

ArTES: Arts Connected to Academics

Comprehensive Arts Integration

The core instructional strategy at ArTES revolves around strategies that integrate the arts into core classes, as well as providing direct arts instruction. Research has proven that arts integration, arts-based intervention programs, and arts education are directly “. . . associated with the following outcomes, regardless of socioeconomic status:

- Higher scores on standardized tests, particularly reading proficiency
- Higher self-esteem and motivation
- Higher levels of empathy and tolerance for others
- Higher sense of self-efficacy”

(RAND Corporation data for New Roads New Visions Community Partners)

ArTES will approach integration in multiple ways, based on Claudia E. Cornett’s “Arts Integration Blueprint” (Cornett, 2007) wherein we address each of the ten “Building Blocks” of arts integration systematically and thoroughly. Central to our strategy is the school-wide use of the Humanitas model of team-teaching and curriculum development, building instruction around essential questions on the arts and high-impact issues. Each teacher team, formed along Humanitas guidelines for core academic teams, includes a full-time arts teacher, who guides the arts integration for the core curriculum areas. We will employ multiple intelligences-based projects and assessments that allow students to learn and demonstrate learning via visual, dramatic, kinesthetic, musical, verbal, mathematical, and interpersonal abilities. Finally, we will partner with multiple arts organizations to provide added resources, particularly in the area of intervention. Community Partners Youth Speak Collective and The Unusual Suspects Theatre have successful track records using arts programming with at-risk students in the San Fernando community.

Humanitas – Inquiry-driven, Interdisciplinary Teaching

All learners, regardless of their educational backgrounds or special learning needs, have a right to access vigorous and engaging curriculum. Core instruction will integrate the arts concepts through Humanitas methodology, based on teachers collaborating to create a curriculum exploring essential questions. At ArTES, every Humanitas teacher team will have at least one arts teacher, and all curriculum developed by the teams will incorporate arts study and arts-making as a means of understanding those essential questions and demonstrating their learning. Students will use a variety of artistic strategies to imaginatively connect with the core curriculum, building upon their capacities for academic and arts development. This model gives students the skills necessary to transfer learning, communicate persuasively, and apply higher-order thinking skills to cognitively demanding tasks. Researchers in arts education, special education, ELL, gifted, and general education support a key aspect of our foundational philosophy: high expectations for all learners (Guess & Thompson 1989; Heshusius 1988; Waxman & Tellez 2002; Van Tassel-Baska 2008; Newmann & Wehlage 1995).

In keeping with our core strategy of integrating the arts into core curriculum, learning will be assessed and demonstrated through a variety of multiple intelligence approaches, including: visual, dramatic, kinesthetic, musical, verbal, mathematical, interpersonal. Students will develop a portfolio over the course of their academic career at ArTES, demonstrating their achievements and masteries in the arts and academic areas. Students’ performance in Project-based Learning activities will be assessed individually and holistically, and expectations will be personalized according to each student’s abilities and background.

The Arts Plus Math and Science

All of the above outlines strategies for integrating the arts with all core academic areas. Still, for the sake of clarity, it’s important to underline the fact that these strategies can be successfully utilized with math and science coursework. Skills learned in arts courses reinforce and support these content areas, and are themselves accessed in the core classes. Teachers can translate many basic concepts in math and science into meaningful, self-assessing movement activities that put abstract ideas into tangible, visible form. For example, geometry students can analyze and break down the use of perspective in a DaVinci painting based on geometric and algebraic equations. In lessons that engage students in movement, students learn the elements of dance and how those elements relate to scientific content. They understand the mechanics of a set of immediately useful movement activities for classroom study of the water cycle and the systems of the human body, along with the skills necessary to adapt those activities to other ideas. Such lessons draw upon students’ kinesthetic, visual, and musical intelligence to increase their achievement in science and math, and strengthen their repertoire of learning and social skills.

“Arts integration is the meaningful use of arts processes and content to introduce, develop, or bring closure to lessons in any academic area.” (Claudia E. Cornett, 2007)

Esteemed arts education researcher, Claudia E. Cornett, lays out a comprehensive strategy for successfully implementing a rigorous arts integration program that supports academic achievement in her book “Creating Meaning Through Literature and the Arts.” ArTES has incorporated the Arts Integration Blueprint as one of the pillars of our instructional program. The “10 Building Blocks” are laid out below, along with a brief listing of how we will incorporate each of the ten areas.

ARTS INTEGRATION BLUEPRINT		
10 Building Blocks	ArTES Integration	ArTES Core Curriculum
1. Arts Integration Philosophy: constructivist beliefs that merge literacy and learning	Humanitas and Project-based Learning models of instruction based on construction of knowledge	Core subjects are authentically connected to the arts and emphasize cross-curricular literacy and numeracy development

2. Arts Literacy: content and skills knowledge about the arts	Sequenced courses in Art, Drama, Dance, and Stage Technology, and additional courses in Music	Using the arts to engage students in math and science learning, e.g., studying the mathematics of perspective in Renaissance paintings or physics, biology, and kinesiology of dance and movement
3. Collaborative Planning: Standards-based co-planning between teachers and arts specialists	Each Humanitas team features at least one arts teacher; arts are the theme of curricula's essential questions; all teams share concurrent conference times.	Grade-level teams plan integrated projects that include math, science, English, social studies, and CTE stage technology curriculum aligned with core standards
4. Aesthetic Learning Environments: physical and psychological climate	New, purpose-designed art and rehearsal studios; state-of-the-art theatre; classes and hallways display student and master artworks; classes are flexible and reconfigurable for lessons and assessments featuring performance.	Academic classes display arts-based assessment projects, and provide examples of work where arts and core subjects intersect: mathematics – Michelangelo, Bach, Palladio; science – DaVinci, Hubble photographs, scientific illustration; etc.
5. Literature as a Core Art: Arts-based literature integration	Literature, social sciences, and arts integrated through collaborative Humanitas teams.	Exploration of Humanitas Essential Questions concerning interdependence and mutual influence of arts, culture, current events, and literature; i.e., “How do authors respond to their changing culture?”
6. Best Teaching Practices: research and wisdom based pedagogy	Incorporation of proven Project-based Learning and Humanitas models; teacher-driven PD and best practices in-services.	Humanitas grade-level teams co-design curriculum; PD and in-services support specific needs of each team.
7. Instructional Design: scheduling time, events and spaces	Aligned teacher team conferences for curriculum development; advanced arts courses scheduled for last period or after-school period, allowing students to work in supervised studio time	Grade-level teams scheduled for common conferences; whole school PD 1x/week on minimum day. Core coursework designed to incorporate current arts projects as subject matter.
8. Adaptations for Diverse Needs:	Full inclusion for special education students in all arts	Arts-based projects and assessments in core courses are

promoting uniqueness and accommodating differences	courses, and least restrictive environment for all other courses.	accessible and scalable for all-levels; special education students provided more options for accessing knowledge and more opportunities to demonstrate learning.
9. Assessment for Learning: focusing on motivational purposes	Learning demonstrated and assessed through a variety of multiple intelligence approaches, including: visual, dramatic, kinesthetic, musical, verbal, mathematical, interpersonal.	Multiple intelligences-based assessments provided in all core classes; all students provided options to demonstrate learning in multiple modes.
10. Arts Partnerships: collaboration with arts specialists and agencies	Arts partners include Mariachi Master Apprentice program; Ballet Folklorico Ollin; CSUN College of Arts, Media, and Communication; Cal State – Long Beach Theatre Department; Echo Theater Co. Also: Unusual Suspects Theatre and Youth Speak Collective to provide at-risk intervention arts and performance programs.	Grade-level Humanitas teams design instruction with and around community partnership projects, exhibits, and performances; academic subjects designed in collaboration with community arts partners; partners provide in-class arts demonstrations and tie-ins with core subjects.

Intervention Through the Arts

Unusual Suspects Theatre: ArTES will work together with The Unusual Suspects theatre-based intervention programs. The organization offers two consecutive 10-week (60-80 hours each) workshops that employ theatrical story development, script writing, improvisation techniques, onstage performance and audience interaction to help youth develop self-esteem, respect and tolerance of others as well as the communication, coping and behavioral skills necessary to make such positive life choices as staying in school, choosing resolutions over violence, avoiding gang involvement, and overcoming difficulties at home.

Results: Based on qualitative program feedback from their 2005-06 program evaluations, results of Unusual Suspects programs include improved conflict resolution skills, improved communication skills, increased confidence, and increased knowledge of theatre arts.

- 71% of participating youth agreed that the program increased their commitment to school
- 64% responded that their grades and test scores had improved
- An average of 80% of participants agreed that US helped them learn how to avoid physical confrontations

Nearly all attributed their public speaking skills to their participation. In addition, results to date show participants learn to achieve goals such as writing and acting in a play, anger management, improved literacy skills, overcoming public speaking fears, and improved attitude toward authority.

Youth Speak Collective (YSC): Based in nearby Pacoima, YSC's mission is "to empower low-income, at-risk youth and their families with the skills necessary to pursue higher education and create strong communities." They do this in multiple ways, including extensive courses in graphic & fine arts, film & media arts, mural design, and a blog-based newspaper.

- In 2009, more than 3,200 were served through 10 programs.
- Over 2,000 hours of community service have been contributed to community projects by Youth Speak youth and their families.
- Over 200,000 hours of programming to young people and their families in 2009
- 87% of participants reported raising their grades in one or more classes
- 75% of participants reported feeling more confident in their academic performance
- 95% of Youth Speak seniors complete their high school requirements and graduate with their class.

