

**THE TECHNOLOGY, ARTS, & DESIGN HIGH SCHOOL**  
**(The TAD School)**

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## A. SUMMARY ANALYSIS

**1. Mission and Vision:** *Describe the mission, vision, and core beliefs as well as the school's values about teaching and learning.*

### **Mission**

All Technology, Arts, and Design High School (The TAD School) students will graduate with high levels of academic and interpersonal achievements that prepare them for post-secondary success through an interdisciplinary and project-based instructional approach that advocates social justice through media arts and critical thinking.

### **Vision Statements**

Students will be provided opportunities to:

- Complete all A-G courses required for graduation and college enrollment.
- Develop higher order critical thinking skills in every curricular unit.
- Participate in a Service-Learning project every academic year.
- Address curricular misunderstandings through intervention and support.
- Learn in a safe and productive environment that promotes fairness and respect.
- Participate in, design, and implement projects that support community needs.

### **Core Values**

- High expectations for all students, parents, staff, and community stakeholders.
- Access to an equitable, rigorous, relevant, research-based, and data-driven curriculum.
- Personalized learning environments for all stakeholders.
- Promote respectful relationships amongst all stakeholders.
- Establish meaningful partnerships with families and communities.
- The Arts are valued as an essential enrichment component in developing our students' holistic perspective and integral to the core curriculum.
- A focus on continuous improvement and accountability for all.

### **Habits of Mind**

- Collaboration: *"We learn and work together by..."*
  - The willingness and desire to work together for a common purpose.
- Accountability: *"We expect each other to..."*
  - Understanding your role and responsibility to the larger community of stakeholders.
- Respect: *"We treat each other in a way that..."*
  - Creating an environment that is safe and secure for all students, staff, and community members.
- Evidence: *"We think this way because..."*
  - Making clear your understanding and motivation for a set of beliefs.

### **Teaching and Learning Values**

At the TAD School, we understand that learning does not take place in a vacuum and that it is a personal process where every individual constructs meaning in their own unique way. As

such, the TAD School feels that every student must be given the opportunity to learn through a process of inquiry and critical thinking. Every teacher-team will be given opportunities to develop curriculum with their own particular student's needs in mind that lead to enduring understandings and real-world application. The TAD School's emphasis on interdisciplinary and project-based learning presents a unique opportunity to place both students and teachers in innovative roles. Teachers are not seen as the all-knowing sages imparting knowledge from textbooks and students are not the traditional, passive learners waiting for multiple-choice tests. The TAD School intends to use these new roles for all of its stakeholders with the purpose of moving students from guided practice to independent practice (Fisher & Frey, 2008).

All TAD School stakeholders hold true to the fact that ALL students can learn. It is this idea that builds the foundation for the larger goal that all students should be available to access post-secondary options of higher education. Whether this is work-place technical training, community college or university enrollment, or internship opportunities, the TAD School believes that all students will be prepared to succeed in these post-secondary options through the instruction and intervention opportunities offered at the TAD School.

In order to address the diverse needs of all students, the TAD School has a strong fundamental belief in its curricular approach of interdisciplinary instruction through a project-based design that is inquiry-driven. It is also our belief that the use of specific classroom strategies will help students access classroom curriculum and gain deeper understandings of concepts and skills. Through the use of culturally relevant pedagogy, students are provided a space for collective empowerment and collaborative practice that culminates in academic success. Inclusive classrooms will provide students an environment where differentiated instruction is a constant presence that promotes a true collaborative spirit in the classroom. In addition, promoting a setting where students are expected to practice *accountable talk* as a way to gauge understandings and build a strong learning community in the classroom and across the school.

***2. School Data Analysis:*** *Provide an objective, critical analysis of the data by describing the major strengths and opportunities for improvement at the school. Analyze scores across subjects, grade levels, and student subgroups. Briefly outline your top priorities and necessary action steps.*

SRHS #8 will relieve Bell Senior High School principally and other students from Maywood Academy and Elizabeth Learning Center based on new attendance boundaries. The 2009-2010 API for Bell HS is 671, Maywood Academy is 676, and Elizabeth Learning Center is 692. The range in API scores of the 2010-2011 administration is a 5 - 51 point gain. Although all three schools have made API gains according to the 2010-11 API data, they are all still under program improvement status. This indicates a definite need to continually focus on overall student achievement and improvement.

### **Academic Performance Index (API)**

*2010-11 API scores for the relieved high schools are the following:*

| Average API<br>for all three sites | Bell HS | Maywood Acad. | Elizabeth L.C. | LAUSD | State |
|------------------------------------|---------|---------------|----------------|-------|-------|
|                                    |         |               |                |       |       |



|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 692 | 681 | 681 | 713 | 728 | 742 |
|-----|-----|-----|-----|-----|-----|

### **California Standards Test (CST) for all three relieved High Schools**

*The average percentage of high school students from the relieved school sites that met **advanced** or **proficient** levels on the 2010 CST is reported below.*

| All Students in ELA | All Students in Math | Algebra 1 | All English Learners (ELL) in ELA | All English Learners (ELL) in Math | Students with Disabilities (SWD) in ELA | Students with Disabilities (SWD) in Math |
|---------------------|----------------------|-----------|-----------------------------------|------------------------------------|---|--|
| 35.4%               | 13.6%                | 17.33%    | 5.9%                              | 4.43%                              | 4%                                      | 1.73%                                    |

**Analysis:** The Bell High School 2010 CST math scores were higher by more than 50% over the other two relieved sites, Maywood Academy and Elizabeth Learning Center. However, while the math averages are higher at Bell High School, the need for improving overall achievement is still evident in comparison with the overall LAUSD API average and the California Statewide API data. The data for ELL students indicates that close to 6% are proficient or advanced in English Language Arts and an even lower 4.43% are proficient or advanced in math. Even more compelling is the data for students with disabilities (SWD). Only 4% of SWD students are advanced or proficient in ELA and a lower 1.73% are advanced or proficient in math. The low achievement rates for all students in math demand a keen focus on access strategies to help develop a strong math program. Further analysis of alternative data sources will also assist us in determining an overall needs assessment for all sub-groups. It is important to note that CST data is only one data source which must be considered in addition to others such as the CELDT, CAHSEE, A-G course enrollment, matriculation, attendance, parental involvement, graduation and drop out rates.

### ***Priorities:***

- Creating a culture of academic success;
- Emphasis on data-driven instruction, intervention, and re-teaching;
- Alignment of curriculum units with California State Standards to support CST.

### ***Action Steps:***

- Provide students with Individualized Learning and Growth Plan (ILGPs);
- Conduct professional development on data systems such as MyData and CoreK-12;
- Creation of TAD-specific quarterly assessments to provide formative feedback;
- Implement campus-wide CST and CAHSEE awareness and recognition campaigns;
- Implement targeted and relevant intervention programs.

### **College Readiness A-G Enrollment**

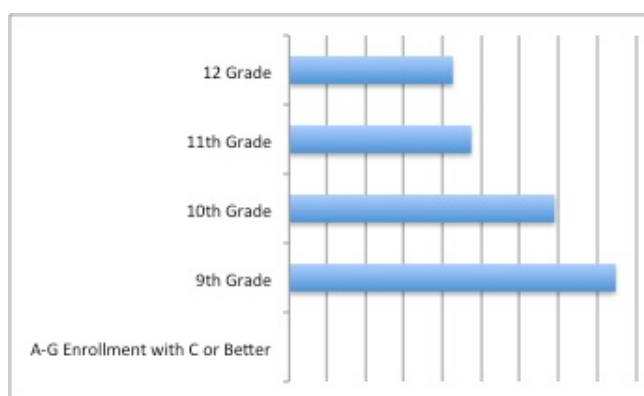
*College readiness data based on overall A-G Course Enrollment for all three relieved high school sites in 2009-10 are reported below.*

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|-----------|------------|------------|------------|
| 91.43%    | 74.26%     | 50.3%      | 55.76%     |

### **College Readiness, A-G Enrollment with C or above**

*College readiness data based on overall A-G Course Enrollment with C or above for all three relieved high schools sites in 2009-10.*

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|-----------|------------|------------|------------|
| 42.3%     | 34.4%      | 23.6%      | 21.2%      |



**Analysis:** The steep decline in percentage of students that are enrolled in college preparatory A-G courses as they reach the 12th grade are of concern and in need of improvement. Additionally, there is a significant drop in the percentage of 10th and 11th grade students that enrolled in A-G courses during the 2009-2010 school year. This may be attributed to credit recovery efforts that resulted in course schedule changes.

There is an overall disparity between the number of students who enrolled in A-G courses and those who actually passed with a C or better. The highest number of A-G course enrollment data was in the ninth grade with an average of 91.43%. However, only 42.3% passed with a C or better. A significant decrease occurred between the 9th grade and the 12th grade in the percentage of students enrolled in A-G courses and passed with a grade of C or above. An overall average of 21.1% of 12th grade students who enrolled in A-G courses completed the course with a C or above. The difference between the percentage of students that took A-G courses and passed decreased as students advanced in grade level. This data indicates a need to increase A-G enrollment and matriculation rates for all grade levels, most especially for the ninth grade. Doing so will decrease the number of students who need credit recovery in the successive grades, ensure that students graduate within four years and meet A-G requirements for college readiness at the end of their 12th grade year.

This data indicates an urgent call to design and implement a rigorous curriculum along with a comprehensive intervention program in which students' progress is closely and frequently monitored to ensure program quality, academic achievement, and college and career readiness.

### ***Priorities:***

- Create and maintain a culture of academic success;
- Establish and maintain a college-going culture;
- Create and maintain an advisory program.

**Action Steps:**

- Provide students with Individualized Graduation Plans (IGPs) and Individualized Learning and Growth Plan (ILGPs);
- Implement targeted and relevant intervention programs;
- Implement college access and awareness programs;
- Implement a peer mentor/teaching assistant tutoring program.

**Graduation Rates (NCLB Rate)**

*The following is an overview of student graduation trends across all relieved schools.*

| Mean Graduation Rate | Bell Senior High                          | Elizabeth L.C.                            | Maywood Acad.                              |
|----------------------|---|---|--|
| 61.9%-2008           | 60.4%-2008<br>(Class of 2007)             | 88.8%-2008<br>(Class of 2007)             | 94.9%-2008<br>(Class of 2007)              |
| 85.16%-2009          | 69.4%-2009<br>(+9)<br>(Class of 2008)     | 90.13%-2009<br>(+1.3)<br>(Class of 2008)  | 95.95%-2009<br>(+1.05)<br>(Class of 2008)  |
| 77.34%-2010          | 68.14%-2010<br>(-1.3)<br>(Class of 2009)  | 85.71%-2010<br>(-4.41)<br>(Class of 2009) | 78.17%-2010<br>(-16.78)<br>(Class of 2009) |
| 82.61%-2011          | 73.91%-2011<br>(+5.77)<br>(Class of 2010) | 90.71%-2011<br>(+5)<br>(Class of 2010)    | 83.21%-2011<br>(+5.04)<br>(Class of 2010)  |

**Analysis:** Although gains were made, the graduation rate for Bell HS is below the overall California graduation rate. 74% of California high school students in 2010 graduated in four years, according to state data for students who started high school in 2006; 18.2% dropped out. The remainder were still in school (6.6%), were in non-diploma programs for disabled students (0.5%) or left high school by taking the General Educational Development (GED) Test (0.4%). The graduation rate was 68% for Latinos, 59% for African American students and 56% for students who are learning English. This compares with 83.4% for Whites and 89.4% for Asians.

One significant benefit of small schools is personalization. Stevens (2008) found that personalized structures that allow strong relationships to develop by creating academic social supports are strong indicators of successful small schools. Adults are accountable for providing a nurturing and safe learning environment along with a consistent system of support. Through ongoing parent academies we can meaningfully engage families in outlining student goals, designing individualized programs, and implementing clear and measurable progress monitoring protocols. Preliminary parent surveys, quarterly and end of the year school evaluations will give

our Curriculum and Instruction Committee valuable data that will be used to design, monitor, and assess our programs and hold all stakeholders accountable for student success.

***Priorities:***

- Creating a plan for high school completion and college and career-readiness;
- Create a process for interdisciplinary and project-based curriculum development;
- Progress monitoring protocols by student, program, and classroom.

***Action Steps:***

- Align Individualized Graduation Plans (IGPs) and Individualized Learning and Growth Plans (ILGPs);
- Design an advisory program that identifies strategies for successful high school completion;
- Professional development on interdisciplinary and project-based curriculum development;
- Develop a schedule for grade-level team Student Intervention Meetings (SIMs).

**CAHSEE Pass Rates**

***Analysis:*** 69.5% of 10th grade students at all three relieved school sites who took the CAHSEE in 2009-2010 passed. CAHSEE pass rates for 10th grade students at Bell H. S. in 2008-09 were 61.8% and 66.2% for 2009-10, a change of +4.4. Eighty percent of eleventh grade students from the three relieved high schools passed the CAHSEE during the second administration of the Exit Exam in 2010. Eleventh grade CAHSEE pass rates were 68.8% in 2008-09 and 73.2% in 2009-10, a change of +4.4. Twelfth grade CAHSEE pass rates at Bell HS were 83.4% in 2008-09 and 85.3% in 2009-10, a change of +1.9. Overall, 92.5% of the twelfth grade students at the three relieved high schools passed the CAHSEE on their final attempt.

***Priorities:***

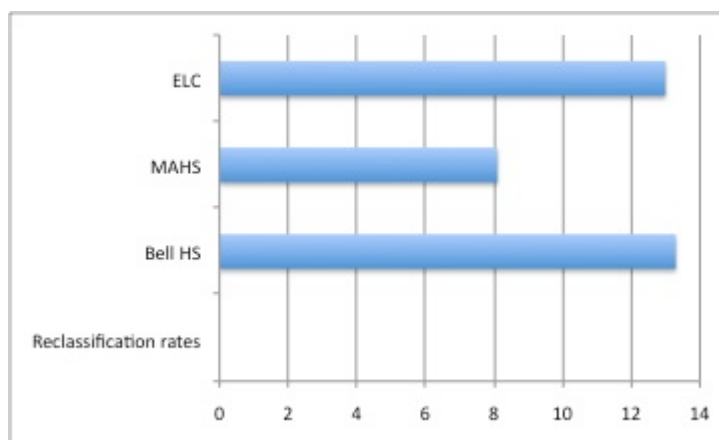
- Emphasis on data-driven instruction, intervention, and re-teaching;
- Create and maintain a culture of academic success;
- Curriculum design to support passage of CAHSEE;
- Create and maintain an advisory program.

***Action Steps:***

- Create a CAHSEE review program for use in advisory;
- Create a CAHSEE intervention program to use during intervention periods and/or during TAD 2.0 S Saturday program;
- Identify strands of strength and weakness through MyData.

**Reclassification Rates**

***Analysis:*** The English Learner population at the relieved high schools average 20% over 2 years, between 2008 and 2010. Reclassification rates at the relieved high schools indicate mixed results. The average reclassification rate is 11.5% among the three. For Elizabeth Learning Center the reclassification rate is 13.0% in 2009-10, a decrease of 2.7% from 2008-2009. Bell HS had a reclassification rate of 13.3% in 2009-2010 an increase of 2.3% from 2008-2009. Maywood Academy had an 8.1% reclassification rate in 2009-2010, a decrease of 9.3%.



What must be noted is that reclassification does not mean that students have acquired the necessary academic language proficiency to be independently successful in the Standard English classroom. It is imperative that all teachers become experts in sheltered and Specially Designed Academic Instruction in English (SDAIE) instructional strategies to ensure equitable access to the core curriculum.

It is also our belief that all students, regardless of language proficiency are Academic Language Learners and must be given equitable access and multiple opportunities for achievement. To that end, the Professional Development and Curriculum and Instruction Committees will implement ongoing SDAIE and sheltered instructional methodologies and best practices trainings.

***Priorities:***

- Create and maintain a culture of academic success;
- Emphasis on data-driven instruction, intervention, and re-teaching.

***Action Steps:***

- Conduct parent workshops to fully understand the reclassification process;
- Professional development on SDAIE strategies and other best practices;
- Implement a reclassification awareness and recognition campaign.

**CELDT Results**

***Analysis:*** According to the 2010-2011 CELDT scores, an average of 32% of the population of English Learners from the relieved high schools who took the CELDT, scored Advanced or Early Advanced. One of the criteria for reclassification is an overall score of Advanced or Early Advanced. Conversely, an average of 68% of English Learners who took the CELDT scored at an Intermediate level or below. This indicates an overall need to strategically target the needs of this population by employing research based, instructional strategies that effectively address second language acquisition and academic language development with an emphasis on each domain of language development: writing, speaking, listening, and reading. Therein, lies the need for arts integration into the core curriculum. The arts will help ensure that English learners achieve greater levels of language acquisition and proficiency by building supportive learning communities, thereby lowering the students' affective filters, raising their confidence level and by engaging them in meaningful learning opportunities. (Krashen)

***Priorities:***

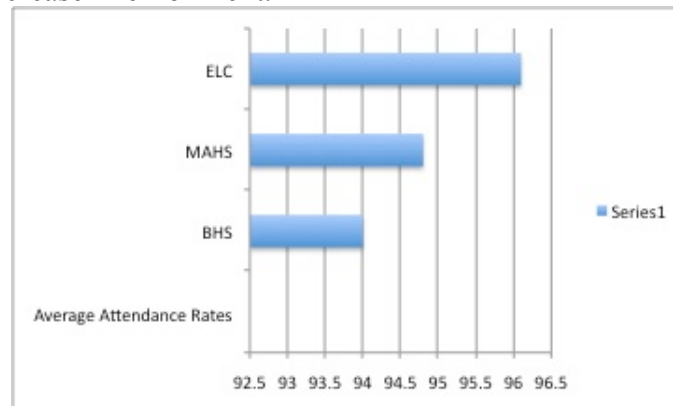
- Create and maintain a culture of academic success;
- Emphasis on data-driven instruction, intervention, and re-teaching.

***Action Steps:***

- Conduct parent workshops to fully understand the role of the CELDT exam in the reclassification process;
- Professional development on SDAIE strategies and other best practices;
- Implement a campus-wide reclassification awareness and recognition campaign.

**Average Attendance Rates**

***Analysis:*** The overall average attendance rates for the relieved high schools is 95% for the 2010-2011 school year. Bell HS has an attendance rate of 94.0%, Maywood Academy has a rate of 94.8%, and Elizabeth LC has a 96.1% attendance rate. A slight decrease in attendance was noted at Bell HS over a two-year time period. This indicates a need to ensure that attendance rates are 100% at SRHS #8. Research indicates that in class seat time positively impacts a student's academic growth and achievement. To this end, policies, protocols and programs will be effectively implemented. Identifying our students' attendance rates will ensure that we minimize drop out rates, especially for our 9th and 10th grade students who historically have shown the sharpest decrease in enrollment.



Current data indicates that student drop out rates increase between the eighth and ninth grade years. In particular, California Department of Education reported state-wide drop out rates for eighth grade students in the 2008-09 academic year. According to the state count, about 3.5% of eighth-graders - 17,257 in all - left school and didn't return for ninth grade. Of those, about 4,200 dropped out during the academic year of eighth grade; more than 13,000 finished eighth grade but failed to report to the ninth grade. The Superintendent of Public Instruction, Tom Torlakson stated, "[The] transition from middle school to high school is crucial. Those years are vulnerable years for many students, especially if a student loses hope, gets off track or falls behind." We are committed to designing and implementing a collaborative outreach program facilitated by Local District 6 in which local middle school students will have opportunities to attend college and career workshops, arts enrichment and intervention courses at SRHS #8.

***Priorities:***

- Create and maintain a culture of academic success.

***Action Steps:***

- Establish partnerships with local feeder middle schools;
- Establish a peer mentor program to reinforce personalization and advocacy;
- Implement an attendance awareness and recognition campaign;
- Conduct parent workshops that address the importance of daily attendance.

See Appendix P – Performance Plan

***3. Applicant Team Analysis:*** *Provide evidence of the team’s ability to successfully manage the academic operations of a school. Describe how your team is well-suited to meet the academic needs of the student population. Teacher teams must provide other evidence of past performance by providing individual information such as performance data on student growth, achievement in math and English language arts, etc. Teacher teams may also discuss specific programs, projects, or individual teaching assignments conducted by team members and their impact on student achievement. All applicants should also address the following questions: (1) What does it take to be successful in either a turnaround or a new school environment, and (2) why is your team well-positioned to do this work?*

The TAD School’s design team is made up of three dedicated teachers who have lived and served this and neighboring communities for many years. All three teachers believe in the mission and vision of the Technology, Arts, and Design High School, deeply believe that all children have the capacity to learn and should be provided with the equity and access that this historically marginalized community has consistently been denied. The teachers are experts in their content, have continued their studies past their initial Bachelor’s Degrees by seeking advanced degrees or participating in professional developments, and have taken the initiative to create programs for students directly related to their needs or interests.

***Jose Luis Barzaga*** is very familiar with the community needs of TAD School students as he attended Bell High School as a student and has been a teacher at the school for eleven years. He is a National Board Certified Teacher and has served in a variety of positions at the school including Social Studies teacher, Social Studies Content Cadre Member, Professional Development Committee Co-Chair, School Based Management and School Site Council member, Humanitas Small Learning Community Lead Teacher, and most recently, Technology Coordinator. As both a classroom teacher and coordinator of the Humanitas Small Learning Community, he has initiated student programs such as the College Access Plan Scholars (CAPS) program that exposed students to experiences directly related to application and enrollment in higher education and facilitated the structure for Student Intervention Meetings (SIMs) that offers students personalized academic and/or emotional support from grade-level team teachers. He received his B.A. in History from UC Berkeley, a teaching credential and M.Ed in Urban Teaching from UCLA, an Educational Technology certificate from Cerritos College, and most recently a Tier 1 administrative credential and a second M.Ed. from UCLA in Educational Leadership and Administration.

**Lee Kimura** has been a Social Studies teacher at Bell High School for ten years. She has been an integral member of the Drama team assisting with over five productions at the school. She has served as the president of the School Site Council and as the 11th Grade-Team Interdisciplinary Team Lead and is currently the Humanitas Small Learning Community Lead Teacher on Track-C. She is very much interested in the analysis of student achievement data as it relates to expected goals, especially for English Learners and students with disabilities. She received her B.A. in Asian Studies from Mount Holyoke College and a teaching credential from the University of Hawaii.

**Ginna D. Ramirez** was raised in Huntington Park and graduated from Huntington Park High School which is in the same Local District as Bell High School and the future SRHS #8. She has worked as a Social Studies teacher in Bell High School for five years and is currently a Professional Learning Community Lead Facilitator. She was honored as the teacher with the highest number of students passing the AP US History exam at Bell HS for the 2010-2011 academic year and has received three certifications from the College Board for Advanced Placement curricula. With Ms. Ramirez's participation, CST scores have steadily increased in the Social Studies department at Bell HS. She received her B.A. in History from UC Santa Cruz and a teaching credential and M.A. in History from California State University, Los Angeles.

For student success to take place at this new environment that is the TAD School on SRHS #8 (on SRHS #9) takes motivation, persistence, trust, and faith. All of the design team members exhibit these qualities and will seek to staff the school with staff members that share these beliefs. We are entrusted to develop within students the knowledge base and skills that are essential for the 21st Century. As such, we cannot allow any one student to falter or fail without providing him or her the fullest extent of our services. To allow this to happen would be a replication of the status quo itself and seal the future for that one student and everything else they may have been able to accomplish. Above all else, we understand that we are accountable to our students, their families and communities, and most importantly, their future.

See Appendix F - Applicant History Data Sheet

**4. Informational Summary.** *Create a document (limit 4 pages) using parent-friendly language that briefly highlights key components of your proposal.*

See Appendix A4 - Informational Summary English and Spanish



## B. INSTRUCTIONAL PLAN

### Category One: Unwavering Focus on Academic Achievement

#### B-1 Curriculum and Instruction

*a. **Instructional Program:** Provide a thorough description of the proposed instructional framework and the underlying theory that drives it. Describe the specific instructional strategies that will be implemented and explain why they are well-suited to address the needs of the student population and will help attain the goals outlined in Section A.*

#### Underlying Theory

*“The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done - men who are creative, inventive and discoverers”*

*--Jean Piaget*

The Technology, Arts, and Design School (The TAD School) will ensure that every student is offered a comprehensive personalized educational program that includes access to all areas of the State Content Standards for California Public Schools. The focus of the TAD School is to engage students in experiences to critically think about their world by providing opportunities to access rigorous curricula, share unique cultural understandings, develop new understandings through the use of the arts, and cultivate a spirit of active community involvement and social responsibility through a project-based learning context. **As such, the TAD School seeks program autonomy (identified as LIS Waiver #2) available through the “Local Initiative School” waiver process as referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA.** Having local stakeholders make decisions over local programs and strategies make the most sense for educational reform to be evident at the SRHS #8 campus.

Students at the TAD School will have multiple opportunities to create new knowledge through a constructivist approach that believes that all individuals have the ability to construct meaning through various encounters and interactions. Constructivism asserts two main principles: 1) learners construct new understandings using what they already know. Learners come to learning situations with knowledge gained from previous experience, and that prior knowledge influences what new or modified knowledge they will construct from new learning experiences. 2) Learning is active rather than passive. Learners confront their understanding in light of what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, they can change their thinking to accommodate the new experience. Learners remain active throughout this process: they apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment, they can modify knowledge (Hoover, 1996).

Students at the TAD School will benefit from a strong emphasis on project-based learning, which will provide both physical space and time for opportunities to explore different notions and ideas. Project-based learning is standards-based instruction that pushes students to apply acquired knowledge to new situations. Activities of exploration and experimentation will aid in the development of new understandings and the challenge of prior constructs. Much of the structure of the TAD School is based on the model found at International Polytechnic High School (I-Poly) housed on the campus of California State Polytechnic University in Pomona, CA. The strong program used by I-Poly is a testament to the use of project-based instruction as a tool to prepare students for post-secondary success. One of the goals of the TAD School is to replicate this successful program in a Los Angeles Unified School District (LAUSD) school where students are given few opportunities to participate in project-based learning activities. To guide the nature of the project based environment that all students and staff will embrace at the TAD School, it is important to delineate the three learning philosophies that ground the work. At the TAD School, students will learn by developing and nurturing thought provoking and critical questions, exploring their local, national, and international world through a variety of perspectives, and make connections between different disciplines of learning to create a deeper understanding of content knowledge from multiple sources.

### **Instructional Framework**

***Inquiry Driven Learning*** - The typical learning approach is focused on the memorization of facts, dates, and numbers usually delivered in isolation through lecture styles or textbooks.

This information is then tested through worksheets or multiple choice tests void of any meaningful context for students. Students then proceed to the next topic of study using the same classroom format. These approaches do not build within students an encouragement to ask questions nor a deep love of learning which is so essential in developing an inquisitive, life long learner student profile. This is not to say that content knowledge such as the aforementioned facts, dates, and numbers are not important to student learning. The TAD School proposes to shift the educational paradigm into one where students are active participants in their own learning by becoming theorists and problems solvers. By using an inquiry driven method, students become empowered as knowledge gatherers and take ownership over their own learning. To create this inquiry driven environment, the TAD School will infuse essential questions into areas of instruction such as, classroom unit and lesson development, class assignments, discussion opportunities, case study analysis, self reflective activities, and yearly project development and implementation. These essential questions will always be based on core content standards as these are the driving force behind all instructional components.

Teachers at the TAD School have a unique opportunity to become facilitators of knowledge by supporting students to content mastery through a process of inquiry. Partnering with experts in the field of study through both class visitations or virtual connections, all TAD stakeholders will have an opportunity to develop their learning and continue the process of knowledge gathering and construction throughout their experiences.

***Identity Awareness***- The attendance area of the TAD School consists of an environment that is culturally rich and comprised of a diverse population of ethnicities, nationalities, languages, and experiences. However, the attendance area also includes one of the poorest areas of southeastern Los Angeles County with a large immigrant population that has been historically

marginalized with respect to formal experiences that aid in post-secondary success. This inclusive philosophy of the TAD School is founded under the principle that local and personal narratives are in fact relevant and powerful. This philosophy also allows students to recognize the context in which they live and are educated. TAD students will have opportunities that develop a strong sense of identity of who they are linguistically, ethnically, and culturally, but also explore the world at large at both a national and international level. TAD students will not be educated in a vacuum. In fact, they will be able to develop a social consciousness that recognizes that the actions of one can affect the larger society and that it is this action that can have profound implications on the society at large.

***Interdisciplinary Curriculum*** - The larger, overall philosophy of the TAD School is based around the theme of interdisciplinary learning. Just as students are asked to think about the connections that exist locally, nationally, and internationally, we also ask them, and their teachers, to think about the interconnectedness of the subject areas they encounter throughout the school day. The ability to find these connections play a strong role in developing the critical thinking skills found in strong demand in new career industries and universities around the world. Using the Humanitas instructional model that has been in place at Bell High School, and other LAUSD schools for the last twenty years, the TAD School envisions a small school where teachers and students are a true, small cohort of learners that can explore a variety of subject matters built around themes that provide both standards-based content knowledge and enduring understandings. Students will use a variety of mediums, tools, and genres to imaginatively connect with and apply the core curriculum, as well as to engage with and empower their community.

### **Instructional Strategies**

***Culturally Relevant Pedagogy*** - The TAD School also values the rich cultural and social notions, beliefs, and understandings, that students bring to the learning process as a springboard to new ideas and ways of thinking. As noted by Gloria Ladson-Billings, culturally relevant pedagogy is rooted in creating a space for collective empowerment of students. It rests on the following three criteria: 1) students must experience academic success, 2) students must develop and/or maintain cultural competence, and 3) students must develop a critical consciousness through which they challenge the status quo of the current social order (1995). Culturally relevant pedagogy includes the use of specific texts that students can relate to but it also requires that students demonstrate mastery of course content and skills. While the TAD School is continuously engaged in creating an atmosphere where all students feel they can succeed, this can only be done when students are also presented with an expectation of success as well. Part of creating an environment where students develop a strong commitment to the community in which they live and receive their education is the maintenance and development of their cultural identity. By capitalizing on the funds of knowledge provided by households and other community resources, classroom instruction can be organized into a more quality experience that far exceeds the rote-like instruction that students commonly encounter (Moll, et. al., 2005).

