, skill, pre-assessment and on-going, formative assessment that affect direct instruction, flexible use of time, materials, space and strategies for all students' needs and classrooms where teachers and students share responsibilities. This philosophy is built upon the premise that students learn best when teachers address differences in the students' readiness levels, interests, and learning profile preferences. A teacher can then modify content, process, or product accordingly (Tomlinson, 199, 2003, 2006). Differentiation is a component of both Humanitas interdisciplinary curriculum planning as well as UbD and thus is purposefully aligned to Art Lab's core professional learning goals.

Shared Inquiry: Rigorous inquiry is an everyday feature of ArtLab, and this sense of curiosity and discovery is evident in the classroom as well. Humanitas at the Los Angeles Education Partnership contracts with the Great Books Foundation twice a year to provide all of the teachers in its network professional learning in delivering rigorous text-based dialogue in all content areas. The US Department of Education credits the practice of Shared Inquiry with significant student gains in critical thinking and reading (1996). ArtLab's vision is to create an environment where students engage in regular critical inquiry in all subject areas; Shared Inquiry is critical to developing this sensibility in our teachers so that they may share their enthusiasm for discovery with their students.

Cognitively-guided Instruction for English Language Learners: Recent research out of UC Irvine's California Writing Project proves that English Language Learners (ELLs) thrive when tasked with analyzing complex materials that are scaffolded to purposefully increase their comprehension. ELLs, as with their general education peers, are engaged in cognitively demanding tasks. Additionally, research shows that ELLs become content-area experts when curriculum is organized thematically (Garica, 1999; Freeman & Freeman, 2003). Humanitas curriculum development brings all grade-level team teachers together to develop an instructional plan that scaffolds complex content, builds on prior knowledge, and organizes curriculum thematically. All ArtLab teachers will attend professional learning that is explicitly designed to increase achievement for ELLs. Additionally, we will employ strategies that have success in rapidly increasing both basic and academic language skills, such as cooperative grouping and project-based assessments (Waxman & Tellez, 2005).

Data-informed Decision Making: Art Lab's culture of transparency requires frank discussions of student data. In order to create this culture, ArtLab teachers must feel a high degree of trust in their colleagues. The Humanitas interdisciplinary curriculum development is the first step towards establishing trust because they are constantly sharing ideas related to teaching and learning. This constant focus on inquiry creates an environment that is based upon data rather than assumptions. Improving teaching and learning

ArtLAB: Arts and Community Empowerment

is an intentional and on-going process (Rallis & MacMullen, 2000). All teachers will engage in regular discussions of student progress in all grade-level team planning session.

Inclusion and Co-Teaching: Because inclusion is part of the school culture and an essential philosophical component of our vision, it is relevant to our instruction plan and our professional development. All teachers, staff, students, family and community must understand and promote the practice of equity and access for all students. To instill a deep understanding and ability to create a genuine climate of inclusion will require thoughtful conversation, planning, and cooperation among all members of our community. Regular communication and continued learning includes weekly professional development for co-planning and empowering their teams of teachers to find creative and effective ways to meet the diverse needs of the learners. (Murawski, 2005).

Project-based Learning and Technology: All ArtLab teachers will learn to backwards plan end-of-unit assessments to include a hands-on, authentic project. Authentic assessments require the higher-order thinking skills that are needed in the 21st century and they are critical to showing students the value of their learning beyond the classroom (Newmann & Wehlage, 1995). Real-world project-based learning that is tied to a Linked Learning pathway has proved to be increase achievement and graduation rates for at-risk male students (MDRC, 2008). Since ArtLab is a media arts pathway, all teachers will need to feel confident using technology. All teachers will receive professional learning in Web 2.0 and multi-media production. Teachers who facilitate blended learning (web-based or digital curricula *and* classroom teacher support) will receive specialized professional development.

c. Teacher Orientation: *Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.*

Induction Program: Orientation for new and existing Humanitas teachers will take place between June and September, 2011. Teachers will sign an Elect-to-Work agreement in June, which will alert them to the summer professional learning expectation. The summer PD will prepare teachers to work in collaborative teams in order to deliver a rigorous, interdisciplinary, inquiry-driven, differentiated instruction.

Four-week Teacher Orientation Plan			
Timeframe	Purpose	Facilitator(s)	Outcome
June (week 1)	Introduction to the ArtLab proposal	Design team	All teachers will become familiar with the proposal and will understand its core tenets
	Develop annual curriculum map	Design team	Teachers will work in grade-level teams to sequence state and national standards for the year
	Develop whole-school vertical plan based upon Habits of Mind	LAEP	Teachers will understand the importance of developing a cohesive plan for student success
	Introduction to advisories	Coalition of Essential Schools	Teachers will develop a vision and unified plan to offer impactful advisories
July (week 1)	Introduction to inclusion education	Wendy Murawski	Teachers will understand how to successfully

Art**LAB**: Arts and Community Empowerment

			implement inclusive education
	Introduction to differentiation	Teri Klass	Teachers will learn how to differentiate complex content
	Introduction to SDAIE and blended learning	Irvine Writing Project	All teachers will learn to implement SDAIE strategies in their heterogeneously grouped classrooms
August (week 3)	Introduction to problem and project-based learning	James Rojas	Teachers will learn how to engage students in rigorous hands-on learning
	Shared Inquiry	The Great Books Foundation	Teachers will learn how to engage students in text-based dialogue
	Introduction to Linked Learning and service learning	LAEP	Teachers will understand the requirements for successful Linked Learning instruction and impactful service learning
September (week 4)	Develop Linked Learning interdisciplinary curriculum and instruction	LAEP	Teachers will learn how to work on a grade-level team to develop thematic, arts-integrated interdisciplinary curriculum that is differentiated, scaffolded, and writing and project assessed

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

ArtLab has designed a school calendar and bell schedule to make professional learning a priority for all staff members. Weekly PD time is built into our bell schedule and teachers on interdisciplinary teams have common conference periods to integrate their new learning into their daily instructional plan. This level of PD and collaboration is essential to our instructional plan to offer students high-quality interdisciplinary, theme-based instruction.

Timeframe/Frequency	Purpose	Outcome
Summer 2011	Orientation	All teachers are prepared to deliver thematic interdisciplinary instruction that is writing a project-based and differentiated
Bi-weekly	Meet in grade-level teams	Review student progress, refine, modify, and align instructional practices
Weekly	Whole-school update	Grade-level teams update faculty on progress and challenges
Bi-monthly	Departments/subject-alike teams meet	Share successful practices, analyze student work
Monthly	Grade-level teams data-based decision making	Review content-area mastery, grades, attendance and behavior. Create intervention plans and set learning goals.
Quarterly	Whole school data-based decision	Review student data after each grading

ArtLAB: Arts and Community Empowerment

	making	period to evaluate whole-school learning plans
Additional Training	Teachers are encouraged to apply for grants that focus on professional learning. Teachers take advantage of district, county, and LAEP professional development.	Teachers are part of a professional community that exists outside the bounds of the school.
On-going	Grade-level teams continue to develop quarterly interdisciplinary curriculum.	Teachers must have fully developed interdisciplinary curriculum and instructional plans prior to the beginning of each quarter.

e. Program Evaluation: *Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.*

Implementation of ideas and skills learned in professional development are critical to the effectiveness of ongoing school improvement. Professional development activities will be reviewed in two primary ways: regular, end-of event feedback surveys that focus on student learning goals; and an end-of-year self-assessment of teachers' progress towards the goals each set in August in their Independent Learning Plans. Emphasis will be placed on team development and group dynamics, which play a central role in the quality and implementation of professional development. Teachers' responses and concerns will be used to modify subsequent PD sessions, and end-of-year analyses of teachers' self-assessments, in conjunction with student and program data, will be used to determine subsequent goals. We will also evaluate our progress annually on the LAEP Innovation Configuration Map.

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.*

Autonomy over professional development time is critical to the success of ArtLab students. In addition to the PD autonomy, staffing autonomy is critical. Teachers who decide to join the ArtLab faculty need to be fully aware of the demands placed upon their time. Teachers will invest a great deal of personal time prior to and during the first year of operation, but the rewards for this investment will be substantial. When teachers collaborate regularly and meaningfully, student achievement increases and student behavior improves; teachers can spend more time engaging students in thoughtfully designed instruction and less time managing challenging behavior. The PD autonomy allows teachers to thrive as professionals as they create the curriculum, develop the instructional plans, and devise the intervention plans. Teachers at ArtLab will have the autonomy to respond to their specific student needs, and, as a team share responsibility for a group of students; they will determine the best approach to supporting all learners. The team will rely upon one another to observe their instruction and to offer requested feedback on individual teacher progress towards teaching mastery.

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 Programs (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.*

Underlying Theory: *"The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual, and thus to feel justified in teaching them the same subjects in the same way."* Howard Gardner

ArtLab is a place where the arts bring together kids of all abilities and provides them with a rigorous, academic, safe learning environment that allows creativity and imagination to transform both their own future and the community they live in. Based on Gardner's philosophy, ArtLab's instructional approach is to meet the diverse learning needs of students by implementing and monitoring personalized learning plans. Additionally, a commitment to equity and access for all students inspires ArtLab's whole school approach to quality inclusive education. Our program and procedures are planned to meet the needs of all students, not a one-size-fits-all approach. We believe that all students are learners, all students have skills that need to be accessed and developed, and that all students are a part of our community and reflect the diversity of the larger, real-world population. Based on the research of Kerzner and Gartner (1996), we endorse inclusion as a service, not a place, and will adopt a whole school approach in an effort to transform our classroom and the learning experience for all students. Inclusion is a constantly changing process that ensures that students with learning, behavioral, or sensory disabilities are successful alongside their non-disabled peers (Villa, Thousand, Nevin & Liston, 2005).

The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review (*see Appendix C, D and E for details of the process*). ArtLab will adhere to the LAUSD Special Education Policies and Procedures Manual.

The Special Education law requires that public entities provide equal access for students regardless of any disability. ArtLab's students with special needs or disabilities will participate in an inclusive education model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities will be expected to be included in general education classes and activities to the best of their abilities. Students will work in collaboration with the other members of their IEP team to determine what percentage of time and what classes are best suited to meet their specific and individual needs. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles (Norwich & Kelly, 2004).

Under Least Restrictive Environment (LRE) guidelines, students with cognitive disabilities, physical disabilities, behavioral disorders or learning disabilities are served in the general education program whenever possible and provided with adequate support to achieve educational success. The general education and Special Education teacher collaborate, consult, and communicate on teaching strategies to best support their students. There is a shared responsibility of monitoring and planning support, which can occur during the Student Advisory, in the Learning Center, and during common planning periods when

possible.

ArtLab will provide support during recruitment, through implementation and into transition and will include the following characteristics based on Carol Ann Tomlinson's theory:

“Even though students may learn in many ways, the essential skills and content they learn can remain steady. That is, students can take different roads to the same destination.”

Inclusion Initiatives

- ArtLab has high expectations for all students. Instruction is intellectually challenging and rigorous.
- No Child Left Behind (NCLB) and the Individual with Disabilities Education Improvement Act of 2004 (IDEIA) mandate that all students have access to the general education curriculum with highly competent teachers and quality instruction. Response to Intervention (RTI) and Differentiated Instruction (DI) help achieve the goals by early intervention and adapting instruction to individual needs and learning styles. While RTI & DI assist all students, they are also effective for “special needs” students, ELLs, gifted and talented, students served under a 504 Plan, and those students who simply learn in different ways. This is especially important in an inclusive, small school setting.
- RTI is a 3-tiered model that includes academic and behavioral interventions. It is designed as an early intervention, uses data to inform decision-making, implements interventions based on research, is dependent on progress monitoring and uses a multi-disciplinary team. There are three phases of progress monitoring: Baseline Phase, Intervention Phase and RTI Phase (Hanson, 2009). All instructional faculty and staff will receive professional development in how to ensure that RTI is used effectively as a method to proactively work with all students, regardless of label.
- ArtLab analyzes assessments and data to inform instruction and modify goals. Multiple paths will be developed to reach the standards, benchmarks, and graduation requirement. Trainings in assessment and its link with grading will be offered to all staff. Students will develop their goals in collaboration with their IEPs, and document successes and struggles. Faculty will be open to various authentic methods of assessment and will use data to drive decision-making regarding instruction, curriculum, motivational techniques, goals and objectives and the like.
- Differentiated Instruction is intended to make instruction assessable to all learners by meeting their individual needs. Teachers modify instruction and design classroom learning environments based on their understanding of students strengths and needs. Characteristics include a safe and challenging learning environment, teaching approaches that include whole class, small group and individual work, clear learning goals that address essential knowledge, understanding skill, pre-assessment and ongoing assessment that affect direct instruction, flexible use of time, materials, space and strategies for all students' needs and classrooms where teachers and students share responsibilities. This philosophy is built on the premise that students learn best when teachers address differences in the student's readiness levels, interests and learning profile preferences. A teacher can then modify content, process, or product accordingly (Tomlinson, 1999, 2003, 2006).
- Teachers utilize the principles of Universal Design for Learning (UDL) (multiple means of representation, multiple means of expression, and multiple means of engagement) to establish a fair and equitable learning environment. All students will get what they need, through a process that carefully assesses what they need in order to be safe and successful (Hitchcock, Meyer, Rose & Jackson, 2002).

Instructional Strategies

- Collaboration between and among school personnel brings greater expertise to instruction and allows for professional development. Teachers work in grade level teams to develop interdisciplinary thematic curricula. ArtLab implements both an in-class support (with paraprofessionals) and a co-

teaching approach to instruction between general classroom teachers and other special service personnel. Regular communication and continued learning includes weekly professional development for co-planning and empowering their teams of teachers to find creative and effective ways to meet the diverse needs of the learners (Murawski, 2005).

- At ArtLab, co-teaching is not limited to collaboration just between general education and special education teachers, but also is applied in an interdisciplinary manner between and among content area teachers including teachers in elective courses. Teachers working as a team are seen as the strength of the school, and students know that they will get the support they need because of the richness of this model. The benefits of two professionals sharing expertise results in more differentiation and individualization for students as well (Murawski, 2009).
- Specialists and teachers work together to develop appropriate accommodations and modifications that are used to measure what students know and can do. Using Universal Design and RTI proactively will address most student needs, but teachers who are aware of additional specific needs will be able to identify the various adaptations needed for students to access the curriculum and work collaboratively to provide them (Murawski & Spencer, in press).
- Instructional technology is infused into the classroom and allows teachers to present the curriculum in different ways while providing tools to meet the wide range of learning styles. As needed, assistive technology is used to support individual students in accessing content and instruction.

Student Support

- ArtLab is an active, cooperative learning environment that promotes group interaction and also provides a way to value the diverse nature of learners in the classroom. Cooperative learning activities supplement or enrich content by providing students with opportunities to practice new concepts, and also facilitate social interactions. In a cooperative discussion, students make connections between concrete and abstract levels of instruction. It also promotes peer-to-peer discourse and oral language development skills that are critical for students with varying disabilities.
- ArtLab focuses on student empowerment, self-advocacy and social involvement. Students understand their disabilities and skills in self-advocacy must be in collaboration with their parents/guardians, as an integral part of the educational team. This is part of the curriculum of Student Advisories that helps prepare students for the demands and responsibilities of post-secondary education (Dieker, 2007).
- To ensure that everyone is clear about what is expected from students, and so that students know that the rules are consistent from class to class, ArtLab will use Positive Behavioral Intervention Supports (PBIS). This places an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments (Simpson, 2004).
- Students will take an active role in the development, management, and promotion of their education. Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services.
- Students are programmed through thoughtful scheduling that takes into account the student's individual strengths and needs, the availability of teaming and/or paraprofessional supports, and the curricular goals of the course and the individual goals, while meeting state and federal regulations.
- ArtLab will offer an elective through the Learning Lab for students who need intensive levels of intervention and specific instruction in learning strategies. Classes shall be organized based on the academic, transition and social needs of students with disabilities. Stigmatization will be avoided by ensuring that the Learning Lab is a revolving door, serving any students who need services and encouraging students to stop coming when those services are no longer needed.

Art**LAB**: Arts and Community Empowerment

- Students engage in peer learning and cross-age tutoring to support classroom learning.

ArtLab will adhere to the provisions of the Individuals with Disabilities Act (IDEA), Section 504 of Rehabilitation Act of 1973, and state special education regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE).

ArtLab will adhere to all terms and conditions of the Special Education Modified Consent Decree, including compliance with the Annual Plan for achievement of specific outcomes. ArtLab shall adhere to any other court orders and/or consent decrees imposed upon LAUSD pertaining to special education. ArtLab will participate in the quality assurance process for special education including verification reviews, coordinated compliance self-review, complaints, and the local plan.

See *Appendix D: Service Plan for Special Education* for details on policies, procedures, programs, practices, plans, staffing, and operations. *See Attachments 6a for SDAIE strategies and RTI cycle.*

8. COMMUNITY ANALYSIS AND CONTEXT

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.*

ArtLab will serve the communities of Glassel Park, Elysian Valley, Atwater Village, Cypress Park and Eagle Rock, all rich in cultural diversity. Elysian Valley is the smallest and the most separate, being cut off from the other communities by the freeway or the river. Its community members have deep roots in Los Angeles and are very invested in the safety and preservation of their community and the families that live there. However, all the communities have been historically overlooked and plagued with socio-economic problems ranging from inadequate educational preparation, lack of social services, and unsafe neighborhoods because of gangs and other street-related dangers. For years, families worried about schools, and their children were either bussed far away from their homes or parents who could, would transport them to smaller, private religious schools. Students in these communities have been underserved and shortchanged for years.

All neighboring communities share a predominately Latino population (average of 61%), with Asian being second (average of 21%), except for Atwater Village which has a growing White population and is experiencing the greatest influx of first time dwellers. In the adjacent communities, about 1/5 of the residents have earned a 4-year degree. The median age is around 30 years old. All of the communities share an average income near \$50,000, (average for the city of LA). The ancestry for Atwater Village and Glassel Park is Mexican and Filipino while Elysian Valley is Mexican and Chinese. Both feeder middle schools, Burbank Middle School and Irving Middle School are between 85% and 90% Hispanic. Many of our students speak Spanish in the home. Approximately 12% of the students have special needs and 15.4% are identified as gifted through LAUSD's GATE program.

Community Strengths: The Community Redevelopment Agency is working on the Northeast River Study Area, a proposed redevelopment zone that would include portions of Atwater, Cypress Park, Elysian Valley and Glassel Park. "Green" jobs and more housing are included in the plans and the city officials plan to create jobs by attracting environmentally friendly businesses to the area's industrial and commercial sector. Plans also include low-density residential projects, transportation centers and a food hub where local farmers could distribute their goods. The community meetings indicate that residents and business owners are interested in the development of a stronger, more thriving community, one that can offer a safe and productive life for its citizens.

Community Assets: Atwater Village and its surrounding communities describe diversity itself. Many families have lived here for three to four generations, while others moved recently for that village feeling within the Los Angeles diaspora. People know each other here, businesses welcome regulars, street festivals encourage pedestrian interaction; we have many areas for the community to congregate purposefully or for leisure. Art classes abound, ranging from visual art to knitting to acting and crafts. Community businesses seek out ways to work together. Casitas Avenue recently became a hub for film production, from pre-visualization, shooting, an abundance of post-production facilities as well as marketing and website teams all housed within walking distance. No fewer than four theater companies teamed together to afford and promote their elegant newly renovated spaces in those same buildings.

All neighborhoods have active councils that manage and implement community projects and improvements. Other services are provided by organizations such as Elysian Valley United, The Elysian Valley Recreation Center, Parents Institute in Glassel Park, the Glassel Park Improvement Association.

ArtLAB: Arts and Community Empowerment

Community Critical Needs: Safety is the greatest issue and the individual communities rely often on neighborhood watch to patrol and guard their streets. Significance gang presence exists in all of the neighborhoods, each having their own unique identity. This presents a great challenge to our school, which will, because of its location, bring housing members of multiple gangs.

Another issue many of our students face is the demands on them outside of school that make it difficult to fully focus on schoolwork. These include the need to help supplement family income and to provide care for siblings and other relatives. The community lacks resources available in wealthier areas, such as bookstores, banks, city services, cultural institutions, and, until now, adequate educational space. Also, the community lacks well-paying jobs that offer a pathway out of poverty, including in the areas of art and technology, as well as exposure to these career options.

Members of the school community have been historically underrepresented in the visual arts and technology industries that are a focus of the ArtLab's programs. These factors contribute to a feeling of disempowerment held by many students and family members regarding the forces that affect them, including the public educational system.

Rationale for selecting the community: Research shows that the arts are effective in keeping students in school, engaging student in learning and promoting high achievement. This is particularly true among low-income and minority groups. Greater access to arts education can serve as an effective tool in closing the achievement gap and increasing the number of underserved students that achieve at the highest levels in education. It can lead to increased attendance and decreased dropout rates among middle and high schools (National Task Force on the Arts in Education, 2009).

ArtLab will become a positive and effective addition to this diverse community as it creates a thriving, inviting presence uniting families, students and businesses in pursuit of change and a better future. The teachers of ArtLab are committed to the community and are eager to nurture new and exciting partnerships as a unique opportunity for students to expand their learning through real world experiences. The local community and the greater Los Angeles community are filled with people and organizations that are interested in education and are willing to offer their time, experience and resources for the benefit of students and to help students make a difference in the community.

We share the belief that a school thrives when it is fully integrated into the fabric of the surrounding community. This occurs when students, teachers, parents and caregivers, alumni, community members and organizations, civic leaders, feeder schools and post-secondary schools are all full participants in the educational process in a school. The Taylor Yard complex will become a community that inspires the bordering communities to succeed. The positive aspects of the neighborhood and its tight-knit unity will motivate students. We will lure students away from the streets by building on the environment and the art community. We will use creative thinking to bring communities together and provide opportunities to interact in spite of the boundaries. Because of Los Angeles County's ever-expanding diversity, the arts serve a bridge across language and cultural differences and build connections between communities. (Los Angeles County Arts Commission, 2002) With such a thriving, artistic and entrepreneurial cross-section of residents in Atwater Village, Art Lab could tie us all together, not just for support and creative empowerment but to bridge that gap between new and established residents, creating a general awareness of how every single person in this village can do their own part to make it thrive.

Our students have told us that they have a need for an educational program that is relevant to them and that they feel addresses their interests and future goals. In a recent survey, students from the feeder school at Irving overwhelming value arts education. The highest rated small learning community theme was Fine Arts/Communication and four of five favorite electives preferred by more students were art classes

ArtLAB: Arts and Community Empowerment

(photography, painting, filmmaking and music). Students from this community are interested in the arts and research shows that the benefits of arts participation can make a difference for economically disadvantaged students (Catterall, Chapleau, Iwanage, 1999). ArtLab is aligned to serve the interests and the needs of community.

Alignment with community strengths and needs: Our proposed school is well aligned with the community's strengths and needs, primarily due to the high level of involvement of students, parents and community organizations in planning our pilot school. Partners will provide enrichment opportunities, curricular enhancement, service-learning and internship opportunities, job shadowing and classroom visits, and inspiration for students. The goal is to move beyond the traditional boundaries of the classroom and respond to community challenges using student's diverse visions. By their senior year, they will have practices student-driven community engagement and learned project management while developing collaborative skills working with fields outside of art and design. ArtLab will continually cultivate an awareness of social justice for its students as they explore projects dealing with political and economic perspective, environments and ecologies, cultural diversity and social responsibility.

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.*

Our design team is a collection of specialists and community members. Together we bring a wealth of expertise, community awareness and passion for the collaborative promise we can offer the youth and community that ArtLab will serve. We have a teacher and an industry advisor (Richard Shelton, Otis) who will develop our multimedia curricula and community-based projects. The founder and inclusive education specialist and researcher (Dr. Wendy Murawski) will create an environment that has high expectations and opportunity for all students. The support from Los Angeles Education Partnership will ensure that the Humanitas instructional model is developed and implemented. The inclusion of community members from each of the neighborhoods – Cypress Park, Atwater Village, and Elysian Valley bring a true understanding of the needs and expectations for their ever-changing environment. Their vision to beautify and improve their community is evident. One established the Marsh Street Park, Jardin Del Rio Community Garden and Marsh Skate Park. In Cypress Park a new bicycle shop is right down the street from our design team member who owns a local coffee house. His goals are to encourage and develop local youth into young progressive entrepreneurs and help structure community businesses in order to eliminate blight. His deepest mission is to train, educate, and supply jobs for this notable trade. Our third community member is on the Atwater Village Neighborhood Council and is a teacher and arts advocate. She represents an active and thriving arts community and manages community outreach. With the collective aspirations of our dynamic community-driven team ArtLab will become a beacon for all students to experience a more personalized learning environment with the flexibility to meet the needs of all students.

Important community-based organizations and cultural institutions:

ArtLab is committed to continuing to build connections between our school and community organizations to strengthen our outreach and provide further enrichment of our city's vast resources. *See Attachment 8b* for a detailed list of our partnerships and for letters of support. Some of their contributions are described in *Section 9a*.

9. COMMUNITY ENGAGEMENT STRATEGY

a. Description: *Explain the team's vision for engaging the community and the underlying theory that supports it.*

Underlying Theory: *Community: Valued Partners, Shared Vision*

ArtLab's focus on the collaborative process emanates throughout the school culture—from the home, to the school, to the classroom and throughout the neighboring community. The challenges facing our students as they prepare for post-secondary life require the concerted efforts of all members of our extended community. Effective programs to engage families and community embrace a philosophy of partnership. The responsibility for children's educational development is a collaborative enterprise among parents, school staff, and community members (Wang, Oates, Weishew, 1997). ArtLab welcomes community members to our design team and to the life of our school. We will work collaboratively with community organizations to provide services and resources to best meet the needs of our diverse population to create a supportive learning environment that provides the foundation for our vision.

We envision the establishment of a true community school where the entire campus is supported by robust community partnerships and services. Specifically, ArtLab will:

- Build strong relationships between schools and community organizations by partnering with community organizations that provide student intervention including tutoring, organizational and study skills, planning for post-secondary education;
- Open the school to job training organizations, recreation, arts, and vocational services;
- Tap external supports for partnerships with local business, health care and other services, agencies, colleges and universities.

b. Key Community Partnerships: *Describe 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. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.*

ArtLab's vision is to create an inclusive learning environment where young people are supported in their desire to innovate, create, and transform their worlds by engaging in critical inquiry through the arts and sciences. ArtLab's community partnerships will support this vision, essentially becoming part of our intervention program by contributing to safety, discipline and engagement. *"A calm and orderly environment [is] a prerequisite for learning, reducing the stress and distractions for the students and teachers, and creating norms and confidence to enable deeper staff and instructional changes to occur."* (Orr, 2005) In neighborhoods where crime is part of everyday life it is important to have clear behavior and discipline plans in place. The neighborhoods surrounding the schools at Taylor Yard have a history of gang activity. While gang violence has decreased in recent years, the issue of students from the local gangs communing on the same campus must be considered in the development of our school safety and intervention policies.

Homeboy Industries will provide professional development for our teachers, curriculum for integrating conflict resolution practices, and organize student assemblies with guest speakers who share personal testimonials with intervention strategies and trainings. Additionally, students at risk can utilize the mental health counseling, legal services, tattoo removal, community service, drug rehabilitation, and job

Art**LAB**: Arts and Community Empowerment

placement services available at Homeboy Industries. **Aztecs Rising** will be on campus offering gang intervention to all students on the complex. These organizations will participate in the development of our intervention program before the school opens and will be ongoing.

