

PUBLIC SCHOOL CHOICE 2.0

CENTRAL REGION HIGH SCHOOL #13
SCHOOL OF HISTORY AND DRAMATIC ARTS

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CENTRAL REGION HIGH SCHOOL #13
SCHOOL OF HISTORY AND DRAMATIC ARTS

EXECUTIVE SUMMARY

1. EXECUTIVE SUMMARY

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

INTRODUCTION

The inspiration for the School of History and Dramatic Arts came through the experiences of teachers within the community that they serve. Design team members from the American Studies Academy at Franklin High School had great success increasing student's academic achievement (see data in Attachment A-1). They attracted students through their reputation as "tough." Their students even self-identified as "nerds." Nevertheless, history remains relatively esoteric and unattractive to many teenagers, so the teachers felt the need for creative and career components. Meanwhile, another design team member had successfully established a vibrant performing and production arts program in the Media, Entertainment, and Graphic Arts Academy, but felt that the student's experience would be greatly enriched through integration with rigorous core content classes. Thus, the idea of creating an academically challenging program within an artistic environment was conceived. We are eager to combine our strengths to in order to create a synergistic and dynamic learning experience.

MISSION

The School of History and Dramatic Arts will be a Linked Learning community with a college and career preparatory program. We will utilize a thematic, interdisciplinary, project-based approach. We believe that exploring ourselves, our society, human history, and the arts are key to understanding the present and creating our future. We will prepare students for success by implementing a rigorous and relevant curriculum, facilitating creative expression through addressing the needs of our students holistically, and inspiring community engagement by practicing equity and justice.

VISION

The School of History and Dramatic Arts will be an environment in which skilled and caring adults prepare future generations of capable and motivated professionals and community leaders by making connections between learning, arts, careers, and life. An in-depth study of history will develop an expansive perspective that will encourage local action and global citizenship. A study of historical context will also enrich our students' understanding of dramatic arts. The intensely cooperative nature of theatre and film production will develop the collaborative abilities that colleges and employers seek. This will also help students develop effective and creative communication skills.

Our **goals** are to advance college and career preparedness, foster creative expression, and cultivate community engagement. The values that underlie these goals are our **core beliefs** in relevant rigor, holistic education, and social justice. We think that rigor must be coupled with relevance in order for learning to endure. We also feel that the physical, emotional, and social needs of a student must be met for optimal intellectual growth to take place. Finally, we believe that we are all "part of the whole;" therefore, we want our students to experience making a positive difference through service to others.

Students will leave the School of History and Dramatic Arts with the ability and drive to pursue their aspirations and to make a difference in the lives of others.

KNOWLEDGE, SKILLS, AND ATTRIBUTES

Our school’s unique blend of History and Dramatic Arts will provide multiple pathways to learning. The combination of an intellectual and an imaginative approach creates a reciprocal relationship: students may access academic content through artistic experience, or conversely, deepen their creative expression with background knowledge. This blend allows **knowledge** and **skills** to be *integrated*, following Linked Learning principles. The key **attributes** that our students will possess are embedded in both History and Dramatic Arts. Each of these disciplines requires students to view the world through different lenses, which embodies our first habit of mind: *perspective*. Perspective, in turn, engenders our first Habit of Heart: *empathy*.

SoHDA has developed a set of the knowledge, skills and attributes that students will have upon matriculation that is based on our goals and core beliefs. They are informed by a combination of stakeholder surveys (See Attachment A-1) and surveys on the characteristics that employers seek in employees (Koncz, Andrea. “Employers Rank Communication Skills First Among Job Candidate Skills and Qualities.” National Association of Colleges and Employers (NACE). January 21, 2010). The chart in Section 2a (Instructional Philosophy) summarizes these characteristics.

Taylor Yard Schools Collaborative

Our collaborative of Pilot schools has been working cooperatively since May 2010 to plan for the opening of the five small schools at CRHS#13, and we are eager to expand our collaborative to include all school that will share the site. Together, we will create a safe and welcoming campus—a school that will unify our communities of Atwater Village, Cypress Park, Elysian Valley, and Glassell Park, communities that have similar needs but have traditionally been isolated from one another. These Northeast Los Angeles communities have never had a high school located near their own neighborhoods. We are excited about working with our neighbors to fulfill their needs and build a center for civic action in the interest of the environment, which will be a source of pride for these previously underserved communities.

:: ArtLAB :: Los Angeles River School :: School of Technology, Business, and Education :: School of History and Dramatic Arts ::

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

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

The Taylor Yard Complex will pull from five feeder schools: King, Virgil, Burbank, and Nightingale Middle School. As of the 2009-10 School Accountability Report Card (SARC), all of the feeder schools failed to meet their AYP goals and thus comprehensive collaboration between the Taylor Yard Complex and the five feeder schools is essential to assure a unified successful vision. All schools feeding into the Taylor Yard complex are in the fifth year of program improvement and their API scores range from a low of 663 (Burbank) to a high of 737 (King). All 5 feeder schools have lower tier ranking (from 1-10, with 1 being the lowest ranking): Burbank and Virgil Middle Schools have a ranking of 1; King Middle School has a

ranking of 2; and Irving and Nightingale have a ranking of 3. Thus, all of the feeder schools rank either far below average or below average. (2010 “Data Summary Sheet” LAUSD)

The economic disadvantages for students from the five feeder schools are quite high, ranging from 81% with Burbank Middle School to 91% with Nightingale Middle School. Despite the gentrification in north-east Los Angeles area, for too many students that feed into the Taylor Yard Complex, financial hardship is still a reality. In addition, the schools serve significant populations of both Special Education and Gifted/Talented students.

As evidenced in a study by the UCLA “Labor and Education Collaborative,” northeast Los Angeles has a high percentage of labor union members, yet insufficient access to a-g courses. SoHDA’s commitment to access and participation in a-g requirements with a “C” or better will help alleviate that inequity.

Terriquez, Veronica. “The LAUSD A-G Life Prep Curriculum and College Access for the Children of Labor Union Members.” UCLA, Institute for Democracy, Education, and Access (IDEA). Web. November 2010. <http://idea.gseis.ucla.edu/newsroom/idea-news/files/A-G%20Union%20Report.pdf>

CST Proficient or Advanced 2009-2010 School Year					
	Burbank MS	Irving MS	King MS	Nightingale MS	Virgil MS
Eng. Lang. Arts	33.3%	35.4%	46.2%	34.8%	28.8%
Math	30.5%	32.3%	39.4%	34.8%	36.5%
Students receiving Specified Education in the five Taylor Yard feeder schools					
	Burbank MS	Irving MS	King MS	Nightingale MS	Virgil MS
Spec. Ed	15%	16%	11%	9%	12%
Gifted Tal.	13%	10%	25%	15%	7%

2010 Data Summary Sheet, LAUSD

According to a survey by Glassell Park community members Marge Piane and Alisa Smith, (Attachment A-1) of 1166 students who will be served by the Taylor Yard site, given the choice of 10 possible “Small Learning Communities” or school themes, more students from the area are interested in “Fine Arts and Communication” (defined in the survey as including Performing Arts, Filmmaking, Languages, Photography) than in other choices (389 of 1166 = 33%). An additional 206 (17%) students expressed an interest in “Law and Social Justice” (defined in the survey as including Government Policies, Political Science, World History). That means that the blended themes of History and Dramatic Arts, at least according to this survey, reflect the interests of 50% of students in this community.

The assembled SoHDA design team and partners are well-suited to address the **critical needs** and **interests** of this student population. Design team members bring a combined 76 years of serving similar student populations. In fact 57 of those years are by teachers serving at one of the relieved schools, Franklin. Design team lead Meredith Ryley, and design team members Richard Martinez, and Merri Garcia were founding participants in the Gilder Lehrman-sponsored American History Academy (now the American Studies Academy, or ASA) at Franklin High School. That program has a distinctly college preparatory focus. Design team member David Levine is currently the lead teacher for the Franklin Media, Entertainment, and Graphic Arts (MEGA) small learning community at Franklin High School. He has his **CTE in Media Arts**. The SoHDA design team also includes Dolores Lopez, special education teacher and the head of Franklin leadership, Peter Berlin, Franklin Algebra Project teacher, Chris Dipasquale, Franklin Chemistry teacher, and community members: Alex Soto (Franklin ASA alum and current Vice President for Student Affairs at Pasadena Community College), Samantha Sanchez, current Franklin student, Mr. Nuñez, current Franklin parent and staff member for State Senator Kevin DeLeon, Birgitta Martinez,

Special Education Assistant and Eagle Rock parent, and Ms. Telma Cifuentes, long-time Eagle Rock community member and Eagle Rock High School parent.

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

The School of History and Dramatic Arts will utilize a state standards-based curriculum, and course offerings will meet California State University and University of California a-g requirements. In addition, curriculum and assessment autonomy will be used to go above and beyond these requirements, incorporating innovative electives, including Career Technical Education (CTE) courses.

The **Instructional Philosophy** underlying our program is progressive education, a theory developed by John Dewey and others during the first half of the 20th century. Proponents of progressivism believed that students learned best through experience and performance. This theory is reflected in Linked Learning, which “transforms students’ high school experience by bringing together strong academics, demanding technical education, and real world experience...” The principles underlying progressive education are summarized in Section 2a.

The School of History and Dramatic Arts will take a unique approach to our instruction by also incorporating ideas derived from theorists who are considered “conservative.” Too often, education reformists take extreme positions that discount the merits of the opposing side’s arguments. There is a current debate between proponents of progressive, skills-based education and those such as E.D. Hirsch, Jr. who advocate common core knowledge. We feel that this is a false dichotomy: students can be provided with a rigorous academic curriculum which incorporates background knowledge *and* Project Based Learning. In fact, each enhances the depth of the other: a project is informed by core content, and core content is reinforced through projects.

This bridging of two opposing theories is illustrated in the work of Diane Ravitch, a leading proponent of testing and choice. After reviewing the results of 20 years of reform, she altered her position. Her quote in section 2a illustrates the merging of content and experience.

A primary research basis of ours is the field of cognitive science. What passes as educational research is sometimes questionable. Cognitive science is a field in which there is an attempt to recommend only educational practices that are grounded in quantitative scientific research. Daniel Willingham ties knowledge and thinking skills together in his quote in section 2a.

Our unique combination of seemingly contradictory educational theories will be manifested in the classroom. Our core content classes will provide contexts and analysis that will enhance dramatic productions. For example, our students may:

- Participate in a Constitutional Convention role play in their Government class in which disenfranchised groups such as African Americans are included.
- Analyze *Oedipus Rex* and *Antigone* in English class.
- Tie Government and English together through the study of Greek philosophers that influenced both Greek drama and the creation of the U.S. Constitution.
- Create a contemporary version of *Antigone* in their theatre or film class.

Another way that our educational philosophy will be manifested is through a special 9th grade elective called *Historical Frameworks: The History of Humanity*. This class will serve multiple purposes. It will provide background knowledge that many students lack. It can be likened to the picture on the cover of a jigsaw puzzle. The picture serves as the guide for placing the pieces—without it, putting together the puzzle would be extremely difficult. This class will serve as a “big picture” of history. It will give the students somewhere to place pieces of knowledge. We are working with the “World History for Us All” project, created through San Diego State University and the National Center for History in the Schools, to develop this distinctive, research-backed course. The quote in section 2a (Instructional Philosophy) summarizes this research. The “Historical Frameworks” will be part of a Humanities block using an interdisciplinary learning approach in which an English and History teacher team addresses the academic needs of freshman through enrichment rather than remediation. Our design team members have taught these blocks before and have successfully emphasized and reinforced reading and writing skills. The results are demonstrated in our students’ CAHSEE first pass rates, which were substantially higher than that of other Franklin students:

SAMPLE DATA: 2007-2008		
	Non-AHA Students	AHA Students
CAHSEE First Pass Rates-ELA	50%	88% (+38%)
CAHSEE First Pass Rates-Math	51%	83% (+32%)
CST ELA Mean Scaled Score	298	335 (+37 points)
Source: LAEP	AHA-American Studies Academy	

This Humanities block also serves as a place to begin creating a school culture. We have been successful in creating a bonding and growth experience for 9th graders through activities such as a powerful “Buddy Program” in which our seniors mentor 9th graders in these classes.

Our curriculum will emphasize technical skills that are transferable to careers in addition to the content knowledge and critical thinking skills that are critical for success in college. We have developed three CTE pathways within the Arts, Media, and Entertainment Industry sector:

POTENTIAL ELECTIVES			
Linked Learning Sector: Arts, Media, and Entertainment Industry			
Pathways:	GRADE 10 (a-g/CTE)	GRADE 11 (a-g/CTE)	GRADE 12 (a-g/CTE)
1. <i>Media and Design Arts</i>	Introduction to Design	Theatrical Design	Production Design
2. <i>Performing Arts</i>	Introduction to Theatre	Intermediate Acting	Theatre Management
3. <i>Production and Managerial Arts</i>	Filmmaking 1-A/B	Filmmaking 2-A/B	Film History/Criticism

In ninth grade, during spring semester, the 9th grade English and History Elective teachers will team with the Theater Department for a two week “Introduction to Theater and Film” based on Romeo and Juliet. Students will rotate in four groups: Acting; Staging; Filming; Directing. This will help students choose their linked learning pathway for 10th-12th grade.

SoHDA will utilize the Humanitas **Instructional Model**. Research shows that Humanitas has improved the academic achievement and graduation rates of disadvantaged students for over 20 years (Attachment A-1). This thematic, interdisciplinary model allows students to make connections across subjects with an emphasis on relevance to careers and their lives. It also allows teachers to collaborate on horizontal (grade level) and vertical (subject based) teams. See section 2a for examples.

INSTRUCTIONAL STRATEGIES

Multiple forms of instruction and assessment will enable us to meet the special needs of ELL and Special Education students. We will also refer students with issues to Student Success Teams in order to implement appropriate interventions, and provide after-school tutoring.

Strategy	Professional Development
1. Reciprocal Teaching	1. Action Learning Systems
2. Shared Inquiry	2. Great Books Foundation
3. Interactive Notebooks	3. Teachers Curriculum Institute
4. Interdisciplinary Writing	4. Humanitas
5. Project Based Learning	5. Buck Institute for Education

Our professional development will center on the Humanitas **instructional model** and use the Understanding by Design framework for **instructional planning**.

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

SoHDA will have a collaborative school culture of high expectations in which success if possible for all students and is defined by measurable outcomes. The school climate will promote individual student investment in their academic achievement as well as family and community investment in students' success. SoHDA will also promote a safe and mutually respectful culture among students.

The advisory days will be used as follows:

Monday	Whole School Meeting
Tuesday	Community Building/Peer Support Groups
(Wednesday)	<i>Professional Development Days</i>
Thursday	Common Book
Friday	College Planning /Academic Counseling

SoDHA will propose creating a School Culture Committee for the Taylor Yard Schools Collaborative in which two teachers from each school collaborate on matters such as schoolwide community-building activities, a content-area lesson sharing group (due to small size of each school's departments), and safety-related concerns.

e. Accountability and Performance Goals. Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

Per PSC Web site of 11/4/10 "only approved teams will have to submit this part."

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

The Design Team of the School of History and Dramatic Arts looks forward to working in a community that has embraced the cause of better education for its own youth and will work at developing rich connections to the community groups around CHS-13 for both local history and local activism. In addi-

tion, the surrounding communities have a high percentage of family-owned homes and long term residents along with a more immigrant population. Without a school in their own neighborhood, it has been difficult for this working community to feel connected to secondary education and what happens to their students who are attending school in another community.

While principally Hispanic in ethnic makeup, the communities that will be served by SoHDA are made up of a rich tapestry of people of various heritage and backgrounds. Bordered by Cypress Park, Glassell Park, Atwater Village, and Elysian Valley, these communities together have a strong record of community interest and involvement. The existence of the “Taylor Yard” school site itself is evidence of years of work by community activists. Another Northeast Los Angeles group, “Friends of the LA River,” sought to “protect and restore the natural and historic heritage of the Los Angeles River,” ultimately resulting in the creation of a the “Rio de Los Angeles State Park.” While some neighborhood revitalization efforts lean more towards property improvement, this community, like their fellow restorationists at the ‘Cornfields,’ gave evidence of their commitment to their own neighborhood’s students by having a school be part of the Taylor Yard restoration goals from the beginning.

The SoHDA design team has engaged the community of Northeast Los Angeles from the beginning of the design process, seeking feedback from their own students, parents, and community members as well as studying the history of the school site and the community sense of urgency to bring a high school to their own neighborhood.

The SoHDA design team members and community partners have a long record of commitment and service to and experience with the community that CS#13 will serve. In 2009-10, after a local guest speaker came to class, students in the American Studies (ASA) program at Franklin became aware they could vote for neighborhood council at 16. On their own, they created a write-in campaign and two of the current Highland Park neighborhood council members are from the Franklin ASA Class of 2010.

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

The School of History and Dramatic Arts’ proposed **governance structure** is made up of a twelve-member **Governing Council** composed of the following members: one school leader, four elected members of the teaching faculty, one elected classified staff member, two elected parents, two elected students, and two nominated community partners. In addition to the Governing Council, an **Instructional Leadership Team** will be comprised of elected teacher leaders of the following committees: (1) Data Analysis and Accountability, (2) Community and Family Engagement, (3) Curriculum, Instruction, and Professional Development, (4) School Activities, and (5) Student Support.

Instructional Leadership Team members will preferably have experience with the committee subject matter and commit to keeping current on research relevant to guiding their committee. They should also, as with all SoHDA teachers and staff, be good collaborators and ready to receive and incorporate input from committee members, other teachers, leadership, the students, parents, and the community. The initial leadership team will be members of the design team, who will have the advantage of having worked together to write the school design. Subsequent leadership teams will be by staff-wide election.

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

The SoHDA Design Team is applying to operate a Pilot school as described in Appendix B, because the Pilot school model will allow for autonomies in the areas of budget, curriculum and instruction, professional development, governance, school calendar, and staffing that are critical to the achievement of the school's mission, vision, and performance goals. The Pilot school model will allow SoHDA to be governed by those stakeholders closest to its students: teachers, parents, community members, and students themselves.

Budget By receiving a lump sum per pupil budget, SoHDA can begin with a budget aligned to goals and in response to assessments and feedback from shared leadership, make adjustments during the year to needs that may arise, including (but not limited to) staffing, professional development, curriculum, and other student materials. Some preliminary budget uses aligned to SoHDA goals are outlined in this plan. (See WASC accreditation and Math Recovery programs.)

Curriculum and Assessment Autonomy in the area of curriculum and assessment will allow SoHDA to use its own standards-based curriculum and authentic assessments, embedded in interdisciplinary units rather than LAUSD mandated curriculum and Periodic Assessments to measure students' readiness for both state testing (CAHSEE and CST tests) and college entrance. SoHDA will use authentic and formative assessments in addition to mandated state testing. Because ongoing development of curriculum and assessment are key elements of the SoHDA plan, some Professional Development time will be devoted to creating curriculum and assessments at the appropriate level of rigor and to analyzing the results of student assessments.

Professional Development SoHDA will use its autonomy over Professional development provide its teaching staff Professional Development during the summer to use for interdisciplinary planning and with two hours of Professional Development each week during the school year. The eight hours of monthly Professional Development will be used as follows: four hours for curricular planning in grade-level, interdisciplinary teams, two hours per month for committees, one hour per month for subject-area teams, and one hour per month to whole-staff meetings.

Governance Our school will be able to use autonomy over school governance to create a democratic decision-making governing body that will make decisions related to the school budget, curriculum, professional development, and staffing in alignment with the school's mission, vision, and performance goals.

School Calendar This autonomy will be used to add two weeks of Professional Development for teachers during the summer and to include two hours of Professional Development per week during the school year. While students will be released early every Wednesday to allow for Professional Development time for teachers, the school day on the remaining weekdays will be slightly longer to allow for hour-long periods for each class each day. In addition, SoHDA will leave open a "zero" period and a "seventh" period to incorporate into the schedule as the agreed upon by the leadership team.

Staffing The autonomy to select staff allows our team to recruit and hire a teaching staff that holds high expectations for all students, is committed to interdisciplinary lesson planning and to working collaboratively in grade-level and subject-area teams, as well as serving on a school committee, and that possesses specific skills related to our school's career focus.

CENTRAL REGION HIGH SCHOOL #13
SCHOOL OF HISTORY AND DRAMATIC ARTS

INSTRUCTIONAL PROGRAM

2. CURRICULUM AND INSTRUCTION

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

UNDERLYING THEORY

SoDHA’s instructional philosophy includes a unique blend of progressive educational ideas and approaches, the best of rigorous educational core content, and cognitive science theory. As shown in practice in design team members’ classes, this combined approach fits the population of students SoHDA will serve by not diluting the rigorous college and career preparatory content they deserve while still using many proven progressive instructional methods.

The first **Instructional Philosophy** underlying our program is progressive education, a theory developed by John Dewey and others during the first half of the 20th century. Proponents of Progressivism believed that students learned best through experience and performance. This theory is reflected in Linked Learning, which “transforms students’ high school experience by bringing together strong academics, demanding technical education, and real world experience...” [ConnectEdCalifornia.org]. In addition, Linked Learning emphasizes student support services such as counseling and additional instruction. The chart below illustrates some connections contemporary Progressivism and Linked Learning share:

RESEARCH BASE		CONNECTION TO LINKED LEARNING CORE COMPONENTS
Progressive Education	Contemporary Progressivism	
Freedom to develop naturally	Varied instructional materials; teaching and learning include community resources.	Real world experience
Interest, the motive of all work	Whole, small, and individualized groups, flexible schedules, and adjustable time periods.	Strong academics
The teacher a guide, not a taskmaster	Emphasis on variability of classroom experiences and instructional situations.	
Scientific study of pupil development	Mix of liberal arts, practical, and vocational subjects.	Demanding technical education
The Progressive school is a leader in educational movements	Equality and flexible standards; special consideration for low achievers.	Student support
Hayes, William. <i>The Progressive Education Movement: Is it Still a Factor in Today’s School?</i> Rowan and Littlefield Education. New York. 2006.		www.ConnectEdCalifornia.org

As a second **Instructional Philosophy**, the School of History and Dramatic Arts will take a unique approach to instruction by also incorporating ideas that are derived from theorists who are considered “conservative,” and opposed to progressive education. Too often, education reformists take extreme positions that discount the merits of the opposing sides’ arguments. An example of this is the whole language versus phonics debate of the 1990s. Reading instruction should combine the best elements of both approaches, using direct instruction when appropriate *and* providing students with rich literature and opportunities for expression. Similarly, there is a current debate between proponents of progressive, skills-based education and those, such as E.D. Hirsch, Jr., who advocate common core knowledge. We feel that this is a false dichotomy: students can be provided with a rigorous academic curriculum which incorporates background knowledge *and* Project Based Learning. In fact, each enhances the depth of the other: a project is informed by core content, and core content is reinforced through projects.

This bridging of two opposing schools of thought is echoed in the work of Diane Ravitch. Ravitch was Assistant Secretary of Education under President George H.W. Bush, and a leading proponent of testing and choice. After reviewing the results of twenty years of reform, she has altered her position. The following quote by Ravitch illustrates our belief in the merging of content and experience:

RESEARCH BASE
The educated person learns not only from his or her own experience, but from the hard-earned experience of others. We do not restart the world anew in each generation. We stand on the shoulders of those who have gone before us. What matters most in the use of our brains is our capacity to make generalizations, to see beyond our own immediate experience. The intelligent person, the one who truly is a practitioner of critical thinking, has the learned capacity to understand the lessons of history, to engage in the adventures of literature, to grasp the inner logic of science and mathematics, and to realize the meaning of philosophical debates by studying them.
Ravitch, Diane. “A Century of Skills Movements.” <i>American Educator</i> . Spring. 2010: 12-13. Print.

A final research basis for the instructional theory that informs the SoHDA instructional program is provided by cognitive science. ***Cognitive science is an interdisciplinary field consisting of researchers from psychology, neuroscience, linguistics, philosophy, computer science, and anthropology that seek to understand the mind.*** What passes as educational research is sometimes unclear. Cognitive science is a field in which there is an attempt to recommend only educational practices that are grounded in quantitative scientific research. Daniel Willingham, a pioneer in the field, makes the following point about knowledge and thinking skills:

RESEARCH BASE
Let’s take science as an example. We could tell students that when interpreting the results of an experiment, scientists are especially interested in anomalous (that is, unexpected) outcomes. Unexpected outcomes indicate that their knowledge is incomplete, and that this experiment contains hidden seeds of new knowledge. But in order for results to be unexpected, you must have an expectation! An expectation about the outcome would be based on your knowledge of the field.
Willingham, Daniel T. “Why Don’t Students Like School? Because the Mind Is Not Designed for Thinking.” <i>American Educator</i> . Spring. 2009: 4-13. Print.

KNOWLEDGE, SKILLS, AND ATTRIBUTES

SoHDA’s unique blend of History and Dramatic Arts will provide multiple pathways to learning. The combination of an intellectual and an imaginative approach creates a reciprocal relationship: students may access academic content through artistic experience, or conversely, deepen their creative expression with background knowledge. This blend allows **knowledge** and **skills** to be *integrated*, following

Linked Learning principles. The key **attributes** that our students will possess are embedded in both History and Dramatic Arts. Each of these disciplines requires students to view the world through different lenses, which embodies our first habit of mind: *perspective*. Our students will *analyze* and make *connections* to sources that reflect multiple perspectives. They will express these perspectives in creative ways through Project Based Learning. Perspective, in turn, engenders our first Habit of Heart: *empathy*. Empathy is developed through learning to “walk a mile in someone else’s shoes.” Our students will exhibit this empathy through *collaboration* on community-based *service* learning projects.

SoHDA has developed a set of the knowledge, skills, and attributes that students will have upon matriculation that is based on our goals and core beliefs. They are informed by surveys on the characteristics that employers seek in employees.

Knowledge (what students will know)	Skills (what students will do)	Attributes (habits of mind and heart)
Students will attain: 1. Reading comprehension and the ability to communicate orally and in writing. 2. The ability to understand concepts and new development in science and technology. 3. The ability to understand the global context of situations and decisions. 4. The ability to work with numbers and understand statistics. 5. Proficiency in a foreign language. 6. The ability to apply knowledge and skills to real-world situations through hands-on experience and internships.	Students will possess: 1. oral and written communication skills 2. analytical reasoning and critical thinking skills 3. teamwork/collaboration skills 4. technical skills 5. professionalism/work ethic	Habits of Mind: 1. Perspective 2. Analysis 3. Connections 4. Creativity Habits of Heart: 5. Empathy 6. Ethics 7. Collaboration 8. Service
Hart Research Associates. “Raising the Bar: Employers’ View on College Learning in the Wake of the Economic Downturn.” Association of American Colleges and Universities. October 27, 2009. Web. July 08, 2010. http://www.aacu.org Koncz, Andrea. “Employers Rank Communication Skills First Among Job Candidate Skills and Qualities.” National Association of Colleges and Employers (NACE). January 21, 2010. Web. July 08, 2010. http://www.naceweb.org Costa, Arthur L. and Bena Kallick, Ed. <i>Discovering and Exploring Habits of Mind</i> . Association for Supervision and Curriculum Development. Alexandria. 2000.		

b. Core Academic Curriculum: Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain

how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

In line with its instructional philosophy, SoHDA will offer a rigorous core academic curriculum using innovative and research-based instructional methods and a culturally relevant curriculum that has been successful with students of similar diverse learning needs. The a-g requirements are indicated following the course title and summarized at the end of the table. SoHDA also plans to offer “0” and “7” periods for online learning labs and fitness courses.

CORE ACADEMIC CURRICULUM [a-g courses as noted]			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
Humanities	Humanities	Humanities	Humanities
<ul style="list-style-type: none"> English 9 (or) ESL Block [b] History Elective [g] Spanish 1 [e] (or) ESL Block 	<ul style="list-style-type: none"> English 10 (or) ESL Block [b] World History [a] Spanish 2 [e] (or) ESL Block (or) P.E 	<ul style="list-style-type: none"> English 11 (or) AP English Language [b] United States History [a] Spanish 3 (or) AP Spanish Language [e] 	<ul style="list-style-type: none"> English 12 (or) AP English Literature [b] Government/ Economics (or) AP Government [a] AP Spanish Literature
Science/Math	Science/Math	Science/Math	Science/Math
<i>Environmental Sustainability Sequence:</i>			
• Biology [d]	Earth Science [d]	Chemistry [d]	• AP Environmental Sci. [d]
<i>STEM Sequence:</i>			
• Biology [d]	• Chemistry [d]	• Physics [d]	• AP Physics [d]
<i>Math Options</i>			
• Algebra 1 (or) Geometry [c]	• Geometry (or) Algebra 2 [c]	• Algebra 2 (or) Math Analysis [c]	• Math Analysis (or) AP Calculus (or) AP Statistics (or) Internship [2 periods]
Electives/CTE	Electives/CTE	Electives/CTE	Electives/CTE
• P.E./Health	See below	See below	See below
			WORK EXPERIENCE
			Any 2 classes except English and Gov/Econ will be replaced with internships for all interested students
Details for CTE/Linked Learning Sector: Arts, Media, and Entertainment Industry			
Pathways:	GRADE 10 (a-g Visual and Performing Arts)	GRADE 11 (a-g Visual and Performing Arts)	GRADE 12 (Career Technical Education/ Vocational-Technical Arts)
1. <i>Media and Design Arts</i> (Theater and Film Focus)	Introduction to Design	Theatrical Design	Production Design
2. <i>Performing Arts</i> (Theater Focus)	Intro to Theater	Intermediate Acting	Theater Management
3. <i>Production and Managerial Arts</i> (Film Focus)	Filmmaking 1-A/B	Filmmaking 2-A/B	Film History / Criticism

Graduation and a-g Requirements

Subject Area	SoHDA Graduation Requirements*
English [b]	4 Years
Mathematics [c]	3 Years
Social Science [a]	3 years Incl: world history, culture & geography; US history & geography; American government; economics.
Science [d]	3 Years (at least 2 with lab = including biological and physical sciences)
Foreign Language [e]	2 years of foreign language
Visual & Performing Arts [f]	AND 1 year of visual or performing arts
Physical Education/ Health	2 Years ^s ^s 2nd year by accumulated hours
Electives [g]	6 semester courses; must include 1 year of "Historical Frameworks"
Applied Arts, Vocational-Technical Arts	2 Years of CTE Media Pathway courses
CAHSEE Exam	Must Pass to Graduate

* To receive credit towards graduation, student must receive a "C" grade or better.

** Electives to fulfill the UC and CSU requirement must be chosen from approved academic courses in History, English, Advanced Mathematics, Lab Science, Foreign Language, Social Science or Fine Arts.

HUMANITIES

School of History and Dramatic Arts's (SoDHA's) unique combination of seemingly contradictory educational theories will be manifested in the classroom. In the Humanities area, our core content classes will provide context and analysis that will enhance dramatic productions. For example, our students may:

- Participate in a Constitutional Convention role play in their Government class in which disenfranchised groups such as African Americans are included.
- Analyze *Oedipus Rex* and *Antigone* in English class.
- Tie Government and English together through the study of Greek philosophers that influenced both Greek drama and the creation of the U.S. Constitution.
- Create a contemporary version of *Antigone* in their theatre or film class.

The Humanitas model develops high-level writing skills through the use of interdisciplinary essays. This unit would culminate in the following essay. (Which a grade-level team from our design team has already used successfully.)

<p>INTERDISCIPLINARY ESSAY—"Fate, Free Will and the State"</p> <p>Are people puppets of god or masters of their fate? Should people give up individual freedom for social stability? In this essay, you will examine classical and modern philosophers' differing views on people's relationship to the divine and to the state, and how these views are reflected in Sophocles' plays and the United States Constitution. First, describe Sophocles' theme of divine determination as expressed in <i>Oedipus Rex</i> and his theme of individual determination as expressed in <i>Antigone</i>. Then, explain Plato and Aristotle's beliefs about an individual's relation to the state and Hobbes' and Locke's differing thoughts on the nature of the "social contract." Finally, explain which philosophers' views you think are reflected in <i>Antigone</i> and why, and which views are reflected in the creation of the U.S. Constitution.</p> <p>12th Grade Class "Great Books and Government"</p>
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Student Comment:

The constant exposure to material allows us to familiarize ourselves with the material in a way that we understand where it is historically and we can also approach it creatively. This allows us to not only gain knowledge but to determine how it affects our own lives.

Samantha Sanchez, Franklin High School student, Design Team member

As the language program develops, the Spanish classes will be integrated into the themes. For instance, during our first unit 9th grade unit on identity, which culminates with the Interdisciplinary Essay on page 15, students could compare Spanish and English versions of *The House on Mango Street*.

Another way that our instructional philosophy will be manifested is through the creation of a special 9th grade elective called *Historical Frameworks: The History of Humanity*. This class will provide background knowledge that many students lack. This overview can be likened to the picture on the cover of a jigsaw puzzle: the picture serves as the guide for placing the pieces—without it, putting together the puzzle would be extremely difficult. This class will serve as a “big picture” of history, giving students somewhere to place pieces of knowledge. We are working with the “World History for Us All” project, created through San Diego State University and the National Center for History in the Schools (NCHS), to develop this distinctive, research-backed course:

Research Base
Recently, scholars in the United States, Britain, and other countries have done remarkable research on the ways students learn, interpret, and understand the past. They have been asking, “How do students build meaning from historical information, and how do they connect facts to broader patterns and generalizations?” These writers argue that historical understanding requires learning of both the particular and the general. In fact, the ability to relate specific subject matter to higher and more sophisticated levels of causation and significance is a fundamental historical thinking skill. For example, Denis Shemilt contends that students must acquire overarching “narrative frameworks or pictures of the past in order to make the particular intelligible and relevant to their experience.”
Ross Dunn, et al. <i>World History: The Big Eras</i> . The Regents, University of California. Los Angeles. 2009.