Incorporating competencies that students have developed outside of a formal schooling environment, both the classroom and the school become centers of cultural exchange that can add to instructional units and lessons. For example, students who have developed building and construction skills through work with family members, those who have maintained cultural

dialects and oral histories of past relatives, and parents who can teach specific skills or recount narratives of past experiences help to strengthen the foundations of the TAD School. Lastly, culturally relevant pedagogy can be the tool that creates within students the spirit that they can engage their community and the world in meaningful ways. We can ask students to critique textbooks and other historical inequities while developing in them the skills necessary to write to their elected officials or a local newspaper in a coherent manner. This ultimately creates culturally competent and conscious individuals that can speak to issues affecting local communities from both an informed and empathetic perspective.

***Inclusive Classrooms*** - The TAD School will consist of inclusive classrooms where all student populations are served in both academic and interpersonal manners. Classrooms composed of English Learners, General Ed, Special Ed students and every other label that our current education system has attached to students will allow for an environment with multiple perspectives to add to the common understandings in the classroom. A classroom with cultural “experts” is one way that the interactions that both Gibbons (2002) and Walqui (2006) refer to as being essential for instruction of all students, English Language Learners in particular. These interactions will be in the form of cooperative group work where students are able to use and develop their language. According to both Gibbons and Walqui, “talk” is very important. It is through “talking” that students will benefit the most. Brown et al.’s (1993) study reported that the use of collaborative dialogue during reading comprehension lessons were positively associated with student gains in building knowledge and comprehension. TAD School classes will use strategies that include question generating, summarizing, clarifying, and predicting as ways to facilitate all students’ knowledge building and comprehension of text.

***Accountable Talk*** - It is through *accountable talk* that TAD School students will find an entry point into their classroom’s curriculum. Talking with others about ideas and work is fundamental to learning. For classroom talk to promote learning it must be accountable to appropriate knowledge, and to rigorous thinking (Institute For Learning). This strategy expects students to respond to and develop what others in their group have said, it demands knowledge that is accurate and relevant to the issue under discussion, and it uses evidence appropriate to the subject area (e.g., proofs in mathematics, data from observations in science, text details in literature, primary sources in history). Teachers and students at the TAD School will intentionally create the norms and skills necessary for accountable talk to take place. A recent study by Wolf, Crosson and Resnick (2006) found supportive evidence that a classroom discourse including listening to others, questioning other’s knowledge, and exploring one’s own thoughts has a positive relationship with the academic rigor of reading comprehension. The study also found that linking talk in the classroom is necessary for building a learning community and an effective way of socializing intelligence for promoting learning, both of which are at the core of the TAD School’s values.

***b. Core Academic Curriculum:*** *Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population you will serve, and addresses the California State Standards. 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. If you are a traditional,*

*pilot, ESBMM, or network partner team seeking curriculum and instructional autonomy, include an explanation of how you will use the autonomy.*

The TAD School's use of standards-based curriculum will prepare its graduates for post-secondary learning, careers that are fulfilling and in demand, active engagement in the cultural and civic life of their city, state and nation, and for the ability to develop characteristics that allow for full participation in American democracy. The TAD School will use the Humanitas instructional model in use at many traditional and newly formed Small Schools in the Los Angeles Unified School District as the foundation of its core academic curricular work. **In order to implement this rigorous, writing and arts-based curriculum, the TAD School seeks curricular autonomy (identified as LIS Waiver #3) available through the "Local Initiative School" waiver process as referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA.**

### **Curriculum Expectations**

1. Language Arts: Students become confident and persuasive oral and written communicators.
2. Social Studies: Students understand the enduring ideas and concepts in social, political, philosophical, and economic history in order to learn how their lives connect to the past, their place in the present and how decisions affect the future.
3. Mathematics: Students demonstrate mastery of mathematical concepts and know how to employ practical applications in multidisciplinary settings in order to make sense of real-world situations.
4. Science: Students will know how to use scientific investigation methods 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 use arts on a daily basis to become innovative thinkers and creative problem solvers to engage in critical reflection. Art is seen as a form of social commentary just as valid and capable of impacting society as an essay, speech, book, or scientific equation.
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.

### **Core Curriculum**

#### ***Interdisciplinary-Based and Arts-Driven***

The TAD School's core curriculum will be based on the California Content Standards and will work to include the National Common Core Standards in English Language Arts and Mathematics. TAD School teachers will collaborate in horizontal, grade-level teams to develop standards-based interdisciplinary units of instruction that embed project-based learning and thematic elements that speak to the principles of the school's vision. Teachers will also collaborate in vertical, discipline specific teams to create a plan that allows for the building of skills and concepts from one grade level to the next. All texts and supplemental materials will be selected based upon their ability to provide students access to rigorous curricula that engages

students in higher-order thinking, and builds content mastery over the course of the academic year and from year to year.

In line with the interdisciplinary nature of the TAD School, the core curriculum will be supplemented with *Citizens of the World: Readings in Human Rights (2010)*, a comprehensive anthology published by the Great Books Foundation. This collection of literary works ranging from memoirs and fiction to legal and historical documents will help students understand how abstract concepts such as the rule of law, freedom, and human dignity have evolved. Students will begin to use this anthology in the 9th grade and keep the text as a reader for the remainder of their experience at the TAD School, using it in each of their classes built around the interdisciplinary theme studied at the time. In addition, students will use the readings to conduct Shared Inquiry discussions that provide students with a learning environment that helps individuals achieve a more thorough understanding of a text by discussing questions, responses, and insights with fellow readers. Shared Inquiry combines a sound theoretical base with proven strategies to engage all readers in higher-order thinking and collaborative problem solving where participants come together to help each other explore the meaning of a work of literature. Each participant brings a unique perspective that influences how he or she understands the work, sharing their interpretations, gaining new insights, and deepening, or changing, their initial understandings.

Students at the TAD School will construct and demonstrate understanding through thematic interdisciplinary connections between various mediums of art and the core curriculum in academic classes. The integration of the arts engages students in a creative process that enhances their learning of standards-based subject matter. For example, English Learners, as well as other populations at the TAD School, will have opportunities to express their understanding of complex concepts through multi-media in their digital photography, film making, or web design courses. Research shows that students acquire academic language proficiency when they are given opportunities to integrate visual arts (Pepple, Catteral & Freilen, 2010). The successful Humanitas model of thematic interdisciplinary curriculum integrated with a focus on the arts has shown success with all learner groups; however, thematic instruction is particularly effective with English Learners (Garcia, 1999).

#### ***The TAD School's 4-Year Educational Plan***

| <b>9th</b>         | <b>10th</b>      | <b>11th</b>                                    | <b>12th</b>                                  |
|--------------------|------------------|--|--|
| Humanities AB      | English 10 AB    | American Literature & Contemporary Composition | Modern Literature & Literary Analysis        |
|                    | World History AB | U.S. History AB                                | Principles of American Democracy & Economics |
| Zoology & Genetics | Biology AB       | Chemistry                                      | Advanced Placement Environmental Science     |
| Algebra 1 AB       | Geometry AB      | Algebra 2 AB                                   | Trigonometry/Math Analysis AB                |

|                    |                    |   |                 |
|--------------------|--------------------|---|-----------------|
| Spanish 1 AB       | Spanish 2 AB       | <ul style="list-style-type: none"> <li>Spanish 3</li> <li>Advanced Placement Spanish Language</li> <li>Advanced Placement Spanish Literature</li> <li>Contemporary Latin American Literature, Art &amp; Culture AB</li> </ul> |                 |
| Physical Education | Physical Education |   |                 |
| Photography 1 AB   |                    | Design AB   | Filmmaking 1 AB |

### ***Technology-Integrated and Project-Based***

TAD School students will engage in rigorous inquiry-driven instruction in all of their academic courses. 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 historically have and continue to marginalize communities. “What is life? What is a healthy life? What is a quality life?” These questions will open a thematic unit of study in World History, English 10, Chemistry, and Physical Education. As students master the content standards in their respective courses they are acquiring knowledge that, along with their own experiences and notions of life, can answer these questions in a way that inspire, challenge, inform, and empower those around them. In addition, providing students an opportunity to engage in authentic project-based learning, allows for new manners in which to share their new understandings such as, public exhibitions, town hall meetings, “TAD talks”, etc. This project-based learning experience provides for students an opportunity to master content knowledge, but also think critically about their role in knowledge creation, exhibition, and application to their own lives.

The TAD School will also focus on the use of technology as a way to support the interdisciplinary and thematic links found in the core academic classes and also as a way to offer students the space to develop higher order thinking skills that are in demand in both higher education institutions and the new labor force. These courses will allow students and staff an opportunity to imagine, create, and design solutions for the real problems affecting local communities. Courses such as photography, web design, digital imaging, film making, and animation provide countless examples for students and teachers to “think outside of the box” when developing programs, deciding on solutions, creating service learning projects, and other activities on campus.

In line with creating a space for students to develop their understanding of new and complex technological applications while, at the same time, using these new technologies to both challenge and enhance the world around them, the TAD School will provide an extensive three-year technology multimedia program that fundamentally changes the way students apply their knowledge. Built around thematic links that provide enduring understandings for students, this multimedia program is designed in tandem with other classes to present an overarching theme for the academic year. The program consists of both a media studies and a technology media emphasis taught through the elective course:

### ***Four-Year Technology Multimedia Program***

|   | <b>Theme</b>  | <b>Media Studies<br/>Essential Question(s)</b>   | <b>Technology Media<br/>Course(s)</b>   |
|---|---|--|---|
| <b>9th<br/>Grade</b>                        | <b>Identity</b> - Students begin to think about their identity in terms of personal history, culture, religion, community, etc. <i>This course also begins as an introduction into the Technology Multimedia Program at The TAD School.</i> | <ul style="list-style-type: none"> <li>• What is my history and culture?</li> <li>• What is my place and my context?</li> <li>• How does my personal history, culture and context shape who I am?</li> </ul>   | <ul style="list-style-type: none"> <li>• Digital Photography</li> <li>• Web Design</li> </ul>                                 |
| <b><i>No Tech Courses in 10th Grade</i></b> |   |  |   |
| <b>11th<br/>Grade</b>                       | <p><b>Self Development</b> - Students work with the concept of development and how it is played out in history and personally.</p> <p><b>Social Justice</b> - Students discover and analyze the world around them, past and present.</p>    | <ul style="list-style-type: none"> <li>• Who do I want to become?</li> <li>• What is happening on my street, my neighborhood and my city?</li> <li>• How do these events influence my future?</li> <li>• How do these events influence the future of my community?</li> <li>• How can I influence, change and shape my community?</li> </ul> | <ul style="list-style-type: none"> <li>• Digital Design</li> <li>• Graphic Design</li> <li>• Digital Music Editing</li> </ul> |
| <b>12th<br/>Grade</b>                       | <b>Imagine the Future</b> - Using the social justice issue/theme identified in the 11th grade year, students develop and document possible solutions.   | <ul style="list-style-type: none"> <li>• How can media impact society?</li> </ul>  | <ul style="list-style-type: none"> <li>• Film Making</li> <li>• Digital Animation</li> </ul>                                  |

### ***College-Ready***

All TAD School core classes are A-G approved and will conform to the newest LAUSD graduation requirements for the class of 2016 and beyond. The courses will be supplemented by advisories, physical education, technology courses/electives, and intervention. 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 also have access to a variety of Advanced Placement courses while at the TAD School in partnership with the other Small Schools on the SHRS #8 campus (housed at SRHS #9). 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 UCCP's on-line courses and a certificated teacher. Additionally, students will have the opportunity to participate in monthly seminars that are geared to students who come from homes with limited exposure to higher education. These seminars will help students become informed on the newest graduation requirements as well as the A-G requirements. Students will participate in the seminars as a cohort of ten to fifteen students that will remain in the cohort for all four years of their academic program at the TAD School. Also, they will remain with the same Teacher-Facilitator of the cohort to help develop a safe space for students to discuss and tackle the barriers they face to higher education. 11th and 12th grade students will have the opportunity to participate in the Saturday High program offered through Art Center College of Design in Pasadena, CA. This program allows students to take Art and Design related courses that will add to their knowledge base and as a way to enhance their project-based learning experiences at the TAD School. By establishing a partnership with local community colleges such as East Los Angeles College and Cerritos College, the TAD School will work to create programs where students may enroll in college courses during the week. In addition to taking these courses, these students will be enrolled in Study Support Workshops where students are provided support through a teacher and/or tutor where they discuss the college course they are taking, review the syllabus, and have support for homework assignments, upcoming exams, projects, etc. 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).

### **Curricular and Instructional Autonomy**

In order to fully implement the plan for the TAD School a conscious decision has been made to not offer a Health course in its typical format. Instead, the Health curriculum and its content standards will be embedded within the Biology course that students enroll in their 9th grade year and Physical Education classes, also in the 9th and 10th grade. This decision will allow for students to take the technology media courses that are unique to the TAD School while also meeting the social, emotional, and physical needs that students, especially in the 9th and 10th grade, are required to meet.

The TAD School will also introduce the use of on-line learning in order to provide differentiated instruction to students and to allow students autonomy over Advanced Placement courses. Because of the highly thematic nature of our curriculum and instruction and the project-based environment of the school, the TAD School will need access to a wide variety of texts and instructional resources. While we will not rule out district-approved texts, we will consider all state-approved texts as we make decisions about how to best serve our specific population of learners. In addition, because of the authentic nature of our curricular program, it is important that we create our own periodic assessments, and determine our own pacing for those periodic assessments to adequately assess the levels of student learning. We affirm that teachers, those closest to the students, should be the ones making these decisions.

***i. Management of Multiple Schools:** For network partners and charter schools. Describe the organization's role in developing curricula for the schools you currently manage. Describe how the curriculum is or is not aligned across schools. If you are not currently managing schools, define what this process will look like.*

Not Applicable to The Technology, Arts, and Design School (The TAD School)

***c. WASC Accreditation:*** *High schools only. Explain how the school will meet A-G requirements and outline the plan for Western Association of Schools and Colleges (WASC) accreditation.*

The TAD School will fulfill the requirements set by the Western Association of Schools and Colleges (WASC). In order to meet these requirements, it is very important that all stakeholders, including students, teachers, administration, community members, and staff understand that the WASC process is one that is both reflective and instructive. It will not be considered a separate task of committees or meetings and WASC goals will be embedded throughout all activities of the school. The TAD School would like to use the plan outlined by the ArtLab school (PSC 2.0) because it is one that is feasible, logical, and speaks to the commitment of providing a quality education for students and community members.

### ***WASC Plan Outline***

1. Immediately following School Board approval of proposal, the TAD School design team will determine four broad but achievable goals
  - a. Develop a rationale for each goal
  - b. Link goals to School-Wide Learning Goals
  - c. Define benchmarks and define how progress will be measured and assessed
  - 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. Meet with all stakeholders to review accreditation eligibility during the first semester of operation.
4. Our school-based leadership team will develop and publish a statement of purpose 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 a 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***

The TAD School will request a school code from the College Board in order to align all courses with the A-G requirements. Upon receiving the code, TAD School 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. The TAD

School will also complete the Survey for New Schools application and submit for review to the University of California Office of the President.

***d. Addressing the Needs of All Students:*** Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the need of all students, including students with special needs, students of poverty, students with disabilities, gifted students, English Learner (EL), Standard English Learners (SEL), and young children ages 0-5.

The TAD School finds itself in a unique situation where it is being given the opportunity to create an equitable school where all students are expected to learn and where all adults on campus believe honestly in the idea that all students can learn. As such, it is imperative that the TAD School provide ample opportunities for all students with diverse needs to excel and demonstrate their learning. Throughout the school, key features that help students succeed will be visible: personalization, rigorous and relevant instruction, and professional learning and collaboration (Darling-Hammond, 2008).

| Student Population          | Meeting the Needs of All Learners   |
|-----------------------------|---|
| Students with Special Needs | <ul style="list-style-type: none"><li>• Focus on differentiation, personalization, and advocacy.</li><li>• Full inclusion in both classrooms and across the school.</li><li>• Respect various types of engagement, participation, and production.</li><li>• Co-teaching as an opportunity to pre-teach, re-teach, and asses.</li><li>• Adherence and reference to IEP goals.</li><li>• Regular discussions and updates based on observed data, multiple assessments, and student and parent feedback.</li><li>• Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.</li><li>• All strategies identified in the SEL section below.</li></ul> |
| Students of Poverty         | <ul style="list-style-type: none"><li>• Focus on differentiation, personalization, and advocacy.</li><li>• Use of culturally relevant and responsive strategies to improve academic English and literacy skills.</li><li>• Regular meetings with grade-level teacher teams, parents or caregivers, and students to address mental, physical, and emotional wellbeing, as well as, academic achievement.</li><li>• Integration of multimedia in literacy instruction.</li><li>• Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.</li><li>• All strategies identified in the SEL section below.</li></ul>                                  |
| Students with Disabilities  | <ul style="list-style-type: none"><li>• Focus on differentiation, personalization, and advocacy.</li><li>• Full inclusion in both classrooms and across the school.</li><li>• Use of appropriate accommodations and strategies.</li></ul>   |

|                       |   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"> <li>• Comply with federal requirements to provide the least restrictive environment.</li> <li>• Provide assistance from trained personnel, supplemental services and aids, adapted curriculum and materials.</li> <li>• Full inclusion into the structure of the technology-integrated, arts-driven, and project-based nature of the school.</li> <li>• Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.</li> <li>• All strategies identified in the SEL section below.</li> </ul>  |
| Gifted Students       | <ul style="list-style-type: none"> <li>• Focus on differentiation, personalization, and advocacy.</li> <li>• Structure curriculum to identify systems and patterns for synthesis and analysis of content knowledge.</li> <li>• Using the teacher in the role of facilitator of knowledge through project-based experiences.</li> <li>• California Department of Education guidelines for instruction.<br/>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.</li> <li>• Access to Advanced Placement courses, online enrichment opportunities courses, individualized tutoring, community college courses through East Los Angeles College, and participation in Art Center of Design programs such as Saturday High.</li> <li>• Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.</li> <li>• All strategies identified in the SEL section below.</li> </ul> |
| English Learners (EL) | <ul style="list-style-type: none"> <li>• Focus on differentiation, personalization, and advocacy.</li> <li>• Utilization of background knowledge and funds of knowledge to build academic proficiency and collaborative experiences to increase oral language proficiency.</li> <li>• Develop curriculum that is culturally relevant, builds on prior knowledge, scaffolds learning, and builds academic proficiency.</li> <li>• Use of Specially Designed Academic Instruction in English (SDAIE) strategies such as graphic organizers, accountable talk, interactive notebooks, etc.</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Build classroom groups that are heterogeneous, collaborative, and language-rich.</li> <li>• Writing and speaking across the curriculum that incorporates modeling, guided practice, and individual practice.</li> <li>• Co-teaching models that differentiate instruction and provide targeted support.</li> <li>• Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.</li> <li>• All strategies identified in the SEL section below.</li> </ul>  |
| Standards<br>English<br>Learners (SEL) | <ul style="list-style-type: none"> <li>• Focus on differentiation, personalization, and advocacy.</li> <li>• Rigorous, standards-based and A-G aligned instruction.</li> <li>• Utilization of strategies such as cooperative and collaborative student groupings, Shared Inquiry seminar sessions, “TAD Talks”, community-based instruction, writing across the curriculum, experiential exercises, incorporation of prior academic and cultural knowledge, college-focused seminars and advisories, culminating projects, periodic assessments, text-based discussions, use of Accelerated Reader, Accelerated Math, and other individualized intervention programs, job shadowing and internships.</li> <li>• Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.</li> </ul> |
| Young<br>Children, Ages<br>0-5         | <p><i>While not specifically applicable to the TAD School, we expect that the vertical articulation process (see below) will include parents and guardians in a way that enhances the educational experience of siblings of TAD School students. In addition to the vertical articulation process (see below), the following strategies will indirectly aid young children, ages 0-5:</i></p> <ul style="list-style-type: none"> <li>• <i>Parent Workshops related to student academic, emotional, and physical needs.</i></li> <li>• <i>A thriving parent-teacher-student organization.</i></li> <li>• <i>Various activities and events that incorporate prior knowledge, funds of knowledge, and are culturally and community relevant in nature.</i></li> </ul>   |

***e. Vertical Articulation:*** *Discuss how you will partner with neighboring schools in the community, from early childhood through adult education, to ensure the smooth and seamless transition from one grade level to the next.*

The TAD School will work in conjunction with Local District 6 to facilitate the process of vertical articulation from the feeder schools due to the unique nature of SRHS #8 being housed temporarily on the campus of SRHS#9. As both Nimitz Middle School and SRMS #2A will not be in the immediate cluster area of the TAD School, we seek Local District 6 assistance in logistically creating the process that will allow for the schools to work together on identifying student needs that will help to increase students achievement. In addition, the TAD School will

seek to partner with local higher education institutions, such as East Los Angeles College, Cerritos College, Cal State Los Angeles, Cal State Long Beach, UCLA and USC.

The goals of articulating with the neighboring schools are to:

- Identify student academic, social, emotional, and physical needs.
- Align, as much as possible, the students' vertical plans that culminate with graduation after four years at the TAD School and continued enrollment at an institution of higher education
- A clear understanding of the mission and vision of all feeder schools, the TAD School, and higher education institutions.
- Align, as much as possible, the intervention programs made available to students.
- Generate a bank of community resources that all families in the cluster area will have access to as a way to meet their personal, emotional, and health needs.
- Identify the content knowledge, concepts, and skills that are necessary for increased student achievement and the clear responsibility of each school segment in the act of developing and facilitating that knowledge.
- Develop community programs in conjunction with parents, guardians, and community members that aid in the development of creating a college-going culture at all levels of the K-16 educational spectrum.

***f. Early Care and Education:*** *If you will provide services for teen parents and/or early care and education. Discuss how you will address the needs of young children (ages 0-5) and their families. If the school site does not offer such services and you plan to include it as part of your school, discuss how you plan to initiate and implement early learning on your campus.*

Not Applicable to the Technology, Arts, and Design School (The TAD School)

***g. Service Plan for Special Education:*** *Explain how the school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's), and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree.*

As internal LAUSD teams, the small schools that make up the SRHS #8 Small Schools Collaborative, will adhere to and follow the LAUSD Special Education Policy and Procedures Manual.

The Special Education Identification process is 1) referral for assessment, 2) assessment, 3) development and implementation of the Individualized Educational Program (IEP), and 4) IEP review. At all pilot schools on the SRHS #8 campus, students with disabilities will be identified through a search and serve process that will include providing services and support to families and teachers of students with special needs. Parents and teachers of students that have been identified with special needs will receive training about the Special Education program services. Individual accommodations and modifications will be established during the IEP process and aligned with the appropriate instructional strategies. This protocol is aligned with our core values

in that it will assist all stakeholders in providing equitable access to the curriculum through personalization and collaboration.

### **Referrals**

All teachers will be trained on the Special Education Referral process as outlined in the LAUSD Special Education Policy and Procedures Manual. The professional development calendar will include the referral processes for teachers and parents, strategies for accommodating the needs of students, strategies for collaboration between the special education resource specialist and general education teachers, support for parents of special education students, and accessing resources beyond the scope of the general education teachers' expertise such as socio-developmental services and support.

### **IEP Review**

IEP meetings will be scheduled to ensure that all required interdisciplinary team members are present. A member of each interdisciplinary team will take the role of IEP Facilitator in order to facilitate the scheduling of IEP dates and dissemination of pertinent data to all team members for review prior to the scheduled IEP meeting. IEP Facilitators will collaborate with the student's Resource Teacher in the scheduling of meetings, accessing review materials, contacting parents/guardians, distributing reminders, agendas, and summaries of meeting minutes and action goals.

The schedule of all one-year and three-year IEP meetings will be made available to staff members in the event that other staff who have a relationship with the student would like to attend the meeting or provide pertinent information. Specific information about each IEP will be provided at least two weeks prior to the scheduled IEP date. Interdisciplinary teams will be given the opportunity to review the student's curricular goals during interdisciplinary team meetings so as to ensure that all are given current information, are actively collaborating with other team members on addressing the needs of each student, and identifying instructional strategies that are best suited for improving student learning and engagement. IEP meeting minutes, including a summary of action goals, will be distributed after the IEP meeting within a two-week period to all of the student's current teachers and parents and/or guardians.

All students will be supported in becoming active participants during their IEP meetings. Student participation can include, yet is not limited to, the following:

1. Collaboratively establishing IEP goals.
2. Metacognitively reflecting on previous and current goals.
3. Discussing barriers and challenges to academic or personal success.
4. Describing past successes that can address current learning situations.

A reflection summary will be written by the student prior to the IEP meeting under the guidance and support of the RSP teacher. A qualified, site team member will assist lower functioning students with the reflection summary. These reflections will engage students in decisions affecting their instructional program, thereby empowering them as active participants in their learning.

### **Parent Training**

Parents of students that have been identified with special needs will receive training on the Special Education program services, primary language support, when necessary, and

instructional support strategies to be implemented at home. Collaboration with special education advocates will assist in engaging parents in their child's learning throughout their enrollment at each small school on SRHS#8.

See Appendix E – Service Plan for Special Education



## **B-2 Professional Development (PD)**

**a. Professional Culture:** *Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program. Discuss how you plan to initiate and develop the envisioned culture.*

At the TAD School, the professional culture will be one of collaboration requiring transparency and communication. Our school is founded on the shared belief that our students can achieve at high levels by developing the seven survival skills described by Wagner in the Global Achievement Gap: critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative, effective oral and written communication, accessing and analyzing information, and curiosity and imagination. As teaching professionals we need to model these skills in order to develop them in our students.

Collaboration, transparency and communication are the key practices, which will help modeling and teaching critical thinking, accessing and analyzing information. Our professional development will help foster this professional culture by developing and using methods to communicate about our students' progress and challenges, what data we are analyzing to determine the extent and character of their progress, and what Specially Designed Academic Instruction in English (SDAIE) strategies we are implementing to differentiate instruction for our large numbers of English Learners as well as how we are differentiating instruction for special education and gifted students. The standards based knowledge is the basic academic knowledge upon which these skills developed. As Wagner points out, critical thinking, initiative, analysis and curiosity must be fostered in all our students or the achievement gap will persist. Our teaching practices will also become transparent through this sharing.

Collaboration is the thread, which connects the grade-level team teachers across the subject areas including general and special education teachers, and vertical discipline specific teams. Teaching and evaluation of the learning is a public practice at our school. Project based learning facilitates sharing of learning as students will be required to present their products to peers and staff and seek feedback through reflective exercises. All staff will support each other in improving our students' learning. Common projects, assessments and their results will provide the data used to determine what is successful learning. This communication and support will occur both at in person meetings and through online tools.

The trust developed through collaboration among teachers and students as well as learning successes will encourage students and teachers to continue as members of the TAD School. Trust is a key component of strong communities. Weak communities are caused when miscommunication and misunderstandings fester because individuals or sub groups feel the general community is not hearing them. The professional conversations required for successful project based learning and interdisciplinary instruction will bring any problems out into the open where they can be dealt with in a collaborative and supportive manner. Part of our professional development will be teaching communication skills and strategies. Just as we cannot expect our students to come with all the skills needed for academic success, we cannot assume that well-intentioned teachers will all come with necessary collaboration skills.

Authentic collaboration requires teachers to design, carry out instruction, assess and refine together. This process leads to improved instruction and academic performance. A belief in a shared responsibility for all students' learning is what drives this collaboration.

Interdisciplinary grade level teams will work with English Learner and special education teachers to develop lessons that support all students in learning. Some instruction will be done as a team to support general education, GATE, English Learner, and special education students in a classroom. Project-based learning is rigorous and will require many levels of support as students develop the skills of critical thinking, global awareness, and creative problem solving while they assimilate content knowledge and develop their communication skills. All students including GATE, English Learner, and special education need the skills and will benefit from the scaffolding. Collaboration will lead these interdisciplinary and subject matter teams to work on professional development together seeking resources within the school and online. These resources and their usefulness will be shared among teachers at the school both at virtual and in person faculty meetings in professional discussions on learning successes and learning frustrations. In this way, failures will be turned around and success will be shared.

***b. Professional Development:*** *Describe what effective PD will look like at your school. Identify the school's goals for ongoing PD. How are PD strategies tied to the goals identified in Section A and the specific needs of the student population? In the appendix, attach a tentative PD schedule that illustrates your allocation of time for PD activities throughout the year. Discuss how the calendar, daily schedule, interim assessment process, and staffing plans align with the PD schedule. if you are a traditional, pilot, ESBMM, or network partner team seeking PD autonomy, include a description of how you will use the autonomy.*

Professional development will be focused on developing our faculty's content area and technical knowledge and ability to implement the instructional strategies, thematic units, formative assessments, and reflective practices necessary for student success at the TAD School.

Both grade-level and content area teams will need to be able to communicate, reflect, and revise using online tools in order to facilitate communication outside school hours and to provide information on which to base decisions. In addition staff members will be provided training in developing assessments for the higher levels of Blooms Taxonomy of thinking and in looking at the data from these assessments.

Design-Based Learning trainings offered by Art Center College of Design or interdisciplinary unit design trainings (Teacher Centers') offered by Los Angeles Education Partnership (LAEP) throughout the academic year will give all teachers the foundation to facilitate project based learning in the classroom. Successful techniques and projects will be shared throughout the year. Teams will share their priorities for professional development and choose their mid year, year end, and beginning of next year professional development goals.

The Evenings for Educators program sponsored by the Los Angeles County Museum of Art (LACMA) will also be made available to teachers. Evenings for Educators is a professional development program that presents K-12 teachers with opportunities to look, learn, create, and connect with colleagues. Featuring LACMA's special exhibitions and permanent collection, each program presents strategies to incorporate the visual arts into the classroom with activities that explore the artistic process, approach works of art as primary sources, and emphasize the parallels between the visual arts and core content areas. Educators attend lectures by a museum curator or scholar as well as participate in gallery tours, discussions, and artist-led workshops. Teachers also receive curriculum materials containing a thematic essay, art images and

descriptions, suggested discussion questions, lesson plans, and related resources. All programs are interdisciplinary and are developed to meet the California state content standards.