Elysian Valley United serves the community by providing a continuation high school, an adult education program, teen counseling services, after school tutoring, an online multi-media center, a community library, a cycling club, weight room, and mole rojo running club, and a community radio station. ArtLab's on-site trainings, services and resources will be supplemented by existing community services as we work in partnerships to serve the needs of our students.

Los Angeles County Bicycle Coalition and Safe Routes to School promotes safe bicycling and walking to and from schools while encouraging students to become active invested in transforming their communities. In the first year, LACBC will conduct quarterly youth in-services about neighborhood environmental or transportation issues. In years two through five, students will participate in local projects and problem solving challenges as they extend their learning and encourage a bike-friendly, activist school and community.

Otis Parsons' Integrated Learning and Artists, Community and Teaching (A.C.T.) programs will partner with ArtLab to provide community arts internships. They will create educational materials with our teachers and use design as an agent for positive social change.

826LA provides creative and expository writing, one-on-one attention, after-school tutoring, evening and weekend workshops, in-school tutoring, field trips, help for English language learners, and assistance with student publications.

The GardenSchool Foundation will provide an interdisciplinary program of education through garden-based learning in living classrooms. The outdoor classrooms provide students opportunities to benefit from hands-on exposure to nature and the growing of food. Students will conduct soil and water testing in our new lab, propagate native plants in the greenhouse, have science classes in the garden, and art lessons where students draw from life. The community garden will be the centerpiece that connects students to environmental awareness and activism, along with HELAB.

Maintaining Relationships: The building council and the individual principals will coordinate and maintain the partnerships for on-site projects. Additionally, it will be a shared responsibility of all staff to contribute to cultivating and sustaining the community relationships as an essential component of our school culture and extended community. A point person, designated as Community Coordinator will manage the various projects and participants, as well as coordinate community events and celebrations of achievement. *See Appendix G: Implementation Plan for timeline, and Attachment 8b for a detailed list and Letters of Support.*

10. SCHOOL GOVERNANCE AND OVERSIGHT

a. School Type: *Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter School.*

Pilot autonomies help small schools reach their vision of teaching and learning by providing them with the flexibility to respond to immediate needs. ArtLab is dedicated to creating a learning environment where young people are supported in their desire to innovate, create, and transform their worlds by engaging in critical inquiry in their studies. ArtLab's rationale to operate as a Pilot school are:

Assessments and Curriculum: ArtLab will need the freedom to structure curriculum and assessments to meet students' learning needs while integrating the arts and academic subjects.

Budgeting Flexibility: ArtLab will use the budget allocation process for making staffing and scheduling decisions needed to carry out the school vision/mission. External funds can be raised and accessed easily without the district's delays.

Staffing for Student Needs: ArtLab will create a more personalized environments with smaller class size. ArtLab can expand the school staff community by engaging more adults in instruction and lowering the teacher/student ratio. We will use creative definitions of staff roles, teachers will have multiple roles, other staffing positions will be eliminated, and teachers will assume leadership roles. Staff will be involved in school-wide decision-making over budget approval, principal selection and evaluation, and programs and policies. ArtLab will have the ability to hire staff that are aligned with our mission and vision in order to create a unified school community.

The Use of Schedule Autonomy to Meet Student and Staff Needs: ArtLab will provide students with instructional and support needs through Advisories and offer professional development for faculty that is purposely aligned with our unique program to improve teaching and learning.

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.*

Teri Klass (Education Specialist; Lead Teacher, Humanitas ArtLab Program) is a founding member of ArtLab whose vision, research and practices are realized throughout this proposal. She has taught at Marshall High School for the past 9 years, the last 4 as Lead Teacher of the Humanitas Global Studies Program. As a second career teacher, she brings 20 years of experience as a graphic designer and illustrator. Teri also spent 4 years as an art teacher for a public arts program providing guidance and instruction to at-risk teens. She successfully integrated Special Day students into mainstream English and History classes for 4 years, and is currently a Resource Specialist, and a candidate for National Board Certification, Exceptional Needs. Her recent accomplishments include: 2009 recipient of the College Board Grant for the Teaching of Writing, Western Region; participation in Los Angeles Education Partnership's first annual Arts Festival, as coordinator of the creation of 3 murals celebrating L.A. Opera's production of *The Ring Cycle*; collaboration with 826LA on the Young Authors' Book Project, a collection 9th, 11th and 12th grade student work, *You Never Forget How to Ride a Bike: Lesson Learned by the Students of John Marshall High School*. She has been a member of School Site Council, School Decision-Making Council, Leadership Team, and Professional Learning Community for the past 5 years.

Dain Olsen (Media Arts Teacher) has resided in the local community for 15 years and is very familiar with the student demographics of the area. Dain has over 25 years professional teaching and

ArtLAB: Arts and Community Empowerment

administrative experience, including significant service in ESL, Special Education and his area of expertise in Media and Visual Arts, for which he is National Board Certified. As the LAUSD media arts content specialist for the past four years he implemented and administered over 10 media arts programs and consulted on dozens of K-12 school arts education plans. He led the development of LAUSD Media Arts Standards and developed several new middle and high school courses. He has extensive experience in program design, implementation and instructional integration.

Jane Patterson (Consultant, Humanities Model of Instruction, Professional Development) is senior director of Small Schools and Humanitas, has 12 years of experience teaching English in Marshall High School, an urban Los Angeles Unified School District high school serving low-income students. Ten of those years were in a Humanitas small learning community, with five as the teacher leader. As director of Humanitas, she has trained teachers in designing experiential, project-based learning for students. She co-developed the design for Humanitas SLC retreats and a rubric to measure the quality of Humanitas SLCs. She received her BA from UCLA and is pursuing a doctorate in education at UCLA. She holds a professional teaching credential and National Board Certification.

Dr. Wendy Murawski (Inclusive Education Consultant) is an award-winning presenter, author, teacher educator, and researcher. Dr. Murawski holds a Masters degree in Special Education, an Ed.S. in Educational Administration, and a Ph.D. in Special Education with an emphasis in Collaboration and Co-Teaching. Dr. Murawski is currently the Eisner Endowed Chair for the Center for Teaching and Learning at California State University, Northridge, where she is also a Full Professor in the Department of Special Education. Dr. Murawski is Faculty President for the College of Education and the Director of two federal earmark grants in the area of transdisciplinary and collaborative teacher education. In addition, she is the Research Director for the CHIME Institute, a presenter on three speakers' bureaus (to include the Bureau of Education and Research), and the CEO of her own educational consulting company (2 TEACH LLC).

Richard Shelton (Director of Integrated Learning, Otis College of Art and Design) served as Assistant and Associate Professor in the Media Arts Department at the Minneapolis College of Art and Design (MCAD) prior to moving to Los Angeles. Rich launched the animation program and developed Summer Expression Session, MCAD's summer high school program. For the past twenty years, Rich has been active working with community organizations such as the Minnesota State and Federal Correction Facilities; Film in the Cities (video in the schools, animation with non-verbal students); and Upward Bound. Since arriving in Los Angeles, Rich has been active in the Otis community through his work and teaching as an Adjunct Associate Professor in Integrated Learning, Digital Media and Liberal Arts & Sciences, as well as serving as an educational advisor for a number of academic programs.

Ceci Dominguez (Elysian Valley Community Member) has been a resident of Elysian Valley for 38 years. She is an advocate for developing open spaces into green areas in her community. As a long time resident she has helped plan and establish Marsh Street Park, Jardin Del Rio Community Garden and Marsh Skate Park. In 2005, Ceci was recognized for her involvement in Elysian Valley and was awarded Women of the Year of the 45th Assembly District. More recent, she was elected as a board member to the Elysian Valley Riverside Neighborhood Council and appointed to organize the Outreach Committee. In 2010 she was invited to join Cornerstone Theater Company Board of Directors, as a Committee Member. Her focus and dedication has always been to outreach and empower herself, her community, and others with information needed, so all voices can and will be heard. Her philosophy is, "Who knows our needs better than the people in the community."

Yancey Quinones (Cypress Park Community Member) is the son of immigrants from Latin America, born and raised in Los Angeles. In the early 1970's, his family moved into the small northeast working class community of Cypress Park, where he attended Loreto Street Elementary School, Nightingale Junior

ArtLAB: Arts and Community Empowerment

High, graduated from Francisco Bravo Medical Magnet, and received his Bachelor's degree at California State University Los Angeles in Social Economics with an emphasis in Business. Yancey spent a year and a half in Central America working in the family owned Coffee Farms in Guatemala. With his return to Los Angeles he developed a new coffee company to partake in the \$19 billion dollar a year American enterprise. He was able to create a community coffeehouse in Cypress Park and a roasting facility in the neighborhood of Boyle Heights. Future plans are to transfer his coffee roasting facility to Cypress Park and continue with an educational coffee-roasting workshop. His goals are to encourage and develop local youth into young progressive entrepreneurs and help structure community businesses in order to eliminate blight. His deepest mission is to train, educate, and supply jobs for this notable trade.

Cindy Marie Jenkins (Atwater Village Community Member) is a Storyteller, Educator and Coach based in Los Angeles. She regularly contributes to *LA Stage Alliance*, *Atwater Village Now*, *The Inspired Classroom*, *Bitter Lemons*, *LAFFPI*, and *BloggerTalk*. Cindy is Chair of Outreach & Representative-at-Large on the Atwater Village Neighborhood Council, Online Outreach Consultant for The Help Group, and Santa Monica Rep. She is an Arts Consultant for Stephen Box for Council District 4 campaign, Associate Artist for The Indy Convergence, Associate Producer & PR for the Directors Lab West. Her experience as a teaching coach includes: Co-teacher of Connect the Arts, a Hollywood Social Media & Marketing Conference Academy, Artistic Associate for The Antaeus Company, where she expanded the Antaeus Academy for young classical actors and ShakesAlive! the Arts Education Outreach programs; Director of Education for Enrichment Works (teaching writing & theater workshops for young people and Professional Development for LAUSD teachers), and writing study guides aligned to VAPA (Visual and Performing Arts Standards).

Laura Silva (Curricular and Online Consultant) is an educator, an artist and 21st century learning curriculum designer. She began her career in a traditional print design production house, designing and producing websites, multimedia experiences and interactive Internet games at Southern California Edison and Walt Disney Imagineering. As a media technologies consultant, her clients have included Disney, The Getty Museum, Sony Pictures Digital Entertainment, American Film Institute. Laura was recruited by Art Center College of Design in Pasadena, California as graphic design/digital media faculty where she taught undergraduate courses in media arts and technologies including Design-Based Learning for high school teachers. Laura became Chair of Digital Media and Director of Online Learning. Currently, Laura is developing eLearning curricula for online graduate courses at Azusa Pacific University. As a Curriculum Designer in APU's Center for eLearning & Teaching, and instructor in their MA TESOL (Teaching English to Speakers of Other Languages) and MA Educational Technology (Online) programs, Laura introduces university professors, and K-12 teachers to social learning practices and technologies that engage today's learners in collaborative, engaging 21st century learning. Laura's commitment to reforming education fuels her development of eLearning content for K-12 professional development.

Ken Brown (English Teacher) has been a Humanitas Instructional leader for 7 years.

See Attachment 10b: Resumes

ArtLab grew out of the community's desire to be a partner in the education of their youth. Our vision to integrate community partners as part of the fiber of our school provide valuable resources and keen insight as we develop our program to meet the needs of our students. Our leadership team embodies the essential values of ArtLab. Community outreach is our strength. Our arts background and expertise, and our commitment to the school's vision will attract teachers who share our philosophy. A solid plan, that is research-based and meets the needs and interests of the community, will draw committed teachers, eager to join our team.

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?*

Governance autonomy will allow the school to develop fidelity to the practical and evolving needs of the students, school and local community. With ArtLab's emphasis on community involvement and interaction, it is critical that the school administration maintain transparency and inclusion in its operational style. The school aspires to being a public investment for all stakeholders, with student achievement its foremost objective. The development of trust and an ability to face critical scrutiny and to support open, frank discussion by all participants is essential to a positive, productive and fair process.

While the principal of ArtLab is the chief of operations and instruction and is responsible for everyday decision-making, the community-based emphasis of ArtLab entails the requirement for shared input regarding the larger educational mission and programmatic design. Its ties to an active participatory roster of parents, organizations, businesses and individuals will be highly beneficial to the learning outcomes for students and to experiential opportunities that include community projects, internships and field trips. It is critical that parents, as long-term beneficiaries, feel included in significant school decisions and aware of issues, challenges and the long-term agenda for the school. Community members need to feel that their significant investments of time, expertise and resources are truly valued and considered. Thus, these stakeholders will have representation through advisories and the Governing Council that can bring their ideas and recommendations for serious consideration in school plans.

d. 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 a Pilot applicant, the ArtLab will adhere to the referenced articles in the LAUSD Collective Bargaining Agreements. Also, the school will follow the Education Code regarding the formation and operation of the School Site Council.

Advisory Councils: As required, the Pilot school will have two advisory councils of parents and teachers. In addition, ArtLab will form advisories representing the community, media arts industry and student body:

Compensatory Education Advisory Committee (CEAC): The committee will be composed of five members: three parents of pupils attending the school elected by parents, and two teachers elected by the school. The committee has the following responsibilities: a) Advise and make recommendations in writing to the Principal and the Governing School Council on development of an effective educational program and plan that raises the achievement of disadvantaged students; b) Participate in assessment of education needs; c) Establish priorities; d) Plan the educational program and budget resources; and e) Evaluate the school and its academic effectiveness.

English Language Advisory Committee (ELAC): The committee will be composed of five members: three parents of English Language Learner pupils attending the school elected by parents, and two teachers elected by teachers at the school. The committee has the responsibility to advise and make recommendations on four legally required topics: a) Advise the Governing School Council on the development of the Single Plan (SPSA), especially those sections related to English learners. Assist in the development of the school's b) Needs assessment; c) Language Census (R-30); d) Efforts to make parents aware of the importance of regular school attendance.

ArtLAB: Arts and Community Empowerment

Community Advisory Committee (CAC): The committee will be composed of at least five, and no greater than ten representatives of the various constituencies from the local community including: political representation (such as a councilmember), business partner, arts organization or individual, post-secondary representative and a member of CEAC. The committee will review the SPSA, and advise the school on community issues, needs, concerns, resources and ideas regarding programmatic design and long-term considerations. It will meet twice a year.

Media Arts Advisory Committee (MAAC): The committee meets CTE requirements for industry oversight and will be composed of at least three representatives of the media arts community, including post-secondary and industry partners. The committee will advise the media and visual arts teachers on the quality implementation of an authentic technical program that prepares students for entry-level media arts positions. The committee will meet a minimum of twice yearly determine program effectiveness and long-term agendas, with recommendations submitted to the Principal and all committees.

Student Leadership Council (SLC): The SLC will be a formal class made up of self-selected students who meet minimum requirements in grade point averages, and who are interested in assisting in school governance, operations and social activities. A president, vice president, secretary and treasurer from this formal class will be annually chosen by the total student body to lead the organization.

ii. Governing Council: *Describe the composition of the Governing Council and the process for membership selection.*

As a Pilot school, our Governing School Council meets the categorical requirements for the school site council. Governing School Council members will discuss all issues, but only school site council members, per statutory requirements, will vote on the single school plan and the categorical budgets. The minutes will reflect these votes.

The entire Governing School Council will have the following responsibilities: a) Maintain the school's vision and mission; b) Approve the entire annual budget; c) Hire and annually evaluate the Principal; d) Review quarterly reports on the operations of the school from the manager of site operations; e) 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; f) Ensure that there is an annual review and adoption of the Election-to-Work Agreement; g) Communicate regularly with the local district; h) Ensure that all laws and compliance needs are met by the school; i) Ensure that the school has a resolution dispute process in place that includes an internal appeals process; and j) Annually evaluate itself.

To avoid conflicts of interest at ArtLab, the chairperson of the council will be selected by consensus or vote of the Governing Council from among the family and community representatives. The governing council will determine whether to establish staggered term limits for school staff (excluding the principal), parent and community members. We have a strong commitment to building leadership capacity among parents, students and community and will ensure that leadership training is provided to help participants fully participate in all decision-making. In forming the Governing School Council, we will endeavor to ensure that the members have an appropriate mix of expertise (e.g., finance, operations) to oversee the academy and to support the art and media focuses of the pilot school. The council will meet monthly.

The Governing Council will be composed of 12 members: the Principal; four teachers elected by teachers at the school; one other school employee elected by other school personnel at the school; two parents of pupils attending the school elected by parents; two students elected by student Leadership; and 2 community members appointed by the Governing School Council.

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. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.*

ArtLab has a unique description in its Pilot school model, including arts and technology integrations, community based interactions and inclusive education. Therefore, there are certain requirements and desirables above and beyond the norm for the school leader position. The criteria for choosing a principal will include the following qualifications:

- Outstanding competencies in organization and planning, inclusive leadership, team building, operational and personnel management, written and verbal communications, school culture development and social engagement;
- Demonstrated record in improving at-risk student achievement;
- Effective experience in instructional leadership, and in supporting teacher growth;
- Knowledge of and commitment to the core beliefs of small school reform;
- Experience in interdisciplinary teaching and curriculum design at the high school level, preferably with the Humanitas model;
- Experience in the implementation of progressive education practices in the classroom and school-wide;
- Commitment to inclusive education model;
- Commitment to arts and technology integrations and project-based learning;
- Demonstrated experience in and understanding of community based interactions and development;
- Willingness to teach one period a day;
- Familiarity with the student demographics of Glassell Park and potential feeder populations.

These characteristics are clearly aligned with the mission and vision of the school and comprehensively support the educational plan. *See Attachment 11a: Principal Job Description*

The selection process for the principal will begin with a posting of the job description in March. Interviews will take place in April and be conducted by the leadership team, a community representative and a parent representative. Final selection will be made in May 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.*

Operations Manager - As part of its commitment to collaborative alignment with the other small schools at Taylor Yard campus, ArtLab will share an Operations Manager position. This classified position will manage non-instructional school business functions and operational activities that support student achievement, such as: budget, finance, facilities management, personnel, and food service. In addition, they will assist the Principal in facilitating communication and cooperation among the District, the community, and other stakeholders regarding business-related functions of the school. He or she is responsible for the day-to-day operations of the Torres campus including 1) organizing and supervising campus-wide needs including safety and emergency plans and training, calendars, athletic

ArtLAB: Arts and Community Empowerment

program, shared space and requests from outside entities; 2) overseeing campus maintenance and safety, including security, custodial, health, cafeteria and library staff; 3) coordinating and overseeing all collocated and other community-based organizations; and 4) informing principals and school staffs and parents in matters related to school safety, emergency preparedness and response, permits and attendance, child abuse reporting, student discipline, facilities, athletics, and equity/compliance issues and concerns.

The classified staff will consist of one counselor, an administrative assistant, and a school clerk. The counselor will counsel students in the areas of educational, personal, physical, social and career needs. The ideal candidates will understand the necessity of cohort scheduling for interdisciplinary teaching, be creative, and take the initiative to solve problems. The administrative assistant performs a combination of secretarial and administrative duties. The AA will be responsible for the day-to-day operations of the office and supervision of clerical procedures. Other duties include helping to prepare budgets, payroll and Master Calendar. The ideal candidate will be able to help administrator prepare budgets, have knowledge of office practice, procedures and equipment, be able to prepare and edit reports, bulletins; explain rules, regulations and policies; obtain and impart information tactfully and accurately; exercise initiative and good judgment, make sound decisions and work under pressure in meeting deadlines; operate a computer terminal. The school clerk will perform a variety of clerical duties. The candidate needs a clear and complete knowledge of office practices, procedures and equipment; an outgoing personality; works well under pressure of deadlines.

The site operations manager will be hired by a committee consisting of the principal of each pilot. The site operation manager position will be posted as soon as the five schools are named. Candidates will be interviewed by the committee during the first week of March, and a candidate selected by March 15. We will use the standard small school procedure for announcing positions. The interview process will be conducted by the leadership team in May 2011. Final selection will be made by June.

ArtLab's Design Team, which leads curriculum and instruction, consists of the Counseling Coordinator, Humanitas Lead Teacher, Arts Lead Teacher, and Grade Level Team Leaders.

Roles and Responsibilities:

The Counseling Coordinator will provide leadership in school-wide student support practices, strategies and systems, including Response to Intervention and Instruction, special education, and English Learner program implementation, as well as working with teachers to schedule, deliver and utilize data from California, LAUSD and internal assessments. In addition, he/she will facilitate development of the school's advisory program and flexible intervention period. Academic and career counseling will be facilitated by the counselor, although all teachers will be trained in college and university entrance requirements, high school graduation requirements and mandated testing schedules and practices. Due to the broad range of duties and expectations for the counselor, the school will designate the counselor by a special title, and will identify funds within the school's budget to compensate the counselor for work beyond the LAUSD contract for counselors. That title and additional compensation will be developed or identified by the School Governing Council during the first semester of the school's operation.

In addition to the Counseling Coordinator, the school will designate an Arts Lead Teacher and a Humanitas Lead Teacher. They will collaborate with teachers, the principal, families, students and community organizations to design, deliver and communicate the school's instructional program.

The Humanitas Lead Teacher will oversee all of instructional planning and development, with a primary duty of facilitating Humanitas interdisciplinary collaborations. In addition, he/she will facilitate communication and integration between intervention programs delivering instruction during the regular

ArtLAB: Arts and Community Empowerment

school day and community or Beyond the Bell intervention programs after school. He or she will also work with the principal to facilitate the professional development calendar and program, including weekly meetings of grade level teams during common planning time. He or she will coordinate the testing program and global student achievement data. He or she will also assist the Counseling Coordinator in managing school-wide student support practices, strategies and systems, including Response to Intervention and Instruction, special education, and English Learner program implementation.

The Arts Lead Teacher will coordinate the core arts and media instructional program. As time and budget allows, he or she will manage media arts lab development and scheduling, media technology acquisition, security and management, project development, holistic and soft skills sequencing, and arts and media content integrations. He or she will manage arts and media asset acquisition, community engagement and articulation, ArtLab multimedia and arts communications, events and exhibitions, middle school, post-secondary, arts organization and media industry articulations and collaborations.

A final and critical part of the school's leadership structure will be Grade Level Team Leaders who will facilitate grade level team meetings weekly during common planning time, review interdisciplinary instructional plans among grade level team members and work with the principal and counselor to closely monitor achievement and attendance of at-risk students. Teachers will be asked to nominate themselves and be ratified by their peers for grade level team leadership during the summer professional development period, prior to the opening of the new school year.

Role of Leadership Team in Instruction:

The Design Team's primary directive is to synthesize and execute the unique ArtLab approach to comprehensive instructional design as described in this proposal. This team needs to represent the school's vision and mission in determining and recommending on every aspect of instructional programming and delivery based on the accumulated data of test scores, formative and summative assessments from department and grade level teams, anecdotal data, performance and community interaction data, etc. They will determine scheduling and staffing design, school-wide learning challenges and instructional priorities and strategies. They will communicate instructional determinations with staff, students and community and absorb these entities' input for final presentations and recommendations to the Governing Council.

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.*

As an LAUSD Pilot school, ArtLab follows all LAUSD personnel policies and practices, except that the school retains the right to select and evaluate teaching and administrative staff. The principal and all teachers will engage in a yearly reflection and evaluation process.

The principal's evaluation will be based on the National Board Core Propositions for Accomplished Educational Leaders and the California Professional Standards for Educational Leaders. The evaluation process will be conducted by a three person committee formed by the Governing Council. It will include teacher feedback, a self-evaluation, a leadership practices inventory and a global student achievement report from the Academic Lead Teacher. The Governing Council will then review the committee's report with recommendation and determine the need for additional evaluation and/or next steps.

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.*

Needs:

Staffing Model

The table below shows the school's staffing needs from start-up through year 5, as well as various ratios and numbers per classroom. The school plans to have 25 students per class, which is below the norm in most large comprehensive high schools. This will enable teachers to know students well and to address their individual learning needs effectively.

	Year 1	Years 2-5
Enrollment	360	460
Grades	9-11	9-12
Certificated Staff		
Principal	1	1
English lang arts teach(ESL)	3	4
Social studies teachers	2	3
Math teachers	3	4
Science teachers	2	3
Spanish teachers (ESL)	1	2
Physical education teachers	1	1.5
Art/Media teachers	2	2
ROP/CTE teacher (off-norm)		1
Librarian	.2	.2
Counselor	1	1
Site Operations Manager?	.2	.2
Teacher-leader	1	1
Special Ed RSP/SDP	2	2 or 3
Total Certificated Staff	19.4*	26.9
Instructional Aides	1	3
Classified Staff		
Administrative Assistant	1	1
School Clerk	1	1
Total Classified Staff	2	2
Instructional Staff-to-student ratio	18.5 to 1	16.49 to 1
Students per classroom	25; 50 in PE	25; 50 in PE
Teachers per classroom	1 or 2 when team teaching	1 or 2 when team teaching

Personnel:

The personnel assignments fulfill compliances for completion of A-G graduation requirements for all students, and the opportunity to matriculate to a college of their choice. In addition, it provides students

ArtLAB: Arts and Community Empowerment

choices in a substantial, sequenced career pathway in fine art, cinema or multimedia. There are sufficient opportunities for Advanced Placement coursework, preferably across Science, English Language Arts, Studio Art and Math, depending on the capacity of personnel eventually hired. We have also addressed the concerns of intervention and remediation, and combined with our expanded scheduling opportunities, will have the resources to continually keep students on track towards graduation. ELL students are serviced through the English Language Arts Instructor and/or a Spanish Instructor, depending on specific hiring. Finally, two special education personnel are available out of classroom to service the full inclusion model for students with special needs. Eventually, depending on exterior funding, one Arts Lead Teacher will serve part time out of the classroom to facilitate program-wide multimedia integration and to assist in program expansion and feeder program and post-secondary articulations.

Alignment with vision:

It is highlighted in staffing descriptions and selection criteria that ArtLab teachers wholeheartedly embrace the holistic, interconnected nature of our organization's educational objectives. This model reflects a 21st century approach to learning, including emphases on collaboration, contextualization, multi-modal and multi-dimensional learning processes, creativity and imagination, etc. Our teachers must realize that the traditional practice of isolated classroom instruction is inappropriate to an interactive and participatory culture of learning that engages the larger community. This is explicitly described in our criteria for teacher selection and in the Elect-to-Work agreement.

Through budget and schedule flexibility, we have surpassed the basic requirements for staffing in student to teacher ratios to meet our vision of greater choice for students in their individual learning pathway, as well as personalization in individuated adaptations and interventions. In addition, we do consider the community as a whole a contiguous part of our instructional program. We intend to utilize trained and authorized individuals and organizations in supplementing and expanding classroom instruction, both during the school day and beyond school hours.

Serving SpecEd and ELL:

ArtLab's inclusive education model is an extension of its philosophy of community engagement. Staff and students alike should embrace diversity, practice tolerance and a willingness to help others that face challenges, towards the ultimate goal of collective empowerment. All teachers will share the collective responsibility in meeting the needs of all learners in the school. A culture of success for all will be supported through extensive professional development in inclusion strategies for students with special needs, and the seamlessly integrated supports for language acquisition, such as SDAIE. Our Linked Learning arts and media integrations, which provide alternative routes to core instruction, will foster the use collaborative groups, multi-modal lessons and technology supported differentiation to support success for special education, Standard English Learners and English Language Learners.