Historical Frameworks will be part of a Humanities block in which an English and History teacher team address some of the academic needs of incoming freshman through enrichment rather than remediation. Our design team members have taught these blocks and have successfully emphasized and reinforced reading and writing skills. The results are demonstrated in our 10th grade student’s CAHSEE first pass rates, which are substantially higher than that of other Franklin students:

SAMPLE DATA: 2007-2008		
	Non-AHA Students	AHA Students
CAHSEE First Pass Rates-ELA	50%	88% (+38%)
CAHSEE First Pass Rates-Math	51%	83% (+32%)
CST ELA Mean Scaled Score	298	335 (+37 points)
Source: LAEP AHA-American Studies Academy		

This Humanities block also serves as a place to address students’ emotional needs and begin creating a school culture through use of the schoolwide themes and personal connections. SoHDA will utilize the Humanitas **Instructional Model**. Research shows that Humanitas has improved the academic achievement and graduation rates of disadvantaged students for over twenty years. (See Attachment A-1). This thematic, interdisciplinary model allows students to make connections across subjects with an emphasis on relevance to careers and their lives. It also allows teachers to collaborate on horizontal (grade level) and vertical (subject based) teams. An example of possible school-wide interdisciplinary themes:

OVERALL THEME: DYSTOPIA AND UTOPIA	
Grade	Yearly Theme
9	Identity: Where we are from affects where we go.
10	Power: Rule can be by the many or by the few.
11	Action: Injustice may provoke people to revolt.
12	Freedom: Rights are balanced by responsibilities.

The first unit in our 9th grade Humanities block is about Identity. Student study how their environment has shaped them, using the lenses of race, class and gender. The culminating project in this unit is the creation of a Cultural Identity Illustration, and an empowering poem called “I Am From...” All 9th grade students then share their work with each other in a two hour round-robin session. This activity has provided a powerful community building experience for freshman.

INTERDISCIPLINARY ESSAY: People and Contexts: Environments Shape Identities
“The most beautiful as well as the most ugly inclinations of man are not part of a fixed biologically given human nature, but result from the social process which creates man,” states Erich Fromm. Write an essay examining the influence of the environment on our identities, using the external factors of race, class, and gender. First, explain how race, class, and gender can affect an individual, using examples from articles that we have read. Then, describe the factor that you think has the biggest impact on Esperanza in <i>The House on Mango Street</i> . Finally, describe the factor that has had the greatest effect on your own identity. For each of these descriptions: define the external factor, explain why it is the most influential, and give sufficient examples to illustrate your thesis.
9 th Grade English and Historical Frameworks elective

CTE MEDIA SECTOR

Our curriculum will emphasize technical skills that are transferable to careers as well as the content knowledge and critical thinking skills that are essential for success in college. We have developed three CTE pathways within the Arts, Media, and Entertainment Industry sector: Performing Arts, Production and Managerial Arts, and Media and Design Arts (see page 13). These pathways will be integrated into the curriculum. Performing Arts often will work on projects that correlate with materials they are reading in English. In addition, the Performing Arts students will work towards creating a community coffee house. Students involved in the Design pathway will support both the film and theater programs. Students following the Film Production pathway will be focused on the documentary, by making films that illustrate historically-based problems that we still face. For example, in English class students may be reading Orwell’s *1984*, and in History class they may be studying Economic Systems. The Film class could show *Zapatistas* and ask how globalization affects us locally, giving them an opportunity to interact with their community in an empowering way by documenting issues that affect them. Both film production and theater arts embody an instructional strategy: Project-Based Learning. These two disciplines inherently support this strategy because they cannot be successful without it. All films and plays are projects, and they all require a group of students to work together in order to create a work of art. In addition, **they are learning career skills such as production design, lighting, and editing.**

CTE credentialed media teacher David Levine founded a joint playwriting program with Cal Arts in which their graduate students visit the Franklin campus weekly as part of a writing workshop. This year-long program culminates with each high school student writing his or her own play, which is then produced and performed by Cal Arts students at their New Works Festival. Franklin staff, students and families attend the performance and each student receives a DVD of their play. Partner Glenna Avila, director of Cal Arts Community, was integral in ensuring that Mr. Levine’s program received one of only 10 Specialized Secondary Program grants for \$250,000 from the California Department of Education. This year, Cal Arts honored Mr. Levine for creating a lasting influence on student achievement.

There have been numerous studies showing that involvement in the arts raises student achievement in all areas. One of the most extensive was the Champions of Change, *Impact of Arts on Learning Report* which compiled seven major studies that provide new evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. Among the important findings in the study:

- The arts reach students who are not otherwise being reached.

The researchers found that the arts provided a reason, sometimes the only reason, for being engaged with school. This research also addresses examples of young people who were considered classroom failures, perhaps “acting out” because conventional classroom practices were not engaging them. These “problem” students often became high-achievers in arts-learning settings.

- The arts provide new challenges for those students already considered successful.

Boredom and complacency are barriers to success. The arts can offer a chance for unlimited challenge. In some situations described in the research, older students may also teach and mentor younger students. In others, young people gain from the experience of working with professional artists.

- The arts transform the environment for learning.

When the arts become central to the learning environment, schools and other settings become places of discovery. According to the Teachers College Research team, the school culture is profoundly changed, and the conditions for learning are improved; teachers are renewed.

- The arts connect learning experiences to the world

The world of adult work has changed, and the arts learning experiences described in the research show remarkable consistency with the evolving workplace. Ideas are what matter, and the ability to generate ideas, to bring ideas to life, and to communicate them is what matters to workplace success.

- The arts connect students to themselves and each other.

Creating an artwork is a personal experience. The student draws upon his or her personal resources to generate the result. By engaging his or her whole person, the student feels more invested.

- The arts encourage self-directed learning.

Students learning in and through the arts become their own toughest critics. The students are motivated to learn not just for test results or other performance outcomes, but for the learning experience itself. According to the Arts Connection study, these learners develop the capacity to experience “flow,” self-regulation, identity, and resilience—qualities regularly associated with personal success.

Research Base

Fisk, Edward B., Ed. <i>Champions of Change: The Impact of the Arts on Learning</i> . The Arts Education Partnership and The President’s Committee on the Arts and Humanities. Washington DC. 1999.

MATHEMATICS AND SCIENCE

Mathematics

The goal of SoHDA’s math curriculum is planned to have all students ready to take on college math upon graduation. Too many students graduate high school, go on to college and have to take math remediation courses for no credit. The students coming into the school who still need to pass Algebra 1 will take part in a program called Algebra Project, which will be one of the initial parts of our Linked Learning support services component, which states that students will receive “additional instruction in reading, writing, and mathematics to help students succeed with a challenging program of study.” (www.ConnectEdCalifornia.org).

The Design Team-led math teacher, Peter Berlin, has been trained in teaching Algebra Project and has been involved with curriculum development for the past two years. The goal of the project is to take far below basic and below basic students and prepare them for college math. This is done by teaching math through common experiences that the students can relate to. Algebra Project aims to accelerate not just remediate. Students are exposed to higher level thinking and math concepts as early as Algebra 1. (At

Franklin High School, in its first year of implementation, the Algebra Project class outperformed the school on the CST. More than half of the students in the class went up at least one band while the others remained the same.) Students in the Algebra Project will take Algebra 1 their first year, Geometry second year, Algebra 2 third year and will have the choice of Pre-Calculus or AP Statistics year four. Students will have access to computer labs during 0 and/or 7th periods for credit recovery and extra help.

Students who come into the school having passed Algebra 1 will be exposed to a curriculum that is based on the CPM (College Preparatory Math) texts. CPM incorporates Complex Instruction and Problem Based Learning. It is designed to get students doing math and, like Algebra Project, does not just rely on learning rules and procedures. These students will progress from Geometry to Algebra 2 to Pre-Calculus and in their senior year will have the choice of AP Calculus or AP Statistics.

All math classes will be aligned to the California Content Standards as well as the NCTM process standards (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation). Students will work in a structured cooperative learning setting and will follow the Complex Instruction (CI) model for group work developed by Elizabeth Cohen and her colleagues at Stanford University. Where CI differs from other forms of cooperative learning is in the assumptions it makes about why students participate (or don't participate) in collaborative learning groups. This is important because participation (talking and working together) is key to learning in groups. Students who don't participate, don't learn. Students who participate, do. CI invokes the use of status treatments to equalize academic status within working groups in order to obtain the participation of all students in the work of the group.

There are two major status treatments in CI. The first is using multiple ability curriculum, curriculum that is designed in such a way as to require the use of a variety of cognitive abilities that enable a group to complete a given group task. Multiple ability curricula have by definition a number of learning pathways available for students who are not particularly strong at the more traditional cognitive abilities of reading and writing. The second status intervention is called assigning competence. When a usually non-participating child starts to make an effort to participate because the multiple ability task taps a strength of theirs, the teacher moves in and assigns competence to that child. This means the teacher notes what the student did and points out to the group how useful that action can be for completing its task.

Math teachers at the school will participate in professional development through the UCLA Mathematics Project (UCLAMP) which provides professional development programs that give teachers of mathematics the opportunity to deepen their mathematical knowledge, to enhance and expand their teaching strategies, and to develop their leadership capabilities. UCLAMP provides a wide range of services that utilize university resources to enrich mathematics teaching in today's urban schools.

Science

Integrated in all science course curricula will be the utilization of the Taylor Yard HELAB facilities, and access to the L.A. River. In Biology, site facilities could be used to make high quality studies of L.A. River specimens, monitor bacterial content of the water, track the spread of invasive and non-native biological organisms, etc. As part of the Biology/Earth Science/Chemistry course sequence, continued study will include river flow volumes, run-off patterns, water turbidity studies, evaluation of the engineered structure of flood channel facilities and bridges over the channel, and pollution levels in the water.

The flexible nature of teacher-designed curriculum will allow teachers to be adaptable to whatever resources available when the lab is complete. We anticipate that the CTE lab and equipment will be used by teachers of core science courses (Biology, Earth Science, Chemistry, Physics), in collaboration with the lab scientists, for specific labs and activities. For example, when investigating non-native and human impacts on biodiversity, students will propagate native plants for restoration projects in surrounding riparian habitats. In Chemistry courses, water sample analysis (pH, dissolved oxygen, transparency,

nitrates) can be conducted using equipment in the CTE lab. Within the ICS/earth science standards, structural properties of soils will be investigated using tools such as the Infiltrometer and soils Penetrometer. In advanced science coursework such as Physics, investigations of renewable and nonrenewable sources of energy will be conducted in the CTE lab. Equipment such as the spectrophotometer will be used for the AP Biology photosynthesis lab.

Math/Science Integration

Math can be used with English in a form that normally may not be used at the high school level. For example, students in the STEM sequence could use the deductive reasoning skills that they learn in Math and apply it in the form of syllogisms in English. In conjunction with this, Math classes like Geometry and Algebra can look at syllogisms and create logical trees and logical proofs. This can help students in the forming of their arguments especially when writing persuasive essays. In this way students can see the practical application of Math when speaking or writing the English language. Students would have the benefit of applying critical thinking skills to both subjects, which would prepare them for college courses that they may take in the future.

The sciences may also be tied into the curriculum by means of the study of sustainability. For example students in the Sustainability Environment sequence while studying sustainability students will learn about the environment in Biology while in history they learn about the industrial revolution and its impact on the environment. This will help students make tangible connections between the sciences, which are often hard to understand for high school students, and other subjects like History and English.

The Science and Math Departments will also work with other instructional teams to utilize the Humanities **Instructional model** by seeking ways in which in which Math and Science can be integrated English and History.

PHYSICAL EDUCATION

SoHDA will offer traditional Physical Education courses in 9th grade, including offering the state-mandated "FITNESSGRAM," physical fitness battery. SoDHA will look to develop period "0" and period "7" fitness options during which students can accumulate fitness hours towards their second year of state-required physical education. The goal of the SoDHA physical education program will be to promote lifetime habits of regular physical activity. This is best accomplished by spreading the hours out over grades 10-12. We will look to integrate physical education and fitness with our community programs and partners as well as with our other curriculum programs when relevant, including (but not limited to), community gardens [botany and biology/nutrition], physiology (Biology), history of human activity (History), and body image (9th grade theme of identity). The Design Team is working with community member and fitness specialist Telma Cifuentes to develop a culturally-connected fitness program, aiming to make fitness and health more of a lifestyle than just a credit to get out of the way for graduation. A native of Guatemala and long-time Northeast Los Angeles resident, Ms. Cifuentes brings a cultural understanding to her specialty that SoHDA will seek in its community connections.

WASC ACCREDITATION PLAN

As evidenced in the design plan, SoHDA is planning a WASC qualified school and curriculum.

Timeline for WASC approval

Semester Two: Submit the "Request for WASC affiliation" for a Fall 2012 (Year Two) visit.

http://www.acswasc.org/pdf_general/AffiliationRequest.doc

Semester Two/Summer Two: SoHDA plans to budget (\$2000 = \$1500 one-time fee plus \$500 membership fee) for participation in the WASC “Accreditation-Plus” program. Given the demands of the first couple of years of planning, this program will school staff, providing services as outlined on their Web site: [http://www.acswasc.org/APlus_program.htm].

Year Two: Initial WASC visit.

Subsequent planning will depend on the results/evaluation of the initial WASC visit.

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

The School of History and Dramatic Arts curriculum will draw extensively from teacher-designed and teacher-tested curriculum, with care to meet California state standards in all subjects. Autonomy will allow teachers to bring interdisciplinary lesson plans into the classroom that further SoHDA’s vision, while still utilizing LAUSD curriculum when they think it is appropriate. It will also allow teachers on staff to bring innovative ideas to the classroom through our mandated grade-level and content-area meetings. For instance, our Historical Frameworks class, while based on research from World History for Us All at San Diego State University (worldhistoryforusall.sdsu.edu), is not a currently accepted LAUSD course. We will apply to the UC/CSU systems for acceptance as an a-g elective. In terms of assessments, autonomy will allow us to create summative periodic assessments that are related directly to our content, and scheduled at logical times.

The curriculum and instruction that we envision also requires the autonomy to select a staff willing to collaborate and to create a very extensive professional development program. Instructional autonomy will also give instructional teams the flexibility to design and implement lesson plans that incorporate “real world” community-based applications. For example, students could stage community-based environmental campaigns that involve information gathering, publicity, financial planning, and scientific research. The Theater and Film department will work with students to plan “Coffee Houses” in which students stage a variety of performances ranging from poetry readings to stand-up comedy.

In order to realize SoHDA’s goal of “cultivating community engagement,” service-learning projects will be performed in every grade, as opposed to just 11th grade as required by LAUSD. The focus of these projects will be based on the curriculum of grade-level teams and student maturity level. For example:

SERVICE LEARNING	
Grade	Focus
9th	Environmental Projects
10th	Public Service Campaigns
11th	Local Community Outreach
12th	Political Processes

We will set up community-based internships as a way of making Linked Learning “real world” connections to the curriculum. All seniors who are interested will be placed in film and theatre related internships. We will work to place students in training programs and jobs through Inner-City Filmmakers (see letter of support in Attachment C).

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

Our curriculum development will center on the Humanitas **instructional model** and use the Understanding by Design framework for **instructional planning**. Please see “Attachment A” for the initial curriculum development plan.

-
- c. Addressing the Needs of All Students:** Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).
-

Special Education

SoHDA teachers will implement research-based strategies designed to meet the needs of students with disabilities. Teachers will teach reading explicitly and systematically. Students who need additional support in any academic area will receive tutoring before, during, and afterschool in the learning center. SoHDA teachers will also use varying teaching methods to address multiple intelligences through the use reciprocal teaching, shared inquiry, interactive notebooks, and proactive reading. See Attachment D.

English Learner (EL) and Standard English Learners (SEL)

SoHDA will address the needs of the ELL students through various methods. SoHDA will begin by distinguishing between short-term and long-term ELL students, students who are on a fast-track into reclassification, and provide further assistance with long-term ELL students. SoHDA ELL students will receive an education rich in SDAIE methodology; Project Based Learning (which assists SEL and ELL students by being able to see the long term goal); and interdisciplinary curriculum which helps keep students engaged by focusing on a single topic while providing background knowledge through multiple concentrations. SoHDA will have a comprehensive monitoring program that will identify students and quickly notify teachers as to students’ classification and will also make parents aware of the re-designation process so that all parties involved, students, parents, teachers, and administration will work to reclassify students. SoHDA will also promote the CELDT assessment with the same intensity as it will promote the CAHSEE and CST. SoHDA embrace the Local District 4 goal for ELL students, which states “75% of all EL students will move at least one CELDT level per year.”

Taylor Yard School Collaborative: Supporting ESL Students

We will work with the other schools at the campus to ensure that students learning English as a second language have access to all of the schools. Each school will be prepared to offer ESL 1 thru 4 within their school, which will require combined classes. In addition we will also consider ways in which we can split up ESL classes, so they are stand-alone, then have students-select one of the schools for the remainder of their high school studies.

:: ArtLAB :: Los Angeles River School :: School of Technology, Business, and Education :: School of History and Dramatic Arts ::

Social Needs/Poverty

The faculty at SoHDA will work together in order to identify and help students who have been stricken with poverty. A faculty member will be appointed Homeless School Liaison and will attend the annual training provided by LAUSD. That faculty member will, in turn, provide the staff at SoHDA Professional Development that will help assist students with poverty. The faculty will work together on developing programs such as before/after school computer labs, providing students with general school supplies,

and supplemental materials. Also, SoHDA will loan out supplies that will assist with students to take the SAT such as graphing calculators.

In addition to the traditional method of identifying students' economic needs through the free and reduced cost lunch program, SoDHA's small setting, teacher teams, advisories, and individualized learning plans will all help identify other economic needs that hinder students from full participation in school, whether for lack of supplies, clothing, or food. One of SoDHA's fundraising goals will be to establish "draw account allowances" for students who have been identified as having high economic need so that these students are not shut out from purchasing tickets for social events. Private institutions in Los Angeles have used these successfully as a means of equalizing the student population and SoHDA will look to their models to create these allowances.

Gifted and Talented Students

Gifted and Talented students will receive differentiated instruction with an emphasis on rigor appropriate to student needs. SoHDA will also adhere to the requirements set forth by AB 2313. Students will also have access to additional Advance Placement classes through an AP partnership with other Taylor Yard schools such as the Los Angeles River School. In addition, SoHDA will provide periods "0" and "7" for extra coursework, and will work with local community colleges to provide means by which gifted students can take courses to further their college experience and earn additional college credits.

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

SoHDA's primary instructional strategies are summarized in the chart that follows:

Strategy	Professional Development
1. Reciprocal Teaching	1. Action Learning Systems
2. Shared Inquiry	2. Great Books Foundation
3. Interactive Notebooks	3. Teachers Curriculum Institute
4. Interdisciplinary Writing	4. Humanitas
5. Project Based Learning	5. Buck Institute for Education

These strategies address the needs of the student population in the following ways:

1. Reciprocal Teaching

This method involves training students to use four strategies that are associated with of both improving reading comprehension and self-monitoring while reading (Palinscar and Brown 1984; Palinscar 1984, 1986). The four strategies are (1) generating questions, (2) summarizing, (3) clarifying, and (4) predicting. The method helps students with low reading skills internalize the metacognitive processes which good readers naturally perform.

RESEARCH BASE
<p>Reciprocal Teaching has been heralded as effective in helping students improve their reading ability in pre-post trials or research studies (Pearson and Doyle 1987, Pressley et al. 1987). According to Bruer (1993), Reciprocal Teaching helps novice readers learn and internalize the strategies excellent readers employ. When engaging in Reciprocal Teaching strategies, the novices are practicing and developing the skills required to comprehend and learn. Further, trials employing Reciprocal Teaching have consistently indicated the technique promotes reading comprehension as measured on standardized reading tests.</p>
<p>Carter, Carolyn J. "Why Reciprocal Teaching?" Educational Leadership. March. 1997: 64-68. Print.</p>

2. Shared Inquiry

Shared inquiry is a method of learning that inspires deeper thinking through reading and discussion. Discussion leaders learn how to ask probing questions that let students respond with their own ideas, supported by evidence from the text.

RESEARCH BASE

Great Books Foundation. <i>What Is Shared Inquiry</i> . The Great Books Foundation. Illinois. 2006.

Teachers on our design team have been trained in, and successfully used, this method. They have also customized the program by developing their own strategy for pre-reading that is similar to text annotations that college professors sometimes require. The following is a copy of the laminated card that students receive to guide them in the process:

<p style="text-align: center;">PROACTIVE READING</p> <p style="text-align: center;"><i>Highlight</i> or <u>underline</u> important text. Use the symbols to indicate its significance. Add commentary in the margins or on post-its.</p> <p>? <u>This is confusing.</u> (does not require commentary)</p> <p>! <u>This is a main idea.</u> (does not require commentary)</p> <p>* <u>This makes me think...</u> (any comments you would like to make)</p> <p>= <u>This reminds me of...</u> (personal examples, academic analogies)</p> <p>+ <u>I agree because...</u></p> <p>0 <u>I disagree because...</u></p>

Teacher Comments:

A couple of months ago, Steven Munguia (Class of 2010, Humboldt), stopped by to visit me and Ms. Ryley. I asked Ms. Ryley if she had any more copies of the Proactive Reading cards. Steve then said “check this out” and pulled a wrinkled copy of an earlier version out of his wallet. He told us that he had checked a book out of the library that we had recommended, and was reading it using the method—taking notes on separate paper because it was a library book.

During a recent visit, former student Stephanie Miranda (Class of 2010, PCC) said that at a SITE seminar she attended (a program that assists students with transferring to UCs) the professor was walking down the aisle lecturing to the class on effective reading practices. He stopped when he spotted Stephanie’s article, which was marked with Proactive Reading annotations. The professor then used Stephanie’s article as an example of effective reading practices.

Ricardo Martinez, Franklin High School English teacher, design team member

3. Interactive Notebooks

Interactive Student Notebooks allow students to access information in an engaging way. As students learn new ideas, they use several types of writing and innovative graphic techniques to record and process them. Students use critical-thinking skills to organize information and ponder questions that promote creative thinking. Key ideas are highlighted; diagrams show relationships; sketches show peo-

ple and events; timelines illustrate chronology, etc. (from <http://info.teachctci.com/forum/isn.aspx>). SoHDA design team members have been using Interactive Student Notebooks successfully for years. The organizational and graphic components embody Specially Designed Academic Instruction in English (SDAIE) strategies.

4. Interdisciplinary Writing

Interdisciplinary essays serve as summative assessments for Humanitas interdisciplinary lessons. Through scaffolding, students are able to produce writing that goes beyond formulaic five paragraph essays. There are examples of a 9th grade and a 12th grade interdisciplinary essay in Section 2.b.

5. Project Based Learning

Progressive educators such as John Dewey have reported the benefits of experiential, hands-on, student-directed learning for over 100 years. The roots of Project Based Learning (PBL) lie in this tradition. PBL can be defined as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.” (Buck Institute for Education, 2010) In standards-based PBL, students are pulled through the curriculum by a Driving Question that creates a need to learn the material. The Driving Question is tied to content standards, and the assessment is designed to evaluate mastery of that content This driving question is similar to the Big Ideas and Essential Questions that are central to Understanding by Design, our instructional planning tool. It also mirrors the Linked Learning component of real-world applications.

RESEARCH BASE
Research shows that learners not only respond by feeding back information, but they also actively use what they know to explore, negotiate, interpret, and create. They <i>construct</i> solutions, thus shifting the emphasis toward the process of learning. In addition, cognitive research has revealed much more about the nature of problem solving. Education has benefited from this research, as teachers have learned how to effectively scaffold content and activities to amplify and extend the skills and capabilities of students.
“Introduction to Project Based Learning.” Buck Institute for Education. Web. August 2010. www.bit.org

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- d. Early Care and Education:** Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).

Not Applicable

3. SCHOOL CULTURE AND CLIMATE

- a. **Description of School Culture:** Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.
-

“The expectations that others place on us help us form our expectations of ourselves . . . We will do what others expect of us. . . . If they expect us to graduate, we will graduate. If they expect us to get a job, we will get a job. If they expect us to go to jail, then that’s where we end up too.” — Moore, Wes. *The Other Wes Moore*. Spiegel & Grau. New York. 2010, 126.

SoHDA will have a **collaborative** school culture of **high expectations** in which success is possible for all students and is defined by reachable, measurable outcomes. The school climate will promote individual student investment in their academic achievement as well as family and community investment in students’ success. Students will be motivated to not only stay in school generally, but come to school regularly if they embrace high expectations of themselves.

To promote the culture of success SoHDA will:

- Get students to invest in their own learning with individual profiles and goals and by:
 - helping students believe they can improve so that they will invest in themselves by the promotion of a college oriented school culture, a caring, nurturing faculty that drives towards academic and personal success, and a personalized atmosphere where students’ issues are recognized and addressed.
 - carefully scaffolding tasks so students can gain a sense of competency
- Teachers will collaborate to set and reinforce high expectations and common standards.
- Get the students’ “circle of influence,” starting with parents, to invest in high expectations.
- Have community partners that reinforce a culture of high expectations.

The SoHDA Instructional Leadership Team will explore various methods of communicating high standards, expectations, and belief in students’ abilities including (but not limited to) adopting motivational sayings, bringing in recent graduates from northeast Los Angeles as role models, and using a system of rewards and praise for feedback.

Research Base
Blankstein, Alan M. <i>Failure is Not an Option: Six Principles for Making Student Success the ONLY Option</i> . 2 nd edition. Corwin Press. Thousand Oaks, CA. 2010, 1-28.

One of the main structures for supporting the school culture will be the multi-grade advisories. ASA used a senior/freshman “Buddy Program” in which seniors mentored the 9th graders. This proved successful in creating a bonding and growth experience for 9th graders and setting the high-expectations culture as shown by some of these quotes from freshman at the end of the year:
The best thing about the buddy program was “Meeting someone new who gives you advice for high school.” “Talking to people who are wise.” “The best part was meeting the seniors because they are an example to me that if I work hard I could graduate like they did!” “The best part was learning how it was going to be when I was going to go to 12th grade.”

Multigrade Advisories Multigrade Advisories will expand on that success by having a continuum of support and positive peer pressure through all grades. Advisories will include all students, including students with special needs. As much as possible, advisories will stay together through all four years, providing an even smaller consistent community of support for students. Once the 12th graders graduate, a new 9th grade class will be added to an existing advisory.

The advisory days will be used as follows:

Monday	Whole School Meeting
Tuesday	Community Building/Peer Support Groups
(Wednesday)	<i>Professional Development Days</i>
Thursday	Common Book
Friday	College Planning /Academic Counseling

Mondays’ whole school meetings will be used for such things as speakers, presentations by the individual advisories. Tuesdays’ community building/peer support groups will be used for interpersonal activities as well as outreach/community service/school service planning. Groups will form bonds with mutual constructive goals.

Thursdays’ “Common Book” will be a school and community building activity modeled after the UCLA “Common Book” program for incoming students. Nominations will be taken for book(s) chosen from all stakeholders (For full participation, SoHDA will choose books available in translation, audio forms, and abridged texts.) Community members will be invited to participate as “Common Book ambassadors.” Discussions will center around themes introduced in the book. Goals include: Students hear and learn to share diverse perspectives in a respectful way; Students begin to build a community of learners; Students explore what is their role in creating a just society; and Students consider what action steps they can take in response to what they've read and discussed.

Fridays’ college planning and academic counseling time will give students time to prepare and go over their individual learning goals, learn about a-g courses relevant to their grade level, explore college and career interests, and interact with community partner college students. Grade-level surveys about personal goals and awareness of college preparation will kick off their college and academic planning for the year.

Other school rituals and routines that SoHDA will use to support their goals of high academic achievement, motivation to succeed, a personalized, safe, and mutually respectful atmosphere for each student will include both the traditional (dances, spirit days, school contests) and the non-traditional (Fun Fridays; Freaky Fridays; Empowerment through Education). Specific rituals will be decided by the governing council with input from all stakeholders. SoHDA will promote a student leadership or “Ambassador” program that engages in both the traditional forms of leadership as outlined above and one that structures school and community service as leadership.

Lastly, as a “Dramatic Arts” high school, SoHDA will work to create a “Coffee House” for student performance. In collaboration with the Governing Council, SoHDA this venue will involve the community—from performances for and by community members to refreshments using local produce.

Taylor Yard Schools Collaborative: Campus Safety

We realize that safety is an issue of critical importance to CRHS#13 families and the community, and one that must be addressed by the campus as a whole. The Collaborative will create a safe campus by sharing services and working closely with outside resources. We have already reached out to multiple community groups, including Aztecs Rising, which provides gang intervention services to at-risk students. They are willing to consider staffing a

satellite office on our campus. In addition, we have begun working with the LAPD/Northeast Area and the Safe Passage program to ensure student safety to and from school. We recognize that CRHS#13 will draw students from neighborhoods with multiple gangs, and creating a safe, neutral zone on the campus is a top priority.

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Taylor Yard Schools Collaborative: Shared Athletics

The five schools at CRHS#13 will share athletic teams and facilities. The four Pilot school teams have agreed to a school day that ends at 3:30pm in order to facilitate scheduling sports practices after school. The campus Building Council will take further steps to ensure equitable access to athletics for all students.

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

Student success at SoHDA will be multi-faceted. Student success will be defined at SoHDA as academic as well as personal.

Academic Success

SoHDA rejects the “soft bigotry of low expectations” as was embodied in the Coleman report of the 1960s. Rather, SoHDA embraces more current research that all students can attain high goals. “First and foremost . . . leaders must believe and communicate that all children can, and must, achieve to high standards. Only when leaders make this message the core theme will systems begin to organize and build the infrastructure needed to support high quality teaching and learning for all students.”

Academic success at SoHDA will include improvement as well as defined absolute goals. Measurement of individual student success will include (1) being on track to graduate; (2) progress towards the goal of qualifying (no grade lower than a C) in all a-g requirements; and (3) individual improvement. Every student will have an individualized set of goals for improvement.

Research Base
Coleman, James S. “Equality of Educational Opportunity [Coleman] Study (EEOS), 1996.” University of Michigan. Ann-Arbor. 2007 (1966).
Farr, Steven. <i>Teaching as Leadership: The Highly Effective Teacher’s Guide to Closing the Achievement Gap</i> . Jossey-Bass. San Francisco. 2010.
Housman Naomi G. and Martinez. <i>A Brief for Practitioners on Turning Around Low-Performing Schools: Implications at the School, District, and State Levels</i> . National Clearinghouse for Comprehensive School Reform. Washington, D. C. April 2001.

Personal Success

SoHDA will motivate students to come to school and stay in school because student success at SoHDA will mean more than academic success as measured by numbers. Success will mean producing well-rounded students, both academically and personally prepared to pursue college and career. SoHDA Design Team members have found that students are “successful” when they are happy to be in their surrounding; are confident in their abilities; are mature enough to make proper choices; have an aware-

ness of the environment both socially and politically; have the organizational skills to manage with new or multiple obstacles

SoHDA staff wants to nurture students who have a thirst and drive for knowledge and have an ability to think through a discussion and support their claims. Successful SoHDA students will be outspoken, able to get past shyness, and be respectful of others' points of view.

As an example, Design Team members at the American Studies Academy have had experience in setting just such an atmosphere, producing students who are knowledgeable and opinionated; avid bookworms yet lettered in multiple sports (Brian '10 UCR); un-stereotypical prom queens who possess tremendous leadership, poise, and intelligence (Nicole '10 UCR); former ESL students who feel comfortable enough to begin a club to assist "newcomers" (Damaris '09 Mills); and former ESL students and who have gained enough confidence to speak aloud in AP Government class despite heavy accents (Gretel '10 UCLA; Jorge '10 Northridge); and students who are courageous enough to withstand strong family gang influences to go on to academic success (Ricky '10 Northridge; Rudy '09 Pomona). Other students like the Jimenez sisters who were consistently involved in everything, despite also working many hours in their family's business and tackling AP classes—both enrolled at Smith (Myra '09; Anna '10). SoHDA will seek to have students who develop an innate altruism and are willing to spend tremendous energy in organizing events for an orphanage (Joyce '09 Dartmouth; Laura '09 Georgetown). SoHDA will help students seek their passions and their voices whether it be leading anti-war student walkouts (Vicky '08 Humboldt; Mina '08 ELAC), being a vice president of student affairs at PCC (Alex '08), or making a difference in their community by running for and being elected to the Highland Park Neighborhood Council (Luis '10 CSULA; Erik '10 Northridge).

Motivation

As outlined in section 3a, students are more likely to stay in school when they believe that they can improve and do well and when they embrace high expectations for themselves. The motivation of students, the silent factor, is essential to student and school success, yet it is one of the most difficult aspects in education. Motivation is achieved through multiple factors including setting goals, developing self-esteem, and the recognition that "...not all students are motivated by the same values, needs, desires, or wants."

Research Base
Gross Davis, Barbara. <i>Tools for Teaching</i> , 2 nd edition. Jossey-Bass. San Francisco. 2009.

Based on this recognition, SoHDA teachers and the SoHDA community will motivate its students with a combination of the following approaches:

- dynamic and engaging curriculum that includes a variety of material
- instructor enthusiasm and organization
- rapport between teacher and student
- making sure that material is of an appropriate level, giving students a sense that the material is directly applicable to their success
- creating a culture of success which will in turn promote positive peer pressure
- Keeping close relations with alumni (starting with teachers' alumni from previous programs) so that students can hear about the learning process they are going through from other students in their communities.
- Having as much parent involvement as possible so that parents are invested in the importance of the high goals SoHDA has set for their students. Avenues for parent involvement will include:
 - an open campus policy in which parents are invited to visit the school

- a series of grade-level comprehensive parent meetings which focus on specific process topics such as college application in the 12th grade, CST and CAHSEE importance in the 10th grade, High School Orientation in the 9th grade, etc.
- individualized and language-accessible parent education about the education system and SoHDA's goals

c. Social and Emotional Needs: Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

Low self-esteem or Low academic drive For students with low self-esteem or low academic drive, SOHDA will be personalized enough that this can be recognized on a case by case basis and the collective staff can help set achievable goals for these students, thus building up their motivation/ self-esteem. Such methods as letting students have a voice in the material that is studied, if possible, would be a motivating factor for such students. For instance, two English teachers, teaching the same grade, can teach two different books and students can decide which book/class they want to be involved with, as done by Merri Garcia and Ricardo Martinez in the '07-'08 school year, both design team members.