Professional development done in this manner will require extra time and effort from faculty members particularly in the first year, therefore staffing autonomy and scheduling will be important to build the capacity and time for collaboration. **In order to implement this rigorous, writing and arts-based curriculum, the TAD School seeks professional development autonomy (identified as LIS Waiver #7) available through the “Local Initiative School” waiver process as referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA.** In addition, teachers will need to follow the Mutual Consent Agreement requirement for collaboration through team planning and peer interaction within and beyond the school day in order to provide authentic and rigorous learning for all students.

The TAD School will use the successful Adaptive Schools Model to make our expectations about professional culture clear. Adaptive Schools defines six essential factors for establishing a professional collaborative culture:

1. compelling purpose, shared standards and academic purpose;
2. collective efficacy and shared responsibility for student learning;
3. collaborative culture;
4. communal application of effective teaching practices and de-privatized practice;
5. relational trust in one another, in students, and in parents;
6. individual and group learning based on on-going assessment and feedback.

Belief in our students’ innate abilities and dedication to their achievement are at the core of our vision and mission and inform our day-to-day decisions regarding all aspects of service at the TAD School. Mission statements, vision statements, organizational values and goals are often confused and combined. Failure to parcel these out can challenge processes later (Dufour, Dufour, Eaker, & Many, 2006; Senge, Kleiner, Roberts & Smith, 1994), as individuals struggle to identify their progress against immeasurable milestones. The mission of an organization is its answer to the question, *why do we exist?* The mission is the fundamental purpose of a school or organization. Every action must be consistent with that purpose, though its breadth is typically wide. The vision statement of an organization is often more narrow, answering the question, *what must we become in order to accomplish our fundamental purpose?* Visions are meaningless, though, without an understanding of the values implicit in the vision. Values or Habits of Mind answer the question, *how must we behave to create the school that will achieve our purpose?* The “we” in the question refers to all of the stakeholders in a school—the administrators, the teachers, the students, the parents, and the staff. Finally, individuals can state and achieve goals, which answer the question, *how will we know if all of this is making a difference?* Simply put, the content of our professional development in the TAD School is driven by strengthening the best practices possible to achieve our vision by pursuing our mission through developing shared values.

As described in Grant Wiggins and Jay McTighe’s book *Schooling by Design* a school reform process and its professional development need to be aligned to a simple and ongoing three-step cycle:

1. An increasingly clear and powerful vision of where we want to end up, based on our mission and agreed-upon learning principles;
2. A constant and unflinching assessment of where we stand at present against the mission;

3. Timely adjustments based on regular analysis of the gap between vision and reality.

The content of our professional development in the TAD School will drive toward accomplishing our goals to achieve our vision. Each semester, we will revisit our mission, vision, values and goals, and we will re-establish goals based on our current needs and accomplishments.

The autonomies for scheduling and professional development are vital to the ongoing operations of the TAD School. Our bell schedule allows for 90 minutes per week of collaboration time and the content of our PD requires support and training. Autonomy will also provide the school increased flexibility and time for professional development. Each member of the TAD School staff is responsible for leading or facilitating a professional development session focusing on different pedagogical practices. These include educational technology, the use of art and projects in lessons, classroom management, integrating curriculum and utilizing outside resources, etc. This eliminates the need for outside experts providing PD and it also allows for an approach to PD that is more compatible with the collaborative vision and mission of the TAD School.

In addition, requirements for professional development are built into the Mutual Consent Agreement. Every teacher goes into the school clearly understanding what is being asked of him or her beyond the classroom. This includes bringing individual perspectives to professional development and participating in professional development. Since these requirements are part of the Mutual Consent agreement, participation in professional development also becomes part of the teacher evaluation criteria.

See Appendix B2b - Tentative Professional Development Schedule

***c. Teacher Orientation:*** *Describe the orientation 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.*

The best form of induction for a new teacher is to engage in the actual work of a team member. We will design our teacher teams each year in order to best support our new teachers, strategically connecting them with their colleagues. Teachers who are just starting with the TAD School will work closely with the grade-level team lead of the grade level team to which he/she has been assigned. Under the supervision of the grade-level team lead, other teachers on the team will observe the new teacher in the classroom. One-on-one meetings will follow these observations where the new teacher will receive constructive, non-evaluative feedback based on the observations. Additional support for new teachers occurs during shared conference periods. Current teachers use this time to meet with new teachers to plan curriculum and to help them collaborate more effectively.

Many of the needs of new teachers are the same as those of veteran teachers—e.g., curricular planning, classroom management strategies, and assessment practices— yet veteran teachers are often unwilling to critique their own practices. Thus, we focus all teachers on developing their practice, not only to support new teachers, but to re-engage experienced teachers in new learning. Orientation for new and existing TAD School teachers will take place prior to the start of every school year. At the end of summer, teachers will meet for 10 days to

introduce new and existing teachers to the Humanitas instructional model; develop norms for collaboration and lesson sharing; analyze prior year data; plan PD for the upcoming year; and revisit and develop common instructional methods.

Teachers new to collaborative, interdisciplinary instruction will attend a three-day Teachers' Center provided by Los Angeles Education Partnership (LAEP) with their teams prior to or during their first semester. The foundation of the Teachers' Center is collaboration, which is supported by experience and research that found that teacher collaboration in instruction has a significant impact on student achievement (Newmann & Wehlag, 1995; Corcoran & Silander). Current and former Humanitas teachers will guide the process, and teams of teachers will model successful units. Experienced Humanitas teachers will collaborate with individual teams as needed. The goal of the initial session, creating interdisciplinary units, will be to lead teams through the backwards-planning process to the creation of one complete interdisciplinary unit. Specifically, teams will: 1) identify and sequence the various discipline content standards for the unit, 2) identify and discuss the various points at which the content intersects and connects, 3) develop an overarching theme that will guide students in accessing knowledge and ideas that transcend any single discipline, and 4) create an interdisciplinary essay prompt and culminating project that will be used as one of the summative assessments.

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

Successful professional development is critical in maintaining effective and ongoing school improvement. Professional development will be assessed in terms of both content and process. The PD program will be evaluated regularly through end-of-event feedback, reflection, and online surveys that all teachers will complete. These surveys will create for the staff a repository of reviews of professional development provided by outside experts and in-house. As such, teachers' concerns and needs will play a role in subsequent PD.

The content of PD will be evaluated against the annual and semester goals laid out previously by school staff. The goals and milestones will be used to evaluate our progress toward the long-term values and vision of the school, and the entire staff will play a role in collectively assessing the school's progress toward those values and vision. Each semester, the faculty will meet for several hours to revisit the TAD School's mission, vision, values, and goals, celebrate accomplishments, and identify new goals to work toward. Each semester a combination of student, program, teacher, and school data, in conjunction with teachers' feedback, will be used to plan subsequent goals for the school.

### **B-3 Assessments and School-wide Data**

***a. Student Assessment Plan:*** *Describe the student-wide assessment plan for the school. Describe any formative and summative measures you will use to determine student progress and success. Include a table that details specific authentic formative and summative assessments that will be used for each grade level, the timing of their administration, the rationale for their selection, and their intended purpose. If applicable, submit a timeline that outlines plans to develop assessments for the school.*

#### ***Project-Based Assessment:***

The TAD School will run as a project-based media arts high school. Our assessment plan will include formative and summative assessments as well as interdisciplinary projects. TAD assessments will be designed to benefit student learning and overall achievement. We feel that assessments should serve as measures for growth, provide teachers with feedback that is necessary for re-teaching and support, and lastly demonstrate to students the importance of learning.

TAD's focus will be to create formative assessments that will support compulsory summative assessments. Incoming students will be given both a math and English assessment in order to correctly place students in the proper class. The same will be done with foreign language students so that they may be placed in the correct level of the language class. The foreign language department will develop and implement this exam.

Both the PLC teams and the IGT teams will develop, give and analyze formative assessments. For the project-based plan to work it is essential that the assessments be teacher created. These teams will work together to create assessments that correspond to California State Standards. Examples of formative assessments include performance/project-based assessments such as essays, interviews, debates, films, exhibitions, speeches and simulations. These formative assessments will serve to support our curriculum standards as well as drive our media arts focused classes and increase student achievement.

Varied, authentic assessments challenge students to think beyond the textbook and engage learners with varied styles. Our project-based assessments will offer English Learners, at-risk students and students with special need an alternative and relevant assessment. Project-based instruction is vital for engaging these marginalized groups (Olsen, 2010). Essentially TAD will ensure equity and assess to a rigorous A-G curriculum.

#### ***Planning:***

TAD teachers will meet weekly to develop and analyze their common assessments. This time may include their shared conference periods and one professional development meeting scheduled for each week. At this meeting teachers will reflect on student work as a focal point for collaboration. These results will serve as evidence of student learning and a tool for authentic collaboration. This meeting will also serve as a support system for teachers to develop and refine their assessments. Teacher teams will analyze their results and reflect on strengths and weaknesses thus helping both students achieve and improving as a professional.

Simultaneously, we recognize the importance of standardized measures of student progress. Students must be able to communicate their ideas through multiple media, but they also must be able to demonstrate procedural competencies. Standardized testing is a valuable measure

of student and school performance, allowing for comparisons across time, classrooms, schools, and districts. Through our classes we will prepare students for mastery of the required standardized tests, and through our advisories we will reinforce those skills.

Common summative exams will be used as benchmarks for understanding where our students are in their development and where we as teachers need to review for better understanding. Core subject PLCs will have the opportunity to use LAUSD existing *Periodic Assessments* as their summative assessments. If the PLC teams feel they need further examinations for better analysis they can choose to use their own designed assessments. Teams, who do not have existing LAUSD periodic assessments will need to design, implement and analyze their own assessments using CoreK12 system available to all LAUSD teachers.

Interdisciplinary Grade-Level Teams (IGTs) will be expected to complete, administer and analyze at least two benchmark exams for each semester. The purpose of these exams will be to prepare students for the compulsory state exams at the end of the school year. They also allow teachers to monitor student achievement and needs. These exams will also serve as indicators for intervention.

The California Standards Tests (CSTs) will also serve as a summative assessment. Instruction throughout the year will prepare students for these exams. The data from the CSTs will show where as a school we need to improve and where we did well. CST scores are an integral part of our schools AYP and API scores and will serve as an indicator of the schools success. TAD acknowledges these exams as another marker of achievement and will facilitate the preparation for these tests in our curriculum and instruction.

### ***Student Assessment Schedule***

| <i>Formative Assessments</i> | <i>Frequency</i>                                     | <i>Span</i> | <i>Intended Purpose/Rationale</i>  |
|------------------------------|--|-------------|--|
| <b>Entrance Diagnostics</b>  | Beginning of School Year and when new students enter | All         | Identify incoming students writing, reading, math and foreign language skills in order to properly schedule students in their classes.   |
| <b>PLC Assessments</b>       | Bi-Weekly  | All         | Regular subject area exams (i.e. quizzes, debates, presentations and chapter tests) that will provide ongoing feedback on student preparation for final exams and projects.  |
| <b>IGT Assessments</b>       | Bi-Weekly  | All         | Interdisciplinary assessments that examine a students learning across subjects. Helps students to make connections between their various classes. These assessments will also help teachers understand where to re-teach and offer more immediate support. |

| <i>Summative Assessments</i>                     | <i>Frequency</i>                | <i>Span</i>   | <i>Intended Purpose/Rationale</i>   |
|--|---------------------------------|---------------|---|
| <b>IGT Projects</b>                              | End of unit                     | All           | Students will connect their learning from multiple subjects.  |
| <b>LAUSD Periodic Assessments</b>                | Quarterly                       | 9,10, and 11  | Mimic the California State Exams that help prepare and monitor students.  |
| <b>California High School Exit Exam (CAHSEE)</b> | Winter/ When needed for retakes | 10, 11 and 12 | Guarantee that students who graduate from our high school can demonstrate grade level competency in reading, writing and mathematics. |
| <b>PLC Benchmarks</b>                            | Twice a Semester                | All           | To prepare students for the end of the year California State Exams and to evaluate what needs re-teaching.                            |
| <b>California Fitness Gram</b>                   | Annually                        | 9 & 10        | Assess fitness level.   |

### ***Autonomy:***

Having autonomy over assessment allows us to assess the students on our time frame, rather than the districts. We are able to adjust the assessment timetables rather than adjusting the curriculum, we mold our assessments around the curriculum to insure we are assessing what the students learn rather than just fulfill the needs of the benchmark assessment, which makes a more appropriate assessment. It also allows us to assess what is at the heart (power point presentations, authentic assessments, project based assessments, discussions) of what we want to teach, not just what is easy to grade (Scantrons and multiple choice). The assessment is a part of our curriculum; it is the difference between assessing for understanding instead of assessing for a grade. This model also allows for re-teaching if necessary rather than moving into preparation for the next assessment.

The Local Initiative School curricular, scheduling, and professional development autonomies are all vital to the success of the TAD School. **The TAD school seeks assessment autonomy (identified as LIS waiver #4) available through the “Local Initiative School” waiver process as referenced in the new Memorandum of Understanding between LAUSD and UTLA.** Each interdisciplinary unit will culminate in a thematic project that pulls together the essential learning from the academic disciplines. Each assignment, project, and assessment during the unit is a precursor, milestone, and step toward the end-of-unit project. Teachers’ weekly examinations of student work will serve as collective analysis of students’ readiness for the culminating projects. Example assessments include essays, projects, presentations, labs, interviews, and multimedia expressions. We do not have the opportunity to do this in a comprehensive high school.

For the end-of-unit projects, teachers will carefully group students into heterogeneous, mixed-ability groups during the third or fourth week of the unit. Attention will be paid to



ensuring diversity in the project groups, so that students with special needs, English Learners, and struggling students are all supported. Each advisory teacher will be provided information related to the project so as to be able to provide support and answer questions during the advisory period.

***b. Graduation Requirements:*** Describe the graduation requirements. High schools only: If you plan to implement graduation requirements beyond the A-G and District requirements, describe your proposed requirements, including how student progress will be measured to determine readiness to graduate.

The TAD School believes it is important to hold all students to a high standard of achievement in order to graduate. We in turn will ensure that we offer higher standards of support in order for students to meet our rigorous graduation requirements. We want our students to be well prepared to make choices about their post-graduation path and understand the various choices available to them and be prepared to make those choices, be it college or a direct career from high school.

In order to graduate from the Technology, Arts, and Design High School students will:

1. Complete all A-G Requirements;
2. Complete all LAUSD course requirements;
3. Design, implement and reflect on a Service-Learning Project;
4. Complete the Three-Year Technology Multimedia Program;
  - a. *incoming 11th grade students (class of 2014) will be required to complete one year of the program;*
  - b. *incoming 10th grade students (class of 2015) will be required to complete two years of the program;*
  - c. *all other students (class of 2016 and beyond) will be required to complete the full three-year program;*

Pass the California High School Exit Exam (CAHSEE) Exam.

Students will be ready to graduate when they have satisfied the requirements listed above. Most students will have satisfied the coursework requirements in less than four years, and will have time during their senior year to work more independently on job shadowing or internship opportunities. Our schedule, which allows room for seven complete courses a year rather than the traditional six, will offer students the opportunity to take enrichment classes and begin to take college courses at nearby community colleges.

TAD will also make a strong effort to support our English Language (EL) students with re-designation. Although this will not be a requirement for graduation it will help our EL students to achieve once out of high school in either college or in their chosen career paths.

***c. Data Collection and Monitoring:*** Describe the school-wide data collection and monitoring plan, including what data the school will collect to measure student progress. Explain how you will analyze data to inform instruction, make adjustments to curricula and other components, and inform professional development.

The TAD School's data and monitoring plan include various facets of the school. We differentiate among three levels of data that correspond to time dimensions, and analyze these accordingly: research-level data (long-term); teacher teams (weekly to quarterly); and case-management (just-in-time).

***Teacher Teams:***

PLC and IGT Teams will collect and monitor student data on a regular basis in their classrooms. This data is in turn reflected on and analyzed on a weekly basis in collaboration meetings.

*Teams will also:*

- Provide immediate intervention for students in need;
- Provide enrichment opportunities;
- Use school or district approved software to prepare and analyze data for their classes based on direct instruction;
- Review grade level CST data and identify specific student needs and plan accordingly to meet student needs;
- Develop on going formative assessments that are directly related to instruction.

Both teams will ensure that needs are being met and that teachers have sufficient resources and are utilizing them for the students benefits. They will in turn report their findings to TAD's Governing Council and inform when the teacher teams need more support/resources.

All instructional decisions will be data driven and all teacher teams will use the "Continuous Cycle of Improvement" to develop, implement and reflect on their instruction and assessments. They will modify their plans when necessary to improve their data results.

***Research Data:***

Research data will include summative assessment scores such as CAHSEE pass rates and CST/CMA scores. They also include annual measures such as attendance rates, AYP, API and class passage rates, which are vital for the measurements of the success of the school. By focusing on grade-level cohorts, we can track students as they progress from grade to grade, monitoring their attendance, CST scores, CAHSEE pass rates, etc. TAD is dedicated to supporting our students and will use the data systems available through LAUSD such as the Integrated Student Information System (ISIS) and MyData on a regular basis. Our annual LAUSD School Report Card will also serve as a basis for school and community data. We plan to use these data tools to analyze and improve our instructional and assessment plans.

Our goals are to improve student achievement and as professionals we will use this data to drive our intervention and enrichment programs. Data results will be addressed with teacher teams and school wide meetings. The staff will remain informed of student data results on a weekly and monthly basis through professional development meetings. Students will also be informed of their achievement data through their advisory periods. Essential and relevant data will be presented directly to students. Students will then use the data to develop their own achievement goals as identified in the Individualized Learning and Growth Plans (ILGPs).

## **Category Two: School Culture, Climate, and Infrastructure**

### **B-4 School Culture and Climate**

***a. Description of School Culture:** Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization, and safety. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned, and how they will be introduced to teachers, students, and parents.*

#### **The TAD School Habits of Mind**

##### ***Collaboration - We learn and work together by...***

At the TAD School, we realize that policies and practices cannot be created in a vacuum. Whatever decisions made whether they affect classroom instruction, the physical plant, an office's schedule, etc. will undoubtedly affect many more stakeholders on campus. It is for that very reason that ALL planning phases leading up to and including the actual decision are made in a collaborative fashion. Secondly, classroom instruction should also include collaboration as an integral activity in the units of study. For example, on any given day, students would be working in groups, participate in structured dialogue settings, or collectively reflecting on a thinking process used in class. Students need to be prepared to participate in the modern world, which will require them to work in situations where collaboration is important to the function of the work being done. Learning through collaboration in the TAD School is based on Vygotsky's idea of the zone of proximal development. As addressed in Garcia (2003), "a child initially engages in joint thinking with others through the talk that accompanies problem solving and social participation in everyday activity." This collaborative environment will help a student develop cognitively because as they discuss their thinking process out loud, other students will develop their own process or cause others to reshape their original ideas. From beginning to end the learning is collaborative with the teacher as a facilitator, students as a cooperative working group both in preparation and presentation of their culminating task, and administrators by supporting and maintaining the space for collaboration to exist.

##### ***Accountability - We expect each other to...***

Through the TAD School's fundamental constructivist approach to learning, the term *accountability* takes a different and new approach. An "accountability to the community of learners" is what the TAD School hopes to build with this habit of mind. Students are expected to ask for help because to not do so would put their learning in jeopardy. Teacher teams are expected to meet on a weekly basis to address student concerns to strengthen the reflective practice of curriculum design, develop greater student advocacy, and identify both instructional or operational needs for students and staff. Parents are expected to be partners with the school in a variety of ways and to not do so would place their child's success in jeopardy. Administration and staff are expected to create a space that addresses the needs of all stakeholders in a variety of situations.

***Respect - We treat each other in a way that...***

In an effort to create a space where learning can happen, it is very important that all stakeholders respect all individuals. In an environment with antagonism and an absence of trust, it is very difficult to achieve personal or academic success. This is usually dealt with by creating a list of school rules that typically apply to students and arbitrary deadlines that tie staff members hands. The goal of the TAD School is to be proactive in creating programs for the community that foster a respectful and collaborative environment. In addition, providing training opportunities that deal with social, cultural, gender, sexuality awareness and support. All community members can also participate in leadership training workshops that can build a strong sense of empowerment that the local community may use to their advantage. By creating a personalized environment where all stakeholders have a sense of ownership over the TAD School, an environment of trust and respect will be both powerful and viable.

***Evidence - We think this way because...***

The underlying reason for doing something or the rationale for an understanding is one of the most important concepts we can foster within the TAD School's community of stakeholders. In the classroom, we ask students to reference the text whenever explaining their understanding. This act of finding and stating their evidence helps to ground their thinking and allows all participants of a discussion group to know what is the basis for their ideas. As school leaders, we also expect each other to share with all stakeholders the reason for decisions. This lets people know that decisions are not based on self-interest, but on moving the community of learners forward. By building this habit of mind early in the 9th grade, students are aware that everything at the TAD School, from recognition to intervention programs, are intentional and with purpose. Including peer tutors in the school will further help underclassmen as they see their older peers engage in conversations and display attitudes that support the community through evidence-based discussions.

**Student-Driven and Community-Driven**

The TAD School will be a project-based interdisciplinary school, which will allow for a greater sense of community than what is typically found at a larger comprehensive school. Students will feel the connections between their various classes and teachers as all stakeholders will embody the same habits of mind that is so crucial to the building of community. As our staff works together to create a safe academic environment our students will succeed. The school's focus on project-based learning will automatically offer an academic community for both students and faculty. As teachers work together to create interdisciplinary lessons and projects they set an environment to discuss concerns for students both socially and academically. Grade-level team teachers, as well as Advisory teachers, will also be advocates for their student's needs and successes. The project-based nature of the TAD School also helps to create a community that is both student-centered and student-driven. Just as students are asked to critically think about content instruction in their classes through the use of essential questions, we also expect students to transfer that thinking outside of the classroom onto the school campus and through the community as well. In addition, the creation of a personalized space for students to feel as part of a community is of vast importance. Providing each student and family with their own advocate allows for a much stronger connection to the school site as each household will have a point person on campus to seek resources or answer questions. This link to the community also

results in community-driven projects built with concepts and structures that transfer easily into the real world and in the students' actual communities.

### **College-Going**

The TAD School is dedicated to helping students graduate and continue on to their adult careers. We will support students by offering an academic program that will qualify them for entry in college/trade school or directly into the job market. The schools curriculum will adhere to A-G graduation requirements, which will be supported in all academic classes and the advisory period. The ninth grade advisory will ask students to question who they are and where they fit in their community, country and the world. Ninth grade advisory will also focus on developing study and work skills. Students will be given lessons on test taking skills, reading, spelling and mathematics. This advisory also aims at CAHSEE diagnostics where we can identify student strengths and weaknesses as data points that can lead to individualized intervention or support. Our tenth grade advisory will have two focused programs. The first will be CASHEE preparation in both math and English. Second, students will research for their required service-learning project of the year. Junior year will have students prepare for the college application process through PSAT, SAT and ACT preparation. Students will have opportunities to explore institutions of higher education including colleges that are technical/trade in nature as well as liberal arts schools. The senior year advisory will revolve around the college and scholarship application process. Second semester senior advisory students will help advise underclassmen starting the college application process as peer mentors. These students will also help with school field trips and college fairs. TAD hopes to stay connected with their students even after graduation. In an effort to more fully establish both a college-going culture and the sense of life-long learning across the campus, we plan to have alumnae help lead our college site tours of the schools they are currently attending or have graduated from.

The culture of the school will be college and career driven with a technical art and media focus. Staff at the school will display paraphernalia from their colleges in their classrooms and/or offices. Teachers and staff will also create a classroom poster displaying their own institution of higher education. This poster will be created using the *Glogster* online tool that students will also become proficient with in class as another way to display their learning. This is but one way to establish that the culture of the TAD School is one that is collaborative and democratic because students will never be asked to do something that teachers and/or other staff have not themselves and can attest to its effectiveness in the learning. We plan to highlight various careers and colleges on a monthly basis on campus bulletin boards, through individual classrooms, and as part of the quarterly "TAD Talks". Initiating a conversation with local business will allow the TAD School to facilitate internships for students to build a strong connection with the community and also expose to students the reality of post-secondary opportunities where they may discover the need to further their education to participate in the industry of their choosing.

### **Safe and Secure**

All staff at TAD will have the responsibility to create a safe school environment that will allow our students to flourish without fear of reprisal. Our team is dedicated to school safety and will work with our school police and community to ensure the best practices for the security of the school. The staff will ensure that our school is a bully free zone and that no student feels

intimidated entering our campus. TAD plans to open a chapter of the Gay Straight Alliance Club on our campus to promote a hate free environment. We will also offer a variety of other social and academic clubs where students can make connections with students and faculty with the same interests. Our school culture and sense of community will make certain that members of our school community respect and adhere to safety procedures included in our student and staff handbooks. We believe that when a student feels safe in school they will be open to learning, creating and participating in our school culture.

### **Routines and Programs**

| <b>Program</b>           | <b>Description</b>   | <b>Rationale</b>  | <b>Frequency</b>  |
|--------------------------|--|---|---|
| <i>TAD Beta Sessions</i> | Orientation sessions for students to register for classes, take placement exams, receive locker assignments, purchase school and physical education uniforms, and learn about extracurricular opportunities. Students, parents, and guardians will be able to meet teachers, the counselor, office staff and principal. All teachers, counselors and administration will be required to attend orientations. | To articulate to students and parents the school's procedures, programs, school staff and administration, and academic and disciplinary plans.  | Beginning of school year (three to four days in length) |
| <i>TAD Consults</i>      | Teachers will offer office hours at least once a week for one hour.  | Office hours will help to build and maintain the college-going culture of the school as it hopes to mirror an activity normally practiced at college campuses. Students can have one on one time with teachers to discuss grades, assignments and exams | Weekly  |
| <i>TAD 2.0 S</i>         | The LAUSD Beyond the Bell program will be offered for students as part of the TAD School's Saturday program.   | These 8 to 10 week sessions will help students prepare for the CASHEE, CST and college exams. In addition, students will have opportunities to take enrichment courses that are thematically linked to the TAD curriculum.                              | Saturdays / After school                                |

|                             |   |   |                                       |
|-----------------------------|---|---|---------------------------------------|
| TAD<br><i>Release Event</i> | A week-long event in which we acknowledge successes throughout the year. An assembly will also be used as a way to acknowledge outstanding service-learning and classroom projects.                           | For students, this will act as a preview for future year classroom projects. For parents and community members, this helps to continue the collaborative and community feel of the TAD School. Lastly, this end-of-year assembly will allow students to learn of summer opportunities such as internships, job shadowing, local community college courses, and Summer Bridge intervention and enrichment courses.   | End of school year                    |
| D.O.T.S.                    | The D.O.T.S. program will be provided for our students with special needs to help them transition to post-secondary options including college and career.   | Young people leaving the school system frequently find there is no coordinated adult system of services and support to help them find work. Many have difficulty finding jobs because they have not learned the academic, technical, and social skills necessary to find and/or maintain employment. Too many young adults end up sitting at home with very little involvement in their communities. The transition requirements of the IDEA are designed to help students successfully leave school to live and work within the community. | Ongoing                               |
| Advisory                    | The advisory will serve, as a home base for all students needs; academic, social, college prep and career prep. This period will help students prepare, implement and reflect and plan their service-learning | The advisory program will deal directly with the affective needs of students. Activities may range from non-formal interactions to use of systematically developed units whose organization are   | 30-minute periods, two times per week |

|  |   |   |  |
|--|---|---|--|
|  | project, begin weekly themes presented by online recorded “TED talks” via TED Conferences, LLC. | drawn from common problems, needs, interests, or concerns of TAD students, such as "getting along with peers," "living in the school," or "developing self-concept." Some of the goals are for students to have an opportunity to get to know one adult really well, to find a point of security in the school, and to learn about what it means to be a healthy human being. |  |
|--|---|---|--|

### **Introduction to Stakeholders**

Teachers will be introduced to the school culture and safety plan at professional development meetings before the beginning of the academic year. Staff will be trained throughout the year and will model school culture and attitude for students. Paraprofessionals will also receive professional development opportunities directly related to the instructional program of the TAD School. This will facilitate a complete implementation of TAD’s school climate.

Our students will be introduced to the culture through their classrooms, school and classroom bulletin boards and art throughout the school. The TAD School’s culture will also be developed within the school’s advisory periods where students are given opportunities to develop with a cohort of students the ideas and attitudes that are essential to academic and personal success. Students will also be provided with a student handbook that will describe the schools expectations for behavior, academic success and planning for the future in their advisories. We will involve parents in the creation of the school’s student handbook. TAD will need time to prepare and produce this handout prior to the schools opening.

We will also have parents on site when possible to help build the school culture of community. TAD will have a Parent Engagement and Involvement Committee that will be responsible for setting up and developing the relationship between our parents and the school. Our school will have a parent center on campus to ensure our parents and guardians have a location to meet and be helped. Parents will be welcomed on campus for school performances, shows, assemblies and activities. TAD will hold an Open House early in the school year and a Parent Conference mid-semester. TAD hopes to make our school parent friendly and supportive.

### ***b. Student Support and Success: Describe exactly what student success will mean at your school. What will you do to ensure students are successful?***

Student success at the TAD School will include a variety of attributes and skills that students will develop throughout their four years of study. The staff and other stakeholders of the TAD School will guide these markers of success. One marker, in particular, is a true



integration and internalization of the schools Habits of Mind. Students should be seen on campus collaborating in a multitude of ways, respecting all of those around them, holding each other accountable for a variety of tasks whether they be academic as in completing homework or social as in maintaining a safe and clean environment at the school, and lastly, using evidence in their conversations with others. While using and developing the habits of mind are important to the TAD School and will ultimately help the larger community of stakeholders, the TAD School also seeks to create individuals that are ready for the 21st Century world after high school graduation. In order to be both career and college-ready, we identify success when our students are literate, can use critical and factual arguments to make a case, have a sense of social responsibility for others around them and for communities they may have never interacted with, and exhibit the attributes of a life-long learner with an inquisitive zeal that is both profound and energetic.

TAD will assure student success by providing various programs and outlets for assistance:

***TAD 2.0 RTI - Response to Intervention:*** RTI will be a integral part of TAD's curriculum and support for students in need. TAD will provide students with RTI based classes twice a week. These classes will be content specific and will be driven on individual student needs. Our goal is to give students as much personalized aid as possible.

***TAD 2.0 Seminars:*** Seminars will also be used within the TAD 2.0 framework as a way to offer enrichment and expose students to other interests within the media arts, technology, or design fields or other classroom related exercises.