Measurable Student Outcomes

The thorough implementation of the above arts integration strategies will lead to clear and measurable outcomes in the following areas:

- Increased attendance rates
- Increased academic performance/number meeting A-G requirements
- Higher CAHSEE pass rate
- Increased literacy and numeracy
- Completion of large-scale final projects such as plays and art exhibits
- Fewer dropouts/higher cohort graduation rates
- Higher college admission rates
- Higher rate of advancement to next grade level
- Higher reclassification rate for ESL students

INSTRUCTIONAL PROGRAM

1. CURRICULUM AND INSTRUCTION

a. Instructional Philosophy:

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

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

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

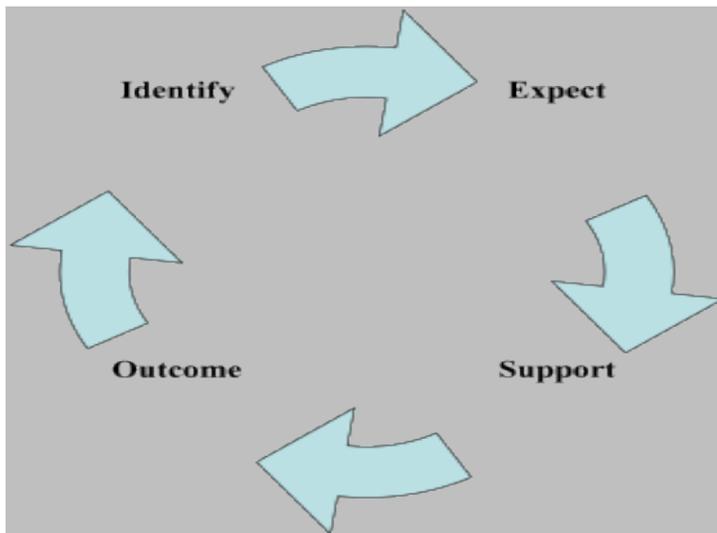
Curricular materials will be selected based upon their ability to engage students in deep, critical analysis of humankind's most enduring ideas as well as its greatest challenges. We will place particular emphasis on issues of civil rights, equity, economic empowerment, and justice for under-represented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

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

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

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

Four foundational principles are critical to achieving our vision:



(1) Identify Academic Needs and Interests

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

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

(2) Hold High Expectations

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

Additionally, we will communicate high expectations to students by utilizing the highly vigorous Humanitas model of interdisciplinary instruction. We believe this model is the most effective vehicle for educating our students and that it will stimulate high achievement, show them the logical connection between subjects, and present content in a way that is challenging and relevant to their experience. Emphasis will be placed upon thematic linkages across not only history and English, but math, science, social studies, and CTE courses, and the incorporation of visual and performing arts into all areas of academic life. This approach will drive a curriculum that inspires students to continuously engage in the creative process of expressing meaningful answers to essential questions across disciplines.

(3) Provide Support (Academic & Social)

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

(4) Celebrate and Display Outcomes

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

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

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

Vigorous Intellectual Habits of Mind

Students who matriculate from ArTES will:

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

Essential Knowledge and Skills / Attributes

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

Student

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

Citizen

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

Artist

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

b. Core Academic Curriculum

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

Humanitas as a Curricular Model

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

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

Humanitas Research & Cultural Relevance

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

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

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

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

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

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

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

A-G Plan

The following table represents our instructional program, supported by skills acquired in arts classes.

	9th grade	10th grade	11th grade	12th grade
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	English	English 9 A/B (or ESL 1-4)	English 10 A/B (or ESL 1-4)	American Lit / Cont. Comp. OR AP English Language	Advanced Comp. / Modern Lit. OR AP English Literature
	<u>Core Competencies</u>			<u>Support through the Arts</u>	
	<ul style="list-style-type: none"> • Students communicate effectively both orally and through writing • Students know how to obtain and evaluate information • Students know how to support their interpretations and with evidence through visual and performing arts 			<ul style="list-style-type: none"> • Use of visual aids & illustrations to communicate orally and to writing compliment narrative • Identify concrete details in visual art and use them in critiquing art • Create and communicate interpretations of text and opinions 	
	Mathematics	Algebra 1 / Geometry	Algebra 2/ Geometry	Algebra 2/ Trigonometry & Math Analysis	Trigonometry & Math Analysis/ Calculus
<u>Core Competencies</u>			<u>Support through the Arts</u>		
<ul style="list-style-type: none"> • Students know how to use and interpret mathematical concepts • Students know how to apply mathematical skills to real-world problems 			<ul style="list-style-type: none"> • Use of visual explanations of math concepts and use of kinesthetic/performing arts applications to illustrate mathematical concepts • Create visual explanations of math concepts and use kinesthetic/performing arts applications to illustrate understanding 		

	History/Social Science		World History	US History	Government / Economics	
	<u>Core Competencies</u> <ul style="list-style-type: none"> • Students understand and apply basic political and economic principles • Students understand enduring ideas in history • Students are able to apply their understandings to their own lives and their local and global community in the present and to their own lives and local global community in the present and the future 			<u>Support through the Arts</u> <ul style="list-style-type: none"> • Use of film and visual art to communicate political and economic principles • Interpret artwork pertaining to major historical periods • Create visual art, video, and skits to apply understandings 		
	Science	Biology	Chemistry	Physics	AP Biology	
	<u>Core Competencies</u> <ul style="list-style-type: none"> • Students understand and are able to use the scientific process • Students know how to form hypotheses, experiment, gather and analyze data 			<u>Support through the Arts</u> <ul style="list-style-type: none"> • Create and communicate understanding of scientific process • In problem solving through illustrations, story boards, movement and role play • Enhance retention of key terms and concepts through movement and music 		
Foreign Language	Spanish 1	Spanish 2	Spanish 3	Spanish 4		
<u>Core Competencies</u> <ul style="list-style-type: none"> • Students are able to communicate effectively in a foreign language • Students will understand the connection between language and culture 			<u>Support through the Arts</u> <ul style="list-style-type: none"> • Write and perform skits in Spanish • Act out dramatic texts in a foreign language • study visual art that is representative of the target culture 			

ARTS	Visual Arts	Arts Exploration A/B	Drawing A/B	Painting A/B	AP Studio Art: 2D Design AP Studio Art: Drawing
	Performing Arts	Arts Exploration A/B Theater Workshop A/B Play Production A/B Intermediate Acting A/B Improvisation A/B Dance (all levels) Choir/Show Choir Film/screenwriting (ELA Elective)			
	Technical Courses (CTE)		Stage Design & Technology Stage Construction Digital Imaging		
	PE	Dance/Movement Baseball Volleyball Basketball Soccer			
	<u>Core Competencies</u> <ul style="list-style-type: none"> • understand the function of art, both culturally and historically • be able to create unique works of art that address idea development, problem solving, execution and assessment • be able to process, interpret and evaluate visual information • be able to work collaboratively through critique and exhibition or rehearsal and performance • be able to successfully communicate ideas and feelings through various forms of art 				

Intervention	<ul style="list-style-type: none"> • Academic Support Classes offered during daily Flex Periods (for Math and English, e.g. Math Essentials or Math Lab) • Academic Enrichment Classes during Flex Periods (for students at “proficient” in core classes) • Advisories • Peer Mentors • Community Partner arts-based intervention (Unusual Suspects, Youth Speak, etc.)
SCA Passport	<p>The Student-Citizen-Artist (SCA) Passport is list of extracurricular requirements students have to fulfill during their 4 years at ArTES. It evidences their extracurricular engagement with the arts and their community. It includes</p> <ul style="list-style-type: none"> • being a Peer Mentor • visiting Museums and exhibitions • taking part in a performance • taking part in cultural events such as readings and movie screenings • Internships

ArTES’ core curriculum is designed to meet the A-G college entrance requirements and meet the accreditation standards as set forth by WASC. The arts interact with the core curriculum in two meaningful ways: through the Humanitas model of instruction and through the use of artistic activities, skills and approaches in the core subjects.

Humanitas

Teachers will collaborate in grade-level teams to develop standards-based, interdisciplinary, thematic units of study. Following Wiggins & McTighe (2005), each thematic unit will address a series of essential questions and be built around the enduring understandings we want our students to investigate. The thematic connections between lessons in Language Arts, Social Studies and Visual and Performing Arts allow students to apply knowledge across these subject areas, to identify patterns and systems and to solve complex problems utilizing skills from all of their classes.

Arts Integration

Arts integration allows students to utilize creative processes to improve their achievement in core subject areas. Utilizing artistic techniques and skills in the core subjects allows students to access content, communicate and demonstrate progress in multiple ways, incorporating their musical, spatial, kinesthetic, interpersonal and visual intelligences.

Additionally, the cognitive skills and habits that students acquire in their visual and performing arts classes can be transferred to their work in the core subjects. Instruction in visual and performing arts

exercises the multiple ways in which the brain processes information. Students practice visualization, creative problem solving, spatial thinking, reasoning with evidence, observation and attention to detail, thus developing a repertoire of abilities and techniques they can utilize in any subject area. For example, a student who has practiced expressing an idea visually through a painting will be more successful in writing a character analysis because he or she will be able to form a visual representation of their ideas before converting them into words.