Additionally, Pilot autonomy supports staffing flexibilities to achieve the collective goal of meeting the specific needs of all learners. Two out of classroom Education Specialists (RSP/SDP) and the Humanitas Lead Teacher will mentor and guide the process as teachers develop innovative curricular adaptations that reach all learners. They will also co-teach and provide in classroom intervention and instructional support when necessary.

A partial ESL position is available from the Spanish and/or English Language Arts positions. In addition, ESL instruction will be scheduled in combination with media arts production to create an immersive and contextual "culture of language" in the development of a variety of television and web-based multimedia productions.

ArtLAB: Arts and Community Empowerment

Two Instructional Aides will be utilized primarily in technology labs to facilitate individualized, virtual learning, media arts projects, community based activities, and computer based remediation. A third would be available for tutoring and/or individual special needs support.

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 school planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.*

The rigorous criteria in staffing fulfill a higher standard in teacher performance both in and out of the classroom. Teachers are expected to be masters of their content in order to effectively advance students, but also to facilitate adaptations for the diversity of student capacities and to integrate contextualizing processes, such as project based learning. They will need to be collaborative and adaptable to midstream instructional shifts, based on grade level team determinations, and on their own ongoing assessments of student comprehension. ArtLab's vision and mission are embedded in these rigorous criteria for teacher selection:

All teacher candidates will:

- Demonstrate mastery of their discipline content (with single subject credential) and a true familiarity with content standards;
- Demonstrate interest in a Humanities emphasis;
- Accommodate and differentiate for a fully inclusive population;
- Integrate art and technology into the curriculum;
- Embrace progressive pedagogical strategies (i.e. simulations, Socratic seminar, project-based learning, student exhibitions, etc.);
- Are willing to be trained in interdisciplinary, thematic, inquiry-driven instruction;
- Use project/ project-based learning, particularly that integrates community interactions, both for formative and summative assessment;
- Contribute to rigorous grade-level planning;
- Integrate writing across the curriculum and are willing to use discipline-specific and interdisciplinary writing as a form of summative assessment;
- Integrate strategic literacy strategies that will be used school-wide;
- Are eager to promote a professionally success oriented culture by leading an advisory group through graduation, promoting college and vocational access and awareness strategies, and by assisting with college/workforce portfolios; (See Appendix 10f for job description.)

The intentional design in staffing would reflect the diversity of the school demographics in ethnicity, vocational background and life experience. It would represent a reasonable span of experience and novice teacher, with a majority of 5 years + veterans in order to mentor and guide beginners. The openness and energy of new teachers is embraced if there appears to be the right growth potential and enthusiastic endorsement of ArtLab's progressive approach. Veterans must demonstrate a record of innovation and adaptability if they have not practiced these specific methods. All staff must be open to ongoing shifts in design, as ArtLab's model describes agility in adaptations from the community's input and for 21st century dynamics.

ArtLab will recruit applicants through posting on the LAUSD website, asking for recommendations from our contacts in teacher education programs at UCLA, CSUN and CSULA, and outreaching to known current and former quality teachers within LAUSD. The hiring team for teachers will include Transition Team members, and parent and or community representative. The process will entail a review of

ArtLAB: Arts and Community Empowerment

submitted resumes, a reference check, an interview, a sample lesson plan, and, if possible, a short demonstration lesson.

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 Elect-to-Work Agreement that teachers will be required to sign. See Attachment 12c: Elect-Work-Agreement*

ArtLab's autonomy in staffing will allow it to fulfill high levels of student achievement through specific, rigorous criteria in teacher selection, expanded responsibilities and commitments to participation in school-wide processes and grade level collaborations, and an evaluation process that is multidimensional and supportive of teacher development. The Elect-to-Work agreement explicitly describes the duties and expectations for performance necessary to this student and community centered model. This higher level of accountability ensures a greater level of consideration before hiring occurs, as well as on an ongoing basis in its annual renewal. The expectations for teacher performance described in the evaluation process further instill this environment of high expectations and professional accountability.

Autonomy has supported flexibility in staffing to provide out of classroom slots for key staff leadership that will service teacher mentoring and coaching as well as for community outreach and resource development.

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.*

As an internal applicant, ArtLab must utilize the basic Stull evaluation system prescribed by the UTLA contract. In addition, ArtLab will establish and the Governing Board will approve teacher evaluation guidelines that will be based on the National Board for Professional Teaching Standards' Five Core Propositions and the California Professional Teaching Standards, as well as their performance of expected duties in leadership, student monitoring and/or outreach. There are several options for evaluation including Partner Coaching, Administrative Coaching, and Professional Growth Portfolio. All teachers will be required to develop an Independent Learning Plan; including a self-evaluation and professional growth file.

The ArtLab Principal and Humanitas Lead Teacher will devote at least 15% of their out-of-the-classroom time to being in their teachers' classrooms, as collaborators, observers, or delivering model lessons.

During the first month of each school year, each teacher will fill out a pre-observation form listing his/her goals for the year. Each teacher will then meet with the principal for a pre-observation conference, which should be a collaborative, supportive examination of comprehensive student achievement data, including student portfolios, to develop the teacher's professional growth plan. Formal and informal observations will be conducted throughout the year by the administration. A post observation meeting between the teacher and administrator will follow the formal observation. Each semester, students will fill out an evaluation form for each teacher. Copies of evaluations will be submitted to the staff member and filed with LAUSD and ArtLab in employee personnel files. All ArtLab staff will complete a yearly evaluation of the school community. Evaluations will be compiled along with evaluations completed by students, parents, and community representatives in our ArtLab Annual Report.

Teachers who are having challenges in helping students achieve will receive additional support through additional supervision and opportunities to observe peers and access Local District and online resources. Assistance is initiated by the supervising school leader, along with the teacher being evaluated to:

Art**LAB**: Arts and Community Empowerment

- Identify the specific problem in relationship to the Professional Teaching Standards
- Develop and implement a plan for improvement in the Professional Teaching Standards
- Gather selection to show evidence of improvement in the Professional Teaching Standards

Intervention: If the teacher does not meet the goals in the Assistance Plan, the certificated staff member is then placed on Intervention for 20 weeks, and the Administrative Mandated Evaluation goes into effect. Intervention includes intensified observations and conferences based on the Professional Teaching Standards. At the end of week 10 of Intervention, the school leader will write a formative report to be shared with the teacher. The school leader will write a summative report at the end of the 20-week Intervention and will share it with the teacher. The teacher will remain on the Administrative Mandated Evaluation list the year following removal from Intervention. Failure to successfully meet the standards and goals as indicated during Intervention will result in a formal LAUSD Stull evaluation by the school leader.

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.*

Budgetary decisions at ArtLab will be directly driven by the school's vision of learning and teaching.

As an internal applicant, ArtLab will receive funding via LAUSD's transparent budgeting process (based on student ADA). The principal and all faculty members will seek additional funding from foundations and other community resources and will work with community partners to provide additional services to the school beyond those funded by LAUSD. Students and community partners will contribute to fundraising efforts to supplement the core instructional program. CTE (Perkins) funding will be utilized to develop the school's core arts and media program.

District funding will be adequate to service ArtLab's vision and mission of high quality instruction at the school's inception. Additionally, ArtLab's focus on arts integration and community outreach creates the opportunity for entrepreneurial enterprise and community service as a primary component of the instructional program. Students, parents and community partners can all be involved in supporting the expansion of the school's offerings. The activities engendered in collective program and resource development, such as networking, collaboration, project-based learning, and fundraising, support the Expected Student Learning Results of self-directed problem solvers and effective communicators.

Furthermore, budget transparency implies the community-wide interest and collective investment in the financial health for the school's long-term sustainability. The 21st century skills of creativity, entrepreneurialism and financial literacy are supremely served by the real world topics of operational maintenance, negotiation and prioritization. Students and parents are motivated to substantially participate and contribute to a tangible reward that also inherently benefits instructional objectives. One such goal would be a senior class educational trip to Washington D.C. that required students to raise funds through creative enterprise.

Therefore, the instructional program inherently services the school's self-sustainability as an integrated whole. The Community Lab supports the substantial interaction with all stakeholders. The Media Arts Lab services the larger goals of publicity and recruitment, community service and creative communications.

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.*

Through entrepreneurial innovations that are aligned to the program's arts and community focus, ArtLab intends to vigorously develop other sources of funding and resources that can further enrich the core program.

- CTE (Perkins) program funding (\$50,000 annual)
- Develop strong relationships with community partners regarding resource development and mutually beneficial project development (\$50,000 annual)
- Promote meaningful support and participation among parents (\$50,000 annual)
- Fund at least a part time personnel position to develop grant funding and community outreach (\$100,000 annual)
- Collaborate with local community partners towards entrepreneurial student enterprises – seeking donated funds for Student Body

ArtLAB: Arts and Community Empowerment

- Media production services for local organizations/businesses (\$10,000 annual)
- Student Design Teams to serve local organizations/businesses (\$5,000 annual)
- Fundraiser Event/Exhibition Production (\$10, 000 annual)

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.*

Budgeting flexibility will allow ArtLab to become a more personalized environment in which students are supported in their desire to innovate, create and transform their worlds through thoughtful inquiry as they study the arts and sciences. Budget autonomy will allow ArtLab to expand the school staff community by engaging more adults in instruction, and create schedules that allow for teacher professional development and student Advisory support. ArtLab will use our entrepreneurial nature to raise external funds and the budget allocation process will provide easy access to these funds so that decisions that shape our program are made in a timely manner.

Year 1

Maintaining a safe and secure learning environment that is accessible for all students
Ensuring all instructional supplies and equipment are provided in a timely manner
Maintaining reasonably small class sizes to maximize personalized instruction
Purchasing supplementary resources to support differentiation for individual student needs
Supporting a collaborative Community Lab that is open to all stakeholders
Establishing a Media Arts Lab for the core instructional program
Funding a computerized Learning Lab for independent student use
Providing program aligned professional development for teachers

Year 2

Staffing is expanded to accommodate 12th grade classes
Supporting a Community Resource Development position towards the acquisition of other funding
Supporting student recruitment activities and communications
Providing supplemental educational materials to support project-based learning
Providing students experiential and enriching learning opportunities on and off-campus

Year 3

Supporting a tech aide position for computer and network security and maintenance
Maintaining a media arts lab that is accessible to parents and community partners
Supporting program aligned conference attendance for teachers

Year 4

Alumni association development
Funding a high student to computer ratio

Year 5

Providing broad access to media arts technology
Implementation of high-bandwidth wireless network

d. Budget Development: *Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.*

Pilot school autonomy over funding will ensure that per pupil funds are spent towards the benefit of

Art**LAB**: Arts and Community Empowerment

student learning. Teachers, parents and students, along with other members of the Governing Council, will adhere to the school's mission and vision in determining how resources are allocated to best meet programmatic needs and instructional goals. The Governing Council will have oversight of the budget and will review it on a regular basis to ensure financial stability and student success. The Governing Council will submit budget reports as a way of informing parents, teachers and other community members.

While the exact details of the budget will need to be determined by the Design Team, the principles elaborated in our school vision will inform all budgetary decisions. To keep class size small, teachers will have to take on additional responsibilities such as supervising testing. We might have to hire additional art instructors and fund guest artists to support a comprehensive and professional level media arts pathway. Initially, we will need funding for our 4 week professional development before the school opens for all staff members, and for supporting classroom libraries in all rooms to support literacy across all content areas. Additional funds will be raised to provide supplementary instructional and professional development opportunities to fully address the mission of the school and student learning needs. In addition developing sustainable practices and strategies will be a core part of the instructional program, such as: copying limitations, smart purchasing for necessity and longevity, student support of school maintenance (e.g. computer repair club, leadership, recycling program), etc.

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 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. Attach Appendix G.*

VISION ARTLAB is dedicated to creating a learning environment where young people are supported in their desire to innovate, create, and transform their worlds by engaging in critical inquiry in the arts and sciences.

Development of ArtLab will begin immediately upon approval. Pilot autonomies will provide us with the flexibility needed, but a careful implementation plan is required to prioritize our foundational requirements for a successful opening. The design team will focus on these key components:

- ArtLab will be a school of visual and multimedia arts and real world learning
- ArtLab will provide equity and access to high quality, engaging curriculum for all learners and is a place where diversity is embraced and valued
- ArtLab will build upon and sustain community participation and partnerships
- ArtLab will provide students with 21st century skills: creativity and innovation, critical thinking and problem solving, and collaboration and communication

The success of our efforts will be measured by student outcomes. Therefore, planning in Year Zero must be in preparation of developing our core philosophies. First, The ArtLab Transition Team (ATT) will be formed out of the proposal design team. We will need to begin immediately designing our accountability and performance goals for the district to review. We must begin recruiting teachers and leadership positions. It is critical that we have time to thoroughly interview applicants and build a team committed to the vision of ArtLab. ArtLab's proposal has been created and conceived as a community-driven collaboration. Now it is time to pull in the leadership and instructional team that will realize our vision. Initial instructional design tasks by ATT will begin with student recruitment efforts, in which the school's vision must be presented to the community, parents and potential students.

The summer months the hired staff will be focused on professional development to prepare for the upcoming semester. Extensive professional development across the areas of Humanitas methodology, Advisory instruction, arts integration, project and community based learning, and inclusion supports and methodologies for English Learners and students with needs and disabilities will be introduced. A rigorous, program-aligned professional development schedule for the first year is already in place. It is important that we are prepared to implement curriculum that is arts infused and makes real world connections for our students.

Advisories and Councils need to be formally established and their organizational procedures determined. Once the facility and instructional program reaches a baseline in operability, community outreach activities will begin towards forming the Governing Council and various Advisories. The formation of the Community Center could be an initial project for bringing all supporting parties together in planning and implementation. This initial informal community group could make substantial progress in determining long-term strategies and mechanisms for leveraging greater participation and agenda creation. Senior student community service activities need to be developed and planned for the next school year.

Once the facility and instructional program reaches a baseline in operability, community outreach activities will begin towards forming the Governing Council and various Advisories. The formation of the Community Center could be an initial project for bringing all supporting parties together in planning and implementation. This initial informal community group could make substantial progress in determining long-term strategies and mechanisms for leveraging greater participation and agenda creation. Senior

ArtLAB: Arts and Community Empowerment

student community service activities need to be developed and planned for the next school year.

The Media Arts Lab will need to be equipped, preferably before Day One, but probably, practically somewhat into the first semester. School start-up funds should be adequate to initiate a basic instructional program. CTE funding may also be available to expand on this baseline. The Media Arts Teacher is highly experienced in program design and purchasing.

A Learning Lab is proposed, and again will be available, preferably before Day One, with back-up plans for student services prior to equipment arrival and program delivery.

In Year 2, staffing will be expanded to accommodate matriculating 12th grade classes. A grant writing position is critical towards beginning to acquire the additional resources necessary to fulfilling the school's mission and vision for extended learning opportunities for students. Student recruitment will be a major enterprise across administration, staff, arts classes and student leadership. Community-based Enterprise, as a major component of senior cumulative assessment will begin. The aforementioned recruitment activities, as well as community resource mapping, senior internships, and community experience events, such as field trips and campus visits will begin in earnest. Providing students with experiential and enriching learning opportunities on and off-campus will begin.

The Media Arts Lab will be scaled up in equipment for greater diversity and depth in course offerings.

In Year 3, a tech aide position will be filled for computer, media equipment and network security and maintenance. This position will also support the maintenance and management of the Media Arts Lab for its new availability to students, parents and community partners after school hours.

In Year 4, an Alumni Association will be developed in order to track student success post-graduation, as well as to immediately begin growing its network of partners, contributors and resources. A major fundraising effort will unfold in order to fulfill a commitment to a high computer to student ratio of at least 1:1.

In Year 5, another major fundraising effort will take place towards providing broad access to media arts technology for widely integrated media arts projects. Also, the school will access additional funds towards the implementation of a high-bandwidth wireless computing network. The school will fulfill a long-term vision in extensive virtual and blended learning experiences. It will authentically reflect a state of the art, 21st century creative working and learning environment, where student learning will be highly adaptable, differentiated, self driven and accelerated.

See Appendix G: Implementation Plan

b. Waivers: *For Internal Applicant Teams Only*

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of The Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according to seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring a waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

N/A

APPENDICES AND ATTACHMENTS

**Appendices are Required Sections of the RFP
and
Attachments are Supplemental to Specific Sections
of the Proposal**

**LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOLS OF CHOICE
SERVICE PLAN FOR STUDENTS WITH DISABILITIES
ASSURANCES**

(To be reviewed by the assigned Confidential Administrator)

School Identification #: _____

I assure that _____, a Public School of Choice will maintain compliance with the following:

Number	School Name	Assurance	Signature
1		The Public School of Choice named above will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.	
2		The Public School of Choice named above will abide by the conditions and requirements of the <i>Chanda Smith</i> Modified Consent Decree.	
		As part of the agreement to abide by the conditions of the <i>Chanda Smith</i> Modified Consent Decree the Public School of Choice agrees:	
3A		To use the Welligent IEP Management System	
3B		To use the LAUSD Elementary or Secondary Student Information System. (Either ESIS, SSIS or ISIS upon implementation)	
3C		To operate a compliant Special Education Program using the <i>LAUSD Special Education Policies and Procedures Manual</i>	

3D	To complete and submit the "School Self Review Checklist" for programs serving students with disabilities annually.	
4	The Public School of Choice 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.	
5	The Public School of Choice agrees 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.	

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<ul style="list-style-type: none"> At ArtLab, students with disabilities will be identified through a search and serve process that will provide services to families and students with special needs. That process includes: Distributing the Are You Puzzled by Your Child's Special Needs brochure, completing the District's Student Enrollment Form, completing the Special Services Follow-Up form, if any of the questions in Section 10 are answered with "yes", reviewing the student's IEP in the Welligent system, 504 or GATE, promptly providing services defined in the report, and providing the parent the Parent Request/Reasonable Accommodations form. Additionally, an enrollment team will meet with families and ask each family if the student currently has an IEP. All applicant team members will be trained to note IEP status on each applicant form. (If a student transfers to LAUSD with an IEP from another school district in California, LAUSD will provide comparable services in consultation with the parents pending an LAUSD review IEP. LAUSD will hold a review IEP using the Welligent IEP system within 30 days of the student's enrollment to determine recommendations for special education services. If a student transfers into LAUSD from another state, LAUSD will provide comparable services, in consultation with the parents, until a new evaluation is conducted, if necessary, and a new IEP is developed. If a new evaluation is necessary to determine eligibility based on California eligibility criteria for special education, it will be considered an initial evaluation.) Referring for Special Ed Assessment: Anyone can request an assessment by making the request in writing to the administrator and/or designee. The administrator/designee will be granted 15 days to provide the parent with a special education assessment plan. They will work with the school psychologist, special education teacher, and nurse to create an assessment plan and provide the plan to the parents. Denial of requests for assessments must comply with federal law and follow district policy. ArtLab staff is aware of the Special Education procedures. Professional development will be provided to train staff in understanding forms and procedures, in assisting parents to fill out forms, or by referring them to the parent network. If a person believes a student may need special education services or a 504 plan, they may request assessment. Our staff will assist that person in filing out the Request for Special Education

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Assessment Form.</p> <ul style="list-style-type: none"> • All staff will be aware of the procedures for referring a student for the assessment process for students suspected of having a disability. A Student Study Team will review the student's academic and behavioral history and make recommendations to accommodate or modify the student in the general education setting; assessment may be postponed until the need is determined. • Publications and forms that will displayed and made available at ArtLab are: • Student Enrollment Form, Are You Puzzled by Your Child's Special Needs Brochure, Request for Special Education Assessment Form, Student Information Questionnaire for Parents and Guardians, A Parents Guide to Special Education Services (including Procedural Rights and Safeguards), the Parent Resource Network Poster and brochure. • We will have a conference room available for parents to meet and organize trainings and workshops. A highly qualified bi-lingual person will be available in the main office to answer questions. Due process will be explained to parents by trained personnel and provided to parents in a brochure/document. The following information will be available to parents: Community Advisory Committee (CAC), Special Education Multicultural Advisory Committee (SEMAC), and the Complaint Response Unit/Parent Resource Network (PRU/PRN).

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Intervention Programs	<ul style="list-style-type: none"> • ArtLab's best method of intervention is through effective, accessible, and well-planned curricula as well as built-in opportunities for extended learning. Advisory classes and peer mentorship create optimal environments in which students experience success. • A multi-disciplinary team meets on a regular basis to address teachers' concerns about struggling students and to help design intervention plans. They assess concerns about academic and/or behavioral difficulties, identify student strengths, interests and talents, review baseline data, set outcomes and methods for measuring progress, design specific intervention plans, review and monitor plans and communicates the plans/results with students' parents. • ArtLab uses a tiered approach to instruction, intervention, and services when a student does not meet grade level standards. Teachers, advisors, students and parents can initiate intervention based on report cards, standardized test scores, teacher/parent/student rating scales (mostly used for behavior data), behavioral logs, disciplinary referrals, and attendance data. Intervention is immediate, related to core instruction, and based on ongoing progress monitoring. RTI and Differentiated Instruction provide early intervention and adaptation of instruction to individual needs and learning styles. Content Literacy Curriculum (CLC) offers a supportive framework for implementation of RTI. The benchmarks and monitoring tools that will be used for diagnostic evidence are CST, CELDT, and CORE assessments in addition to the above mentioned data and assessment tools. After a target skill has been determined, teachers will identify the effective intervention pedagogy that supports the skill deficit and use materials that target the skill. These lessons will be short and frequent and will be curriculum-based measurement (CBM). An on-going cycle of progress monitoring with CBM and revised instruction determines if the need(s) can be met in the general education setting. • RTI is a 3-tiered model that includes academic and behavioral interventions. It is designed as an early intervention, uses data to inform decision-making, implements interventions based on research, is dependent on progress monitoring and uses a multi-disciplinary team. Tier I occurs in the general education

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>classroom through the core instructional program. Differentiated instruction is implemented to meet the needs of a varied population. Tier II occurs if students do not make adequate progress in Tier I. More targeted services and intervention, usually in small group settings are provided in addition to the instruction in the general curriculum. Tier III is for students who do not adequately respond to the targeted interventions in Tier II. Additional testing may be needed and students would receive intensive interventions targeted to their deficits. If progress is not shown after Tier III intervention, student will be referred to the Student Success Team and their academic and behavioral history will be reviewed. Recommendations will be made to accommodate or modify the student in the general education setting; assessment may be postponed until the need is determined. See Attachment 6a</p> <p><i>Differentiated Instruction</i> is intended to make instruction assessable to all learners by meeting their individual needs. Teachers modify instruction and design classroom learning environments based on their understanding of students strengths and needs. Characteristics include a safe and challenging learning environment, teaching approaches that include whole class, small group and individual work, clear learning goals that address essential knowledge, understanding skill, pre-assessment and ongoing assessment that affect direct instruction, flexible use of time, materials, space and strategies for all students' needs and classrooms where teachers and students share responsibilities. This philosophy is built on the premise that students learn best when teachers address differences in the student's readiness levels, interests and learning profile preferences. A teacher can then modify content, process, or product accordingly (Tomlinson, 1999, 2003, 2006).</p> <p><i>Content Literacy Continuum</i> (CLC) is a comprehensive approach to narrowing the achievement gap related to lack of literacy proficiency, while maintaining curriculum rigor for all students. It involves five levels of literacy support that increase in intensity as required by student needs. Level I, Enhanced Content Instruction uses tools such as graphic organizers, outlines, structured reviews and other instructional tactics to promote understanding and mastery. Level 2, Embedded Strategy Instruction incorporates instruction on</p>

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>specific content literacy strategies. For example, a chemistry teacher might work with students on a strategy to write a summary for a lab report. Level 3, Intensive Strategy Instruction is intended of students who need more intensive strategy instruction to master independent use of content literacy strategies. A reading specialist might teach a small group of struggling students the Self-Questioning Strategy to learn an effective comprehension strategy during reading. Level 4, Intensive Basic Skill Instruction targets foundational language and literacy skills that students need to be successful learners through specialized, direct and intense instruction in listening, speaking, reading, and writing. Level 5, Therapeutic Interventions involves intensive language therapy to learn the linguistic, metalinguistic, and metacognitive reinforcements to acquire content skills.</p> <ul style="list-style-type: none"> • There are three phases of progress monitoring: Baseline Phase, where pre-testing data is collected prior to intervention and intervention is provided through the program using materials aligned with the course; Intervention Phase, where extended instruction is provided and additional support and services such as supplemental materials targeted to address the specific areas of weaknesses identified through ongoing progress monitoring for 2-3 weeks (for up to 3 cycles); and RTI Phase, where intervention is intensive, provided in smaller groups, and tied to specific areas of student need as identified through ongoing progress monitoring every 3-5 lessons. If the student shows growth, then another skill can be targeted to see if that skill impedes the student's success. See Attachment 6a • The programs we will implement once the target skill is determined are still under research. However, we will refer to the list of programs recommended by the district. • The progress monitoring will then inform instruction and teachers will modify and adjust the scope, depth, and pace of the curriculum to accommodate student needs. Teachers will meet collaboratively to review curriculum maps for alignment with state learning standards.

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>ArtLab will implement a consistent school-wide positive behavior support and discipline plan. Our plan will be consistent with the Culture of Discipline: Guiding Principles for the School Community and Culture of Discipline: Student Expectations. We will teach rules, social-emotional skills: reinforce appropriate behavior; using effective classroom management and positive behavior support strategies by providing early interventions for misconduct and appropriate use of consequences. The emphasis in all behavioral interventions and supports shall be on collaborative partnerships including general and special educators and families in order to develop appropriate plans and implement them consistently.</p> <p>Prevention: ArtLab's expectations for respectful student behavior are:</p> <ul style="list-style-type: none"> • Students treat all community members as they would expect to be treated. They will follow classroom and school procedures at all times. • Students take responsibility for their actions. They strive for academic success and exhibit appropriate behavior both in and out of the classroom. • Students conduct themselves in a safe manner. They refrain from intimidating, harming or threatening the safety of others at all times. Students do not discriminate against anyone, at any time, for any reason. Zero tolerance for bullying. <p>To ensure that everyone is clear about what is expected from students, and so that students know that the rules are consistent from class to class, ArtLab will use Positive Behavioral Intervention Supports (PBIS). A school-wide system of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. On-going monitoring will ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. We will use positive intervention and means of correction rather than suspension, transfer or expulsion to resolve disciplinary issues. Parents will receive a copy of the school rules and will review the rules at home. Recognition and a reward system will encourage student buy-in of our plan. Teachers maintain a</p>

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>positive classroom by using effective classroom management strategies to create an environment conducive to learning.</p> <p>Intervention ArtLab will have the following structures supports that enable students to access the curriculum and the social environment of the school setting.</p> <ul style="list-style-type: none"> ● Tier 1: Students receive support and instruction in their Advisory classes. Their Advisor teaches class rules and expectations and social skills training. Includes social skills training; positive, proactive discipline; teaching school behavior expectations; active supervision and monitoring; positive reinforcement systems; firm, fair, and corrective discipline; peer supports. There is an emphasis on teamwork and collaboration. Assessment may include data collection resulting in group support systems. ● Tier 2: Includes all supports at the Tier I level plus individualized social skills training; self-management programs; Behavior Support Plans (BSP); parent training and collaboration; adult mentors; increased academic support. Assessment may include individualized data collection, observations and interviews, functional behavioral assessment resulting in individual Behavior Support Plans with consistent implementation plans within collaborative teams. ● Tier 3: Includes all supports at the Tier I and Tier II levels plus intensive social skills training; individualized support plans; parent training and collaboration; multi-agency collaboration (wrap-around) services. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP). ● All special education students with the disabilities of emotionally disturbed or autistic will have a Behavior Support Plan as part of their IEP. They will have a full comprehensive IEP every three years. All students who are suspected of having a disability of emotional disturbance will have a comprehensive evaluation at the initial IEP as well as all three year IEPs. Before the initial IEP the Student study team will gather data, make recommendations for pre-referral interventions including documentation of behavior and accommodations, prior to an eligibility of emotionally disturbed.