***TAD 2.0S:*** These will be Saturday School classes that will go beyond the regular classroom. These classes are designed to help students with enrichment and/or intervention in various topics and subjects. Saturday classes will also be used to support college and career prep courses.

***TAD Consults:*** These one-on-one meetings will help teachers and students connect around curricular or other understandings. Again this is an opportunity for students to receive personalized support that is specific to their academic, personal, or social concerns.

***Advisory:*** Our advisory program is designed to help students develop their skills in various areas. The advisory will be a support system for students and will play as a home base for all student needs. Teachers will follow their advisory students through graduation and be an integral part of college and career preparation. Advisory teachers also serve as counselors and will advise students on their grades, extracurricular activities and TAD Seminars.

***Student Intervention Meetings (SIMs):*** Interdisciplinary Grade Teams will be an important source of support for students. The Interdisciplinary Grade-Level Teams (IGTs) will hold student conferences with those students who need help or are falling behind in their classes. Due to the fact that IGT teachers will share the students they will be great assets to help students succeed.

***Parent and Community Involvement:*** TAD plans to make our parents and community partners in our students education. Sharing the responsibility for our students' education will help our students gain crucial resources and support.

***c. Social and Emotional Needs:*** *Describe the programs, resources, and services (internal and external) that the 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. Describe how the effectiveness of these programs will be measured.*

***INTERNAL:***

TAD will be dedicated to creating a school community that is accessible to every student. Support will be made available by teachers and staff on a daily basis for most student needs. Our advisory classes will play a prominent role in identifying students with needs in various situations (i.e. academic or emotional). Advisory teachers will be clued in on individual student achievements and will help advise for future steps to success. Compliance with necessary requirements and an improvement in grades and attendance will show that the advisory class is successful.

Our counselor will support students and faculty by mediating meetings between students, parents and faculty. We will attempt to intervene early with both disciplinary and academic problems. Improved grades and behavior will indicate if these meetings were successful. Our counselor will also help direct students to school resources that can provide necessary support. These resources will include student clubs, sports and leadership opportunities. School clubs can provide friendships with students that have the same hobbies and beliefs. Sports are important to most students and TAD will provide an environment that supports our school's sports teams.

Our school will also support a Student Government, which will run student activities that will help create a student-centered community.

Teachers will set up office hours for students to discuss individual academic concerns and to foster enrichment in that particular subject. Increased participation in class, better grades and higher test scores can be accounted to teacher office hours, where students can ask questions and receive more relative personal clarification.

TAD anticipates that they will share a school psychologist or social worker and a nurse with the other Small Schools Collaborative schools at SRHS #8.

***EXTERNAL:***

The city of Maywood and its neighboring communities Bell and Cudahy offer many services and programs for their community. TAD will attempt to fill in the gaps where services in the community lack attention and funding.

***Social Services***

*Salvation Army:* The city of Maywood's Family Service Program provides services to the homeless and those at risk of becoming homeless and low-income families/persons. Services include daily meals, showers, clothing and hotel vouchers, counseling, utility assistance, etc.

*City of Maywood Fair Housing Program:* Provides a service that includes investigation of complaints alleging housing discrimination, unsolicited audits, landlord/tenant counseling and dispute resolution. The city contracts with the Fair Housing Foundation (FHF) to resolve tenant and landlord conflicts and to investigate and document housing discrimination complaints.

*TRI- City Headstart Program:* This is a program of the United States Department of Health and Human Services that provides comprehensive education, health, nutrition, and parent involvement services to low-income children and their families.

*Youth Services Bureau (Located in neighboring Bell Gardens):* The programs offered by the Youth Services Bureau foster and develop thinking skills, motivate and promote the ability to work with others. In addition, the staff and program serves in collaboration to create a center that is safe, affordable, accessible and friendly to all.

#### *Services*

|                           |                      |
|---------------------------|----------------------|
| Counseling                | Parenting Classes    |
| Tutoring                  | Field Trips          |
| Cultural Events           | Museums              |
| Citizenship Classes       | Crisis Intervention  |
| ESL Classes               | Family Counseling    |
| Domestic Violence Classes | Holiday Celebrations |

#### ***Monitoring and Measurement of Effectiveness:***

The TAD School will be a small school, which will allow our faculty and staff the ability to know our students well. Teachers will be our first line of monitoring because they see their students more often. Teachers will be clued in to student grades and changes in behaviors more regularly and will be able to assist students on an immediate basis. More specifically, advisory teachers will monitor their core students by analyzing their grades, status for meeting graduation requirements and attendance. Advisory teachers will be able to speak to students regularly and understand when students need help and/or intervention.

Other means of identifying students in need include monitoring student grades, attendance and behavior data. TAD will monitor student grades quarterly and will use the advisory as the foundation for intervention for students. We will track a student's grade throughout the semester and assess if intervention tactics have helped improve their grades and academic skills. TAD will take further academic actions if grades don't improve through out the semester. TAD teachers will also be asked to email student grades to both students and parents on a weekly basis. This practice will allow both students and parents to monitor their grades and needs for improvement. Students with continuous absences and tardies create red flags for intervention and in depth support. Attendance and tardiness concerns can be assessed through LAUSD's Integrated Secondary Information System (ISIS). If intervention is not successful based on ISIS data the school can attempt different disciplinary procedures. Students who attend school regularly do better academically then those students who are frequently absent and it is important to monitor those students.

Our IGT Teams will be able to monitor student behavior across a student's various classes. IGT teams can identify when students are in need of behavior intervention and can asses if their methods are successful.

Student participation in clubs, activities and sports will indicate if our students feel a part of a community. If we lack participation in these organizations we can further develop different options that our students would prefer to participate through student and parent surveys.

**d. College and Career Readiness:** Describe the specific programs that the school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

**Advisory:** The school culture will enforce the idea of academic and career readiness as early as ninth grade. This principle will be woven into the continuing school years with more focus placed on their senior year. This last year will be dedicated into walking students through the college and scholarship application processes. The advisory will be the main place where students can prepare their post-graduation plans.

**College Prep Classes:** TAD will also support programs that prepare students for college application requirements such as PSAT, SAT and ACT preparations courses. These classes can be offered through the Beyond the Bell Program or as summer enrichment courses, or through the College Access Plan Scholars program. Our school's curriculum is also driven by the University of California A-G requirements.

**Field Trips:** Our school will also support students by offering field trips to various colleges; technical schools and TAD related job sites. These excursions will allow students to see different careers available and allow them to make better choices for their future. Students who do not choose to go to college will receive an opportunity to find a trade school that will prepare them for their desired career.

**Advanced Placement Classes:** TAD will also provide college level classes that will help prepare students for college. These Advanced Placement courses will be an introduction to college material and rigor. TAD will offer as many AP classes as possible. Students who pass AP Exams will receive college credit, which will put them a step ahead once in college.

**Local Community College Courses:** TAD will also help students take classes outside the school at local community colleges. The city of South Gate has an East Los Angeles Community College annex where our TAD students will be able to take college courses for enrichment. These classes will offer students an opportunity to experience college life and course work. TAD will also help our students attend Saturday High, an Art Center College of Design program that offers high school students courses on their Pasadena college campus. The classes at Art Center will reinforce our art-based curriculum and allow our students to expand their artistic practices and abilities outside of the high school. If students are introduced to college early in high school they will be better prepared when it comes to making decisions for higher education. Also, once in college students will be familiar with the inner workings and required rigor.

**Internships:** TAD will support students in career centered internships and jobs. Our school will make connections between students and our surrounding communities. These connections will introduce our students to the careers that interest them and will prepare them to make better career decisions when they are ready to graduate.

**Counselor Access:** TAD's counselor will serve as our schools College and Career Counselor.

The counselor will set up college presentations and visits and the College/Career Fair every semester and will run the schools college and career center.

**Career Day:** TAD will host a Career Day that will offer information on various career paths. We will invite community members to present their career choices and the steps they took to achieve their goals.

***e. School Calendar/ Schedule:** Describe the school calendar and daily schedule. 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. Attach a copy of the school year calendar as well as the daily schedule for both faculty and students. If you are a traditional pilot, ESBMM, or network partner team seeking scheduling autonomy, describe how the school will use the autonomy.*

### **School Calendar**

The TAD School will be on the early start traditional calendar with the school year beginning in mid-August and ending in early June. Students will receive a three-week Winter Break and a one-week Spring Break.

### **Schedule**

Our schedule is designed to help students meet their A-G requirements while still satisfying their need to take courses in their interests. The schedule also provides for more rigorous courses that can be provided within the school day. TAD will offer six periods in one semester, which will ensure that students meet their graduation requirements. All classes will be designed to hit tier two and three of the Response to Intervention (RTI) model. TAD will also offer RTI classes four times a week for students who need extra help with their core classes. This RTI period will allow students in greater need to take block classes in Math and/or English. This same time period will also be open for enrichment classes called TAD Seminars. TAD Seminars will focus on our specific curriculum. These classes will be made available to all students during the first quarter and then to those TAD students who do not require an RTI class. Students will receive extracurricular credit for these classes.

TAD classes will have a block schedule with 85-minute periods. Students will attend each class twice a week on a rotating schedule, and then once on a professional development day when all classes meet for a shorter time. Each period essentially meets three times a week. TAD RTI and Seminar classes will meet four times a week for 60 minutes Advisory will meet four times a week for 30-minute periods, which will support our advisory plan. The block periods will also allow our art and project-based classes more time to complete instructional work and cover content, which is why scheduling autonomy is so integral. The 2:30 dismissal will also allow our sports teams to practice after school and not during the school day. The earlier practices will also offer more daylight practice. TAD understands that our students will be bussed to and from school and we would like to have students home before dark considering the industrial area where the campus is located. This dismissal will also give our 12th grade students the opportunity to perform internships and/or take community college courses. The schedule will continue to meet the teacher contractual obligation of an 8-hour on-site or off-site work day because teachers will be required to remain after school to perform a variety of duties, including

but not limited to, TAD Consults (office hours), meet with their students clubs, perform the work of School-Level Sub-Committees, and/or offer student tutoring services.

TAD teachers will teach 6 periods, an advisory and design, implement and run TAD Seminars (RTI and/or enrichment). TAD teachers will work in interdisciplinary teams and will share the same cohort students. Students in turn will share the same teachers. TAD estimates that classes will contain 30 to 35 students.

The TAD schedule will also support our professional development program. This schedule allows for one 90-minute meeting a week. The time will allow our interdisciplinary teams to design curriculum and review student work on a weekly basis.

### ***Regular Day Schedule***

| <b>Monday &amp; Friday</b> <ul style="list-style-type: none"> <li><i>Odd Periods</i></li> <li><i>Advisory</i></li> <li><i>Period 7 Intervention and/or Enrichment</i></li> </ul> |             |        | <b>Tuesday &amp; Thursday</b> <ul style="list-style-type: none"> <li><i>Even Periods</i></li> <li><i>Advisory</i></li> <li><i>Period 7 Intervention and/or Enrichment</i></li> </ul> |             |        | <b>Wednesday</b> <ul style="list-style-type: none"> <li><i>Periods 1-6</i></li> <li><i>Professional Development for Teachers</i></li> </ul> |             |        |
|--|-------------|--------|--|-------------|--------|---|-------------|--------|
| Period 1   | 7:30-8:55   | 85 min | Period 2   | 7:30-8:55   | 85 min | Period 1  | 7:30-8:10   | 40 min |
| Nutrition  | 8:55-9:15   | 20 min | Nutrition  | 8:55-9:15   | 20 min | Period 2  | 8:15-8:55   | 40 min |
| Period 3   | 9:20-10:45  | 85 min | Period 4   | 9:20-10:45  | 85 min | Nutrition   | 8:55-9:15   | 20 min |
| Period 5   | 10:50-12:15 | 85 min | Period 6   | 10:50-12:15 | 85 min | Period 3  | 9:20-10:00  | 40 min |
| Lunch  | 12:15-12:50 | 35 min | Lunch  | 12:15-12:50 | 35 min | Period 4  | 10:05-10:45 | 40 min |
| Advisory   | 12:55-1:25  | 30 min | Advisory   | 12:55-2:30  | 30 min | Lunch   | 10:45-11:20 | 35 min |
| Period 7   | 1:30-2:30   | 60 min | Period 7   | 1:30-2:30   | 60 min | Period 5  | 11:25-12:05 | 40 min |
|  |             |        |  |             |        | Period 6  | 12:10-12:50 | 40 min |
|  |             |        |  |             |        | Professional Development  | 1:00-2:30   | 90 min |

### ***Minimum Day Schedule***

|                                   |   |        |
|-----------------------------------|---|--------|
| <i>(All periods &amp; Brunch)</i> |   |        |
| Period 1                          | 7:30-8:05   | 35 min |
| Period 2                          | 8:10-9:45   | 35 min |
| Period 3                          | 8:50-9:25   | 35 min |
| Brunch                            | 9:25-9:45   | 20 min |
| Period 4                          | 9:50-10:25  | 35 min |
| Period 5                          | 10:30-11:05   | 35 min |
| Period 6                          | 11:10-11:45<br><i>(dismissal time with no assembly)</i> | 35 min |
| Assembly                          | 11:50-12:50<br><i>(dismissal time with an assembly)</i> | 60 min |

### ***Autonomy***

TAD will use their small school autonomy to adapt their schedule to their project based curriculum needs. Longer block periods will be necessary in order to effectively incorporate our media and arts based curriculum. TAD will also use our autonomy to extend our professional development time in order to provide ample time to plan and reflect on our interdisciplinary plans, PLC lessons and committee responsibilities. **As such, the TAD School seeks schedule autonomy (identified as LIS Waiver #5) available through the “Local Initiative School” waiver process as referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA.** Having local stakeholders make decisions over local programs and strategies makes the most sense for educational reform to be evident at the SRHS #8 campus.

See Appendix B4e – School Year Calendar and Daily Schedule

***f. Policies:*** Describe and/or attach the school’s policies as they relate to retention, graduation, and student behavior. Indicate whether you plan to follow LAUSD policies for some or all of these areas.

### **Retention Policies:**

- Students who receive a D or F in English and/or Math in their first progress report will need to report to RTI classes.
- Students who fail their English and/or Math class will take a double block period of the subject the following semester.
- Incoming TAD Freshmen will take Summer Bridge classes.

**Graduation Policies:**

In order to graduate from the Technology, Arts, and Design High School students will:

1. Complete all A-G Requirements;
2. Complete all LAUSD course requirements;
3. Design, implement and reflect on a Service-Learning Project;
4. Complete the Three-Year Technology Multimedia Program;
  - o *incoming 11th grade students (class of 2014) will be required to complete one year of the program;*
  - o *incoming 10th grade students (class of 2015) will be required to complete two years of the program;*
  - o *all other students (class of 2016 and beyond) will be required to complete the full three-year program;*
5. Pass the California High School Exit Exam (CAHSEE) Exam.

**Student Behavior:** All teachers will follow the same disciplinary school procedures.

**Teacher Classroom Management Procedures:** In order of severity.

1. Warning
  2. Seat Change
  3. Call Home
  4. Detention
  5. Consultation with Counselor
  6. Parent Conference
  7. Meet with Student Discipline Sub-Committee
- Students who exceed these procedures will be referred to the counselor who will help guide positive student behavior. The counselor will report behavior problems with parents, guardians and other stakeholders. The counselor will also report their work with the appropriate teachers. Teachers will need to follow all steps in the classroom management procedures before sending students to the counselor. As a last resort TAD's principal will work with the student and parents/guardians to improve classroom and academic behavior.
  - Students will wear uniforms as a way to visibly identify small school students and promote safety. They must also carry their identification cards at all times on campus.
  - Students who accumulate three tardies will be given lunch detention. Students will pick up their lunch and report to the designated detention room to complete the time.
  - Students may be assigned detention by their teachers. Students will complete their detention hours after school or on Saturdays.
  - Absent students must clear their previous day absence before attending their first class. Along with a *Permission to Return to Class (PRC)* slip students will be given a *Missed Assignment Log (MAL)*. Students must fill in the assignments they missed due to their absence. Parents and students must sign the log to confirm they understand what assignments were missed and when they must be turned in to their teachers. The signed log will be turned in to their advisory teachers as part of their advisory grade.



Additional disciplinary procedures will be determined by need. Disciplinary procedures will be reviewed and revised by the Student Discipline Sub-Committee and the TAD Governing Council.

## **B-5 Parent and Community Engagement**

***a. Background:*** Describe the community you will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss how the school aligns with community needs and expectations.

The TAD School will serve the students who live in the city of Maywood. SRHS #8 will relieve Bell High School, which currently serves the cities of Bell, Cudahy and Maywood. Bell High School currently serves 4,200 students on a Three Track School Schedule. Due to the overcrowding of the school and the need to comply with the Williams Consent Decree Case, Bell High will end the track system for the 2012-2013 school year. SRHS #8 was designed to help make this change possible. However, construction of the SRHS #8 campus has been delayed. Maywood students will be bussed to the completed SRHS #9 campus located in nearby South Gate until the Maywood site is finished.

Maywood is a city with about 28,000 people. There are about 6,500 households in Maywood with 4,120 families having children under the age of 18. Overall 32.6% of the population is under the age of 18. 97.4% of the population is Hispanic/Latino. Maywood has been called a “sanctuary city” for immigrants. In recent years the city has gone through political and civic turmoil due to the ill management of city funds, which lead to the fear of bankruptcy. The people of Maywood joined together in May 2010 and agreed to let go of their police force and city employees in order to clean the city of its mismanagement. Maywood citizens are determined and driven to see their city prosper. This same mentality carries over to their children who they wish to see flourish in a safe and productive environment. TAD is equally driven to create a safe haven for the Maywood students, parents and community members.

Maywood has never had an arts focused high school. The city is in need of a high school that opens the door to arts based curriculum and environment. In fact if the SRHS#8 Small School Collaborative is chosen they will be the only arts based high schools in District Six. This community has unfortunately not had the opportunity to completely foster students with arts interests and this collaborative will be excellent addition to the Maywood community.

### ***Three Track History:***

Bell High School has followed the Concept 6, three track calendar for over thirty years due to the overcrowding of the campus. Maywood students have experienced a school year with four months of vacation and eight months of instruction. Their school days were made longer yet this model does eliminate a substantial amount of instructional time due to frequent track changes (i.e. scheduling changes, book collection and distribution). These track changes cause instructional delays due to operational necessities. Maywood students are in need of a more traditional schooling model that will better serve community and family needs. Breaks will revolve around traditional times of the year and the school day will be shortened. The shorter days will allow students to focus on the schools arts focus and/or participate in the school sponsored sports programs.

***b. Strategies:*** Describe your team’s history and experience serving this or a similar community. Explain the team’s vision for engaging this community and the underlying theory that supports it. Discuss strategies to authentically and meaningfully engage parents and guardians in their

*children's education. Describe in detail the programs or resources that the school will provide for parents and guardians.*

***TAD Experience:***

Our team is made up of three dedicated teachers who have lived and served this and neighboring communities for many years. Jose Luis Barzaga attended Bell High School (relief school) and has been a teacher at the school for eleven years. He is a National Board Certified teacher and has served in a variety of positions at the school including Social Studies teacher, Social Studies Content Cadre Member, Professional Development Committee Co-Chair, School Based Management and School Site Council member, Humanitas Small Learning Community Lead Teacher, and most recently, Technology Coordinator. Lee Kimura has been a Social Studies teacher at Bell High School for 10 years. She has been an integral member of the Drama team assisting with over five productions at the school. She has served as the president of the School Site Council and as the 11th Grade-Level Interdisciplinary Team Lead and is currently the Humanitas Small Learning Community Lead Teacher on Track-C. Ginna D. Ramirez has lived in neighboring Huntington Park her entire life and graduated from Huntington Park High School (a similar school based on demographics). She has worked as a Social Studies teacher in Bell High School for five years and is currently a Professional Learning Community Lead Facilitator. She has received three certifications from the College Board for Advanced Placement curricula. The TAD team understands the community because it has either been a member of it or has worked with its citizens in a variety of programs and activities and continues to further their education and experiences in the hopes of continuing to support the local community.

***SRHS #8 Small Schools Collaborative Experience:***

The SRHS #8 Small Schools Collaborative is a team of teachers that have served the Southeast cities of Bell, Cudahy, Maywood, and Huntington Park for over 10 years. All of the teachers in Grupo Movimiento Bellas Artes, and the TAD team have served at Bell High School, Nimitz Middle, and Orchard Academies 2B. We have teachers that have worked with parents through outreach efforts and that have conducted long-term parent workshops and training sessions. The team members are committed to working with the families of the local community to engage, inform, and empower all families. Several of our teachers are also products of the local Southeast Cities of Bell and Huntington Park.

***Vision for Engagement:***

TAD envisions an open campus community school. We hope to create a center for not only students but also their parents and other community members. Our goal is to fill in the gaps that have often hindered our student achievement rates by having closer professional relationships with our parents. We understand the importance for making our parents and community members equal partners in the development and achievement of our students. All stakeholders will gain from this enhanced participation and involvement. We plan to implement both formal (traditional) methods of engagement that have worked for us in the past while also producing new strategies that will work for our unique situation in Maywood.

Our plan is supported by Epstein's (1995) overlapping spheres of influence model, which argues for a family-school partnership. Essentially this partnership will create an environment that will completely support student success. When the three groups (parents, community, and

school) engage in a mutually respectful collaboration we can be assured that our students are receiving all the support available. We will further recognize our parents and community members assets and values. This acknowledgement will create a funding source of information and support that will drive and anchor our parent and community engagement program. This method is supported by Moll's (1992) funds of knowledge philosophy. Funds of knowledge refers to the resources that students or parents bring with them to schools that in some situations have been left unused. TADs goal is to understand our students and community in order to gain access to local resources that will support our school plan, which in turn will support our students.

***Strategies:***

TAD will have a standing Parent Engagement and Involvement Sub-Committee dedicated to planning, coordinating and implementing parent workshops, needs assessment, and evaluating parental involvement and engagement. The PI&E sub-committee will ensure that maximum parent participation is achieved in submitting school experience surveys. The committee will establish and help support the following strategies and programs.

1. *Community Meetings:* Due to the unique nature of SRHS #8 housed at SRHS #9, TAD will need to use Maywood City's resources in order to engage our parents. Maywood students will be bused to SRHS #9, which is located in the neighboring city of South Gate. TAD plans to make parent engagement meetings more accessible to parents and the community by having some events in the city of Maywood (i.e. community meeting halls). TAD hopes that by bringing our school to the community we will be able to attract more parents and community members to get involved with our students.
2. *Open House:* Parents will be invited to attend an *Open House* early each semester. TAD will establish a stable and supportive relationship between parents and teachers. This relationship will in turn help students meet their academic and social goals.
3. *Parent Conferences:* TAD will host two school wide *Parent Conferences*. Each will take place mid-semester so that parents and teachers can meet to discuss students grades and behaviors. We hope that these meeting will help students pass their classes and support the working relationship between parents and the school.
4. *Parent Workshops:* TAD will periodically host parent workshops that will help parents understand the focus of our social justice media arts focused school. Meeting will range from computer literacy to photography. Aside from the media arts focus we will also provide seminars in college prep and parental support.
5. *TAD Beta Sessions:* TAD will host orientation meetings to help welcome returning and new students and their families. Students, parents, and guardians will meet teachers, the counselor, office staff and principal. The goal of the Beta Sessions will be to articulate to students and parents the school's procedures, programs, school staff and administration, and academic and disciplinary plans.
6. *Parent Center:* TAD will have a parent center that will welcome parents and community members to the school. The center will be a home base for parents and guardians to be

informed and educated on school related materials and functions. TAD hopes to make parents comfortable coming to the school and becoming a member of its community.

7. *School Site Council:* Our School Site Council will have two parent sub-committees CEAC and ELAC.
8. *TAD Release Event:* A week-long event in which we acknowledge successes throughout the year. An assembly will also be used as a way to acknowledge outstanding service-learning and classroom projects. For parents and community members, this helps to continue the collaborative and community nature of the TAD School.
9. *Volunteering:* Parents will be asked to volunteer their time on campus for various events and situations (i.e. field trips, assemblies, classroom presentations). This strategy will help parents become comfortable with the campus and with working with teachers and other school staff. TAD will develop Parent Leads that will assist in the recruitment of volunteers every year so as to build capacity and empower parents and guardians.

#### ***English Learners Advisory Council***

Serve as an advisory board for English Learner program, respectively and recommend the English Learner categorical program expenditures. ELAC also ensures that compliance measures are appropriately addressed by parents along with other ELAC members and make recommendations to the governing school site council regarding English Learner needs. The ELAC membership is comprised of parents of English Learner students. Protocols for membership, roles and responsibilities of each members and officers are set through a compliance process. ELAC will help bridge the gap between parents and teachers in respect to our English Language Learners.

#### ***Compensatory Education Advisory Council***

Participate in the assessment of educational needs, establishment of priorities, planning of the educational program and budget resources, evaluation of the school and its academic effectiveness. CEAC will help support TADs curriculum and instruction plan and create a connection between parents, community members and the school.

#### ***Parent and Community Engagement Action Plan:***

(April/May 2012) → Parent outreach meetings

(June/July 2012) → Student Registration

(Early August 2012) → Parent & Student School Orientation Meetings, Community Open House Event

(Beginning September 2012) → Parent workshops

***c. Key Community Partnerships:*** Discuss the specific ways in which community members will be included in the ongoing success of the 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.

We will invite community organizations and local businesses to participate in the life of the TAD School by being partners in the planning, co-teaching and assessing of our interdisciplinary units, culminating projects, service-learning projects, programs, events, and community presentations. We anticipate that these partners will collaborate with teachers and students to create enriching experiences for all of the TAD School's stakeholders. This is an opportunity for students to work with adults and other members of the community and build on their shared experiences and talents that can be brought into the classroom as a connection to the "real world".

The unique situation of the TAD School and the other Small Schools Collaborative members opening SRHS #8 on the campus of SRHS #9 in South Gate presents challenges that the schools must take into consideration. Specifically, the biggest challenge will be transportation for parents and guardians of students for school presentations and events. The TAD School will investigate physical spaces in the local Maywood community to conduct school events as much as possible so that community members and parents can participate. For example, the Maywood Activity Center, St. Rose of Lima Catholic Church, and Lodge Antonio Maceo are all centrally located in the city of Maywood and provide space for a variety of meetings with parents and other community members. Not only is the use of community spaces convenient for the parents and guardians of students at the TAD School, but this also presents an opportunity for all kinds of stakeholders to come together in a familiar, non-official, space where conversations will be had that transcend the usual. These spaces will create laboratories of democracy that community members will use to develop a sense of ownership and empowerment that the school community truly does belong to them and just as they are accountable to their children and vice versa, so is the school accountable for addressing the communities needs (Guinier & Torres, 2003).

### ***Classroom Level Partnerships:***

In years one and two, grade-level team leads and other teachers will initiate many of the community partnerships as they should be directly related to the interdisciplinary or project-based needs of the instructional units. For example, the social justice through art organization, YouTHink based out of the Zimmer Children's Museum in Los Angeles can be incorporated into instructional units that can also be made into service-learning projects. Allowing many of the partnerships to be classroom based will help with the establishment of the projects-based environment of the TAD School.

### ***Schoolwide Level Partnerships:***

In years two and beyond, the TAD School will solicit community partnerships to take the place of school partners/sponsors that will be able to offer programs or experience on a school-wide level. For example, we would like to establish a partnership with Art Center College of Design in Pasadena where our students will participate in their Saturday High program that allows students to take art and design-related courses directly on their college campus. Also, we will seek to partner with TED Conferences, LLC in the hopes of being able to host TED talks through the TEDx process that recognizes locally, self-generated TED talks that are specific to community needs and interests. We will also seek to establish partnerships with local community colleges and other institutions of higher education as we create a 9-16 pathway where students may begin to take college courses while in high school and participate in projects sponsored at the university level. For example, the TAD School will investigate how to work

with the UCLA Department of Education's Parent Project as a way to promote parent participation, access and empowerment. The principal, counselor, and media arts teachers will be responsible for cultivating these partnerships.

***Teacher and Student Level Partnerships:***

In years one and beyond, the TAD School will seek partnership with Los Angeles Education Partnership (LAEP) as the principal partner for its professional development opportunities. LAEP can provide the TAD School interdisciplinary training and continued support through its Teachers' Centers that center around the creation of theme-based interdisciplinary units that include both writing and project based components, both with an emphasis on art and critical thinking. Students will also benefit from a partnership with LAEP through its college access network that provide schools with multiple opportunities to expose students to college-readiness workshops, school visits, presentations, etc. The principal and grade-level team leads will be responsible for cultivating this partnership.

See Appendix B5c – MOCA Letter of Support

### **Category Three: Leadership that Supports High Achievement for Students/Staff**

#### **B-6 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. Explain how you will handle the logistics and any challenges related to implementing a particular model, particularly if you will be transitioning the school from a different existing model. If you are a traditional pilot, ESBMM, or network partner team seeking governance autonomy, explain how you will use the autonomy.*

Not Applicable - No longer applicable as SRHS #8 (opening on SRHS#9) is a new school. The Technology, Arts, and Design School (The TAD School) will determine its governance model until a faculty vote during the spring of the first year of implementation.

**b. School Level Committees:** *Describe the decision-making bodies and general areas of responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on the school decision-making. Describe the process for gaining input from all stakeholders in making decisions.*

Based on the percentage of students attending the feeder middle schools and relieved high schools who qualified for Free and Reduced Lunch, the SRHS#8 Small Schools Collaborative anticipates that we will be Title I Schools and will need specific committees in place to help with the operational and instructional aspects of the school. All teachers will be required to serve on an Interdisciplinary Grade Team and in a Professional Learning Community (described below) as well as two other committees of their choosing (the goal is that all committees are staffed with an appropriate number of members to allow for the orderly functioning of the committee--staff will be asked to move to other specific committees when appropriate and for balancing). Parents, community members, and student representatives will be invited to join sub-committees as a way to involve all stakeholders in the operation of the school.

**TAD Governing Council (School Site Council):** Our Governing Council will be responsible for maintaining the school's vision. The committee will be responsible for writing the *Single Plan for Student Achievement* on a yearly basis. They will approve and continuously update the Single Plan for Student Achievement to best align with instructional needs and data findings. The Governing Council will serve as the School Site Council for categorical programs and will also act as the governing body that will oversee and develop school site policies regarding per pupil monies. The Governing Council will monitor the allocation of categorical funds and resources. The council will also select the principal of their school and revise the Elect-to-Work agreement.