Social and Emotional Needs In dealing with the social and emotional needs of students, SoHDA will have increasing tiers of support beginning with in-house Pilot intervention. Pilot intervention (internal), a beginning tier of support and intervention, will be comprised of SoHDA faculty who during frequent meetings will address student behavioral, academic, or social changes. Advisories will also help teachers have perspective on student needs. Teachers who have the best rapport with a student identified as needing first-tier support will approach said student. If that teacher determines that further support or intervention is warranted, or if student is dealing with a complex situation then the matter will be dealt through SoHDA's COST (Coordination of Services Team), which will consist of a school psychologist, SoHDA counselor, administration, and IMPACT trained teachers.

The SoHDA counselor, Ms. Reidiny Martinez, will organize, as she has done at Franklin High School, group counseling (internal) to help students cope with their issues. In the event that a more comprehensive approach is required, individual therapy through outside agencies (external) will be provided for specific needs. Mental health counseling may be provided by Hathaway-Sycamores Family Center or Center for Grief and Loss Children, drug/alcohol outpatient services may be provided by BHS Behavioral Health Services/ Lincoln Heights or MELA (Counseling Services Center). In the occurrence of an in-school emergency such as a suicide attempt, SoHDA will have a crisis team made up of administration, SoHDA counselor, school psychologist, and select SoHDA teachers, all of which will be IMPACT trained, to help mediate dangerous situations.

Gang Intervention The community surrounding the Taylor Yard Complex has a history of gang violence. In order to help prevent students from becoming victims of gangs SoHDA will develop an intervention program that during a Zero or Seven period that will focus on demonstrating to the at-risk student population the importance of education. The period will be called "Empowerment through Education." The class will be an interdisciplinary course that will help students gain knowledge while at the same time developing their skills that would be utilized in their other six periods. The intervention class will focus on history, literature, sociology, music, art, and community based projects. The most important factor of this course is that we utilize student culture and student voice to give students a sense of agency and to develop a deep understanding on the importance of education. The course will be targeted to students who show signs of "at-risk" but will also be open to all students who will like to bene-

fit from such a course. SoHDA and the Taylor Yard Schools Collaborative will also work closely with the Northeast Los Angeles Police Department to identify gang and safety issues as well as work out a “Safe Passage” program for students coming and going from the school premises. SoHDA has a meeting planned with the Northeast Los Angeles Police Department in early December to get advice and guidance on the programs that will best fit the school and community. Aztecs Rising, a northeast Los Angeles community service organization that “promotes peace, self-sufficiency, and quality of life for youth” as a means for gang intervention and prevention, will partner with the Taylor Yard Pilot Schools Collaborative to provide intervention services. If feasible, this group and others will be given a place on campus to have at least a part-time presence.

Taylor Yard Schools Collaborative: Health Services

We anticipate that the schools will share mental health and physical health services by sharing a school psychologist, on-campus health center, and other similar resources. We have begun establishing relationships with local agencies, such as Family Source, that are interested in partnering with the schools at CRHS#13 in providing these services.

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

College Readiness

Academic preparation alone is not sufficient to help students make the transition to college, especially if they are first-generation students. More programs are needed to promote a college-going culture. With its college connection partners, SoHDA will aim to implement the “nine critical principles for creating a college going culture” as outlined in *Creating a College Going Culture: A Resource Guide* (Melissa Friedman McDonald and Aimée Dorr, UCLA: October 2006; Prepared as part of the *Building Educational Success Through (BEST) Collaboration in Los Angeles County initiative*). (See Attachment C.)

Career Readiness

SoHDA approaches education with the belief that every student can succeed so SOHDA will emphasize essential skills such as strong reading practices that ease comprehension, well-structured writing, and an ability to think critically, so that whichever field students decide upon they can have a solid foundation. Whenever possible, SoHDA will make connections with community members to discuss their own career paths and preparation. SoHDA will specifically work with community members to offer a variety of after school internships (over and above their CTE tracks).

With its linked-learning CTE courses in the Dramatic Arts, SoHDA will promote a more detailed career readiness. Students will begin in ninth grade with a four-week rotation with the Dramatic Arts program to be exposed to the different sequences they can choose for their 10-12 grade CTE courses. They will also have several opportunities starting in 9th grade to interview professionals about their careers and preparation.

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

While progress has been made in research and practice to erase low expectations of students, the mistaken assumption that parents in low-income (and often minority) neighborhoods are not involved in their students’ education because they do not care persists. What research does show is that it is more likely that parents in these communities are not involved because they are not familiar with school functions and traditional vehicles for parent involvement or because they have had a negative experience themselves with the school system themselves or with their children.

Since there is an abundance of research data that shows the strong influence of parental expectations on student outcomes, SoHDA will implement several practices to increase parent investment and involvement in their students’ education and success. These include:

- Involve parents in the students’ learning plan and goals through programs such as conducting student lead conferences, our “Coffee with SoHDA” in which our staff invites parents to conference period meetings to review students’ progress or to address any concerns over a cup of coffee, Grade Level Orientations in which parents are informed about specific grade level concerns, and our counselor will keep a log to assure that there has been contact with every students’ parent/guardian at least once per semester.
- Develop two-way communication systems so parents have a way to reach teachers as well as receive messages from them.
- Have an open-classroom policy
- After consulting with the parent community to establish the best means, utilize electronic methods to communicate about students, parent meetings, and school events. These can include password protected access to student portfolios and homework assignments, text messages, and emails.
- Implement a grassroots network of communication with parents, starting with parents on the governing Council.
- Have a volunteer committee of translators on call so parents can have their concerns voiced to all teachers as well as in parent and community meetings.

Believing that parent involvement is essential to student engagement, motivation, and success, SoHDA will create a collaborative structure in which parent voice and insight contributes to and is considered in the direction of SoHDA. Although academics will remain teacher driven, parent involvement will reflect the cultural relevance of the community and, in turn, help parents feel a part of the school and therefore their students’ education.

SoHDA will aim to have parent contribution go beyond contributing food for social events during the school year to having an active parent group engaged in the support of students. Parent involvement from the beginning in the governance of SoHDA will foster cooperation and will eliminate a “top down” approach to education that is often experienced in many schools. SoHDA will provide designated parent space or a “Parent Center” for possible PTA meetings or parent education conferences. Teachers will help parents by providing grade-level-specific informational meetings. As an initial plan, to be expanded by the Governing Council, beginning of the year grade level meetings will be as follows:

- A comprehensive freshmen orientation which informs the parents about the entire school calendar, student expectations, and pivotal information such as G.P.A., extracurricular activities, etc. (in Year One this will be school-wide)

- The sophomore grade level parent meeting would focus on the importance of the CAHSEE, CST, and PSAT exams as well as maintaining a strong G.P.A. Parents will be brought up to date about CTE sequence choices available to their student.
- The Junior parent meeting would inform parents about the importance of the SAT/ACT, testing dates, and SAT prep classes offered by SoHDA teachers. During junior year, parents will receive more specific information about college choices and the importance of a strong G.P.A.
- Senior parent meeting would, of course, have a comprehensive college focus and career focus as well as involving parents in the various social activities surrounding senior year and graduation.

For ongoing parent communication during the year, “Coffee with SoHDA,” be a monthly meeting day set aside during which all staff would agree to meet with parents during their conference period and discuss any concerns parents may have or for teachers to present their units, lesson plans, and objectives.

In addition to information about student academic progress and success, as part of their representation on the SoHDA Governing Council, the SoHDA parent community will have an active role in reviewing the funding needs and priorities for school expenditures that are associated with the senior year.

Research Base
Smith, Abigail. “Equity Within Reach: Insights from the Front Lines of America’s Achievement Gap (Results from a Survey of Teach For America Corps Members).” Teach for America. New York. 2005.
Bempechat, Janine. “Learning from Poor and Minority Students Who Succeed in School,” <i>Harvard Education Letter</i> . 1999. 15(3), 34.

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

Teachers on **grade-level teams** will share a common cohort of students. This will allow them to create interdisciplinary unit lesson plans and to address the needs of particular students as a team. For students, this will create a consistency of feedback. Target class size for core academic classes will be 30 students to 1 teacher. Teachers will have one planning period per day. Every effort will be made to schedule common conference periods for grade-level team members. The daily schedule is traditional periods, except classes will meet for a full hour on MTThF and for 45 minutes on PD days—sufficient time for detailed instruction. See Attachment B.

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

The full hour periods as well as the optional “0” and “7” periods provide extra learning time for students and the planned professional learning time and common planning periods for teachers will greatly enhance the instruction they will be able to provide students.

h. Policies: For Independent Charter Schools Only
Not Applicable

4. ASSESSMENTS AND SCHOOL-WIDE DATA

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

SoHDA will work on using data gathered from assessment to guide instructional decision-making as embodied in four of the recommendations published by the National Center for Education Evaluation and Regional Assistance:

- Recommendation 1. Make data part of an ongoing cycle of instructional improvement
- Recommendation 2. Teach students to examine their own data and set learning goals
- Recommendation 3. Establish a clear vision for school wide data use
- Recommendation 4. Provide supports that foster a data-driven culture within the school

“Using Student Achievement Data to Support Instructional Decision Making” (NCEE 2009-4067). U.S. Department of Education, National Center for Educational Evaluation and Regional Assistance. September, 2009. Web. August 13, 2010.

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

In addition to district and state required assessments, SoHDA teacher teams will develop an assessment system which will be transparent and designed to give students meaningful feedback on their work. To create this system, SoHDA will use the seven assessment and grading practices advocated by McTighe and O’Connor (Mc Tighe, Jay and Ken O’Connor. “Assessment to Promote Learning: Seven Practices for Effective Learning.” *Educational Leadership*. November. 2005:10-17. Print).

1. Use summative assessments to frame meaningful performance goals.
2. Show criteria and models in advance.
3. Assess before teaching.
4. Offer appropriate choices
5. Provide feedback early and often.
6. Encourage self-assessment and goal setting.
7. Allow new evidence of achievement to replace old information.

Assessments will be developed by grade-level teams during Understanding by Design Professional Development (see Section 5).

Ongoing formative assessment is a critical component of student success since it affords students an opportunity to see that their progress is recognized and documented and also gives students concrete feedback on how to improve before summative assessments—both critical components of student motivation. As outlined in our Annual Assessment Plan for each grade level [see Section 4c], our students are given multiple forms of assessment that show that their teachers value all learning styles. The continuous use of formative assessments allows teachers to focus on individual students’ needs as well as work with teacher teams to make adjustments to the curriculum and instructional strategies.

-
- b. **Autonomy:** Describe how the school will use assessment autonomy to maximize student learning.
-

SoHDA will use autonomy to implement a vertical (subject-level) and horizontal (grade-level) system of assessments as a whole school which will address the developmental needs of students. The formative and summative assessments in the 9th and 10th grade will be designed to give students and teachers data

that will inform their preparation of increasingly rigorous course content. Assessments are similar, but the expectations for student performance increase as the content becomes more challenging.

We plan to design specific assessments once the instructional teams are formed, so everyone has input and investment but we will draw on formative standards-based assessments that team members are already using. We will also develop portfolios beginning in the ninth grade, with personal and academic content such as samples of their best work, interdisciplinary essays, records of involvement in school and the community, and recordings and/or photo displays of their performance participation (on stage, behind stage, or film production).

Autonomy will allow the control over calendar and professional development that is absolutely necessary to create a comprehensive and thoughtful assessment that truly moves from theory into practice. Autonomy will also allow the SoHDA team to develop assessment specific to their linked learning pathway. Senior projects will be developed for each pathway, along with a system of evaluating those projects that includes community members involved in their career pathway. This authentic assessment of “real-world” tasks will help students connect their efforts to a product that is equivalent to one in their chosen career. Drama and film production lend themselves well to this connection as their “products” will be viewed by their school and community audiences.

c. Student Assessment Plan: Describe the school-wide assessment plan for the proposed school. . . .

Summative Assessments	Frequency/Grade Used					Rationale
	Day	Wk	Mo	Semester	Annual	
California Standards Tests					9; 10; 11	Standards mastery in all content areas, state requirement
California Alternate Performance Assessment (CAPA)						Standards mastery in all content areas for students with severe cognitive disability
Standards Test in Spanish						Standards mastery in content areas for students enrolled in U.S. school for < 12 mos.
California English Development Test (CELDT)						Assess students’ English proficiency for redesignation
Preliminary Scholastic Achievement Test (PSAT)					9; 10	Optional in 9 th grade for feedback on college preparation
California High School Exit Exam (CAHSEE)					10 11; 12	State graduation requirement. Repeated as needed.
Teacher/School- Created						
End-of-unit exams				9; 10 11; 12		Evaluate content mastery
Quizzes		9; 10; 11; 12				Weekly or monthly evaluation of content mastery
Student-specific essays				9; 10; 11; 12		Interdisciplinary essays; assessment rubric increases in difficulty each semester
Group Projects				9; 10; 11; 12		Authentic learning. Evaluate students’ ability to collaborate
Simulation and/or Oral presentation			9; 10; 11; 12			Authentic learning. Speeches, mock trials, presentations of math and/or scientific work. Another path to show mastery

						of content and opportunity to evaluate speaking skills. At least once a semester.
Student-published work in various mediums				9; 10; 11; 12		Authentic learning. Students publish journals, blogs, internet games, Web sites, or other print or electronic products. This will give students opportunity to show mastery and processing of content in all subject areas.
Electronic portfolio				9; 10; 11; 12		Use to assess learning style and involve students in observing their own performance in a variety of classes

Formative Assessments	Frequency/Grade Used					Rationale
	Day	Wk	Mo	Semester	Annual	
Teacher/School- Created						
Shared Inquiry/ Socratic Seminar					9; 10 11; 12	Authentic Learning. Weekly development and assessment of oral communication and analytical thinking.
Timed-writing		9; 10; 11; 12				Writing proficiency and content mastery
Journals: Reading; History; Math; Science	9; 10; 11; 12					Self-monitor; show ability to make connections with content
Lab reports		9; 10 ; 11; 12				Evaluate content mastery and scientific method
Thinking Maps/ Graphic organizers		9; 10; 11; 12				Show ability organize information for learning
Peer conferencing			9; 10; 11; 12			Oral communication and community building
Self-assessment Reflections			9; 10; 11; 12			Reflections show personal connection and allow self-monitoring of learning
Anecdotal teacher records (written)			9; 10; 11; 12			Written evaluation such as those used in a job situation.
Class participation (include alternative methods for participation)	9; 10; 11; 12					Allows instant monitoring of lesson success.

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

Development of new assessments will be ongoing as interdisciplinary unit lesson plans and other curricula are created.

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

When school rosters are formed, initially SoHDA will gather available data on the student population on CST, CAHSEE, number of units earned, attendance rates, on track to graduate, and a-g course credit accumulation. Adjustments to Year One curriculum and plans for credit recovery will be made during preparation based on available quantitative data.

Results from qualitative data (formative assessments as described above) will be reviewed monthly among grade-level teams to begin to form individualized student progress plans. The school counselor will attend each of those teams as will any special education or English Language Learner teacher.

Instructional teams will also work to evaluate community data to adjust curriculum and individualized student progress plans according to social needs.

Semester and annual assessment of school progress will be made with instructional teams and the Governing Council to assess school-wide programmatic and instructional needs.

	Quantitative Data	Qualitative Data
Student Performance Data	<ul style="list-style-type: none"> > Tests results including proficiency tests, standardized tests, CSTs, CELDT, EAP results > Graduation rates, percentage of students on track to graduate > The number of students receiving special services from local, state or federal resources > Attendance rates, mobility rates, expulsion rates, suspension rates, drop-out rates > Percentage of high school graduates > Percentage of students with disabilities who are mainstreamed into regular classes > Percentage of retentions or advancements 	<ul style="list-style-type: none"> > Student portfolios, essays, and other work products > Videotapes of student work, performances > Student surveys, including pleasure-reading inventories, self-esteem stems, self-assessment profiles > Student journals and learning logs > Observation records, anecdotal, running records > Student interviews > Report cards
Program Data	<ul style="list-style-type: none"> > Teacher-student ratios > Numbers of students enrolled in various programs, e.g., advance placement > Prevention/intervention programs > Teacher/administrator/administrative education statistics > Teacher participation in professional development activities > Budget and resource allocations 	<ul style="list-style-type: none"> > Videotapes of special events, classrooms, hallways > Meeting agendas, minutes, memos > Teacher and administrator portfolios > Artifacts, e.g., awards, photos of bulletin boards > Staff interviews > Bulletins and newsletters

	Quantitative Data	Qualitative Data
Community Data	<ul style="list-style-type: none"> > Data on family demographics > Number of school, business and industry partnerships > Employment rate; employment sectors in the area > Parent participation as measured by attendance at various school or teacher events and/or number of communications with teacher and school 	<ul style="list-style-type: none"> > Focus-group data > Opinion surveys > Interviews with parents and community members

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

SoHDA graduation requirements will be aligned with our instructional priorities. In addition to the LAUSD graduation requirements students will: (1) receive a “C” or higher in each class to have it count towards graduation; (2) develop an ongoing portfolio of their significant academic and artistic achievements; (3) perform at least forty hours of service learning (i.e. community service connected to their academic or career goals); (4) meet a-g requirements for California State Universities

Please see Section 2b for details of SoDHA Graduation Requirements.

5. PROFESSIONAL DEVELOPMENT

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

If we think of the knowledge that teachers bring to classrooms as the “mind” of a school and the practices of teachers within classrooms as the “body,” then we can view professional development as the “central nervous system”—the link between knowledge and practice. This analogy communicates the absolutely essential role that the School of History and Dramatic Arts believes a focused, intensive, sustained professional learning system plays in delivering student and school success. We will use our autonomy to create a system that is embedded in our school’s structure.

Research Base
<p>Rigorous research suggests that sustained and intensive professional learning for teachers is related to student achievement gains. An analysis of well-designed experimental studies found that a set of programs which offered substantial contact hours of professional development (from 30 to 100 hours) spread over six to 12 months showed a positive and significant effect on student achievement gains. Intensive professional development efforts that offered an average of 49 hours in a year boosted student achievement by approximately 21 percentile points. Efforts that involved a limited amount of professional development (5 to 14 hours) showed no statistically significant effect on student learning.</p>
<p>Darling-Hammond, Linda, Ruth Chung-Wei, Aletha Andree, Nikole Richardson, and Stelios Orphanos. <i>Professional Learning in the Learning Profession: A Status Report on Teaching Development in the United States and Abroad</i>. National Staff Development Council and the School Redesign Network at Stanford University. Palo Alto. 2009.</p>

The keys to creating the **professional culture we envision** are shared commitment and collaboration. Our design team members truly believe in our mission and vision and we will use our autonomy to seek staff members that share this belief. We have spent many months collaborating constructively in order to create this school plan and we look forward to expanding this positive experience through working with others and participating in extensive professional development that is geared towards translating our goals into action.

Before the beginning of each year, the staff will create a **Schoolwide Action Plan (SAP)** using processes outlined in *Schooling by Design* (Wiggins and McTighe, 2007). This plan will serve as a guide for the implementation of our vision and the evaluation of our achievement. The staffs' creation of the plan will help ensure staff buy-in. Teachers will also create **Individual Professional Development Plans (IPDP)** to aid in personalized instructional development and help ensure teacher effectiveness. Our grade-level teams and content-area teams will function as authentic Professional Learning Communities. Teachers on **grade-level teams** will share a common cohort of students. This will allow them to create interdisciplinary unit lesson plans and to address the needs of particular students as a team. Our **content-area teams** will enable us to share knowledge, provide continuity in our instruction, design common assessments, and analyze assessment results.

In order to inform and sustain our professional culture, we are compiling a notebook of all the research we have analyzed during the process of creating SoHDA's school plan. This will be distributed to our staff to help them with instructional planning, and will also serve as a guide and reference for our professional development.

The following chart summarizes the structure and activities that will support the achievement of the professional culture that we envision:

<p>FRAMEWORK: <i>Schooling by Design: Mission, Action, and Achievement</i>, Wiggins and McTighe (2007) <u>Six Pillars of Reform</u></p> <ul style="list-style-type: none"> • A relentless focus on the long-term mission of school; • A curriculum and assessment framework that honors the mission; • A set of principles of learning that support all decisions; • Structures, policies, job descriptions, practices, and resource use consistent with the mission and learning principles; • An overall strategy that includes ongoing feedback and adjustment; • A set of tactics linked to strategy. 	
Structures	Activities
<p>1. <u>Summer Institutes</u> 5 days each</p> <p>A. <i>Beginning of the Year</i> formulate, revise SAPs and IPDPs</p> <p>B. <i>End of the Year</i> review successes and failures while still fresh, analyze data</p>	<ul style="list-style-type: none"> • Creation of Schoolwide Action Plan (SAP) • Creation of Individual Professional Development Plans (IPDP) • Advisory training and planning • Selected strategy training
<p>2. <u>Professional Development Wednesdays</u> 2 hours</p> <p>Monthly Schedule:</p> <p><i>Week 1</i> School Committee meetings</p> <p><i>Week 2</i> Grade-level Teams/Horizontal Planning- interdisciplinary lesson Planning, Student Study Teams</p> <p><i>Week 3</i> Grade-level Teams continued</p> <p><i>Week 4</i> Content-area Teams/Vertical Planning-</p>	<ul style="list-style-type: none"> • Implementation, evaluation, modification of Schoolwide Action Plan • Implementation, evaluation, modification of Individual Professional Development Plans (IPDP) • Critical Friends Groups and Coaching • Advisory training and planning

<p>assessment preparation, data analysis</p> <p>The first 30 minutes of each PD will address the following as necessary:</p> <ul style="list-style-type: none"> • School Business • Committee Reports 	<ul style="list-style-type: none"> • selected Strategy training • Interdisciplinary unit lesson planning • Student Study Teams, RTI
<p>3. <u>Instructional Leadership Team</u> comprised of elected chairs of School Committees (see below)</p>	<ul style="list-style-type: none"> • Implementation, evaluation, modification of Schoolwide Action Plan • Data analysis
<p>4. <u>School Committees</u> aligned with WASC Committees, all teacher must be members of at least one committee per Elect to Work Agreement</p> <p>A. Curriculum, Instruction and Professional Development</p> <p>B. Data Analysis and Accountability</p> <p>C. Family and Community Engagement</p> <p>D. Student Support</p> <p>E. School Activities</p>	<ul style="list-style-type: none"> • Planning professional development • Data analysis • Organizing parent engagement activities • Creating, implementing and monitoring student support services • Organizing school activities
<p>5. <u>Common Conference</u> for Grade-level Teams, scheduling priority</p>	<ul style="list-style-type: none"> • Interdisciplinary lesson planning

Our **activities and structures will be introduced to teachers** the **first year** through an intensive 10-day Summer Institute which will utilize *Schooling by Design* protocols. Teacher teams will also attend professional development workshops on 1) Advisories 2) Habits of Mind 3) Critical Friends Groups and 4) Project Based Learning at the Wildwood Outreach Center, and training on Linked Learning through ConnectEd, prior to the school year. They will then introduce the concepts to others in teacher-facilitated sessions during the Summer Institute. In the following years, the two weeks will be divided into a beginning of summer and an end of summer session. New teachers will attend special breakout sessions that are geared to their needs during Summer Institutes, and will also be encouraged to attend summer professional development workshops.

Our professional development will **reinforce our Instructional Program** through alignment with a select group of reform approaches and instructional strategies (see charts below). Some of these strategies will be taught by teacher coaches with experience using the strategy, and others will be developed through workshop attendance. See Attachment A-3 for reform approaches and instructional strategies that will inform curriculum development and the creation of Professional Development programs.

Too often, professional development does not generate the teacher buy-in necessary for true implementation and provides only a cursory understanding of the concepts:

<p>Research Base: Project-Based Learning</p>
<p>Advocates of 21st-century skills favor student-centered methods—for example, problem-based learning and Project Based Learning—that allow students to collaborate, work on authentic problems, and engage with the community.</p> <p>Part of the 21st-century-skills movement’s plan is the call for greater collaboration among teachers. Indeed, this is one of the plan’s greatest strengths; we don’t give teachers time to share their expertise. But where will schools find the release time for such collaboration? Will they hire more teachers or increase class size?...These challenges raise thorny questions about whether the design of today’s</p>

schools is compatible with the goals of the 21st-century skills movement.

For change to penetrate classrooms, we must understand that professional development is an undertaking that requires commitment on the part of the school to dedicate time to preparing Project Based Learning. Most teachers don't need to be persuaded that Project Based Learning is a good idea—they already believe that. What teachers need is much more robust training and support than they receive today, including specific lesson plans that deal with the high cognitive demands and potential classroom management problems of using student-centered methods.

Rotherham, Andrew J. and Daniel T. Willingham. "'21st Century' Skills Not New but a Worthy Challenge." *American Educator*. Spring, 2010: 17-20. Print.

SoHDA will use our professional development autonomy to provide the support that this excerpt laments the lack of. We will have staff attend Project Based Learning Training at the Wildwood Outreach Center, train other staff at Summer Institute sessions, and have ongoing discussions at our weekly PD sessions.

Research Base

- U.S. teachers participate in workshops and short-term professional development events at similar levels as teachers in other nations. But the United States is far behind in providing public school teachers with opportunities to participate in extended learning opportunities and productive collaborative communities.
- Other nations that outperform the United States on international assessments invest heavily in professional learning and build time for ongoing sustained teacher development and collaboration into teacher's work hours.
- American teachers spend much more time teaching students and have significantly less time to plan and learn together, and to develop high quality curriculum and instruction than teachers in other nations.
- U.S. teachers have limited influence in crucial areas of school decision-making. **In many high-achieving nations where teacher collaboration is the norm, teachers have substantial influence on school-based decisions, especially in the development of curriculum and assessment, and in the design of their own professional learning.**

Darling-Hammond, et al. (2009).

We will implement these research-based recommendations through two primary means: (1) by carefully choosing what to focus on as a collaborative whole-school team—subject to review and revision each year at Summer Institutes, and (2) providing in-depth and ongoing training as outlined in the Structures and Activities chart above.

b. Professional Development: Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

The goal of our professional development is to advance the goals for our students that are set forth in our vision. These are: to advance college and career preparedness, foster creative expression, and cultivate community engagement. Our strategy for sustaining ongoing PD is to use our autonomy to

embed it in our school structure, as described in the professional culture section. The following chart illustrates the relationship of our school’s goals to specific strategies:

School Goal	Strategy
“advance college and career preparedness”	<ul style="list-style-type: none"> • Linked Learning • Reciprocal Teaching • Shared Inquiry
“foster creative expression”	<ul style="list-style-type: none"> • Interactive Notebooks • Interdisciplinary Writing • Project Based Learning
“cultivate community engagement”	<ul style="list-style-type: none"> • Advisories • Habits of Mind

Data will be gathered and analyzed at multiple levels: by individual teachers, grade-level teams, content-area teams, through school committees, and school-wide. The Instructional Leadership Team and the Data Analysis and Accountability Committee will oversee this process. We will follow *the Schooling by Design* protocol for collecting evidence and planning action, and use the Critical Friends Group protocols to examine student work and teacher practice. The information described in Section 4e, Data Collection and Monitoring, will inform our Schoolwide Action Plan. This information will also inform our weekly professional development.

Our professional development will be **differentiated** in various ways. During Summer Institutes, new teachers will attend special breakout sessions geared to their needs. Their attendance at summer professional development workshops will also be supported. In addition, teachers with less than three years experience will be provided with one observation day per month in which to observe their colleagues classroom management and instructional techniques. They will be provided with coverage by administration and teachers on a rotating basis.

Grade-level teams and content-area teams will provide the primary means through which we will **support teachers at various stages**. Teachers with varying levels of experience will be grouped together on these teams. This will allow them to provide support for new teachers. For instance, grade-level teams will provide classroom management support, as they will be sharing a common cohort of students. Content-area teams will provide curriculum and assessment support for new teachers. In addition, teacher will be trained as coaches using the Critical Friends Group (CRG) approach. This training draws from the National School Reform Faculty and the School Reform Initiative to provide educators with research based tools to:

- create collaborative cultures and sustain effective Professional Learning Communities
- learn processes for engaging colleagues in inquiry about their work
- establish protocols for examining student work as a way to improve practice

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

Our school planning would begin upon notification of acceptance of our proposal. We will follow PSC 2.0 timelines and recommendations during the planning phase. Our regular **induction program** will include

our Summer Institutes, as described in Section 5a During this period, staff will finalize our Schoolwide Learning Plan. They will also share training they received at summer professional development workshops in order for all staff to be able to **utilize the instructional strategies** we have selected.

In order for staff to be prepared to **deliver the proposed curriculum**, teachers will attend three-day Humanitas Teacher Center trainings as grade-level teams. Teacher collaboration is the foundation of the Humanitas instructional model. The effects of the Humanitas program on student achievement in Los Angeles public schools have been documented (Attachment 1-A). During Humanitas training, grade-level teams will create thematic, interdisciplinary units utilizing the backwards-planning framework. During the process the teams will do the following:

- Identify team members’ different content standards and determine where they can connect.
- Develop overarching themes that generate common big ideas, and plan intersecting lessons around them, utilizing Linked Learning premises.
- Create interdisciplinary essay prompts that will incorporate high-level writing skills and function as summative assessments.

SoHDA teachers will receive training and support in addressing the needs of all learners through differentiating instruction sessions during our Summer Institutes. Understanding by Design provides a sound basis for structuring differentiation. All our interdisciplinary lesson planning will follow the framework recommended in *Integrating Differentiated Instruction and Understanding by Design*. Teachers will learn how to differentiate the content, the process and the product, or differentiate by manipulating the environment. Continued support for implementing differentiated instruction will also be explicitly provided every other month during one of our scheduled grade-level team meetings.

Research Base
McTighe, Jay and Carol Ann Tomlinson. <i>Integrating Differentiated Instruction and Understanding by Design</i> . Association for Supervision and Curriculum Development. Alexandria. 2007.

d. PD Calendar: Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

The following chart illustrates SoHDA’s **calendar/schedule for the year, format, and area of focus**:

TENATIVE PROFESSIONAL DEVELOPMENT CALENDAR		
Month	Format	Area of Focus
July and August	<u>Summer Institutes</u> 10 days <ul style="list-style-type: none"> • First Year-10 days • Next Years-5 days in July, 5 days in August <u>Summer PD Workshops</u> According to teachers’ Individual Professional Development Plans	<ul style="list-style-type: none"> • Schoolwide Action Plan (SAP) Development • Teacher Individual Professional Development Plan (IPDP) Development • Advisory Bootcamp • Teacher-facilitated sessions on key reform approaches and instructional strategies (see chart in Section 5.a.) and differentiated instruction • Special new teacher sessions • Teacher attendance at summer PD workshops
September	<u>Weekly Wednesday PD</u> 2 hours	<u>Reform Approach/Instructional Strategy Focus</u>

	<ul style="list-style-type: none"> • Grade-level teams meet twice a month • Content-area teams meet once a month • School Committees meet once a month 	<p style="text-align: center;"><i>Advisories</i></p> <ul style="list-style-type: none"> • Grade-level teams design and implement interdisciplinary unit lesson plans and • Every other month, one grade-level team meeting will focus on differentiated instruction and RTI • Content-area teams meet work on vertical planning and common assessments • School Committees meet focus on assigned topics
October	<u>Weekly Wednesday PD 2 hours</u> See September for breakdown	<u>Reform Approach/Instructional Strategy Focus</u> <i>Linked Learning</i> See September for other details
November	<u>Weekly Wednesday PD 2 hours</u> See September for breakdown	<u>Reform Approach/Instructional Strategy Focus</u> <i>Project Based Learning</i> See September for other details
December	<u>Weekly Wednesday PD 2 hours</u> See September for breakdown	<u>Reform Approach/Instructional Strategy Focus</u> <i>Critical Friends Groups (CFG)</i> See September for other details
January	<u>Weekly Wednesday PD 2 hours</u> See September for breakdown <u>Humanitas Teacher Center</u> 3 days Grade-level teams will attend if 2 interdisciplinary unit lesson plans per semester are not completed	<u>Reform Approach/Instructional Strategy Focus</u> <i>Interdisciplinary Writing</i> See September for other details
February	<u>Weekly Wednesday PD 2 hours</u> See September for breakdown	<u>Reform Approach/Instructional Strategy Focus</u> <i>Interactive Notebooks</i> See September for other details
March	<u>Weekly Wednesday PD 2 hours</u> See September for breakdown	<u>Reform Approach/Instructional Strategy Focus</u> <i>Reciprocal Teaching</i> See September for other details
April	<u>Weekly Wednesday PD 2 hours</u> See September for breakdown	<u>Reform Approach/Instructional Strategy Focus</u> <i>Shared Inquiry</i> See September for other details
May	<u>Weekly Wednesday PD 2 hours</u> See September for breakdown	<u>Reform Approach/Instructional Strategy Focus</u> <i>Habits of Mind</i> See September for other details
June	<u>Weekly Wednesday PD 2 hours</u> See September for breakdown <u>Humanitas Teacher Center</u> 3 days Grade-level teams will attend if 2 interdisciplinary unit lesson	<ul style="list-style-type: none"> • School Committee, Grade-level team and content-area team year-end debriefing and goal-setting • Data gathering for July Summer Institute

	plans per semester are not completed	
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This calendar is aligned with SoHDA’s school calendar, daily schedule, assessment processes, and staffing plans.