WASC Plan

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

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

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

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

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

Integrated Academic Support

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

Teacher Designed Frequent Formative Assessments & Coordinated Intervention

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

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

Service Learning

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

e-Readers for All Students

In an effort to educate with a 21st-century mindset, ArTES will provide every student with an e-Reader (Kindle or Nook) in addition to hardbound textbooks. e-Readers are cost-effective, engaging, inexpensive, and offer unlimited flexibility in designing curriculum that is current, relevant, and exciting to students and faculty. ArTES will have access to a myriad of academically approved Open Source Textbooks and other content, and make it easily accessible to all of our students. We would not have the ability to design our curriculum and offer this educational tool without our Pilot autonomy.

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

7 Point Curricular Development Timeline:

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

7.	July 2011	Review/edit all curricular materials interdepartmentally and prep for school opening
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c. Addressing the Needs of All Students:

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

Students with Special Needs

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

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

English Language Learners

ArTES’ instructional program is designed to engage students in academically challenging curriculum and exciting inquiry-driven instruction while supporting their language development needs across the curriculum. Students will develop written and oral literacy skills as well as self-advocacy through active and authentic learning in academic and performing arts classes. Current research has shown that well-designed cooperative grouping is critical to developing and refining both oral and written literacy skills in second language learners (Waxman & Tellez 2002). Thus, English learners and all students will engage in literature circles, video projects, authentic, problem-based mathematics, and scientific discovery. All of these group-centered strategies are critical to developing the language proficiency required to succeed in gateway coursework and beyond. In addition, we will also use cognitively guided instruction, a research-based strategy proved to have the greatest benefit to the greatest number of ELLs (Waxman & Tellez 2002) All teachers will receive training in this essential strategy that improves student literacy skills. There are four essential components to cognitively guided instruction: (1) building on prior knowledge by helping students recognize structures and patterns, (2) increasing problem-solving skills by expanding their “toolbox” of strategies across all subject areas, (3) focusing on personal investment in literacy by engaging students in setting goals for reading improvement, and (4) improving their collaboration skills by encouraging students to rely on one another and to value the resources and diverse

perspectives of all. Collaborative learning communities will play a large role in developing both basic interpersonal communication skills and cognitive academic language proficiency. Cooperative and collaborative grouping increases the skills needed for both social interaction and formal academic learning. In addition to these instructional strategies, teachers will employ SDAIE (Specially Designed Academic Instruction in English) so that English learners can acquire academic English language and vocabulary skills that will enable them to master the California Content Standards in all their subjects. Teachers will regularly monitor the progress of English learners on classroom tests and assignments, as well as standardized tests. English learners who score at low levels on the CELDT will receive additional instruction that will help them acquire the skills and vocabulary they need in both oral and written language. Our goal is that English learners will become proficient in English, achieve at high levels in all of their subjects, and be able to participate fully in all the educational and social aspects of their high school.

Gifted students

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

Students of poverty and other at-risk students

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

Targets for academic proficiency

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

Identifying GATE students

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

d. Instructional Strategies:

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

Advisories

The seminal research of Linda Darling-Hammond identifies deep, meaningful relationships between students, teachers, and parents or caregivers as positively impacting all students, but particularly those at risk of dropping out (Darling-Hammond et al. 2006, 2007). To ensure that all students graduate on time

and are prepared for postsecondary learning, each student will receive built-in support using the Wildwood Advisory Program. All ArTES staff will receive training in the program prior to opening the school and will adapt the program as necessary to suit the specific needs of the student population served by ArTES.

Flex Periods

Every day contains two 45-minute “flex periods” which allow us to program intervention classes for students who need them, and arts enrichment courses for students at “proficient” or better in their assessments. The periods are built into the day, so attendance is not an issue, and students will be motivated to score at proficient to move into the more arts-focused classes for their flex periods.

Clear Expectations

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

Scaffolded Instruction

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

Teaching for Mastery

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

Teacher Collaboration

Research shows that collaboration that revolves around instruction has a significant impact on student achievement (Newmann & Wehlage 1995, Corcoran & Silander 2009). Humanitas interdisciplinary teaching gives grade-level teams an opportunity to develop thematic, backwards-planned curriculum that creates logical and compelling links between subject areas. Teachers collaborate in both grade-level and

vertical / subject-specific teams to ensure that curriculum and standards-based instruction is sequenced for the developmental needs of all learners. Visual and performing arts will be incorporated into the curriculum by these teams to pique the interest of all students across all subject areas.

Humanitas – Inquiry-driven, Interdisciplinary Teaching:

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

Socratic Seminar Discussion

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

Gold, Silver, Green, and Red List

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

ArTES Plus Parents = Success

Parent involvement philosophy at ArTES:

We believe in the critical element of engaging parents in the process of supporting their children academically. Parents act as an academic coach and guide as their students navigate the process of meeting new challenges and are a key element to the success of all students. According to Williams, D.L. & Chavkin, N.F. (1989) the most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school. As educators we believe parental involvement is a fundamental element of student success and we will build a school program that actively engages families in the life of the school and is based upon the National Standards for Parent and Family Involvement Programs (See chart at the end of this Appendix).

Multiple methods of communicating

Parents will be encouraged to attend school events where they will receive information on how to best support their children as learners through parent education and college application workshops. These will include Back-To-School Night, Write Night, Open House, and College Application Night. ArTES will also communicate with parents through ConnectEd, the school newsletter, course syllabi, and report cards. The school will provide additional information by maintaining an active website with updates regarding school programs, events, and academics. Teachers will contact parents regularly regarding the progress of their students and with suggestions about effective strategies for providing academic support to their children and will return phone calls in a timely manner.

Opportunities to volunteer

Parents will be asked to volunteer at school events, participate as members of the school governing board, act as chaperones on field trips, become involved in fundraisers, and assist with school events such as art shows, and play productions. Through becoming involved in the process of running the school and being a part of the decision making process, parents will feel a sense of pride and ownership as they contribute to the school's success.

Art as a link between parents and the school

Beyond these more traditional ways of interacting with the school, parents will be invited to become active participants in the school's artistic culture through volunteering and attendance at art shows, plays, and other events where they can see their students in action and be a part of celebrating their achievements.

In addition to the above artistic events, ArTES will host an annual Spring Chautauqua Festival, with students organizing their own mini-performances of music, theatre, performance art and art installations. This festival will be a chance for parents, students, and community members to come together and celebrate student achievement in all areas of the arts.

Student Led Conferences

ArTES will create focused dialogue between parents and students about their academic progress through student led conferences. During these conferences students will present the work they have completed during the course of a grading term to their parents and explain what they have learned through talking about specific assignments with their parents. These conferences will be a powerful tool in engaging students and parents in discussion about their achievement and goals for future learning.

Individual Learning Plans

Parents, counselors, teachers, and students will meet to discuss individualized learning plans (ILPs) for students who are struggling in their classes. These ILPs will be designed to assist parents by planning specific strategies they can implement at home in order to help their raise their child’s achievement level and put them on the pathway to success.

Parent / Community Center

ArTES will have a thriving Parent Center that is warm and welcoming to parents and full of information about the school. In addition, the school will host regular events that will be open to the community such as film screenings, musical performances, open mic nights, and evening coffee with the principal for parents. It will be a place that is open late to accommodate the work schedules of parents.

Community School

ArTES will foster partnerships between the school and other community resources. It will have an integrated focus on academics, health and social services, youth and community development and community engagement in order to improve student learning, strengthen families and create a healthier community. The school will be a center of activity in the community and will be open to everyone.

ArTES Parent Engagement Activities Calendar

Fall	Winter	Spring	Summer
Back to School Night	Film Screening	Chautauqua Festival	Parent & Freshman Orientation
Student Led Conferences	Coffee with the Principal	Student Led Conferences	Acting / Theater Workshop (Parents volunteers needed)
Write Night	College Application Night	Write Night	
Film Screening	Winter Play	Spring Musical	
Coffee with the Principal	Parent Center	Film Screening	
Open House		Coffee with the Principal	
Theater Festival Competition		Open House	
Parent Center		Parent Center	

National Standards for Parent/Family Involvement Programs

Standard I:	Communicating—Communication between home and school is regular, two-way, and meaningful.
Standard II:	Parenting—Parenting skills are promoted and supported.
Standard III:	Student Learning—Parents play an integral role in assisting student learning.
Standard IV:	Volunteering—Parents are welcome in the school, and their support and assistance are sought.
Standard V:	School Decision Making and Advocacy—Parents are full partners in the decisions that affect children and families.
Standard VI:	Collaborating with Community—Community resources are used to strengthen schools, families, and student learning

ArTES Budget Revisions

ArTES' program priorities are to a) keep class sizes as low as possible, b) provide extensive academic support and interventions, c) offer sequenced courses in art, drama, dance, music, and stage technology, and d) support performances and exhibitions of student work. The budget below represents general funds line items and dollar amounts prescribed by LAUSD. The amounts will be adjusted when the real amounts are known, i.e., *actual* principal salary, *actual* sub days required, etc. Categorical funds will be budgeted soon, in support of ArTES' academic and arts priorities. This budget allows us to offer all required A-G courses, ESL classes, and numerous arts electives.

While these amounts were being entered with the District 2 Fiscal Specialist, we decided to use the Instructional Materials account line (IMA) to hold funds earmarked for supporting a variety of arts programs. IMA has numerous object codes and a great deal of flexibility, so rather than breaking out an "Arts Program" amount and a "Professional Contracts" amount, we channeled all extra funds to IMA. Most of our initial school and class supplies will come from start-up funds, so the IMA monies will be available to fund play productions, choir performances, art exhibits, specialized arts coaches, and other arts program items.