**Parent Advisory Councils:** The ELAC and CEAC are parent advisory councils that will inform the decision of the TAD Governing Council.



**ELAC (English Learners Advisory Council):** Serve as an advisory board for the English Learner program and recommend the English Learner categorical program expenditures. ELAC also ensures that compliance measures are appropriately addressed by parents along with other ELAC members and make recommendations to the governing school site council regarding English Learner needs. The ELAC membership is comprised of parents of English Learner students. Protocols for membership, roles and responsibilities of each members and officers are set through a compliance process.

**CEAC (Compensatory Education Advisory Council):** CEAC will work to ensure the development of an effective educational program and plan that raises the success of disadvantaged students.

*Responsibilities:*

- participate in the assessment of educational needs;
- establishment of priorities using relevant data;
- budgeting of essential resources;
- evaluation of the school and its academic effectiveness;

### **School-Level Sub-Committees**

We will establish several sub-committees that will make recommendation to the Governing Council. Each sub-committee will serve an advisory role and will report to the Governing Council on a monthly basis or as needed.

**Budget Sub-Committee:** Provide reports that identify how categorical and per-pupil funding are being spent. This committee will be responsible for providing monthly reports to the school community that are transparent and manageable for all stakeholders to interpret. The budget committee will also be an integral member in establishing budgets for future academic years and establishing guidelines for the Single Plan for Student Achievement.

**Parent Involvement and Engagement (PI&E) Sub-Committee:** Responsible for planning, coordinating and implementing parent workshops, needs assessment, and evaluating parental involvement and engagement. The PI&E sub-committee will ensure that maximum parent participation is achieved by conducting school experience surveys, publishing their results, and using them to inform future practices.

**Technology Sub-Committee:** The technology subcommittee will be responsible for creating a three-year technology plan that addresses goals, metrics for technology use and school wide policies for their purchase. The technology sub-committee will maintain and update technology inventory records.

**Grant Writing/ Fundraising Sub-Committee:** Responsible for finding and writing appropriate grants for the school such as implementing a local DonorsChoose.org campaign on campus to promote the finding of project-based and interdisciplinary

lessons throughout the school. They will also serve to raise funds for all stakeholder groups' needs.

**GATE Sub-Committee:** A GATE sub-committee is necessary to assist with screening of potential gifted students. This sub-committee will meet before designated deadlines to review applications, make recommendations, and review monies available through GATE funds. The GATE sub-committee will also monitor identified GATE students to ensure adequate professional development on differentiation and acceleration curriculum benchmarks are in place for teachers. This sub-committee will also perform the duties typically performed by the GATE coordinator: scheduling professional development, administering GATE budgets, etc.

**Library Resource Sub-Committee:** This committee will run the instructional program for our libraries, which include the purchasing of resources such as books and educational technologies, determining instructional needs, collaborate with the School Librarian to ensure that School Wide Information Literacy Standards are met, and implement the use instructional technologies such as Accelerated Reader, Successmaker, etc.

**Student Discipline Sub-Committee:** A discipline sub-committee will meet monthly to review discipline-related data and make policy recommendations to the TAD Governing Council.

**Curriculum and Instruction Committee (Instructional Leadership Committee):** This committee will oversee our Interdisciplinary Grade Teams (IGTs), Professional Learning Communities (PLCs) and Professional Development Plan. Their primary responsibility will be to create a three-year Professional Development Plan as a guide for all professional development on campus. They will also ensure that professional development is aligned with the mission and vision of the school; plan, coordinate, implement, monitor, and evaluate in-school professional development. The Instructional Leadership Committee will recommend approval of teacher requests for off-site professional development and for school-wide professional development trainings.

**Interdisciplinary Grade Teams (IGTs) - Horizontal Team:** The IGTs will plan interdisciplinary lessons and assessments. The team will also play a significant role in our intervention program and will work closely with advisory and special education teachers. As many members of the IGTs as possible will be required to attend IEPs for their students and be an active participant to meet all students needs.

**Professional Learning Communities (PLCs) - Vertical Team:** Our PLCs will create and follow content specific Pacing Plans and Curriculum Maps. They will contribute to common lessons and assessments. The core subject PLC teams will also help prepare students for the various California Standards Test.

**Site Facilities Council:** The council is made up of all three sister schools (SRHS#8 Small Schools Collaborative). It is designed to help assist in-site facilities and grounds. Members include the principal of every school who will report back to their respected schools and a parent

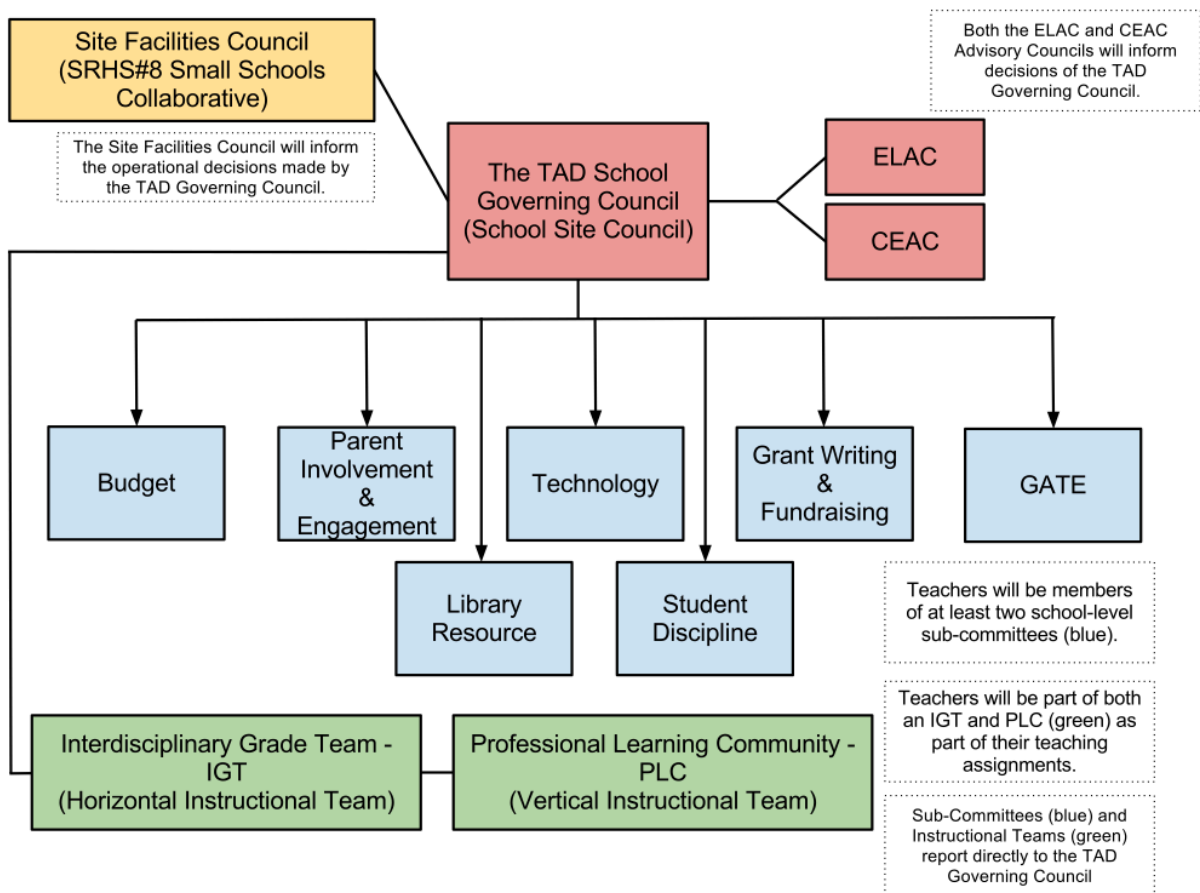
representative from each sister school. The council will be responsible yet not limited to, the following:

- school safety plans and other security issues, such as vandalism;
- scheduling and maintenance of shared space;
- use of resources such as, computers, furniture, arts and sporting equipment;
- issues relating to school bus schedules;
- address concerns related to issues of health and nutrition across all three schools;
- facilitate the scheduling of sports or other extracurricular activities;
- emergency drills (fire, lock down, earthquake, etc.);
- use of public address systems on campus;
- use of any shared budget accounts, if applicable.

The Site Facilities Council will only make operational decisions and will not interfere with each sister schools' instructional plans.

**Other Committees:** As the school continues operation other committees will be added as needs arise.

See Appendix B6c – Governance Organization



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

All stakeholders will be represented in the TAD Governing Council. This will include certificated and classified staff, parents, students, and community members.

Membership on the Governing Council will consist of a total of 12 members with 50% representing teachers and classified staff and the other 50% representing parents, students and community. At least one representative from each stakeholder group must be represented on the Governing Council. This method of membership will allow all relevant stakeholders to be a part of the decision making process.

The principal will automatically be a member of the Governing Council and is considered a member of the certificated and staff portion on the council. Additionally, a classified personnel member will be elected to this council by other classified personnel and will also be a member of the certificated and staff portion. In the event that the TAD School's only classified member is the school's Administrative Secretary, this person will automatically be a member of the Governing Council, similar to the principal's situation. An election will take place to select the other members of the council. Interested candidates will be asked to complete a letter of intent and their respected constituents will have the final voting decision.

## **B-7. School Leadership**

***a. Principal Selection:*** *Describe the criteria for selecting a leader for the school, and explain how these characteristics align with your school's unique mission and vision. Also describe the process that will be used to select the school leader. In the appendix, attach a formal job description for the Principal.*

As a small school we will recruit an administrator with at least a Tier I credential to lead our school team as its principal. The autonomy to make this selection ourselves is critical to our success as a small school. We will seek an administrator who understands the classroom and instruction, and who shares the TAD School vision. As the instructional leader and point-person of a small school, the principal of the TAD School must be able to sustain the vision of the school during day-to-day operations and in long-term planning. Selection criteria for the principal is directly related to the TAD School's mission, vision, and habits of mind in that they speak to an individual who is collaborative, student-centered, believes that all students can learn, and can develop an environment where all stakeholders are accountable to the larger learning community.

The criteria for selecting a principal for the Technology, Arts, and Design High School are built around the California Professional Standards for Educational Leaders (CPSELs), which will also be used as part of the principal's evaluation:

- demonstrated knowledge of school operations, especially of a small school;
- demonstrated commitment to the core beliefs of small school reform;
- demonstrated belief and value for serving historically marginalized student populations;
- experience leading and collaborating with teachers, especially around interdisciplinary teaching and curriculum development;
- effective, collaborative leadership skills;
- experience and interest in developing relationships with community organizations and members;
- experience meeting the needs of English Learners;
- experience and interest in developing interdisciplinary curriculum;
- experience working with families and parents, particularly in communities of poverty;
- appreciation for diversity

The TAD School will form a Principal hiring committee consisting of one design team teacher, two additional teachers, one student, and one parent. The committee will meet and develop a comprehensive set of questions that address the specific qualities of a small school principal.

The hiring committee will complete an initial paper screening of application packets after Certificated Assignments has verified that the individual meets the requirements. Each packet will be screened as yes/no/maybe. After reviewing individual ratings, a discussion will take place to narrow down the field of candidates and to commit to the interviewing of our top 3-5 candidates. Interviews will take place in March and will be conducted by this committee. The committee will reach consensus on the final candidate to be offered the position after agreement

has been reached with the local district. The final selection will then be submitted to the Superintendent for approval, at which time the candidate will be formally offered the position.

In accordance with the Public School Choice 3.0 proposal, the principal will be evaluated and reviewed on an annual basis by the TAD Governing Council and his/her mutual consent agreement will be revised and reviewed annually as well. The principal serves at the pleasure of the TAD Governing Council. A more detailed job description for the role of principal is available in Appendix.

See Appendix B7a - Principal Job Description

***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.*

The initial school design team, along with the principal, will play the lead role in establishing the new school, with the goal of including all staff in the critical roles for running the school. Each teacher will participate in school committees where they may assume a role or project consistent with their area of experience or interest, and will collaborate with colleagues to fulfill their responsibilities.

The TAD School will use a distributed leadership model where all faculty members will take on the responsibilities of leadership and share in the administration of the school. Because the school is based on an interdisciplinary model, the grade-level teams will play the largest role in curriculum design, implementation, and evaluation. The focus of this team is to ensure that there is integration of curriculum both horizontally through each grade level and vertically across grade levels. Each grade-level team will select their own lead teacher that will support the efforts of team from all the disciplines in that grade-level. The grade-level team lead will have the autonomy to create and solicit community partnerships related to instructional units, project-based assignments, or the mission and vision of the school that will support student needs and achievement. They will be able to reflect on their professional development needs and present professional development opportunities to the curriculum and instruction sub-committee for funding as well as conduct professional development to school staff. Lastly, the grade-level team lead will meet with grade level teams on a weekly basis during professional development time to ensure that the intended interdisciplinary curriculum is being delivered to students.

Interdisciplinary teacher teams will design their curricular units and projects each year, meet weekly during the length of the course, and assess the unit during and after the semester through protocols for looking at student work. Student feedback and observations from staff members from other teams and the principal will validate the team's evaluation of the unit. Each year, teams will update or re-design units, based on prior input and feedback, with the long-term goal of continually improving the school's instructional practices and curriculum.

At the end of each semester, the entire staff and established community partners will convene for a reflective retreat, at which we will revisit and update our mission, vision, values and goals based on ongoing evidence of student achievement.

## B-8 Staff Recruitment and Evaluation

**a. Staffing Model:** *Discuss the academic and non-academic staffing needs of the school from start-up through year three. 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. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

### **Staffing Model**

The table below shows the school's staffing needs from year 1 through year 3. The school plans to have 25-30 students per class. This will enable teachers to know their students well, create a sense of advocacy on behalf of students, address individual learning needs, and develop the TAD School's habits of minds. Staffing and budget will be reviewed every semester as part of a continual effort to lower class sizes and teacher-student load.

|  | Year 1      | Years 2-3    |
|--|-------------|--------------|
| <b>Enrollment</b>                      | <b>350</b>  | <b>450</b>   |
| <b>Grades</b>                          | <b>9-11</b> | <b>9-12</b>  |
| <b>Certificated Staff</b>              |             |              |
| English Language Arts (includes ESL)   | 3           | 4            |
| Social Studies                         | 2           | 3            |
| Mathematics                            | 3           | 4            |
| Science                                | 2           | 3            |
| Foreign Language (includes ESL)        | 1           | 2            |
| Physical Education                     | 1           | 1            |
| Art/Media                              | 2           | 2            |
| Special Education (RSP/SDC)            | 2           | 2-3          |
| <b>Total Certificated Staff</b>        | <b>16</b>   | <b>21-22</b> |
| <b>Certificated (Out of Classroom)</b> |             |              |

|  |            |            |
|--|------------|------------|
| Principal                                    | 1          | 1          |
| Assistant Principal*                         | 1          | 1          |
| Counselor**                                  | 1          | 1          |
| Librarian                                    | .3         | .3         |
| <b>Total Certificated (Out of Classroom)</b> | <b>3.3</b> | <b>3.3</b> |
| <b>Classified Staff</b>                      |            |            |
| School Administrative Assistant              | 1          | 1          |
| School Clerk                                 | 1          | 1          |
| <b>Total Classified Staff</b>                | <b>2</b>   | <b>2</b>   |
| Instructional Aide                           | 1          | 3          |

\*The Assistant Principal position will only be funded if the budget allows for such a position at the school site.

\*\* The Counselor will also perform the duties of a Testing Coordinator to support the school community.

Utilizing leadership committees for school operations allows our staffing model to keep the majority of staff in the classroom. This will lower class size and provide more personalized support where needed. All members of the teaching staff are in interdisciplinary grade level teams and disciplinary teams who meet regularly and create interdisciplinary units. This collaboration is necessary to enable students to internalize what they are learning and apply it to all classes, as well as to their own lives. By collaborating on curriculum in teams, TAD School teachers are able to create lesson plans driven by shared enduring understandings and based on California State Standards across disciplines. Interdisciplinary units provide students with opportunities to access content from multiple perspectives and the project-based nature of lessons and culminating activities allows for knowledge creation through multiple modalities. Lessons based on enduring understandings that provide real-world connections and have authentic assessments produce independent and creative thinkers.

The goal is for every student at the TAD School to have equal access to a rigorous and relevant curriculum rooted in high expectations and coupled with the support to reach those expectations. As such, the assignment of teachers to specific classes will be based on student instructional need as referenced in the UTLA/LAUSD contract.

Teachers will support our English learner students in meeting the high expectations of the TAD School by organizing curriculum around relevant themes, building on a students' background knowledge and experiences, and planning collaborative activities that scaffold instruction and build academic proficiency. Teachers will build on student experiences, cultures,



and languages by building personal relationships with them and their families. Teachers will explicitly teach, model, and provide guided practice in a variety of strategies, including think-alouds, cognitive strategies, and meta-cognitive reflections. Teachers will employ heterogeneous groupings and create language-rich classroom environments. English learners will benefit from an increased focus on using background knowledge to build academic proficiency and project-based learning to increase oral language proficiency.

Our Resource Specialist will work with general education teachers to implement strategies that ensure effective methods to reach students with learning challenges. Some strategies include co-teaching, small group instruction, co-planning, and individualized pre/re-teaching of concepts across disciplines in order to build prior knowledge and reinforce learning, respectively. This creates an environment by which students with processing difficulties, deficits in attention and memory, etc. can be active participants during classroom instruction. The Resource Specialist will ensure that all teachers are aware of and are using accommodations detailed in the student's IEP.

***b. Recruitment and Selection of Teachers:** Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. If you are a traditional, pilot, ESBMM, or network partner team requesting staffing autonomy, explain how you will use the autonomy. Note that pilot school applicant teams must attach a copy of your draft Elect-to-Work Agreement that teacher will be required to sign.*

### **Criteria**

TAD will comply with the UTLA/LAUSD Memorandum of Understanding Agreement when selecting staff. TAD will give priority to teachers from the relieved school, Bell High School, yet due to the tailored philosophy and instructional needs of the TAD School we will need to be selective in order to ensure that our mission and vision are successfully carried out. **The TAD school will apply for the “Mutual Consent” requirement for employees and the teacher assignments waiver (identified as LIS waiver #9 and #10, respectively) available through the “Local Initiative School” waiver process as referred in the new Memorandum of Understanding between LAUSD and UTLA.** TAD expects to have a mix of experienced and new teachers with an interest in Media Arts. It is critical that candidates embrace the mission and vision of the TAD School, especially the media arts, technology, and design focus. Teachers will need to be willing to augment their teaching practices in order to fully support the needs of students through an interdisciplinary and projects-based environment. The autonomy to select staff that follow and are willing to adopt this rigorous and relevant instructional model is essential for the success of the TAD School's program. TAD will require a “mutual consent” between the school and all applying employees. **In addition, the TAD School will seek a waiver from Article XI, 16.0, d of the LAUSD/UTLA Collective Bargaining Agreement that will allow TAD School design team members the priority to transfer to the new campus as a way to assure adherence to the proposed school plan.** TAD will comply with return rights and/or placement rights to the school that are created by legal mandates or by the LAUSD/UTLA Agreement.

*All TAD School teacher candidates will meet the following criteria:*

1. Demonstrate mastery of their discipline content (single subject credential), be NCLB compliant, and have familiarity with content standards;
2. Demonstrate an interest in interdisciplinary and projects-based teaching, the Media Arts, technology, and design;
3. Willingness to become experts at engaging and serving English Learners and students with disabilities;
4. Experience or willingness to use critical inquiry and project-based learning as their primary instructional strategies;
5. Commit to work in a collaborative, accountable, and instructional rigorous environment;
6. Demonstrate flexibility, innovation, and commitment to the success of students in the community;
7. Understand the importance of writing across the curriculum and willingness to use discipline-specific and interdisciplinary writing as a form of summative assessment;
8. Responsible for supporting an advisory cohort of students from matriculation to graduation;
9. Willingness to participate in rigorous, fair, and multifaceted performance reviews;
10. Participate in the Donors Choose.org program in order to help fund TAD School projects, service-learning opportunities, and programs;
11. Teach six periods and one advisory;
12. Develop and implement TAD Seminars which include both enrichment and intervention courses;
13. Willingness to be a member of at least two School-Level Sub-Committees;
14. Willingness to sign a “Mutual Consent” Agreement and embrace the mission and vision of the TAD School and the SRHS #8 Small Schools Collaborative.
15. Not be in “must place” status (*this applies to all certificated and classified staff*)

### **Selection Process**

As part of the “Mutual Consent” waiver (LIS waiver #9) process, all interested candidates will participate in a similar review process before gaining employment at the TAD School. Recruitment will take place at the relieved schools, through the LAUSD website, through recommendations from teacher education programs such as UCLA’s Teacher Education Program, CSUN, CSULA, etc., and outreach to current and former high quality teachers within LAUSD. The applicant review team will consist of the principal, a classified employee, a student representative, two parent representatives, and four teachers. This team model meets the Memorandum of Understanding requirements (see MOU Section1-G). Applicants will initially be required to submit a resume, provide references in the form of at least two recommendation letters, and a sample standards-based unit plan. Upon a positive reference check, applicants will be asked to participate in an interview with the applicant review team and schedule a time for the selection team to view the applicant teaching a class (if the applicant is currently a teacher), provide a video of a classroom lesson, or conduct a demonstration lesson. The applicant team will review the above referenced criteria prior to commencing the selection process and will continually reference the criteria language at all phases of the selection process.

### **Alignment with Mission and Vision**

The TAD School will be a project-based school with a Media Arts, technology and design focus. It would be the first of its kind in this area and we feel that the key to our success is selecting individuals to join the school that share a passion for equity and access for students of historically marginalized communities. The “Mutual Consent” waiver (LIS waiver #9) allows our selection process to be aligned with our mission and vision in that we will seek professionals who are collaborative, believe that all children can learn, and are willing to use innovative and creative methods of inquiry in their practice. Teachers who are project-based trained or willing to be trained will be hired in order to meet our curriculum goals. We will further search for teachers with a social justice and media arts interest or background to support our school’s focus and provide equity for students. Lastly, in order to meet our mission we will incorporate people that want to see our students and our community achieve unprecedented successes. The TAD School will achieve its mission and vision when all stakeholders support and implement the school’s plan for student success in a transparent and collaborative manner.

### **Autonomy**

In order to meet the TAD School’s mission and vision we seek the autonomy (LIS waiver #9) to staff our school with employees that are willing to adhere to the mission and vision of the school. TAD will not follow traditional seniority staffing guidelines but instead choose the best candidate for each unique position. This includes that no staff members, certificated or classified, can be in “must place” status. The success of the TAD School’s program will depend on finding and hiring those teachers who feel passionate about the school’s goals and are committed to the success of students. Staffing autonomy provides the TAD School the freedom to address the needs of our students, which is essential in creating a student-centered environment. We also seek staff autonomy as a way to increase accountability and monitor fidelity to the school’s mission and vision and habits of mind. TAD School teachers will be required to perform additional duties in order to meet the needs of students as explained more fully in the “Mutual Consent” agreement. Additional duties may include, but are not limited to:

- Provide TAD *Consults* at least one hour each week;
- Attend all professional development sessions (some of which will occur during summer vacation and throughout the academic year);
- Provide instruction during TAD *Seminar* or Intervention periods;
- Participate in at least one school committee;
- Conduct and sponsor at least one extra-curricular activity, school promotional activity, or club each semester;
- Attend at least two community events each year;
- Adherence to all “Local Initiative School” waivers referenced in this school plan;
- *See the Mutual Consent Agreement for a more detailed list of staff duties.*

See Appendix B8b - Mutual Consent Agreement

***c. Performance Reviews:*** Describe the development, evaluation, and support process for teachers, administrators, and other certificated staff. For internal teams: Explain how the following four measures will be incorporated into evaluations: observation of teacher practice, contributions to student outcomes, stakeholder feedback, contributions to school community.

The TAD School believes in using a rigorous, fair, and multifaceted approach to evaluate all certificated staff. The evaluation and support system will utilize the California Standards for the Teaching Profession (CSTPs) for teachers, the California Professional Standards for Educational Leaders (CPSELs) for the school principal, and the California Standards for the School Counseling Profession (CSSCPs) for the school counselor.

**Teachers:** During the first month of each school year, each teacher will fill out a pre-observation form listing his/her goals for the year. These goals may also be developed in collaboration with fellow members of a teacher's grade-level team. Each teacher will meet with the principal for a pre-observation conference to collaboratively develop the teacher's Professional Growth Plan (PGP). With student growth in mind, we will look at test scores, other student data, and student work to determine teacher performance. As a school, we value the whole person and do not view our teachers on test scores alone. When we evaluate teachers on student learning, we will take into consideration a variety of assessments given to students to get a sense of their teaching practices. We will examine lesson plans, culminating projects, observation notes, and teacher interviews. As such, the PGP will include goals dealing with student achievement, professional conduct, and contributions to the school community as outlined in the "Mutual Consent" Agreement. We see collaboration as intrinsic to our program, thus we know it must be a part of the evaluation process as well. We will adhere to Adaptive Schools and Critical Friends' protocols to make sure the process is fair and constructive. Formal and informal observations will be conducted throughout the year by the principal and by grade-level team members. A post observation meeting between the teacher and the principal will follow all formal observations. The final piece to our teacher evaluation process is self-evaluation. Teachers will look at student data and their individual CSTPs at the beginning of the year to set goals and then repeat the process at the end of the year. Teachers will then assess their own practice.

The TAD School also values student voice. At the end of each course, students will use an anonymous and online course evaluation system to give their teachers feedback. We will also ask our students to evaluate their teachers at the end of the year using a student-friendly survey. Parents are also part of the process and will be given their own survey to share their feedback.

Copies of evaluations will be made available to the staff member for review and filed with LAUSD and the TAD School in employee personnel files.

Teachers who experience challenges in helping students achieve or in meeting their PGP will receive additional support through the Professional Assistance Plan that includes additional supervision and reflective opportunities to observe peers as well as access to Local District and online resources. Assistance is initiated by the school principal and the teacher by beginning a reflective process that identifies strengths, weaknesses, areas of growth and improvement, and suggestions for improvement. The teacher will be asked to 1) identify the specific problem in relationship to the Professional Teaching Standards, 2) develop and implement a plan for improvement in the Professional Teaching Standards, and 3) gather evidence to show improvement in the Professional Teaching Standards.

If the teacher does not meet the goals in the Professional Assistance Plan, the certificated staff member is then placed on a Professional Intervention Plan for 20 weeks. Intervention includes intensified observations and conferences based on the Professional Teaching Standards. At the end of week 10 through the Professional Intervention Plan, 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 period and will share it with the teacher. The teacher will remain in the Professional Assistance Plan for one semester following successful removal from the Professional Intervention Plan. Failure to successfully continue to meet the standards and goals as indicated in both the Professional Intervention and Professional Assistance Plans will result in a formal LAUSD Stull evaluation by the school leader.

At the TAD School, we see teachers as both team members and as individuals. We will support our teachers through the evaluation process and communicate to them areas of improvement. We will adhere to the language of the UTLA/LAUSD contract for excessing. Failure to comply with the duties and responsibilities outlined in the “Mutual Consent” Agreement will result in negative evaluations and excessing.

**Administrators:** Administrators at the TAD School will be evaluated using a multifaceted approach that includes feedback from all stakeholder groups and self-generated goals related to student achievement and school culture. Prior to the beginning of the academic school year, the school community will come together to review the goals outlined in the Single Plan for Student Achievement. This document will be used as one of the measures for evaluating the school principal and/or other administrators. The principal will also create his/her own goals based on the Professional Standards for Educational Leaders (CPSELs). Each category of the CPSELs will be expected as part of the principal’s goals. Because the TAD School holds collaboration, evidence, and accountability as its core habits of mind, each committee at the TAD School will have the task of evaluating the principal through the unique perspective of the committees responsibilities and purview. These various reports will allow for a multifaceted approach for evaluation of the school principal. The use of committee reports will provide the principal an opportunity to reflect on areas of leadership that may at times be overlooked or overshadowed by others. The final measure will include an online and anonymous survey conducted by teachers, students and parents of the TAD School. All of the measures used to evaluate the school principal 1) the Single Plan for Student Achievement, 2) CPSEL-based, self-generated goals, 3) TAD School committee evaluation reports, and 4) TAD stakeholder surveys will be reviewed by the TAD Governing Council who will issue a final report evaluating the principal for the academic year. This final report will address the principal’s areas of strength, weakness, and suggestions for improvement. This report will be made available to the principal, to LAUSD, and filed in the principal's personnel file at the school site.

**Counselors:** Counselors at the TAD School will primarily be evaluated based on their fidelity to the mission and vision of the school as witnessed through contributions to the school community and through evaluations by the other stakeholder groups of students, teachers, the principal, and parents. As stated in the “Mutual Consent” agreement, counselors are expected to run at least one program each semester (as part of the TAD 3.0 sessions) for stakeholder groups and conduct TAD *Seminars* during the academic year and perform the typical duties of a Testing Coordinator to run CAHSEE, California Standards Tests, PSAT, and SAT requirements. As the only other out-of-classroom personnel on the campus, their role of Testing Coordinator will be needed to support all staff on campus. The TAD School counselor will meet with the principal to identify goals for both the seminars and the special programs as well as self-generated goals built around the California Standards for the School Counseling Profession. The goals should be achieved collaboratively and should revolve around student and parent participation at special programs, participation rate at college related events such as SAT and PSAT testing sessions, attendance at

college application workshops, and the generating of partnerships with community organizations, higher education institutions, or local businesses. The TAD School counselor will also investigate the California Results-Based School Counseling and Student Support Guidelines as the means to create programs for the TAD School community of stakeholders.

## **B-9. Sharing a Campus**

*a. For applicant teams proposing and/or expecting to share a building with other teams, whether they are internal or external teams, explains how you will ensure all operations run smoothly on-site. Describe how you would ideally like to coordinate key resources such as indoor/outdoor space and professional development staff, as well as critical protocols such as safety procedures and bell schedules. Note that final decisions regarding spaces shared by charter and internal District teams will be made via the Shared Use Agreement (see Appendix M for sample). If you are proposing to collaborate with any other applicant teams for the campus, please indicate which applicant teams you plan to partner with.*

The SRHS #8 Small Schools Collaborative is composed of Grupo Movimiento Bellas Artes and the TAD School. The two design teams have collaborated to develop policy for shared space. The SRHS #8 Small Schools Collaborative has developed committees that will facilitate school site management.