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

Our professional development will be **evaluated** and **modified** according to the model created by Thomas R. Guskey, professor at the University of Kentucky, who has twice won the National Staff Development Council’s (NSDC) prestigious Book of the Year Award and three times won the Article of the Year Award. Guskey developed the Standards for Staff Development published by NSDC. Guskey (2005/2006) states that the standards “describe the importance of extended time for professional development and the need to ensure that activities are ongoing and job-embedded.” He goes on to say that “Researchers have shown, however, that simply adding more time for job-embedded activities is insufficient...we must ensure that the extended time provided for professional development is structured carefully and used wisely, engaging educators in activities shown to yield improved results.” In order to help ensure that our professional development meets this criteria, SoHDA will utilize Guskey’s protocol for evaluation:

FIVE LEVELS OF PROFESSIONAL DEVELOPMENT EVALUATION			
Evaluation Level	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants’ reactions	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants’ learning	<ul style="list-style-type: none"> • Paper & pencil instruments • Simulations • Demonstrations • Participant reflections • Participant portfolios 	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	<ul style="list-style-type: none"> • District and school records • Minutes from meetings • Questionnaires • Interviews with participants • Participant portfolios 	The organization’s advocacy, support, accommodation, facilitation, and recognition	<ul style="list-style-type: none"> • To document and improve organizational support • To inform future change efforts
4. Participants’ use of new knowledge and skills	<ul style="list-style-type: none"> • Questionnaires • Structured interviews • Participant reflections • Participant portfolios • Direct observations • Video or audio tapes 	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	<ul style="list-style-type: none"> • Student records • School records • Questionnaires • Structured interviews 	Student learning outcomes: cognitive, affective, psychomotor	<ul style="list-style-type: none"> • To focus and improve all aspects of program design, implementation, and follow-up.

	<ul style="list-style-type: none"> • Participant portfolios 		<ul style="list-style-type: none"> • To demonstrate the overall impact of professional development
<p>Guskey, Thomas R. "A Conversation with Thomas R. Guskey." <i>The Evaluation Exchange, Harvard Graduate School of Education</i>. Winter. 2006/2006: 12-14. Print.</p>			

f. Autonomy: Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve

Autonomy is key to creating the focused, intensive, sustained professional learning system that we have described. The School of History and Dramatic Arts will use our autonomy to create a system that is embedded in our school's structure. We will select staff members that share our vision and goals. They will demonstrate this commitment by agreeing to supplementary contractual requirements that include additional professional development time. (See Attachment I, Election to Work Agreement.) Staff will participate in formulating these requirements each year, thus minimizing resistance. SoHDA will follow a school calendar that includes our Summer Institutes and a schedule that incorporates significant time for collaboration every week. Autonomy also allows us to create an Election to Work Agreement that requires membership on school committees and the creation of Personal Professional Development Plans. These requirements go beyond that of a standard contract, but our design team faculty members already voluntarily invest time and effort way beyond that required by our contracts, as do many other teachers. We feel that a Pilot School is a wonderful way to provide structures that support this commitment, and validates the value of staff members' work.

6. SERVING SPECIALIZED POPULATIONS

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

The design team of SoHDA believes that ALL children can learn and succeed. The SoHDA staff will design instruction based on students' strengths and individualized needs using a variety of teaching strategies. Furthermore, students with special needs will be serviced in an inclusive model based to the greatest degree possible. SoHDA staff will undergo intense training in order to prepare them to meet the demands of full inclusion. Based on the research of, Dorothy Kerzner and Alan Gartner, we endorse inclusion as a service, not a place, and will adopt a whole school approach in an effort to transform our classroom and the learning experience for all students. Inclusion is a constantly changing process that ensures that students with learning, behavioral, or sensory disabilities are successful alongside their non-disabled peers. Our program is designed to be student centered, not school centered.

Research Base
<p>Lipsky, Dorothy Kerzner and Alan Gartner. "The Future for All Students with Disabilities." In Mitchell, David R. <i>Special Educational Needs and Inclusive Education: Inclusive Education</i>. RoutledgeFalmer. New York. 2004.</p>
<p>Villa, Richard A., Thousand, J. S., Nevin, A. I., & Liston, A. (2005, Fall). Successful Inclusion Practices in Middle and Secondary Schools. <i>American Secondary Education Journal</i>, 33(3), 33-50.</p>

We have seen many students with disabilities succeed in the general education classroom when they are taught using their strengths. For example, a student with autism co-chaired a commissioner position in Franklin HS ASB government during the 2009-2010 year. Also, students in a special day program have successfully been included in the subjects they are strongest in. For example, a student with autism, has been included in the general education classroom for math while continuing in the special day program for English. a student with learning disabilities, is included in the general education setting for history and Algebra 2 while continuing in the special day program for English and Science. Based on his success, the IEP team may fully include him in the general education setting for all classes. The goal at SoHDA is to provide students a continuum of support and services based on their needs with the goal of moving the student into a less restrictive environment.

LAUSD's Special Education Services and Manual will be used to guide the process to determine whether or not a student is eligible for Special Education Services. The IEP team will comply with federal and state law to determine placement, supports, and services based on the individual student's needs. The four steps of the process include: (1) Referral for Assessment; (2) the Assessment; (3) Development and Implementation of an Individualized Educational Program (IEP); and (4) the IEP Review (see Appendix C, D and E for details of the process).

IDEA 2004 and the American Disabilities Act require that public entities provide equal access for students regardless of any disability. The School of History and Dramatic Arts will comply with federal law requiring public schools 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 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. SOHDA 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.

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.

The Learning Center is designed to help students with disabilities by providing additional academic support. 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.

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

No Child Left Behind (NCLB) and the Individual with Disabilities Education Act (IDEA) mandate that all students have access to the general education curriculum with highly competent teachers and quality instruction. Response to Intervention (RTI) and Differentiated Instruction (DI) help achieve the goals by early intervention and adapting instruction to individual needs and learning styles. While RTI & DI assist all students, they are also effective for “special needs” students, ELLs, gifted, and talented and those students who learn in different ways. This is especially important in an inclusive, small school setting.

Based on the research of Harris-Murri, SoHDA will use a “RTI model 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.”

Harris-Murri, N., King, K. A., and Rostenberg, D. (2006). Reducing disproportionate minority representation in emotional and behavioral disorders: Toward a culturally responsive response to intervention model. *Education and Treatment of Children*, 29, 779-799.

The pyramid of support begins at the teacher level. The teacher will contact the Coordination of Services Team (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 cumulative 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.

At the Tier 1 level of intervention, the teacher will use 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 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 Coordination of Services Team (COST) and the learning center teacher if the student does not respond to the differentiated instruction.

At the tier 2 level of intervention, the identifying teacher will bring all materials to the COST team and review the data collected by the teacher. The team will then 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, SOHDA will use 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.

At the tier 3 level of intervention, 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. Once the student is identified as having a disability, SoHDA will monitor IEPs on the Welligent system in order to ensure services are being provided.

The IEP process will be centrally organized. 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 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. 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.

Taylor Yard Schools Collaborative: Special Education

Students with special needs often require intensive, specialized support that is best provided in standalone classes. Depending on the sizes of these populations, we will work to make sure that together the campus provides one or more ED, MR, CBI and autistic classrooms for to serve special needs students.

:: ArtLAB :: Los Angeles River School :: School of Technology, Business, and Education :: School of History and Dramatic Arts ::

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.

For further information on how SoHDA will comply with MCD mandates and federal law, see Attachment C (Appendix D from the RFP).

7. PERFORMANCE MANAGEMENT

- a. Performance Goals and Metrics:** Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.
 - b. Rationale:** Discuss why the proposed school will track the mission-specific indicators selected.
-

SoHDA is committed to setting clearly measurable student performance and mission-specific school performance goals in conjunction with LAUSD and the Innovation Division.

**CENTRAL REGION HIGH SCHOOL #13
SCHOOL OF HISTORY AND DRAMATIC ARTS**

COMMUNITY INVOLVEMENT

Demonstrate a proven commitment and overall capacity to establish strong connections to the community where the proposed school will be located.

8. COMMUNITY ANALYSIS AND CONTEXT

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

The community served by Central High School #13 (CHS-13) is a majority Hispanic, yet ethnically diverse community. Though the boundaries have not been yet set for the population the school will serve, CHS-13 is in an area at the junction of the Cypress Park and Glassell Park communities. As of the 2000 Census, the make up of these immediate neighborhoods was an average 74% Latino with a significant percentage (14.4%) Asian population. When other neighborhoods that will likely be served by the school are factored in (Highland Park, Lincoln Heights, Mount Washington, Elysian Park, and Elysian Valley), the overall diversity of the potential student population is greater.

Research Base
As of the 2000 Census it was 82% Latino, 11% Asian, and 7% Black, White, or other. Neighboring communities that will likely be served by the school include Glassell Park (66% Latino, 17.4% Asian, 13.7% White, 2.8% Black or Other), Highland Park (72.4% Latino, 11.2% Asian, 11.3% White, 5% Black or Other), Lincoln Heights (70.7% Latino, 25.2% Asian, 4.1% White, Black, or Other), Mount Washington (61.2% Latino, 12.8% Asian, 20.8% White, 5.3% Black or Other), and across the 5 freeway Elysian Park (47.6% Latino, 43.4% Asian, 8.9% White, Black, or Other), and Elysian Valley (61.0% Latino, 25.6% Asian, 9.7% White, 3.7% Black or Other).
Smith, Doug, ed. "Mapping L.A. Neighborhoods." <i>Los Angeles Times</i> . October 10, 2010. Online Newspaper. http://projects.latimes.com/mapping-la/neighborhoods/

CHS-13 is an offshoot of the revitalization of Taylor Yard and the Los Angeles River. One of the **strengths** of the Northeast Los Angeles (NELA) community served by CHS-13 is its strong tradition of community activism, cooperation, and improvement. In an unusual show of cooperation, more than 3 dozen community groups made up the "Coalition for a State Park at Taylor," lobbying for the formerly industrial park to be turned into a state park as well as participating in efforts to restore the Los Angeles River. As often happens with effective community action, it took one Glassell Park citizen, Alisa Smith, to notice that CalTrans planned to move a maintenance facility to "Parcel F" next to what is now Rio de Los Angeles Park. Again, because of one alert and active citizen, community groups came together to get LAUSD to vote to purchase the property, persevered after a developer came in and purchased the land right before LAUSD was to do so, until finally on November 19, 2007, a judge awarded "Taylor Yard, Parcel F" to the Los Angeles Unified School District. Ms. Smith's actions are exemplary of a Northeast Los Angeles community **value** that "one person can make a difference." The Northeast Los Angeles community **values** its neighborhoods, local businesses, the community's history, and the common good. Likewise, the community **values** efforts to maintain and improve the environment.

Research Base
The River Project. "Taylor Yard." Web. August 2010. http://www.theriverproject.org/tayloryard/
Vaillancourt, Ryan. "School District Settles Land Dispute for \$50 Million." Los Angeles Downtown News.com. August 11, 2008. Web. August 2010. http://www.ladowntownnews.com/articles/2008/08/11/news/news01.txt

The fact that the school is not only welcome in the community, but that they actively sought it and fought for it is a valuable **asset** that SoHDA will work hard to deserve. The community has **expectations** that the school will serve the youth of their own community and that it will offer a rigorous education that is engaging for students, promoting not only high attendance but a high success rate for students that includes graduation and college preparation. At the groundbreaking of the new school site, Board Member Flores Aguilar said, "It's here that the community will celebrate their children's successes, and it's here where community will gather to make decisions. Our message to students is that they matter and their education matters." The Northeast Los Angeles community has **expectations** that CRHS-13 will be an asset to its community.

The students of the Northeast Los Angeles communities have many academic needs. Those are addressed elsewhere in this proposal. The school site itself meets one of the **critical needs** of the community—that of having a high school in their own community as well as easing the strain on the families and students dealing with the year-round 3-track system at one of the relieved schools, Marshall High School.

As in many neighborhoods in Los Angeles, gang prevention and gang intervention are among the **critical needs** of the communities that CRHS-13 will serve. (Per Street gangs.com. "City of LA-Northeast Area." Web. August 2010. <http://www.streetgangs.com/hispanic/cityofla/northeast>, as many as 18 distinct gangs have been documented at one time or another in the northeast area of Los Angeles.) It is essential that the community be reassured from the beginning that the schools operating at CRHS-13 will be proactive about not only providing a safe learning atmosphere for all students, but one that actively seeks to provide alternate paths for the community's youth.

Especially in the current economic atmosphere, the lower socioeconomic status of several of the areas that CRHS-13 will serve represents a **critical need** of the community. The community needs a school site aware of the social and economic needs of its students.

As one of the five schools sites, SoHDA will align very well with the **values** and **expectations** of the Northeast Los Angeles community. The spirit that started the move for the CRHS-13 school—that "one person can make a difference"—is at the heart of SoDHA's mission, vision, and philosophy for students. As design members coming from the American Studies Academy at Franklin have done, SoHDA will teach an inquiry-based history that will not only train the students intellectually, but help them to see that history is not inevitable. Historian Ira Berlin showed that if we accept the notion of inevitability in history, "the individual's freedom of choice is ultimately an illusion" (*Historical Inevitability*, 1954, p. 7). SoDHA's 9th grade history elective will begin with a study of the history of the local community, not only to honor the community and historical heritage groups who fought for the existence of the school, but to engage the students from the beginning as they study history of an area that they can relate to and to look at the choices that were made by individuals that shaped its history. ASA design members have used this approach with 9th graders, who light up looking at historical photos of Highland Park and learning how to read them. The last couple of years, ASA has sought funding to purchase "Highland Park

History” photo books to use with the ninth graders, and the books are held out as an end of the year reward.

Fisher, Charles J. and The Highland Park Heritage Trust. *Images of America: Highland Park*. Arcadia Publishing. San Francisco. 2008.

The SoHDA design team considers it a privilege to be part of a school where community members were not only active in issues such as a natural desire to improve property values, but with a sense of true equality looked to benefit “all the people,” including its own young people. The strong SoHDA curriculum with high expectations and the tools to meet them, along with its engaging Dramatic Arts career technical program will give students viable alternatives to dropping out and/or joining gangs. SoHDA values of equity and justice for all will translate into practical steps to provide a safe learning environment that is sensitive to the needs of all students and builds community relationships ready to help meet social and economic needs.

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

History and Experience

The SoHDA Design Team brings a longstanding history of working in and commitment to the community that Central HS #13 will serve. They have a collective 57 years of serving at Franklin High School plus another collective 12 years of serving the Eagle Rock and Highland/Glassell/Cypress Park or similar communities. Three of the design team members have been lead teachers at Franklin High School (one of the feeder schools) small learning communities, including Gilder Lehrman-funded American Studies Academy (ASA) and the Media, Entertainment, and Graphics Arts (MEGA) SLC. Both programs have had community partnerships. As the “Leadership” coordinator, Dolores Lopez has guided the Franklin leadership students to make community service an integral part of leadership.

Existing Partnerships

The American Studies Academy at Franklin was designed, started, and supported financially by Gilder Lehrman Academy of American History (New York) as a “History High School,” one of forty-four such schools around the country, and the only one in Southern California. Design Team member David Levine has worked in partnership with CalArts for several years, bringing a unique playwriting program to Franklin High School.

Brought in with Gilder Lehrman support as the college connection partner, National Center for History in the Schools, UCLA (NCHS) is in its sixth year of working intimately with the ASA program at Franklin, and will continue that connection with SoDHA. Part of the “UCLA in LA” commitment to outreach to all of Los Angeles, NCHS has show a strong commitment to expanding students’ sense of their place in the larger Los Angeles community. In addition to the formal college connection program, NCHS provides undergraduate classroom assistants who are in the classrooms at least weekly, reinforcing the sense that there is a larger community interested in the outcome of the students’ education.

Design Team member Peter Berlin has been involved with the Algebra Project for two years developing curriculum and will continue that partnership.

ASA has also worked with the Autry National Center, the National Center for Preservation of Democracy, the UCLA Chicano Studies Center, the Highland Park Heritage Trust, and Teen Court. In addition, ASA now has an alumni group already active in returning to help students from their own community apply to college and succeed. Three ASA alumni ran for and are currently seated on the Highland Park Neighborhood Council—a testimony to the reality of community activism the students have learned from the design team members coming from ASA.

Community leaders, groups, organizations, institutions, individuals who have pledged support for SoDHA

Letters of Support (Attachment C):

- “World History for Us All,” San Diego State University
- Prof. Gary B. Nash, National Center for History in the Schools, UCLA
- The Autry National Center for the Study of the American West
- Inner-City Filmmakers
- CalArts
- Cypress Park Family Source Center
- Homeboy Industries
- Los Angeles Education Partnership
- United Teachers of Los Angeles
- Garden School Foundation
- Local District 4

Other partnerships the SoDHA Design Team is establishing:

- Hollywood CPR (Cinema Production Resources)
- Gilder Lehrman Institute of American History (affiliated school)
- National Center for Preservation of Democracy
- The Algebra Project
- UCLA Chicano Studies Center
- Aztecs Rising

9. COMMUNITY ENGAGEMENT STRATEGY

- a. **Engagement Plan:** Explain the team’s vision for engaging the community and the underlying theory that supports it.
-

Starting with the Governing Council, SoHDA envisions a program that engages the immediate community from the beginning. Initially, SoHDA will seek out community members who will speak to students about their own community engagement and vision for the community as well as their own career and college paths. Engaging community members in the career pathways plans will be one key to the success of that program.

SoHDA will work with the Taylor Yard Pilot Schools Collaborative (the overall school site) to synchronize common activities, classes, and events to be made open to or available to the community. Especially, in addition to community members being a part of the Governing Council, SoHDA will seek representation and/or voice to speak at and listen to others at neighborhood meetings. As its dramatic arts and history program develops, SoHDA will seek to be a cultural resource for the community as well as training its students to be locally active.

As part of the SoHDA community engagement, local history will be an integral part of the ninth grade “Historical Frameworks” course, with students involved in such projects as the “Taylor Yard Interpretive Projects” for elementary school students by “The River Project” (<http://www.theriverproject.org/tydcenter.html>) and educational programs available from the “Friends of the Los Angeles River,” (<http://folar.org>).

-
- b. **Key Community Partnerships:** Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.
-

As a community-based school SoHDA is anxious to continue its current connections with partners as well as develop new ones. Community partners are key components of SoDHAs mission and vision to set a culture of high expectations, mutual respect, and connection to authentic learning.

Ready to begin in Year One:

Los Angeles Education Partnership	Professional Development; curriculum development
National Center for History in the Schools, UCLA	College connection; curriculum development; community expectations; develop connections to other UCLA resources
The Algebra Project	Professional and curriculum development
CalArts	Support for drama department
Hollywood CPR (“Cinema Production Resources”)	Skills training in theater and film production
Gilder Lehrman Institute of American History	Historical resources; access to professional devel-

(affiliated school)	opment for teachers
The Autry National Center for the Study of the American West	Career pathway (through their theater program) Historical resources
National Center for Preservation of Democracy	Promote civic action; host students for field trip
UCLA Chicano Studies Center	College readiness; community action
Cypress Park Family Source Center	Parenting classes; services for families
Aztecs Rising	Gang intervention and prevention
Prof. Gary B. Nash, UCLA	Resource for academic community support
Mr. Jorge Nuñez, office of Kevin DeLeon	As area representative, help SoHDA make community connections

Years Two-Five:

The National Center for History in the Schools, UCLA (NCHS) will work closely with SoHDA and Year One community partners to develop other community partnerships in response to needs identified during Year One. NCHS has a longstanding presence in the educational community of Los Angeles—both the academic and outreach community—and will build on that to help SoHDA make connections.

A volunteer community coordinator will work with community organizations to develop programs for students and their families. The community coordinator will also work with the Governing Council to seek new partnerships and maintain existing relationships.

**CENTRAL REGION HIGH SCHOOL #13
SCHOOL OF HISTORY AND DRAMATIC ARTS**

GOVERNANCE, OVERSIGHT, AND LEADERSHIP

10. SCHOOL GOVERNANCE AND OVERSIGHT

a. School Type

SoHDA will operate as a Pilot school. The autonomy that the Pilot structure allows is critical to achieve the achievement goals that SoHDA has set. The SoHDA design team is committed to frequent reviews and adjustments to curriculum, schedules, staffing, and budget in order to meet those goals.

b. Applicant Team Capacity

As detailed elsewhere, several members of the applicant team designed the program and curriculum for the American Studies Academy at Franklin High School. With the limited autonomy they have had over the English and History curriculum and setting a program culture of high expectations and a collaborative culture, they have demonstrated capacity for collaborative review and adjustments in the interest of increasing student success.

As a Pilot school, leadership will be shared not only among teachers, staff, and school leadership, but with student, parent, and community representatives.

Brief Biographies of Design Team Members

Please see Attachment E for full biographies of those who will take a significant leadership role.

Name	Credential/Education	Experience
<i>Design Team Lead</i>		
Meredith Ryley	Single-Subject Social Sciences; BA, Film and Television Production (NYU); MEd-Educational Foundations (CSULA)	16 years at Franklin HS, 10 years as Humanitas coordinator
<i>Design Team Credentialed Teachers/Counselor</i>		
Peter Berlin	Single-Subject Math	5 years at Franklin HS
Merri Garcia	Single-Subject English; MEd (Portland State University); MEd-Administration (UCLA)	4 years at Franklin HS, 3 years as Lead Teacher of American Studies Academy, 2 years as Assistant Principal at Gertz-Ressler HS
Chris DiPasquale-Yu	Single-Subject Chemistry & Physics	8 years at Franklin HS
David Levine	Single-Subject English; CTE Credential (Media Arts)	7 years at Franklin HS, 3 years at Irving MS, 6 years as Lead Teacher in the Media, Enter-

Name	Credential/Education	Experience
		tainment and Graphic Arts Academy
Dolores Lopez	Special Education (Mild to Moderate)-Clear; NCLB Highly Qualified-Social Sciences & English; MA-Special Education (Loyola Marymount University)	4 years at Franklin HS, 3 years as ASB Advisor (Leadership), 2 years at Gompers MS
Ricardo Martinez	Single-Subject English; Double BA English and History (Loyola Marymount University)	6 years at Franklin HS, 2 years as Lead Teacher of American Studies Academy
Reidiny Martinez	Multiple-Subject & Counseling Credential; MA-Counseling (CSULA)	7 years at Franklin HS as counselor, 1 year as Literacy Coach at Hollenbeck MS, 1 year as Testing Coordinator at Hollenbeck MS
Jose Reyes	Single-Subject Social Sciences	1 st year at Virgil MS, 2 years at Harris Newmark Continuation HS Community Member Northeast Los Angeles Franklin High School alumnus Did student teaching with Design Team Lead, Meredith Ryley
Community Members/Partners		
Telma Cifuentes	Parent from Eagle Rock HS, Community Member, Fitness Specialist	
Birgitta Martinez	Parent from Eagle Rock HS, Special Education Teaching Assistant at Solano Elementary School	
Jorge Nuñez	Franklin HS parent, Senior Field Deputy-State Senate Member Kevin DeLeon	
Alex Soto	Alumnus from Franklin American Studies Academy, Vice President of Student Affairs at Pasadena Community College	
Marian Olivas	7 years as Community Partner with American Studies Academy with National History in the Schools, UCLA (Program Manager), 15 years educational publishing, 20 years as community church member in Highland Park	
Samantha Sanchez	Current student at Franklin HS	

c. School Governance and Oversight

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

SoHDA will take advantage of governance autonomy to give all stakeholders representation in leadership and a voice in decision-making, always with a view to meeting the specific student performance goals. Autonomy means that leadership can evaluate progress and consider input and suggestions throughout the year and will have the freedom to implement suggested changes in areas such as schedules, curriculum, professional development, assessment, and budgeting as needed to keep on target to meet stated individual and school goals.

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

The following committee structures represent the initial setup by the Design Team. The committees will be subject to review by the Governing Council.

Data Analysis and Accountability Committee:

Membership – administration and teacher from each teaching block

Purpose - To look at and disseminate data to teachers and the campus community.

Meeting time – As needed (to be determined)

Community and Family Involvement:

Membership – Parents, teachers, students and community members

Purpose – to establish relationships with the community and to think of ways to disseminate and involve the community.

Meeting Time – As needed (to be determined)

Curriculum, Instruction, and Professional Development:

Membership – Teachers, students, and classified staff members (counselors)

Purpose – To make decisions regarding teaching and learning

Meeting – As needed (to be determined)

School Activities:

Membership – Students, Teachers, Parents

Purpose – to create events for the campus, to oversee homecoming, and graduation

Meeting – As needed (to be determined)

Student Support:

Membership – Students, Teachers, Parents, classified staff members

Purpose – to oversee and discuss areas where students may need extra help like college preparation and counseling

Meeting - As needed (to be determined)

iii. Governing Board: Describe the composition of the Governing Board and the process for membership selection.

SoDHA will have a Governing Council which will be able to make decisions for the school in terms of budget, direction, and keeping the campus on track with its core mission and values. The membership of the Governing Council will be made up of the principal, four elected members of the teaching faculty, one elected classified staff member, three elected parents, three elected students, and two nominated community. Since the principal will be on the Governing Council they will hear different perspectives and will be able to take those perspectives into account when making other policies for the campus.

11. SCHOOL LEADERSHIP

- a. Principal Selection:** Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school’s unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.
-

School of History and Dramatic Arts will select a principal who not only has administrative and supervisory experience (See Attachment F, “Job Description for School of History and Dramatic Arts Principal,” for details), but can demonstrate a history of collaboration with other administrators. The principal will have the authority for final decisions, but must be able to receive and implement feedback from the Governing Council, the committees, and all stakeholders. Meaningful implementation of stakeholder feedback is vital to the successful Pilot Model.

The Principal should have experience that will allow him/her to set the budget, schedule, and staffing pattern that will best serve teaching and learning—always with input from the Instructional Leadership Teams and the Governing Council. Additionally, the Principal needs to demonstrate that he/she will be open to changes that will help the school stay on track, including scheduling, staffing, and finances. A Principal with experience mobilizing fundraising and grant applications as needed.

The SoHDA Design Team will seek a Principal who has had experience in and commitment to working in the small school setting, willingness to work collaboratively and cooperatively with the Governing Council, Instructional Leadership Team, and a proven ability to work with parents and community members towards a common goal. The Principal should have a commitment to and/or experience in using the Humanitas model of interdisciplinary teaching and an expectation that all SoHDA students can and will be prepared for college entrance in addition to receiving career training. Additionally, the ideal candidate would be bilingual (Spanish) and connected with community resources related to or have experience working in the performing arts.

Members of the Design Team will select a school leader to be approved by the Local District 4 Superintendent.

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- 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.
-

In addition to a Principal and a Coordinator, SoHDA will have an Instructional Leadership Team. All SoHDA staff will have a voice in leadership and a role in choosing that team, which will be comprised of elected teacher leaders of the following committees: (1) Data Analysis and Accountability, (2) Community and Family Engagement, (3) Curriculum, Instruction, and Professional Development, (4) School Activities, and (5) Student Support. These committees, along with the governing Council, will be responsible for giving the Principal, who will serve on each committee, input on these areas. See “School Level Committees” above.

- c. Principal Evaluation:** Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The SoDHA principal will be subject to evaluation by the Governing Council with feedback from the Instructional Leadership Team. See Attachment F, Job Description for SoDHA Principal, for evaluation criteria.

12. STAFFING

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

The table below shows SoDHA’s anticipated staffing needs from start-up through year five, as well as various ratios and numbers per classroom. The school plans to have 30 students per class, which is below the number in most large comprehensive high schools. This will enable teachers to know students well and to address their learning needs effectively. Individualized Education Program services will be provided by LAUSD.

Ideal staff, budget permitting

	Year One	Years 2-5
Anticipated Enrollment	340	450
Grades	9-11	9-12
Certificated Staff—SoHDA only		
Principal	1	1
AP/Coordinator	1	1
Dean	1	1
English Language Arts Teachers	2-3	3
Social Studies Teachers	2-3	3
Math Teachers	2-3	3
Science Teachers	2-3	3
Spanish Teachers	1-2	2
Physical Education Teachers	1	1
Film/Theater Arts Teachers	2	2
Special Education Teachers	2	2
Counselor	1	1
ESL Teachers	1	1
Classified Staff		
Administrative Assistant	1	1
School Clerk	1	1
Campus Aide (Security)	1	1

Staff Shared with Taylor Yard Pilot Schools Collaborative		
Librarian	1	1
Site Operation Manager	1	1
Psychologist	1	1
Nurse	1	1

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

All teacher candidates will demonstrate mastery of their discipline content (with single-subject credential) and a true familiarity with content standards; will have a demonstrated interest in the integrative SoHDA model; will be willing and able to integrate art and technology into the curriculum; will be experienced in or eager to learn progressive pedagogical strategies (i.e. simulations, Shared Inquiry, Project Based Learning, student exhibitions, etc.); will be willing to work in a lab school where teachers are trained in interdisciplinary, thematic, inquiry-driven instruction; will be comfortable using project/Project Based Learning both for formative and summative assessment; willing to be committed collaborators who will hold themselves accountable for rigorous grade-level planning; will be aware of the importance of writing across the curriculum and willing to use discipline-specific and interdisciplinary writing as a form of summative assessment; will be aware that literacy is the gateway to all learning and will be willing to learn and integrate strategic literacy strategies that will be used schoolwide; eager to promote a college-going culture by leading an advisory group through graduation, promoting college access and awareness strategies, and by assisting with college portfolios; and willing to give presentations with grade-level team in the Teacher Training Center and to welcome visitors as part of demonstration site protocol.

Teachers who have committed to SoHDA include design team members Ricardo Martinez, Merideth Ryley, Dolores Lopez, Peter Berlin, David Levine, Jose Reyes, Merri Garcia, and Reidiny Martinez (See Attachment E for qualifications and experience of key members of the Design Team). All incoming teachers will be trained in the Humanitas model, shared inquiry, Socratic seminar, SDAIE, and literacy strategies. They all hold single-subject credentials in the disciplines they will teach, as will all teachers hired. All the founding teachers have SB1969 or CLAD (Crosscultural, Language, and Academic Development) certificates giving them cultural sensitive and qualifying them to teach English Learners. Teachers will be well trained in differentiated instruction to meet the needs of special students populations. SoHDA will hire credentialed special day and resource teachers who are “highly qualified” based No Child Left Behind requirements, depending on the need our students in special education.

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

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

Autonomy

It is essential that we have the autonomy to select a staff that shares a vision and is willing to do participate in intensive collaboration and extensive professional development to implement our curriculum (see Attachment I for Elect-to-Work Agreement).

Evaluation of Teachers

As an LAUSD Pilot school, SoHDA follows all LAUSD personnel policies and practices, except that the school retains the right to select and evaluate teaching and administrative staff. The principal and all the teachers will engage in a yearly reflection and evaluation process. The principal's evaluation will be based on the National Board Core Propositions for Accomplished Educational Leaders and the California Professional Standards for Educational Leaders. The evaluation process will include teacher feed back, a self-evaluation, and a leadership practices inventory. Teacher evaluations will be based on the National Board for Professional Teaching Standards' Five Core Propositions and the California Professional Teaching Standards. All administrators and teachers will also be evaluated on their commitment to initiate and carry the goals and objectives of the academy. All teachers will be required to:

1. Develop an Independent Learning Plan at the beginning of each school year that outlines personal learning goals and focuses on one topic to study intensively.
2. Participate in yearly self-evaluation, using the Professional Teaching Standards Self Evaluation. Submit an initial self-evaluation during the 12th week of school to be used by school leaders and the teacher throughout the yearly coaching process.
3. Maintain a personal Professional Growth File, which is a compilation of all evidence of professional growth such as in-service classes, courses taken, conferences, committee work, partner coaching, curriculum development, pupil progress, and administrative review related to evaluations. The Professional Growth File provides documentation of all experiences that enable the teacher to achieve the California Professional Teaching Standards, as well as the personal goal(s) established by the teacher at the start of the school year.
4. Tenured teachers being evaluated for the year and all teachers new to the school district must select their model of evaluation by the 12th week of school. The options include Partner Coaching, Administrative Coaching, and Professional Growth Portfolio.

CENTRAL REGION HIGH SCHOOL #13
SCHOOL OF HISTORY AND DRAMATIC ARTS

FINANCES

13. FINANCES

- a. **Financial Sustainability:** Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.
-

For “Discretionary Programs,” SoHDA puts a high priority on hiring per department at least one experienced and highly qualified teacher, who adheres to the school’s mission and vision and credentialed teachers to fill other positions. The collaborative model will allow newer teachers to come on board and become part of the planning and training.

Since SoHDA will be under the Transparent Budgeting program as a Pilot School, hiring a principal with administrative experience and proven ability to work with the Governing Council of SoHDA to set other budget priorities will also be a priority. An administrative assistant with understanding of school budgets will also be a priority. Careful consideration will be given to other clerical support needs and need for a Financial Manager. The leadership teams as well as the Governing Council will play a role in analyzing budgetary needs, especially those that pertain to Curriculum and Instruction, Student Activities, and Professional Development.

Counseling services will also be a priority for SoHDA as it aims to provide excellent student support. The collaborative model of teacher intervention as well as judicious use of community partnerships will lend support to the counseling services.

With a priority set on professional development, once school and career goals are set, SoHDA will plan carefully for teacher sub days—allowing for sick and vacation time as well as professional development release time.

All design team members along with the Governing Council, once in place, will contribute to careful analysis of the Instructional Materials Account as well as Arts Program costs, given that the Arts line is key to the CTE plan of SoDHA.

During start-up, the Design Team, followed by Leadership Teams as they are hired, will analyze curriculum needs, technology needs, materials needs, etc. for the most efficient use of start-up and funds. Priority will be given to careful analysis of technology needs so that the school(s) will have access to online materials. Careful access to online and often free or low-cost materials ultimately can be key to saving materials and professional development money.

SoHDA is in collaboration with three other teacher-led designs (the Marshall Teams). All will work together to share funding of certain positions, including (but not limited to) custodial position(s), nurse, psychologist, restroom attendants, grounds workers, clerical support for special education, and possibly

College Counseling and Title I Coordinator. College connection partnerships will lend support to the school's college counseling services.