We are currently budgeted for twelve teachers (and anticipate two more from categorical funds). Among the faculty, we will support our program by funding a visual arts teacher, a drama/music teacher, and a credentialed PE teacher with a professional dance background who will teach dance/PE courses. We've also funded a CTE teacher for Stage Technology and Design classes. S/he is currently funded from general funds; however, we hope to hire this teacher through ROP to allow us the funds to hire an additional teacher. We have already submitted a Perkins grant that will underwrite a conference period for him or her to plan with the rest of the faculty.

1771501 VRHS #5 C – ArTES Pilot School: FY 2011-12		
Description	FTE	Total Cost
Asst. Plant mgr.	.25	14906
B & G worker	.98	56416
Counselor	.50	52004
Custodial supplies		4721
Differentials		2700
Financial mgr.	.75/4	18931
Instructional Materials		17734
Nurse	.25	17070
Office Technicians (.50)	.50	35012
Plant mgr. (.25)	.25	20185
Principal	1.00	142976
Psychologist		2508
School Facilities Attendant	.50	19912
School Administrative Asst.	1.00	68051
Substitutes – Cert. (day-to-day)		33960
Teacher activity differential		5500
Teachers	12	1047096
		Total \$1,559,682

PUBLIC SCHOOL CHOICE 2.0:
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IMPLEMENTATION PLAN TEMPLATE

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>
Year One					
RECRUITMENT OF STAFF AND STUDENTS					
Recruit / Interview Teachers and Principal	April 2011	ArTES Hiring Committee	LAUSD HR Support Reach out to Available Leadership & College Education Programs	Applicant Response	Number of necessary positions filled
Develop Budget to Determine Staffing Capacity	April 2011	ArTES Budget Committee	LAUSD Budget Trainings & Meeting with Fiscal Specialist	Teachers will be hired to fill as many desired positions as possible Mission and Vision Implementation	Determine which additional positions (if any) exist that we would still like to fund
Student Recruitment	May 2011	ArTES Design Team	Access to Auto-Dialer, Data of students in designated attendance zone to send correspondence	We will begin to fill the school to capacity with students	Attendance data
Hire Highly Qualified Principal & Teachers	May/June 2011	ArTES Hiring Committee	Resumes of applicants & Interview Schedule	Successful hiring of highly qualified candidates	Performance evaluation of Principal and teachers

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

CURRICULUM AND PROGRAMATIC SCHEDULE

CURRICULUM AND PROGRAMATIC SCHEDULE					
Induction Program:					
1. Master Schedule Development	April 2011	ArTES Counselor	Master Schedule Planning Board, Common Planning Time	Completion of a successful master schedule that fulfills the vision of the school	Data detailing % of students who had access to all desired courses per grade level requirements
2. Order Initial Instructional Materials	April 2011	Materials Committee	Order Forms, Team input on which texts to use, & List of approved texts	All orders are placed	Procurement of Instructional materials consistent with the school's vision
3. Develop Humanitas Interdisciplinary Thematic Grade Level Units	June 2011	ArTES Subject Area Specialists & LA Small Schools	Collaboration with LA Small Schools	Essay prompts, Interdisciplinary Projects, Curricular Flow Charts, Pacing Guides will be created	Teacher and Student feedback / Student Data
4. Develop Curriculum For Advisories	June 2011	ArTES Advisory Team	Training & Curriculum	Teachers will begin piloting the materials and giving feedback	Teacher & Student Feedback, Determine whether or not the goals of the advisory were met
Develop Arts-Infused Curriculum and Implementation Plan	November 2011	Miguel Navarro & John Lawler	Interdisciplinary Projects, Articulation between subject areas, Curriculum Flow Charts, Pacing Guides	Teachers will begin piloting the materials and giving feedback	Teacher & Student Feedback, Student Data

PUBLIC SCHOOL CHOICE 2.0:
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PROVIDE EQUITY AND ACCESS TO ALL LEARNERS

PROVIDE EQUITY AND ACCESS TO ALL LEARNERS					
Induction Program:					
1. Introduction to Differentiation and RTI	July 2011	ArTES Special Ed. Team	Materials to train staff, PD Time	Teacher Feedback	Student success data
2. Introduction to SDAIE	August 2011	Anne Maschler	Materials to train staff, PD time	Teacher Feedback	Student success data
3. Introduction to Advisories	August 2011	ArTES Design Team	Materials to train staff, PD time Budget for guest speakers	Teacher & Student Feedback	Teacher Feedback & Determine whether or not the goals of the advisory were met
Induction Program					
1. Data Based Inquiry and Decision Management	June 2011	ArTES Design Team	Data, Subject Area Teams, and a Protocol for Analysis	Analyze the ongoing effects of data-based decisions on student performance	Determine the degree to which data-based decisions had desired outcomes
2. Develop format for ILP	June 2011	ArTES Special Ed. Team	Examples of existing ILPs & a Protocol for creating them	Teacher & Student Feedback on how the ILP is working	Data on student success rates with ILP

PUBLIC SCHOOL CHOICE 2.0:
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BUILD AND SUSTAIN COMMUNITY PARTNERSHIPS

Induction Program:					
1. Establish Relationships with Local Theatre and Arts Programs	May 2011	ArTES Principal	Strengthen Existing Relationships & Seek New Contacts	Increased volunteering and attendance at activities	Measure amount of volunteering and attendance at activities
2. Develop Plan to Establish Community School Partnerships	June 2011	John Lawler Miguel Navarro	Contact information to establish new partnerships	Greater number of partnerships & stronger relationships	Measure number of partnerships & discuss strength of relationships
3. Connect to Community Non-Profits	September 2011	ArTES Community Engagement Committee	Designated people to make phone calls and meet up with Non-Profits	Relationships with non-profits will begin to be established	Measure number of partnerships & discuss strength of relationships

SCHOOL CULTURE AND CLIMATE

Induction Program					
1. Outreach / Advertisement for Opening of School	June 2011	ArTES Principal	Data for correspondence	Parents and students will attend information sessions and contact the school	Measure level of attendance at meetings
2. Plan Welcoming Events	August 2011	ArTES Design Team	Budget & Vision	Parent Involvement will increase	Measure level of attendance at meetings
3. Student Orientation	September 2011	ArTES Design Team	Materials & supplies for orientation, student leaders, budget to pay teachers	Students will feel comfortable and prepared for school	Measure level of attendance at orientation, Feedback from students & teachers

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

4. Establish Community Center	October 2011	ArTES Principal	Room Location, Staffing, Vision	Attendance at events will gradually increase	Measure attendance level at events
5. Summer Bridge Program	August 2012	Bridge Program Coordinator	Budget for summer program, Curriculum for program	When the program curriculum is ready, staff have volunteered to teach it, students who will participate are identified, and the calendar dates are set	Student & Teacher Feedback, Student Data
GOVERNANCE					
Leadership Structure Development: Assemble Governing Board Form Committees Form Site Council CEAC / ELAC / VISTA Program	September 2011	ArTES Design Team	Meetings, Vision, documentation	Groups will begin meeting and making decisions	Self-audit to determine efficiency of systems and establish goals for improvement
Develop Community School Partnerships	October 2011	ArTES Design Team	Designated people who will coordinate with community partners	Partnerships will increase	Number of existing partnerships vs. desired partnerships
Policy, Practices and Procedure Development	October 2011	ArTES Design Team	Meeting Time	Discuss effects of Policies, Practices, and Procedures	Audit existing policies, practices, and procedures for efficacy

PUBLIC SCHOOL CHOICE 2.0:
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BUDGET

Plan 2011-2012 Budget	April 2011	John Lawler	Training & Existing Budget models from which to work	Development of a balanced budget that appears to meet the vision of the school	Examine the degree to which budgetary goals and the vision of the school were met
Develop Title 1 Procedures	September 2011	ArTES Principal	Training & Existing Budget models from which to work	All Title 1 documents submitted on time	Procurement of Title 1 Funding
Fundraising Program	September 2011	ArTES Principal	Research on different options & staff to implement them	Funds will begin to become available	Level of funding attained
Grant Writing Program	October 2011	ArTES Principal	Research on different options & staff to implement them	Grant money will become available	Level of funding attained

PROFESSIONAL DEVELOPMENT

RTI Training	July 2011	ArTES Design Team	Start-up Funds	Student success will gradually increase	Data to measure student success with the program
Humanitas Training	June 2011	ArTES Design Team	LA Small Schools Collaboration	Well-integrated / implemented program will take shape	Teacher & Student Feedback, Student Performance data
Advisory Training	August 2011	ArTES Design Team	Funding	School Culture / Climate will indicate level of progress	Teacher & Student Feedback
PLC Training	August 2011	ArTES Design Team	Funding	Teacher discussion will center around systematic improvement of all programs	Teacher Feedback & Functioning of school programs at all levels

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

PARENT INVOLVEMENT

Induction Program					
1. Develop Outreach Plan for Parent Involvement	June 2011	ArTES Community Engagement Committee	Parent data for correspondence	Parent Involvement will increase	Level of parent involvement
2. Establish Parent Center	August 2011	ArTES Community Engagement Committee	Room location, Budget, Parent Center Location	Parents will begin attending	Level of parent involvement
3. Recruit Parent Governance	September 2011	ArTES Community Engagement Committee	Data to contact parents, volunteers to make contact	Parents will begin getting involved	Level of parent involvement
4. Identify Parent Volunteer	September 2011	ArTES Community Engagement Committee	Data to contact parents, volunteers to make contact	Parents will begin getting involved	Level of parent involvement
5. Identify Parent Resources	October 2011	ArTES Community Engagement Committee	Data to contact parents, volunteers to make contact	Parents will begin getting involved	Level of parent involvement
6. Parent Support Workshops	November 2011	ArTES Community Engagement Committee	Data to contact parents, volunteers to make contact	Parents will begin getting involved	Level of parent involvement
7. Family Field Trips	November 2011	ArTES Community Engagement Committee	Data to contact parents, volunteers to make contact, Field trip ideas, Funding	Parents will begin getting involved	Level of parent involvement