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Necessary for Planning, will be provided	Description of Student Population	<ul style="list-style-type: none"> • The number of students at ArtLab with disabilities will be determined prior to fall 2011 opening. While the disabilities and thus eligibilities have not yet been identified, the current population of students receiving special education services includes students with in the Specific Learning Disabilities (SLD), Emotional Disturbance, Hard of Hearing and Other Health Impairments among others. • Most of our students qualify for an IEP under an SLD eligibility; they qualify because a severe discrepancy exists in one or more of the following academic areas: Listening Comprehension, written expression, basic reading skills, math calculation, oral expression, math reasoning and reading comprehension. This discrepancy is the result of a disorder in one or more of the following psychological processes: Attention, visual processing, auditory processing, sensory motor skills, and cognitive abilities including association, conceptualization, and expression. • ArtLab will work with the other pilot schools on campus to coordinate a shared special education services plan to provide an appropriate environment for all students with disabilities. Students with special needs often require intensive support and require standalone classes. Depending on the sizes of these populations, we will work together to make sure that each school offers one or more classes for MR, ED, CBI, and autistic students at each school. • ArtLab's students with special needs or disabilities will participate in an inclusive education model. They will receive appropriate services and resources to access standards-based curriculum or be provided alternative curriculum. <p>CURRENT DATA FROM FEEDER SCHOOLS:</p> <ul style="list-style-type: none"> • Marshall currently has 330 students with disabilities. • They have 1 class for students with mild intellectual disabilities. • 1 class for students with severe intellectual disabilities. • The remaining classes are for students with Learning Disabilities or students who can be served in a

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

APPENDIX D

Applicant Team Name: ArtLAB

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>program for students with Learning Disabilities.</p> <ul style="list-style-type: none"> • There are 5 Resource Teachers. • Franklin has 277 students with disabilities. • They have 2 classes for students with severe intellectual disabilities in vocational training, 1 class for students with emotional challenges. • 1 class for students with mild intellectual disabilities. • The remaining classes are for students who can be served in a Learning Disabled setting. • They have 8 Resource Teachers. • Eagle Rock has 311 students with disabilities. • They have one class for students with severe intellectual disabilities in vocational training, • 1 class for students with emotional challenges. • 1 class for students with mild intellectual disabilities and the remaining students are served in programs for students with Learning Disabilities. • They have 6 Resource Programs. • ArtLab will comply with federal law requiring public schools to provide equal access for student regardless of disability. • Students with disabilities at Art Lab will be Under Least Restrictive Environment (LRE) guidelines, students with intellectual deficiencies, physical handicaps, behavioral disorders or learning disabilities are served in the general education program and provided with adequate support to achieve educational success. • Creating an inclusive learning environment that holds high standards for student with disabilities, ELL, SEL, student 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
Outcome 2	Special Education Program Description	

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

APPENDIX D

Applicant Team Name: ArtLAB

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>least restrictive environments possible. The general education and Special Education teacher collaborate on teaching strategies to best support their students. There is a shared responsibility of monitoring and planning support and can occur during the Student Advisory and in the Learning Lab where they will receive support from the Resource Teacher, School Psychologist, Speech and Language Teacher, and/or audiologist. Placement into this classroom for an elective will be based on individual needs and will be determined by the IEP team at an IEP meeting.</p> <ul style="list-style-type: none"> • ArtLab's students with special needs or disabilities will participate in an inclusive education model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities will be expected to mainstream to the best of their abilities. The student and 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. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles (Norwich & Kelly, 2004) • Collaboration between and among school personnel brings greater expertise to instruction and allows for professional development. Teachers work in grade level teams to develop interdisciplinary thematic curricula. ArtLab implements a co-teaching approach to instruction. Regular communication and continued learning includes weekly professional development for co-planning and empowering their teams of teachers to find creative and effective ways to meet the diverse needs of the learners. (Murawski, 2005). • At ArtLab, co-teaching is not limited to collaboration just between general education and special education teachers, but also is applied in an interdisciplinary manner between and among content area teachers including teachers in elective courses. Teachers working as a team are seen as the strength of the school, and students know that they will get the support they need because of the richness of this model.

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

APPENDIX D

Applicant Team Name: ArtLAB

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> Specialists and teachers work together to develop appropriate accommodations and modifications that are used to measure what students know and can do. ArtLab is an active, cooperative learning environment that promotes group interaction and also provides a way to value the diverse nature of learners in the classroom. Cooperative learning activities supplement or enrich content by providing students with opportunities to practice new concepts, and also facilitate social interactions. In a cooperative discussion, students make connections between concrete and abstract levels of instruction. It also promotes peer-to-peer discourse and oral language development skills that are critical for students with varying disabilities. No Child Left Behind (NCLB) and the Individual with Disabilities Education Act (IDEA) mandate that all students have access to the general education curriculum with highly competent teachers and quality instruction. Response to Intervention (RTI) and Differentiated Instruction (DI) help achieve the goals by early intervention and adapting instruction to individual needs and learning styles. While RTI & DI assist all students, they are also effective for “special needs” students, ELLs, gifted, and talented and those students who learn in different ways. This is especially important in an inclusive, small school setting. ArtLab uses a tiered approach to instruction, intervention, and services. Intervention is immediate, related to core instruction, and based on ongoing progress monitoring. RTI and Differentiated Instruction provide early intervention and adaptation of instruction to individual needs and learning styles. Content Literacy Curriculum (CLC) offers a supportive framework for implementation of RTI. Content Literacy Continuum (CLC) is a comprehensive approach to narrowing the achievement gap related to lack of literacy proficiency, while maintaining curriculum rigor for all students. It involves five levels of literacy support that increase in intensity as required by student needs. Level 1, Enhanced Content Instruction uses tools such as graphic organizers, outlines, structured reviews and other instructional tactics to promote understanding and mastery. Level 2, Embedded Strategy Instruction incorporates instruction on specific content literacy strategies. For example, a chemistry teacher might work with students on a strategy

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>to write a summary for a lab report. Level 3, Intensive Strategy Instruction is intended of students who need more intensive strategy instruction to master independent use of content literacy strategies. A reading specialist might teach a small group of struggling students the Self-Questioning Strategy to learn an effective comprehension strategy during reading. Level 4, Intensive Basic Skill Instruction targets foundational language and literacy skills that students need to be successful learners through specialized, direct and intense instruction in listening, speaking, reading, and writing. Level 5, Therapeutic Interventions involves intensive language therapy to learn the linguistic, metalinguistic, and metacognitive reinforcements to acquire content skills (Ehren, Deshler, Graner, 2010).</p> <ul style="list-style-type: none"> • RTI is a 3-tiered model that includes academic and behavioral interventions. It is designed as an early intervention, uses data to inform decision-making, implements interventions based on research, is dependent on progress monitoring and uses a multi-disciplinary team. There are three phases of progress monitoring: Baseline Phase, Intervention Phase and RTI Phase (Hanson, 2009). • Differentiated Instruction is intended to make instruction assessable to all learners by meeting their individual needs. Teachers modify instruction and design classroom learning environments based on their understanding of students strengths and needs. Characteristics include a safe and challenging learning environment, teaching approaches that include whole class, small group and individual work, clear learning goals that address essential knowledge, understanding skill, pre-assessment and ongoing assessment that affect direct instruction, flexible use of time, materials, space and strategies for all students' needs and classrooms where teachers and students share responsibilities. This philosophy is built on the premise that students learn best when teachers address differences in the student's readiness levels, interests and learning profile preferences. A teacher can then modify content, process, or product accordingly (Tomlinson, 1999, 2003, 2006). • Teachers utilize the principles of Universal Design (multiple means of representation, multiple means of expression, and multiple means of engagement) to establish a fair and equitable learning environment. All

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>students will get what they need, through a process that carefully assesses what they need in order to be safe and successful (Hitchcock, Meyer, Rose & Jackson, 2002).</p> <ul style="list-style-type: none"> • ArtLab will offer an elective through the Learning Center for students who need intensive levels of intervention and specific instruction in learning strategies. Classes shall be organized based on the academic, transition and social needs of students with disabilities. • Students engage in peer learning and cross-age tutoring to support classroom learning. • Instructional technology is infused into the classroom and allows teachers to present the curriculum in different ways while providing tools to meet the wide range of learning styles. Blended learning through online instruction (such as Write Online) will be available in the Learning Lab for intervention and remediation. The purpose of the Learning Lab is to explicitly teach strategies for learning, extend the learning in the general education classroom, provide targeted intervention, and monitor progress of students. A list of suggested instructional material provided by the district will be evaluated and specific programs will be available in the Learning Lab for math, literacy, written language, strategy instruction, transition, behavior and social skill building. • The role of education specialists the programs are subject but not limited to: <ul style="list-style-type: none"> • Provide instruction and services to pupils based on an IEP; • Provide information and assistance to students and their parents; • Coordinate special education services with the general education teachers; • Monitor pupil progress on a regular basis and refer pupils who do not make appropriate progress to the IEP team; • Emphasis career and vocational development, and preparation for adult life. • Student will participate in extracurricular and in class activities with the support of aides, paraprofessionals, special and general ed teachers and trained mentors. ArtLab will provide opportunity to participate in multi-media projects, afterschool and weekend workshops, projects generated in the media lab, experiments

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		using the HELAB facility, community gardening tasks and events, outside of the classroom science, PE and art lessons, and curricular field trips. Students will also participate in service learning and community-based projects and internships with local businesses.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<ul style="list-style-type: none"> • ArtLab will have the following process in place: • Monitoring IEP dates and notifications: The school administrator will maintain an annual IEP calendar and will have all IEPs tentatively scheduled for the upcoming school year two weeks after the school year begins. The case carrier will implement and monitor the IEP under the supervision of an administrator. Students in the RSP program will have minutes tracked on Welligent. The records of service will be printed out monthly and signed by the case carrier before being submitted to the administrator. The administrator and/or designee will maintain records of the history of services in the special education filing cabinet. Goal progress will be monitored by the case carrier and updated on the Welligent system. All IEP notifications will be mailed out and collected by the school administrator in either English or in the parent's native language. IEP meetings will be held in the designated IEP meeting room to ensure confidentiality. Parents will be invited to the meeting using the district IEP notification form in the parent's home language. • School administrator will be trained on these procedures prior to the opening. On-going professional development and workshops will inform the school administrator of any policy or procedural changes. • Internal communication: Case carriers will be notified of upcoming meetings through the Welligent system. Messages between participants can be communicated through the Welligent message center. Every staff member will have an LAUSD email account for additional communication between teachers, family members, and service providers in preparation or monitoring of the IEP. Prior to an IEP, the case carrier will notify all service providers of the IEP and have providers complete a service report summary. • Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team at SJHA will consist of the following individuals:

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

APPENDIX D

Applicant Team Name: ArtLAB

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • The parent or guardian of the student for whom the IEP was developed • The Special Education Coordinator • Administrative Designee • A General Education teacher who is familiar with the curriculum appropriate to that student • Special education professionals qualified to interpret assessment results • A District representative, as appropriate • Follow-up mechanisms: After the IEP meeting concludes, the case carrier will notify all service providers of any changes made to the IEP in addition to a summary of the findings. • Location of meetings: A conference room will be available for IEP meetings to ensure privacy and confidentiality. • An IEP interpreter will be provided to translate IEP meetings and the IEP will be translated to the parent's home language by LAUSD's translation unit. Translation will be provided by a highly qualified bi-lingual person to ensure that parents feel comfortable and welcome. Every effort will be taken to provide a safe and supportive environment with appropriate assistance when needed. If necessary, phone conferences and video conferencing will be available to parents not able to attend meetings. • A copy of the IEP will be given to the parent. Upon the parent or guardian's written consent, the IEP will be implemented by ArtLab. The IEP will include all required components and be written on the LAUSD SELPA forms. Some of the elements the IEP will consist of include: <ul style="list-style-type: none"> • The rationale for placement decisions • The services the student will receive and the means for delivering those services • A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered • Annual goals and short-term objectives focusing on the student's current level of performance

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • A description of how the student's progress will be measured and monitored • Transition goals for work-related skills <p>IEP meetings will be held according to the following schedule:</p> <ul style="list-style-type: none"> • Yearly to review the student's progress and make any necessary changes • Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress • After the student has received a formal assessment or reassessment • When a parent or teacher feels that the student has determined significant educational growth or a lack of anticipated progress • When an Individual Transition Plan is (ITP) required at the appropriate age • When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior • Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability <p>• Due Process and Procedural Safeguards:</p> <ul style="list-style-type: none"> • In accordance with the IDEA, parents or guardians of a student with an IEP at ArtLab must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. • The school will acknowledge any concerns or disagreements raised by parents within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. • The school will provide the parent with all notices of procedural safeguards as well as with information on

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>the procedure to initiate both formal and informal dispute resolutions.</p> <ul style="list-style-type: none"> • Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. If this occurs, the District and ArtLab shall be named respondents and shall work together to defend the case. • Parents have the right to file a complaint if they believe that the school has violated federal or state laws or regulations governing special education. If this occurs, the District shall address and respond to the complaint under its Uniform Complaint procedures. Within 15 days of receipt of the complaint notice, the party receiving the complaint notice (i.e. the District) may file an objection to the complaint notice on grounds that the complaint notice does not contain the information required by law. If an objection is filed, the hearing office must render a decision on the sufficiency of the notice within 5 days, and provide both parties with written notification of the determination.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ul style="list-style-type: none"> • When a student is suspected of having disabilities a set of procedures must first take place. A multidisciplinary team will monitor, assess and evaluate the student after RTI has been implemented and thoroughly tested through multi-cycles and levels of intervention. If the student shows no growth and is non-responsive to the intervention's targeted skill development, then the Student Success Team will evaluate the student. After observation, record and assessment reviews, a student may be recommended for special education evaluation. See Outcome 2: Intervention Programs for plan details. • The referral plan to be implemented is as follows: Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing. Before a student can be assessed for eligibility for special education or reassessed while receiving special education and related services, an assessment plan must be developed and provided to the parents for their approval. • A special education assessment plan is to be developed and provided to the parents within 15 calendar days from the date of receipt of a written request for an initial special education

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>assessment, within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services, prior to conducting a reassessment of a student receiving special education and related services, or when a change in a student's eligibility for special education or related services is being considered. A special education assessment plan may be needed when a change in the student's special education or related services is being considered.</p> <ul style="list-style-type: none"> • Prior to the referral for assessment, students will be evaluated to ensure that the cause for intervention is not language acquisition or any of the exclusionary factors such as lack of instruction in reading, including the essential components of reading instruction, lack of instruction in math. Essential components of reading instruction means explicit and systemic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies. • All special education assessment plans should be developed using the District's <i>Special Education Assessment Plan Form</i> in the Welligent IEP system. The assessment plan provided to the parents must be in the language of the home. Forms in all of the major languages are available. • The special education assessment plan should be developed in cooperation with the student's teacher(s), general and special education, and other appropriate staff, depending upon the student's disability or suspected area of disability, such as: the school psychologist, related services personnel, the school nurse. <p>The education specialist developing the special education assessment plan should use information from: the written request for a special education assessment, the <i>LAUSD Student Enrollment Form</i>, Section 10: Special Services, the parent, including the <i>Student Information Questionnaire</i>, school records, including teacher interviews and observations, student work samples, and other knowledge gathered through the process that reviews the student's achievement.</p> <p>Legally, the assessment plan must provide for:</p> <ul style="list-style-type: none"> • The process for addressing "all areas of suspected disability are addressed" are:

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • Selecting and administering tests and other assessment materials that are not racially, culturally, or linguistically discriminatory. • Administering tests and other assessment materials in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer. • Selecting and administering tests and other assessment materials to assess an English Language Learner that measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. • Selecting tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient. • Using a variety of assessment tools and strategies to gather relevant functional and developmental information about the student. • Using information provided by the parent/guardian. • Obtaining information about how the student is involved and progressing in the general curriculum. • The use of intelligence tests for African-American students is prohibited in California. Not only may they not be administered by school districts, but findings from intelligence tests administered elsewhere may not be considered or contained in the records of African-American students. • An initial IEP will be held for the student no more than 60 days from the date the assessment plan is signed. • IEP meetings must be held within the following timelines: <ol style="list-style-type: none"> 1. Fifty calendar days from receiving the signed assessment plan from the parent. The fifty calendar days do not include days between the student's regular school sessions or terms, or days of school vacation in excess of five school days. If a signed assessment plan is received within twenty days of the end of the regular school year, the IEP must be held within thirty days after the beginning of the subsequent regular school year. If the signed assessment plan is received during the student's school vacation the IEP meeting

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>must be held within fifty days of the date that school reconvenes.</p> <p>2. Thirty calendar days from the time that a parent or teacher requests a meeting to review the IEP. The thirty calendar days do not include days between the student's school sessions or terms or days of school vacation in excess of five school days.</p> <p>3. Within one calendar year from the date of the previous IEP meeting.</p> <p>4. Thirty calendar days from the enrollment of a student with an IEP from another school district.</p>
Outcome 2	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> • ArtLab curriculum is based upon the California Content Standards and provides all student with the rigorous coursework needed for successful A-G completion. The implementation of Understanding by Design (lessons that emphasize six facets of understanding: explain, interpret, apply, shift perspective, empathize, and self-assess) and ArtLab's thematic, interdisciplinary mode help students develop deep understanding of important ideas and concepts. Teachers make content relevant and interesting by designing meaningful and authentic curriculum. The pilot school autonomies will provide the flexibility in curriculum and scheduling need to support the core elements critical to achieving our vision: Arts Integration, Authentic Arts-based Learning & Community Partnerships, Inquiry-driven and Problem-based Learning, College-Ready, Student Advisories. • Arts Integration: With arts at the center of core curriculum and by creating project and community, hands-on based lessons, we will engage and meet the needs of our diverse populations. Research shows that students of need (including ELLs) benefit from arts integration and authentic, project based learning (Peppler, Catterall & Feline, 2010) and that multimedia projects promote literacy for disadvantaged children (Chambers, Cheung, Madden, Slavin & Gifford, 2006). • Authentic Art-based Learning and Community Partnerships: Infusing community projects in our curricular development creates a connection between classroom learning and real world application. Students will

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>have an opportunity to explore careers in visual and integrated arts and civic leadership.</p> <ul style="list-style-type: none"> ● Inquiry Driven: All learners, regardless of their educational backgrounds or special learning needs, have a right to access rigorous and engaging curriculum. ArtLab instruction gives students the skills necessary to transfer learning, communicate persuasively, and apply higher order thinking skills to demanding tasks. Researchers in special education, ELL, gifted, and general education support high expectations for all learners (Guess & Thompson, 1989, Heshusius, 1988, Waxman & Tellez, 2002, Van Tassel-Baska, 2008, Newmann & Wehlage, 1995). ● College-Ready: All students will have been the required A-G requirements. An inquiry, project-based, writing-focused approach to learning will prepare students for the rigor of college. ● Linked Learning: Integration of multimedia projects across grade levels provides a structures, sequenced approach to mastering technological proficiencies, essential to 21st century skills. Student centered production will improve the process of language acquisition and application for ELL students. ● Student Advisories: Provide personalization and advocacy for student success. Accountability for student learning is a shared responsibility between parent, advisor, teachers and student. They create learning plans, that define personal and academic goals, create and maintain a formative portfolio to measure growth, look at data to modify goals, and use on-going formative assessments to adapt instruction and personalize learning. ● ArtLab will use grade level materials that will be adapted for access by the student with needs. ● To meet the needs of our diverse learners, ArtLab will deliver powerful core instruction through innovative differentiation, co-teaching, new technology and SDAIE strategies (including reading, writing, listening and speaking across curriculum to improve literacy and expressive communication skills). See Attachment 4d. ● Flexible grouping is essential in the differentiated classroom. Students should work with a variety of peers, sometimes with like-readiness, sometimes with mixed-readiness, sometimes with similar interests, sometimes with different interests, sometimes with peers who learn as they do, sometimes randomly, and

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>often with the class as a whole.</p> <ul style="list-style-type: none"> Accommodations that will be implemented are to: provide a model of end product; provide written and verbal direction with visuals if possible; break long assignments into small sequential steps, monitoring each step; highlight to alert student attention to key points within the written direction of the assignment; number and sequence steps in a task; provide outlines, study guides, copies of overhead notes; explain learning expectations to the student before beginning a lesson; allow the student to use tape recorders, computers, calculators and dictation to obtain and retain assignment success, allow oral administration of test. These accommodations help students access grade-level content in core curriculum. Planning for multi-grade level includes: Using double rosters Use of data, grouping, instructional procedures and assessments to provide access to content include: ArtLab provides multiple ways of assessing student competency. ArtLab will use authentic assessments to understand what our students know and can do. Portfolios are key to improving learning and teaching. They provide markers of student growth. The on-going use of formative assessments allows teachers to monitor and focus on individual students. The intensive focus on assessing learning leads to continuous improvement, increased achievement, and increased accountability. The type of data collection for informative assessment might include student journals and self-assessments, peer reviews, teacher observations, student-led conferences, diagnostic probes and diagnostic teaching, work samples, and product analysis based on rubrics. Teachers look at data to modify goals, and use on-going formative assessments to adapt instruction.

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> Teachers of students whose disability impacts cognition, development, output, or input, will be taught using alternate standards. They will utilize the understanding by design model to plan instruction based on mastery of alternate standards. Similar to the instructional program description found earlier in the proposal, instructional strategies for students in a moderate to severe class will include the use of cooperative learning, simulations, reciprocal teaching, small group instruction, re-teaching, kinesthetic learning, individual accommodations/modifications listed in the IEP, and graphic organizers. Formative assessments will include observations, group work, class work, observations, homework and quizzes. The teacher will use the data from the CAPA, student work samples, and curriculum based instruction to guide instruction. In addition to CAPA results, each student will have a portfolio of work samples demonstrating mastery of alternate standards and curriculum in order to monitor significant gains. Students in CBI will also be taken into the community to learn life skills, such as how to use public transportation, buy groceries, count money, cross the street, and visit recreational parks. Such field trips will be based on addressing individual transition goals formed by the IEP team.

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> Students with adaptive physical education services, language and speech services, deaf and hard of hearing, least restrictive consultant, adapted technology, visually impaired, audio logical resource unit, and transition services will be provided those services on campus in the manner stated and described in their IEP. Their case carrier and the designated administrator will monitor those services. The services will be provided in the method describe in LAUSD's Special Education Policy and Procedures manual Part III, Section VIII. To maintain accountability, our Resource Specialist with Related Service Providers will complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the student's IEP Free and Appropriate Service Plan, of time and frequency of services. At the end of each month the Resource Specialist will complete, print, and sign the Welligent tracking monthly report, which will be reviewed and signed by our school principal. Our school will maintain appropriate special educational records at our school site and at the appropriate related services office (i.e. Occupational Therapy, Speech and Language, and Audiology), or at our local office as mandated by Federal Law. Welligent will be linked to our ISIS school program. We will maintain a master IEP monthly calendar in order to provide a check and balance of all services required and provided. All special education records are confidential, however our students' records will be accessible and will be provided specifically to the parent of the child upon request.

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<ul style="list-style-type: none"> • All students 14 years and older will have completed the Individual Transition Plan that includes activities aligned to Education/Training, Employment and Daily Living Skills. They will have completed a commercially produced transition assessment. The CTE pathway will allow students to explore fields of interest and build their skills for their future college and professional success. Students will see the value of learning beyond school as they participate in real world projects involving the arts and the community. They will also complete service learning projects and internships at museums, studios and community businesses to acquire job experience. Student will also create portfolios and student projects that will be displayed electronically. This will prepare them for post secondary college or careers. • An assessment will be completed by the age of 16. • A timeline of dates will be kept and transition instructions will be presented to students, parents, and staff so that students will have a successful transition for post-secondary goals. • The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. Additionally, student will begin taking field trips to local colleges, universities, and trade schools beginning in the 11th grade. They will also attend career fairs to familiarize themselves with possible career pathways. • Students will have completed a “Senior Inventory” and “Summary of Performance” and they will obtain a copy for future reference. They will have completed an exit IEP. • With support of LAUSD’s transition services, special education teachers will teach students how to visit the career and college office to research post- secondary training and education. Students in an alternate setting will work with transition services, special educators, and support providers such as the local regional center to plan for a post secondary training and education.

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Access to Extra- Curricular/Non Academic Activities:	<ul style="list-style-type: none"> Students needing supports will be able to participate in extra curricular and non academic activities through the following plan: Access to all events: ArtLab's commitment to equity and access for all students will guarantee that all students will be included in sports activities, clubs, field trips, workshops and collaborative arts and community based projects as part of ArtLab's community. Partnerships and activities include: participating in the community garden project, use of the Media Center to create podcasts and digital storytelling or moviemaking, attending 826LA's afterschool tutorials and weekend workshops to create zines, books, work on college applications statements, joining cycling clubs though local bike shops and the Elysian Valley United, participating in the Children Nature's Institute service-learning project, and collaborating in LAEP's Second Annual Arts Festival. Students will also benefit from workplace experiences, and internships. The Integrated Learning staff from Otis will provide teaching interns who will collaborate with general education teachers on community-based projects. Full participation will be encouraged and supported by providing transportation accommodations if needed, aides and assistants to provide necessary service support. When necessary, parents will be invited to accompany the student or provide transportation to extracurricular events. Students will receive support in the elective classes through the accommodations detailed in their IEPs. The case carrier will ensure that services and assistance in monitoring progress on assignments is adequate and will provide extra time or accommodations to complete the assignment. Daily check-ins with the teachers and the Advisor will ensure that the students needs are being met in the general education elective classes. Electives will be offered to our students will include all classes available to the general education population. Students will participate in all arts, media, photography, and multi-media classes in addition to the PE and language electives.

