

Public School Choice Resolution Proposal for the 2009-10 School Year

EAST LOS ANGELES PERFORMING ARTS ACADEMY at Esteban E. Torres High School

Executive Summary

1. We propose to establish a small high school on the Esteban E. Torres High School campus. This innovative new high school will focus on the performing arts, with emphasis on using dance, theatre and music as pathways to academic success for all students. Through its anchor partnership with the East LA Classic Theatre, the school will become a cultural hub for the community it serves. Its curriculum will integrate the rich indigenous dance and percussion traditions of Mexico and the Americas with the dance and musical heritage of Spain to create a fusion with contemporary expressions of dance and music. Collaboration between dance, theatre and music and with academic subjects will be central to the school's culture, policies and instructional strategies.

The design team of the East Los Angeles Performing Arts Academy includes a group of highly qualified teachers with many years of successful teaching experience in challenging urban schools in Los Angeles. Teachers on the design team bring substantial backgrounds in the performing arts, entertainment and arts education. Parents who are committed to supporting a dynamic, responsive school culture, with high expectations for all stakeholders, will be involved in planning their children's future at this school. Students who are ready to take responsibility for their futures by serving as student leaders within the new school community have been enlisted as agents of change in this project, as well. Students at all levels of success and connection to school have been consulted in the course of building a vision of the best possible high school experience for this community.

We are ready to make substantial changes in the way teaching and learning are carried on by a community of learners. We are committed to providing innovative learning opportunities for the students of East Los Angeles, timely and inclusive communication with parents and community members, and to meaningful collaboration with partners from arts, education and civic organizations. In the course of developing our proposal, we have received thoughtful guidance and support from our current school site administrators, Local District 5 administrators, the Los Angeles Education Partnership, and the Los Angeles Unified School District, particularly the Arts Education Branch.

We have read the Memorandum of Understanding between the Los Angeles Unified School District and East Los Angeles Classic Theatre regarding shared access and resources in the office, rehearsal and performance spaces on the Esteban E. Torres High School campus. We look forward to collaborating with the staff and artists of this outstanding community-based non-profit arts organization; our students will benefit from this long-term partnership. **The East Los Angeles Performing Arts Academy is making a commitment to working with students, parents and the community to achieve high school graduation for all students, advancement of academic skills for all learners, and appropriate preparation for transitions to post-secondary college, university and career programs for all graduates.**

a. Assurances:

i. As an internal applicant, the East Los Angeles Performing Arts Academy (ELAPAA) is part of LAUSD, a not-for-profit entity. Our status as a not-for-profit entity is attested in [Appendix 1: Signature Page](#).

ii. The students coming from the attendance areas of Garfield High School and Roosevelt High School, the designated overcrowded schools to be relieved by the new school, including students with disabilities, will be served first and foremost, as attested to in [Appendix 1: Signature Page](#).

iii. Students will be enrolled at the ELAPAA in coordination with Local District 5 and LAUSD to help ensure that the enrollment of students follows similar demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students

with disabilities, and foster care placement as compared to Garfield and Roosevelt. Our commitment to a fair and open enrollment process and an equitable distribution of students based on the above-mentioned criteria is attested to in [Appendix 1: Signature Page](#).

iv. ELAPAA will be a Local District 5 school, with support and accountability mechanisms in place to ensure fiscal solvency and responsibility per LAUSD guidelines and policies, and our commitment to these policies is attested to in [Appendix 1: Signature Page](#).

v. ELAPAA agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education, using the District's Special Education Policies and Procedures Manual, Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services. Our commitment thereto is attested in [Appendix 1: Signature Page](#).

b. Student Population of the New School:

We look forward to the opportunity to define the students of East Los Angeles by their strengths and not by their deficiencies as we support them in their areas of need. Our students are culturally rich, ready to learn, respond to cooperative learning strategies, and believe in the importance of post-secondary education. The barriers to achievement that have impacted them in the past include: large, impersonal high schools, lack of information about UC/CSU entrance requirements, lack of mentors and support for completion of university application components, inconsistent counseling support, ineffective teaching strategies, and a bell schedule that limits their access to appropriate intervention classes and that severely limits their choices in creating a career pathway during their high school years.