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YEAR 2

RECRUITMENT OF STAFF

Recruit More Teaching Staff to Accommodate Increased Enrollment	YEAR 2	ArTES Hiring Committee	LAUSD HR Support Reach out to Available Leadership & College Education Programs	Applicant Response	Number of necessary positions filled
Review Budget to Determine Number of Additional Positions	YEAR 2	ArTES Budget Committee	Budget Projections	Teachers will be hired to fill as many desired positions as possible Mission and Vision Implementation	Determine which additional positions (if any) exist that we would still like to fund

CURRICULUM AND PROGRAMMATIC SCHEDULE

Revisit Master Schedule to Include Grade 12 Courses	YEAR 2	ArTES Design Team & Counselor	Counselor	Preliminary Master Schedule is consistent with vision and mission of the school	Determine what percentage of students got all classes they requested
Order 12 th Grade Materials	YEAR 2	Materials Committee	Lead Teacher	All required materials can be purchased within the restrictions of the budget	Determine the degree to which materials support the stated curriculum
Revise Humanitas Curriculum to Include 12 th Grade	YEAR 2	Lead Teacher	Curriculum design team	Curriculum is completed and vertically linked with other grades	Teacher & Student Feedback
Revise Arts-Infused Curriculum to Include 12 th Grade	YEAR 2	Lead Teacher	Curriculum design team	Arts have a clear place in all subjects taught in 12 th grade	Teacher & Student Feedback

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PROVIDE EQUITY AND ACCESS TO ALL LEARNERS

Evaluate Efficacy of RTI Program & Make Adjustments	YEAR 2	Special Ed. Team	Data on student performance	Strategies for improvement will become clear	Determine whether or not changes in the program have created the desired outcome through data
Evaluate SDAIE Strategy Usage & Make Adjustments	YEAR 2	ESL Coordinator	Data on student performance	Strategies for improvement will become clear	Determine whether or not changes in the program have created the desired outcome through data
Revise Advisory Materials to Include 12 th Grade	YEAR 2	Advisory Committee	Existing materials, research, goals for 12 th grade program	A curriculum that is consistent with the goals of the program with begin to take shape	Student & Teacher Feedback
Revisit Data Based Inquiry and Decision Management Strategies	YEAR 2	Design Team	Data on student performance, Determine decisions that influenced the data	A plan for the implementation of new data based decisions will become clear through analysis	Future data analysis

BUILD AND SUSTAIN COMMUNITY PARTNERSHIPS

Strengthen Relationships with Local Theatre and Arts Programs	YEAR 2	Visual and Performing Arts Team	Conference time to make phone calls & send emails	Relationships will develop	Teacher & Student Feedback on program quality
Strengthen Community School Partnerships	YEAR 2	ArTES Community Engagement Committee	Meeting time	Partnerships will develop	Number of services offered to the community
Strengthen Relationships with Non-Profits	YEAR 2	ArTES Community Engagement Committee	Meeting time	Partnerships will develop	Number of services offered to the community

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SCHOOL CULTURE AND CLIMATE					
Revise Student Orientation to Include 12 th Grade Students as Leaders	YEAR 2	Advisory Committee	12 Grade Student Leaders, New Orientation Materials	Students Recruited & Materials Revised	Student and Teacher Feedback about Orientation
Evaluate Effectiveness of Community Center	YEAR 2	ArTES Community Engagement Committee	Meeting time	A process for measuring effectiveness will take shape	Number of services offered to the community, Student, Family, & Teacher Feedback
Evaluate Effectiveness of Summer Bridge Program	YEAR 2	ArTES Design Team	Meeting time, Evaluation criteria	A process for measuring effectiveness will take shape	Student success rate year to year, Student Feedback, Teacher Feedback, & Parent Feedback
GOVERNANCE					
Evaluate Effectiveness of Leadership Structures & Policies	YEAR 2	ArTES Design Team	Meeting time, Evaluation criteria	A process for measuring effectiveness will take shape	Determine if the goals of the policies were met, Teacher, Student, & Parent Feedback
BUDGET					
Plan 2012-2013	YEAR 2	Site Council	Budget Projections	Development of a balanced budget that meets the vision of the school	End year under budget while providing necessary programs; examine the degree to which budgetary goals and the vision of the school were met
PROFESSIONAL DEVELOPMENT					
Train New Staff on School Programs: RTI, Humanitas, Advisory, PLCs	YEAR 2	ArTES Design Team	LA Small Schools Collaboration	Well-integrated / implemented program will take shape	Teacher & Student Feedback, Student Performance data

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PARENT INVOLVEMENT					
Discuss Effectiveness of All Parent Involvement Programs	YEAR 2	ArTES Design Team	Data regarding Parent Involvement	Clear strategies for improvement will develop	Future Data
YEARS 3-5					
STAFFING					
Hire Additional Teachers as Needed	YEARS 3-5	ArTES Hiring Committee	LAUSD HR Support Reach out to Available Leadership & College Education Programs	Applicant Response	Number of necessary positions filled
CURRICULUM					
Continue to Refine Humanitas Curriculum	YEARS 3-5	Lead Teacher	Curriculum design team	Curriculum becomes increasingly sophisticated	Teacher & Student Feedback
Continue to Refine Arts-Infused Curriculum	YEARS 3-5	Lead Teacher	Curriculum design team	Arts have a clear place in all subjects	Teacher & Student Feedback
PROVIDE EQUITY AND ACCESS TO ALL LEARNERS					
Refine RTI, SDAIE, and Advisory Programs	YEARS 3-5	ArTES Design Team & Committee Leaders	Data on student performance	Strategies for improvement will become clear	Determine whether or not changes in the program have created the desired outcome through data

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BUILD AND SUSTAIN COMMUNITY PARTNERSHIPS					
Evaluate Quality of Partnerships and Create More as Necessary	YEARS 3-5	ArTES Community Engagement Committee	Meeting time	Partnerships will begin to become stronger	Number of services offered to the community
SCHOOL CULTURE AND CLIMATE					
Examine Existing Culture and Climate and Revisit Programs as Needed	YEARS 3-5	ArTES Design Team & Associated Committees	Input from team members & an action plan	Revisions to programs will be made as per discussions	Student, Parent, Community, & Teacher feedback
BUDGET					
Examine Grant Writing and Fundraising Programs and Make Adjustments as Needed	YEARS 3-5	ArTES Design Team	Data pertaining to fundraising for years 1 & 2, Input from team, & Action Plan	Revisions to programs will be made as per discussions	Level of funding for the year
PROFESSIONAL DEVELOPMENT					
Assess Needs of Staff and Plan PD Accordingly	YEARS 3-5	ArTES Design Team	Meeting Time	Design team will agree to an action plan for PD	Teacher Feedback
PARENT INVOLVEMENT					
Discuss Level of Parent Involvement and Adjust Existing Programs as Needed	YEARS 3-5	ArTES Community Engagement Committee	Meeting Time	Strategies for how to further engage Parents will take shape	Parent, Teacher, & Student Feedback

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<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>ArTES will have in place a search and serve process in order to identify and provide services to families and students with special needs. Upon enrollment parents will complete the Districts Student Enrollment Form. If the parent answered "yes" to any question in section 10 , we will complete the Special Services Follow-up Section of the form. We will review the students IEP in Welligent system, 504 or GATE, then we will promptly provide services as stated in the student’s IEP, 504 plan. If a student with an IEP transfers in from another school district in California, we will consult with parent and promptly provide comparable services pending a LAUSD, IEP review (within 30 days). If a student transfers in with an IEP from another school district outside California, We will consult with parents, promptly provide comparable services until a new evaluation is completed (within 30 days) to determine eligibility based on California eligibly criteria for special education. At the beginning of the school year we will distribute the Are You Puzzled by you Child's Special Needs brochure to parents. All staff is aware of the Special Education procedures at our school site. Our staff will be prepared to answer parents' questions, assist parents in filling out any forms or refer them to the parent network. Our school will display the district poster "Parent Resource Network". Any person who believes a student may require special educational services or a 504 plan to be successful in school may request assessment. If a formal assessment is requested in writing, we will assist that person in filing out the Request for Special Education Assessment Form.</p> <p>The following district publications will be maintained in the main office and available to Parents in English and Spanish: Student Enrollment form Are You Puzzled by your Childs Special Needs Brochure Request For Special Education Assessment Form Student Information Questionnaire for Parents and Guardians A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards) We will prominently display the Parent Resource Network poster. ArTES faculty and staff will be prepared to answer any questions parents may have and we will assist parents in completing forms and, when appropriate, refer them to the appropriate parent resource unit or committee.</p> <p>All staff will be aware of the procedures of referring a student for possible assessment for special education services. A Student Study Team will review the educational history of the student referred. The SST will make recommendations to</p>