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Providing Extended School Year	<ul style="list-style-type: none"> Extended School Year is determined by the IEP team. When determining the need for ESY, IEP teams should pay particular attention to: severity of the disabling condition; areas of learning critical to maintaining IEP skills; extent of regression caused by interruption in educational programming; rate of recoupment following interruption of instruction and the availability of alternative resources such as intervention programs and general education summer school. In order for an IEP team to recommend a student for ESY services, the team must determine and document that the student meets one of the following criteria: Regression-Recoupment Criterion (these must be skills or behaviors that have been taught during the implementation of the student's current IEP goals and objectives) or Critical Skills Criterion (only for students accessing the Alternate Curriculum (critical skills or self-sufficiency goals that relate to those skills that lead to independent functioning for students with severe disabilities). The goal of ESY services is 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. ESY services shall be limited to the services, determined by the IEP team, that are required to assist a student in maintaining the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. If the student requires ESY services to receive a FAPE, the school will develop an IEP for the student that includes ESY services. The team must determine if there would be regression concerns when school resumes without these services being provided during ESY. If they don't require regressions and recoupment, they do not need ESY. ArtLab will work collaboratively with the other pilot or charter schools to provide an ESY program for qualified students so that their needs may be met. The instructional programs will be developed to address the needs of the student. Related services are implemented through an array of service delivery models, which change as the needs of the student change. Service(s) may be indirect with the provider(s) serving primarily as consultant(s) to the classroom

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>teacher. Another service model may have the service being delivered in a classroom with co-planning and collaborative co-teaching between the classroom teacher and provider. An intensive form of service may be a pull out model involving individual or small-group sessions. In the ESY setting, as in the regular school year setting, the related services provider and classroom teacher must collaborate on a regular basis.</p> <ul style="list-style-type: none"> • Title I or the annual budget will allocate funds for personnel and resources to provide ESY services.
Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> • Statewide Assessments (ELA) (Math): Students will adhere to the conditions specified in their IEPs. Most students will participate in State Assessments with appropriate accommodations • Graduation Rate • Completion Rate • Reduction of Suspension • LRE • A. LRE: SLD, SLI, OHI • B. LRE: MD, OI • Home School • Individual Transition Plan • Timely Completion of Evaluations • Complaint Response Time • Informal Dispute Resolution

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • Delivery of Special Education Services • Parent Participation at IEP Meetings • Timely Completion of IEP translations • Qualified Special Education Teachers • Behavioral Support Plans for students with Autism or Emotional Disturbance • Comprehensive Evaluation of African American Students Identified with Emotional Disturbance
All	Professional Development	<ul style="list-style-type: none"> • Professional development occurs weekly for lesson planning, assessing, and data review. The pilot school model will give our teachers and administrators the autonomy to engage in a professional development program where teachers constantly develop and reflect on their teaching practice. Teachers will address their individual goals as well as receive professional development to help meet the school-wide goals. Teachers will focus on these 3 questions: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? Constant monitoring and assessing our students' progress and our teaching practice will be ongoing. • ArtLab will implement an extensive professional development plan for their general education and special education teachers that will include: Co-teaching in the inclusive classroom, differentiating for the inclusive classroom, co-planning using the Solutions Systems software, understanding the special needs of parents, teaching content to high functioning autism and Aspergers in the general education classroom, implementing RTI through co-teaching, teaching specific reading strategies to students with mild to moderate disabilities, paraprofessionals' role in inclusive setting, Positive Behavior Support (PBS), and

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Applied Behavior Analysis (ABA).</p> <ul style="list-style-type: none"> • RTI and DI will be covered in an intensive workshops facilitated by Dr. Wendy Murawski, 2Teach, LLC. • Special Ed and General Ed teachers will meet once a week to plan curriculum and daily accommodations/modification. Teachers will also collaborate over the summer and at Humanitas Teacher Centers to design thematic units for the upcoming semester. On-going collaboration and planning between teaching teams will provide the differentiated instruction and interventions to meet the needs of the students. Special Ed teachers will also consult with Advisory teachers to provide input on student progress.
Outcomes 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • We will use our staffing autonomy to keep student to teacher ratios at 25:1 to provide best circumstances for personalization and optimal learning culture to meet the needs of all students. Staffing autonomy will allow us to use creative definitions of staff roles, and the ability to create a unified school community by expanding the school staff and engaging more adults in instruction. • Teachers will be recruited by contacting local university or state college special education programs to contact alumni who are appropriately credentialed to serve our student population. We will post on the LAUSD employment board and also contact principals and coordinators at other school sites for recommendations. • We will hire highly qualified teachers who support our mission and vision and use the Election-to-Work agreement to ensure that our staff only includes those committed to these goals. See Appendix 12c. • The school administrator who can verify credentials from the Commission on Teacher Credentialing will handle credential verification and monitoring. To ensure a high level of instruction for all students, (including ELLs, students of poverty, gifted students, and students with disabilities), all teachers will have a

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

APPENDIX D

Applicant Team Name: _____ ArtLAB _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>CLAD, BCLAD or SB1969 certification. Our content specialists will be qualified to teach AP classes.</p> <ul style="list-style-type: none"> • We will hire special education staff based on the requirements of LAUSD policy. • ArtLab will comply with the district's ratios of 28 (up to 32) to 1 so that the needs of students are addressed and the mandated service norms are honored. Speech service ratios are 55-1. We intend to share that service with the other Taylor Yard schools. Aides will be hired according to a 10 – 1 and will be provided by the district. • The clerical support required to appropriately monitor and service student needs will be provided by the SECAC carrier and an office clerk. • Any specialized equipment will be purchased or rented. • To ensure compliant health standards and protocols, ArtLab will comply with all required state mandates. • ArtLab 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. ArtLab will embed school governance with a community of student-centered educators and community members working together for student success. We will be governed by a distributive leadership model staff to create the least restrictive learning environment.

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

APPENDIX D

Applicant Team Name: ArtLAB

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	<ul style="list-style-type: none"> N/A
Outcome 14	Parent Participation	<ul style="list-style-type: none"> Parents will be included in all aspects of ArtLab through our welcoming parent engagement and involvement plan. They participate in the planning of the student Individual Education plan, in assessment review and performances and events of community projects. From the moment their student enters ArtLab, parents will have multiple opportunities to support their students learning goals at home as well as at school. They are valued and encouraged to volunteer in school activities, community-building and participate in parent educational workshops. Our Monday morning meetings will provide opportunity for parents to be informed of weekly academic expectations from each teacher. Once a month we will have a parent morning breakfast for community announcements. They are also invited to participate in our lecture series and the community garden project. The Media Lab will be available for online tutorial classes on educational policy or areas of personal interest. Internet access is available to families of our students. Shared resources such as the library and the health center will also be available. Parents will be informed through letters, phone announcements, email blasts and fliers. Parents will receive information and training from the special education department regarding special education services in the

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

APPENDIX D

Applicant Team Name: ArtLAB

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>parent center. The case carrier will call parents/guardians to inform them of upcoming IEPs. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. We will have bilingual staff members, community partners, and upper level students help ensure that all parents have equal access to school events, regardless of the language they speak. On site translation and consistently bilingual school/home communications will welcome parents to participate and be involved the ArtLab community as they help facilitate their child's learning.</p> <ul style="list-style-type: none">• They will also be included in our request for parent involvement in school governance and to participate in CEAC etc.• ArtLab will respond to parent concerns through the following process:

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element ?	RESPONSIBILITY Who will lead the implementation?	RESOURCES What resources are needed?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
PROMOTE VISUAL AND MULTIMEDIA ARTS AND REAL WORLD LEARNING					
PROVIDE 21 ST CENTURY SKILLS					
PROVIDE EQUITY AND ACCESS TO ALL LEARNERS					
Recruit Teachers and Principal	April 2010	ArtLab Transition Team	LAUSD HR Support Reach out to College Teaching Programs	Applicant response	Personal Learning Plan Evaluation
Begin Designing Accountability and Performance Goals	April 2010	ArtLab Transition Team	District Data and LD 4 Support	Measurable First Year Goals are Monitored	School quality review process
Student Recruitment	April 2010	ArtLab Transition Team	Local District 4 Support, Promotional Material	Enrollment Numbers	ArtLab Transition Team Evaluation
Hire Teachers	May 2010	ArtLab Transition Team	LAUSD HR Support	Positions Filled	Personal Learning Plan Evaluation
Budget Development	May 2010	ArtLab Transition Team	LD4 Support, Per Pupil Budget	Create Financial Policies Yearly Budget 3 year enrollment and income/expenditure projections	Balanced, prioritized budget
Induction Program • PD: Introduction to ArtLab Proposal • PD: Develop Annual Curriculum Map • Develop whole school vertical	June 2010	• ArtLab Transition Team • ArtLab Transition Team • LAEP	• Small Schools Coach • Curricular materials, standards and framework	• Teambuilding • Annual map • Habits statement	• Assessment surveys

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element ?</i>	RESPONSIBILITY <i>Who will lead the implementation?</i>	RESOURCES <i>What resources are needed?</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>
<ul style="list-style-type: none"> plan based upon Habits of Mind Introduction to Advisories 		<ul style="list-style-type: none"> Coalition of Essential Schools 		<ul style="list-style-type: none"> Advisory Program 	<ul style="list-style-type: none"> Student Data
<ul style="list-style-type: none"> Induction Program Master Schedule development Initial Instructional Ordering Develop Interdisciplinary Thematic Grade Level Team Unit Develop a Plan for Advisories 	July 2010	<ul style="list-style-type: none"> ArtLab Transition Team, Principal, Counselor LAEP 	<ul style="list-style-type: none"> SIS Operational Budget Curricular materials, standards and framework 	<ul style="list-style-type: none"> Operational Readiness Schedule Completion Assessment rubrics Intervention programs, enrichment programs 	<ul style="list-style-type: none"> ArtLab Transition Team Evaluation Student Data Charts, agendas, scheduled meetings
<ul style="list-style-type: none"> Induction Program PD: Introduction to Problem & Project-based Learning PD: Shared Inquiry PD: Introduction to Linked Learning and Service Learning Teachers develop Personal Learning Plan Design Team and Staff: Membership and Roles Schedules and Calendar (Students and Staff) Develop a Technology Plan for PD and Acceptable Use Agreement 	August 2010	<ul style="list-style-type: none"> James Rojas The Great Books Foundation LAEP Design Team Design Team Design Team, Counselors 'Media Arts Teacher 	<ul style="list-style-type: none"> Materials supplied by Great Books PD Budget 	<ul style="list-style-type: none"> Students understand the relevance of real world issues Students engaged in text Teachers will understand requirements or Linked Learning instruction Teacher Self-Reflection 	<ul style="list-style-type: none"> Authentic assessments Student essays Critical thinking skills Teacher outlines for proposed projects Peer review, PD meetings, Lesson study

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element ?</i>	RESPONSIBILITY <i>Who will lead the implementation?</i>	RESOURCES <i>What resources are needed?</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>
<ul style="list-style-type: none"> Develop Linked Learning interdisciplinary curriculum and instruction 	September 2010	LAEP	Budget	Teachers will know how to develop curriculum that is writing and project based	Student product or performance
PROVIDE EQUITY AND ACCESS TO ALL LEARNERS					
Induction Program <ul style="list-style-type: none"> Master Schedule Development 	June 2010	ArtLab Transition Team, Principal, Counselor	<ul style="list-style-type: none"> SIS Operational 	Operational Readiness Schedule Completion	ArtLab classes are mapped out
Induction Program <ul style="list-style-type: none"> Introduction to Inclusive Education: Co-Teaching and Collaboration Introduction to Differentiation & RTI Introduction to SDAIE, Blended Learning, and Literacy Program Develop a Plan for Advisories Initial Instructional Ordering 	July 2010 – ongoing	<ul style="list-style-type: none"> Wendy Murawski Teri Klass and Wendy Murawski Irvine Writing Project, Academic Lead Teacher Coalition of Essential Schools Design Team, Principal 	<ul style="list-style-type: none"> Provided NA Software Programs, Ongoing professional development Curriculum Budget, Local District 4 Support 	<ul style="list-style-type: none"> Classroom management and student performance RTI is implemented and monitored Teacher ability to implement and use technology 	<ul style="list-style-type: none"> Teacher feedback and reflection Informal and diagnostic assessments Strategies help struggling students or ELLs access content

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element ?	RESPONSIBILITY Who will lead the implementation?	RESOURCES What resources are needed?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
Induction Program • PD: Special Ed Policy and Procedures • Data Based Inquiry and Decision Management (DBDM) • Develop School Norms • Develop format for ILP • Learning Lab Implementation	August 2010	• Teri Klass • LAEP • ArtLab Transitional Team • Lead Teacher • Teri Klass	• District Spec Ed Support, Support LD4 • Other Pilot Plans • Budget, Facilities Support	• Compliant IEPs • Results of assessments • Referrals • Teacher implementation • Student Access, Student Achievement Data	• Parent surveys, district feedback • Peer review, rubric, student data • Surveys • Stulls, Evaluations • Student progress
BUILD AND SUSTAIN COMMUNITY PARTNERSHIP					
Induction Program • Develop strong Outreach plan for parent involvement • Resources and Needs Assessment (SWOT) • Explore bilingual support systems and Community Center components	June 2010 – ongoing	• Principal, Staff, Student Leadership Coordinator, Team • ArtLab Transition Team	• Budget for fliers, refreshments • Budget, research other pilots, LD 4 Support	• Community Surveys • •	• Advisory, Council Evaluation • Surveys, Asset mapping • Parent input, surveys
Induction Program • Establish Advisory Board and meeting schedule • Develop Internship programs/job sites • Help develop campus safety system and on-campus intervention procedures	July 2010	• ArtLab Transition Team, Principal • Humanitas Lead and Richard Shelton Intervention Point Person	• Communications System, Budget	• Advisory, Council Schedule, Agendas, Minutes	• Advisory, Council Evaluation

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element ?</i>	RESPONSIBILITY <i>Who will lead the implementation?</i>	RESOURCES <i>What resources are needed?</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>
Induction Program • Plan welcoming events	August 2010	• Community Outreach Coordinator, Team	• Communication System, Budget	• Community Participation	• Turnout to event, surveys
Induction Program • Outreach for Opening • Student Orientation • Establish Community Center	September 2010	• Community Outreach Coordinator, Team	• Budget, Facilities Support	• Operational, Facility Readiness, Event	• ArtLab Transition Team • Evaluation • Parent Survey, Student Survey, • Advisory, Council Evaluation
PROMOTE VISUAL AND MULTIMEDIA ARTS AND REAL WORLD LEARNING					
PROVIDE 21ST CENTURY SKILLS					
PROVIDE EQUITY AND ACCESS TO ALL LEARNERS					
BUILD AND SUSTAIN COMMUNITY PARTNERSHIP	YEAR ZERO				
Leadership Structure Development	August 2010	Staff		<ul style="list-style-type: none"> • Create a reporting structure • Create a Board, faculty, staff, parent and student committees • CEAC, ELAC 	<ul style="list-style-type: none"> • Recorded minutes • Scheduled meetings
Policy, Practices and Procedure Development	August 2010	Staff		• Create handbooks and discipline procedures	• Student/teacher survey and referrals
	YEAR ONE				

PUBLIC SCHOOL CHOICE 2.O: REQUEST FOR PROPOSALS

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element ?</i>	RESPONSIBILITY <i>Who will lead the implementation?</i>	RESOURCES <i>What resources are needed?</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>
Media Arts Implementation	September 2010	Media Arts	Budget, Facilities	Student Products	Student work, Advisory
Create College Center	September 2010	Counselor	College informational brochures	A-G Syllabus, College guidance, Financial Aid education and support	Student surveys
Student Orientation	September 2010	Advisory, Community Coordinator, Principal	Informational material		
Arts-Based Learning Development	YEAR 2-5 September 2010 - Ongoing	Curriculum Design Team, Principal	PD Budget	Staff Survey, Admin Observation	Advisory, Council Evaluation
Advisory Development	September 2010 - Ongoing	Intervention and Advisory Lead Teacher	PD and Curriculum	Student Progress Reports and Portfolio Review	Student data, teacher reports, attendance records, referrals
Integrated Curriculum Development	September 2010 - Ongoing	Lead Academic Teacher, Grade Level Teams	PD Budget	Staff Survey, Admin Observation	Advisory, Council Evaluation
Staffing Expansion	September 2010 - Ongoing	ArtLab Team	HR/ROP Support	Position Filled	Council Evaluation
Communications Development	September 2010 - Ongoing	Leadership Team, Principal, Staff, Student Leadership, Media Arts Students	Labs, Media Arts Lab Budget	Community Participation: Events, activities, attendance, agendas, minutes, productions	Advisory, Council Evaluation
Grant Writing Program	Spring 2010 – Ongoing	ArtLab Leadership Team, Principal	HR/Community Support	Position Filled. Grant Development started, Grants funded	
Fundraising Program	Spring 2010 – Ongoing	Staff Designee	Budget, Outreach	Three-year development plan. Foundation and grant research and	Letters of support and funding

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element?</i>	RESPONSIBILITY <i>Who will lead the implementation?</i>	RESOURCES <i>What resources are needed?</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>
Community-Based Experiences	Spring 2011	Humanitas Lead Teacher, Integrated Learning Contact Person	Curricular Plan/Project	Public celebrations, performances, events	Surveys
WASC Accreditation <ul style="list-style-type: none"> • Discuss WASC process • Create Team • Create Goals and Action Plan Define Steps, Staff Responsibilities • Meet with Stakeholders • Publish objectives and appoint a manager, develop plan, create focus groups, timeline • Submit request for WASC Affiliation form 	Spring 2010-2012 April 2010 June-July 2010 September 2010 April 30, 2011	<ul style="list-style-type: none"> • Staff • Principal, Staff • WASC Team • WASC Team • WASC Designee • WASC Manager 	<ul style="list-style-type: none"> • Action Plan 	<ul style="list-style-type: none"> • Focus Groups, Oversight Committee 	<ul style="list-style-type: none"> • Evaluation Teams, Benchmarks, Data
Technology Expansion Program	Spring 2012-Fall 2014	ArtLab Leadership Team, Principal, CAC, Student Leadership, Media Arts Teachers	CTE (Perkins) Funding, Fundraising Organization, Grants	High Student Computer Ratio (1:1), Broadband Wireless Connectivity, Robust School Network, Tech Aide position filled	Advisory, Council Evaluation, Student Achievement Data
Alumni Association Development	Fall 2015	Counselor, Student Leadership	NA	System viability, Communication	Advisory, Council Evaluation

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

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 _____

Name of Applicant Group/Applicant Team _____

Lead Applicant _____

Title of Lead Applicant _____

Mailing Address _____

Phone Number _____ Fax Number _____

Email Address _____

Website (if available) _____

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

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

Please check one of the following statements.

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

2. Assurance that an Applicant Organization is Solvent

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

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

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 charters 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.

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

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

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

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

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

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

Name of Lead Applicant _____

Title of Lead Applicant _____

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*

ACADEMIC PERFORMANCE REPORT



Marshall Global Studies Graduating Class of 2009

Humanitas  Non-Humanitas 



ACADEMIC PERFORMANCE REPORT

Marshall Global Studies Graduating Class of 2010

Humanitas  Non-Humanitas 



ACADEMIC PERFORMANCE REPORT

Marshall Global Studies Graduating Class of 2011

Humanitas  Non-Humanitas 



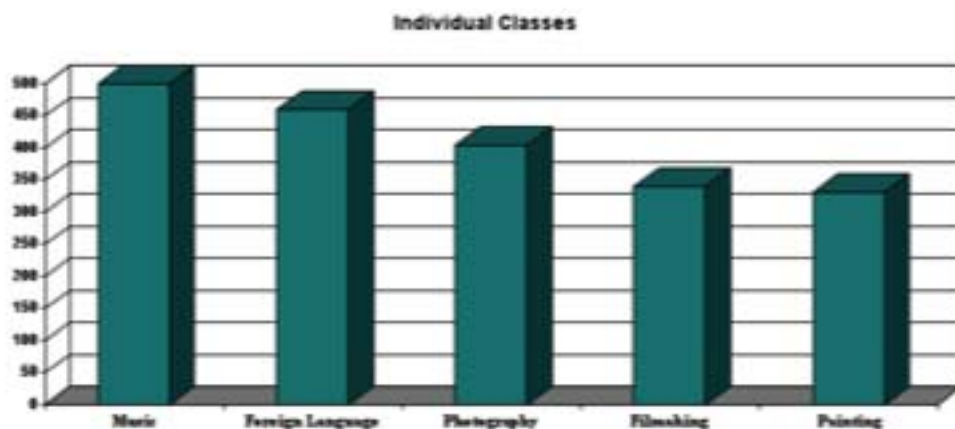
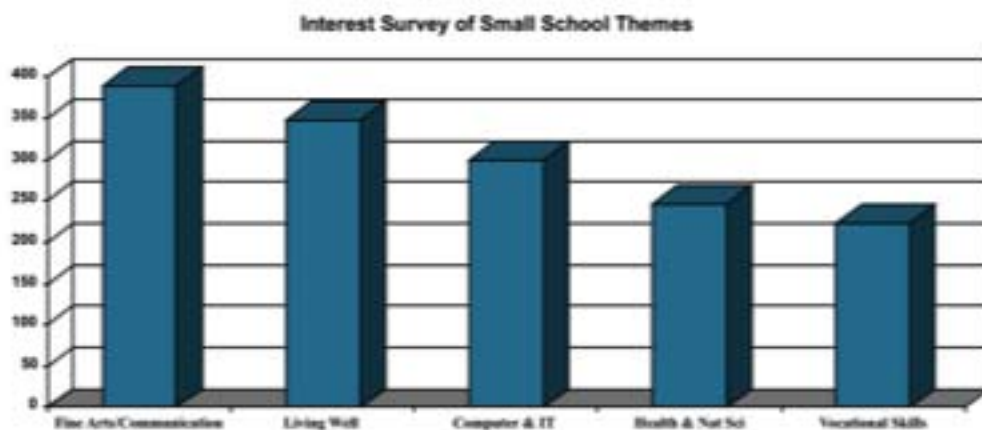
ACADEMIC PERFORMANCE REPORT

Marshall Global Studies Graduating Class of 2011

Humanitas  Non-Humanitas 



Students Value Arts Education



SDAIE Teaching Strategies

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

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

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

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

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

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

STRATEGIES USED IN SDAIE

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

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

- (II) To speak the new academic language through active learning instructional activities,
- (III) To see—in posted graphic organizers or categories—the new academic language. Now students are ready to read the textbook or parts of the textbook or reading selection, and they will do so with 100% understanding the first time around! And then students can write about what they have learned—expressive writing—or answer the textbook questions IN THEIR VERY OWN WORDS. Only when students have been provided fully integrated visual, listening, speaking, reading and writing instructional activities would they be able to provide ample evidence of learning the language of the content areas.
10. **Higher Order Thinking Skills:** In SDAIE Strategy Number 2, above, we indicated that students must be engaged in Active Learning and suggested a series of observable behaviors that students can perform to give evidence of learning. That series of observable behaviors, (listed in 2 above) describe simple to complex or higher order thinking skills. Students who can perform these observable behaviors are giving evidence that they are operating and developing from simple to complex or higher order thinking skills.
11. **Questioning techniques:** The most effective tool a teacher has to promote all of the above SDAIE Strategies is the question. Every time a teacher asks a question the student must actively respond—active learning. Through questions, teachers can monitor student use of the language of the content areas. Questions help assess prior knowledge and provide the most effective tool to obtain evidence of learning. Through questions teachers can provide new information to students while demonstrating and modeling the use of the academic language. Questions can be asked at the lowest—knowledge—and the highest—evaluation—levels of thinking skills. Questions give teachers the best opportunity to provide opportunities for students to listen and to speak. In fact, questioning techniques allow a teacher to keep control of (h)is/er classroom while helping students succeed. How? By controlling the level of LANGUAGE difficulty of the questions. The following four questions all have the exact same answer. Thus, a teacher can choose which question to ask a student depending on how much knowledge the student has. By choosing the right question appropriate for each student, teachers can promote learning while at the same time allow students to experience success.
1. Who was the 22nd President of the United States?
 2. Who was the 22nd President, was it Nixon, Cleveland, John Quincy Adams or Zachary Taylor?
 3. Who was the 22nd President, was it Abraham Lincoln, Reagan, John Adams or Cleveland?
 4. Cleveland was the 22nd President of the United States, right?
12. **The Teacher is a Facilitator of Learning:** Because a teacher must be constantly interacting with students, teachers in SDAIE content area classes have a primary role of facilitators. Through **visual aids and manipulatives, verbal and non-verbal cues**, teachers guided students into practicing the academic language as they acquire the concepts represented by the words. These twelve instructional strategies characterize effective lessons in Specially Designed Academic Instruction in English for ALL learners.



- Pupil Free Days Friday, August 12, 2011 and Monday, June 4, 2012**
 * If a school selects Monday, January 9, 2012 as a Pupil Free Day, then Monday, June 4, 2012 becomes an Instructional Day


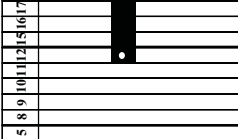


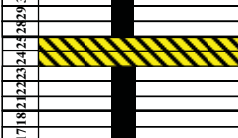
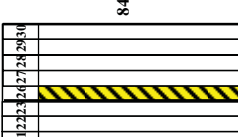
LOS ANGELES UNIFIED SCHOOL DISTRICT **DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**

HOLIDAY
DÍA DE FIESTA

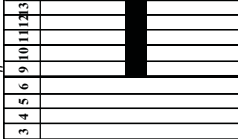



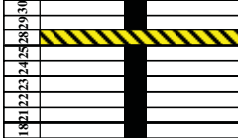
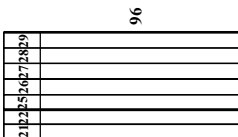

DATE
10/18/2010

TENTATIVE

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012 **CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN**

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
JULIO	AGOSTO	SEPTIEMBRE	OCTUBRE	NOVIEMBRE	DICIEMBRE
					

84

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
ENERO	FEBRERO	MARZO	ABRIL	MAYO	JUNIO
					

96

IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-28-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day	* 06-04-2012	Pupil Free Day

School Management Services

ArtLab Bell Schedule – Block Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30–8:20 a.m.	Zero period/ Nutrition	Zero period/ Nutrition	Zero period/ Nutrition	Zero period/ Nutrition	7:30–8:20 a.m. Zero period/ Nutrition
8:25–10:00 a.m.	1	2	1	2	8:25–9:25 a.m. 1
10:05–11:40 a.m.	3	4	3	4	9:30–10:30 a.m. 2
11:40–12:10	lunch	lunch	lunch	lunch	10:35–11:25 a.m. 3
12:15–1:50 p.m.	5	6	5	6	11:25–11:55 a.m. lunch
					12:00–1:00 p.m. 4
					1:05–2:05 p.m. 5
1:55–3:30 p.m.	Advisory (25 min)/ 2:10–3:10 6 Enrichment/ Intervention	Advisory (25 min)/ Community meeting/ Enrichment/ Intervention	Advisory (25 min)/ Enrichment/ Intervention	Teacher Planning	2:10–3:10 p.m. 6
					3:15–3:30 p.m. Advisory

The schedule above results in 68,600 instructional minutes per year, which exceeds LAUSD's minimum of 65,300 minutes for high schools, as shown in the table below. Students who opt to take zero period will add 50 minutes to each instructional day, for a total of 77,600 instructional minutes.