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

SoHDA will seek additional funding to implement its key partnerships. For example:

National Center for History in the Schools, UCLA (college connection, professional development, and curriculum development): Teaching American History Grants; Teacher-Initiated Inquiry Projects; and private funding

Los Angeles Education Partnerships (professional development and interdisciplinary curriculum development): Improving Teacher Quality grants; NEA Learning and Leadership Grants; Fund for Teachers; Toyota Tapestry Grants (science and literacy)

Cal Arts (career education partnership):

In addition, SoHDA will work to create a culture that encourages team members to be innovative and seek funding from such entities as "Donors Choose" and the "NEA Foundation." Some leadership meeting time each semester will be used to inform team members about grant opportunities as well as provide the training and tools to apply.

As mentioned in startup funding, SoHDA will give priority to being a wired school, encouraging faculty and administration to take advantage of online Professional Learning Communities and innovative ways for students to interact, write, and discuss online—all no-cost, yet valuable curriculum and professional development options.

For Traditional, ESBMM, Pilot and Network Partner Schools Only

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

Budgetary autonomy will allow SoHDA to openly review the budget with all stakeholders to make sure that expenditures align with mission, vision, and instructional program and goals. As part of the Elect-to-Work agreement, some teachers' duties will be included in their regular duties, eliminating some Teacher Activity Differentials.

Year One Priorities

In addition to the Design Team members, SoHDA priority hires for Year One will be:

- Have a strong principal/Administrative Assistant (or Financial Analyst) in place so that the budget process will have oversight from the beginning.
- Core departments hire a second teacher. The Design Team already includes 2 social studies, 2 English teachers, 1 drama arts teacher, 1 chemistry/physics teacher, and 1 special education teacher. Therefore, priority will be to hire: 1 math teacher, 1 biology teacher, 1 spanish teacher, 1 special education teacher, 1 ELL teacher, 1 physical education teacher.

Years Two-Five Priorities

- Add teachers to complete departments as per staffing plan in design and with revised input from Governing Council and leadership teams.

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

Once the Year One budget is in place and operating, regular input will be sought regarding financial priorities from students, teachers, and community members. The Principal will create a method by which input will be sought from all stakeholders during formal and informal meetings. Towards the end of each year, SoHDA will publish the current year's budget along with available student and school results. The published budget will aggregate personal salary information, but will otherwise be open to examination by all stakeholders.

CENTRAL REGION HIGH SCHOOL #13
SCHOOL OF HISTORY AND DRAMATIC ARTS

IMPLEMENTATION

14. IMPLEMENTATION

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

Many aspects of the Instructional Program will be in place during Year One, but it could take through Year Five to have all interdisciplinary curriculum in place as envisioned by the SoDHA Design Team. School culture and climate do take time to develop, but the Design Team has already developed a collaborative professional culture that they will bring to the school. In addition, the current partnerships and alumni of the participating teachers will help set the culture.

Many of the Professional Development relationships are already in place with the Design Team. Others are ready-to-go programs. Professional Development will be an ongoing process, but the programs SoDHA currently plans will be fully implemented by Year Three.

Many aspects of the Instructional programs for Special Education, because of the Design Team's experience, will be in place for Year One. Years Two-Five will further develop the Special Education and English Language Learners programs and collaborations with other schools from the site.

See Attachment G for other implementation plans. Further details and timeline for implementation will be planned after the Principal has been hired and the Interim Governing Council is in place.

- b. **Waivers:** *For Internal Applicant Teams Only*

As a Pilot school, the School of History and Dramatic Arts will operate with an Elect-To-Work Agreement. See Attachment I.

ATTACHMENT A-1 Curriculum Timeline

Year “Zero”

Because of courses created for their small learning communities, Design Team members will come into the first year with curriculum in place, including (but not limited to), the Algebra Project, interdisciplinary History/English units for 9th-12th grade, drama and theater arts courses. **As shown in Attachment A-2, the data for the Humanitas curriculum that the teachers will bring to the School of History and Dramatic Arts had shown success where and when implemented as it is designed.** SoHDA Pilot design will allow full implementation of Humanitas curriculum and assessment.

Summer One

During Summer One (before school opening) SoDHA will use the Professional Development time to work with incoming teachers on what curriculum they will have in place.

Year One

Professional development time during the first year will be used to further weave school themes into all courses and to create additional interdisciplinary units. See the Professional Development Calendar.

Years Two-Five

Curriculum development in years two-five will be ongoing and based on feedback from student and schoolwide data, as well as student interest surveys (A-3). The goal at the end of Year 5 will be that all subjects will share interdisciplinary units with at least one other subject area. In addition, SoDHA will seek to examine all curriculum and instructional strategies to ensure that reform approaches, instructional planning, strategies, and models are being implemented according to the instructional philosophies and organizational principles of SoDHA (see chart, Attachment A-3).

Benjamin Franklin High School's American Studies Academy
Data for 2006-07 and 2007-08

Academy Composition

The American History Academy began during the 2004-2005 school year. It subsequently became the Small Learning Community American Studies Academy. The original team of teachers committed to the interdisciplinary program was together through the 07-08 school year.

Demographics

The American Studies Academy Small Learning Community (ASA - SLC) has a population of 244, representing 10.5% of the total students at Franklin High School.

FRANKLIN DEMOGRAPHICS			
Student Characteristics	ASA	BFSH	District
Free Lunch Eligible	86%	84%	NA
Ethnicity			
White	4%	2.3%	9%
Black	1.2%	1.4%	11%
Hispanic	87%	89.8%	73%
Native American	0.8%	0.5%	0.3%
Asian	3.3%	3.2%	3.8%
Filipino	3.7%	2.6%	2.6%
Pacific Islander	0%	0.2%	0.3%

FRANKLIN TEST RESULTS					
2006-07 Results		ASA	Rest of School	LAUSD	State
Among 10 th and 11 th grade students...					
	Passing California Exit Exam: English	92%	61%	10 th : 61% 11 th : 28%	10 th : 76% 11 th : 28%
	Passing California Exit Exam: Math	80%	59%	10 th : 61% 11 th : 33%	10 th : 77% 11 th : 32%
2005-06 Results		ASA	Rest of School	LAUSD	State
Among 10 th grade students...				(10 th)	(10 th)
	Passing California Exit Exam: English	83%	57%	62%	70%
	Passing California Exit Exam: Math	74%	54%	67%	74%

**11th grade results are mostly students who did not pass in 10th grade*

Comparison of						
10th and 11th Grade Students On-Track to Graduate						
Small Learning Communities						
American Studies Academy	Sports Medicine	Media & Graphic Arts	Transportation and Engineering	Business	Health and Human Services	Cultural Discoveries
84%	80%	78%	77%	76%	75%	65%

Los Angeles Education Partnership Humanitas Data

On-Track: College and Career Readiness

LAEP's Humanitas initiative partners with small schools and SLCs in a comprehensive model for high school reform. Interdisciplinary curriculum, career themes, and college-access services create a powerful synergy to keep students in school and prepare them for college and career. Our work with schools lowers the three primary barriers to college for low-income, minority students: poor academic preparation, navigating college enrollment, and access to financial aid (Nagaoka, et al., 2009; Oakes, et al. 2006).

Students in LAEP's Humanitas SLCs take a college-prep curriculum, and data show they attend school, stay in school, accumulate appropriate credits, and pass the high school exit exam on their first try in higher percentages than nonparticipants.

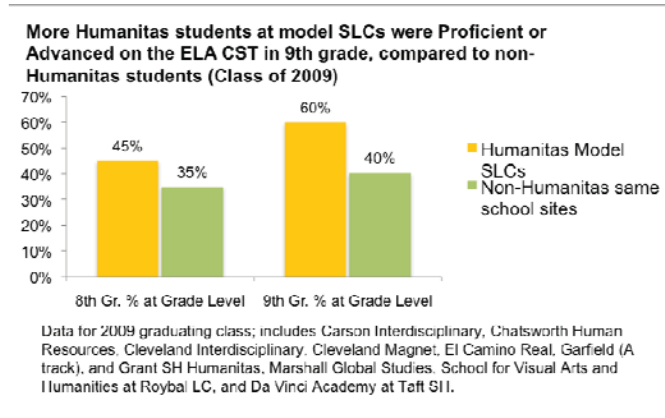
Data Analysis

Current data analysis of students in LAEP's Humanitas small learning communities reveals positive student achievement gains. The following Humanitas SLCs and small schools exemplify LAEP's model.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Carson HS Humanities Interdisciplinary Program / Health Careers 2. Chatsworth HS Human Resources 3. Cleveland HS Interdisciplinary Studies 4. Cleveland HS Humanities Magnet 5. El Camino Real HS Humanitas Academy 6. Garfield HS Humanitas Academy | <ol style="list-style-type: none"> 7. Grant HS Humanitas Academy 8. Marshall HS (B) Humanitas Global Studies Academy 9. Academy 10. School for Visual Arts and Humanities at 11. Roybal LC 12. Taft HS Da Vinci Academy |
|--|---|

Currently available data allows for a four-year cohort for students in the graduating class of 2009, followed by three-, two-, and one-year cohort analysis for the next three graduating classes. Graphs and evidence summarized below represent a sample of the positive impact LAEP's SLCs have on students' academic performance.

9th Grade: High Retention and Strong Academic Preparation



Ninth grade performance often sets the stage for either dropping out of high school or graduating on time, and students in LAEP's SLCs demonstrate sustained

higher academic achievement than their peers. As many as 84% of students are on-track with credit accumulation (>55) at the end of their first year of high school vs. 66% in LAUSD overall. All of the model SLCs show significant gains in CST E/LA scores from 8th to 9th grade, and attendance averages over 96%.

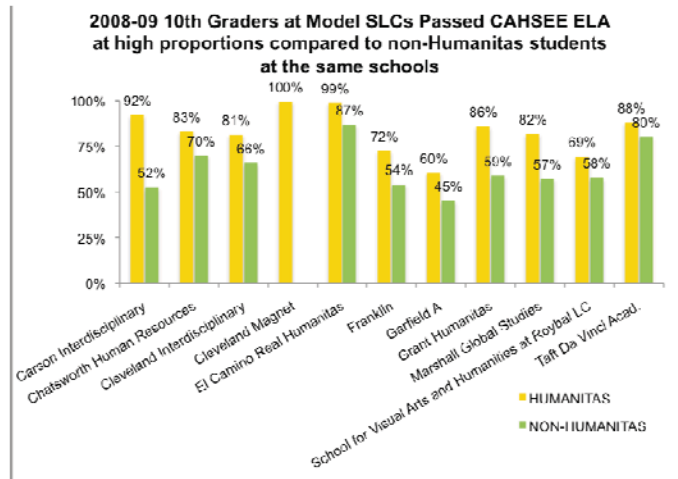
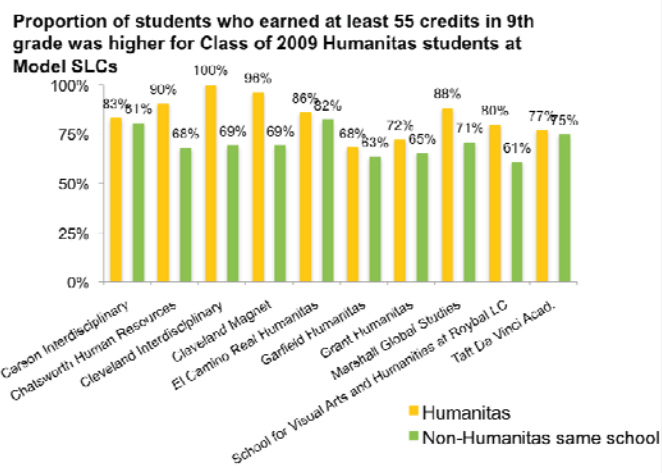
Key findings:

- > In 9th grade, the percentage of students scoring Proficient or Advanced on the ELA CST is higher than for their peers
- > In 9th grade, students earn 55 credits at a higher rate than other students at their schools and higher than the LAUSD average
- > In 9th grade, more students have 96% or higher attendance rate, compared to other students at their schools and to the LAUSD average

10th Grade: CAHSEE Passage and Continued Success

Students in the 10th grade continue to outperform their peers at their schools. Evidence shows ongoing academic preparation and engagement – which lay the groundwork for college attainment:

- > In 10th grade, more students pass CAHSEE ELA and Math than their peers
- > In 10th grade, more students have an A-G GPA of 2.0 or higher, compared to other students at the same school and to LAUSD in general
- > In 10th grade, more of our students have



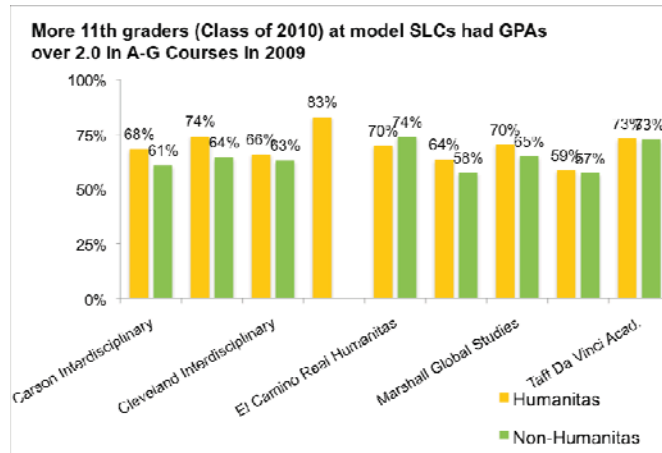
96% or higher attendance rate, compared to other students at their schools and to the LAUSD average

11th Grade: Preparing for College

Relevant, engaging curriculum keeps students focused on post-secondary plans:

> In 11th grade, more of our students have an A- G GPA of more than 2.0, compared to other students at the same school at to LASD in general

> In 11th grade, more of our students have 96% or higher attendance rate, compared to other students at their schools and to the LAUSD average.



12th Grade: Graduating On-time, Ready

On-time graduation and proper preparation results in students who are college- and career-ready:

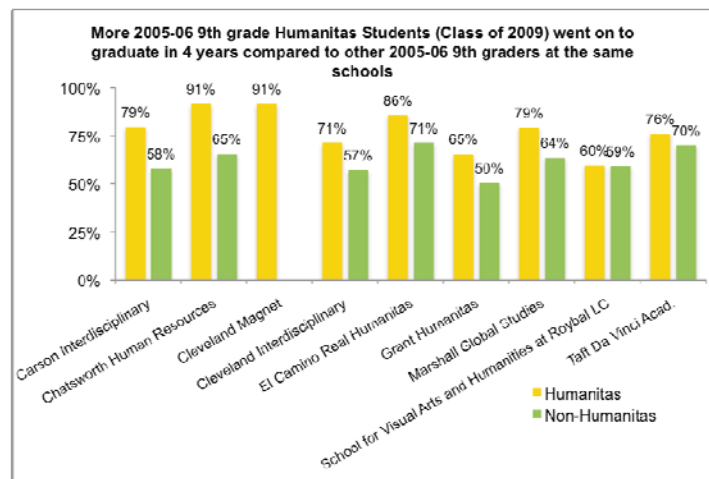
> In 12th grade, the ratio of original 9th graders who graduate is higher compared to the school's completion ratio

> In 12th grade, more students have an A-G GPA of more than 2.0, compared to other students at the same school at to LAUSD in general

> In 12th grade, more students have 96% or higher attendance rate, compared to other students at their schools and to the LAUSD average

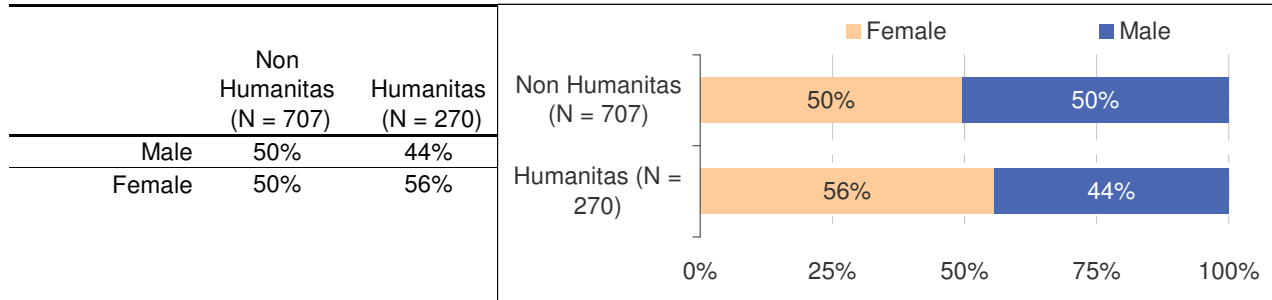
> According to the LAUSD School Report Card, 79% of 12th-graders plan to go to college: 31% to a four-year and 48% to a two-year. Surveys of seniors in our SLCs found that 84% intend to go to college: 30% to a four-year schools and 54% to a two-year college.

(Other promising indicators include year-to-year retention for each cohort and percent of A-G courses passed with a C or higher.)

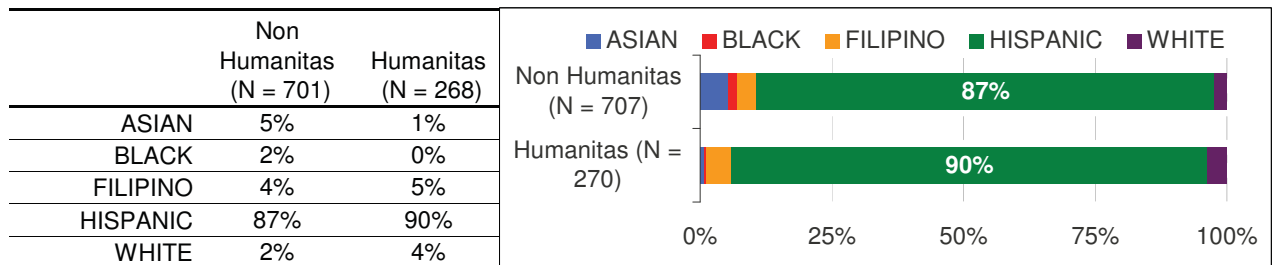


School Report - Franklin A_0708.xls
 Source: LAUSD Student Level data for students from 2007-2008

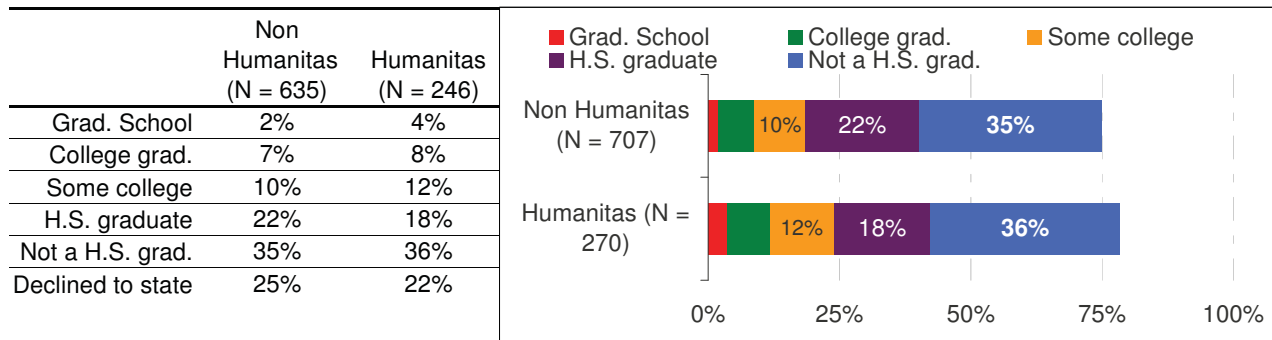
Male/Female Distribution



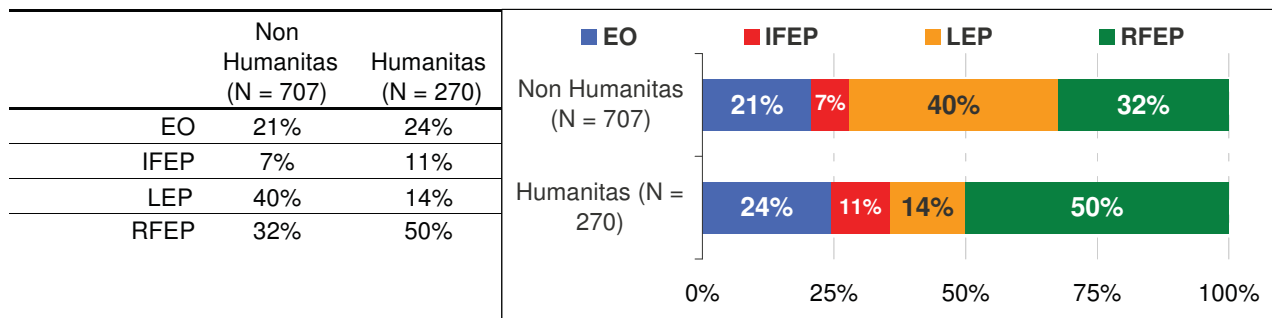
Ethnicity



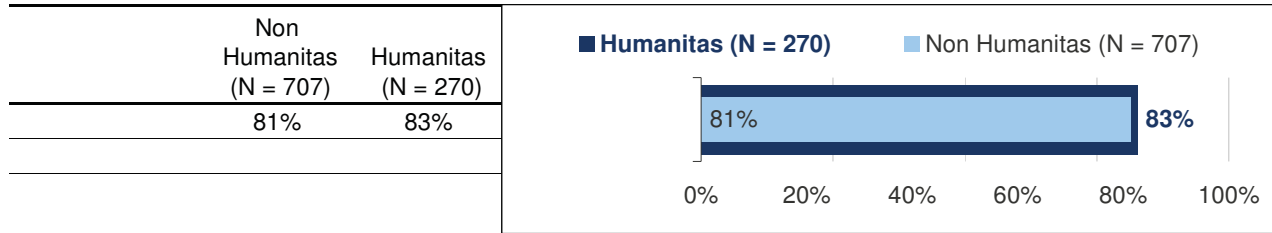
Parent Education Level



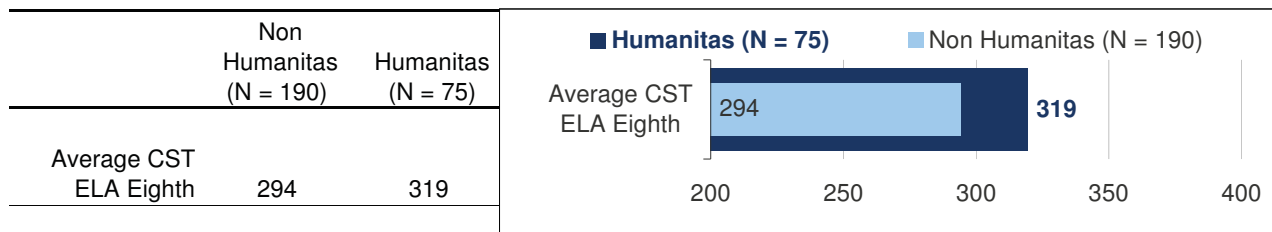
Language Classification



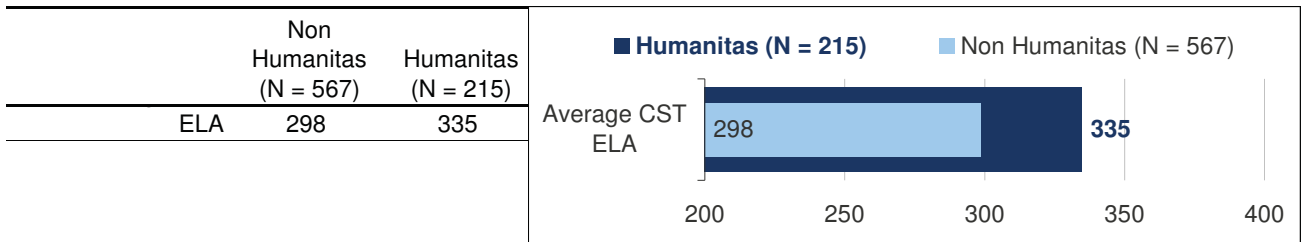
Poverty Indicator



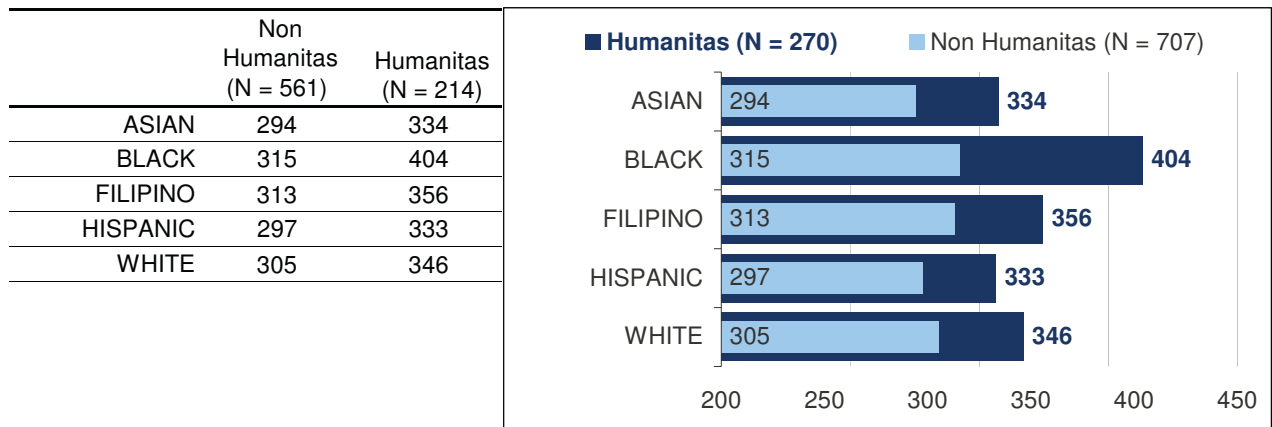
Average Eighth Grade CST ELA



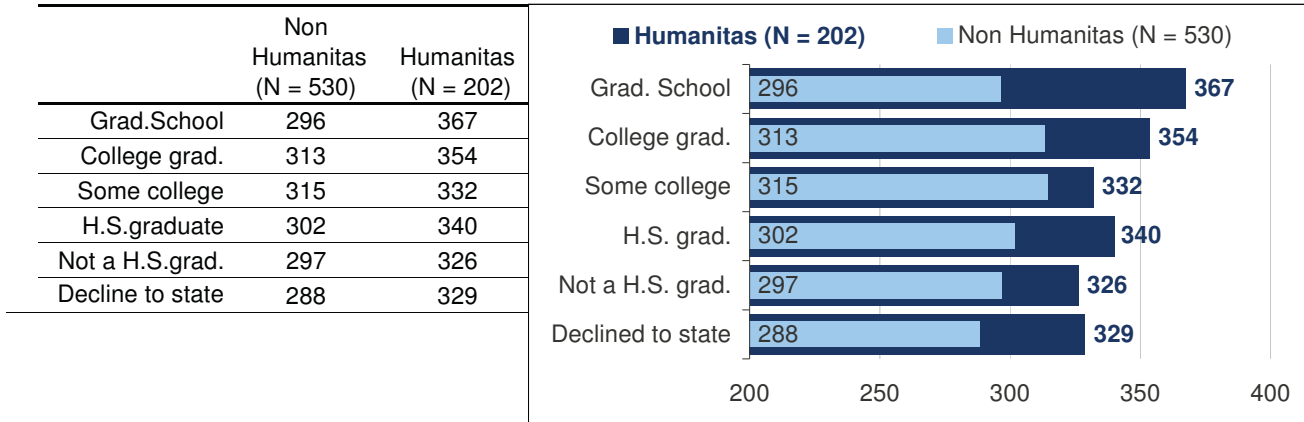
CST ELA Mean Scaled Score



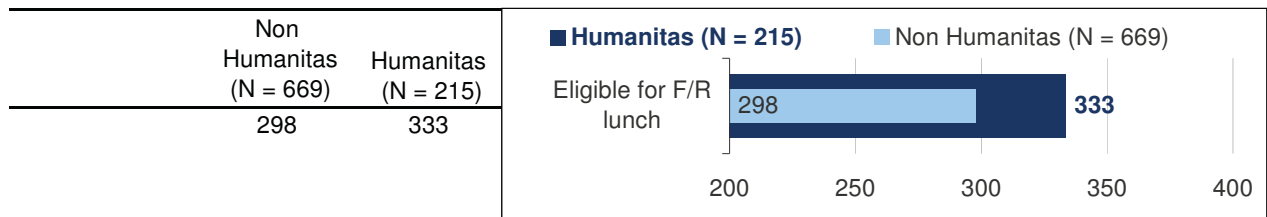
CST ELA Mean Scaled Score by Ethnicity



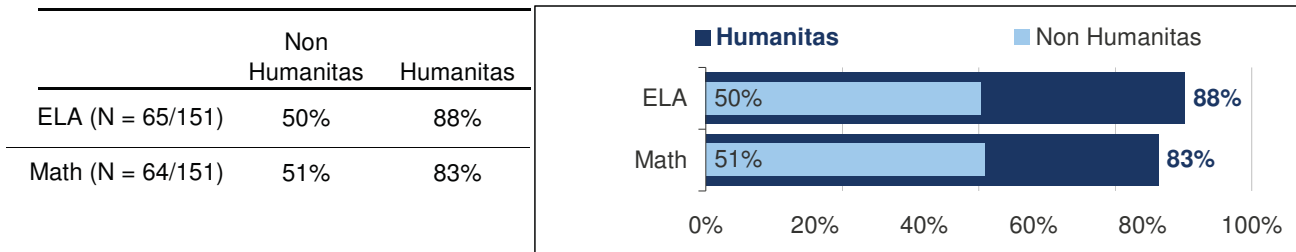
CST ELA Mean Scaled Score by Parent Education Level



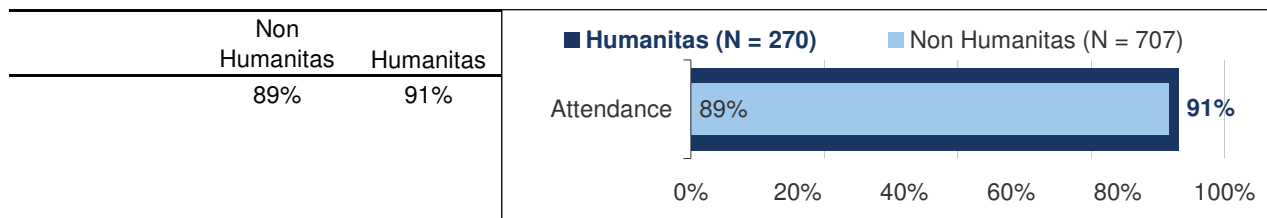
CST ELA Mean Scaled Score by Poverty Indicator



CAHSEE First Pass Rates



Attendance



GLASSELL PARK SURVEY FOR SMALL LEARNING COMMUNITIES AT HIGH SCHOOL #13 (TAYLOR YARDS HIGH SCHOOL)

TALLY SHEET #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	T	25	26	27	
1. YOU ARE A:																													
PARENT																													
STUDENT	50	50	50	49	49	50	24	50	50	51	51	50	78	50	99	31	28	50	50	56	51	50	48	1	1166				21
EDUCATOR																											14		
RESIDENT																													15
2. SLC (SMALL LEARNING COMMUNITY)																													
URBAN STUDIES	7	9	15	8	9	7	3	9	3	4	5	10	11	9	16	4	9	11	7	7	10	8	5	0	186	4	2	2	
ECOLOGY & ENVIR.	2	3	5	4	5	3	2	8	5	2	4	4	2	6	3	1	1	3	3	5	7	6	3	0	87	2	2	3	
EDUCATION & HD	2	6	8	5	5	4	0	2	12	5	9	8	13	8	13	3	1	4	8	6	4	7	12	0	145	4	1	0	
HEALTH & NAT SCI	14	15	13	6	11	9	4	6	17	10	14	11	10	10	13	9	2	8	10	12	13	15	15	0	247	0	5	2	
I SEE MY RIVER	5	2	5	6	6	2	2	5	2	2	3	2	12	1	14	1	3	5	3	7	0	4	6	1	99	1	2	4	
COMPUTER & I.T.	14	9	6	19	17	19	10	21	8	7	9	12	23	16	15	9	9	10	6	21	13	15	11	1	300	3	5	2	
FINE ARTS/COMMUN	17	22	20	13	14	18	10	13	19	20	13	17	19	17	41	4	10	20	18	20	16	16	12	0	389	5	4	1	
LAW & SOC. JUSTICE	11	9	8	13	10	12	4	4	11	7	10	6	13	11	17	8	2	10	5	5	10	12	7	1	206	3	5	1	
LIVING WELL	17	18	17	15	10	15	8	10	13	17	21	16	21	14	27	11	8	13	13	20	11	12	19	1	347	3	5	2	
VOCATIONAL SKILLS	3	13	9	5	8	7	4	7	9	14	13	8	11	8	19	11	8	16	12	8	10	13	7	0	223	1	7	1	
OTHER*																													
	* SEE REPORT OF WRITTEN COMMENTS																												
3. INDIVIDUAL CLASSES																													
COMPUTER SCI	13	11	14	13	12	19	11	21	9	13	8	10	30	11	31	5	4	7	12	20	12	9	9	0	304	7	12	5	
TECHNICAL ENG	8	6	13	4	9	12	6	8	16	8	6	11	7	9	26	3	3	11	6	1	9	7	5	0	194	1	1	2	
PHYSICS	5	7	4	7	5	1	0	5	10	4	3	3	11	4	9	3	0	6	3	9	3	4	4	0	110	0	4	1	
ASTRONOMY	7	9	8	4	9	14	5	7	6	8	10	7	7	12	18	7	1	5	8	7	18	5	10	0	192	2	5	1	
SPACE EXPLORATN	3	10	10	10	15	10	4	9	12	9	7	5	11	7	26	3	2	5	9	5	13	6	12	0	203	2	0	1	
L.A. RIVER HABITAT	8	2	5	15	7	9	2	5	11	5	7	5	18	1	13	3	2	5	3	6	6	6	0	150	1	2	5		
GREEN TECH/BLDG	0	4	1	2	5	0	0	0	5	2	2	3	4	2	5	1	1	0	0	2	0	1	1	0	41	2	7	7	
ALT. ENERGY ENG	2	4	2	4	4	1	4	2	3	3	3	2	2	4	6	1	0	8	3	2	5	0	2	0	67	4	3	1	
WORLD DEV./RSRCS	1	0	3	3	2	2	0	2	4	2	2	1	0	2	6	0	1	2	2	2	1	3	0	0	41	0	2	2	
BIOLOGY	7	10	11	3	1	0	2	8	11	9	11	13	7	10	12	7	2	6	6	5	11	9	8	1	170	2	2	3	
CHEMISTRY	4	10	5	2	10	6	4	10	8	5	3	4	5	4	9	3	2	4	5	11	6	11	9	1	141	0	0	1	
PRE-MED STUDIES	5	12	17	4	7	5	2	5	9	6	13	6	10	5	17	7	1	9	2	4	8	15	11	0	180	3	3	0	
AGRICULTURAL SCI	3	3	2	3	2	2	0	3	3	3	0	3	2	6	3	0	1	1	1	2	0	1	2	0	46	1	1	1	
MOLECULAR BIO	2	2	1	0	3	0	1	1	3	2	0	1	2	3	0	0	2	3	0	0	2	1	1	0	30	1	4	1	
PHOTOGRAPHY	20	21	17	16	19	18	5	15	24	25	21	22	13	16	41	11	10	18	12	23	11	13	13	0	404	2	2	0	
MUSIC	23	30	19	24	20	25	7	26	23	20	15	33	41	16	46	12	6	16	19	20	16	23	19	0	499	6	6	5	
PAINTING	21	18	10	13	10	14	5	12	17	19	12	16	19	13	34	9	8	14	7	20	13	18	9	0	331	4	3	3	
SCULPTURE	8	11	4	3	6	6	2	4	5	6	9	7	11	10	11	3	4	9	2	5	6	6	0	144	2	1	1		