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		<p>accommodate the student in the general education setting; assessment may be postponed until the need is determined. A highly qualified bilingual person will be available at the front desk to answer parent's questions. Due process procedures will be explained to parents and assistance will be given to them to fill out the forms. A parent center will be available for parents to meet and organize and parent trainings will take place.</p>
Outcome 2	Intervention Programs	<p>In order to provide tiered intervention, ArTES will follow Tiered approach to intervention in line with the Current research supporting Response To Intervention (RTI). Each tier will provide more intensive interventions and supports including increased time and frequency of the interventions.</p> <p><i>Pre-referral procedures</i></p> <ol style="list-style-type: none"> 1. Universal support <ol style="list-style-type: none"> i. Pre-assessments/record review for all students to determine baseline levels in core subjects ii. Humanitas model of cross-curricular unit planning iii. Integrated Support and Advisory classes (tutoring and Habits of Mind explicit instruction) built into the instructional day, 4 days per week, aprox. 23:1 student teacher ratio iv. High level of personalization in small school environment v. Positive school culture vi. School-wide rewards and incentives vii. Engaging arts-infused curriculum 2. Selected Interventions – At-risk Students identified within 6 weeks <ol style="list-style-type: none"> i. Document and monitor areas of need

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		<ul style="list-style-type: none"> ii. Teacher implements and monitors pre-referral intervention strategies from PRIM iii. Resource specialist conducts formal observation of student in classroom environment iv. Special Ed. teachers provide support to Gen. Ed. Teachers in scaffolding lessons v. Team convene initial SST meeting (parent, student, gen. ed. teacher, counselor, optional: special ed. teacher, principal) vi. Team develops academic/behavior contract signed by students, parents and teachers vii. Team writes Individual Support Plan (ISP) to address student needs, build on student strengths, and set goals viii. Assign a peer mentor to the student as part of the comprehensive peer mentoring program ix. Work with a peer mentor in small groups within advisory x. Homework and exams signed daily by parents/guardians xi. Weekly home/school communication (phone/email/meeting) <p>3. Targeted Intensive intervention (10 weeks-30 weeks)</p> <ul style="list-style-type: none"> i. Follow-up SST meetings ii. Math Tutoring Lab and/or English Tutoring Lab class required for following term iii. Increase peer mentor support (1on1 tutoring with Advisory teacher support) iv. Functional behavior Assessment (as needed) v. Formal Special Education Assessment <p><i>Special Education</i></p> <p>4. RSP Supports (full-inclusion general education setting)</p> <ul style="list-style-type: none"> i. Instructional accommodation implemented in Gen. Ed. curriculum ii. Co-planning/monitoring Adult Assistant or Sp. Ed. Intern in class Monitoring Adult assistant iii. Co-teaching/direct instruction Resource teacher and General Ed. Teacher iv. Learning center Intervention class in Math and/or English <p>5. SDP Supports (full-inclusion general education setting)</p> <ul style="list-style-type: none"> i. Intensive Instructional accommodation implemented in Gen. Ed. curriculum ii. Co-planning/Monitoring Adult assistant or Sp. Ed. Intern in class

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		<ul style="list-style-type: none"> iii. Co-teaching/direct instruction Resource teacher and General Ed. Teacher iv. SDP classes with replacement curriculum aligned with state standards (STR 8:1 or less) v. SDP classes will include Adult Assistant or Sp. Ed. Intern to lower ratios further vi. Students not on a diploma track will be included in SDP and will be offered parallel services in the alternative curriculum
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>ArTES will implement a consistent school-wide positive behavior support and discipline plan. Our plan will be consistent with our goal of empowering each one of our students to become a true student, citizen, artist. We will teach rules, social-emotional skills, compassion, personal responsibility and discipline in the same way we approach academic subjects, using the 4 principles: Identification, Expectations, Support and Outcomes. We will have a common set of procedures aimed at reinforcing appropriate behavior; using effective classroom management and positive behavior support strategies and for providing early interventions for misconduct and appropriate use of consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. ArTES will first use positive intervention and means of correction other than suspension, transfer or expulsion to resolve disciplinary issues. Parents will receive a copy of the school rules will review the school rules with their children. Training will be available for parents. If misconduct occurs, the parent or caregiver will work with the school as a partner to address the student needs. Each teacher will maintain a positive classroom and school. They will use effective classroom management strategies to create an environment conducive to learning and prevent misconduct. These strategies will be agreed upon by the faculty and implemented school wide. All special education students with the disabilities of emotionally disturbed or autistic will be assessed to determine the most effective strategies to be included in a possible Behavior Support Plan as part of their IEP. Before the initial IEP the</p>

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

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

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		<p>planning for student understanding. Every student has access to rigorous curriculum and instruction, but each unit plan is scaffold to build student understanding and differentiated to meet the needs of all learners. Since teachers in the Humanitas model use and communicate the outcomes of formative assessment with their team several times a week, curriculum is adjusted as students become more proficient or if they need additional scaffolding .</p> <p>Differentiated instruction: Students learning in the Humanitas model at ArTES are heterogeneously grouped because it is critical to establishing a community of scholars where various talents, skills and insights support all learners. This requires that teachers personalize instruction by using student work protocols to determine and address learning needs of all students. A variety of different instructional materials support differentiated instruction in a tiered model to deliver services. Teachers also engage the range of learning modalities in their instructional practice, taking care to provide scaffolding for ELL students and to follow IEP accommodations for special education students. We will provide the least restrictive environment appropriate with an inclusive model to provide a standards based education to our students with mild and moderate disabilities. Each student may require a different combination of services and setting as appropriate, our goal is to offer a program based on the students individual needs. Resource Specialist Program students will receive all instruction in the general education setting with a special education teacher co-teaching as per their IEP. Special Day Program (SDP) students will also be included in the general education setting with the special day class teacher co teaching r co-planning when appropriate and inline with the student’s needs. SDP students receive one to three periods of pull-out instruction with the special day program teacher.</p> <p>The math department will offer flexible course offerings in order to recapture failing students each semester. They will teach both the A and B sections of Algebra 1, Geometry, and Algebra2 in the spring semester so that students who, despite remediation in the learning center, fail the A portion of a course can retake it immediately instead of being placed in the B portion without mastering A or waiting until the next year. All of these interventions are in place to ensure the highest level of achievement is reached by all students.</p> <p>ArTES hopes to build an innovative Autism and the Arts program within our first three years of operation to address the needs of the growing population of students with Autism in LAUSD.</p>

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<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Every child who is assessed by the school and qualifying for special education services under the IDEA will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, ArTES will provide those services according to the student’s IEP, which will specify the instruction and services the student shall receive. Students at ARTES who have IEPs will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP.</p> <p><i>Procedures to monitor IEP meeting dates and notification requirements</i> The MCD Clerk in conjunction with the Resource and SDP teachers will utilize the Welligent email, calendar and alert system to provide the following actions and follow up procedures:</p> <ul style="list-style-type: none"> • Provide copy of the IEP will be available for all service providers • Referral of additional assessment • Referral for AB3626 • Notification of all stakeholders, DIS service providers, assessors, and outside agencies • Mailing paperwork (notifications, assessment plans, etc.) • Scheduling and opening of IEPs • Documenting parent notification Welligent <p>The IEP team at ARTES will consist of the following individuals:</p> <ul style="list-style-type: none"> • The parent or guardian of the student for whom the IEP was developed • Administrative Designee • A General Education teacher who is familiar with the curriculum appropriate to that student • Special education professionals qualified to interpret assessment results • A District representative, as appropriate • Others familiar with the student may be invited as needed. <p>At ArTES we view the parent as a key stakeholder in these meetings and will make every effort to accommodate parents’</p>

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		<p>schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone. A copy of the IEP will be given to the parent. Upon the parent or guardian's written consent, the IEP will be implemented by ARTES. The IEP will include all required components and be written on the LAUSD SELPA forms. Some of the elements which the IEP will consist of include:</p> <ul style="list-style-type: none"> • The rationale for placement decisions • The services the student will receive and the means for delivering those services • A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered • Annual goals and short-term objectives focusing on the student's current level of performance • A description of how the student's progress will be measured and monitored • Transition goals for work-related skills <p>IEP meetings will be held according to the following schedule:</p> <ul style="list-style-type: none"> • Yearly to review the student's progress and make any necessary changes • Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress • After the student has received a formal assessment or reassessment • When a parent or teacher feels that the student has determined significant educational growth or a lack of anticipated progress • When an Individual Transition Plan is (ITP) required at the appropriate age • When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior • Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability

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		<p>An ArTES representative will communicate with the home school of and student with an IEP matriculating into the school or where the IEP is considering placement at ARTES. The RSP and SDP teachers will be responsible for monitoring progress in accordance to the goals in the IEP. All meeting and documents are kept confidential, and meetings will be held in a location where confidentiality can be assured.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ol style="list-style-type: none"> 1. An intervention program is in place that targets students performing below basic and far below basic is in place. 2. Upon receiving a request for special education assessment in writing, we will respond with a decision to assess or not within 15 days (not counting school vacations longer than 5 days). Upon review of student's records, work samples, teacher interviews, parent input we may decide that referral is not appropriate at this time. If we have decided that assessment is appropriate, we will offer the parent an assessment plan that describes the type and purposes of assessment. If the parent consents to the assessment plan, by signing the plan (within 15 days) we will start the assessment process. We will complete all assessments agreed to on the plan and hold an Individual Education Plan (IEP) with in 60 days (not counting school vacation longer than 5 days. All pertinent dates regarding the assessment will be entered into the Welligent IEP System. 3. When determining eligibly exclusionary factors will be addressed such as limited English proficiency, lack of school attendance or instruction. 4. All areas of suspected disability are addressed 5. Monitoring of referrals by ethnicity is planned