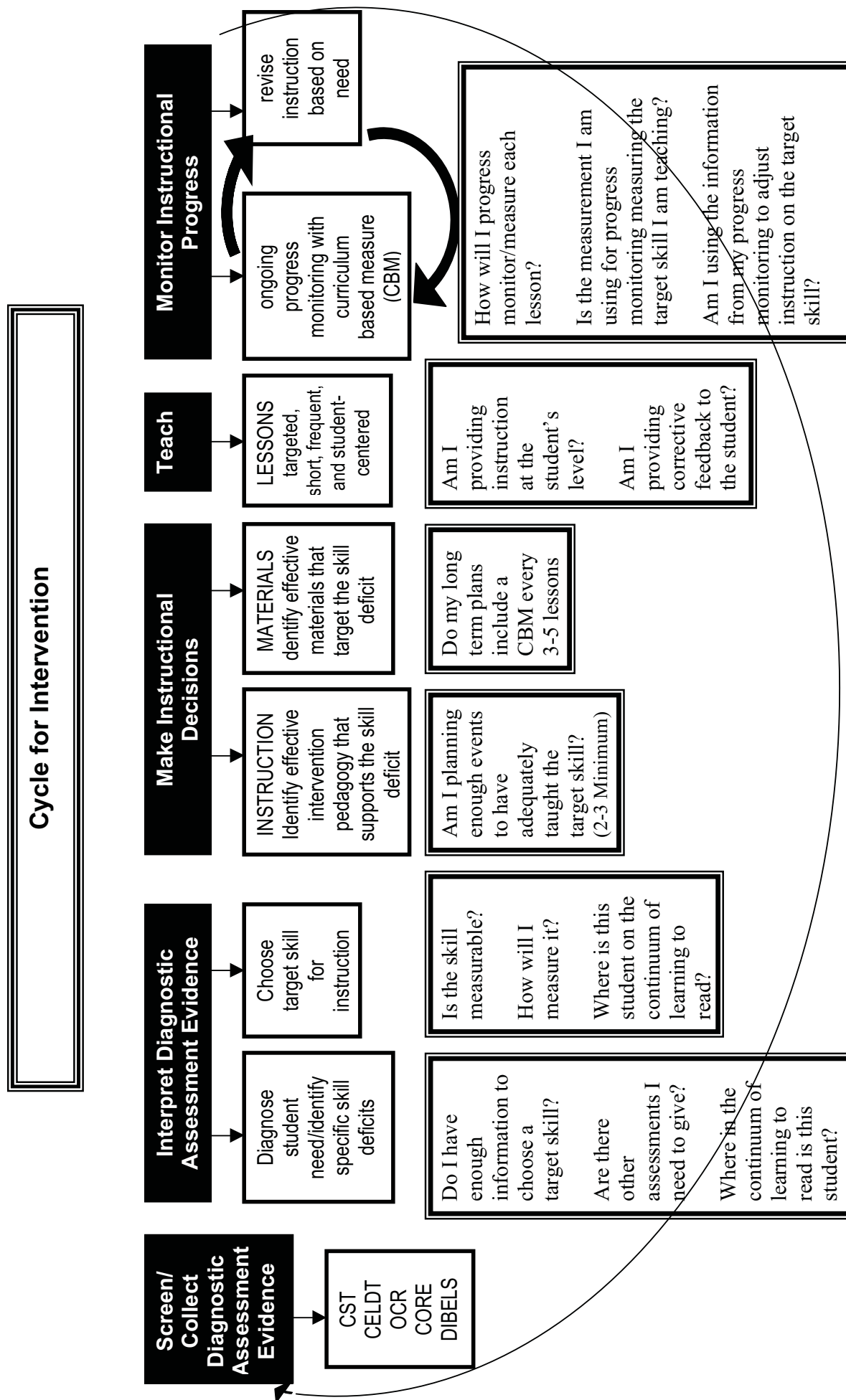
ArtLab Course of Study

9 th	10 th	11 th	12 th
English 9AB	English 10AB	American Lit/Contemporary Composition	Composition Writers Seminar or AP Literature or English 101
Algebra I or Geomerty	Geormetry of Algebra II	Algebra 2AB	Trig. & Math Analysis or AP Calculus or AP Statistics or College Math or Internship*
Speech and Latin American Studies	World History or AP World History	US History or AP US History	Government & Economics or AP Govt & Politics or College History
Project Physics	Biology	Chemistry	AP Physics, AP Environmental Science or AP Biology or College Science or Internship*
PE	PE	Internship*	Internship*
Digital Imaging 1AB	Open Lab: Multimedia Integration	Filmmaking 1AB or Digital Imaging 2B or ROP Multimedia	ROP Multimedia Or Filmmaking 2AB
Advisory/College Seminar	Advisory/College Seminar	Advisory/College Seminar	Advisory/College Seminar

*Neither Applied Technology, an LAUSD graduation requirement, nor internships are approved for A-G credit at this time. All other courses are A-G approved.

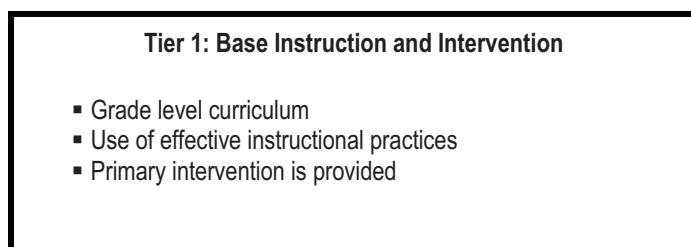
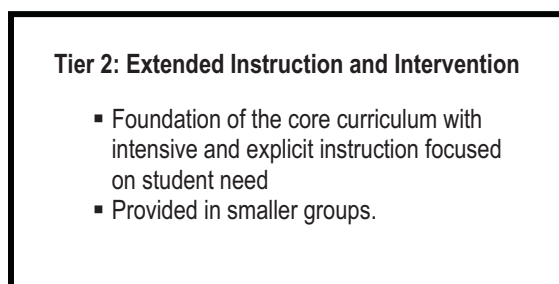
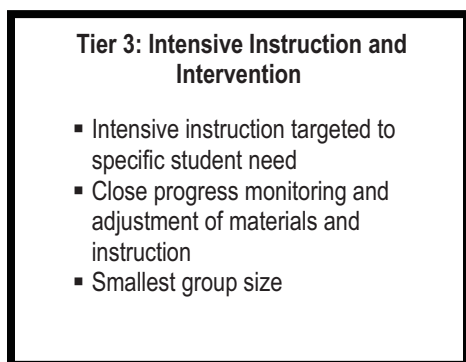
Student Assessment Timeline

Grade Level	Time	Assessment	Use
9, 10, 11, 12	Aug/ Sept	Grade-level Initial Skills Assessment	Determines target skills for grade-level teams, students use to set goals, identify students for RTI process, develop curriculum for Learning Center
9, 10, 11, 12	Sept/Oct	CELDT Annual Assessment	Assesses progress of English language learners towards proficiency; The CELDT initial assessment is offered year-round to all newly enrolled students whose primary language is not English.
9/10/11	Oct	Practice SAT (PSAT)	Familiarizes students with and prepares them for the SAT and SAT2.
11/12	Oct/Nov	CAHSEE test (for students who have not passed)	California High School Exit Exam, required for graduation in CA.
9/10/11/12	Early Feb	Grade-level Mid Year Assessment	Grade-level teams reflect on the first semester and identify skills to target in curriculum, a benchmark for all students to measure against the baseline, reflect on goals met/set new goals in the ILP, Learning Center curriculum development.
9	Feb-Mar	Physical Fitness Test (PFT)	Assessment of student physical fitness, required by CA State Ed Code.
10/11/12	March	CAHSEE	Required for graduation in CA.
9/10/11	May	California Standards Testing (CST) and California Alternate Performance Assessment (CAPA)	Required for all 9/10/11 students. Used to measure school performance for API and AYP.
9/10/11	May		Required for all 9/10/11 students. Used to measure school performance for API and AYP.
11/12	May	Advanced Placement (AP Exams	Given to students in AP classes. Passage of these exams give students college credit.
9/10/11/12	June	Grade-level End-of-Year Assessment	Grade-level team reflection and planning, benchmark for all students to measure against baseline, student reflect on goals met (or not met).
9/10/11/12	Daily	Informal Formative Assessments: Reading, math, science journals, quizzes, class participation	Develops metacognitive skills and self-monitoring learning, monitors student progress, building of oral communication skills.
9/10/11/12	Wkly/ Mthly	Formative Assessments: Shared inquiry/Socratic seminar, timed writing, reflections, thinking maps/graphic organizers self-assessment, group projects, anecdotal teacher records, informal reading inventories, portfolios	Authentic learning that engages students higher order thinking skills and collaboration, evaluates understanding of methods and content mastery, develops oral communication and analytical thinking skills, demonstrates writing proficiency, logical thinking patterns and organization of information, develops accountability and self-monitoring learning process.
9/10/11/12	Quarterly	Summative End-of-Unit Interdisciplinary and Project-based Authentic Assessments: Debates, simulations, culminating unit exam, oral presentation, interdisciplinary essay	Evaluates content mastery, puts academic learning into practice of real-world situations, shows ability to defend a position and support it, oral communication, self-reflection and monitoring skills, synthesize content from several areas.
9/10/11/12	Quarterly	Summative Standards-based Subject Specific Assessments	Assures that students are mastering subject area standards-based content.
9/10/11/12	Each Semester	Summative Standards-based Assessments: Electronic portfolio, service-learning project, and multimedia projects such as podcasts, films, web sites	Shows ability to evaluate content in relation to contemporary issues, shows multiple samples of student work, shows use of technology as communication tool where students write, edit, publish, and art direct.
9/10/11/12	June	End-of-Year Celebration/Exhibition	School-wide event for families, friends, community

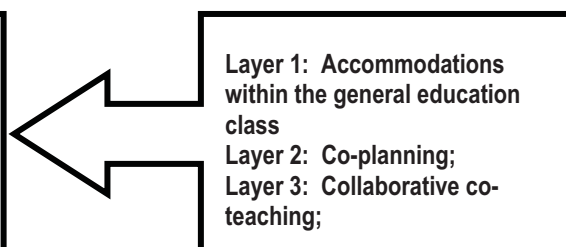
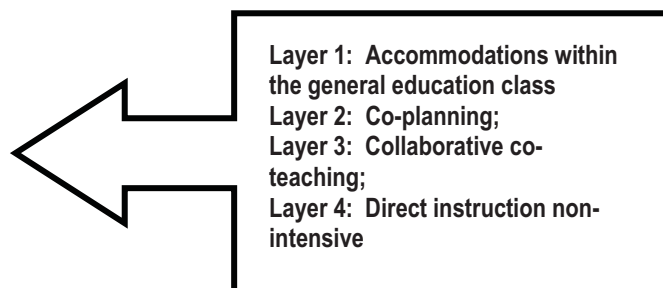
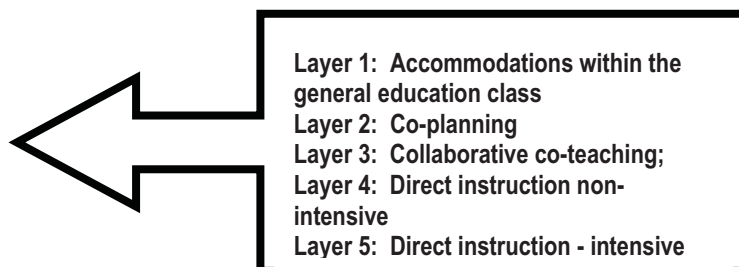


Los Angeles Unified School District
Division of Special Education

Attachment A

Tiered Instruction and Intervention**Layered Special Education Services**

Special education services are gradually layered on as student need intensifies.

**Foundations**

- Ongoing student progress monitoring and program evaluation are required components at every level of the tiered approach.
- Instruction at each level is more intense and explicit.
- Instructional group size is reduced as the need for intensity increases.
- Levels are fluid. Students move back and forth based on progress monitoring and mastery of benchmarks.

Los Angeles Unified School District
Division of Special Education


Attachment A

	Tier 1 Base Instruction and Intervention	Tier 2 Extended Instruction and Intervention	Tier 3 Intensive Instruction and Intervention
Layer 1 Accommodations	Accommodations are built into instruction.	Accommodations might include: <ul style="list-style-type: none"> ▪ Use of visuals and organizers, ▪ Oral testing, ▪ Paragraph frames, ▪ Peer buddies. 	Accommodations might include: <ul style="list-style-type: none"> ▪ peer readers; ▪ oral reading; ▪ note takers; ▪ dictation or oral retells; ▪ text adaptations.
Layer 2 Co-planning General and special educators plan lessons together during common planning time, grade level meetings, department meetings, etc.	<ul style="list-style-type: none"> ▪ Identification of big ideas of instruction ▪ Develop the instructional accommodations for presentation, expected outcomes, and assessment 	<ul style="list-style-type: none"> ▪ Identify the big ideas of instruction, ▪ Develop instructional strategies, student supports, and ▪ Determine targets and benchmarks for intervention. 	<ul style="list-style-type: none"> ▪ Identify the big ideas of instruction ▪ Develop instructional strategies, student supports ▪ Determine targets and benchmarks for intervention, and ▪ Determine when and where the intervention will take place
Layer 3 Co-teaching Services are provided through co-teaching between general and special educator.	<ul style="list-style-type: none"> ▪ Joint teaching ▪ Parallel teaching ▪ Station teaching ▪ Teach and chart ▪ Lead and support 	<ul style="list-style-type: none"> ▪ Parallel teaching ▪ Station teaching 	<ul style="list-style-type: none"> ▪ Alternative teaching
Layer 4 Direct Service Non-intensive	Student might access the learning center to take tests	Small group instruction in the general education classroom. Learning Center drop-in. Developing Readers and Writers Course with co-planning.	Elective: Developing Reading Skills in the Content Area Developing Readers and Writers Course with co-teaching.
Layer 5 Direct Service Intensive	Difficult to provide in the general education setting unless block scheduling is used and time within the block is allotted to small group and individual intervention daily.	Service provided through the Learning Center.	Learning Center for content instruction in: <ul style="list-style-type: none"> ▪ English ▪ Math ▪ Elective

Los Angeles Unified School District
Division of Special Education
Los Angeles Unified School District
Division of Special Education

Attachment B

Continuum of Services for Secondary Students with Disabilities Accessing the Core Curriculum



Level of services	Collaborative Co-planning	Collaborative Co-teaching	Learning Center	Special Day Services
Staff	<ul style="list-style-type: none"> General education teachers Special education teachers Support personnel Itinerant teachers 	<ul style="list-style-type: none"> General education teachers Special education teachers Support personnel Paraprofessional 	<ul style="list-style-type: none"> General education teachers Special education teachers Itinerant teachers Support personnel Paraprofessional 	<ul style="list-style-type: none"> Special education teacher Paraprofessional Itinerant staff
Students	Students accessing core curriculum	Students accessing core curriculum	Students accessing core curriculum	Students accessing core curriculum who demonstrate significant needs
Learning Environment	General education classroom	General education classroom	Learning Center and general education classroom	Special day class- Integrated Special day class- non-integrated
Content	Core curriculum with accommodations if needed	Core curriculum with accommodations if needed Some intervention materials	Intervention materials Strategy curriculum Social skill curriculum	Core curriculum with accommodations or modifications Some parallel materials
Process	<ul style="list-style-type: none"> Class observations Department /grade level meetings Professional development Common planning time Model lessons 	<ul style="list-style-type: none"> Co-teaching methods <ul style="list-style-type: none"> Joint teaching Station teaching Shadow teaching Parallel teaching IWT or Workshop DRWC Content area based on student need 	<ul style="list-style-type: none"> Flexible use <ul style="list-style-type: none"> Pull-out Drop-in Programmed in <ul style="list-style-type: none"> English or Math Elective 	
Benefits	<ul style="list-style-type: none"> Provides access to rigorous core curriculum Professional problem solving Accommodations and modifications embedded in initial planning Shared expertise Early intervention 	<ul style="list-style-type: none"> Shared ownership Shared resources Access to rigorous core curriculum Access to content level specialists for instruction Promotes generalization of skills Early intervention Progress monitoring Accommodations and modifications 	<ul style="list-style-type: none"> Provides instruction with a smaller teacher/student ratio Opportunities for preteaching and reteaching Allows for cognitive strategy instruction Flexible grouping based on needs Remediation instruction 	<ul style="list-style-type: none"> Provides instruction in smaller teacher/student ratio Allows for intensive instruction

Students move fluidly between levels of service and may receive any combination of service. For example: Student participates in general education math with support through co-teaching and co-planning, learning center for an elective, special day class for English and general education social studies and science.

Los Angeles Unified School District
Division of Special Education

Attachment C

ELECTIVE-ENGLISH SPECIAL EDUCATION

English/Developing Reading Skills in the Content Area SH AB Course Code Number	41-35-05 Eng/Dev Reading Skills in Cont Area MS A (RSP or SDC) 41-35-06 Eng/Dev Reading Skills in Cont Area MS B (RSP or SDC) 41-35-07 Eng/Dev Reading Skills in Cont Area SH A (RSP or SDC) 41-35-08 Eng/Dev Reading Skills in Cont Area SH B (RSP or SDC) <u>May be repeated as elective credit only once</u>						
<u>Course Description</u>	<p>The major emphasis of this course is to promote a balanced language arts program, which provides students with opportunities to develop skills to comprehend materials in the content area and to make meaningful connections between the text and the students' experiences. The course will provide sequential and structured opportunities for students with disabilities who are reading at least at the second grade level. The students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. The framework provides an opportunity to use skills for exploring ideas, attitudes, and values as they relate to self and the larger community.</p>						
<u>Instructional Units/Pacing Plans</u>	<p>Systematic instruction based on individual needs.</p> <p style="text-align: center;">*Suggested Week</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Total</td> <td>Based on individual needs</td> </tr> <tr> <td>*19</td> <td>*16</td> </tr> <tr> <td>traditional</td> <td>year-round</td> </tr> </table> <p>*Suggested weeks are recommended time allotments for a semester course and may be double for an annual course.</p>	Total	Based on individual needs	*19	*16	traditional	year-round
Total	Based on individual needs						
*19	*16						
traditional	year-round						
<u>The California State Content Standards</u>	<p>This elective course is designed to assist students with disabilities in acquiring the prerequisite skills needed to achieve the grade level standards outlined in the <i>Reading/Language Arts Framework for California Public Schools</i>. All four domains: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking, will be emphasized throughout this course.</p>						
<u>Representative Objectives</u>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Compare and contrast, gather, identify, question, and evaluate different ideas, values, and behaviors in relation to events. • Contribute pertinent information to class or group discussions and participate in other appropriate oral language situations. • Give examples of literal and implied meaning of words and trace their derivations. • Paraphrase and summarize to increase understanding. • Follow directions and a sequence of events or ideas presented in oral or written form. • Relate content area selections to personal experiences. • Detect fact, opinion, and inference in content area materials. • Summarize information from content area materials in a coherent manner, with generalizations supported by specific details. • Trace the etymology of words and use knowledge of roots and affixes to understand their meanings. • Incorporate strong, vivid, precise, and interesting vocabulary in writing about content area topics. • Proofread, edit, and evaluate their own compositions for clarity and coherence, according to established criteria of standard written English. • Locate information in reference texts by using organizational features (e.g., prefaces and appendices). • Use various reference materials (e.g., dictionary, thesaurus, card catalogue, encyclopedia, online information) as aids to writing. 						
<u>Representative Performance Skills</u>	<p><i>In accordance with their individual capacities, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Survey main points of a chapter (chapter headings), preview chapter introduction and summary, formulate questions based on chapter headings, read to answer the questions, and recite answers to questions in own words and review. • Distinguish between significant and minor details and fact and opinion. • Connect events in content area selections to personal experiences as well as historical context in oral language situations. • Classify and arrange oral and written information in sequence. • Use comprehension strategies, such as paraphrasing, visual imagery, or self-questioning to understand and recall content information. • Use paragraphs to organize information and ideas. • Generate and organize ideas for writing (e.g., outlining, webbing, clustering) and include appropriate facts and details. • Revise work by combining sentences, adding details to support the content, and incorporating an interesting opening and a satisfying conclusion. • Develop a controlling idea that conveys a perspective on the subject. • Interpret charts, diagrams, tables, maps, and other visual organizers. • Edit own writing or the writing of others using dictionaries, charts, and other resources including the teacher or peers. • Identify recurring themes in content area materials. 						
<u>Performance Assignment</u>	<p>California Language Arts Content Standards specify what will be measured on the state assessments. The representative objectives identify the specific learning experiences that are to be taught in this course. District Benchmark Standards identify the interdisciplinary connections and indicate what skills will be measured on the District performance-based assignment and the pending state test.</p>						

Los Angeles Unified School District
Division of Special Education

Attachment D

Reading Supports for Students with Specific Learning Disabilities

Program	Description	Focus	Age/grade	Publisher Information	Comments
LANGUAGE!	A comprehensive literacy intervention curriculum. Program adopted by the district for use in the Developing Readers and Writers Course.	Level 1: phonemic awareness, phoneme-grapheme correspondence, decoding, encoding, accuracy and fluency. Level 2: syllabication, morphology, and syntax Level 3: Greek morphology and literature.	Grades 1-12 Level 1 Primer –2.5 Level 2 2.5–6.0 Level 3 6.0–9.0	Sopris West (800) 547-6747	<ul style="list-style-type: none"> Organized into three levels of 18 units each. Placement testing required.
REACH	Leveled intervention program that progresses from teaching letter sounds and blending skills to reading expository passages.	Phonemic awareness Fluency Decoding Comprehension	4 – 12 students reading k and up	SRA/McGraw Hill (800) 565-5758	<ul style="list-style-type: none"> Scripted lessons. Placement tests required. Three levels in decoding, three levels in comprehension.
Breaking the Code	Intensive program designed for students who either cannot read or are so impaired in their reading that they cannot function in school.	Phonics Writing Fluency Comprehension	4 - 12	SRA/McGraw Hill (800) 565-5758	<ul style="list-style-type: none"> Scripted program. Can be completed in one semester.
Wilson Reading	Follows the Orton multisensory approach. Targets secondary students with severe decoding and spelling difficulties.	Decoding Fluency Comprehension	Secondary readers reading 2 nd grade or above	Wilson Language Training Corporation 508) 865-5699	<ul style="list-style-type: none"> Requires training. Small group, individual at least 2x per week Not a comprehensive reading program.
REWARDS	A twenty lesson scripted program that teaches a flexible strategy for decoding multisyllabic words	Decoding Fluency	4 th – 12 th	Sopris West (800) 547-6747	<ul style="list-style-type: none"> Designed for older struggling readers 20 lessons, can be completed in one semester Follow-up content book available
Sounds and Letters	Designed for older students with delays in phonemic awareness.	Phonemic Awareness Phonics	Upper grades	Sopris West (800) 547-6747	<ul style="list-style-type: none"> A component to the LANGUAGE! Program. Can be used as a stand-alone program 18 unit series
Visualizing and Verbalizing	Concept imagery program	Comprehension	K – 8	Gander Educational (800) 541-5523	<ul style="list-style-type: none"> Training needed to utilize program

Los Angeles Unified School District
Division of Special Education

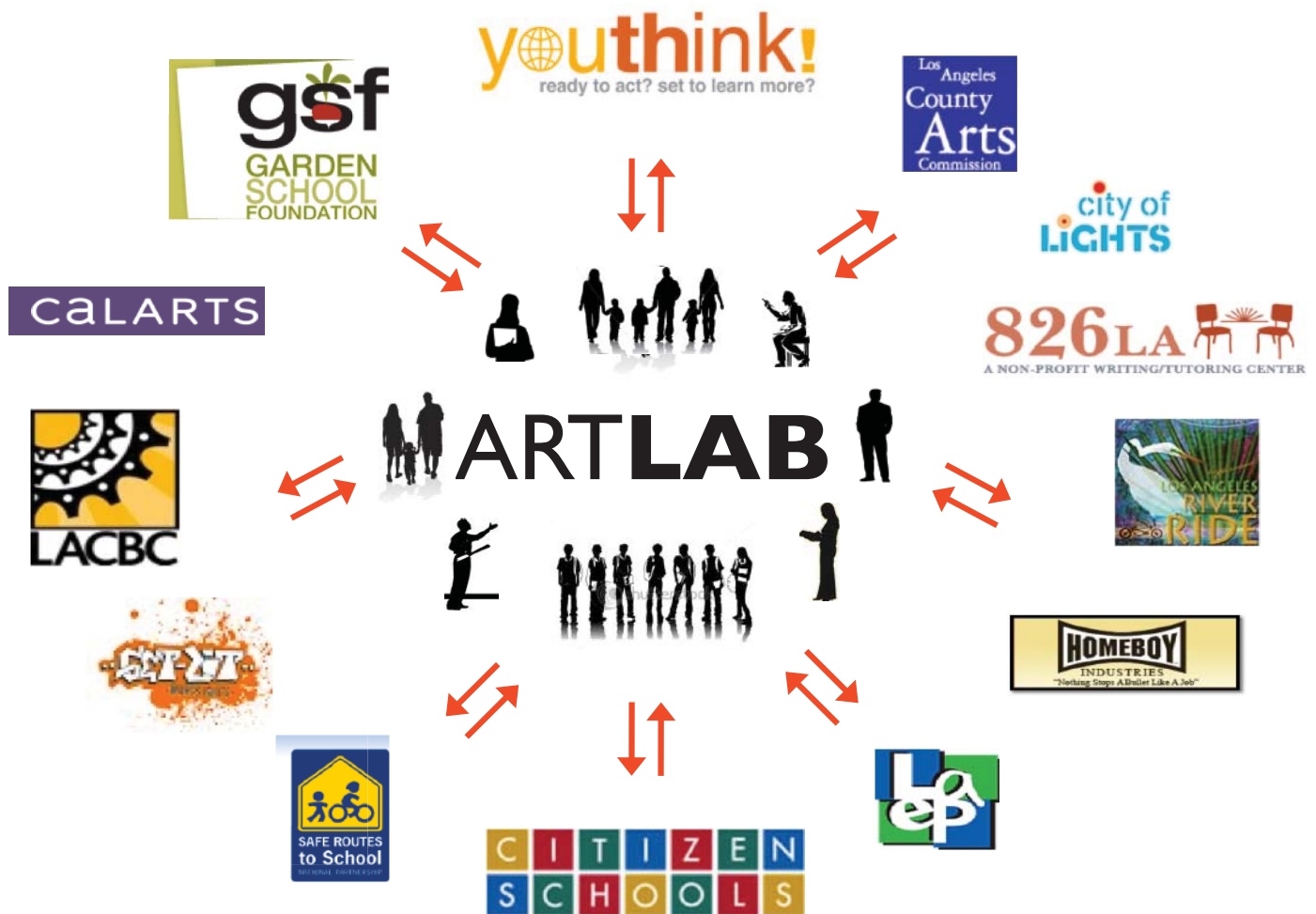
Attachment D

Program	Description	Focus	Age/grade	Publisher Information	Comments
Seeing Stars	Symbol imagery program	Word recognition Symbol imagery Sight words	1-12	Gander Educational (800) 541-5523	<ul style="list-style-type: none"> Training needed to utilize program
Soar to Success	Intervention program that teaches reciprocal teaching and use of graphic organizers to increase comprehension	Comprehension Vocabulary development	3 – 8	Houghton Mifflin	<ul style="list-style-type: none"> Small groups (5-7) Can be used with second language learners
Read 180	A comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level.	Intervention program. Includes software, audio books, and paperbacks.	6 - 12	Scholastic 1(877) 234-7323	<ul style="list-style-type: none"> Currently available in some schools.
Resources for Developing Reading Skills in the Content Area	Description	Focus	Age/grade	Publisher Information	Comments
Skills for School Success	Direct instruction program designed to teach the specific skills students need to be successful in all classrooms. Multiple levels are available.	School behaviors and organizational skills Learning strategies Strategies for studying and for test taking Textbook reference skills Graphics	4 - 12	Curriculum Associates (800) 225-0248	<ul style="list-style-type: none"> Easy to use Teaches skills students need to be successful in the general education classroom Direct instruction
Makes Sense Strategies	Software that allows teachers and students to develop think sheets and graphic organizers aligned to content instruction.	Think sheets Graphic organizers Organizational skills	4 - 12	Masterminds Publishing, Inc (205) 339-0433 www.GraphicOrganizers.com	<ul style="list-style-type: none"> Easy to use for both instructional planning and student development Supports all student learning
<i>Teaching Reading in the Content Areas: If not me, then who?</i>	A resource to assist teachers in expanding and refining their repertoire of teaching strategies.	Provides teachers with a foundation of strategic teaching tools to support students in accessing content material.	6 - 12	McREL (303)337-0990	<ul style="list-style-type: none"> Blackline masters are available for duplication with students. Available for Science, Math, and Social Studies

ARTLAB Community Partnerships

Groups/Organizations	Services	Letter of Support Attached
Elysian Valley Arts Collective	Students will participate in the Frogtown Artwalk and collaborate with the designers, photographers, artists and architects in their community on real world projects and studio visits.	X
826LA	Afterschool tutoring, prep for college essays and SAT tests, weekend workshops in bookmaking, tabletop moviemaking, and comic books.	X
Los Angeles County Bicycle Coalition	Workshops for youth outreach on community activism and safety.	X
Homeboy Industries	Intervention program development for at-risk youth.	X
The Garden School Foundation	Create and maintain a community garden, conduct educational workshops and curriculum in outside classrooms.	X
You Think	Collaborates with Humanitas teachers to create inquiry-driven, socially conscious, arts-based curriculum.	X
Office of the Americas	Promotion of social justice and guest lecturer on Latin American and other world issues.	X
Get Lit	Spoken word and poetry as a powerful voice for our youth.	X
The Children's Nature Institute	Service Learning projects, The Metamorphosis Program for juniors and seniors. Provide hands-on science and nature experiences through artistic explorations for elementary school children.	X
Safe Routes to School	Help ArtLab community develop safe routes for students.	Verbal Support
The Metabolic Studio	Public, environmental outdoor performances that explore the body as it relates to the landscape.	X
Los Angeles Education Partnership	Support successful implementation of pilot schools at Taylor Yard and assist with opening and on-going professional development.	X
UTLA	Union support for teachers	X
Institutions		
Richard Shelton: Otis Parsons Integrated Learning	Will collaborate with 11 th and 12 th grade teams to create service-learning and other community based projects and internships.	X
Cal Arts	Guest professors, lecturers, internships.	X
Individuals		
Emiko Ono: Art Commission	Help ArtLab apply for and write art grants.	Verbal Support
Dr. Wendy Murawski	Support in development of inclusive education.	X

ALL VOICES MATTER



DIVERSITY = STRENGTH



November 20, 2010

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Board of Education
Los Angeles Unified School District
333 S. South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines and LAUSD School Board:

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. The Garden School Foundation understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created at Taylor Yard prepares students to engage with their communities and the world at large, and encourages the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the Coalition of Pilot Schools.