**Site Facilities Council:** The council is made up of all three sister schools (SRHS#8 Small Schools Collaborative). It is designed to help assist in-site facilities and grounds. Members include the principal of every school who will report back to their respected schools and a parent representative from each sister school. The council will be responsible yet not limited to, the following:

- school safety plans and other security issues, such as vandalism;
- scheduling and maintenance of shared space;
- use of resources such as, computers, furniture, arts and sporting equipment;
- issues relating to school bus schedules;
- address concerns related to issues of health and nutrition across all three schools;
- facilitate the scheduling of sports or other extracurricular activities;
- emergency drills (fire, lock down, earthquake, etc.);
- use of public address systems on campus;
- use of any shared budget accounts, if applicable.

The Site Facilities Council will only make operational decisions and will not interfere with each sister schools' instructional plans.

An agreement between the SRHS #8 Small Schools Collaborative regarding shared use of the campus acknowledges that the Site Facilities Council will have purview over policies pertaining to the shared use of the campus. The use of rooms will be distributed on an equitable basis. The percentage of the shared use space will also be determined at a School Facilities Council meeting pending the selection of each school's principal and in conjunction with the design team members of each school.

## C. INTERNAL MANAGEMENT

***C-1. Waivers.*** Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of the school. Complete and attach the Waivers Request form to request waivers needed in the 2012-2013 school year.

As a small school applicant, we are applying for various waivers available through the “Local Initiative School” waiver process as referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA.

The following are the requested waivers; rationales are noted throughout the narrative of this plan in Sections A through D:

- Waiver #2 - Methods for Improving Pedagogy
- Waiver #3 - Curriculum
- Waiver #4 - Assessments
- Waiver #5 - Scheduling
- Waiver #7 - Professional Development
- Waiver #9 - Mutual Consent Requirement for Employees
- Waiver #10 – Teacher Assignments
- Other Waivers - Transfer

See Appendix C1 – Waiver Identification Form

See Appendix C1a – Waiver Request Forms (2)

***C-2. Budget Development:*** Review the budgetary flexibilities granted via Budgeting for Student Achievement (see Appendix J). Outline your school’s priorities from start-up through year three. Describe the process for developing the annual school budget. In particular, explain how you will engage and incorporate input from a broad cross- section of stakeholders

The TAD School elects to use the site-based system per pupil funding model or Budgeting for Student Achievement as a way to develop and maintain the collaborative nature of the school.

### ***Rationale:***

Through the Budgeting for Student Achievement system, the TAD School brings empowering elements to the budgeting process: transparency, by building stakeholder understanding of revenue and costs; flexibility, by allowing our school to make individualized spending decisions to improve student outcomes; accountability and support, through more support and accountability structures for our school, and; equity, so that the needs of all students are met. These important elements will allow the school to function as a true community school that involves all stakeholders in the decision making process. In addition, this model allows stakeholders to extend into the budgeting process the very integral habits of mind employed by the school: collaboration, accountability, respect and evidence.



***Priorities:***

Start-up to year three:

- Instructional needs - classroom supplies, textbooks, supplemental content materials, start-up equipment, grade book services;
- Parent operational needs - Parent Center supplies, notification materials;
- Student operational needs - daily planners, uniforms, identification cards;
- Professional development - facilities rental, conference attendance costs/fees, research-based professional literature;
- Instructional technology needs - mobile equipment (laptops, tablets, etc.), media lab equipment (desktops, answer response systems, online subscription services), repair funds.

***Development Process:***

The fact that we will be a community school will open our doors to not only the families of our community but also the resources of our community. We will create an environment where the school becomes a shared resource whose financial stability will be a shared responsibility. For this reason, all stakeholders will have buy-in that will encourage their participation in the budgeting process. During the creation of the budget, we will focus on two major goals: transparency and meeting the vision and mission statements.

First, we will make the budget process as transparent. As a true community school, the resources we use belong to the community, and they have a right to see how resources are being used to help increase student academic achievement. All stakeholders will have a direct voice in this process through their voting role on the governing council – this would include parents, students, and other community members. We will implement a specific process that allows all stakeholders to have a voice. There will be a community partner representative and a parent representative on the school level budget committee and all budget committee meetings will be publicized and open to all stakeholders. During the course of the school year, and as we begin to re-examine the budget for the subsequent school year, community meetings will be held to gain input from the community on all aspects of the school and specifically, the use of funding.

Second, all budget items will be scrutinized to make sure they are focused on meeting a specific aspect of our vision and/or mission statements. Budget proposals and requests will be evaluated by members of the budget committee using a rubric ascertain that funds are meeting this requirement. We want to make sure that, when stakeholders inquire into the use of what is really their money, we can speak to the validity of our shared decisions around resources.

Budget creation and evaluation will be an on-going process. The budget for the 2012-2013 school year will be set according to district mandates. As the year proceeds, the budget will be re-evaluated on a monthly basis in regards to anticipated ADA funding, categorical funding, student data analysis, and additional funding from private sources.

***Supplemental:***

All TAD School teachers, in collaboration through grade-level or content-specific teams, will be required to create DonorsChoose.org projects each semester as a way to generate additional funding for classroom projects. The online and public nature of the DonorsChoose.org also involves a transparent process that allows stakeholders to see the instructional and project-based elements employed at the TAD School.

## **D. OPERATIONAL MANAGEMENT**

### **D-1. Portfolio Development**

N/A as the Technology, Arts, and Design School (The TAD School) is an internal applicant team.

### **D-2. Organizational Responsibilities and Goals**

N/A as the Technology, Arts, and Design School (The TAD School) is an internal applicant team.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
**PUBLIC SCHOOL CHOICE MOTION**

## FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

| APPLICANT TEAM INFORMATION   |           |  |                        |                    |
|--|-----------|--|------------------------|--------------------|
| <b>Name of Applicant Team</b> <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):</i><br><b>The TAD School (Technology, Arts &amp; Design)</b><br><b>Jose Luis Barzaga- Primary Contact</b> |           |  |                        |                    |
| <b>Address:</b><br>4328 Bell Ave., Bell, CA 90201  |           | <b>Phone Number:</b><br>323-832-4700   |                        |                    |
| <b>Website (if applicable)</b>   |           | <b>Email Address:</b><br>jose.barzaga@gmail.com  |                        |                    |
| <b>School site for which your team is submitting a Letter of Intent:</b>   |           | South Region High School #8  |                        |                    |
| <b>Grade configuration of your school:</b>   |           | 9 - 12   |                        |                    |
| <b>School model for which you are applying:</b>  |           | <input type="checkbox"/> Traditional<br><input type="checkbox"/> ESBMM<br><input type="checkbox"/> Affiliated Charter<br><input checked="" type="checkbox"/> Pilot<br><input type="checkbox"/> Network Partner<br><input type="checkbox"/> Independent Charter |                        |                    |
| <b>Please respond:</b><br>1. Are you planning to operate more than one school on the campus?<br>2. If yes, how many schools are you proposing to operate?<br>3. If yes, will they all operate under separate CDS codes?  |           | 1. No<br>2.<br>3.  |                        |                    |
| <b>School calendar-- please provide the following dates:</b><br>1. First and last date of instruction?<br>2. Winter recess dates<br>3. Spring recess dates   |           | 1. First: August 15, 2012, Last: June 7, 2013<br>2. December 20, 2012 to January 4, 2013<br>3. March 25, 2013 to April 1, 2013   |                        |                    |
| <b>List the name and contact information of your design team members below:</b>  |           |  |                        |                    |
| Printed Name   | Signature | Phone  | Email address          | School/Affiliation |
| 1. Jose Luis Barzaga   |           | 323 832 4700   | jose.barzaga@gmail.com | Bell High          |
| 2. Lee T.C. Kimura   |           | 323 832 4700   | leekimura@gmail.com    | Bell High          |
| 3. Ginna Denise Ramirez  |           | 323 832 4700   | gdr3585@lausd.net      | Bell High          |

(Please add lines and pages as necessary)



## PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

**for:** The Technology, Arts, and Design High School (The TAD School)

**PROPOSED BY:** The TAD School

**FOR:** SRHS #8 (on the campus of SRHS #9)

### Mission & Vision of the School

The Technology, Arts, and Design High School (The TAD School) expects to create a school where all students will graduate with high levels of academic and interpersonal achievements. We will prepare students for success in either a career or college through the use of our project and mixed subject approach to teaching. We expect students to become critical thinkers that can be productive members of society that care for others and their well-being before their own.

TAD School graduates will be the best representatives of our school because of what they will know and be able to do. All of our graduates will be able to demonstrate mastery of the California State Content Standards. Students at the TAD School will exhibit the following qualities: be able to work and collaborate together, be responsible for their actions, be respectful of others and their opinions, and speak with knowledge and confidence. Upon graduation, students from the TAD School will also be able to use the latest technological tools that will allow them to be ready for work in the media and technological arts or to continue their studies in a related field.

### Designing Data Driven & Student Centered Instructional Programs

Findings about student's needs at Bell High School:

- 94% of all students are attending classes every day;
- 63% of students pass the California High School Exit Exam the first time they take the test as 10th graders;
- 57% of students who enter as 9th graders graduate within four years;
- 31% of all students scored proficient or advanced in English Language Arts; 27% in Math;
- 21% of students are passing college preparatory classes with a grade of C or better;
- 14% of English Learner students are exiting the English Learner program;
- 5% of English Learners scored proficient or advanced in English Language Arts; 11% in Math;
- 3% of Special Education students scored proficient or advanced in English Language Arts; 2% in Math.

Student Services and Interventions:

- Use the *TAD 2.0* Intervention program to help students with difficult concepts and skills;
- Monitor student graduation progress with Individualized Graduation Plans and Individualized Learning and Growth Plans;
- Design an advisory program that identifies strategies for successful high school graduation and beyond;
- Use Student Intervention Meetings for grade-level team teachers to meet with students and/or parents to discuss academic, emotional, and social needs;
- Create a High School Exit Exam and California Standards Test review program for use in the advisory class;
- Create a High School Exit Exam program to use during the intervention classes and/or during *TAD 2.0S* Saturday program for those students who are having difficulty with the test;
- Use the LAUSD MyData system to identify student strengths and weaknesses;
- Train teachers on strategies to use with English Learners;
- Start a college access and awareness program to promote graduation and college enrollment;
- Start a peer mentor/teaching assistant tutoring program;
- Conduct parent workshops for parents to understand graduation requirements, college and financial aid applications, and strategies to help their children;
- Establish partnerships with local middle schools.





## Instructional Program

### Standard English Learners (the following strategies will also be used with all other subgroups)

- Rigorous, California standards-based and A-G University requirement aligned instruction;
- Use of strategies such as cooperative and collaborative student groups, Shared Inquiry lessons, "TAD Talks", community supported instruction, writing across the curriculum, physical exercises, inclusion of prior academic and cultural knowledge, college-focused seminars and advisories, culminating projects, periodic assessments, text-based discussions, use of Accelerated Reader, Accelerated Math, and other personalized intervention programs, job shadowing and internships;
- Use of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.

### Students with disabilities

- Full inclusion in both classrooms and across the school;
- Use of appropriate accommodations and strategies;
- Comply with federal requirements to provide the least restrictive environment;
- Provide assistance from trained personnel, supplemental services and aids, adapted curriculum and materials;
- Full inclusion into the structure of the technology-integrated, arts-driven, and project-based nature of the school.

### Socio-economically disadvantaged students

- Use of culturally relevant strategies to improve academic English, reading, and writing skills;
- Use Student Intervention Meetings (SIMs) with grade-level teacher teams, parents or guardians, and students to address mental, physical, and emotional well being, as well as, academic achievement;
- Use multimedia, art, and technology as part of instruction.

### Special needs students

- Use the advisory program to create a small and supportive space for academic, personal, and social needs;
- Allow and accept various forms of participation and learning methods;
- Follow and address all Individualized Education Program (IEP) goals;
- Regular discussions and updates between the home and school and in grade-level teams based on observed data, multiple assessments, and student feedback.

### Gifted students

- Use the teacher as a partner in gaining knowledge through project-based experiences;
- Use the California Department of Education guidelines for instruction for gifted students:
  - Opportunities for learning based on the gifted student's abilities and talents;
  - Alternative environments where gifted students can learn at advanced and creative levels;
  - Develop skills that help gifted students develop respect, collaboration and responsibility to others;
- Access to Advanced Placement courses, online enrichment opportunities courses, individualized tutoring, community college courses through East Los Angeles College, and college-ready programs.

### English Language Learners

- Use background knowledge to build academic achievement and collaboration to increase oral language skills;
- Use curriculum that is culturally relevant, guides learning, and builds academic skills;
- Use of Specially Designed Academic Instruction in English (SDAIE) strategies such as graphic organizers, interactive notebooks, etc.;
- Build classroom groups that are collaborative and exhibit mixed learning and language abilities;
- Writing and speaking across classroom lessons that use modeling, guided activities, and individual practice;
- Co-teaching models that provide support.



### School Culture

The school culture at the TAD School will be one where all students practice the four values of the school: Collaboration, Accountability, Respect, and Evidence. This will also be a school where students will know that they will be able to transition to the career or college of their choice because they have learned the skills necessary for the 21st Century. We will also be a supportive environment where students will know that there is at least one adult, most likely more, that they may go to when they are experiencing, academic, personal, or social concerns.

Robert is a 10th grade student at the Technology, Arts, and Design High School. His friends, teachers and the community like to call it the TAD School because it is a place that feels like home. While he has to get up earlier to board the bus to get to the SRHS #9 campus, he knows that his younger brother and sister will soon have their own TAD School in the city of Maywood. On the way to school he sits with his friends from advisory class and they discuss the project that is due on Friday for his 10th grade unit on the ecology. Because he is in a group of four, each of his classmates are leading a portion of the project. Once he arrives on campus, he walks through the Welcome Center to get a flyer about a community event where his group will be presenting their project. He wants to take the information home to his parents so they can decide if they will see the presentation at the TAD School or at the Maywood Activities Center, depending on their work schedule. In Period 1, his World History class he is examining World War I and discussing the environmental and emotional impact of the war on soldiers. In Period 2, his Biology class, he is looking at how different chemical compositions like those used in poison gasses during World War I can have biological effects on humans and the environment. After brunch, where Robert and his friends figured out who would be presenting at the next "TAD TALK", he makes his way to Period 3 for English. In this class Robert is reading selections from Rachel Carson's *Silent Spring* and Jack London's *White Fang*, which are all about our ecology system and how man can destroy or enhance it. For Period 4, Robert is enrolled in Graphic Design where he will be responsible for creating the visual features for the group's ecology presentation. Because today is Monday, Robert will be dismissed from school at 1:20 so that his teachers may stay and do professional development. Instead of going home, Robert will be working on his internship project with a local poster design business where he will be able to use the skills he learned in his graphics design class and begin to expand his technical knowledge of this media art.

The TAD School will offer students the following extracurricular activities (some of these will be in conjunction with the SRHS #8 Small Schools Collaborative, which include the VAPA and STEAM academies on the campus)

- Saturday High - offered through Art Center College of Design
- Community College and university field trips
- Various team sports and cheer leading
- Choir and Music Ensemble
- Photography and other Media Arts Clubs
- Student Government (Associated Student Body)
- Various Student Clubs - GSA, Latinas Guiding Latinas, College Access Plan Scholars, and others.

### Parent Engagement & Involvement

The TAD School will have a Parent Engagement and Involvement Committee dedicated to planning, coordinating and implementing parent workshops and evaluating parental involvement and engagement. The committee will establish and help support the following strategies and programs.

- *Community Meetings*: held locally in the city of Maywood (i.e. community meeting halls);
- *Open House & Parent Conferences*: parents will be invited to attend these events each semester;
- *Parent Workshops*: classes in computer literacy, photography, college preparation and parental support;
- *TAD Beta Sessions*: orientation meetings to welcome students and families, to meet staff, and learn the school's procedures, programs, and academic and disciplinary plans;
- *TAD Release Event*: a week-long event to recognize successful student, teacher, and community projects;





- **Volunteering:** use UCLA's Parent Project as a model to develop Parent Leads that will assist in the recruitment of volunteers every year so as to build a volunteer staff and grant parents greater access.

The TAD School understands that parent involvement as well as a parent's presence at schools are very important. We will establish a Parent Center that welcomes parents and other community members to the school. This center will provide parents with information about the school and also community resources. Also, signs in the school will be posted in both Spanish and English and interpreters will be made available for parent conferences and other events. When possible, student volunteers will provide child care services during events for parents to fully participate. Lastly, parents will be invited to become integral members of all committees on campus so that their voice is heard and represented.

#### Staffing

The TAD School expects to have a mix of experienced and new teachers with an interest in media arts, technology, and design. Teachers must be willing to use interdisciplinary and project-based methods for their classroom instruction. Teachers will be expected to collaborate together to build rigorous lessons that include writing and critical thinking that support English Learners and students with disabilities. Also, teachers must be willing to contribute time to the school by providing office hours, participating in school committees, sponsoring an event or student club, and attending community events. Lastly, teachers must believe that all students can learn and that all students should be supported to succeed.

#### Applicant Team Contact Information

**Lead and/or Team Member Name(s):** Jose Luis Barzaga, Lee Kimura, Ginna D. Ramirez  
**Applicant Team Contact Phone Number:** 323-832-4700  
**Applicant Team Contact Email:** jose.barzaga@lausd.net



### PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

for: The Technology, Arts, and Design High School (The TAD School)

PROPOSED BY: The TAD School

FOR: SRHS #8 (on the campus of SRHS #9)

#### Mission & Vision of the School/Misión y Visión de la escuela

La preparatoria de tecnología, arte y diseño (La escuela TAD) espera crear una escuela en la cual todos los estudiantes se graduaran con altos niveles de logros académicos y logros interpersonales. Vamos a preparar a los estudiantes para el éxito ya sea en una carrera u universidad a través del uso de nuestro proyecto y una táctica mixta a la enseñanza. Nosotros esperamos que los estudiantes se conviertan en jóvenes de razonamiento crítico que puedan ser miembros productivos de la sociedad y que se interesen por el bien estar de otras personas antes que el de si mismos.

Los estudiantes graduados de la escuela TAD serán los mejores representantes de nuestra escuela por lo que van a saber y lo que van a poder hacer. Todos nuestros estudiantes graduados van a poder demostrar maestría sobre el Contenido Temático de Normas Académicas de California (California State Content Standards). Los estudiantes de la escuela TAD van a exhibir las siguientes cualidades: poder trabajar y colaborar en conjunto, ser responsable por sus propias acciones, ser respetuoso con otras personas y a sus opiniones y comunicarse con conocimiento y confianza. Conforme su graduación, los estudiantes de la escuela TAD también van a poder usar las herramientas de tecnología más actualizada que les permitirá estar listos para trabajar en los medios de comunicación y artes de tecnología o a continuar sus estudios en un campo relacionado.

#### Designing Data Driven & Student Centered Instructional Programs

Según los resultados acerca de las necesidades de los estudiantes de la preparatoria, Bell High School:

- 94% de los estudiantes asisten a la escuela todos los días;
- 63% de los estudiantes del décimo grado pasan el examen estatal necesario para salir de la preparatoria (California High School Exit Exam) al tomarlo por primera vez, ya que éste examen se le administra a los esudiantes al pasar al décimo grado;
- 57% de los estudiantes que entran como alumnos del noveno grado se gradúan de la preparatoria (high school) en cuatro años;
- según la Prueba de California sobre el Contenido Temático basado en las Normas Académicas, 31% de los estudiantes demuestran un nivel de ya sea, competente o avanzado, mientras que 27% en matemáticas;
- 21% de los estudiantes pasan las clases preparatorias para el nivel universitario con una calificación de "C" o superior;
- 14% de los estudiantes asignados como Estudiantes del Idioma Inglés (como segundo idioma) salen del programa para Estudiantes del Idioma Inglés;
- 5% de los Estudiantes del Idioma Inglés (como segundo idioma) demuestran un nivel de ya sea, competente o avanzado, mientras que 11% en matemáticas;
- 3% de estudiantes bajo el programa de Educación Especial demuestran un nivel de ya sea, competente o avanzado, mientras que 2% en matemáticas.

Servicios a estudiantes e intervenciones para estudiantes:

- Usar el programa de TAD (2.0) para ayudarle a estudiantes con conceptos y destrezas difíciles;
- Monitorear el progreso individual de cada estudiante con un Plan Para Graduación Individual y un Plan de Aprendizaje y Desarrollo;
- Diseñar un programa para la clase de consultiva que indentifica estrategias para un resultado exitoso de graduación de preparatoria y más allá;
- Usar las Juntas de Intervención Académica para el Éxito Estudiantil como escencário para discutir sobre como proveer asistencia al estudiante;
- Crear un programa para ayudarle a los estudiantes con la Prueba de California sobre el Contenido Temático basado





en las Normas Académicas y el examen para salir de los estudios preparatorios (California High School Exit Exam);

- Crear un programa para ayudarle a los estudiantes con el examen para salir de los estudios preparatorios (California High School Exit Exam) que se pueda usar durante la clase de intervención y/o durante el Programa de Sábados de TAD 2.0S para los estudiantes que tienen dificultad con el examen;
- Usar el sistema MyData del distrito escolar para identificar las destrezas y deficiencias de nuestros estudiantes;
- Entrenar a nuestros profesores a usar las estrategias más eficaz en cuanto asistiendo a un alumno del programa de Estudiantes del Idioma Inglés (como segundo idioma);
- Comenzar un programa para mejorar el promedio de graduación al igual el número de estudiantes que siguen estudiando al nivel universitario;
- Comenzar un programa de instrucción impartida por un compañero de estudios o clases particulares dadas por un asistente de maestro;
- Conduzir talleres para padres para que aprendan acerca de los requisitos para graduación, como llenar la solicitud para ingresar a la Universidad al igual que como llenar la solicitud para ayuda financiera, y estrategias para ayudarles a sus hijos;
- Establecer y fomentar una colaboración con las escuelas secundarias en la comunidad.

#### **Instructional Program**

**Estudiantes del Idioma Inglés Éstandar (las siguientes estrategias seran usadas con estudiantes de otros subgrupos también):**

- Instrucción rigurosa conforme las normas académicas de California y alianda con los requisitos (A-G) de la universidad de California;
- El uso de estrategias como grupos colaborativos y cooperativos de estudiantes, lecciones de indagación compartiva, Pláticas TAD, instrucción apoyada por la comunidad, composicion a lo largo de todas las materias, ejercicio físico, inclusión de conocimiento previo y cultural, seminarios enfocados en el colegio, proyectos culminantes, evaluaciones periódicas, discusiones basadas en texto, el uso del programa de lectura y matemáticas (Accelerated Reader and Math), programas de internados y de aprendíz, y otros programas personalizados para intervención;
- El uso de lecciones inter-disciplinados, temáticos, y basadas en el arte para provocar la participación de estudiantes y mejorar el nivel de éxito entre los estudiantes.

**Estudiantes con discapacidades:**

- Inclusión total de estos estudiantes ya sea en las clases como en toda la escuela;
- Usar de estrategias y adaptaciones apropiadas;
- Cumplir con los requisitos federales para proveer un ambiente con lo mínimo de restricciones posible;
- Ofrecer asistencia de una persona entrenada, asistencia y servicios suplementes, curriculum y materias adaptadas;
- Inclusión total a la estructura de la naturaleza de la escuela, ya sea en tecnología, bellas artes, y proyectos.

**Estudiantes de bajos recursos:**

- Usar estrategias relevante a las culturas de alumnos para mejorar su uso de inglés en cuanto a la lectura y composición;
- Usar Juntas de Intervención (SIM) con profesores del mismo nivel, padres y estudiantes para dirigir atención al bienestar mental, físico, y emocional, al igual que, al éxito académico;
- Usar mulitmedia, el arte, y la tecnología como parte de la instrucción.

**Estudiantes con necesidades especiales:**

- Usar el programa consultivo para crear un espacio pequeño para apoyar las necesidades académicas, personales, y sociales;
- Permitir y aceptar una variedad de formas para participar y métodos para aprender;
- Seguir y dirigir atención a las metas indentificadas en el Programa de Educación Individualizado (IEP);
- Discusiones regulares y actualizadas entre la casa y la escuela al igual que entre los grupos de profesores del mismo



grado basados en información observada, evaluaciones múltiples, y reacción de los estudiantes

**Estudiantes Dotados:**

- Usar el profesor como compañero en el desafío de lograr máximo conocimiento a través de proyectos basados en experiencias;
- Usar las guías del Departamento de Educación del Estado de California para estudiantes dotados:
  - Oportunidades para aprender basadas en las habilidades y los talentos del estudiante;
  - Ambientes alternativos en donde los estudiantes dotados puedan aprender a niveles avanzados y creativos;
  - Desarrollar destrezas que ayuden a estos estudiantes desarrollar el respeto hacia, la capacidad de colaborar con, y la responsabilidad hacia otros estudiantes;
- Acceso a clases de Plazo Avanzado, clases de oportunidades para enriquecimiento sobre la red, clases privadas individualizadas, clases de colegio a través del Colegio Comunitario del Este de Los Ángeles, y otros programas para preparación colegial .

**Estudiantes del Idioma Inglés:**

- Usar conocimiento previo para construir éxito académico y colaboración para mejorar destrezas oral de lenguaje;
- Usar curriculum que sea relevante a las culturas de los alumnos, que guíe a los estudiantes en su aprendizaje, y promueve destrezas académicas;
- Usar estrategias de instrucción académica diseñadas específicamente para la enseñanza del inglés (SDAIE) como el uso de organizadores gráficos de ideas, carpetas interactivas, etc.;
- Crear grupos de estudiantes dentro del aula que sean colaborativos y varíen en su forma de aprendizaje y sus niveles de lenguajes;
- Composición y discusión a través de las lecciones dentro del aula que demuestren lo aprendido, que incluyan actividades con guía, y práctica individual;
- Profesores adjuntos que demuestren destrezas y proveen apoyo específico.

**School Culture**

La cultura en la escuela TAD va ser una en donde todos los estudiantes practican los cuatro valores de la escuela: Colaboración, contabilidad, respeto y evidencia. Esta también será una escuela en donde los estudiantes sabrán que tendrán la habilidad de pasar por la transición de una carrera o de la universidad de su elección porque han aprendido las destrezas necesarias para el siglo 21. Nosotros También proveeremos un entorno de apoyo en donde los estudiantes sabrán que existe por lo menos un adulto, probablemente más, al que puedan asistir cuando experimenten problemas académicos, personales o sociales.

Roberto es un estudiante en la preparatoria de Tecnología, Arte y Diseño en el décimo grade. A sus amigos, maestros y comunidad les gusta decirle a "la escuela TAD" porque es un lugar que se siente como casa. Mientras que el se tiene que levantar más temprano para subirse al autobús que lo lleva al campus de SRHS #9 él sabe que su hermano y hermana menor pronto van a tener su propia escuela TAD en la ciudad de Maywood. En el camino a la escuela él se sienta con sus amigos de la clase consultiva y discuten el proyecto que tienen que entregar el viernes para la unidad del décimo grado acerca de la ecología. Como él forma parte de un grupo de cuatro, cada uno de ellos ha decidido llevar el liderazgo de una porción del proyecto. Una vez que llega al campus él atraviesa el Centro de Bienvenida para recoger un volante acerca de un evento comunitario en donde su grupo va a presentar su proyecto. Él quiere llevarle la información a sus padres para que ellos puedan decidir si van a ver la presentación en la escuela TAD o en el Centro de Actividades de Maywood, todo dependiendo en su horario de trabajo. Durante el primer periodo, su clase de Historia, él esta examinando la Primera Guerra mundial y discute el impacto medioambiental e emocional de la guerra sobre los soldados. Durante el segundo periodo, su clase de biología, él observa como las composiciones químicas usadas en los gases venenosos usados durante la Primera Guerra Mundial pueden tener efectos biológicos en seres humanos y el ambiente. Después del el





desayuno-almuerzo, Roberto y sus amigos identificaron quien va a presentar en la próxima "Platicas TAD" mientras camina hacia su clase de tercer periodo, la clase de Inglés. En esta clase Roberto lee selecciones de Silent Spring de Rachel Carson y selecciones de White Fang de Jack London, las cuales tienen que ver con nuestro sistema ecológico y como el hombre puede mejorarlo o destruirlo. Para la clase de cuarto periodo Roberto esta inscrito en la clase de Diseño Grafico, en donde el será responsable por crear los aspectos visuales de la presentación en grupo acerca de la ecología. Como hoy es lunes, Roberto saldrá de la escuela a la 1:20 para que sus profesores puedan quedarse y participar en juntas de desarrollo profesional. En vez de irse a casa, Roberto va a trabajar en su proyecto de práctica educativa con un negocio local de diseño de carteles en donde él podrá usar las destrezas que ha aprendido en su clase de Diseño Gráfico y empezar a expandir su conocimiento técnico de este medio de arte.

La escuela TAD ofrecerá las siguientes actividades extraacadémicas (algunas de estas estarán en conjunto con el colaborativo de escuelas pequeñas de SRHS #8 la cual incluye las academias VAPA y STEAM en el campus)

- Saturday High – Se ofrece a través de Art Center College of Design
- Excursiones a Colegios comunitarios e Universidades
- Deportes y Porristas variados
- Coro y música
- Fotografía y otros clubs de medios de arte
- Gobierno estudiantil (Associated Student Body)
- Varios clubs estudiantiles - GSA, Latinas Guiding Latinas, College Access Plan Scholars, y otros.