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Outcome 2	Instructional Plan for students using grade level standards	<p>ArTES is a four-year interdisciplinary program that follows the Humanitas model of instruction and cubiculum development with a strong focus on the visual and performing arts. The pilot school autonomies will provide the flexibility in curriculum and scheduling that is needed to support the four programmatic elements are critical to achieving our vision. ArTES plans on offering a rigorous academic program fulfilling all of the A-G requirements and providing all students including those with disabilities the support needed to succeed in this program.</p> <p>Advisories: The scheduling and curriculum of our advisory program is made possible through the autonomy of the pilot model. The seminal research of Linda Darling-Hammond identifies deep, meaningful relationships between students, teachers, and parents or caregivers as positively impacting all students, but particularly those at risk of dropping out (Darling-Hammond et al., 2006/2007). To ensure that all students graduate on time and prepared for postsecondary learning, each student will be assigned an advisor who will remain his/her advocate for the whole school year. Families will have one point person who is a partner in their child's academic success and emotional well-being.</p> <p>Teacher Collaboration: The constraints of a traditional high school schedule are often an impediment to teacher collaboration. Research shows that collaboration that revolves around instruction has a significant impact on student achievement (Newmann & Wehlage, 1995, Corcoran & Silander,2009). Humanitas interdisciplinary teaching is, by definition, culturally responsive teaching and gives grade-level teams an opportunity to develop thematic, backwards planned curriculum. The autonomy of the pilot model will allow teachers to collaborate in both grade-level and vertical subject-specific teams to ensure that curriculum and instruction is sequenced for the developmental needs of all learners at ArTES.</p> <p>Inquiry-driven, Interdisciplinary Teaching: All learners, regardless of their educational backgrounds or special learning needs, have a right to access rigorous, relevant, and engaging curriculum. Our mission is to prepare students for active engagement as students, citizens and artists of the 21st century. Arts infused Humanitas instruction responds to the needs of these students by giving them the skills necessary to transfer learning, communicate persuasively, and apply higher-order thinking skills to cognitively demanding tasks. Researchers in special education, ELL, gifted, and general education support our foundational philosophy: high expectations for all learners (Guess & Thompson, 1989, Heshusius, 1988, Waxman & Tellez, 2002, Van Tassel-Baska, 2008, Newmann & Wehlage, 1995).</p> <p>Real-world/Authentic Learning: In order to ensure that all students see the value of learning beyond school, the ArTES offers students in VRHS#5 an opportunity to explore the career pathways of visual, performing and technical media arts.</p>

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		<p>In the classroom, students will address a concept, problem or issue that is similar to one that they are likely to encounter beyond the classroom. Students will communicate their knowledge, present a product or performance, or take some action for an audience beyond their teachers, classroom and school building. In their junior and senior years students will complete service learning projects and intern with our community partners at museums, film studios and other venues to extend the range of their participation in the arts and assist others. Involvement in these projects will enhance students' awareness of social issues and career opportunities, as well as the social and political power of art and media. This academy also responds to 200, 2008 and 2009 reports from Otis College of Art and Design on the creative economy (arts, design, and entertainment) Los Angeles, which shows the creative arts as one of the area's top employers, for one in six of all jobs (Otis ,2009).</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Hands-on, real world projects and assignments that incorporate the themes and concepts of the a-g requirements will be the basis of the Alternate Curriculum. The Alternate Curriculum will include the subject areas math, science, history, English, art, theatre, digital media, PE, and life skills.</p> <ul style="list-style-type: none"> • Students with an Alternate Curriculum will work parallel to SDP students who are working off of the General Education Curriculum. • Students will participate in General Education electives based on their strengths and interests. They will be included in general education elective courses throughout their high school years according to their strengths. If they are unable to work in a General Education elective class, an intensive, hands-on project will be given to the student. They will work on this project in the SDP room or, if needed, work on the project with an assistant in the school environment. They will be able to receive elective credit by doing services throughout the school, ie., work in the cafeteria, work with the grounds crew, assist with school activities, or assist with the school newspaper. • Students will participate in P.E. or Adapted P.E.. • Students with an Alternate Curriculum will study the same topics as their grade level peers but will be given

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		<p>activities based on their academic level. For example, if 9th graders are studying Romeo and Juliet, students using an Alternate Curriculum will be given lessons and assignments about Romeo and Juliet but at their academic level.</p> <ul style="list-style-type: none"> • Peer Mentors will be a part of the Alternate Curriculum. The Peer Mentors will assist with students in a variety of capacity, including, helping them around campus, partnering with them in volunteering at school events, tutoring, and teaching them interpersonal skills. Peer Mentors will be either students in the General Education population or students in the Special Education population; RSP or SDP students. • Partnerships will be established with the other Academies, specifically the Teacher Prep Academy. This partnership will allow for students from the other academies to become involved with students using the Alternate Curriculum through peer mentoring, tutoring, and assisting in the students needs. • Partnerships will be established with the other high schools in the area; Slymar High School and San Fernando High School, and the other academies. If a program is not offered through ArTES, ie. CBI or Autistic Programs, students will have the option of going to another Academy in VR #5, Sylmar HS or San Fernando HS.
Outcome 13	Plan to provide Supports & Services	<p>ArTES will have the following plan and procedures in place in order to show evidence of how we provide services to our students with disabilities. In order to maintain accountability of Special Education Resource Specialist Services and Related Services, our Resource Specialist Teacher and Related Service Providers will accurately complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the Student's Individual Educational Plan Free and Appropriate Public Education (FAPE) Service Plan, of time and frequency of services. At the end of each month the Resource specialist Teacher V/ill complete, print, and sign the Welligent tracking monthly report, which will be reviewed and signed by our school principal. Our school will maintain appropriate special educational records at our school site, and or at the appropriate related services office (i.e. occupational Therapy, Speech and Language, and Audiology), or at our local district office as mandated by Federal law. Our Welligent System will be linked to our ISIS school program. We will maintain a master IEP monthly calendar in order to provide a check and balance of all services required and provided. All special education records are confidential; however, our students records will be accessible</p>

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		<p>and will be provided specifically to the parent of the child upon request. All special education teachers will monitor progress toward IEP goals for their students and record progress on Page two of the IEP in Welligent and on the quarterly progress reports found at the bottom of the goal pages. These reports will be sent home via school mail to ensure that parents or caregivers are aware of the student’s progress.</p>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>All of our special education students who are 14 years and older, will have an Individual Transition Plan (ITP) included in their IEP. The ArTES pathways of sequenced art electives will allow student to explore these fields of interest and build their skills for their future college and professional success. In order to ensure that all students see the value of learning beyond school, ArTES offers students an opportunity to explore the career pathways in the visual and performing arts. In their junior and senior years students will complete service learning projects and intern with our community partners at museums, film studios and other venues to extend the range of their participation in the arts and assist others. Involvement in these projects will enhance student's awareness of social issues and career opportunities, as well as the social and political power of art and media.</p> <p>All of our students will have a completed a commercially produced transition assessment such as the Interest Determination, Exploration and Assessment System, Job Survival, Career Cruising or Success Scale, prior to their sixteenth birthday. For special education students, the results will be recorded in their ITP.</p> <p>All of our students with disabilities who graduate with a diploma will have a Summary of Performance (SOP) on file in their records and will be provided with a copy to use as future reference. The SOP will provide students with a summary of their academic achievement and their functional performance that includes recommendations on how to assist them</p>

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		<p>in meeting their postsecondary goals. The SOP will also assist students in the transition from high school to higher education, training, and./or employment. The SOP will also help establish student's eligibility for reasonable accommodations and supports in postsecondary settings.</p> <p>In addition, each student will have an advisory or integrated support period every day. The advisory period provides students with support and counseling and/or discussions of academic and social issues relevant to students lives: including academic goal setting, college preparation counseling, and adolescent development issues and concerns, including conflict resolution. Every credentialed adult will be assigned a small group of students to mentor. The advisor works in concert with the students' counselor, teachers, parents, peer mentor and any community partner or social worker to help students succeed in school. In some cases, the advisor also helps the student choose courses, and prepare for postsecondary education.</p> <p>Community and Civic Engagement Social responsibility in all areas, from personal relationships to community service, will be emphasized. Civic participation helps students gain valuable work experience, appreciate diversity, and transfer the skills learned in their academic classes to a real world situation. In order to ensure that all students see the value of learning beyond school, ArTES offers its students an opportunity to explore the career pathways of visual and media arts. In the classroom, students will address a concept, problem or issue that is similar to one that they are likely to encounter beyond the classroom. Students will communicate their knowledge, present a product or performance, or take some action for an audience beyond their teachers, classroom and school building. In advisory classes, students will develop a community engagement and cultural portfolio that they will use to set goals and reflect on community service, artistic and civic involvement activities over the course of their time in high school.</p> <p>In their junior and senior years students will complete service learning projects and intern with our community partners at museums, film studios and other venues to extend the range of their participation in the arts and assist others. Involvement in these projects will enhance students' awareness of social issues and career opportunities, as well as the social and political power of art and media. This academy also responds to 200, 2008 and 2009 reports from Otis College of Art and Design on the creative economy (arts, design, and entertainment) Los Angeles, which shows the creative arts as one of the area's top employers, for one in six of all jobs (Otis ,2009).</p>