We are especially impressed with the effort to provide real-world interaction on issues related to community health and the environment. The Garden School Foundation is dedicated to providing under-served youth the opportunities associated with interdisciplinary, garden-based education. The commitment to a better, sustainable world, one that addresses the issues of poverty and oppression that seem to obstruct prosperity and happiness for so many of our youth, is impressive and powerful. We support a school whose mission is to give voice to the young men and women of Taylor Yard community so that they may have power and presence in their communities to effect positive change.

We look forward to the opportunity for partnership with these school, through educational workshops and collaborative community events as well as engaging in meaningful conversation on issues of relevance, both locally and globally. The schools at Taylor Yard will provide a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that Taylor Yard is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Julia Cotts
Executive Director
Garden School Foundation



California State University Northridge

Center for Teaching and Learning
Michael D. Eisner College of Education

December 1, 2010

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Unified Board of Education

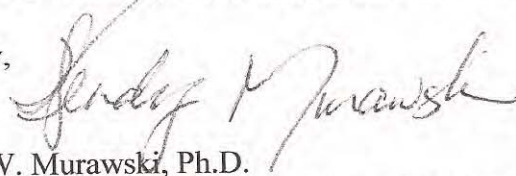
Dear Mr. Cortines and LAUSD School Board:

This letter is written in support of the proposed ArtLAB school. Having a high school arts program where *all* children, including those with disabilities, will receive a rigorous academic program that is informed by a thorough exploration of disciplines is one that is desperately needed. I support a school whose mission is to give voice to the young men and women of Taylor Yard community so that they may have power and presence in their communities to effect positive change. I especially applaud ArtLAB's commitment to inclusive education, so that no child is denied this opportunity.

As a professor of special education and a national presenter and author on co-teaching and inclusive education, I look forward to the opportunity for partnership with ArtLAB. I know these will occur through professional development workshops and on-going collaborative activities as well through meaningful conversation on issues related to ensuring that all children at ArtLAB are provided high quality, standards-based, appropriate and engaging curriculum and instruction. I am willing to provide as much support as needed related to inclusion, co-teaching, collaboration, differentiation, scheduling, and related activities to ensure that ArtLAB can create an environment that is supportive of, and successful in its endeavor to include *all* students in *all* aspects of the curricular and extracurricular activities. As Research Director for the CHIME Institute (a fully-inclusive program which includes the Schwarzenegger Community School), I know the importance of developing more inclusive sites in Los Angeles and through LAUSD. There is a particular need in the area of secondary schools. The fact that ArtLAB would be a public school through LAUSD is a bonus. I hope that we at California State University, Northridge might even be able to partner up for research, student teaching options, and for a demonstration site.

Thank you for considering the ArtLAB application. I look forward to participating in future collaborative efforts to ensure that ArtLAB is a place where all students - and thereby their families, educators, and the community - can thrive.

Sincerely,



Wendy W. Murawski, Ph.D.
Endowed Chair, Center for Teaching and Learning
Professor, Department of Special Education
Faculty President
Michael D. Eisner College of Education
California State University, Northridge



November 29, 2010

Ramon C. Cortines
 Superintendent, LAUSD
 Los Angeles Board of Education
 Los Angeles Unified School District
 333 S. South Beaudry Avenue
 Los Angeles, CA 90017

Dear Mr. Cortines and LAUSD School Board:

I write this letter to express my excitement and support for ArtLAB. In my capacity as Special Projects Coordinator at the Metabolic Studio (a direct charitable activity of the Annenberg Foundation by the artist Lauren Bon), and as neighbor to Taylor Yards, I have been part of conversations that have discussed the future of Taylor Yards and I find the proposal of the public school in the design of ArtLAB, is truly the most exciting possibility I have come across. My other activities as a dancer/choreographer and the president of Body Weather Laboratory, a dance and performance program that seeks to encourage artists, students and audiences to investigate the body's relationship to the environments we live in, give me particular insight to the powerful tool of arts in education. ArtLAB's arts-integrated, project-based curriculum will be exactly the kind of program the community needs to respond to the many challenges our children face as we seek to provide not only an adequate but a meaningful and quality education.

The Metabolic Studio, (formerly Farmlab and Not a Cornfield) has close relationships with many of the organizations that ArtLAB will be collaborating with and I look forward to having another partner in the community – especially one that has at its core, our future: the education and well-being of our children. The creative and engaging approach to learning embodies the dynamic necessary to bring our youth into the multifaceted society in which they will eventually become fully active participants. The inclusionary program that seeks diversity and integrates children with special needs will foster understanding and provide a real experience considering the myriad of demands our city and world hold. Such a visionary plan coupled with problem solving targeting real issues in the community is an inspiring concept.

Thank you for giving your time to considering this proposal. It is an enlightened plan that incorporates the most successful of educational models and practices within a population in desperate need. This school will pave the way for real growth and hope in our community.

Sincerely yours,

Roxanne Steinberg

Metabolic Studio
 1745 North Spring ST Unit # 4
 Los Angeles, CA, 90012

tel: (323)-226-1158
 fax: (323)-226-9430
www.farmlab.org <<http://www.farmlab.org>>
rsteinberg@metabolicstudio.org

December 1, 2010

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Unified School Board
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Mr. Cortines and LAUSD School Board:

Finally there is an arts program where children will receive a rigorous academic program that is informed by a thorough exploration of disciplines. We are thrilled that our youth will benefit from ArtLAB's infusion of the arts as part of the core curriculum.

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. Citizen Schools California understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created in the ArtLab's classrooms prepares students to engage with their communities and the world at large, and encourages the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the founders of ArtLAB.

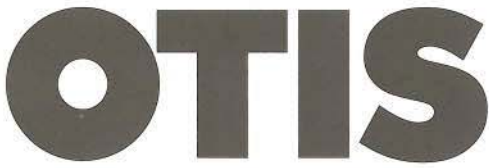
We are especially pleased to know that all of the small schools at Taylor Yard will be working together to create an innovative plan that responds to the needs of the students and the community. ArtLab's ability to develop curriculum and create student projects with organizations like ours is evidence of the value placed on the creative process and its importance to developing self-confidence and real-world relevance. We look forward to the opportunity for partnership with ArtLAB, through educational workshops, community-based curriculum development and collaborative community events, as well as engaging in meaningful conversation on issues of relevance, both locally and globally. ArtLAB provides a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that ArtLAB is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Joe Ross
Executive Director
Citizen Schools California





Otis College of Art and Design
9045 Lincoln Boulevard, Los Angeles, California 90045
Telephone 310 665 6800 Website www.otis.edu

November 15, 2010

Ramon C. Cortines
Superintendent, LAUSD
Dr. Dale Vigil
Superintendent, Local District 4
Los Angeles Unified School District
333 S. South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines and Dr. Vigil:

Finally there is an arts program where children will receive a rigorous academic program that is informed by a thorough exploration of disciplines. The vision for ArtLaB is right in line with the Integrated Learning program at Otis College of Art and Design. Students working in multidisciplinary teams, using their art and design skills to bring about real change in the community is the cornerstone of our program.

Students of the next generation must develop solutions to some very serious problems, such as the environment, health care and education. It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. The Integrated Learning program at Otis, understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created in the ArtLab's classrooms prepares students to engage with their communities and the world at large, and encourages the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the founders of ArtLAB.

We are especially pleased to know that all of the small schools at Taylor Yard will be working together to create an innovative plan that responds to the needs of the students and the community. ArtLab's ability to develop curriculum and create student projects with organizations like ours is evidence of the value placed on the creative process and its importance to developing self-confidence and real-world relevance. We look forward to the opportunity to work with ArtLAB, through, community-based curriculum development and collaborative community events, as well as engaging in meaningful conversation on issues of relevance, both locally and globally. ArtLAB provides a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that ArtLAB is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Richard Shelton
Integrated Learning Director
Otis College of Art & Design

November 9, 2010



Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Board of Education
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

INCREASING **TEEN** LITERACY
THROUGH **CLASSICAL** POETRY!

Dear Mr. Cortines and LAUSD Board:

Finally there is an arts program where children will receive a rigorous academic program that is informed by a thorough exploration of disciplines. We are thrilled that our youth will benefit from ArtLAB's infusion of the arts as part of the core curriculum.

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. Get Lit-Words Ignite understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created in the ArtLab's classrooms prepares students to engage with their communities and the world at large, and encourages the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the founders of ArtLAB.

We are especially pleased to know that all of the small schools at Taylor Yard will be working together to create an innovative plan that responds to the needs of the students and the community. ArtLab's ability to develop curriculum and create student projects with organizations like ours is evidence of the value placed on the creative process and its importance to developing self-confidence and real-world relevance. We look forward to the opportunity for partnership with ArtLAB, through educational workshops, community-based curriculum development and collaborative community events, as well as engaging in meaningful conversation on issues of relevance, both locally and globally. ArtLAB provides a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that ArtLAB is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Diane Luby Lane
Founder, Executive Director Get Lit-Words Ignite

www.getlit.org



Engaging Students in Contemporary Issues and Civic Action Through Art

November 19, 2010

Ramon C. Cortines
 Superintendent, LAUSD
 Los Angeles Unified School Board
 Los Angeles Unified School District
 333 South Beaudry Avenue
 Los Angeles, CA 90017

Dear Superintendant Cortines and LAUSD School Board Members:

It is my pleasure to lend my enthusiastic support to the plans for ArtLAB at Taylor Yard on behalf of youTHink, an education program of the Zimmer Children's Museum. We are impressed with the vision of the school, and their plans to offer creative and rigorous instruction through arts-integration and project-based instruction. Their pedagogy reflects their commitment to social justice and critical thinking, and to providing students with relevant, meaningful learning experiences. The ArtLAB Habits of Mind are skills that all people, particularly students of the 21st century, need to succeed.

An impressive team of collaborators have come together for this project. We know that the team is dedicated to effectively meeting the needs of ArtLAB students, educators, and families, while also benefitting the community. They have been working hard to develop an innovative plan that will accomplish their goals, designing a school that will be a valuable asset to the youth who attend the school and to the broader Glassell Park community.

ArtLAB proposes to offer a wide range of services and programs that our students need to succeed. The school will give parents an authentic opportunity to be engaged; provide a space for community members to work together to address specific community needs; and give students a chance to share their views and take an active role in the process.

As a School Partner, we at youTHink look forward to participating in collaborative efforts to ensure that ArtLAB is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for considering their application. If you have any questions about our involvement or would like to talk with me further about this, please feel free to contact me at Shifra@youthink.org or (323) 761-8988.

Sincerely,

A handwritten signature in black ink, appearing to read "Shifra", with a stylized flourish extending to the right.

Shifra Teitelbaum
 Director

A program of the Zimmer Children's Museum
 6505 Wilshire Boulevard, Suite 100, Los Angeles, CA 90048
 Tel.: (323) 761-8987 ♦ Fax: (323) 761-8990
www.youthink.org



December 1, 2010

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Unified School Board
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines and the LAUSD School Board:

As a non-profit organization, we understand the value of hands-on education in empowering youth to engage in community activism. Los Angeles County Bicycle Coalition enthusiastically supports and applauds the determination and commitment to ArtLAB's vision of neighborhood transforming public education.

We are especially impressed with the effort to provide real-world interaction on issues related to both the immediate neighborhood as well as the global community, such as creating Safe Routes to School or encouraging youth-oriented neighborhood planning advocacy. ArtLAB's commitment to a better, truly sustainable world, one that addresses the role of poverty and oppression in environmental and social justice is powerful and much needed. We support a school whose mission is to give voice to the young men and women of the Taylor Yard community so that they may be able to effect positive change in their communities.

We look forward to the opportunity for partnership with ArtLAB, through educational bicycle/urban planning workshops and as well as engaging in meaningful conversation on environmental justice. ArtLAB provides a foundation for critical analysis for our youth that will prepare them for the challenges and opportunities ahead. Thank you for considering their application.

Sincerely,

A handwritten signature in blue ink, reading "Jennifer Klausner", is positioned below the "Sincerely," text.

Jennifer Klausner, Executive Director
Los Angeles County Bicycle Coalition



Los Angeles
Education Partnership

1055 West Seventh Street
Suite 200
Los Angeles
California 90017

T: 213.622.5237
F: 213.629.5288
E: pfunkhouser@laep.org
I: www.laep.org

November 28, 2010

Ramon Cortines, Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines:

The Los Angeles Education Partnership pledges its support for the collaborative plan to engage four pilot schools and the Alliance TAMS Charter School to share the Taylor Yard site. We are especially pleased to know that the community, teachers, and LAUSD Local District 4 are working together to create innovative Linked Learning plans that respond to the needs of students and the community.

LAEP is especially gratified to see that Marshall High School's successful Humanitas Global Studies SLC has spawned two new Humanitas Pilots: LA River School and ArtLab. A third Humanitas Pilot, the School of History and Dramatic Arts, has been a leader in interdisciplinary instruction at Franklin High School. We look forward to working closely with the three Humanitas Pilots as they become demonstration sites for Linked Learning.

We are excited about future collaborative efforts to ensure that the Taylor Yard complex is a place where students and their families, teachers, school staff and the community can thrive. Thank you for consideration of the five proposals. This is an incredible opportunity to show the nation what Los Angeles teachers with a vision for challenging instruction and new and varied experiences for their students can accomplish.

Sincerely,

A handwritten signature in cursive script that reads "Peggy Funkhouser".

Peggy Funkhouser
President & CEO



"Nothing Stops A Bullet Like A Job"

130 W. Bruno Street • Los Angeles • CA • 90012
Phone 323.526.1254 • Fax 323.526.1257

www.homeboy-industries.org

November 24, 2010

Board of Directors

David V. Adams, Sr.
Carol Biondi
H. Thomas Boyle
James A. Burke
Rosa Campos
Alex Chaves, Sr.
J. Michael Hennigan
Dwight Hotchkiss
Christine Lynch
Amanda Mansour
Charlie McPhee
J. Mario Molina, M.D.
Fr. Al Naucke, S.J.
Viktor Rzeteljski
Joe Seager
Rob Smith
Carlos Vasquez
Joseph J. Ybarra

Honorary Board Members

Herb Alpert
Robert Graham *
Anjelica Huston
David G. Price

Services

Case Management
Curriculum/Education
Employment Counseling
Legal Services
Mental Health
Twelve Step Meetings
Volunteer "Navigators"
WIN (Work is Noble)
Ya 'Stuvo Tattoo Removal

Homeboy Industries

Homeboy Bakery
Homegirl Café & Catering
Homeboy Maintenance
Homeboy Merchandise
Homeboy Press
Homeboy Silkscreen &
Embroidery

* deceased

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Unified Scholl Board
Los Angeles Unified School district
333 South Beaudry Avenue
Los Angeles, CA 90017

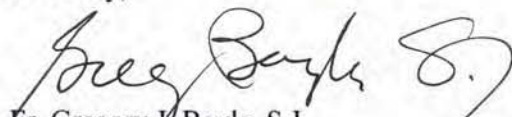
Dear Mr. Cortines and LAUSD School Board:

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. **Homeboy Industries** understands the value of a quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created at Taylor Yard prepares students to engage with their communities and the world at large, and encourages the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the Coalition of Pilot Schools.

We are especially pleased to know that all of the small schools at Taylor Yard will be working together to create an innovative plan that responds to the needs of the students and the community. Their ability to develop curriculum and create student projects with organizations like ours is evidence of the value placed on the creative process and its importance to developing self-confidence and real-world relevance. We look forward to the opportunity for partnership with these schools, through educational workshops, community-based curriculum development and collaborative community events, as well as engaging in meaningful conversation on issues of relevance, both locally and globally. The schools at Taylor Yard will provide a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that Taylor Yard is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,


Fr. Gregory V. Boyle, S.J.
Executive Director



December 1, 2010

Ramon C. Cortines
 Superintendent, LAUSD
 Dr. Dale Vigil
 Superintendent, Local District 4
 Los Angeles Unified School District
 333 South Beaudry Avenue
 Los Angeles, CA 90017

Dear Mr. Cortines and Dr. Vigil:

We at 826LA would like to express our enthusiastic support for the Humanitas ArtLAB. We applaud ArtLAB's determination and commitment to inspire students to create, innovate, and transform their world.

826LA has had a long partnership with the Humanitas Global Studies programs at Marshall High School and we look forward to its transformation as ArtLAB. The on-going collaboration has enabled us to see the positive impact on student performance. The environment created in the Humanitas classrooms continue to prepare students to engage with their communities and the world at large, and encourage the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. It is this environment that made the publication of two 826LA Young Authors books possible.

The vision and guidance of the teachers, and the open-mindedness and diligence of the students drove the creation of something palpable and poignant from the most fledgling concepts. Both *The Elotes Man Will Soon Be Gone* and *You Never Forget How to Ride a Bicycle* are a testament to the devotion to and faith the instructors have in their students. ArtLab's ability to develop curriculum and create student projects with organizations like ours is evidence of the value placed on the creative process and its importance to developing self-confidence. Through the project-based learning model, 826LA and Humanitas have helped inspire young people to take ownership over their learning. It is our firm belief that ArtLab will continue that effort in a variety of creative and academic ways that will develop the tool kit that students need to navigate post-secondary schooling.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that ArtLAB is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Joel Arquillos
 Executive Director



December 1, 2010

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Board of Education
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Mr. Cortines and LAUSD School Board:

As a non-profit organization that understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth, Office of the Americas enthusiastically supports and applauds the determination and commitment to public education of the founders of ArtLAB.

We are especially impressed with the effort to provide real-world interaction on issues related to both the immediate neighborhood as well as the global community. As OOA is dedicated to furthering the cause of justice and peace through broad-based educational programs and through its blend of scholarship, activism and experience, Office of the Americas can provide reliable facts and humane perspectives on global issues.

The commitment to a better, sustainable world, one that addresses the issues of poverty and oppression that seem to obstruct prosperity and happiness for so many of our youth is impressive and powerful. We support a school whose mission is to give voice to the young men and women of the Taylor Yard community so that they may have power and presence in their communities to effect positive change.

We look forward to the opportunity for partnership with ArtLAB, through educational workshops relevance, both locally and globally. ArtLAB provides a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that ArtLAB is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Theresa and Blasé Bonpane
Office of the Americas



The Children's Nature Institute.

Serving the community for 25 years

December 1, 2010

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Unified School Board
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Mr. Cortines and LAUSD School Board:

Finally there is an arts program where children will receive a rigorous academic program that is informed by a thorough exploration of disciplines. We are thrilled that our youth will benefit from ArtLAB's infusion of the arts as part of the core curriculum. It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. The Children's Nature Institute understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth.

The environment created in the ArtLAB's classrooms prepares students to engage with their communities and the world at large, and encourages the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the founders of ArtLAB.

We are especially pleased to know that all of the small schools at Taylor Yard will be working together to create an innovative plan that responds to the needs of the students and the community. ArtLAB's ability to develop curriculum and create student projects with organizations like ours is evidence of the value placed on the creative process and its importance to developing self-confidence and real-world relevance. We look forward to the opportunity for partnership with ArtLAB, through educational workshops, community-based curriculum development and collaborative community events, as well as engaging in meaningful conversation on issues of relevance, both locally and globally. ArtLAB provides a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that ArtLAB is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,



Michelle Rhone-Collins
Executive Director

ELYSIAN VALLEY

Arts Collective

2041 Blake Ave.
Los Angeles, CA, 90039(323) 664-0202
EIN number: 35-2346243

November 9, 2010

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Unified School Board
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines and the LAUSD School Board:

Finally there is an arts program where children will receive a rigorous academic program that is informed by a thorough exploration of disciplines. We are thrilled that our youth will benefit from ArtLAB's infusion of the arts as part of the core curriculum.

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. The Elysian Valley Arts Collective understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created in the ArtLab's classrooms prepares students to engage with their communities and the world at large, and encourages the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the founders of ArtLAB.

We are especially pleased to know that all of the small schools at Taylor Yard will be working together to create an innovative plan that responds to the needs of the students and the community. ArtLab's ability to develop curriculum and create student projects with organizations like ours is evidence of the value placed on the creative process and its importance to developing self-confidence and real-world relevance. We look forward to the opportunity for partnership with ArtLAB, through educational workshops, community-based curriculum development and collaborative community events, as well as engaging in meaningful conversation on issues of relevance, both locally and globally. ArtLAB provides a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that ArtLAB is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Tracy A. Stone
President

The Elysian Valley Arts Collective is a 501(c)(3) not-for-profit organization. If you wish to claim the tax deductibility of this gift in the U.S., please retain this acknowledgment letter for your files. Elysian Valley Arts Collective's EIN number is 35-2346243

President:
Tracy Stone
Vice-President:
Donatella Cusma
Secretary:
Ana Corona
Treasurer:
Allen Anderson
Board of Directors:
Allen Anderson
Tracy Stone
Sameena Sitabkhan
Donatella Cusma
Edwina Dedlow
Patricia Perez
Ana Corona
Shawn Freeman



November 29, 2010

Ramon C. Cortines
 Superintendent, LAUSD
 Los Angeles Unified School Board
 Los Angeles Unified School District
 333 South Beaudry Avenue
 Los Angeles, CA 90017

OFFICERS

A.J. DUFFY
 President

ANA VALENCIA
 UTLA/NEA Vice President
 UTLA/NEA Affiliate President

JOSH PECHTHALT
 UTLA/AFT Vice President
 AFT Local 1021 President

JULIE WASHINGTON
 Elementary Vice President

GREGG SOLKOVITS
 Secondary Vice President

DAVID GOLDBERG
 Treasurer

BETTY FORRESTER
 Secretary

Dear Mr. Cortines and LAUSD School Board:

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. UTLA understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created at Taylor Yard will prepare students to engage with their communities and the world at large, and encourage the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the Coalition of Pilot Schools.

We are especially pleased to know that all of the small schools at Taylor Yard will be working together to create an innovative plan that responds to the needs of the students and the community. We are especially impressed with the effort to provide real-world interaction on issues related to both the immediate neighborhood as well as the global community. The commitment to a better, sustainable world, one that addresses the issues of poverty and oppression that seem to obstruct prosperity and happiness for so many of our youth, is impressive and powerful. We support schools whose mission is to give voice to the young men and women of Taylor Yard neighborhoods so that they may have power and presence in their communities to affect positive change. The schools at Taylor Yard will provide a foundation for our youth that will prepare them for the challenges and opportunities ahead.

In addition, I can personally attest to the fact that this group of teachers has met every challenge and worked diligently for well over a year to make this dream of a truly personalized education program for their students come to fruition. I sincerely hope that you view their proposal favorably.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that Taylor Yard is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

A.J. Duffy
 President, United Teachers Los Angeles



TERI KLASS

CAREER SUMMARY

7+ years as an award-winning educator in secondary public schools in Los Angeles, California. 4 years of overseeing successful special education integration in mainstream classrooms, 2 years as Humanitas Lead Teacher. 20+ years as a graphic designer/illustrator specializing in logo design and brand identity. 4 years as a volunteer art teacher for public arts program providing guidance and instruction to at-risk teens.

PROFESSIONAL GOAL

To be a contributing force in a reform-based educational institution, where student engagement and relevant, rigorous, standards-based curriculum is an understood objective and a daily reality that includes the participation of all learners. Students are prepared for a 21st century future that includes global awareness, information and media literacy, civic literacy, financial literacy, and health literacy. Students will be flexible and able to adapt, have self-direction, social and cross-cultural skills, be productive and accountable, and have potential for leadership and civic responsibility.

AREAS OF EXCELLENCE

- School Reform
- Collaborative Instruction
- Special Education Inclusion
- Differentiated Instruction
- Thematic, Interdisciplinary, Curricular Development
- Inquiry-Driven, Solutions-Based Learning

PROFESSIONAL BACKGROUND

Lead Teacher of Humanitas Global Studies Program
 Special Education Teacher
 John Marshall High School, 2002-present

Professional Achievements

- Ongoing: Successfully included over 20 Special Day students in General Education English/History interdisciplinary classes
- 2009: College Board Bob Costas Grant for the Teaching of Writing, Western Region
- 2008-2010: Lead Teacher of Humanitas Global Studies Program
- 2009: Honorary Mention: Humanitas Teacher Team Awards for 10th Grade Interdisciplinary Unit: New Millennium Goals: Global Harmony and Individual Happiness
- 2006: Golden Apple Award, District Intern Program for LAUSD

Community-based Partnerships and Projects

- Planned and coordinated the collaboration of 150, 10th grade Humanitas students in a mock trial: The People vs. Harry Truman. Successfully partnered with the National Center for the Preservation of Democracy facilitating the 3-hour trial that culminated with the student jury's verdict.
- Included Special Education students in a collaborative writing project with 826LA, a non-profit organization dedicated to helping students with expository and creative writing. *The Elotes Man Will Soon Be Gone* is an anthology of narratives and essays that captures what life is really like for students in Los Angeles today.
- Coordinated teams of students that researched, resolved conflicts, debated and negotiated global issues in preparation for Global Classrooms: Pacific Rim International Model United Nation conference at USC for the past two years.