GLASSELL PARK SURVEY FOR SMALL LEARNING COMMUNITIES AT HIGH SCHOOL #13 (TAYLOR YARDS HIGH SCHOOL)

TALLY SHEET #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	T	25	26	27	
CLASSIC LIT	3	0	1	0	2	0	0	2	3	2	1	1	0	2	2	0	1	2	0	1	1	1	3	1	29	1	3	4	
MODERN LIT	2	2	1	1	0	1	1	1	1	1	2	0	1	2	5	1	3	1	1	0	1	3	2	0	33	1	1	1	
CREATIVE WRITING	3	6	9	0	5	3	0	2	5	9	4	5	4	1	13	2	2	12	1	6	3	5	4	1	105	2	4	1	
SCREENWRITING	2	4	0	1	2	1	0	3	4	7	3	2	4	1	8	0	5	5	3	2	3	3	0	66	1	1	0		
FILMMAKING	15	18	11	7	10	14	8	9	13	18	14	14	20	14	35	9	11	21	18	21	13	9	17	0	339	3	2	2	
RADIO BRDCSTNG	12	8	5	5	7	7	4	9	7	7	8	9	14	8	19	5	2	8	4	11	8	8	6	0	181	0	0	1	
FOREIGN LANG	19	22	23	19	19	27	7	16	18	18	22	22	31	21	38	9	10	14	20	25	19	17	23	1	460	3	10	6	
POLI SCI/GVRMNT	5	6	5	3	4	5	0	1	6	5	9	3	11	7	10	0	0	4	0	4	2	10	8	1	109	2	2	3	
WORLD HISTORY	12	10	10	5	4	12	3	11	13	10	6	10	15	9	18	8	9	7	6	9	14	5	13	1	220	1	5	3	
AMER HISTORY	2	6	7	6	2	1	1	4	7	8	6	6	3	5	11	4	2	3	3	3	6	4	8	1	109	1	2	1	
CALIF HISTORY	5	2	7	8	4	3	1	7	6	1	2	4	5	4	6	4	2	3	5	2	4	4	5	0	94	2	1	1	
LAW & JUDICIAL	14	15	6	7	9	10	6	8	13	10	14	10	15	9	14	6	3	12	11	13	14	18	14	1	252	5	4	4	
CIVIC RSPNSBLTY	5	3	3	0	1	0	2	4	4	2	1	3	0	2	3	1	2	2	1	0	3	0	3	1	46	3	7	3	
SOCIAL JUSTICE	5	6	3	0	0	0	0	0	4	2	2	0	2	3	2	2	0	2	0	1	2	1	3	1	41	4	1	3	
ANTHROPOLOGY	0	0	2	0	0	0	0	0	2	0	2	1	2	1	0	1	0	0	0	2	4	0	2	0	19	0	1	2	
CULINARY	15	14	16	10	14	16	7	10	15	17	19	18	15	8	30	12	5	12	15	20	16	12	15	0	331	5	4	2	
HOSPITALITY	3	1	1	0	3	0	1	2	4	2	1	1	5	3	5	1	0	4	2	1	1	1	2	0	44	0	0	0	
HEALTH & NTRITN	1	5	5	5	8	3	2	4	6	10	3	4	8	7	10	7	5	5	5	5	5	2	10	1	126	2	4	2	
PEER COUNSELNG	5	4	5	6	2	4	0	6	5	6	5	7	11	8	13	3	3	8	8	5	3	2	3	1	123	2	2	0	
NURSING	5	13	13	6	6	8	0	9	11	15	8	7	3	18	7	6	6	4	7	9	7	12	0	188	1	3	2		
ARCHITECTURE	5	6	4	4	4	2	0	3	5	4	6	3	3	7	15	1	8	3	2	1	10	2	4	0	102	0	1	1	
HOUSE BLDG/RES	5	6	2	2	4	2	11	2	3	1	4	4	5	2	13	3	4	7	1	4	4	3	3	1	96	1	0	4	
HOME DESGN	6	14	8	6	12	6	11	6	11	6	11	7	10	4	10	7	9	5	0	10	5	3	9	0	176	1	1	1	
CULTURAL HIST	1	0	2	0	3	2	0	0	0	2	0	1	4	2	1	0	1	0	0	0	1	0	1	0	21	1	1	0	
FASHION DESIGN	11	13	15	8	4	11	7	7	8	14	14	11	21	8	30	10	7	14	10	15	7	8	10	0	263	1	2	0	
ADVERTISING	5	3	5	1	2	1	0	1	3	7	0	1	5	0	5	0	1	3	3	4	2	1	1	1	55	0	1	0	
GRAPHIC DESIGN	24	8	11	7	5	6	5	5	12	13	4	9	15	10	18	7	5	13	9	10	6	1	5	0	208	1	2	0	
AUTO MECHANICS	8	10	13	8	13	8	9	6	13	7	10	9	16	7	13	9	2	10	5	16	7	6	12	0	217	1	8	3	
TRANSPORTATION	2	4	3	4	2	2	1	6	7	3	0	3	12	2	6	1	3	2	4	2	2	1	1	0	73	0	0	0	
URBAN PLANNING	1	0	2	1	1	0	0	1	1	2	1	1	1	1	1	1	0	0	2	2	3	0	2	0	24	2	1	2	
MECHANICAL ENG	3	8	4	3	7	3	6	8	6	7	0	2	7	5	12	4	4	7	4	7	3	2	2	0	114	0	3	1	
4. SPORT FACILITIES	95																	9	1						105				
TRACK & FIELD																													
SWIMMING POOL	181																	14	5					1	201				
BICYCLE TRACK	98																	6	2						106				

GLASSELL PARK SURVEY FOR SMALL LEARNING COMMUNITIES AT HIGH SCHOOL #13 (TAYLOR YARDS HIGH SCHOOL)

TALLY SHEET #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	T	25	26	27	
TENNIS COURTS	61																	3	0						64				
FOOTBALL FIELD	141																	12	7						160				
SOCCER FIELD	108																	3	1						112				
BASKETBALL COURT	154																	13	9						176				
BASEBALL FIELD	116																	11	6						133				
HANDBALL COURT	61																	3	1						65				
VOLLEYBALL COURT	70																	4	4					1	79				
GYMNASTICS GYM	87																	9	2						98				
BADMINTON COURT	15																	1	0						16				
PING PONG AREA	32																	2	1						35				
YOGA STUDIO	62																	3	4						69				
SKATE PARK	160																	6	4						170				
CHEERLEADING ST.	65																	6	5						76				
WRESTLING STUDIO	54																	2	1						57				
SOFTBALL FIELD	73																	7	5						85				
MARTIAL ARTS ST.	73																	1	5						79				
5. EXPECT FURTHER ED?																													
6. HOPE FOR FURTHER ED?																													
9. PLANS AFTER HS																													
YES	21	40	25	36	36	40	20	31	42	45	42	42	27	42	87	30	22	49	22	49	44	25	39	1	857				
NO	0	1	1	0	0	0	1	1	2	0	0	2	4	0	0	0	1	0	0	1	0	6	0	0	20				
COMM COLL	7	18	7	9	20	16	10	18	15	15	17	13	12	12	45	16	8	18	5	16	14	8	16	0	335				4
2 YEAR	10	7	3	5	10	5	6	9	7	7	6	11	2	8	13	3	2	12	6	5	7	3	5	0	152				0
4 YEAR	23	17	26	10	9	10	1	3	19	17	18	17	40	22	28	9	14	18	20	19	18	18	23	1	400				3
JOB	11	10	5	8	8	4	4	20	13	15	7	10	12	9	0	9	8	7	9	6	10	7	7	1	200				3
MILITARY	1	3	2	2	2	4	3	3	4	5	2	5	8	2	2	3	0	4	0	6	4	4	1	1	71				0
OTHER	16	4	1	8	13	9	5	6	5	8	7	8	8	2	5	2	1	1	1	5	4	7	0	0	126				0

NOTE: QUESTIONS 7 & 8, PLUS WRITTEN ANSWERS TO QUESTION 2 "OTHER" ON SEPARATE REPORT

SURVEY GROUP: STUDENTS: 1,166 PARENTS: 21 EDUCATORS: 14 RESIDENTS: 15 TOTAL SURVEY: 1216

Summary of Curriculum Research Base

SCHOOL OF HISTORY AND DRAMATIC ARTS

SUMMARY OF INSTRUCTIONAL PROGRAM, APPROACHES, STRATEGIES, AND RESEARCH

REFORM APPROACHES	
Approach	Professional Development
1. Linked Learning (Multiple Pathways)	ConnectEd; Los Angeles Small Schools Center
2. Advisories 3. Habits of Mind 4. Critical Friends Groups	Los Angeles Small Schools Center, Wildwood Outreach Center, Civitas School of Leadership
5. Historical Framework Elective- 9 th Grade	World History for Us All-SDSU and NCHS@UCLA
INSTRUCTIONAL STRATEGIES	
Strategy	Professional Development
1. Reciprocal Teaching 2. Shared Inquiry 3. Interactive Notebooks 4. Interdisciplinary Writing 5. Project Based Learning	1. Action Learning Systems 2. Great Books Foundation 3. Teachers Curriculum Institute 4. Humanitas 5. Buck Institute for Education
INSTRUCTIONAL PLANNING	
Framework: Understanding By Design	Central Tenet: Teaching for Understanding and Backward Design
INSTRUCTIONAL MODEL	
Organization: LAEP/Humanitas	Model: Interdisciplinary, thematic, teams
ORGANIZATIONAL PRINCIPLES	
Organization	Principles
Coalition of Essential Schools (CES)- TheodoreSizer	1. Learning to use one’s mind well 2. Less is more, depth over coverage 3. Goals apply to all students 4. Personalization 5. Student-as-worker, teacher-as-coach 6. Demonstration of mastery 7. A tone of decency of trust 8. Commitment to the entire school 9. Resources dedicated to teaching and learning 10. Democracy and equity
School Redesign Network- Linda Darling Hammond	1. Personalization 2. Continuous relationships 3. High standards and performance-based assessment 4. Authentic curriculum 5. Adaptive pedagogy 6. Multicultural and anti-racist teaching 7. Knowledgeable and skilled teachers 8. Collaborative planning and professional development 9. Family and community connections 10. Democratic decision-making
INSTRUCTIONAL PHILOSOPHY: Progressive Education	
Key Theorists: John Dewey, Jerome Bruner, Alfie Kohn	
Research Base: Cognitive Science	
Key Theorists: Daniel Willingham, Judy Willis, M.D.	

School Calendar and Daily Schedule**Daily Schedules**

All Periods Day	Time	Minutes
[Optional Period 0]	6:30-7:30	60
Teacher Preparation	7:30-7:45	15
Period 1	7:45-8:45	60
Period 2	8:50-9:50	60
Nutrition	9:50-10:05	20 (5 min passing)
Advisory	10:10-10:40	30
Period 3	10:45-11:45	60
Period 4	11:50-12:50	60
LUNCH	12:50-1:25	30 (5 min passing)
Period 5	1:25-2:25	60
Period 6	2:30-3:30	60
[Optional Period 7]	3:35-4:45	60

PD Wednesdays	Time	Minutes
[Optional Period 0]	6:45-7:30	45
Teacher Preparation	7:30-7:45	15
Period 1	7:45-8:30	45
Period 2	8:35-9:20	45
Period 3	9:25-10:10	45
Period 4	10:15-11:00	45
“NUNCH”	11:00-11:35	35
Period 5	11:35-12:20	45
Period 6	12:25-1:10	45
PD	1:30-3:30	120

Annual Calendar

In consideration of parents who have children in multiple schools, the Academic Calendar for SoHDA will follow the LAUSD calendar for Single-Track schools. The one exception will be that SoHDA teachers will have 10 professional development days scheduled each summer with the option of two additional PD days at the end of the school year to review and analyze the year. The administration and leadership teams will work out a schedule for the summer professional development days that meets both school-wide goals and needs and individual professional development plans.

Attachment C

College Connection Programs to be implemented with help of community partners:

Principle	Implementation
<p><u>College Talk</u> Clear, ongoing communication about college so that all students develop a college-going identity.</p>	<p>Newsletters; newspapers; posters; displaying students' college acceptance letters in front office; giving classrooms a college name such as "Harvard Room" as oppose to a simple number; creating a pendant row; inviting alumni to speak to students about their college experiences, or having current seniors advise underclassmen about application experience , etc.</p>
<p><u>Clear Expectations</u> Explicit goals of college preparation must be defined and communicated clearly, consistently, and in a variety of ways by families and all school personnel.</p>	<p>School mission statement; four-year individualized college preparation plans for all students; one advisory day (Fridays) dedicated to discussion of academic and college/career goals (multi-grade advisories will also help students see other models).</p>
<p><u>Information and Resources</u> Students must have access to up-to-date, comprehensive college information and schools must build college knowledge infrastructure.</p>	<p>SoHDA will create and maintain a comprehensive print and online college and college testing information center and a network of community alumni from various schools to act as information sources.</p>
<p><u>Comprehensive Counseling Model</u> All counselors are college counselors and all student interactions with counselors are college advising opportunities.</p>	<p>In addition to the school college counselor, SoHDA will implement a partnership with college undergraduates from UCLA and other area schools who visit the SoHDA campus regularly to help reinforce college preparation at each grade level and to give individualized help senior year as students are completing their college applications.</p>
<p><u>Testing and Curriculum</u> Students must be informed about necessary tests, must be given the opportunity to prepare for these tests, and testing fees must be taken into account.</p>	<p><u>Testing</u> At SoDHA, the PSAT will be given on school day to all 10th graders, with fees waived. SoHDA will also work to raise money for a small fund for testing fees for students who just miss qualifying for waivers or whose immigration status interferes with applying for fee waivers. SoHDA will work with college connection partners to help students properly prepare for college entrance exams, including having the proper equipment. ASA teachers found that many Franklin students were going into the SAT or ACT exams without calculators, putting them at a profound disadvantage.</p> <p><u>Curriculum</u> As outlined elsewhere in this proposal, SoDHA's graduation requirements state that all students must qualify <i>at least</i> a C in their a-g requirements so that they can qualify to apply to the CalSate system. SoHDA students will be encouraged to internalize the goal of college preparation.</p>

Principle	Implementation
<p><u>Faculty Involvement</u> Faculty must be active, informed partners with counselors, students, and families and professional development opportunities must be available.</p>	<p>SoHDA teachers will promote college-going culture with such things as classroom decorations and “college corners” and “College Talk” in class time. The mathematics department will allocate time to help prepare students for the format of PSAT, SAT, and SAT exams, including the allowed use of calculators.</p> <p>SoHDA will budget professional development time for preparation of teachers for AP subjects and those who want to conduct SAT or other test preparation classes.</p>
<p><u>Family Involvement</u> Family members must have opportunities to gain college knowledge and understand their role.</p>	<p>Assistance for all families to feel a part of the college preparation process is important, but especially so for families of first-generation college students. SoHDA will sponsor College Fairs for students and their families, evening/weekend parent workshops to learn about college preparation, financial planning, and generally will support parents to believe in their students as “college material.”</p>
<p><u>College Partnerships</u> There should be active links between K-12 schools and local colleges and universities that can lead to field trips, college fairs, and academic enrichment programs.</p>	<p>SOHDA will seek funding to implement the college-connection program that ASA at Franklin has had with the National Center for History in the Schools, UCLA (NCHS). The program includes exposure to college-level lectures and content such as Junior Historian Forums in which college professors visit the high school to conduct a brief seminar with students on a variety of topics including slavery, Revolutionary America, Native American culture, turn-of-the-century American industrialism, the Vietnam War, and the Civil Rights movement. NCHS has also coordinated field trips to UCLA to participate in mini-seminars by professors from UCLA or other area colleges. This partnership recognizes students’ ability to handle college-level material and therefore helps them “see” themselves as college-capable students. With the same end of helping students connect to college campuses, SOHDA will also seek funding partners to conduct other college field trips (locally and out-of-city). The goal will be that all students will have been to at least one local college campus by 11th grade.</p> <p>Other possible programs that the Governing Council will consider include: college dress days, door decoration contests, guest speakers, tutoring programs, pen pal program with college students.</p>
<p><u>Articulation</u> There should be ongoing communication among all schools in a feeder group, and work at one school site should connect with other levels.</p>	<p>SoHDA will work to involve feeder schools in their college-going culture events. SoHDA staff will also work with teachers at feeder schools to find what college connection programs they have in place and promote and support those programs.</p>

Letters of Support follow:

November 27, 2010

Los Angeles Unified School District
c/o iDesign Schools
333 S Beaudry Ave, 25th Floor
Los Angeles, CA 90017

To the iDesign Schools:

As Project Director for World History for Us All [WHFUA] (<http://worldhistoryforall.edu>), I am pleased to offer our enthusiastic support for the teacher-led design team of the School of Dramatic Arts and History (SoDHA) for Central Region High School #13 (CRHS #13). The proposal represents an innovative plan that responds to the needs of students in the North East Los Angeles Community by exploring all means and methods to bring an interesting and demanding curriculum to the students without compromising standards.

The WHFUA officers and team looks forward to working with the teachers of SoDHA to plan professional development around their planned ninth grade "Historical Frameworks" course and their tenth grade World History course. Meredith Ryley, one of the design team teachers, is already adapting the WHFUA curriculum for her ninth grade history elective at Franklin High School. The WHFUA curriculum has been used in the Long Beach Unified School District for 3 years with great success. Like Northeast Los Angeles, the student population at LBUSD is diverse with similar learning and cultural challenges.

We look forward to participating in this exciting experiment.

Sincerely,



Ross E. Dunn
Professor Emeritus of History
San Diego State University
Co-Director for World History
National Center for History in the Schools (UCLA)



NATIONAL CENTER FOR HISTORY IN THE SCHOOLS

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Los Angeles Unified School District
333 S. Beaudry Ave
Los Angeles, CA 90017

Dear Mr. Cortines,

It is with great enthusiasm that I write in support of the Pilot school teacher-led teams applying for Central Regional High School #13. I have worked with three of the Design Team teachers applying for the School of History and Dramatic Arts (SoHDA) and have seen first-hand their dedication to their students, expertise in the classroom, and skill in lesson-planning development.

I have called my involvement with K-12 education the second half of my academic career—one in which the river flows both ways. I worked with teacher and historians to create the National Standards for History and have been involved with many teacher professional development programs, history curriculum projects, and spoken for dozens more.

Our center has been involved with the American Studies Academy at Franklin High School, bringing the best of the history profession into the classroom to speak to students. We look forward to a similar collaboration with SoHDA and the schools at the Central Regional High School #13.

Regards,

A handwritten signature in black ink that reads "Gary B. Nash". The signature is fluid and cursive, with the first name "Gary" being the most prominent part.

Gary B. Nash
NCHS Director

UCLA

UCLA COLLEGE
Department of History
National Center for History in the Schools

6265 Bunche Hall
405 Hilgard Avenue
Los Angeles, CA 90095-1473

Phone: (310) 825-4702
Fax: (310) 267-2103
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Email: nchs@history.ucla.edu



Autry National Center

November 29, 2010

Los Angeles Unified School District
c/o iDesign Schools
333 S Beaudry Ave, 25th Floor
Los Angeles, CA 90017

To the iDesign Schools:

The Autry National Center of the American West is pleased to offer our enthusiastic support for the School of History and Dramatic Arts and (SoHDA) as part of the new Central Regional High School #13 in the Glassell Park/Cypress Park communities. Our Education Center has worked with some of the design team members from Franklin High School and Franklin students have been visiting the Autry exhibits for over five years.

As part of the community of Northeast Los Angeles, especially with our Southwest Museum facilities, we feel a special connection to the neighborhoods. We are enthusiastic about making connections with more high school students and sharing local history with them. We are also pleased to know that the students will be connecting the dramatic arts with history—something that has been part of the Autry programs with our “Native Voices” and other programs.

We look forward to exploring how we can work together with these new community schools.

Sincerely,

Stephen Aron

Autry Chair, Autry Institute for the Study of the American West
Professor, Department of History, UCLA

PATRONS

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Anonymous
Dr. Catherine Benkaim
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Russell Carpenter, A.S.C.
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October 1, 2010

To Whom It May Concern:

I am happy to write this letter of support for the proposed small school, School of History and Dramatic Arts, (SOHDA), which will open next fall at the Taylor Yards site. I have had the pleasure to work with design team member, David Levine, throughout his time at Franklin High School. Inner-City Filmmakers (ICF) comes to Franklin each year to make our presentation, and we have enrolled Franklin Film Students in our intensive ICF Summer Program. ICF would like to continue its association with Mr. Levine and the rest of the design team members at their new site. Our mission is to provide free year round artistic, technical, business, and life skills training for diverse disadvantaged youth, ages 17-22 of Los Angeles County, and to to encourage them to continue on to college and later successfully place them in entry level jobs, where they aspire to build careers, thus reshaping their lives and changing their future. SOHDA's commitment to Linked Learning and Career Technical Education makes them a wonderful match to continue the important work of Inner-City Filmmakers.

Sincerely,

Fred Heinrich
Founder

COMMUNITY ARTS PARTNERSHIP (CAP)

November 30, 2010

California Institute of the Arts
24700 McBean Parkway
Valencia, California 91355-2397661 222 2708 tel
661 222 2726 fax
cap@calarts.edu
www.calarts.edu

To Whom It May Concern:

CalArts Community Arts Partnership (CAP) is pleased to offer our enthusiastic support for the School of History and Dramatic Arts, (SoHDA) as part of the new Central Regional High School #13 in the Glassell Park/Cypress Park communities. David Levine contacted me over five years ago after learning about the CalArts Community Arts Partnership (CAP) CalArts which connects CalArts college faculty and students with high school students and teachers throughout Los Angeles County to collaboratively design and implement high quality visual, performing, literary and media arts programs. Out of that meeting came The Franklin High School/CAP Playwriting Program. For the last five years CalArts has brought 5-10 graduate students to Mr. Levine's class weekly. These CalArts students, along with Mr. Levine do writing exercises, read and interpret plays, ultimately leading to each student in class writing a play which is then produced at the Cal Arts New Works Festival each Spring. Last year we honored Mr. Levine at a luncheon for our most influential teachers in the Community Arts Partnership program within LAUSD. Cal Arts would like to continue its association with Mr. Levine and the rest of the design team members at their new site. We are pleased to know that this team is working to create an innovative plan that responds to the needs of students in the North East Los Angeles Community.

CAP supports their model as an autonomous "Pilot" community school, which will integrate academic, artistic, mental and physical wellness, social services, youth development, and community empowerment. Our organization is eager to work with the teacher-led schools at CRHS #13 and continue our programs with LAUSD students to offer them high-level creative experiences and the ability to explore the many art forms that CAP can bring to them. In addition, the CAP program provides a link to college and encourage attainment of higher education.

I give this proposal my highest recommendation and strongly urge you to support this new school. The CAP program looks forward to many more years of partnership and collaboration with Mr. Levine and the new school. Please contact me if any additional information is needed.

Sincerely,



Glenna Avila

Director

CalArts Community Arts Partnership

City of Los Angeles
CYPRESS PARK FAMILYSOURCE CENTER
929 Cypress Avenue
Los Angeles, CA 90065
323-226-1682 Fax: 323-226-1687
Michael.O'Connell@lacity.org

November 22, 2010

Los Angeles Unified School District
c/o iDesign Schools
333 South Beaudry Avenue, 25th Floor
Los Angeles, CA 90017

Dear iDesign Schools:

The Cypress Park FamilySource Center awaits the arrival of the teacher-led designs for Central Region High School #13, including the School of Dramatic Arts and History. We are also happy to know that these teams are working as a team to create a unique plan that responds to the needs of the students and families of Northeast Los Angeles.

As an established community center in the Northeast area of Los Angeles, we support the school's models as autonomous community schools which will integrate academic, mental and physical wellness, youth development and community empowerment. This integration is in line with our center's mission of providing services needed to help students succeed in reaching their academic and other developmental life goals.

The Cypress Park FSC is eager to work with the schools at CRHS #13. Some of the services we can offer the schools' students are mentoring, leadership training, recreational & cultural activities and the opportunity for these high school students to gain valuable volunteer community experience. In addition, our center can provide the families of these students an array of supportive services, including Parenting classes, Car Safety Seat workshops, legal services, tax preparation and Adult Education.

We look forward to a gainful partnership to help all of the families in the Northeast area of Los Angeles succeed reaching their life's goals. Please do not hesitate to contact me if you need any additional information on both our support of CRHS #13 and our desire to partner with the school for the betterment of the whole community.

Sincerely,



Michael O'Connell
Director
Cypress Park FSC



CITY OF LOS ANGELES
COMMUNITY DEVELOPMENT DEPARTMENT

MICHAEL P. O'CONNELL
DIRECTOR
CYPRESS PARK FAMILYSOURCE CENTER

929 CYPRESS AVENUE
LOS ANGELES, CA 90065

PHONE: (323) 226-1682
FAX: (323) 226-1687
E-mail: michael.o'connell@lacity.org



"Nothing Stops A Bullet Like A Job"

130 W. Bruno Street • Los Angeles • CA • 90012
Phone 323.526.1254 • Fax 323.526.1257
www.homeboy-industries.org

November 24, 2010

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* deceased

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

Dear Mr. Cortines and LAUSD School Board:

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

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

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

Sincerely,


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



Los Angeles
Education Partnership

1055 West Seventh Street
Suite 200
Los Angeles
California 90017

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

November 28, 2010

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

Dear Mr. Cortines:

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

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

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

Sincerely,

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

Peggy Funkhouser
President & CEO



November 29, 2010

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

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Dear Mr. Cortines and LAUSD School Board:

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

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

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

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

Sincerely,

A.J. Duffy
President, United Teachers Los Angeles



November 20, 2010

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

Dear Mr. Cortines and LAUSD School Board:

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

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

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

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

Sincerely,

Julia Cotts
Executive Director
Garden School Foundation





Los Angeles Unified School District

Local District 4

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

Ramon C. Cortines
Superintendent of Schools

John E. Deasy, Ph.D.
Deputy Superintendent

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

November 30, 2010

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

Dear Superintendent Cortines:

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Dale W. Vigil". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Dale W. Vigil, Ed.D.
Interim Superintendent

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Following the LAUSD Special Education Policy manual based on state and federal law governing special education, The School of History and Dramatic Arts 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. The following publications will be readily available in the main office for parents and staff upon request:</p> <ul style="list-style-type: none"> • <i>Are You Puzzled by Your Child’s Special Needs?</i> brochure • Student Enrollment Form • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • <i>A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> <p>The Parent Resource Network poster will be displayed in the main office.</p> <p>2. SoHDA 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> <p>a. If the 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.</p> <p>b. If the 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.</p> <p>c. If the 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.</p> <p>d. If the 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>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p><u>Referring Students for A Special Education Assessment</u> Anyone can request an assessment by writing to the administrator and/or designee. The administrator/designee will be granted 15 days to provide the parent with a special education assessment plan. 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 know the procedures for referring a student suspected of having a disability for the purpose of undergoing the assessment process. 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 SoHDA staff will undergo professional development to understand forms and procedures in helping parents fill out forms; or by referring them to the parent network. If a teacher, counselor, parent and/or administrator believes a student may need special education services or a 504 plan, they may request assessment. Our staff will assist that person in filling out the Request for Special Education Assessment form.</p> <p>Publications and forms that will displayed and made available at SoHDA are: Student Enrollment form, <i>Are You Puzzled by Your Childs Special Needs?</i> 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> <p>A conference room will be available for parents to meet and organize trainings and workshops run by a special education professional. 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),</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN																		
		<p>and the Complaint Response Unit/Parent Resource Network (PRU/PRN).</p>																		
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>SoHDA will implement the Response to Intervention process for determining student participation in intervention programs and will be based on data based problem-solving. Teachers will be the direct support providers for Tier 1 support. They will use research-based instructional strategies, UbD, and differentiation in their classrooms. Teachers will also track student progress and gather baseline levels using curriculum-based assessments. If a student does not respond to the intervention in the classroom, the teacher will refer the student to COST team. The COST team will also identify students at risk by using CST scores, CAHSEE scores, attendance records, dean referrals, and prior school records.</p> <p>Following potential identification of students at risk, SoHDA will utilize the problem solving strategy outlined below.</p> <table border="1" data-bbox="982 157 1421 1333"> <thead> <tr> <th>Problem-solving steps</th> <th>Assessment procedures</th> <th>Evaluation decisions</th> </tr> </thead> <tbody> <tr> <td>1. Problem identification</td> <td>Observing/recording student performance</td> <td>Does problem exist?</td> </tr> <tr> <td>2. Problem-definition</td> <td>Quantifying the perceived discrepancy</td> <td>Is the problem important?</td> </tr> <tr> <td>3. Designating intervention plans</td> <td>Exploring alternative goals and solution hypotheses</td> <td>What is the best solution hypothesis</td> </tr> <tr> <td>4. Implementing the intervention and progress monitoring</td> <td>Monitoring fidelity of intervention and data collection</td> <td>Is the solution attempt progressing as planned?</td> </tr> <tr> <td>5. Problem solution</td> <td>Requantifying the discrepancy</td> <td>Is the original problem solved through this attempted solution?</td> </tr> </tbody> </table> <p>R. Brown Chidsey and Mark W. Steege, <i>Response to Intervention</i> (New York: Guildford Press, 2010)</p>	Problem-solving steps	Assessment procedures	Evaluation decisions	1. Problem identification	Observing/recording student performance	Does problem exist?	2. Problem-definition	Quantifying the perceived discrepancy	Is the problem important?	3. Designating intervention plans	Exploring alternative goals and solution hypotheses	What is the best solution hypothesis	4. Implementing the intervention and progress monitoring	Monitoring fidelity of intervention and data collection	Is the solution attempt progressing as planned?	5. Problem solution	Requantifying the discrepancy	Is the original problem solved through this attempted solution?
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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>The determination on the type of data used will be based on the nature of the problem (Chidsey and Steege, 2010). David Fuchs and Lyn Fuchs assert in <i>Introduction to Response to Intervention: What, Why, and How is it Valid? (2006)</i>, practitioners need to be trained in order to prevent false negatives or false positives (95). So, all of SoHDA staff will be trained on the problem-solving process and intervention techniques.</p> <p>Teachers will monitor student progress using a variety of tools, including common assessments, curriculum-based assessments, reading inventories, Key Math, and other selected tools by the COST team. The frequency of the assessments depends on the individual student’s needs and level of intervention.</p> <p>SoHDA will implement any of the following intervention tools based on the student’s need.</p> <p>Core Intervention (examples of Tier 1 support)</p> <ul style="list-style-type: none"> • Match curricular materials and instructional level • Modify modes of task presentation • Cue work habits / organizational skills • Modify direct instruction time • Modify guided and independent practice • Modify instruction time • Ensure optimal pacing • Partner read • Self-correct mistakes • Increase task structure (e.g., directions, rationale, checks for understanding, feedback) • Increase task relevant practice • Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class) • Mini-lesson on skill deficits • Decrease group size • Increase the amount and types of cues and prompts • Teach additional learning strategies – Organizational / Metacognitive / Work habits • Differentiate Curriculum • Add intensive one to one or small group instruction • Change scope and sequence of tasks • Increase guided and independent practice