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		<p>Over the course of four years students will have the opportunity to select their best work for their electronic portfolio. Portfolio development begins in advisory in the ninth grade and is both personal and academic fulfilling the three categories of Student, Citizen, Artist. Students will keep samples of interdisciplinary essays, photos of exhibitions in academic or art classes, evidence of and reflections on their service learning, performance, and technical theater experiences. In the senior year students will produce a multi-media research project to present to the community (teachers, peers, family members, and community members) in a public senior exhibition. Students will engage in service learning to develop connections between their academic work and the larger community and to grow as thoughtful, productive, ethical citizens. By the end of the senior year students will have performed at least forty hours of service learning (e.g. oral histories with community members, community beautification, artistic outreach, partnerships with local agencies). In order to prepare them to attend a university, all students will be enrolled in A-G required classes. Ninth and tenth graders will participate in a mock college application process with the Know How 2 Go program in order to assess their progress in meeting these requirements. Parents will attend a follow-up workshop to understand their child's readiness and learn about the college application and financial aid process.</p>
Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>The community-school model draws on the wealth and diversity of the surrounding neighborhoods and ensures equity and access for all stakeholders. In addition to four small schools, several community partners will be housed on campus to provide direct services to students, their families, and the surrounding neighborhood. Responsibility for the academic success and emotional well-being of all students is shared among teachers, staff, parents, colleges, businesses, social services, cultural institutions, and health care providers. Collaborative relationships with the community will enable ArTES and the other small schools located at VRHS#5 to expand and enrich the curriculum and extracurricular opportunities for all students. Our identity as a school for the visual and performing arts requires that we offer a multitude of performance and exhibition opportunities to our students. Our system of sequenced arts electives give our students the skills they need to excel in their artistic endeavors. All of these activities are not only open to all students on campus, but they are required of all students on campus regardless of ability. In addition there will be a limited number of sports teams available at ArTES and many clubs and organizations. Some will be Unique to ArTES some will be open to all students at VRHS#5 and some will be connected to our community partners and to state or national organizations. These optional extra-curricular activities are also open to all students regardless of ability.</p>

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Federal requirement	Providing Extended School Year	Extended School Year Services will be determined on an individual basis by an Individual Education Team at a student's IEP. ESY will be offered to assist a student in maintaining the skills at risk of regression and to students who are in need of special education and related services in excess of the regular school year. If the IEP team determines that the student is not eligible for ESY, the student may be referred to the general education summer school program. Our summer school program will be open to all students including students with disabilities.
Federal Court requirement	MCD Outcomes (to be woven among others)	All descriptors one through eighteen are included and woven into our service plan for special education.

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All	Professional Development	<p>One of the pleasures of working at ArTES will be the ample opportunities to grow as an artist and an educator. Our faculty loves learning and personal growth, and models what it is to be a lifelong learner for students. We love to innovate, and know that ideas are cheap, but action is the currency of effective leadership and reform. Any professional development we undertake always concludes with an action plan, delegation of duties, and a schedule to reconvene and assess our progress. When individuals are responsible for putting what they’ve learned or developed into practice, real results follow. And if the results aren’t there, we gather, reflect, and re-strategize a new plan. As a pilot school with autonomy over our professional development, we aren’t committed to pushing programs that, for any number of reasons, may be ineffective for our students. We can be nimble and adjust our program to suit the needs of our specific population.</p> <p>In order to strategically implement our PD efforts, we need to target the program to the correct faculty teams for implementation. Therefore, teachers will be broken into groups as follows based on differing professional development goals.</p> <p>Whole faculty – We believe that the entire faculty needs time to work together and share the responsibility and rewards of running our school. Monthly meetings provide an opportunity to set goals, celebrate achievements, explore instructional issues, and hold teacher-led and other PD workshops.</p> <p>Humanitas teams – As mentioned previously, every member of the faculty will belong to a cross-disciplinary Humanitas team that will meet at least twice weekly to design, assess, and reflect on arts-integrated curriculum. Special needs teachers (special education, ELL) will participate in all team meetings to help design instruction and modifications, and advocate for the needs of special education students.</p> <p>Subject-area groups – Teachers will gather at least monthly by subject-area groups to develop literacy and numeracy strategies, and explore content/lesson delivery techniques They will also focus on discipline-based vocabulary and writing structures that will assist all students in successfully accessing the academic content.</p> <p>Professional Learning Communities (PLCs) – Faculty will be grouped into PLC teams that will meet twice a month. These groups will look at student work, examine teacher assignments, design opportunities for peer visitations, and engage in text-based discussions.</p> <p>In the area of special education, the special education department in conjunction with Support Unit North will provide PD opportunities and mandated in-service hours for the entire faculty to help them get acquainted with the best</p>

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		<p>practices around serving students with special needs. Topics include: How to read your student’s IEP, Implementing affective accommodations, State and federal mandates in Special Education, The 504 plan, Assessing students with special needs, What teachers should prepare for the IEP meeting, How to initiate a special education referral, How to implement and monitor a behavior support plan, Pre-intervention strategies</p> <p>Additionally, there will be ongoing opportunities for enrichment and pedagogical growth, some of which are listed below:</p> <ul style="list-style-type: none"> · Critical Friends · Humanitas training and teams · Teaching and arts demonstrations · Arts and cultural workshops/performances/lectures (in-house and in the community) · Observation groups · Mentor teachers · Peer-to-Peer in-services · Individual Learning Plans (ILPs) · Common planning periods by teams · Interactive school Wiki site for sharing resources

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Outcomes 6, 8, 16	Staffing/Operations	<p>We will use our staffing autonomy to keep student to teacher ratios at 25:7 because manageable class size increases personalization and creates an optimal learning culture for all students. We will also use staffing autonomy to increase staff in art and drama to fulfill our school's instructional priorities of giving students a rich set of visual and performing art pathways with sequenced electives. We will hire teachers who support our mission and vision and use the Election to Work agreement (see Election to 'Work Agreement in appendix) to ensure that our staff only includes those committed to these goals. To ensure a high level of instruction for all students, including English Language Learners, students of poverty, gifted students, and students with disabilities we will hire staff with CLAD, BCLAD, or 581969. We will hire content specialists who are qualified to teach Advanced Placement courses. We will hire general education teachers committed to working with special education staff to create the least restrictive learning environments possible. ArTES will hire special education staff based on the requirements of LAUSD policy.</p> <p>ArTES will use pilot school autonomy over governance to allow those closest to the students to determine the school's daily operation, hiring, budget, curriculum and assessment. Our intention is to embed school governance with a powerful network of student-centered educators and community members working together to improve education. The Pilot school will be governed by a distributive leadership model of education staff to create the least restrictive learning environments possible. Since the Humanitas instructional model is interdisciplinary all faculty members will belong to a grade level interdisciplinary team. Teams will meet during common conference periods, professional development days, and after school as needed. The team will design interdisciplinary units of instruction, assess student needs, design formative</p>

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	Fiscal	<p>Budgeting Priorities: small class size, emphasis on the visual and performing arts, professional development, literacy and college readiness</p> <p>As a pilot school we will have more flexibility in determining our budgeting priorities because of per pupil budgeting. Pilot school autonomy over funding will ensure that per pupil state and district funds are spent on programs, resources, and services that are most likely to benefit students and families. Our governing board, made up of teachers, parents, community members and students will be charged with keeping our mission and vision central to all budgeting decisions. One essential component of our instructional program is project-based instruction. We will use our budgeting autonomy to keep class size as small as possible. To achieve this low student/teacher ratio and to save funds on out-of classroom expenses, we will ask our teachers to take on additional responsibilities such as overseeing textbook ordering and supervising state standardized testing. Other budget priorities include hiring additional art instructors and guest artists to support our 2D art performing art focus, and funding for 15 days of professional development for all staff members spread throughout the school. Our remaining resources, including a portion of our new school startup funds, will be spent on additional technology (LCD projectors, copier, computer) field trips to enrich our thematic units, art supplies, curricular materials and textbooks, as these are central to our project-based instructional model. Though the per-pupil funding model provides us with autonomy over how we spend some of our general fund expenses, we recognize that our school, like all California public schools, will be significantly underfunded. It is difficult to estimate how much additional funding we will need to secure, however, but we expect that we will need to raise between \$1000- \$2000 per student to provide the supplementary instructional and professional development opportunities to fully address the mission of the school and student learning needs. In recent years, our teachers have earned thousands of dollars in grant money to support curriculum, professional development and student projects from The Los Angeles Education Partnership and UCLA Center X. To raise additional supplementary funds, we will seek support from a variety of sources, including private donors, foundations, government agencies, parents and community members. One staff member will be assigned identify these outside funding sources and coordinate grant writing efforts for our school.</p>

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Outcome 14	Parent Participation	<p>A parent council will have an active voice in the governance of the school. The council will be formed of interested parents who will engage in activities to support the students, support their own learning and, connect with other parents. Parent education classes will be offered by our community parents and all parents will have an opportunity to attend. Meetings will be held twice a month. One meeting will be held to advise on school issues, the second meeting will have guest speakers, teacher, or student presenters. For most of our students, Spanish has been the language of the home while English is the language of school. By stressing that students need an academic path to becoming fully bilingual and integrating that bilingual ability into the graduation requirements, we demonstrate that we value all languages equally. Our bilingual staff members, community partners and upper-level students will help ensure that all parents have equal access to school events, regardless of the language they speak. On site translation and consistently bilingual school-to-home communications will help to break down the language barrier that so often exists between home and school.</p>