- Facilitated a collaborative writing project of personal narratives and human rights issues. Over 100 Humanitas students and penpals from 12 countries corresponded through ePals, a website collaboration with National Geographic connecting students, teachers and classrooms.
- Partnered with LA Opera for the last 3 years, bringing the cultural experience of opera to our 10th and 11th grade students, many for the first time. Participated in LAEP/LA Opera's first Arts Festival. Students and community artists collaborated on Ring Cycle themed arts/media projects.
- Partnered with The League Worldwide, an online, service-based community that teaches students the value of giving, and CNN, by including 12 Humanitas students in a roundtable workshop and dialogue with the 2008 CNN Heroes. Students were able to attend the 2009 CNN Hero Awards Ceremony at the Kodak Theatre as guests. Inspired by their experience, students formed a club, The League, whose mission is to give back to the community. Activities include LA River clean-up and assisting with the war memorial, Arlington West, Santa Monica Pier.
- Co-developed Social Justice themed, interdisciplinary units for 10th grade Humanitas and Special Day students in World History and Language Arts.

Graphic Designer

Klass Design/Logo Doctor, 1988-2002-Principal Owner/Graphic Designer

- Specializing in brand identity and logo development, packaging, advertising, promotional and print collateral for educational, corporate and non profit clients

Volunteer Art Teacher

A.R.T. Team on Saturdays, 1997-2001

- Provided guidance and coordination of projects and exhibits for an outreach arts program to enrich the overall education of inner-city children.
- Project Row House with artist Rick Lowe. Students designed homes for a street in Watts, made models that were exhibited at MOCA.
- MTA project producing two displays for MTA stations displayed in the Crenshaw Plaza
- Twenty Ninth Street Mural Project.

LEADERSHIP

- Member of School Site Council, 2007-2010
- Member of School Decision-Making Council, 2007-2010
- Member of Leadership Team, 2008-2010
- Member of SLCCC (Small Learning Community Council Committee), 2008-2010
- Coordinator of Special Education Network for Los Angeles Education Partnership, 2007-2008
- Member of Literacy Cadre, 2006
- Member of Professional Learning Community, 2004-2006

EDUCATIONAL BACKGROUND/CREDENTIALS

- UCLA: Bachelor of Fine Arts, 1978
- District Intern Program: Clear Level II Education Specialist Instruction Credential, Mild to Moderate, 2006
- CLAD, 2006

PROFESSIONAL AFFILIATIONS

- National Association of Special Education Teachers
- Los Angeles Education Partnership: An education reform non-profit that supports and provides professional development to Humanitas teachers from a network of over 40 schools throughout LAUSD.
- 826LA: A non-profit organization dedicated to supporting students ages 6 to 19 with their creative and expository writing skills, and to helping teachers inspire their students to write.
- Office of the Americas: Blasé and Therese Bonpane. A non-profit organization dedicated to furthering the cause of international justice and peace through broad based educational programs.
- CAMS: Coalition for Alternatives to Militarism in our Schools

Dain Olsen

Media/Visual Arts Educator

dain.olsen@lausd.net

Education

1989 MFA University of Southern California
1983 BA University of California, Irvine

Credentials

Single Subject Clear – Art
National Board Certification - Art
Multiple Subject – K-12
Special Education – Learning Handicapped – Mild to Moderate
Adult Education – Adult Basic Education, ESL
Administrative Services Credential

Professional Educational Experience

2006-Present Visual and Media Arts Content Expert LAUSD, Arts Education Branch

Media Arts, K-12 – Leading design, development, operations and administration of an entirely new content discipline, including:

- Drafting of new Media Arts Content Standards K-12
- Foundational Framework and Instructional Guide for distinct courses, vocabulary, concepts, processes and understandings
- 8 Demonstration Media Arts Classrooms (DMACs): Design, site selection and detailing, implementation, and operational management (\$2.5 million)
- Administration and Professional Development for 8 DMAC teachers
- Partnerships and Advisory Committee Development
- Professional Development, communications for 170 media arts teachers
- Davis Publications - consulting on online standards-based curriculum/assessment delivery for media arts instruction, and core instructional concepts of media arts

Visual Arts, Secondary – Leading design and development of transformation in secondary instruction and curriculum, including:

- Instructional Guide for 5 “forms”: 2D, 3D, Design, Art History, Intermedia
- Course sequencing and development towards meeting LAUSD and UC/CSU approval
- Progressive Instructional Models – Post-Modern, Differentiated and Culturally Relevant
- Assessment and Benchmark Development
- Professional Development, coaching, communications, community and organizational development for 600 visual arts teachers.
- Local District Resource Expert for Local Districts 5 and 2

1999-2006 Instructor and Coordinator, Verdugo Hills High School, Tujunga, Ca

Visual/ Media Arts (Painting, Drawing, Sculpture, Advanced Placement, Filmmaking, Animation, Multimedia)

Department Chair: organized and oversaw instruction, programming, collaborations for 5 arts teachers

Program Development, Lead Teacher –*Multimedia Communications Magnet*

- Design and Development: course sequences, student skills development, professional development, grant-writing (\$2 million)
- Purchasing, IT, technical supervision
- Inter-disciplinary curriculum development and course sequencing

Coordinator –*Filmmaking and Animation Academy*

- Grant-writing and funding
- Developed new curricula and course sequencing for CTE career pathway
- Implemented online and videoconferencing instructional components in animation

Involvement: Curriculum Design Team, WASC Accreditation, Smaller Learning Communities, Arts Festivals, Bravo Award, Digital High School

1994-1999 Instructor Fremont High School, Los Angeles, Ca
Filmmaking, Visual Art, Special Education (Learning Handicapped), Leadership Advisor

1998, 93 Guest Artist Southern Oregon University, Ashland, Or.
Experimental Video/Performance Art Workshops

1989-1994 Instructor Pasadena City College, Pasadena, Ca
Art, Art Appreciation, ESL, Adult Basic Education

1994, 92, 90 Guest Artist University of California, Irvine, Ca
Experimental Video/Performance Art Workshops

1989 Intern Long Beach Museum of Art Video Annex, Ca
Video Production, Animation

1988-1989 Teaching Assistant University of Southern California, Los Angeles, Ca
Inter-dimensional Design, Intermedia, Drawing

1987-1988 Instructor Pasadena Art Workshops, Pasadena, Ca
Drawing, Video, Musical Instrument Construction

Selected Professional Artistic Experience

2000 to present Digital sound production, 5 volumes of original music/soundtracks. Various professional productions in documentary & promotional video, multimedia

2010	Nokia Theatre	Los Angeles, Ca
1999	Los Angeles Contemporary Exhibitions	Hollywood Athletics Club
1998	Southern Oregon State University	Ashland, Or.
1996	Theatre Artaud	San Francisco, Ca
1995	Los Angeles Contemporary Exhibitions	Los Angeles, Ca
1994	7 th Street Market	Los Angeles, Ca
1993	University of California	Irvine, Ca
1992	F.A.R. Exhibitions	Los Angeles, Ca
1991	Lincoln Center	New York, NY
1990	Santa Monica Museum of Art	Santa Monica, Ca
1989	San Francisco Art Institute Film Festival	San Francisco, Ca
1988	SMarts Video Festival	Santa Monica, Ca
1987	Southern Oregon State University	Ashland, Or
1986	Technical University, Nova Scotia	Nova Scotia
1983	Bergen's Kunstforening	Bergen, Norw

Specialized Skills

Software Expertise – Final Cut Pro, Adobe Creative Suite, iLife, iWork, Live, Absynth, Pro Tools,

Media Production – commercial, documentary, experimental, broadcast, theatre, sound

Reviews, publications, references, and portfolios available upon request

J A N E P A T T E R S O N

CAREER HISTORY

July 2008–Present Los Angeles Education Partnership Los Angeles, CA
Humanitas Director, Senior Director for Small Schools

- Direct Humanitas Network for forty-three school sites in Los Angeles Unified School District
- Manage a coaching staff of thirteen education professionals
- Supervise the activities of the Humanitas Manager and three support personnel
- Develop and facilitate professional learning for the five hundred teachers in the network
- Facilitate professional learning for forty-three Humanitas coordinators
- Partner with school-site administration and coordinator to create professional development plan
- Provide on-going support for each Humanitas SLC

1997–2008 John Marshall High School Los Angeles, CA
English Teacher

- Collaborate with Humanitas grade-level team to design and implement standards-based, thematic, writing-assessed interdisciplinary instruction
- Meet monthly with grade-level team to conduct lesson study
- Meet daily with grade-level team to discuss student progress
- Meet weekly with grade-level team to assess unit effectiveness and modify instructional approach when necessary
- Meet quarterly with SLC to assess and refine vertical plan
- Facilitate professional development in essay writing instruction
- Facilitate professional development in document-based question instruction
- Develop and implement interdisciplinary mock trial
- Journalism advisor

1980–1984 Duffy Vineyards Southridge, SC
Senior Sales Representative

- Tripled division revenues for each sales associate.
- Expanded sales to include mass market accounts.
- Expanded sales team from 50 to 100 representatives.

EDUCATION AND CREDENTIALS

University of California, Los Angeles Los Angeles, CA

- Bachelor of Arts, English
- Graduated Cum Laude
- National Board Certified Teacher: English Language Arts/Adolescence and

Young Adulthood

- Secondary Teaching Credential, Single Subject--English

Wendy Weichel Murawski, Ph.D.

Associate Professor & Educational Consultant

President. 2 Teach. LLC

I. EDUCATION:

- 2001; Ph.D. ● Doctor of Philosophy in Education (Ph.D.); Special Education with emphases in Research, Collaboration & Educational Administration University of California, Riverside, California.
- 1995; Ed.S. ● Educational Specialist Degree (Ed.S.); Educational Administration College of William and Mary, Williamsburg, Virginia.
- 1992; M.Ed. ● Master of Education Degree (M.Ed.); LD, ED, MR College of William and Mary, Williamsburg, Virginia.
- 1991; B.A. ● Bachelor of Arts Degree (B.A.); German & Comparative Literature College of William and Mary, Williamsburg, Virginia.

II. PROFESSIONAL TEACHING EXPERIENCES:

University

- 2005-present: ● Associate Professor Department of Special Education, CSUN
 - Graduate Coordinator for Department of Special Education
 - Received early tenure and early promotion
- 2001-2005: ● Assistant Professor Department of Special Education, CSUN
 - Chair, Mild-Moderate Disabilities Specialization (2002-06)
 - Coordinator, Inclusive Education Project (IEP)
- 1998-2001: ● Full-time Lecturer Department of Special Education, CSUN
- 1998-2001: ● Intern Program Coordinator (CAIP)
CSUN, with Antelope Valley SELPA & Santa Clarita SELPAs

K-12

Credentials in Special Education (LD, SED), General Education (German) and Administration

- 1995-1998: ● Special Education Resource Specialist (RSP) Teacher
Burbank Unified School District, CA: John Burroughs High School
- 1992-1995: ● Special Education Resource Specialist Teacher
York County School District: Bruton High School, Williamsburg, VA
- 1992-1995: ● German (levels 1-5) High School Teacher
York County School District: Bruton High School, Williamsburg, VA

III. PROFESSIONAL AWARDS AND HONORS:

- Recipient of the “**Early Careers Publication Award**” from the Division of Research, Council for Exceptional Children (CEC) for 2004. New Orleans, LA, April 2004.
- Recipient of the “**Distinguished Teacher Educator Award**” from the California Council on Teacher Educators (CCTC) for 2004. San Jose, CA, April 2004.
- Became a National Presenter on Co-Teaching for the **Bureau of Education & Research** in 2003; Focus on Co-Teaching strategies for secondary educators
- Recipient of the 2001 “**Outstanding Dissertation Award**” for the Division of Learning Disabilities (DLD), Council for Exceptional Children (CEC).
- Co-recipient (with Dr. Tamarah Ashton) of the **International 2001 Susan B. Gorin Award** through CEC for exemplary work with the Student chapters of CEC

- California “**Outstanding Young Educator**” Award, recipient of state award from California Junior Chamber of Commerce, 1998.
- Recipient of a 2004-2005 CSUN College of Ed Research Grant on Co-Teaching
- Recipient of a 2002-2003 CSUN University Research Grant on Co-Teaching

IV. SELECTED PUBLICATIONS

- Murawski, W.W. (2006). Student outcomes in co-taught secondary English classes: How can we improve? *Reading and Writing Quarterly*, 22(3).
- Murawski, W.W. (2005). *Co-teaching for success: Effective strategies for working together in today's inclusive classrooms*. Bellevue, WA: Bureau of Education and Research.
- Murawski, W.W. (2005). A glimpse into the inclusive classroom. *The Autism Perspective Magazine*, 1(2), 34-36.
- Murawski, W.W. & Wilshinsky, N. (2005). Teaching self-determination to elementary students: Six year olds at the wheel. *Teaching Exceptional Children Plus*, 1(5), Article 3.
- Weiner, I. & Murawski, W.W. (2005). Schools Attuned: A model for collaborative intervention. *Intervention in School and Clinic*, 40(5), 284-290.
- Murawski, W.W. (2005). Addressing diverse needs through co-teaching: Take ‘baby steps!’. *Kappa Delta Pi Record*, 41(2), 77-82.
- Murawski, W.W., & Dieker, L.A. (2004). Tips and strategies for co-teaching at the secondary level. *Teaching Exceptional Children*, 36(5), 52-58.
- Dieker, L.A., & Murawski, W.W. (2003). Co-teaching at the secondary level: Unique issues, current trends, and suggestions for success. *The High School Journal*, 86(4), 1-13.
- Murawski, W. W. (2003). School collaboration research: Successes and difficulties. *Academic Exchange Quarterly*, 7(3), 104-108.
- Murawski, W.W. (2002). Including co-teaching in a teacher preparation program: A vital addition. *Academic Exchange Quarterly*, 6(2), 113-116.
- Hughes, C. E., & Murawski, W. W. (2001). Lessons from another field: Applying co-teaching strategies to gifted education. *Gifted Child Quarterly*, 45(3), 195-204.
- Murawski, W. W. & Swanson, H.L. (2001). A meta-analysis of co-teaching: Where are the data? *Remedial and Special Education*, 22(5), 258-267.

V. PRESENTATIONS

Presentations at the local, state and national level are too many to enumerate here. They include most states and most national conferences in the field of special education (e.g., CEC, CARS+, NASP, TED), as well as keynote addresses for various conferences and collaborative fairs. Please feel free to request a full vita for a breakdown of presentations.

V. OTHER ACTIVITIES

- Fellow, Michael D. Eisner College of Education Center for Teaching and Learning (CTL)
- *Schools Attuned* trained
- Special Edition Editor, Issue on Collaboration, *Intervention in School and Clinic*
- Editorial board, *Teacher Education & Special Education (TESE)* & *Journal for International Special Needs Education (JISNE)*, *MERLOT*, & *Academic Exchange Quarterly (AEQ)*
- Director of Research, CHIME Institute for Children with Special Needs
- Board Member, Council for Excellence in Learning and Teaching (CELT), CSUN
- Educational Consultant, various school districts

Full vita available upon request

Art**LAB**: Arts and Community Empowerment

PRINCIPAL

Job Purpose: The role of leadership is to create, through both design and daily practice, an organization that reflects and support the school's vision: ArtLab celebrates and welcomes the diversity of all learners and is dedicated to providing an environment that supports student empowerment through the arts, community, and integrated learning. Students develop 21st century skills: innovation and creativity, critical thinking and problem-solving, collaboration and communication.

Responsibilities

ArtLab has a unique description in its Pilot school model, including arts and technology integrations, community based interactions and inclusive education.

Therefore, there are certain requirements and desirables above and beyond the norm for the school leader position. The criteria for choosing a principal will include the following qualifications:

- Outstanding competencies in organization and planning, inclusive leadership, team building, operational and personnel management, written and verbal communications, school culture development and social engagement;
- Works to support innovation within the classroom and collaboration across them;
- Develops curriculum, pedagogy, and assessment tools and strategies that bring our school's vision to life;
- Will make the process for innovation, monitoring progress, and sharing and interpreting feedback systematic.
- Will organize resources around instruction. Budgets, staffing, and schedules will be driven by instructional needs.
- Demonstrated record in improving at-risk student achievement;
- Effective experience in instructional leadership, and in supporting teacher growth;
- Knowledge of and commitment to the core beliefs of small school reform;
- Experience in interdisciplinary teaching and curriculum design at the high school level, preferably with the Humanitas model;
- Experience in the implementation of progressive education practices in the classroom and school-wide
- Commitment to inclusive education model;
- Commitment to arts and technology integrations and project-based learning;
- Demonstrated experience in and understanding of community based interactions and development;
- Willingness to teach one period a day;
- Familiarity with the student demographics of Glassell Park and potential feeder populations;
- Maintains positive public relations and outreach with parents and community groups;
- Knowledge of effective administrative and managerial practices and ability to implement them;
- Plans, implements, and supports teaching and student achievement by collaborating with teacher teams;
- Maintains effective discipline and fosters a safe learning environment;
- Counsels student, recommends and implements student disciplinary actions in accordance with the Education Code, the District policy and procedures, and the school's student responsibility code.

Art**LAB**: Arts and Community Empowerment

Qualification

Education

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.

Experience

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university
- Has at least 5 years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- At least 2 years of public school certificated service directly related to an instructional program at a high school.

Knowledge, Skills, Abilities

- Ability and integrity to deal with confidential matters.
- Can provide administrative leadership at the executive level including decision-making, problem-solving, and delegation of authority.
- Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic and disability groups.
- Leadership skill in facilitating group processes, including consensus building and conflict resolution.
- Knowledge of secondary curriculum, instructional objectives and best instructional methods and strategies.
- Ability to make public presentations.
- Knowledge of budget preparation.
- Ability to communicate in a timely and appropriate manner.
- Ability to use computer technology.
- Ability to manage crisis situations and make immediate decisions.
- Ability to multi-task.

Health

- Has the physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer and evidence of freedom from active tuberculosis.

Credentials

One of the following California credentials authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

- Service Credential with a specialization in administrative services
- Standard or General Supervision Credential
- The Supervision or Standard Supervision Credential and the appropriate basic credentials authorizing service in the areas of this class description.

ArtLab Election to Work Agreement 2011-2012

The following agreement has been crafted using the guidelines set up cooperatively by the LAUSD, UTLA, and AALA for the LAUSD Pilot Schools Network and has been approved by the ArtLab design team. It was developed to fulfill the core vision, mission, and goals of ArtLab.

VISION ARTLAB is dedicated to creating a learning environment where young people are supported in their desire to innovate, create, and transform their worlds by engaging in critical inquiry in the arts and sciences. #

Overview of LAUSD Contract Language for Pilot Schools:

Administrators, teachers, guidance counselors, substitutes, and all other employees at Pilot Schools who fall under the jurisdiction of the UTLA or AALA and their respective contracts will be members of the appropriate UTLA or AALA bargaining unit. These employees shall accrue seniority and tenure in the system and shall receive, at a minimum, the salary and benefits established in the UTLA or AALA contract.

UTLA and AALA employees in Pilot Schools will be required to perform and work in accordance with the terms of the individual Pilot school proposal and annual Election-to-Work Agreement. Pilot School governing bodies may make changes to this agreement during the school year only by submitting a formal written proposal to be approved by a two-thirds majority of the ArtLab staff affected by this work agreement.

Employees shall work in Pilot Schools on a voluntary basis and may excess themselves at the end of the school year. LAUSD employees who will not return to the Pilot school, either for personal reasons or because the ArtLab vision is not in agreement with their personal teaching philosophies or practices, shall be ensured the right to transfer to another LAUSD site in accordance with their contract.

For further information concerning the Pilot Schools agreement between LAUSD and UTLA see Appendix A: Memorandum of Understanding between Los Angeles Unified School District and United Teachers Los Angeles.

ArtLab Work Conditions: ArtLab will abide by the agreements outlined by the LAUSD, UTLA, and AALA. Other terms and conditions of employment will be determined by the ArtLab Governing Board rather than by the LAUSD employment contract. While not exhaustive, this agreement states the important terms and conditions of employment at ArtLab.

Hiring, Seniority, Salary and Benefits: ArtLab's hiring committee may select staff without regard to seniority or membership in the LAUSD and formulate job descriptions for the ArtLab staff. The acceptance of non-LAUSD staff shall be in compliance with collective bargaining agreements. When hired, each staff member will receive the salary and benefits established by the LAUSD contract and will be a member of the appropriate UTLA bargaining unit.

ArtLab Calendar: A teacher work year calendar, including length of the work year, length of the work day, professional development time, conferences and holidays, shall be generated by the Governing Board and shall be given to affected staff no later than December 15th of the previous school year. If a calendar has not been approved by February 1st, the previous year's calendar will remain in place. If after the start of the school year the Governing Board wishes to alter the teacher work year schedule, the change must be approved by a 2/3 vote of the affected ArtLab bargaining unit staff.

ArtLab Workday:

ArtLab teachers:

- Are open-minded, flexible, creative, and consistently demonstrate these qualities while interacting with students and fellow faculty members.
- attend all professional development sessions throughout the year.
- work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams once a week during their common conference.
- Measure student achievement utilizing multiple assessments including project-based and authentic assessments
- collaborate with community partners, visiting artists, and higher education partners when developing curriculum and instruction that pertains to each partner's area of expertise.
- check, send and respond to emails on their lausd.net account daily
- generate and reflect upon personal Specific Measureable Attainable Realistic and Timely (S.M.A.R.T) goals annually.
- Co-teach with Inclusion Specialists and para-professionals to ensure the academic success of all students

Additional Commitments: In addition to the regular yearly calendar and workday obligations, ArtLab staff agree to support the school's vision and smooth operations by making the following additional time and instructional commitments:

- Teachers will select a thirty-minute period which must be devoted to conferencing with, mentoring, or tutoring students that begins either one half hour before the start of school or finish one half hour after school ends.
- Teachers are expected to track the progress of their advisory students through the use of Student Work Portfolios.
- Teachers are expected to contact the parents of their Advisory students at each semester concerning their progress and to maintain records of the discussions.
- During the summer of 2011, all teachers are expected to attend a 3 week school-wide professional development in inclusion and differentiation, Linked Learning, project-based learning, Shared Inquiry, and Interdisciplinary curriculum development and instruction. Funding for compensation is being sought, but cannot be guaranteed.
- 5 days of whole-school professional development will be required in the summer. Funding will be sought for compensation, but cannot be guaranteed.
- All teachers are expected to attend a monthly faculty meeting after school to collaborate with the entire faculty. Teachers may be required to imbed
- ArtLab's Media Arts Linked Learning pathway in their curriculum development and instructional methods.
- Teachers are expected to attend all parent meetings, conferences, and appropriate SST and IEP meetings related to students in their classes.
 - Student-led Conference per semester (
 - the ninth grade orientation that will be scheduled on the Saturday before school begins.
 - one 8th grade recruitment fair
 - two student exhibitions a year
- Teachers are expected to be sponsor, or be the one co-sponsor for their choice of:
 - one extra-curricular activity
 - school promotional event each semester
 - one standing committee, ad hoc committee

- program during the year.
- assist with the variety of ArtLab field trips, guest speakers, student internships, community relations, and college and career placement
- Teachers may be required to contribute supervision duty per week
- Teachers are expected to participate in the WASC process.
- Up to 10 hours necessary to complete the mission of ArtLab may be assigned in an equitable manner by the administration as needed.
- (Coverage or substitute teaching duties should not interfere with a staff member's allotted weekly planning periods unless the staff member agrees and is compensated with their hourly salary rate.)

Performance Evaluations: ArtLab will establish and the Governing Board will approve teacher evaluation guidelines that are adopted from the California Teaching Standards for the Teaching Profession. During the first month of the school year each teacher will fill out a pre-observation form listing his/her goal(s) for the year. Each teacher will then meet with the principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration.. A post observation meeting between the teacher and administrator will follow the formal observation. Each semester students will fill out an evaluation form for each teacher. The Governing Board shall also document the support services offered to individual staff members. Copies of evaluations will be submitted to the staff member and filed with the LAUSD and the ArtLab in employee personnel files. All ArtLab staff will complete a yearly evaluation of the school community. Evaluations will be compiled along with evaluations completed by students, parents, and community representatives in our ArtLab Annual Report.

Dispute Resolutions:

ArtLab has an Internal Appeals Process (IAP) that appears in the Memorandum of Understanding between LAUSD and UTLA.

Resigning: All of our policies are aimed at transparency, communication, retaining quality personnel, and maintaining a strong, healthy academic community.

Any staff member who wishes to resign his or herself from their duties at the Academic Leadership Community shall do so, in writing, by March 15th. If the staff member has a change of heart after this time, he or she must reapply for their position. Similarly, the ArtLab Administration must excess staff by March 15th of a given school year.

Staff structures to support the diversity of ArtLab learners: The inclusive structure of ArtLab will ensure that each of our students has equal access to the core curriculum and leadership and community opportunities. All staff must agree to envision all students as “our students.” There will be no divisions based on perceived or identified disabilities or language needs. Inclusion Specialists and para-professionals, trained to provide the necessary accommodations and modifications for identified students, will serve all students who require support in order to succeed in a rigorous curriculum, while ensuring that those students identified with specific learning needs receive the support services identified in their Individualized Education Plans and/or 504 plans. Content area teachers will co-plan and teach with Inclusion Specialists and as a result will also provide the accommodations and modifications necessary to ensure student mastery of content standards. We will abide by California State mandates concerning English Learners while ensuring that EL students enjoy full access to the ArtLab interdisciplinary arts-integrated curriculum.

Signatures

I voluntarily elect to work at ArtLab. I am signing this agreement to indicate that I understand and accept the vision of ArtLab and agree to the terms and conditions of my employment.

Name: _____ Date: _____

Principal: _____ Date: _____



Los Angeles Unified School District

Local District 4

333 S. Beaudry Avenue, 11th Floor, Los Angeles, CA 90017
 Phone: (213) 241-0100 Fax: (213) 241-3350

Ramon C. Cortines
Superintendent of Schools

John E. Deasy, Ph.D.
Deputy Superintendent

Dale W. Vigil, Ed.D.
Local District 4 Interim Superintendent

November 30, 2010

Mr. Ramon Cortines
 Superintendent of Schools
 Los Angeles Unified School District

Dear Superintendent Cortines:

After careful review and consideration of the proposals submitted for Central Region High School #13, Local District 4 has decided to support the proposals submitted by four Design Teams from Local District 4 and one by the Alliance College-Ready Public Schools. The ArtLab School, the Los Angeles River School, the School of History and Dramatic Arts, and the School of Technology, Business and Education represent the efforts of teams from Marshall High School and Franklin High School. The fifth proposal, The Alliance Technology Math and Science High School, comes from the Alliance College-Ready Public Schools.

We believe these proposals best support the vision, mission, and goals which the Local District 4 community has adopted and is committed to attain. In addition to proposing an educational plan that engages students in rigorous instruction, the five Design Teams clearly support the efforts of Local District 4 to implement a college preparatory curriculum, with an emphasis on the academic language development of English Learners. Moreover, they intend to develop and implement the elements of Linked Learning, a District and State Initiative that will prepare our youth for college and the global society of the 21st century, with a focus on project-based learning.

We are confident that the five schools will collaborate where needed, and engage in a respectful relationship at this new facility. All will engage in community outreach efforts in order to ensure parent and community involvement that supports students and their families. While maintaining their unique and vibrant identities and programs, they will work as one complex to provide students with a state of the art education. Local District 4 is prepared to support their work and assist as needed, every step of the way.

Sincerely,

A handwritten signature in black ink, reading "Dale W. Vigil".

Dale W. Vigil, Ed.D.
 Interim Superintendent