#### Parent Engagement & Involvement

La escuela TAD tendrá un comité de involucramiento y participación de padres dedicado a planear y coordinar la implementación de talleres para padres y evaluar el involucramiento y compromiso de los padres. El comité establecerá y apoyará las siguientes estrategias y programas:

- Juntas comunitarias: Dará lugar en la ciudad de Maywood (i.e. salones de la comunidad);
- Recepción Escolar y la Reunión informativa para padres: Lo padres serán invitados a asistir a estos eventos cada semestre;
- Talleres para padres: Clases de computadora, fotografía, preparación para el colegio y apoyo para los padres;
- Sesiones de Beta TAD: Juntas de orientación como bienvenida a los estudiante y a sus familias para conocer a la facultad y aprender las reglamentos y programas académicos y de disciplina de la escuela;
- Evento Lanzamiento TAD: Un evento de una semana entera para reconocer el éxito de cada estudiante, profesor y proyectos comunitarios;
- Voluntarios: Usar el modelo del "Parent Project" de UCLA como modelo para desarrollar Padres Lideres que asistirán a reclutar voluntarios cada año con el fin de crear una facultad de voluntarios y proveer mejor acceso a los padres.

La escuela TAD entiende que la participación de los padres y su presencia en la escuela son muy importantes. Nosotros vamos a establecer un Dentro de Padres que recibirá a los padres y a otros miembros de la comunidad a la escuela. Este Centro de Padres le ofrecera a los padres información acerca de recursos de la escuela y de la comunidad. Habrá rótulos a través de la escuela en español y en Inglés. También, habrá intérpretes listos para conferencias de padres y otros eventos. Según sea posible, habrá estudiantes voluntarios que ofrecerán servicios de guardería durante los eventos para que los padres puedan participar al máximo. Finalmente, los padres serán invitados a ser miembros integrales de todos los comités en el campus para poder hacer su voz escuchada y representada.

#### Staffing

La escuela TAD espera tener una mezcla de profesores con experiencia y profesores nuevos con un interés en tecnología y diseño. Los profesores tienen que estar dispuestos a usar métodos interdisciplinarios y métodos de enseñanza basados en proyectos culminantes para la instrucción de su salón de clases. La expectativa es que los profesores colaboren



para construir lecciones rigurosas que incluyan escritura y razonamiento crítico que apoyen a los estudiantes del idioma Inglés y estudiantes con discapacidades. Los profesores, también deben estar dispuestos a contribuir tiempo a la escuela a través de ofrecer Horas de Oficina, participar en comités escolares, patrocinar eventos estudiantiles, y asistir a eventos comunitarios. Por último, los profesores deben tener una creencia fundamental que todos los estudiantes pueden aprender y que todos los estudiantes deben ser apoyados para ser exitosos.

**Applicant Team Contact Information**

**Lead and/or Team Member Name(s):** Jose Luis Barzaga, Lee Kimura, Ginna D. Ramirez

**Applicant Team Contact Phone Number:** 323-832-4700

**Applicant Team Contact Email:** jose.barzaga@lausd.net




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## PSC 3.0

### Commitments and Expectations Form


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*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by **6:00 pm on Thursday, March 31, 2011**. Documents must be submitted electronically to [pse@lausd.net](mailto:pse@lausd.net). If you have questions, please call the PSC number at (213) 241-5104.*

#### **We agree to:**

- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.



|   |  |
|---|--|
| <b>Applicant Team Name/Organization</b> | The TAD School (Technology, Arts & Design)   |
| <b>Name of Team Representative</b>      | Jose Luis Barzaga  |
| <b>Signature of Team Representative</b> |  |

[illegible]

**The Technology, Arts, & Design High School**  
**(The TAD School)**  
*Tentative Professional Development Calendar/Schedule*

| <i>Date</i> | <i>Professional Development Activity</i>   |
|-------------|--|
| July & Aug. | Summer Preparation <ul style="list-style-type: none"> <li>• Curriculum integration plan</li> <li>• Review behavior systems</li> <li>• Individual teacher planning</li> <li>• Review literacy strategies</li> <li>• Develop Advisory curriculum</li> </ul>  |
| Sept.       | Weekly Monday and Friday PD <ul style="list-style-type: none"> <li>• Interdisciplinary Grade-Level Team (IGTs) twice per month meeting to focus on grade level curriculum</li> <li>• Professional Learning Community Teams (PLCs) Subject/grade level teams meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul> |
| Oct.        | Weekly Monday and Friday PD <ul style="list-style-type: none"> <li>• IGTs twice per month meeting to focus on grade level curriculum</li> <li>• PLCs meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul>  |
| Nov.        | Weekly Monday and Friday PD <ul style="list-style-type: none"> <li>• IGTs twice per month meeting to focus on grade level curriculum</li> <li>• PLCs meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul>  |
| Dec.        | Weekly Monday and Friday PD <ul style="list-style-type: none"> <li>• IGTs twice per month meeting to focus on grade level curriculum</li> <li>• PLCs meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul>  |

|       |   |
|-------|---|
| Jan.  | <p>Teacher Post-Semester Reflection 2 Days</p> <ul style="list-style-type: none"> <li>• Review assessments from Fall semester</li> <li>• Develop collaborative assessments for Spring Semester</li> </ul> <p>Weekly Monday and Friday PD</p> <ul style="list-style-type: none"> <li>• IGTs twice per month meeting to focus on grade level curriculum</li> <li>• PLCs meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul>  |
| Feb.  | <p>Weekly Monday and Friday PD</p> <ul style="list-style-type: none"> <li>• IGTs twice per month meeting to focus on grade level curriculum</li> <li>• PLCs meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul>  |
| March | <p>Weekly Monday and Friday PD</p> <ul style="list-style-type: none"> <li>• IGTs twice per month meeting to focus on grade level curriculum</li> <li>• PLCs meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul>  |
| April | <p>Weekly Monday and Friday PD</p> <ul style="list-style-type: none"> <li>• IGTs twice per month meeting to focus on grade level curriculum</li> <li>• PLCs meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul>  |
| May   | <p>Weekly Monday and Friday PD</p> <ul style="list-style-type: none"> <li>• IGTs twice per month meeting to focus on grade level curriculum</li> <li>• PLCs meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul>  |
| June  | <p>Weekly Monday and Friday PD</p> <ul style="list-style-type: none"> <li>• IGTs twice per month meeting to focus on grade level curriculum</li> <li>• PLCs meet once a month to focus on assessments</li> <li>• Whole school will meet once a month to focus on enduring understanding</li> </ul> <p>Teacher Post-Semester Reflection-3 Days</p> <ul style="list-style-type: none"> <li>• Review assessments from Spring semester</li> <li>• Develop collaborative assessments for Fall Semester</li> <li>• Analyze data and effectiveness of the school discipline policies, revise as needed</li> <li>• Revisit enduring understanding in grade level teams for yearlong curricula.</li> <li>• Revisit vertical integration by department</li> </ul> |



# The Technology, Arts, & Design High School (The TAD School)

## Daily Schedule

### Regular Day Schedule

| Monday & Friday  |             |        | Tuesday & Thursday  |             |        | Wednesday  |             |        |
|--|-------------|--------|---|-------------|--------|--|-------------|--------|
| <ul style="list-style-type: none"> <li>Odd Periods</li> <li>Advisory</li> <li>Period 7 Intervention and/or Enrichment</li> </ul> |             |        | <ul style="list-style-type: none"> <li>Even Periods</li> <li>Advisory</li> <li>Period 7 Intervention and/or Enrichment</li> </ul> |             |        | <ul style="list-style-type: none"> <li>Periods 1-6</li> <li>Professional Development for Teachers</li> </ul> |             |        |
| Period 1   | 7:30-8:55   | 85 min | Period 2  | 7:30-8:55   | 85 min | Period 1   | 7:30-8:10   | 40 min |
| Nutrition  | 8:55-9:15   | 20 min | Nutrition   | 8:55-9:15   | 20 min | Period 2   | 8:15-8:55   | 40 min |
| Period 3   | 9:20-10:45  | 85 min | Period 4  | 9:20-10:45  | 85 min | Nutrition  | 8:55-9:15   | 20 min |
| Period 5   | 10:50-12:15 | 85 min | Period 6  | 10:50-12:15 | 85 min | Period 3   | 9:20-10:00  | 40 min |
| Lunch  | 12:15-12:50 | 35 min | Lunch   | 12:15-12:50 | 35 min | Period 4   | 10:05-10:45 | 40 min |
| Advisory   | 12:55-1:25  | 30 min | Advisory  | 12:55-2:30  | 30 min | Lunch  | 10:45-11:20 | 35 min |
| Period 7   | 1:30-2:30   | 60 min | Period 7  | 1:30-2:30   | 60 min | Period 5   | 11:25-12:05 | 40 min |
|  |             |        |   |             |        | Period 6   | 12:10-12:50 | 40 min |
|  |             |        |   |             |        | Professional Development   | 1:00-2:30   | 90 min |

## School Year Calendar

### The TAD School – part of the SRHS#8 Small School Collaborative 2012-2013 School Year

|           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|-----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| July      |   |   |   | H |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| August    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| September |   |   |   |   | H |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | NA |
| October   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| November  |   |   |   |   |   |   |   |   |   |    | H  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | NA |
| December  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    | H  | H  |    |    |    |    |    |    |    |    |    | H  |
| January   | H | H | H | H |   |   |   |   |   |    |    |    |    |    |    | H  |    |    |    | H  | H  |    |    |    |    |    |    |    |    |    |    |
| February  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | NA | NA | NA | NA |
| March     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | H  | H  |    |    |
| April     | H |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | NA |
| May       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | H  |    |    |    |
| June      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | NA |

First Day of School: August 15, 2012

Last Day of School: June 7, 2013

Number of Instructional Days: 180

Number of Holidays: 11

Number of PD Days: 90



THE MUSEUM OF CONTEMPORARY ART 250 South Grand Avenue Los Angeles, CA 90012  
tel 213/621-2766 fax 213/620-8674 moca.org

November 15, 2011

To Whom It May Concern:

The Museum of Contemporary Art looks forward to the opportunity to partner with and support the development of three important pilot school efforts:

- Visual and Performing Arts HS (VAPA HS) at South Region High School #8
- STEAM HS at South Region High School #8, and
- TAD HS (Technology, Art, and Design HS)

During the 2011-12 school year, we are enjoying the opportunity to work with six teachers and their students from the Orchard Academy, led by **Delia Castillo**, in Contemporary Art Start (CAS), the museum's yearlong professional development, classroom curriculum, and museum visit program. It's rare that a cadre of this size from a single school (especially a middle school) attends a voluntary, arts-based professional development and curriculum program that requires such a sustained commitment. What's particularly remarkable is that the majority of the Orchard participants are not art teachers, but instead forward-thinking educators from diverse subjects who want to explore the rich, interdisciplinary connections that exist between art, history, English, music, and science.

From the beginning, I have been struck by the Orchard group's ability to collaborate and support one another both as colleagues and as adult learners. We would like to similarly support new, additional teacher and student communities that emerge from the teacher-driven leadership that is in evidence at Orchard.

Through programming like Contemporary Art Start, which provides arts-based professional development and classroom resources, as well as through general support and/or consulting during the process of developing an arts-driven education plan, we would welcome the opportunity partner with VAPA HS, STEAM HS, and TAD HS.

Please let me know if I may be of further assistance.

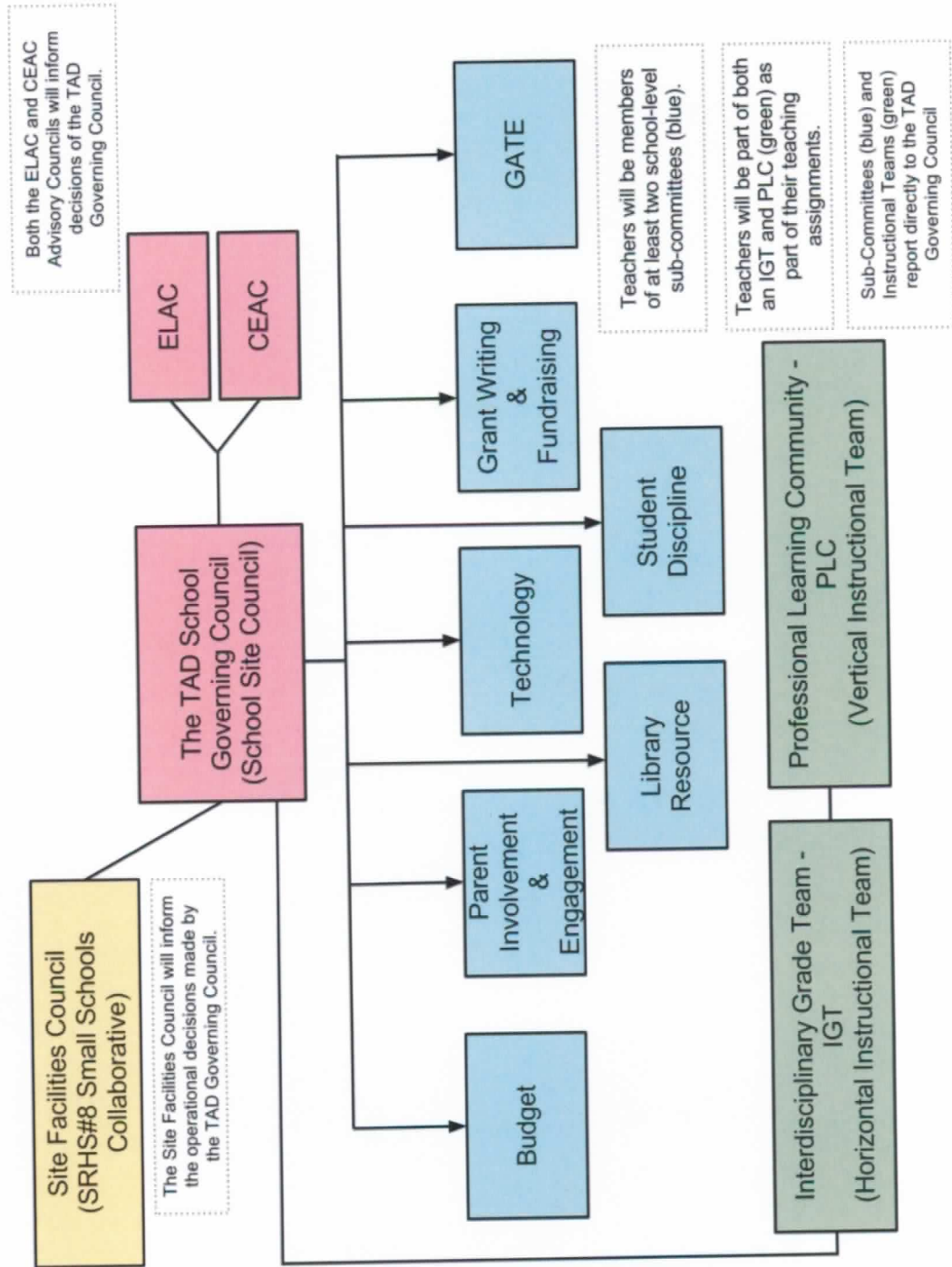
Sincerely

A handwritten signature in black ink, appearing to read "J. Hoel", is written over the word "Sincerely".

Jeanne Hoel  
Senior Education Program Manager  
213/621.1706

# The Technology, Arts, & Design High School (The TAD School)

## Small School Governance Organizational Structure





**PRINCIPAL JOB DESCRIPTION**  
The Technology, Arts, & Design High School  
(The TAD School)

**TITLE**

Principal, The Technology, Arts, & Design High School

**PRIMARY FUNCTION**

Provides leadership for the professional staff of the school in the development, implementation, and evaluation of a comprehensive educational program. Will collaborate with teachers, students, parents and the community to support the media arts and technology focus of the TAD School.

**REPORTS TO**

Superintendent of schools, school Governing Council.

**PERFORMANCE RESPONSIBILITIES**

1. Fosters the success of all students by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects critical thinking and socially just communities;
2. Communicates a clear vision of excellence and continuous improvement consistent with the vision and mission of the TAD School;
3. Supervises the alignment, coordination and delivery of assigned programs and/or curricular areas;
4. Provides professional learning programs consistent with student needs, assessment and program evaluation;
5. Maintains positive public relations and outreach contacts with parents and community groups;
6. Communicates high standards for teaching and learning;
7. Employs a variety of processes for gathering, analyzing and using data for shared-decision making with teachers and students;
8. Knowledge of effective administrative and managerial practices and ability to implement them;
9. Works with central staff, teachers and students to develop and implement a school improvement plan as needed;
10. Plans, implements, supports, and enhances teaching and student achievement by collaborating with teacher teams;
11. Monitors state, and federal requirements;
12. Promotes the development of specific and measurable goals for student achievement (ELs, Special Ed, GATE, at-risk, Long term English Learners);
13. Collaborates with teacher teams and instructional support personnel;
14. Ensures that staff meetings and professional development activities are focused on student learning, student outcomes, teacher team collaboration, thematic unit development and start on time;
15. Uses data to discuss with teacher teams about making clear, observable changes in teaching, collaboration and thematic units;
16. Promotes effective communications and interpersonal relations among staff, teachers, parents, students and community members;

17. Maintains effective discipline and fosters a safe learning environment;
18. Models high expectations of students and staff;
19. Ensures professional development programs aligned with instructional needs and the vision of the TAD School;
20. Teaches an advisory period;
21. Other duties as assigned.

## **QUALIFICATIONS**

### **EDUCATION:**

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. Tier 1 administrative credential

### **EXPERIENCE:**

The ideal candidate has:

1. demonstrated the leadership qualities and personal characteristics necessary for working effectively with students, teachers, and parents;
2. at least three years of relevant, successful experience in public school administration and supervision or have at least a year of verifiable experience in an out-of-the-classroom leadership position such as a coordinator, instructional coach, etc. or two years leading in a small learning community;
3. demonstrated ability to compose and comprehend written communication;
4. demonstrated knowledge of school operations, especially in a small school setting;
5. demonstrated commitment to the core beliefs of small school reform;
6. demonstrated belief and value for serving marginalized student populations;
7. experience leading and collaborating with teachers, especially around interdisciplinary teaching and curriculum development;
8. effective, collaborative leadership skills;
9. experience and interest in developing relationships with community organizations and members;
10. experience meeting the needs of English Learners;
11. experience and interest in developing interdisciplinary curriculum;
12. experience working with families and parents, particularly in communities of poverty;
13. demonstrated appreciation for diversity.

### **HEALTH:**

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

**South Region High School #8 Small Schools Collaborative  
The Technology, Arts, & Design High School  
(The TAD School)  
Draft Mutual Consent Agreement 2012-2013  
for Local Initiative School Waiver #9  
*(formerly known as the Elect-To-Work Agreement)***

**Vision Statement**

Students will be provided opportunities to:

1. Complete all A-G courses required for graduation and college enrollment.
2. Develop higher order critical thinking skills in every curricular unit.
3. Participate in a Service-Learning project every academic year.
4. Address curricular misunderstandings through intervention and support.
5. Learn in a safe and productive environment that promotes fairness and respect.
6. Participate, design, and implement in projects that are based on community needs.

**Mission Statement**

All Technology, Arts, & Design (TAD) High School students will graduate with high levels of academic and interpersonal achievements that prepare them for post-secondary success through an interdisciplinary and project-based instructional approach that advocates social justice through media arts and critical thinking.

**Preamble**

South Region High School #8 is a small school campus within the Los Angeles Unified School District and is bound by district and union policies. Certificated employees at small schools maintain contractual rights, however, must be willing to engage in a distributed leadership model which aims to enhance and improve the quality of instruction and overall intellectual development of our students. By union contract with the United Teachers Los Angeles (UTLA) this school has been granted increased autonomy and flexibility over curriculum and assessment, staffing, budget, governance, and schedules through Local Initiative School waivers. This flexibility and autonomy will allow the entire staff to collectively achieve an Arts-focused school in service of the community that will benefit the students. This agreement includes the right of the school's Governing Council to set the "school day" and "school year" both for faculty and students and to make other decisions over the five areas of autonomy:

- Staffing
- Budget
- Curriculum and Assessment
- Governance
- Schedules

The Governing Council will have a membership that consists of the principal, teachers, parents, students, and community members. The Governing Council will approve the annually-revised Mutual Consent Agreement (MCA), while approving budgetary, staffing, and other pertinent policies that will further support and be aligned with the school's vision and mission. All staff members, including teachers will fulfill the vision and mission of the TAD School.



Teachers will participate in a collective effort towards achieving visible and measurable goals as stated in the school's curricular, instructional, and operational plan. Teachers will agree to help cultivate a professional community that will use the Arts as a vehicle for making college and career more accessible and bridging 21st Century skills.

**Core Values:** The following core values define the culture of the school community

1. High expectations for all students, parents, staff, and community stakeholders.
2. Access to an equitable, rigorous, relevant, research-based, and data-driven curriculum.
3. Personalized learning environment for all.
4. Promote respectful relationships amongst all stakeholders.
5. Establish meaningful partnerships with families and communities.
6. The Arts are valued as an essential enrichment component in developing our students' holistic perspective and integral to the core curriculum.
7. A focus on continuous improvement and accountability for all.

### **Habits of Mind**

1. Collaboration: "We learn and work together by..."
  - The willingness and desire to work together for a common purpose.
2. Accountability: "We expect each other to..."
  - Understanding your role and responsibility to the larger community of stakeholders.
3. Respect: "We treat each other in a way that..."
  - Creating an environment that is safe and secure for all students, staff, and community members.
4. Evidence: "We think this way because..."
  - Making clear your understanding and motivation for a set of beliefs.

### **Teacher Expectations**

All teachers on the South Region High School #8 campus will be responsible for maintaining respectful relationships amongst all stakeholders and participate and collaborate within a learning community that utilizes shared leadership, equity, and accountability.

All teachers on the SRHS #8 (on SRHS #9) campus are expected to:

1. Participate in at least two School-Level Sub-Committees;
2. Sponsor a student club or program throughout the year;
3. Remain on campus after the instructional day to complete various duties (8-hour on-site and off-site contractual obligation);
4. Provide for students needing additional help at least one hour of office hours a week;
5. Attend parent conferences and scheduled parent meetings/institutes;
6. Keep accurate and consistent records of meetings and calls to parents;
7. Assist the principal and counselor with supervision before school, during nutrition/lunch and during passing periods, and after school and/or on Saturdays on a rotation basis;
8. Work according to a modified school calendar to be determined by the design team for the 2012-2013 school year, and by the Governing Council in subsequent school years;



9. Work collaboratively and positively with peers in planning and developing interdisciplinary, arts-infused, project-based lessons that are aligned with the state content standards;
10. Participate in the WASC process;
11. Be flexible in terms of work hours, assignments and additional duties as needed;
12. Prepare and teach a TAD *Seminar* and/or TAD *RTI* course;
13. Attend and actively engage in all professional development sessions on time, ready to learn and positively collaborate with colleagues;
14. Attend 5-10 days of professional development during the Summer at MOCA or other professional development providers and throughout the year with other partners such as Los Angeles Education Partnership (LAEP);
15. Attend professional development at museums in preparation for field trips, if applicable;
16. Accurately and consistently track and monitor the progress of advisory students by implementing Individual Learning and Growth Plans as outlined in the Advisory Program Guide;
17. Collaborate on at least one after-school program, weekend project, event, or service learning activity with students each year;
18. Establish a progressive discipline protocol in your classroom that supports positive student behavior and adheres to school discipline policies;
19. Be open to receiving and giving constructive feedback;
20. Utilize district or school approved grading software;
21. Facilitate/Co-facilitate a professional development workshop (one per year, minimum);
22. Create and implement a transparent grading system that students, parents, and colleagues can follow;
23. Post agendas, objectives, learning goals and course syllabus in the classroom and on the school website;
24. Uphold the school's professional code of ethics as outlined in the faculty handbook;
25. Consistently uphold and abide by the school's discipline policies;
26. Participate in in-home visitations of advisory students by the end of the first year only on an as needed basis;
27. Keep contact with all stakeholders via school email;
28. Collaborate and support colleagues in the sharing and implementing of best practices, course curriculum, assessment development, and lesson studies that are aligned with the school's mission, vision, core values, and habits of mind;
29. Use weekly professional development time for curriculum planning and revision, reflection on student progress, analyzing and developing multiple measures of student achievement;
30. Attend the 9th grade orientation sessions;
31. Treat all stakeholders with dignity and respect.

### **Performance Evaluation**

All staff members will follow the performance review process (see B-8c. section). Additionally, you shall continue to be subject to the following provisions of the UTLA/LAUSD Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

### **Dispute Resolution**

The following Articles of the Agreement shall continue to apply to you and shall be subject to the Grievance provisions of the Agreement.

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2 (e)) and Discipline (Article X)-3.0
  - Frequency: Evaluations shall be made at least once each academic year for all employees.
- Peer Assistance and Review (Article X-A)
- Dues Deduction (article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process.

- Small school's dispute resolution process
- Internal Appeals process

### **Transfers**

You may transfer from a small school on the South Region High School #8 campus at the end of each school year. Similarly, one of the small schools on South Region High School #8 may unilaterally recommend your transfer at the end of each school year pursuant to the performance review process. Transfers will follow LAUSD guidelines.

### **Dismissal**

You will be subject to dismissal from the District in the same manner as other UTLA-member employees of your status who are not working at a Small School.

### **Signatures**

By signing this document, you acknowledge that you have read all the provisions of this election agreement and that you agree to all its terms.

\_\_\_\_\_  
Employee's Name (print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Employee #

\_\_\_\_\_  
Date

## Waiver Identification Form

School Site: South Region High School #8 (on SRHS #9)

Proposed School/Design Team Name: The TAD School

### Proposed Governance Model (mark all that apply):

- ☐ Traditional      ☐ Local Initiative School      ☐ Expanded School Based Management  
☐ Pilot      ☐ Network Partner

*\* School will vote on governance model during Spring semester of first year of operation.*

### Waiver Request:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Methods of improving pedagogy | <input checked="" type="checkbox"/> Curriculum                               |
| <input checked="" type="checkbox"/> Assessments                   | <input checked="" type="checkbox"/> Scheduling                               |
| <input type="checkbox"/> Internal organization (e.g., SLCs)       | <input checked="" type="checkbox"/> Professional development                 |
| <input type="checkbox"/> Budgeting control                        | <input checked="" type="checkbox"/> Mutual consent requirement for employees |
| <input checked="" type="checkbox"/> Teacher assignments*          | <input type="checkbox"/> Staff appointments (e.g., department chairs)*       |
| <input type="checkbox"/> Discipline & codes of conduct            | <input checked="" type="checkbox"/> Other**: <u>Transfers</u>                |
| <input type="checkbox"/> Health and safety                        |  |

\*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

\*\*Both new and focus school applicants selecting "Other" above must provide a rational for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

### Approval Signature:

Principal/Administrator: [Signature] Date: 2/6/12  
UTLA Chapter Chair/Rep: \_\_\_\_\_ Date: \_\_\_\_\_



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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

Date: 2/6/2012

School/Office: The TAD School - SRHS #8 (on SRHS #8) Local District/Division: 6

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

Article IX - A 2.0

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

Base teacher assignments on credentials, expertise, and instructional need.

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

This waiver will allow the TAD School to select highly qualified teachers that best meet the curricular and instructional vision of the school.

Requesting Administrator's Approval:

[Signature]

Principal/Administrator

2/6/12  
Date

[Signature]

Local District Supt/Division Head/Designee

2/6/12  
Date

Send or fax completed/signed form to: Office of Staff Relations  
333 S. Beaudry Avenue, 14<sup>th</sup> Floor  
Los Angeles, CA 90017  
Fax: 213-241-8405  
Phone: 213-241-6056

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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

Date: 2/6/2012

School/Office: The TAD School - SRHS#8 (on SRHS#9) Local District/Division: 6

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

Article XI - 16.0 d.

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

The selection of teachers to accompany groups of students.

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

By allowing design team members to accompany students to the new school site, a greater adherence to the proposed school plan will be assured. Priority of transfer will be offered to design team members.

Requesting Administrator's Approval:

[Signature]  
Principal/Administrator

2/6/12  
Date

[Signature]  
Local District Supt/Division Head/Designee

2/6/12  
Date

Send or fax completed/signed form to: Office of Staff Relations  
333 S. Beaudry Avenue, 14<sup>th</sup> Floor  
Los Angeles, CA 90017  
Fax: 213-241-8405  
Phone: 213-241-6056

## **ASSURANCES FORM**

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

|   |   |   |                                |
|---|---|---|--------------------------------|
| <input type="checkbox"/> Traditional                                    | <input checked="" type="checkbox"/> Pilot | <input type="checkbox"/> Network Partner                            | <input type="checkbox"/> ESBMM |
| <input type="checkbox"/> Independent Charter                            |   | <input type="checkbox"/> Affiliated Charter                         |                                |
| Name of School <u><b>TAD (Technology, Arts &amp; Design) School</b></u> |   | Name of Applicant Group/Applicant Team <u><b>The TAD School</b></u> |                                |
| Lead Applicant <u><b>Jose Luis Barzaga</b></u>                          |   | Title of Lead Applicant <u><b>Teacher</b></u>                       |                                |
| Mailing Address <u><b>4328 Bell Ave., Bell, CA 90201</b></u>            |   |   |                                |
| Phone Number <u><b>323 832 4700</b></u>                                 |   | Fax Number <u><b>323 560 7874</b></u>                               |                                |
| Email Address <u><b>jose.barzaga@gmail.com</b></u>                      |   | 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 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.