MCD OUTCOME	COMPONENT	SCHOOL PLAN																											
		<p>• Change types and methods of corrective feedback</p> <p>Possible programs to be used and purposes of more intensive intervention:</p> <table border="1"> <thead> <tr> <th data-bbox="602 932 634 1329">Subject/Area</th> <th data-bbox="602 527 634 932">Intervention Program</th> <th data-bbox="602 123 634 527">Reasons</th> </tr> </thead> <tbody> <tr> <td data-bbox="643 932 675 1329">Reading Decoding</td> <td data-bbox="643 527 675 932">Sopris REWARDS</td> <td data-bbox="643 123 675 527">Research based program designed to develop reading decoding skills</td> </tr> <tr> <td data-bbox="683 932 716 1329">Reading Comprehension, Reading Decoding, and Written Expression</td> <td data-bbox="683 527 716 932">Scholastic Read 180</td> <td data-bbox="683 123 716 527">Research based program designed to improve Reading decoding, comprehension, and writing intervention.</td> </tr> <tr> <td data-bbox="724 932 756 1329">Algebra</td> <td data-bbox="724 527 756 932">Algebra Project</td> <td data-bbox="724 123 756 527">Research based program designed to build Algebra skills</td> </tr> <tr> <td data-bbox="764 932 797 1329">Behavior</td> <td data-bbox="764 527 797 932">Josephson Institute Character Counts Program</td> <td data-bbox="764 123 797 527">Research based program designed to develop character skills</td> </tr> <tr> <td data-bbox="805 932 837 1329">Reading Fluency</td> <td data-bbox="805 527 837 932">Repeated Reading Strategy</td> <td data-bbox="805 123 837 527">Research based program designed to develop fluency</td> </tr> <tr> <td data-bbox="846 932 878 1329">Reading Comprehension</td> <td data-bbox="846 527 878 932">Proactive Reading Strategy</td> <td data-bbox="846 123 878 527">Research based program designed to develop comprehension</td> </tr> <tr> <td data-bbox="886 932 919 1329">Written Expression</td> <td data-bbox="886 527 919 932">Don Johnston Co-Writer</td> <td data-bbox="886 123 919 527">Research based program designed to develop spelling and written compositions.</td> </tr> <tr> <td data-bbox="927 932 959 1329">Reading Decoding/Comprehension/Fluency</td> <td data-bbox="927 527 959 932">Don Johnston Read Out Loud Reading comprehension/fluency</td> <td data-bbox="927 123 959 527">Research based program designed to improve comprehension</td> </tr> </tbody> </table>	Subject/Area	Intervention Program	Reasons	Reading Decoding	Sopris REWARDS	Research based program designed to develop reading decoding skills	Reading Comprehension, Reading Decoding, and Written Expression	Scholastic Read 180	Research based program designed to improve Reading decoding, comprehension, and writing intervention.	Algebra	Algebra Project	Research based program designed to build Algebra skills	Behavior	Josephson Institute Character Counts Program	Research based program designed to develop character skills	Reading Fluency	Repeated Reading Strategy	Research based program designed to develop fluency	Reading Comprehension	Proactive Reading Strategy	Research based program designed to develop comprehension	Written Expression	Don Johnston Co-Writer	Research based program designed to develop spelling and written compositions.	Reading Decoding/Comprehension/Fluency	Don Johnston Read Out Loud Reading comprehension/fluency	Research based program designed to improve comprehension
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MCD OUTCOME		COMPONENT		SCHOOL PLAN	
		Reading Comprehension	Don Johnston Start To Finish Library Modifications of Great Books for English	Provides access to high interest material	
		All Subject Areas	Understanding by Design	Backwards planning designed to meet differentiation needs	
		All Subject Areas	Learning Center Referrals	To provide research based intervention and support for students outside of their general education classes.	
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>Students will learn how to be safe, be responsible, and be respectful. Our staff will actively participate in monitoring, correcting, and reinforcing positive behavior. Students who follow rules will be recognized in monthly student of the month assemblies. Students will be recognized for attendance, GPA, and improvements. The School Wide Positive Behavioral System (SWPBS) 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 the advisory period. 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>Sample Matrix of School Rules and Defined Behaviors. This is subject to modifications by the SWPBST</p>					
Be Safe	Classroom	Classroom		Cafeteria	Hallway
		-Sit in your assigned seat		-Listen to staff members	-Listen to staff members
		-Keep hands, feet, and objects to yourself		-Keep hands, feet, and objects to yourself	-Keep hands, feet, and objects to yourself
		-Follow lab rules and procedures		-Keep your food on your tray	

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		<p>Be Respectful</p> <ul style="list-style-type: none"> -Use kind words -Use pens/pencils on paper only -Listen to staff members 	<ul style="list-style-type: none"> -Throw away your trash -Respect the environment by throwing recyclables in the recycle bin 	<ul style="list-style-type: none"> -Empty your trash in the trash can -Pick up after yourself -Wait your turn in line 	<ul style="list-style-type: none"> -Use quiet voices -Smile at peers and adults
		<p>Be Responsible</p> <ul style="list-style-type: none"> -Bring materials to class -Arrive on time and ready to learn -Keep phones and music players in your backpack -Turn homework and class work in on time everyday 	<ul style="list-style-type: none"> -Pick up trash -Report dangerous situations (wet floor, smoke in bathroom, etc.) 	<ul style="list-style-type: none"> -Bring your lunch, ticket, or lunch money everyday 	<ul style="list-style-type: none"> -Walk quietly from class to class -Keep hands, feet, and objects to yourself
<p>Intervention</p> <p>Tier 1</p> <p>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/PROCESS. 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 reinforce positive behavior through positive praise and encouragement. Our goal is recognize student strengths and reward 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>Tier 2</p> <p>In order to take a proactive approach to discipline and reduce suspension rates, the School Wide Positive Behavioral Team will meet monthly and analyze data such as attendance rates, referral rates,</p>					

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>and suspension rate. The team will devise individual behavioral plans for students who exhibit behavioral problems at school. Students referred to the dean more than three times will be discussed at SWPBST meetings and may be placed on behavioral contracts with the permission of their parents. The team will also decide on whether or not environmental changes are needed. The dean will work with SWPBST, teachers, and counselors to teach the student necessary social skills and to 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 model of 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 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>Students with autism will have behavior support plans designed by their IEP teams to address their individual behavioral needs.</p> <p><u>Socio-emotional</u> In dealing with the social and emotional needs of students, SoHDA will have increasing tiers of support beginning with in-house SoHDA intervention. SoHDA intervention (internal), a beginning tier of support and intervention, will be comprised of SoHDA faculty who during frequent meetings address student behavioral, academic, or social changes. Advisories will also help teachers have perspective on student needs. Teachers who have the best rapport with a student identified as needing first-tier support will approach said student. If that teacher determines that further support or intervention is warranted, or if student is dealing with a complex situation then the matter will be dealt through SoHDA’s COST (Coordination of Services Team), which will consist of a school psychologist, SoHDA counselor, administration, and IMPACT trained teachers.</p>

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		<p>The SoHDA counselor, Ms. Reidiny Martinez, will organize, as she has done at Franklin High School, group counseling (internal) to help students cope with their issues. In the event that a more comprehensive approach is required, individual therapy through outside agencies (external) will be provided for specific needs. Mental health counseling may be provided by Hathaway-Sycamores Family Center or Center For Grief and Loss For Children, drug/alcohol outpatient services may be provided by BHS Behavioral Health Services/ Lincoln Heights or MELA (Counseling Services Center). In the occurrence of an in-school emergency such as a suicide attempt, SoHDA will have a crisis team made up of administration, SoHDA counselor, school psychologist, and select SoHDA teachers, all of which will be IMPACT trained, to help mediate dangerous situations.</p> <p><u>Gang Intervention Tiers</u></p> <p>The community surrounding the Taylor Yard Complex has a history of gang violence. In order to help prevent students from becoming victims of gangs, SoHDA will develop an intervention program that will be a Zero or Seven period in the school schedule. This additional period will focus on demonstrating to the at-risk student population the importance of education. The period will be called “Empowerment through Education.” The class will be an interdisciplinary course that will help students gain knowledge while at the same time developing their skills that would be utilized in their other six periods. The intervention class will focus on history, literature, sociology, music, art, and community-based projects. The most important factor of this course is that SoHDA will utilize student culture and student voices to show a sense of agency and to develop a deeper understanding about the importance of education. The course will be targeted to students who show signs of “at-risk”, but will also be open to all students who likely benefit from such a course.</p> <p>SoHDA and the Taylor Yard Pilot Schools Collaborative will also work closely with the Northeast Los Angeles Police Department to identify gang and safety issues, as well as work out a “Safe Passage” program for students coming and going from the school premises. SoHDA has a meeting planned with the Northeast Los Angeles Police Department in early December to gather advice and guidance on the programs that will best fit the school and community.</p> <p>Aztecs Rising, a northeast Los Angeles community service organization that “promotes peace, self-sufficiency, and quality of life for youth” as a means for gang intervention and prevention, will partner with the Taylor Yard Pilot Schools Collaborative to provide intervention services. If feasible, this group and others will be given a place on campus to have at least a part-time presence.</p>

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<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>Marshall currently has 330 students with identified disabilities. They have one class for students with mild intellectual disabilities, one class for students with severe intellectual disabilities, the remaining classes are for students with Learning Disabilities or students who can be served in a program for students with Learning Disabilities. There are five Resource Teachers.</p> <p>Franklin has 277 students with identified disabilities.</p> <p>They have two classes for students with severe intellectual disabilities in vocational training, one class for students with emotional challenges, one class for students with mild intellectual disabilities. The remaining classes are for students who can be served in a Learning Disabled setting. They have eight Resource Teachers.</p> <p>Eagle Rock has 311 students with disabilities.</p> <p>They have one class for students with severe intellectual disabilities in vocational training, one class for students with emotional challenges, one class for students with mild intellectual disabilities, and the remaining students are served in programs for students with Learning Disabilities. They have six resource specialists.</p> <p>SoHDA will work with the other 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 as described in their most active IEP. Students in the Resource Program will participate in a fully inclusive model. They will receive support 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>
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>The School of History and Dramatic Arts will comply with federal law requiring public schools to provide equal access for students regardless of disability. Our students in the RSP program will participate in a fully inclusive model. All students receiving general education curriculum will enroll in A-G requirement courses and will be integrated into the general education setting to the best of their ability. Students in the special day program and students with 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 be included in. The determination will be based on the student’s strengths, interests, and ability to meet IEP goals.</p>

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		<p>SoHDA teachers will support students with special needs in their classroom by focusing on specific students through professional development trainings. 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 are serviced by SoHDA’s special education department may include those with different intellectual capacities; physical handicaps, behavioral disorders, or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students in 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 education teachers to plan and monitor student achievement.</p> <p>The Learning Center is designed to help students with disabilities by providing additional academic support. Students who need additional support in their academic classes will be visit the learning center where they will 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>SoHDA teachers will be trained in the Response to Intervention and differentiation strategies. Students with special needs who need intervention will receive support from both the education and special education staffs. Teachers will differentiate the process, the content, the instruction or the product depending on students need. However, all SoHDA teachers will understand that they are not lowering expectations. Rather, they are teaching the curriculum in a different way to meet the needs of all learners.</p> <p>Students will receive all necessary supplemental aids and support needed to access the content. For example, a student with vision impairments may use assistive technology to magnify the reading material. Also, students who need support with written compositions may access the learning center to type out their essay using the Don Johnston’s Co-Writer program. Students will also have access to supplemental reading material for their assigned reading in their English class. This may include a Scholastic version of Antigone, a Don Johnston’s Start to Finish version of Oedipus Rex, or a audio version of an assigned book. SoHDA teachers will use the materials to supplement, not replace, grade level curriculum.</p>

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		<p>Students with disabilities will all participate in state assessments including the CAPA, CMA, CSTA, and CAHSEE with the accommodations and modifications described in their IEP.</p> <p>The IEP team will determine the extent that individual students with disabilities will be integrated in the general education setting. All teachers will be trained and welcome ALL students into their classrooms. ALL students will be integrated in the general education classrooms during electives and the advisory period.</p> <p>SoHDA staff believes that special education is a service, not a place. Students will receive services in the setting that the IEP team believes to be the best for the individual student. The small school setting provides the opportunities necessary for special education teachers and general education teachers to collaborate on the needs of individual students. A student may be in special day English or math class in order to receive intensive intervention services for that content area, but that same student may be included for the other periods. Special day classes are a temporary place for students to receive the intervention and instruction necessary to move to a less restrictive environment. The special educations, both RSP and Special Day Teacher, share all students regardless of placement.</p> <p>The continuum of placements available at our school site include: General education classroom with accommodations or modifications General education classroom with supplementary aids and supports General education classroom with related services General education classroom with resource specialist support General education classroom and special day program</p> <p>Other continuum of placements offered by the district but not at our site include: Special schools/centers* Special day program</p> <p>Nonpublic Schools* Dual enrollment (public and nonpublic schools) Special Day Program</p> <p>Home or Hospital* Instruction in the home or hospital</p>

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<p>Outcomes 8, 10, 13, 14, 15</p>	<p>Residential* State school Non-public school or center</p> <p>*IEP teams will use LRE guidelines to individual student needs consistent with LAUSD guidelines and federal and state laws to determine placement for a student with disabilities at the IEP meeting.</p> <p>SoHDA will follow the LAUSD’s Special Education Policy and Procedures Manual in order to comply with federal and state laws governing special education. The special education clerk 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.</p> <p>All IEP notifications will be mailed out and collected by the case carrier either in English or in the parent’s primary 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 unit.</p> <p>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. At the conclusion of the IEP meeting, the case carrier will notify all service providers of any changes of the IEP team decisions and a summary of the findings using a student passport form.</p>
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p> <p>Based on Harris-Murri, SoHDHA 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.”</p> <div style="border: 1px solid black; padding: 5px;"> <p>Harris-Murri, N., King, K. A., and Rostenberg, D. (2006). Reducing disproportionate minority representation in emotional and behavioral disorders: Toward a culturally responsive re-</p> </div>

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		<p>sponse to intervention model. <i>Education and Treatment of Children, 29, 779-799.</i></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 cumulative review will be conducted 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 insure the student has all necessary materials. The COST team will also review the quality of Tier 1 support in the classroom. In addition to using teacher referrals, SoHDA will use universal screening strategies to locate at risk students. Universal screenings will include CST scores, CAHSEE scores, CELDT scores, attendance records, grades, and previous school records.</p> <p>Tier 1</p> <p>The teacher will use formative assessment results to determine the student’s baseline level. Formative assessments will include curriculum-based assessments including Key Math, writing probes, common assessments, 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 a statement of concern and confer 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 upon student progress with the student and the parent. If the student demonstrates progress, the teacher will continue differentiation in the classroom without further interventions. 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 [See Section 2]</p> <p>The teacher will bring all materials to the COST team and review the data collected by the teacher. The team will then 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, SOHDA will use Algebra Project. As for reading decoding, the intervention teacher will use Sopris REWARDS program. The team will monitor progress weekly using curriculum-based assessments, and, if the student is non-responsive to the intervention, the team will analyze the data from the intervention plan and consider moving to a</p>

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	<p>more intensive intercession. The learning center will also be used to provide additional research support and instruction.</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, in compliance with LAUSD Part II, chapter 2 of the Special Education Policies and Procedures Manual, may develop an IEP or a 504 plan based on the student’s need. If it is decided to assess the student for special education services, the team will identify the areas that need to be assessed in order to decide on eligibility. Prior to the completion of an assessment plan, the SST team will address exclusionary factors. Should SST decide to continue, the assessment plan will be presented to the parent and the special education assessment process will begin. An initial IEP will be held for the student within 60 days from the date the assessment plan is signed. The assessment instruments selected will comply with Federal and State Policies. Per LAUSD’s Special Education Policies and Procedures Manual Part 2, chapter 3, “Assessment instruments are selected and administered so that they are not racially, sexually, culturally discriminatory. Assessments must be conducted in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, functionally unless the assessment plan indicates why it is not feasible to provide or administer” (38). The administrator overseeing SST and COST will monitor and track the gender and ethnicity of students referred.</p>
Outcome 2	<p>Instructional Plan for students using grade level standards</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. Both students will receive instruction using grade level materials. 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>Students may be placed in multi-grade classrooms for a single subject. For example, students may also be placed in a 9th and 10th grade combination special day English class, provided that the IEP determines that to be their least restrictive environment. The NCLB highly qualified special education teacher will use a variety of instructional strategies to teach standards based instruction.</p>

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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Student performance on assessments will guide instruction. All teachers will use formative, authentic, and summative assessment strategies to measure student progress of content standards and IEP goals. The teacher will differentiate instruction based on the results from the assessments, observation, and student’s needs. General education teachers will be provided information sheets and IEP information regarding student’s disability, accommodations, modifications, and goals. The general education teachers will comply with the IEP and provide the accommodations and modifications described in the IEP. The case carrier will inform parents of IEP goal progress using page 5 from the Welligent system. It is also expected that the case carrier update goal progress on the Welligent system.</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. Similar to the instructional program description found earlier in the proposal, instructional strategies for students in a moderate to severe class will include the use of cooperative learning, simulations, reciprocal teaching, small group instruction, re-teaching, kinesthetic learning, individual accommodations/modifications listed in the IEP, and graphic organizers. Formative assessments will include observations, group work, class work, observations, homework and quizzes. The teacher will use the data from the CAPA, student work samples, and curriculum based instruction to guide instruction. In addition to CAPA results, each student will have a portfolio of work samples demonstrating mastery of alternate standards and curriculum in order to monitor significant gains and IEP goal progress. Students in CBI will also be taken into the community to learn life skills, such as how to use public transportation, buy groceries, count money, cross the street, and visit recreational parks. Such field trips will be based on addressing individual transition goals formed by the IEP team.</p> <p>Students may be placed in multi-grade classrooms for community-based instruction or to receive instruction in alternative instruction. Students may also be placed in a 9th and 10th grade combination special day English class, provided that the IEP determines that to be the least restrictive environment. In both cases, teachers will use a variety of instructional strategies to teach standards based instruction. Understanding by Design and differentiation instructional approaches will be used to meet students’ individual needs.</p>

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Outcome 13	<p>Plan to provide Supports & Services</p> <p>Students with adaptive physical education services, language and speech services, deaf and hard of hearing, least restrictive consultant, adapted technology, visually impaired, audio logical resource unit, and transition services will be provided those services on campus in the manner stated and described in their IEP. Their case carrier and the designated administrator will monitor 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.</p>
Outcome 9 (for programs with students 14 and older)	<p>Transition Planning Strategies</p> <p>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, SOHDA staff will be instructed on how to embed transitional 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.</p>
Federal requirement	<p>Access to Extra-Curricular/Non Academic activities:</p> <p>All students in special education will have access to the same extracurricular/non-academic activities as the students without disabilities. Electives that will be available include art, photography, cinematography, theatre, drama, and filmmaking. Students with moderate-to-severe disabilities who need additional support will be accompanied into extracurricular classes with an instructional aide provided 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.</p>

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<p>Federal requirement</p>	<p>Providing Extended School Year</p>	<p>Extended School Year (ESY) services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. The primary goal of ESY services will be to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.</p> <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, the school will develop an IEP for the student that will include 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>			
<p>Federal Court re-quirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<ol style="list-style-type: none"> 1. Statewide Assessments (ELA) 2. Statewide Assessments (Math) 3. Graduation Rate 4. Completion Rate 5. Reduction of Suspension 6. LRE 7. A. LRE: SLD, SLI, OHI B. LRE: MD, OI 8. Home School 9. Individual Transition Plan 10. Timely Completion of Evaluations 11. Complaint Response Time 12. Informal Dispute Resolution 13. Delivery of Special Education Services 14. Parent Participation at IEP Meetings 15. Timely Completion of IEP Translations 16. Qualified Special Education Teachers 17. Behavioral Support Plans for Students with Autism or Emotional Disturbance 18. Comprehensive Evaluation of African American Students Identified with Emotional Disturbance 			

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All	Professional Development	<p>RTI</p> <p>Introduction and team building for Response to Introduction occur during workshops in the summer institute. Teachers will be introduced to the rationale and procedures for Response to Intervention and the different tiers of support at two workshops during the summer institute. Continuing RTI support will be provided through professional development. Teachers will receive professional development on a regular basis for developing and sharing their research based instructional practices during department during grade level teams/horizontal planning-interdisciplinary lesson planning meetings, student study team meetings, grade level team meetings, and content-area team meetings. At these meeting teachers will learn and share successful research based instructional practices.</p> <p>Inclusion</p> <p>The special education teacher will lead a professional development session on inclusion practices during the summer institute. Continuing support from the special education in the form of collaboration and co-planning will occur during common planning time.</p> <p>Laws and Procedures</p> <p>Staff members will be informed of the key laws and procedures governing special education in workshops ran by the administrator. Brochures, IEP timelines and procedures, teacher report forms, and MCD outcomes will be addressed at the beginning of a year in a workshop during summer institute. Clerical staff will participate in the same workshop during the first week of school.</p> <p>Differentiation</p> <p>SoHDA firmly believes that Understanding by Design and differentiation are inseparable (Tomlinson and Jay McTighe, 2006). With the understanding that not all students learn the same, teachers will receive training and support in addressing the needs of all learners through differentiating instruction workshops during the summer. Teachers will learn how to differentiate the content, the process, the product, or differentiate by manipulating the environment. Ongoing continuing workshops and discussions on differentiation will occur during professional development meetings throughout the year.</p>

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<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p>We will use our staffing autonomy to keep student to teacher ratios at 25:1 for RSP and 12:1 for SDP to provide best circumstances for personalization and optimal learning culture to meet the needs of all students. Staffing autonomy will allow us to use creative definitions of staff roles, and the ability to create a unified school community by expanding the school staff and engaging more adults in instruction.</p> <p>Teachers will be recruited by contacting local university or state college special education programs to contact alumni who are appropriately credentialed to serve our student population. We will post on the LAUSD employment board and also contact principals and coordinators at other school sites for recommendations.</p> <p>We will hire teachers who support our mission and vision and use the Election to Work agreement to ensure that our staff only includes those committed to these goals.</p> <p>Credential verification and NCLB compliance monitoring will be handled by the school administrator who can verify credentials from the Commission on Teacher Credentialing. To ensure a high level of instruction for all students, (including ELLs, students of poverty, gifted students, and students with disabilities), all teachers will have a CLAD, BCLAD or SB1969 certification. Our content specialists will be qualified to teach AP classes.</p> <p>We will hire special education staff-based on the requirements of LAUSD policy.</p> <p>SoHDA will comply with the district’s ratios of 28 (up to 32): 1 so that the needs of students are addressed and the mandated service norms are honored. Speech service ratios are 55: 1. We intend to share that service with the other Taylor Yard schools. Aides will be hired according to a 10: 1 and will be provided by the district.</p> <p>The clerical support required to appropriately monitor and service student needs will be provided by the SECAC carrier and an office clerk.</p> <p>Any specialized equipment will be purchased or rented.</p> <p>To ensure compliant health standards and protocols, SoHDA will comply with all required mandates for CPR, etc. Assistive technology resources will be handled by the assistive technology department of LAUSD after a need for the equipment has been determined by the assistive technology assessment.</p>

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		<p>Assistive technology will be stored and checked out of the learning center where the audiologist and speech pathologist can easily access it. Health protocols will be managed by the nurses office.</p> <p>SoHDA will use Pilot school autonomy over governance to allow those closest to the students to determine the school’s daily operation, hiring, budget, curriculum and assessment. SoHDA will embed school governance with a community of student-centered educators and community members working together for student success.</p>
	Fiscal	NOT APPLICABLE
Outcome 14	Parent Participation	<p>While progress has been made in research and practice to erase low expectations of students, the mistaken assumption that parents in low-income (and often minority) neighborhoods are not involved in their student’s education because they do not care still persists. What research does show is that it is more likely that parents in these communities are not involved because they are unfamiliar with school functions and traditional vehicles for parent involvement, or because they have had a negative experience with the school system either due to personal experience or with their children.</p> <p>Since there is an abundance of research data that shows the strong influence of parental expectations on student outcomes, SoHDA will implement several practices to increase parent investment and involvement in their student’s education and success. These include:</p> <ul style="list-style-type: none"> • Involving parents in the students’ learning plan and goals • Develop two-way communication systems so parents have a way to reach teachers as well as receive messages from them. • Have an open-classroom policy. • After consulting with the parent community to establish the best means, utilize electronic methods to communicate about students, parent meetings, and school events. These can include password protected access to student portfolios and homework assignments, text messages, and emails. • Implement a grassroots network of communication with parents, starting with parents on the governing board. • Have a volunteer committee of translators on call so parents can have their concerns voiced to all teachers as well as in parent and community meetings.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Believing that parent involvement is essential to student engagement, motivation, and success, SoHDA will create a collaborative structure in which parent voice and insight contributes to and is considered in the direction of SoHDA. Although academics will remain teacher-driven, parent involvement will reflect the cultural relevance of the community and, in turn, help parents feel a part of the school and therefore their student’s education.</p> <p>SoHDA’s will aim to have parent contribution go beyond contributing food for social events during the school year to having an active parent group engaged in the support of students. Parent involvement from the beginning in the governance of SoHDA will foster cooperation and will eliminate a “top down” approach to education that is often experienced in many schools.</p> <p>Teachers will help parents by providing grade-level-specific informational meetings. As an initial plan, to be expanded by the Governing Council, beginning of the year grade level meetings will be as follows:</p> <ul style="list-style-type: none"> • A comprehensive freshmen orientation which informs the parents about the entire school calendar, student expectations, and pivotal information such as G.P.A., extracurricular activities. (in Year One this will be school-wide). • The sophomore grade level parent meeting would focus on the importance of the CAHSEE, CST, and PSAT exams as well as maintaining a strong G.P.A. Parents will be brought up to date about CTE sequence choices available to their student. • The junior parent meeting would inform parents about the importance of the SAT/ACT, testing dates, and SAT prep classes offered by SoHDA teachers. During junior year, parents will receive more specific information about college choices and the importance of a strong G.P.A. • The senior parent meeting would have a comprehensive college and career focus, as well as making parents aware of the various social activities surrounding senior year and graduation. <p>For ongoing parent communication during the year, “Coffee with SoHDA” will be a monthly meeting day set aside during which all staff would agree to talk with parents. During a conference period, parents can discuss any concerns they may have and/or for teachers to present their units, lesson plans, and objectives.</p> <p>In addition to information about student academic progress and success, as part of their representation on the SoHDA governing board, the SoHDA parent community will have an active role in reviewing the funding needs and priorities for school expenditures that are associated with the senior year.</p> <p>Consistent with SoHDA’s overall consideration of parents and guardians as valuable partners, letters will be sent home asking parents for the best time of day to attend a meeting. Also, the case carrier</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>will call parents/guardians to inform of them of IEP dates in addition to sending home a meeting notification form at least 10 days before a meeting. Parents will also be asked to 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.</p>

Biographies of Team Members who will take a significant leadership role.

Design Team: Lead, Teacher**Meredith Ryley**

In high school, Meredith Ryley was an above-average student who participated in sports, but also pursued artistic interests. She left a (very) small town in the Midwest to secure a B.A. in Film and Television Production from New York University. Meredith then moved to Los Angeles to in order to pursue a career in the entertainment industry. After a number of years working in film and television, she wanted to do something more meaningful, so she went back to school and earned a MEd in Educational Foundations from California State University, Los Angeles. Meredith has held various leadership positions in her 16 years at Franklin, including co-founding the American History Academy (now the American Studies Academy) at Franklin High School.

In 1997, students voted Meredith one of “L.A.’s Most Inspirational Teacher.” One example of her inspirational teaching is her influence on design team member Jose (Manny) Reyes. He was her 9th and 12th grade student, went to college to become a teacher and study history, become her student teacher, and is now teaching Social Studies himself at Virgil Middle School (a CRHS feeder school.) Recent students gave this feedback about her:

“The most important teacher in the academy to me was and is Ms. Ryley...She has helped me so tremendously that I don’t even know how to repay her. Ms. Ryley has helped me get into college and make sure that my future education will be prosperous. Ms. Ryley never gave up hope on me.” –Stephanie Chavez (’09; California State University, Los Angeles)

“Ms. Ryley [was] the only teacher in my entire life who actually revealed the truth behind the picture-perfect history I had learned throughout my life. [She] changed my perspective of government and introduced me to corruption and oppression as part of societal dysfunction.” – Mayra Jimenez (’09; Smith College)

“Ms. Ryley has been very important in my experience [with ASA], she has helped show me the value of dissenting opinion.” –Alexander Soto (’09; Pasadena City College/Vice President of Student Affairs)

As the Humanitas Coordinator at Franklin High School for 10 years, Meredith has taught this interdisciplinary model to several teachers, thus she has the experience necessary to train new SoHDA teachers in the model. She was also a SDAIE trainer in 1995, Meredith has been a Master Teacher numerous times—mentoring developing teachers. Meredith is Impact Program trained and has experience facilitation their peer support groups. In the 2003, Meredith used her leadership experience and vision to co-founded the American History Academy (AHA) at Franklin High School. In speaking to students, it is apparent that AHA has had a profound impact on them both personally and academically (many still keep in touch with their teachers and each other). Meredith’s guidance and insight have influenced many to grow personally and to try to improve the world around them. Recently, 2010 graduates Luis Antezana and Eric Duarte won seats on the Highland Park Neighborhood Council. The class of 2010 was also inspired to start a Facebook group in order to inform each other about social and political issues.

Biographies of Team Members who will take a significant leadership role.

Design Team: Teacher**Ricardo Martinez**

For Ricardo Martinez the setting of a rough neighborhood, similar to Northeast Los Angeles, is nothing new. He was raised in East Los Angeles and then during his teenage years his family moved to the Watts neighborhood, so his ability to deal with and appeal to students from a rough setting comes naturally to him. Sadly, some of the very circumstances that impede student success began to affect Ricardo and his high school education. Becoming a teenage parent with a lack-luster high school transcript were big hurdles for Ricardo, and it was not until after high school that schooling appealed to him.

Continuing his parenting duties, Ricardo went back to community college with more purpose. After finding success there, he transferred to Loyola Marymount University (LMU) where he hit his stride, double majoring in English and History and joining the honor society for both majors, Phi Alpha Theta and Sigma Tau Delta. After LMU, Ricardo received his teaching credential from California State University, Los Angeles.

Therefore, for Ricardo, coming from places with such destitution as East Los Angeles and Watts, meeting the challenge of being a young parent (his son is applying for college this fall), yet still able to receive a post baccalaureate education means he understands both the challenges the students in his classroom face and the potential they have. He values education and, from personal experience, sees it as a life saving institution.

In addition to his strong belief in education, Ricardo's leadership will be an asset for the School of History and Dramatic Arts. While in college, Ricardo worked for United Parcel Service and for a 2 year period he supervised the largest single area (regarding volume and the number of employees) west of the Mississippi, running it productively. As a teacher he has also displayed his strong leadership ability as he was both co-lead and lead teacher of the American Studies Academy—holding each position for a 2 year period. In the capacity of co-lead and lead teacher, he was responsible for organizing many field-trips to universities, museums and other sites including a weeklong trip to Washington DC/New York, a four-day college trip to Northern California and a two-day trip to Central California universities. Ricardo has also organized many outings and events including 3 senior banquets, 4 winter banquets, several beach bonfires, and school barbecues. Ricardo has also maintained budgets and conducted purchases, several of which were thousands of dollars, including textbooks for \$13,000 and portable computer labs, each at about \$20,000.

Comments from Ricardo's recent students best sum up his teaching ability and dedication to his students and his craft. Loathe to miss even one day with his students in the classroom, Ricardo is the example of hard work and dedication his students need.

"Mr. Martinez was one of the most influential teachers in my experience. He was a great teacher, but strict, and that helped me stay on task. He would help when I needed help, and always made sure the entire class stayed on task." - Arlene Brenes (09) Pasadena City College

"Mr. Martinez was one of the teachers that changed my way of thinking in high school. He has taught us the other perspective of history through literature and articles...his enthusiasm for us to learn is inspiring to me. I thank him for being strict and teaching us the right way." Cristina Basulto ('09; Notre Dame De Namur)

"Mr. Martinez improved my English skills and I never felt so comfortable speaking in discussion until I went to his class." Gretel Alvarez ('10; entered Franklin as an ELL student; UCLA)

Biographies of Team Members who will take a significant leadership role.

Design Team: Teacher**Dolores Lopez**

Although Dolores Lopez' Northern California small town beginning appears to be as distant to urban Cypress and Glassell Park as it can be, her personal struggles and redemption make and can make her story quite similar to those of the students in Northeast Los Angeles. Her own schooling included a period in continuation school. After persevering to finish high school through continuation school, Dolores maintained a 3.72 GPA at Pasadena Community College, transferred to UCLA where she was in the Honor Society and graduated Cum Laude, receiving the Golden Key Award. Her path proves that school, effort, perseverance, and hard work are redemptive qualities.

Dolores later received her level II credential from California State University, Los Angeles and a Masters degree in Special Education from Loyola Marymount University. At Gompers Middle School Dolores implemented and developed the school's first Learning Center which still provides students with special needs additional assistance with their reading, writing, and mathematics.

Currently at Franklin High School, again Dolores has displayed her strong leadership potential by heading Associated Student Body (ASB) and Leadership for the past 3 years. As ASB and Leadership coordinator, Dolores has facilitated project planning for students, been financially responsible by maintaining ASB funds, and overseen such ASB events as prom, homecoming, graduation, multiple dances, and community events. Under her guidance, many of the Franklin student Leadership teams have focused on leading the school to take part in community service. Her role with Leadership has many of the above mentioned responsibilities as well as the added responsibility of mentoring future leaders by assisting students cope with issues within Franklin High School and the community.

Dolores is also a member of both the Instructional Leadership Team and the Response to Intervention Team. The Instructional Leadership Team has been instrumental in planning Professional Development programs and attempting to change the teacher culture by creating an open-classroom policy and peer observation to better improve and share teaching methodologies. The Response to Intervention (RTI) is currently consensus building as to the most appropriate and effective modes of intervention. Dolores' accomplishments, experience and strong hard-work ethic make her a valuable asset to education in general and to SoHDA.

Her Leadership students contributed the following comments:

I have had the distinct pleasure of having Ms. Lopez as a teacher. Ms. Lopez dedicates herself entirely to her work and through her motivation she builds a positive learning environment. She genuinely cares about each and every one of her students. She has helped me become a stronger and more confident leader. Yasmin Jimenez ('11); Senior Class President

As my teacher, Ms. Lopez has taught me to think outside the box and to think positively, to always strive for the best and that it's okay to fail because you learn from those mistakes and those experiences make you succeed next time. Karen Quijada ('11); Sr. Cabinet secretary

Ms. Lopez is an amazing, optimistic advisor who always provides us with the resources and encouragement we need. As a leadership student, I have learned to take initiative and responsibility for my actions. Erica Pedroza ('10)

Biographies of Team Members who will take a significant leadership role.

Design Team: Teacher**Jose M. Reyes**

Jose Manuel Reyes (Manny) represents the “local boy makes good” of the School of History and Dramatic Arts team. A complete product of Northeast Los Angeles, Manny’s entire school career is locally centered beginning with Buchanan Elementary, Burbank Middle School, and Franklin High School. As a youth, Manny took advantage of the athletic programs offered in the area and played football for Cypress Park, Eagle Rock, Glassell Park, and Highland Park.

Despite community outlets, Manny was a self-proclaimed “slacker” who lacked motivation in high school. The one exception was in Ms. Ryley’s (design team member) history class. Ironically, this lack of motivation has been Manny’s driving force into his pedagogical philosophy. Though not motivated enough to succeed in high school, what he did remember was Ms. Ryley’s advice that he had potential and could do something with his life. Keeping that in mind, he attended Pasadena City College. While still not sure what he wanted to do, he kept up his interest in history, eventually transferring to CSULA and graduating with his BA in history. By the time he transferred, he knew he wanted to stay in education, so he jumped into the Teaching Credential Program at the Charter School of Education (CSULA) and received his teacher training and credential in Social Sciences.

Maintaining his focus on his community, Manny returned to Franklin High School during his education training and completed his student teacher assignment with his once inspiring teacher, Ms. Ryley. He received his teaching credential (History/Social Science) from California State University, Los Angeles with an emphasis on the inner-city student.

Manny has demonstrated his commitment to students similar to the CRHS #13 population. Maintaining his commitment to inner-city education, he worked 3 years at Harris Newmark Continuation High School, 1 year as a teaching assistant and 2 years as a teacher. His assignment at Harris Newmark High School were fundamentally formative years because he was able to create and test various strategies and curriculum models to try to reach students who possessed the capability to achieve academically, but who were underachieving or simply lacked motivation. At Newmark, Manny taught severely at-risk gang and/or drug-involved students who saw no significance to education.

In addition to his personal educational path and teaching experience, Manny provides a wealth of knowledge and relevance in dealing with the present Northeast Los Angeles population because of his history and present connection to the community. In fact, his mother-in-law lives 2 blocks from Taylor Yard. The one-time slacker has often volunteered at Kevin De Leon’s office, helping with community outreach. These additional connections make him an invaluable asset and resource to the SoHDA team.

Biographies of Team Members who will take a significant leadership role.

Design Team: Teacher**David Levine**

A native of California, David Levine was born in Los Angeles. Another student who was unmotivated in high school, a Drama teacher hooked him on the theater, which in turn gave him a reason to start going to classes.

David went on from high school to receive his Bachelor of Arts from California State University, Long Beach (CSULB). He continued to be involved in theater after high school and after graduation from CSULB, he was accepted on full scholarship to Florida State University (FSU), Asolo Conservatory for Actor Training.

After receiving his Master in Fine Arts at FSU he moved to New York City to pursue his acting career. While there he performed off Broadway, including originating the role of Hunter in Alan Ball's *Bachelor Holiday* and appearing in the first workshop production of *Rent*. Also, while in New York City, Mr. Levine performed with his band, Little Green.

After 10 years in New York City David moved back to Los Angeles to become a talent agent at the prestigious J. Michael Bloom and Associates. Once back in Los Angeles, he began preparing to return to the high school setting where he had first been hooked on drama. He got his Single Subject Credential in English and now pursues his passion of using drama to engage students in school. He also has his Career Technical Education (CTE) credential.

Currently David is the Lead Teacher of Franklin's Media Entertainment and Graphic Arts (MEGA) Small Learning Community. He designed the program with a group of other teachers. While at Franklin, he has written and received several grants, including a Specialized Secondary Program grant from the California Department of Education for MEGA in the amount of \$250,000. David was also instrumental in bringing a Digital Media Arts Classroom to MEGA with equipment and salary support in the amount of \$100,000.

Biographies of Team Members who will take a significant leadership role.

Design Team: Community Partner**Marian McKenna Olivas**

In her role as the Program Manager for the National Center for History in the Schools, UCLA (NCHS), Marian became the organizer of the College Connection program that NCHS began with the American Studies Academy (ASA) at Franklin High School in 2005-06. The first year, Marian coordinated visits by eminent professors to the Franklin classrooms and brought Franklin students to the UCLA campus to get a taste of campus life. Marian started a followup program with the students by visiting them on campus with their surveys or small “treats” as rewards for participation. Seeing that the visits reinforced the connection and sense for the students that their wider community cared for their progress, each year Marian and the ASA leadership team revisited their programs, adjusting the field trips and other ways for reinforcing the college and community connection.

By the third year of the program, Marian began using some of the small funds they had for the program to bring UCLA undergraduates and graduates into the ASA classrooms on a weekly basis. These students gave individual help, presented lessons, helped with the senior/freshman buddy program, and began helping with college applications and preparation. Marian has coordinated field trips and exposure for the students to such locations as the Autry National Center for the Study of the West and the National Center for Preservation of Democracy.

Marian also brings over 15 years of educational publishing/curriculum creation experience to the program having worked for University of California Press, done freelance work for the Huntington Library and Museum and the Getty Museum, as well as running the publication arm of the National Center for History in the Schools. She has worked with design team member Meredith Ryley to shape and in-house publish curriculum specific to their interdisciplinary lessons including such titles as “Highland Park Community History,” “Was Conflict Between Native Americans and European Settlers Inevitable?” “The Vietnam War and the Culture of Protest,” and “Labor History: The Colorado Miners.”

Having already been active in Highland Park since 1993 in her small community church, Marian has a long-standing relationship with the northeast Los Angeles community and extends her formal community partnership into a personal one, meeting seniors at coffeeshops during college application season to prepare applications and review personal essays.

The students wrote about her help:

“Marian is one great person who has influenced me to further my education. She helped me with my personal statement and based on her comments, I got an idea of how to express myself in a better way.” - Brenda Larios (09) UC Santa Barbara

“The ASA Partnership helped me so much! Thanks to that, I could meet Marian Olivas, who helped me with my college applications. She cares about us and she is always there willing to help us reach our personal and academic goals. Also, field trips to UCLA helped me develop a sense of confidence and now I feel that I can do well in college.”

- Damaris E. Arriola (09) Mills College (Entered Franklin as an ELL student)

“The trips we took to UCLA were real cool. The things we did were helpful with the things we were doing in school. Marian was a real help when it was time for us to apply to college. She knew I couldn’t get FASFA, so she sent me the e-mails telling me about the AB-540 and I thank her for that.”

- Ramon Mascorro (09) Los Angeles Trade Tech College.

Job Description for the Principal of the School of History and Dramatic Arts

School of History and Dramatic Arts, Principal

To support the mission and vision of SoHDA, the principal should be able to breakdown and communicate goals into incremental steps so that staff, students, and the community will be encouraged with progress.

Qualifications:

- Have administrative and supervisory experience; LAUSD experience preferred
- Have a history of collaboration with other administrators
- Be familiar with the evaluation process, the union contract (thin contract) and the work-to-elect agreement decided by the design team/staff
- Have experience with developing a budget; general and categorical
- Have experience with compliance issues; NCLB, discipline, CLAD, Title I, EL and SPED program
- Be capable of overseeing the WASC accreditation
- Demonstrate understanding state mandated testing and use of the data
- Experience working with school budgets, and experience in creating the master schedule.

Duties:

The principal should be the model of collaborative relationships and be able to work well with teachers, students, families, and community members.

FACILITATOR/LIAISON:

- Advocate for SoHDA's interest at Taylor Yard's Building Council Meeting
- Use school's mission of high academic expectations, challenging curriculum, effective instruction, and support for all students at the forefront of all decisions, practices, and goal-setting
- Create an administrative team, faculty, and entire school that feels collegial, supportive and moving together in realization of the common mission and vision.
- Facilitate annual setting of goals, reflection, and review
- Show a balance of strong leadership and collaboration.
- Be able to supervise (be familiar with) all the roles in the school; show respect for each individual's contribution and opinion
- Create agendas for and facilitate admin staff, faculty, Instructional Leadership Team, and Governing Council meetings (year 1) and prepare staff to take over these roles in year 2
- Outline direction, agenda, function of the Student Senate and incorporate student feedback into school operations
- Liaise with leadership teacher and class regarding proposed school activities

BUDGET:

- Develop annual general budget in line with school's mission, vision, and goals
- Work with Coordinator to develop categorical budget that supplements the general budget
- Approve purchases of both general supplies and IMA
- Approve budget transfers and expenditures
- Meet with SAA and Coordinator to monitor expenditures and to reallocate resources as needed
- Educate teachers, parents, and students about the budget process to solicit input re: school needs
- Work on a monthly basis with consultant to shape grants for school

Job Description for the Principal of the School of History and Dramatic Arts

- Present budget status/updates to parent councils on a monthly basis

MASTER PROGRAM/COUNSELING:

- With counselor, assess students' needs for courses during the school year and for summer school
- Primary responsibility for developing with Counselor and Coordinator the Master Program for the year, assign courses and classrooms, and meet the needs of students in special education and students who are English learners
- Update grade levels of students
- Create bi-annual credit checks for students that go home to parents
- Work with adult school staff to provide adult school opportunities to SoHDA students on the Taylor Yard campus
- Personal academic counseling (supplements counselor work)

CURRICULUM AND INSTRUCTION:

- Support student achievement and the instructional goals of the school/staff
- Be supportive of creation and use of other formative assessment tools; familiarity with other tools preferred.
- Work with ILT to map out Professional Development (PD) plan for the year and the summer in line with school goals and needs
- Disseminate information regarding upcoming workshops, conferences and other PD opportunities
- Find protocols for faculty, students and parents to review data to develop intervention plans and to celebrate success
- Participate in PD as needed (e.g., on literacy strategies) and cultivate staff to take leadership roles in providing PD to peers (e.g., special education staff)
- Work with faculty and students to map out schedule for each year in line with mission, vision, goals, and school data around achievement
- Oversee the development of benchmark and culminating activities that can stand in for standards-based periodic assessments
- Oversee the progress of school development to prepare for WASC accreditations
- Create opportunities for teachers (and students) to observe and learn from each other and to identify ways we need to improve the school
- Serve as administrator on IEPs for students with autism and students with challenging support plans
- Convene meetings with special education department and special education assistants to improve delivery of program and support for students
- Attend monthly LD4 workshops on special education
- If decided by the governing Council, the principal is open to the idea of teaching a class for a semester

DATA MANAGEMENT:

- Collect and present quarterly data to faculty, parent councils, Pilot school network on attendance and achievement (grades, CST test scores, SAT and PSAT scores, redesignation rates, senior future plans, etc.)
- Install a site-based server and organize and collect school-related documents (year 2 goal)

Job Description for the Principal of the School of History and Dramatic Arts

SUPERVISION

- Take part in initial interviews with all faculty members, coordinator, and counselor
- Visit all classes multiple times per semester and provide written and oral feedback to teachers
- Evaluate all teachers, counselor and coordinator and classified staff according to procedures established by the governing Council
- Monitor SAA's oversight of Office Technician
- Enforce compliance with school policies and procedures
- Oversee performance and evaluation for SAA
- Oversee performance and evaluation for 5 special education assistants and campus aide
- Work with faculty to design new evaluation tool for year 2

STUDENT SUPPORT:

- Liaise with Pupil Services Attendance Counselor, Psychiatric Social Worker, and School Psychologists regularly to monitor service provided, update case loads, etc.
- Participate in Student Success Team meetings as needed
- Participate in School Attendance Review Team meetings as needed
- Get Department of Mental Health Services on campus and work with Coordinator to bring other counseling and support programs on campus
- Work with local boot camp supervisors who are overseeing our students
- Liaise with probation officers for students who have been in camp
- Write letters of recommendation

OPERATIONS:

- Approve payroll
- Supervise before school, at lunch, after school and at every SoHDA related activity on campus (dance, movie nights, Saturday school, sports activity, etc.)
- Ensure safe school
- Serve on the school-wide positive behavioral support team and act as 1/3 of discipline team – taking referrals in the office, overseeing behavioral contracts, convening parent meetings, convening suspension meetings, etc.
- Submit all required district paperwork regarding Williams compliance, Special Ed review, road show, etc.
- Ensure light bulbs are replaced, graffiti is removed, electrical shorts are fixed, etc.
- Be willing to provide provisions for committee meetings, Saturday school, guest visits, college prep seminars, school reviews, etc.

PARENT INVOLVEMENT:

- Work with administrative staff to implement two Parent Conference activities per semester
- Work with Coordinator to put on parent elections
- Attend Parent Council meetings
- Work with Coordinator to implement parent education workshops in year 1
- Work with parents and staff to expand parent involvement in year 2

Job Description for the Principal of the School of History and Dramatic Arts

RECRUITMENT/PUBLICITY

- Work with Student Ambassador Council and faculty to solicit people who will recruit incoming 9th graders for 2010-2011 school year
- Organize tours of campus
- Work with SAA, admin, and teachers to put on Orientation meetings
- Work with art teacher to create brochure
- Work with art expert and student ambassador council to create timeline for creation of logo and student t-shirts, sweatshirts, etc.
- Work on creation of interactive website (year 2)

PARTNERSHIPS

- Meet potential donors/art partners with lead teacher to cultivate relationships
- Support art teachers in mounting school art exhibits
- Work with teachers and representatives from partner organizations

PILOT SCHOOL NETWORK RESPONSIBILITIES

- Attend meetings with all Taylor Yard principals
- Participate in monthly data analysis meeting with Pilot school representatives
- Attend, when possible, Pilot school network meetings
- Be available to support/co-lead Pilot school summer school
- Attend ad hoc meetings with district personnel re: budget, curriculum, etc. to map out and protect Pilot school autonomies
- Liaise LA Center for Small Schools Staff to facilitate visits to our school, grant writing possibilities, etc.

CAMPUS-WIDE RESPONSIBILITIES

- Participate in weekly calendar committee and keep paper and online versions on school website
- Participate in weekly meeting with Taylor Yards School collaborative principals to facilitate strong functioning of site, to plan for future activities (e.g., emergency preparedness workshop and spring earthquake drill), to share best practices (in terms of curriculum and operations)
- Participate in creation and implementation of school safety plan and emergency preparedness workshops and campus drills
- Contribute to supervision of dances and athletic activities serving entire campus

ATTACHMENT G: Implementation Plan (Appendix G from RFP)

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Establishing Governing Council	Summer- appoint interim council to serve until council is elected End of Year 1-Hold elections for Governing Board	Design Team will initiate progress. Interim board will lead the elections	Not applicable	Not applicable	Not applicable
Instructional Leadership Team	Summer before startup and during Year One will be comprised of Design Team Members End of Year One: Establish Leadership Team comprised of different disciplines	Governing Council and Principal	Not applicable	Not applicable	Not applicable
Hiring of new staff	Principal—February 2011 Year One Teaching Staff-February-June 2011 Year Two, add to Teaching Staff	Design team	Not applicable	Not applicable	Not applicable
Student extracurricular activities (sports, music, etc)	Year 1-Spring sports Year 2-Fall and Spring sports	Governing Council and Principal	Startup materials Associate Student Body funds (will be called Student Ambassador Council)	Student and community feedback	
Student Ambassador Council	Year 1- Draft constitution and hold elections	Appointed Student Ambassador Coordinator			

ATTACHMENT G: Implementation Plan (Appendix G from RFP)

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
RTI2-Response to Intervention	Year 2-Create Taylor Yard school collaborative for student ambassadors Establish an instructional leadership team to oversee RTI Summer 2010 Professional development Establish COST team Year 1 Ongoing professional development and training and consensus building Use the learning Center to provide additional support and intervention Year 2 Implementation of Full RTI program and intervention period	Design Team Principal and Instructional Leadership Team Instructional Leadership Team Special Education Teacher Principal, Governing Board, and Instructional Leadership Team		Student assessment results	See Attachment D

ATTACHMENT G: Implementation Plan (Appendix G from RFP)

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Intervention programs	September 2011 Offer afterschool tutoring Year 1 Establish 0 and 7 period for intervention Explore the possibility of implementing a Saturday school program Use Learning Center for intervention Year 2 0/7 period for credit recovery or intervention services	Principal and Governing Board		See Attachment D	See Attachment D
Community Partnerships	Year 1-	Appointed Community Partnership Coordinator	Grants/Funding	Student and community feedback	
Advisory Period (Advisories)	Year 1-	Governing Council and Principal		Develop student feedback surveys	Develop student feedback surveys
Linked Learning Support Services	Year 1-Algebra Project Year 2-5 explore literacy coaching, intervention center, and	Governing Council and Principal	Grants/Funding	Student assessment results; number of students on track to graduate (using SoDHA's graduation standards)	

ATTACHMENT G: Implementation Plan (Appendix G from RFP)

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
School Wide Positive Behavior Support Team (SWPBST)	February – June 2011 Establish interim team to begin consensus building and professional development Summer 2011 Professional Development Training on School Rules and Discipline Policies Year 1-	Principal and Design Team School Governing Council and SWPBST	Funding for additional student support as need is identified.	Student disciplinary records	

ASSURANCES FORM

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

- Traditional Pilot Network Partner ESBMM
 Independent Charter Affiliated Charter

Name of School Central Regional High School #13

Name of Applicant Group/Applicant Team School of History and Dramatic Arts

Lead Applicant Meredith Ryley

Title of Lead Applicant Teacher

Mailing Address _____

Phone Number _____ Fax Number 310-267-2103

Email Address _____

Website (if available) _____

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

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

Please check one of the following statements.

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

2. Assurance that an Applicant Organization is Solvent

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

3. Assurance of Enrollment Composition Compliance

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

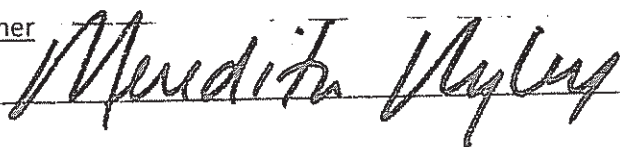
(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable 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 Meredith Ryley

Title of Lead Applicant Teacher

Signature of Lead Applicant



11/30/10

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.*

School of History and Dramatic Arts
ELECTION TO WORK AGREEMENT
2011-2012

INTRODUCTION

The School of History and Dramatic Arts (SoHDA) is a Pilot School within Los Angeles Unified School District (LAUSD). A Pilot School, by union agreement, is granted increased autonomy in order to serve as a model for educational innovation. These autonomies are over governance, budget, staffing, curriculum and assessment, professional development and school calendar. The United Teachers of Los Angeles (UTLA) contract serves as the work agreement for LAUSD schools. This Election to Work Agreement (EWA) includes additional contractual requirements beyond the UTLA contract. All teachers working at the SoHDA must sign this Election to Work Agreement.

As a Pilot School, the School of History and Dramatic Arts' primary decision-making body will be its Governing Council, replacing the role of the School Site Council. The Governing Council will be comprised of non-paid members that include administrators, teachers, parents, students and community members. The Governing Council will approve the annual Election to Work Agreement, policies, budget, and the vision of the school. In order to realize this vision, teachers at the SoHDA are expected to undertake a number of specific responsibilities as detailed in the sections that follow.

COLLABORATION AND PROFESSIONALISM

The shared decision-making model used by Pilot schools necessitates frequent professional dialogue between stakeholders, thus teachers will:

- Attend Summer Institutes and weekly professional development sessions.
- Help create, implement, and evaluate a Schoolwide Action Plan (SAP).
- Create, implement and evaluate their own Independent Professional Development Plan (IPDP).
- Work to set, monitor, evaluate and reformulate schoolwide achievement goals using data analysis.
- Work on a variety of teams to support the vision of the school. Each teacher will participate in monthly school committee meetings, bi-monthly grade-level team meetings, and monthly content-area meetings.
- Produce and teach at least one interdisciplinary unit lesson plan each semester until there are at least two interdisciplinary units per semester for each grade-level team. Submit these interdisciplinary unit lesson plans to the school curriculum library.
- Implement the school's Advisory curriculum.
- Participate in the Critical Friends Group (CRG) process.
- Seek and accept constructive criticism from peers, administrators, students, community members, and families.
- Participate in an "open door" approach to teaching in which other teachers and staff are welcome at all times in the classroom.

DISTRIBUTED LEADERSHIP

The shared decision-making model used by Pilot schools necessitates increased individual responsibilities, thus teachers will:

- Participate in at least one of five SoHDA School Committees: 1) Curriculum, Instruction and Professional Development 2) Data Analysis and Accountability 3) Family and Community Engagement 4) Student Support 5) School Activities.
- Participate in frequent, collegial dialogue about school policies with the goal of democratic decision-making.
- Bring questions, concerns, and ideas to colleagues through transparent channels such as the Instructional Leadership Team (ILT), the Governing Council, school committees, grade-level and content-area teams, or whole faculty meetings.

- Expect to take responsibility for creating and implementing school policies, rather than view this as the domain of the “administration.”
- Work with administrative personnel in a positive and productive manner rather than an adversarial one.

STUDENT, FAMILY AND COMMUNITY SUPPORT

The shared decision-making model used by Pilot schools necessitates extensive interaction with students, families and the community, thus teachers will:

- Plan, schedule and participate in all family and community engagement activities (Including, but not limited to: “Coffee with SoHDA” parent visits, grade-level potlucks, and student-led conferences).
- Attend student productions and exhibitions.
- Attend a minimum of one 8th grade recruitment fair or event.
- Provide at least two hours weekly of unpaid after-school tutoring, extracurricular activity supervision, or school service (assigned by a committee chair or administrator). These hours must be documented and submitted on a monthly basis.
- Participate in IEP, SST, and RTI meetings as needed in order to support student achievement.

FIRST THROUGH THIRD YEAR TEACHERS

In addition to the requirements outlined above, new teachers will participate in BTSA support meetings and will be expected to complete all requirements by the end of their 2nd year. New teachers will also do classroom observations at least one period per month, for a total of ten. These are to be logged and submitted.

MENTORING AND PROFESSIONAL SUPPORT

Teachers with a minimum of 5 or more years in teaching experience may be asked to serve as BTSA support providers, or to informally work with new teachers on lesson planning and classroom management. They may also be asked to attend Critical Friends Group training and serve as Coaches.

COMMUNICATIONS

All employees will have access to LAUSD email in their classrooms and are expected to check it at least once per day, as well as to read email outlining upcoming events sent on weekends in preparation for the week.

SALARY, BENEFITS, SENIORITY, AND MEMBERSHIP IN BARGAINING UNIT

School of History and Dramatic Arts teachers will receive wages and benefits as established in the Los Angeles Unified School District Teacher’s Contract. SoHDA teachers will continue to accrue seniority in the same manner they would if working in another LAUSD school. Teachers will continue to be members of the United Teachers of Los Angeles bargaining unit.

COMPENSATION FOR ADDITIONAL HOURS

Every effort will be made to compensate teachers for hours beyond those required by the UTLA contract. Compensation will depend on the availability of funds.

EXCESSING AT END OF THE YEAR

Teachers may unilaterally excess themselves from the School of History and Dramatic Arts at the end of the school year. When voluntarily terminating service, teachers are required to inform the principal verbally by the end of March and in writing by April 15.

DISMISSAL

Teachers will be subject to dismissal from the School for History and Dramatic Arts in accordance with existing laws and regulations as outlined in the UTLA Contract and by this Election to Work Agreement (EWA). Teachers are expected to fulfill all UTLA contractual obligations including, but not limited to, regular and punctual attendance, calling for a sub when absent, attending parent conferences, submitting attendance, grades, and rollbooks in a timely and accurate manner, etc. Moreover, teachers are expected to fulfill obligations outlined in this EWA. Failure to do so satisfactorily may result in dismissal. Teachers will be evaluated through a process established by the Governing Council each year. The Governing Council reserves the right to change procedures regarding dismissal on an annual basis. The principal will invite teachers to return or inform them of dismissal by April 15. SoHDA will observe due process in supervision and dismissal procedures.

WORKDAY

- The workday is for teachers will be from 7:30 am to 3:30 pm.
- Teachers will attend 2 hours of workday professional development per week.

THE SCHOOL YEAR

The school year for students will consist of 180 days of instruction. The contractual year begins July 1 and ends on June 30. Teachers, counselors and coordinators and principals will work additional days according to the following schedule:

- Five days of professional development during the week prior to the school year.
- Five days of reflection and planning at the end of each school year.

SUBSTITUTE COVERAGE

- All teachers may be asked to cover classes for their colleagues on a rotating basis. Teachers will be compensated.
- Teachers must report absences as soon as possible in order to avoid unplanned coverage by colleagues, and provide lesson plans whenever possible.

DISPUTE RESOLUTION

Procedures for dispute resolution will be determined by the Governing Council.

PERFORMANCE EVALUATION

Procedures for performance evaluations will be determined by the Governing Council.

By signing this document, I acknowledge that I have read all the provisions of this election to work agreement and that I agree to all its terms. I acknowledge that failure to meet these expectations may result in my termination.

Employee Number _____ Date _____

Signature _____

Name (Print) _____

Address _____

Instructions for Public School Choice 2.0 Applicant Teams

Please read thoroughly and have your authorized team representative sign below. Please send the signed agreement by e-mail to psc@lausd.net or fax to 213-241-4710 no later than **Tuesday, November 12th**. For questions, please call the PSC number at 213-241-2547.

We agree to:

- 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;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- 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;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and will discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- 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;
- Serve students and the community to the best of our ability; and
- Openly seek input from the community during the development of our application.

We understand that failure of any representative from our team to adhere to any of the expectations spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Meredith Ryley

Name/Team Representative

 11-30-10

Signature/Date

School of History and Dramatic Arts

Applicant Team Name/Organization

November 30, 2010

Edmundo M. Rodriguez
Pilot School Director
Los Angeles Unified School District
Local District 4

Mr. Rodriguez:

We are writing to inform you of our intent to submit a pilot school proposal for the 2010-2011 school year. The name of the proposed pilot school is **School of History and Dramatic Arts (SoHDA)**.

Organization Information

The **applicants** are teachers and families at Franklin High School and their community partners. Franklin High School's **address** is 820 North Avenue 54, Los Angeles, CA 90042. The school **phone** number is 323-550-2000. The **main contact** for the proposal process is teacher Meredith Ryley, who can be contacted at 323-376-1971.

Basic Proposed School Information And Description

Proposed Neighborhood School/Site

We are requesting that the School of History and Dramatic Arts be located on the Franklin High School campus in Local District 4. In 2007/2008 Franklin's API was 604 and they did not meet their AYP goals. The campus is located in the northeast Los Angeles neighborhood of Highland Park. SoHDA will serve the same community as Franklin, with equal access for all students.

Community Engagement Activities

The School of History and Dramatic Arts design team members and partners will conduct two community meetings at Franklin High School on December 2nd and 16th, 2009. We will use these meetings to provide information and get formal feedback from parents, students, and Franklin faculty and staff. We will gather and tabulate 100 parent surveys and 100 student surveys. This input will be incorporated into our design. We will also have a parent/student committee, and the design team will include a parent representative and a student representative.

Vision

The School of History and Dramatic Arts will be an environment in which skilled and caring adults prepare future generations of capable and motivated community members by making connections between learning, art, and life. An in-depth study of history will develop an expansive perspective that will encourage active global citizenship. A study of historical context will also enrich our students' understanding of dramatic arts. The intensely cooperative nature of theatre and film production will develop the collaborative abilities that colleges and employers seek. Our goals are to advance college and career preparedness, foster creative expression, and cultivate community engagement. The philosophical foundations that underlie these goals are our

beliefs in relevant rigor, holistic education, and social justice. We think that rigor must be coupled with relevance in order for learning to endure. We also feel that the physical, emotional, and social needs of a student must be met for optimal intellectual growth to take place. Finally, we believe that we are all “part of the whole;” therefore, we want our students to experience making a positive difference through service to others. Students will leave the School of History and Dramatic Arts with the ability and drive to pursue their aspirations and to make a difference in the lives of others.

Mission

The School of History and Dramatic Arts will be a Humanitas learning community with a college preparatory program. We will utilize a thematic, interdisciplinary, project-based approach to the study of history and dramatic arts. We believe that exploring ourselves, our society, our history, and our art is key to understanding our present and creating our future. We will prepare students for success by implementing a rigorous and relevant curriculum, facilitate creative expression through addressing the needs of our students holistically, and inspire community engagement by practicing equity and justice.

Education Plan

The School of History and Dramatic Arts will utilize a state *standards-based curriculum*. The curriculum will emphasize critical thinking skills that are necessary for success in college as well as problem solving skills that are transferable to everyday life. The course offerings will be designed to meet and exceed public and private university requirements. We will also develop internship opportunities in media, law, and politics for our senior students.

SoHDA will utilize *the Humanitas model*. Research shows that Humanitas has improved the academic achievement and graduation rates of disadvantaged students for over 20 years. This thematic, interdisciplinary model allows students to make connections across subjects with an emphasis on relevance to their lives. It also allows teachers to collaborate on horizontal (grade level) and vertical (subject based) teams.

Instructional methods will include Understanding by Design and Project-based Learning. *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 include tests, interdisciplinary essays and performance assessments.

These multiple forms of instruction and assessment will enable us to meet the *special needs* of ELL and Special Education students. We will also refer students with issues to Student Success Teams in order to implement appropriate interventions, and provide after-school tutoring. Our *professional development* will center on Humanitas training and planning, and emphasize Understanding by Design methodology.

The *overarching goals* of the School of History and Dramatic Arts program are:

- 1) All graduates will enroll in their preferred program of higher education, from trade schools to ivy league colleges.
- 2) All students will complete a dramatic arts strand beginning their sophomore year. It will culminate in the creation of a senior project which synthesizes their learning journey and reflects their self discovery and empowerment.
- 3) All juniors and seniors will mentor incoming freshman, and juniors will participate in student-generated service learning projects. Our first year *performance goals* are to increase Franklin’s 2007/2008 average CAHSEE first pass rate (ELA and Math) of 51% to 75+%; the average CST ELA score from 298

to 325+; the graduation rate of 76% to 90%; and the number of students who meet the UC/CSU A-G requirements from 26% to at least 50%. We will continue to increase these rates thereafter.

Partnerships

The School of History and Dramatic Arts' partners will include: Humanitas, UCLA's National Center for History in the Schools (NCHS), the Gilder Lehrman Institute of American History, Cal Arts, Occidental College, the Algebra Project, the Autry National Center for Study of the West, and State Assembly Member Kevin de Leon's office. We are a team of experienced and innovative educators who have already established partnerships with these organizations. History teacher Meredith Ryley has been a Humanitas teacher and coordinator since 1995. She was a founding member of the American History Academy in partnership with Gilder Lehrmann in 2004. It was the foundation's first Southern California affiliate. Ms. Ryley's students participated in Assembly Member de Leon's Young Legislators in Action program in 2009.

English teacher Richard Martinez has coordinated a partnership with National Center for History in the Schools since 2006. Marian Olivas, their program coordinator, will continue our successful model for demystifying college in which students visit UCLA to hear lectures, professors visit the campus to teach lessons, college students serve as classroom assistants and role models, and personalized college guidance is provided. These elements generate the belief that college is within the reach of our underrepresented students, and provide the tools necessary to navigate the application process. By hosting class visits, the Autry Museum will expose students to history and arts, as well as provide internship opportunities for seniors. We will also work with the Highland Park Heritage Trust, who promote our rich neighborhood history.

Teacher David Levine founded a joint playwriting program with Cal Arts in which their graduate students visit the Franklin campus weekly as part of a writing workshop. This yearlong program culminates with each high school student writing their own play, which is then produced and performed by Cal Arts students at their New Works Festival. Franklin staff, students and families attend the performance and each student receives a DVD of their play. Partner Glenna Avila, director of Cal Arts Community, was integral in ensuring that Mr. Levine's program received one of only 10 Specialized Secondary Program grants for \$250,000 from the California Department of Education. This year, Cal Arts honored Mr. Levine for creating a lasting influence on student achievement.

Teacher Peter Berlin pioneered Robert P. Moses' Algebra Project at Franklin, one of only two schools in LAUSD to be selected. The Algebra Project is a national nonprofit organization that uses mathematics as an organizing tool to ensure quality public school education. They achieve this through utilizing best educational research and practices, and building coalitions to create systemic changes. This innovative program has already resulted in great gains for struggling math students. It has also sparked a partnership with Occidental College, in which math professors visit weekly and work with the students in small groups in order to further ingrain complex concepts.

We could not be more excited about this opportunity to serve our students and our community.

Thank you for your time and consideration,

David Levine, Drama Teacher
Richard Martinez, English Teacher

Marian Olivas, Program Coordinator, NCHS/UCLA
Meredith Ryley, History Teacher

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

LETTER OF INTENT

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

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION			
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i> Meredith Ryley			
Address:		Phone Number:	
Website <i>(if applicable)</i>		Email Address:	
School site for which your team is submitting a Letter of Intent		Central Regional High School #13	
School type for which your team is applying		Pilot	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. Peter Berlin			Franklin HS
2. Chris DiPasquale			Franklin HS
3. Merri Garcia			Gertz Ressler HS
4. David Levine			Franklin HS
5. Dolores Lopez			Franklin HS
6. Ricardo Martinez			Franklin HS
7. Jose (Manuel) Reyes			Virgil MS
8. Meredith Ryley			Franklin HS
9. Marian Olivas			UCLA/ Community Ptnr
10. Samantha Sanchez			Franklin HS (student)
11. Alex Soto			Pasadena CC (student)
12. Jorge Nunez			Parent/ Community Member Field Deputy State Senator Kevin DeLeon
13. Reidiny Martinez			Franklin HS
14. Birgitta Martinez			Parent/ Community Member
15. Telma Cifuentes			Parent/ Community Member Fitness Specialist