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 <u>Jose Luis Barzaga</u> | Title of Lead Applicant <u>Teacher</u> |
| Signature of Lead Applicant <u>[Signature]</u>  | Date <u>11/17/2011</u>                 |
| Name of Board President* _____                  |  |
| Signature of Board President* _____             | Date _____                             |

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

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APPENDIX E

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: The Technology, Arts, & Design High School (The TAD School) – member of the SRHS #8 Small Schools Collaborative team as written in this plan.

| MCD OUTCOME  | COMPONENT        | SCHOOL PLAN  |
|--|------------------|--|
| Federal Requirement, District publications and forms are available | Search and Serve | <p>Following the LAUSD Special Education Policy manual based on state and federal law governing special education, the SRHS #8 Small Schools Collaborative will actively seek to identify students with special needs in their student population.</p> <p>1. At the beginning of the year, LAUSD's <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure will be given to every student take home. Also, the following publications will be readily available in the main office for parents and staff upon request:</p> <ul style="list-style-type: none"> <li>• <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure</li> <li>• Student Enrollment Form</li> <li>• Request for Special Education Assessment Form</li> <li>• Student Information Questionnaire for Parents and Guardians</li> <li>• <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i></li> </ul> <p>The Parent Resource Network poster will be posted in the main office.</p> <p>2. SRHS #8 Small Schools Collaborative will use the district enrollment form for students enrolling at the school which has the parents answer the following five questions:</p> <p>A. Did the student receive special education services at his/her previous school?</p> <p>B. Did the student have an Individualized Education Program (IEP) at his/her previous school?</p> <p>C. Did the student have a Section 504 Plan at his/her previous school?</p> <p>D. Does the student have difficulties that interfere with his/her ability to go to school or learn?</p> <p>E. Has this student been identified for Gifted and Talented Educational services (GATE)?</p> <p>If the parent answers no to all of the questions, no further action is required. If the parent answers yes, the school administrator or designee will do the following:</p> <ol style="list-style-type: none"> <li>Incoming student is from another LAUSD school-the school will look up the IEP on Welligent and provide the services as stated on the IEP. Should any concerns or possible changes need to be addressed, the school will hold a review IEP.</li> <li>Incoming student is from a school in California that is outside the district-the school the SA will obtain a copy of the active IEP from the other school district in order to provide comparable services after consulting with the parents until a 30 day IEP can be held.</li> <li>Incoming student from another school where an assessment has begun-the administrator and/or designee will collaborate with the previous schools to complete the assessment and hold an initial IEP.</li> </ol> |



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| MCD<br>OUTCOME | COMPONENT | SCHOOL PLAN  |
|----------------|-----------|--|
|                |           | <p>d. Incoming student from another state-the administrator and/or designee will collaborate with parents and provide comparable services until a new evaluation is conducted.</p> <p>The administrator or designee will use the Welligent system to track the progress of all new IEPs.</p> <p>Referring Students for A Special Education Assessment</p> <p>Anyone can request an assessment by making the request in writing the administrator and/or designee. The administrator/designee will be granted 15 days to provide the parent with a special education assessment plan. The administrator/designee 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.</p> <p>All staff will be aware of the procedures for referring a student for the assessment process for students suspected of having a disability. The Student Success Team, SST, 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. The administrator will work with the Coordination of Services Team, COST, to determine a plan for implementing possible accommodations or modifications and then present the plan to the requestor. After presenting an accommodations plan to the requestor, the requestor may approve or deny the recommendations. If denied and the request for assessment remain, the administrator or designee will provide the requestor a copy of the districts brochure for assessments in addition to the assessment plan.</p> <p>All SRHS #8 Small Schools Collaborative staff will undergo professional development to train them 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 Assessment Form.</p> <p>Publications and forms that will be displayed and made available at SRHS #8 Small Schools Collaborative 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.</p> |

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| MCD OUTCOME | COMPONENT             | SCHOOL PLAN   |
|-------------|-----------------------|---|
|             |                       | 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).  |
| Outcome 2   | Intervention Programs | <p><b>Intervention: We will use RTI to offer the correct level of interventions when needed.</b></p> <p><b>Tier 1</b><br/>Students will receive tier 1 support and instruction in their advisory classes. Their advisory teacher will teach and reinforce class rules and expectations. Students will be recognized for following school rules and procedures through a student of the month procedure. The advisory teacher will select a model student who exemplifies the values and beliefs of the school, who has made substantial improvement in grades, attendance, or behavior, or who went above and beyond the responsibility of being a peer mentor. Teachers will also design classroom expectations and rules that are consistent with the school rules and expectations. Teachers will regularly reinforce positive behavior through positive praise and encouragement. Our goal is to catch students being good recognize students for doing the right thing in and out of the classroom. During passing periods, teachers will stand by the entrance of their doors and monitor students outside their classrooms.</p> <p><b>Tier 2</b><br/>The School Wide Positive Behavioral Team will meet monthly and analyze data such as attendance rates, referral rates, and suspension rate. The team will devise individual behavioral plans for students who exhibit behavioral problems at school. Students referred to the dean multiple times will be placed on behavioral contracts with the permission of their parents and will be monitored by the dean. The dean will work with the counselor to teach the student necessary social skills and devise a plan to establish a replacement behavior. Tier 2 behavior plans and supports will be determined based on an analysis of instruction, curriculum, environment, and learner. The team will use LAUSD's ICEL by RIOT to help determine an action plan. Through peer support groups managed by the school psychologist, students will learn the social skills necessary to maintain positive peer and adult relations</p> <p><b>Tier 3</b><br/>Should a student continue to have difficulties with following the rules and expectations of the school site, the behavior intervention case manager or another trained special education teacher will conduct a formal functional behavioral</p> |



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| MCD<br>OUTCOME  | COMPONENT   | SCHOOL PLAN   |
|---|---|---|
| <b>Outcomes 5,<br/>17 and 18<br/>LAUSD Board<br/>Policy</b> | <b>Discipline<br/>Foundations<br/>Plan and<br/>Behavior<br/>Support</b> | <p>assessment or functional analysis assessment with the permission of the parent. If the student has an IEP, an IEP meeting will be called to amend or add a behavior support plan consistent with the finding of the functional behavior assessment or functional analysis. If the student does not have an IEP, the school wide positive behavioral support team will convene to discuss the findings of the functional behavioral assessment or Functional Analysis Assessment in order to create a behavior support plan and/or contract with the appropriate supports to address the student's needs.</p> <p><b>Discipline</b><br/>Students will learn how to be safe, be responsible, and be respectful. Our staff will actively participate in the monitoring, correcting, and reinforcing of positive behavior. Students who are following rules will be recognized in monthly student of the month assemblies. Students will be recognized for attendance, GPA, and most improved. The School Wide Positive Behavioral System team will include an administrator, general educator, special educator, classified representative, support staff, parent, and student. They will meet monthly on the first Tuesday of every month at the end of the school day and review suspension, referral, and teacher reports to assess the success of the positive behavioral support plan. One of the members will be the designated secretary and will take minutes of all meetings. The minutes will be filed and maintained by the administrator. The rules will be posted in all common areas, included in the school registration letter, and posted in every classroom. The rules will be explicitly taught at the beginning of the school year during advisory. Teachers will refer students to the SWPBS team using a referral form designed by the SWPBS team. The SWPBS team will communicate with the community at monthly parent meetings held at the parent center.</p> <p><b>Intervention</b><br/>Tier 1<br/>Students will receive tier 1 support and instruction in their advisory classes. Their advisory teacher will teach and reinforce class rules and expectations. Students will be recognized for following school rules and procedures through a student of the month procedure. The advisory teacher will select a model student who exemplifies the values and beliefs of the school, who has made substantial improvement in grades, attendance, or behavior, or who went above and beyond the responsibility of being a peer mentor. Teachers will also design classroom expectations and rules that are consistent with the school rules and expectations. Teachers will regularly reinforce positive behavior through positive praise and encouragement. Our goal is to catch students being good recognize students for doing the right thing in and out of the classroom. During passing periods, teachers will stand by the entrance of their doors and monitor students outside their classrooms.</p> |

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| MCD OUTCOME                              | COMPONENT                         | SCHOOL PLAN  |
|--|-----------------------------------|--|
|  |                                   | <p>Tier 2</p> <p>The School Wide Positive Behavioral Team will meet monthly and analyze data such as attendance rates, referral rates, and suspension rate. The team will devise individual behavioral plans for students who exhibit behavioral problems at school. Students referred to the dean multiple times will be placed on behavioral contracts with the permission of their parents and will be monitored by the dean. The dean will work with the counselor to teach the student necessary social skills and devise a plan to establish a replacement behavior. Tier 2 behavior plans and supports will be determined based on an analysis of instruction, curriculum, environment, and learner. The team will use LAUSD's ICEL by RIOT to help determine an action plan. Through peer support groups managed by the school psychologist, students will learn the social skills necessary to maintain positive peer and adult relations</p> <p>Tier 3</p> <p>Should a student continue to have difficulties with following the rules and expectations of the school site, the behavior intervention case manager or another trained special education teacher will conduct a formal functional behavioral assessment or functional analysis assessment with the permission of the parent. If the student has an IEP, an IEP meeting will be called to amend or add a behavior support plan consistent with the finding of the functional behavior assessment or functional analysis. If the student does not have an IEP, the school wide positive behavioral support team will convene to discuss the findings of the functional behavioral assessment or Functional Analysis Assessment in order to create a behavior support plan and/or contract with the appropriate supports to address the student's needs.</p> <p>The SRHS #8 Small Schools Collaborative will bring together all the other Small Schools on campus to coordinate a shared special education services in order to develop classrooms for students with severe intellectual disabilities. We will also share a class for students with mild disabilities and another for students with emotional disturbances. All students in a special day program will mainstream to the best of their ability. Students in the Resource Program will participate in a fully inclusive model. They will receive the serviced in the general education classroom with the supports and services described in their IEP. Students in a special day class for students with learning disabilities will be included to the best of their ability. They will be supported in the general education setting by the special day class teacher and the resource specialist teacher. The Resource Teacher and the Special Day Teacher/s will coordinate to provide support in both settings.</p> |
| Necessary for Planning, will be provided | Description of Student Population |  |
| Outcome 2                                | Special Education                 | SRHS #8 Small Schools Collaborative will comply with federal law requiring public school to provide equal access for students regardless of disability. Our students in the RSP program will participate in a fully inclusive model. They will enroll in A-G requirement courses in general. Students in the special day program will education and students with  |



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|--|--|---|
|  | <p><b>Program Description</b></p>                        | <p>moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The IEP team will be responsible for determining what percentage of time and what classes the student should included in. The determination will be based on the student's strengths, interests, and ability to meet IEP goals.</p> <p>SRHS #8 Small Schools Collaborative teachers will support students with special needs in their classroom by focusing on specific students in weekly professional development. Teachers will assess mastery of content standards using a variety of methods that incorporate individualized accommodations, differentiation, and different learning styles.</p> <p>Students who fall under this category may include those with different intellectual capacities; physical handicaps, behavioral disorders, or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provided with adequate support to achieve educational success. Collaborative Consultation between the general educator and the special educator will be used to develop teaching strategies to meet the individual needs of the students. Both educators will have shared responsibility over students. The Advisory Period will be used for special educators to plan and monitor student achievement.</p> <p>The Learning Center is designed to help students with disabilities additional support academically. Students who need additional support in their academic classes will be visit the learning center where they would receive service 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> |
| <p><b>Outcomes 8, 10, 13, 14, 15</b></p> | <p><b>IEP Process: Implementation and Monitoring</b></p> | <p>The SA 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 of service documented and tracked on Welligent. The records of services 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. Additionally, goal progress will be monitored by the case carrier and updated on the Welligent system as specified on the IEPs. All IEP notifications will be mailed out and collected by the shared SA either English or in the parent's native language. IEP meetings will be held in the designated IEP room to ensure confidentiality. Parents will be invited to the meeting using the district IEP notification form in the parent's home language. 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</p>   |

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| MCD OUTCOME                   | COMPONENT  | SCHOOL PLAN  |
|-------------------------------|--|--|
|                               |  | <p>unit. Prior to an IEP, the case carrier will notify all service providers of the IEP and will have providers complete a service report summary. The summary will be returned to the case carrier with student work samples and a goal progress report. 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.</p>   |
| <p><b>Outcomes 10, 18</b></p> | <p><b>Procedures for Identification and Assessment of Students</b></p> | <p>Based on Harris-Murri et al (2006), SRHS #8 Small Schools Collaborative will use a "RTI comprised of several core components: (a) general education takes active responsibility for providing all students with high quality instruction in the general education setting; (b) the progress of all students is continually monitored; (c) for those students not making expected progress, research based interventions are provided; and (d) students not responding to interventions are recommended or special education evaluation"(pg 782).</p> <p>The pyramid of support begins at the teacher level. The teacher will contact the COST team with their support and begin collecting data at the classroom level. The teacher will complete a classroom observation form and submit it to COST. A cum review will be done to ensure that the student is not misidentified or if similar concerns have been brought up in the past. They will also look at assessment results and health records (glasses or hearing aids) to make sure that the student has all necessary materials.</p> <p>Tier 1<br/>The teacher formative assessments to determine the student's baseline level using a variety of instruments including curriculum based assessments including Key Math, writing probes, and informal reading inventories. Additional data will be provided by the student's teachers and will include student work samples, behavior frequency charts, homework completion records, and tests/quizzes. Once data is collected and analyzed, the teacher will differentiate his/her instruction to meet the needs of the student. The teacher will then write up a statement of concern and conference with the special education teacher and the parent. The teacher with the support of the special education teacher will create a student intervention plan and implement the plan in the classroom. After three weeks of implementation, the teacher will reflect on student progress with the student and the parent. If the student showed progress, the teacher will continue differentiation in the classroom without further intervention, however the teacher will contact the COST team and the learning center teacher if the student does not respond to the differentiated instruction.</p> <p>Tier 2<br/>The teacher will bring all materials to the COST team and review the data collected by the teacher. The team will then</p> |



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|----------------|---|--|
|                |   | <p>increase the intensity of intervention and the frequency of monitoring. The student will be placed into a mandatory reading, writing, or math program afterschool or during a 0 period with a special educator at least twice a week. The special educator will use research-based teaching programs and strategies to intervene. For math, SRHS #8 Small Schools Collaborative will receive instruction specific instruction from the Algebra Project. As for reading decoding, the intervention teacher will use Sopris REWARDS program. The team will monitor progress weekly and if the student is nonresponsive to the intervention the team will analyze the data from the intervention plan and consider moving to a more intensive intervention.</p> <p>Tier 3</p> <p>The COST will refer the student to the SST team to decide on whether or not to assess for special education. The SST team may develop an IEP or a 504 plan based on the student's need. If it is decided to assess for the student for special education services, the team will identify the areas that need to be assessed in order to decide on eligibility. The assessment plan will be presented to the parent and the special education assessment progress will begin. An initial IEP will be held for the student no more than 60 days from the date the assessment plan is signed.</p> <p>Special educators and general educators will utilize the understanding by design model to plan instruction for both general education students and special education students. As outlined in the instructional program description, instructional strategies will include the use of interactive journals, cooperative learning, simulations, reciprocal teaching, and graphic organizers. Formative assessments will include observations, questioning, journals, group work, homework and quizzes. Summative assessments will use tests, interdisciplinary essays and performance essays. Teachers will provide individualized accommodations and modifications as mandated by the student's IEPs. Special educators will work with general educators on developing accommodations and modification strategies. In both SDC and general education classrooms, students in special education will receive differentiated instruction designed to meet grade level standards with the accommodations and modifications specified in their IEP.</p> <p>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. As outlined in the instructional program description, instructional strategies will include the use of interactive journals, cooperative learning, simulations, reciprocal teaching, and graphic organizers. Formative assessments will include observations, questioning, journals, group work, homework and quizzes. The teacher will use the data from the CAPA, student work samples, and curriculum based instruction to guide instruction.</p> |
| Outcome 2      | Instructional Plan for students using grade level standards |  |
| Outcome 7A, 7B | Instructional Plan for students using Alternate Standards   |  |



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| MCD OUTCOME   | COMPONENT  | SCHOOL PLAN   |
|---|--|---|
| Outcome 13  | Plan to provide Supports & Services                | Students with adaptive physical education services, language and speech services, deaf and hard of hearing, least restrictive consultant, adapted technology, visually impaired, audio logical resource unit, and transition services will be provided those services on campus in the manner stated and described on their IEP. Their case carrier and the designated administrator will monitor the services. The aforementioned services will be provided in the method described in LAUSD's Special Education Policy and Procedures manual Part III, Section VIII.  |
| Outcome 9 (for programs with students 14 and older) | Transition Planning Strategies                     | All students age 13 and over will take a commercially produced transition assessment evident in their IEP prior to their 16th birthday. The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. Additionally, students will begin taking field trips to local colleges, universities, and trade schools beginning in 11th grade. At the end of their graduating or completion year, students will take LAUSD's "Senior inventory" and "Summary of Performance" on file attached to their Exit IEP. Also, students if over 18 or parents if the student is under 18 will be provided a copy of the survey to use for future reference. Through professional development, SRHS #8 Small Schools Collaborative staff will be instructed on how to embed transition instruction into their unit plans. With the 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. Additionally, students in an alternate setting will work with transition services, special educators, and support providers such as the local regional center to a plan for post secondary training and education. |
| Federal requirement                                 | Access to Extra-Curricular/No academic activities: | All students in special education will have access to the same extracurricular/non-academic activities as the students without disabilities. Electives that will available include art, photography, cinematography, art, acting, professional theatre, drama, and filmmaking. Students with moderate to severe disabilities who need additional support will be accompanied into extracurricular classes with an instructional aide for the class. Otherwise, the teacher will provide the student with the accommodations and modifications stated in their IEP. Additionally, 9th through 11th grade students in special education will be assessed using the CMA, CST, or CAPA. All students on the graduation pathway will take the CAHSEE with individual accommodations and/or modifications.  |
| Federal requirement                                 | Providing Extended School Year                     | Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. The primary goal of ESY services will be to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/inter-session period. ESY services will be coordinated with the LAUSD Division of Special Education.   |

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| MCD OUTCOME               | COMPONENT                               | SCHOOL PLAN   |
|---------------------------|---|---|
|                           |   | <p>Extended school year 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.</p> <p>If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.</p>   |
| Federal Court requirement | MCD Outcomes (to be woven among others) | <ol style="list-style-type: none"> <li>1. Statewide Assessments (ELA)</li> <li>2. Statewide Assessments (Math)</li> <li>3. Graduation Rate</li> <li>4. Completion Rate</li> <li>5. Reduction of Suspension</li> <li>6. LRE</li> <li>7. A. LRE: SLD, SLI, OHI<br/>B. LRE: MD, OI</li> <li>8. Home School</li> <li>9. Individual Transition Plan</li> <li>10. Timely Completion of Evaluations</li> <li>11. Complaint Response Time</li> <li>12. Informal Dispute Resolution</li> <li>13. Delivery of Special Education Services</li> <li>14. Parent Participation at IEP Meetings</li> <li>15. Timely Completion of IEP translations</li> <li>16. Qualified Special Education Teachers</li> <li>17. Behavioral Support Plans for students with Autism or Emotional Disturbance</li> </ol> <p>Comprehensive Evaluation of African American Students Identified with Emotional Disturbance</p> |
| All                       | Professional Development                | <p>All teachers will receive support in understanding their roles in the RTI process, inclusion practices, and disability types through professional development designed and led by the special education staff and RTI team. Also, Special educators and general educators will have common planning time designated for collaboration. Professional development time will be designated for professionals to learn about best practices for collaboration, co-teaching, and consultation.</p>  |



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|-------------------|----------------------|--|
| Outcomes 6, 8, 16 | Staffing/Operations  | Teacher recruitment procedures are:<br>Credentialed verification and monitoring will be handled by the administrator<br>SRHS #8 Small Schools Collaborative will comply with district and state laws regarding student to teacher ratios. An SA will handle the scheduling of IEPs on the IEP calendar. Any specialized equipment will be purchased or rented by...<br>To ensure compliant health standards and protocols, SRHS #8 Small Schools Collaborative will comply with all required mandates for CPR, etc.  |
|                   | Fiscal               | As a group of internal applicants, the SRHS #8 Small Schools Collaborative's special education program including faculty, staff, special programs such as ESY, will be funded by LAUSD, and will be operated in consultation with LAUSD.   |
| Outcome 14        | Parent Participation | We consider parents and guardians to be valuable asset. With that in mind, letters will be sent home asking parents for the best time of day that works for them. Also, the case carrier will call parents/guardians to inform of them of IEPs and request that they complete a questionnaire regarding their child. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. Parents will also receive information and training from the special education department regarding special education services in the parent center. |

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Los Angeles Unified School District  
PUBLIC SCHOOL CHOICE 3.0  
SERVICE PLAN FOR SPECIAL EDUCATION

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**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Public School Choice Resolution 3.0**  
**Applicant History Data Summary Sheet**

1

**NAME OF PSC SCHOOL:**  
 The Technology, Arts, and Design High School (The TAD School)  
 SRHS#8 (opening at SRHS#9)

3

4

| 2 | Applicant Team Name  | Demographic |           |              |     |  | Performance      |                          |                           |                            |                             |                              |                               |  |   |                               | Others                        |                          |  |                                   |
|---|--|-------------|-----------|--------------|-----|--|------------------|--------------------------|---------------------------|----------------------------|-----------------------------|------------------------------|-------------------------------|--|---|-------------------------------|-------------------------------|--------------------------|--|-----------------------------------|
|   |  | Size        | Ethnicity | Other Groups | API |  | CSIT Proficiency | EL % Proficient ELA 2010 | EL % Proficient Math 2010 | FRPL % Proficient ELA 2010 | FRPL % Proficient Math 2010 | Latino % Proficient ELA 2010 | Latino % Proficient Math 2010 | African-American % Proficient ELA 2010 | African-American % Proficient Math 2010 | Reclassification Rate 2008-09 | Reclassification Rate 2009-10 | Dropout 4 Year Rate 2008 | 4 Year Retention Rates for Students Entering 9th Grade | Graduation Rate Over 4 Years 2009 |
|   | Internal Teacher Team (Optional)   |             |           |              |     |  |                  |                          |                           |                            |                             |                              |                               |  |   |                               |                               |                          |  |                                   |
|   | The Technology, Arts, and Design High School (The TAD School) SRHS#8 (opening at SRHS#9) |             |           |              |     |  |                  |                          |                           |                            |                             |                              |                               |  |   |                               |                               |                          |  |                                   |

As an internal teacher team, we do not have data at the school level. However, please refer to both Section A-2 and A-3 for relevant data points.

**INSTRUCTIONS**

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past performance remains a critical component in the application evaluation process.

- 1. Name of PSC School:** Enter the name of the school for which you are applying.
- 2. Applicant Team Name:** Several examples are shown. Enter your team/organization name in bold.
  - Charter schools or Network Partners. List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.
  - Local Districts. Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.
  - School Teams. Applicant teams that involve the entire school should provide school-level data.
  - Teacher Teams. Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.
- 3. Demographic Data:** In cases where data are not available, please note with an asterisk (\*) in the box.
- 4. Performance Data:** In cases where data are not available, please note with an asterisk (\*) in the box.

## Public School Choice 3.0 - Performance Plan

PSC School Site: SRHS #8 (opening at SRHS#9)

Design Team Name: The Technology, Arts, and  
Design High School (The TAD School)

| Design High School (W) |   |                     |                     |  |   |   |                                   |                                   |
|------------------------|---|---------------------|---------------------|--|---|---|-----------------------------------|-----------------------------------|
| Indicators             |   | Baseline<br>(09-10) | Baseline<br>(10-11) | Year 1:<br>Goal/ Target  | Year 1:<br>Strategies for<br>Achieving Goal   | Year 1:<br>Measures for<br>Evaluating Success                                       | Year 2:<br>Goal/<br>Target<br>N/A | Year 3:<br>Goal/<br>Target<br>N/A |
| CST ELA                |   |                     |                     |  |   |   |                                   |                                   |
| 1                      | % of all students scoring FBB/BB          | 36%                 | 31%                 | See #2 for strategies to decrease the % of students scoring FBB/BB | See #2 for strategies to decrease the % of students scoring FBB/BB                  | See #2 for strategies to decrease the % of students scoring FBB/BB                  |                                   |                                   |
|                        | English Learners                          | 69%                 | 70%                 |  |   |   |                                   |                                   |
|                        | Special Education                         | 85%                 | 79%                 |  |   |   |                                   |                                   |
|                        | African American                          |                     |                     |  |   |   |                                   |                                   |
|                        | Latino                                    | 35%                 | 31%                 |  |   |   |                                   |                                   |
|                        | White                                     |                     |                     |  |   |   |                                   |                                   |
|                        | Asian                                     |                     |                     |  |   |   |                                   |                                   |
|                        | Economically Disadvantaged                | 34%                 | 29%                 |  |   |   |                                   |                                   |
| 2                      | % of all students scoring Prof or Adv     | 29%                 | 31%                 | 45%  | See Curriculum and Instruction Section B-1, d. Addressing the Needs of All Students | See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring |                                   |                                   |
|                        | English Learners                          | 5%                  | 5%                  | 25%  |   |   |                                   |                                   |
|                        | Special Education                         | 2%                  | 3%                  | 25%  |   |   |                                   |                                   |
|                        | African American                          |                     |                     |  |   |   |                                   |                                   |
|                        | Latino                                    | 29%                 | 31%                 | 45%  |   |   |                                   |                                   |
|                        | White                                     |                     |                     |  |   |   |                                   |                                   |
|                        | Asian                                     |                     |                     |  |   |   |                                   |                                   |
|                        | Economically Disadv.                      | 29%                 | 32%                 | 45%  |   |   |                                   |                                   |
| CST MATH               |   |                     |                     |  |   |   |                                   |                                   |
| 3                      | % of all students scoring FBB/BB          | 50%                 | 47%                 | See #4 for strategies to decrease the % of students scoring FBB/BB | See #4 for strategies to decrease the % of students scoring FBB/BB                  | See #4 for strategies to decrease the % of students scoring FBB/BB                  |                                   |                                   |
|                        | English Learners                          | 70%                 | 68%                 |  |   |   |                                   |                                   |
|                        | Special Education                         | 87%                 | 83%                 |  |   |   |                                   |                                   |
|                        | African American                          |                     |                     |  |   |   |                                   |                                   |
|                        | Latino                                    | 49%                 | 47%                 |  |   |   |                                   |                                   |
|                        | White                                     |                     |                     |  |   |   |                                   |                                   |
|                        | Asian                                     |                     |                     |  |   |   |                                   |                                   |
|                        | Economically Disadv.                      | 48%                 | 45%                 |  |   |   |                                   |                                   |
| 4                      | % of all students scoring Prof or Adv     | 24%                 | 27%                 | 40%  | See Curriculum and Instruction Section B-1, d. Addressing the Needs of All Students | See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring |                                   |                                   |
|                        | English Learners                          | 11%                 | 11%                 | 30%  |   |   |                                   |                                   |
|                        | Special Education                         | 4%                  | 2%                  | 25%  |   |   |                                   |                                   |
|                        | African American                          |                     |                     |  |   |   |                                   |                                   |
|                        | Latino                                    | 24%                 | 27%                 | 45%  |   |   |                                   |                                   |
|                        | White                                     |                     |                     |  |   |   |                                   |                                   |
|                        | Asian                                     |                     |                     |  |   |   |                                   |                                   |
|                        | Economically Disadv.                      | 24%                 | 27%                 | 40%  |   |   |                                   |                                   |
| ENGLISH LEARNERS (EL)  |   |                     |                     |  |   |   |                                   |                                   |
| 7                      | Reclassification Rate                     | 13%                 | 14%                 | 45%  | See Curriculum and Instruction Section B-1, d.                                      | See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring |                                   |                                   |
| 8                      | % EL Students Scoring Proficient on CELDT | 25%                 | 22%                 | 45%  |   |   |                                   |                                   |



## Public School Choice 3.0 - Performance Plan

| Indicators                         |  | Baseline<br>(09-10) | Baseline<br>(10-11) | Year 1:<br>Goal/ Target | Year 1:<br>Strategies for<br>Achieving Goal   | Year 1:<br>Measures for<br>Evaluating Success   | Year 2:<br>Goal/<br>Target<br>N/A | Year 3:<br>Goal/<br>Target<br>N/A |
|------------------------------------|--|---------------------|---------------------|-------------------------|---|---|-----------------------------------|-----------------------------------|
|                                    |  |                     |                     |                         | Addressing<br>the Needs of<br>All Students  |   |                                   |                                   |
| GRADUATION (high schools only)     |  |                     |                     |                         |   |   |                                   |                                   |
| 9                                  | Four Year Cohort Grad Rate   | 44%                 | 57%                 | 80%                     | See Curriculum<br>and<br>Instruction<br>Section B-1, d.<br>Addressing<br>the Needs of<br>All Students | See Assessments and School-<br>wide Data Section B-3, b.<br>Graduation Requirement<br><br>See Assessments and School-wide<br>Data Section B-3, c. Data<br>Collection and Monitoring     |                                   |                                   |
| 10                                 | CAHSEE Pass Rate (10 <sup>th</sup> grade)  | 66%                 | 63%                 | 75%                     |   |   |                                   |                                   |
| 11                                 | % Students In A-G Courses<br>Receiving Grade of C or Higher  | 18%                 | 21%                 | 60%                     |   |   |                                   |                                   |
| 12                                 | % Graduates Meeting A-G<br>Requirements  | 18%                 | 21%                 | 60%                     |   |   |                                   |                                   |
| RETENTION RATE (high schools only) |  |                     |                     |                         |   |   |                                   |                                   |
|                                    | # First Time 9th Graders   | Not<br>Known        | 1,148               | 150                     | See Curriculum<br>and<br>Instruction<br>Section B-1, d.<br>Addressing<br>the Needs of<br>All Students | N/A<br><br>See Assessments and School-wide<br>Data Section B-3, c. Data<br>Collection and Monitoring  |                                   |                                   |
|                                    | % Retained 9 <sup>th</sup> Graders   | 40%                 | 47%                 | 90%                     |   |   |                                   |                                   |
| CULTURE/CLIMATE & MISSION-SPECIFIC |  |                     |                     |                         |   |   |                                   |                                   |
| 13                                 | Attendance Rate for Students   | 94.6%               | 93.1%               | 98%                     | See School<br>Culture and<br>Climate<br>Section B-4   | See School Culture and Climate<br>Section B-4, f. Policies<br><br>See Staffing Section B-8, c.<br>Performance Reviews<br><br>See School Culture and Climate<br>Section B-4, f. Policies |                                   |                                   |
| 14                                 | Attendance Rate for All Staff  | 94%                 | 95%                 | 100%                    |   |   |                                   |                                   |
| 15                                 | Number of Suspensions  | 4                   | 13                  | 5                       |   |   |                                   |                                   |
| 16                                 | School Experience Survey:<br>% Parents Participating   | 16%                 | 11%                 | 50%                     | See Parent<br>and<br>Community<br>Engagement<br>Section B-5, b.<br>Strategies                         | See Parent and Community<br>Engagement Section B-5, b.<br>Strategies  |                                   |                                   |
| 17                                 | School Experience Survey:<br>% Parents Reporting "Often or<br>Always" in category of<br>"Overall School Involvement" | 33%                 | 26%                 | 80%                     |   |   |                                   |                                   |

*The TAD School*  
*(Technology, Arts, & Design)*  
 Design Team Name

*11/17/2011*  
 Date

*[Signature]*  
 Applicant Team Representative Signature

Local District Superintendent Signature