Special Mission to Support Students with Special Needs: Each of the small schools on the Esteban E. Torres High School campus will be assigned a group of students with special needs, including a group of students requiring a Special Day Class setting, by LAUSD's Special Education Branch. **Due to the well-documented benefits of participation in drama activities and theatre arts study for children with autism spectrum disorders, we have requested that the East Los Angeles Performing Arts Academy receive an Autism class.** We will undertake professional development for all teachers on inclusion, accommodation and support for these students. We will partner with Actors for Autism, a nationally renowned autism support group, to help them fully share the benefits of the performing arts program.

Experience in Los Angeles' Urban Schools: For the students who are likely to select ELAPAA at Esteban E. Torres High School, kinesthetic learning strategies and activities are crucial to helping them to become active, engaged learners. Arts integration across the curriculum is a proven, powerful strategy for engaging at-risk students, those with special needs and gifted students. The Humanitas program, that has arts integration as one of its central tenets, has been consistently successful at Garfield High School, producing higher CST scores and graduation rates than other instructional programs.

The design team members include teachers from Garfield High School with many years of experience in working with the children and families of the East Los Angeles community. These teachers have been successful in guiding struggling students and inspiring higher aspirations for all learners in their classrooms. While they have enjoyed some success in their efforts as part of smaller learning communities, the design team members believe that their work will be more effective within a small, personalized learning environment with the flexibility to meet the needs of students and the autonomy to innovate. Please see [Appendix 2 for teacher resumes](#).

c. Vision: To establish a model performing arts academy in East Los Angeles for all students interested in the arts, who will achieve at high levels in the classroom and in performance.

Mission: The mission of the East Los Angeles Performing Arts Academy at Esteban E. Torres High School is to develop creative, contributing members of society through a standards-based curriculum featuring rigorous interdisciplinary instruction that is rich in the performing arts.

Philosophy Our underlying educational philosophy reflects the following core elements:

Preparing learners for the demands of the 21st century: Strong written and verbal communication skills, the ability to solve problems creatively, to work collaboratively, and to transfer learning from one context to the next.

Multiple pathways: Five small schools at one school site, each with its own academic and social theme that guides its curriculum. The East Los Angeles Performing Arts Academy pathway will allow students to explore dance, music, and theatre, while building college and career skills.

Teacher-developed curriculum and interdisciplinary collaboration: Each of the five small schools proposed for the Esteban E. Torres High School site grows out of a Humanitas small learning community at Roosevelt or Garfield high schools. Humanitas is based on a constructivist approach to education: learner centered and providing educational experiences that allow students to construct knowledge and solve problems. The founding teacher group for the East Los Angeles Performing Arts Academy (ELAPAA) has a deep commitment to both horizontal and vertical collaboration to develop rigorous, student-centered, inquiry-based, interdisciplinary curriculum that meets the needs of all students.

ELAPAA will create an exciting, rigorous learning experience for our students based upon an in-depth study of dance, music, and theatre through interdisciplinary, inquiry-based learning. Over 20 years, research and data have proven that the Humanitas model is successful in raising academic achievement and graduation rates among urban high school students in Los Angeles. It is an effective instructional model that emphasizes interdisciplinary lessons centered on themes that are relevant to students, team-based teaching, and ongoing professional development for teachers. ELAPAA will be a center of community life and learning, where intellectual curiosity, critical thinking, informed debate, and academic achievement form the core of the educational philosophy. ELAPAA will use genuine interdisciplinary teaching, rigorous writing-based assessments, and group projects employing multiple learning modalities to prepare our students for success in college and careers.

In addition to standards-based instruction, the performing arts will permeate all subject areas, both to provide cultural context for literature, history and science, and as a set of teaching and learning strategies. Integration of arts standards and strategies in all core subjects is the shared responsibility of the teacher team and our community arts partners. Technology and the skills developed through its use will be integrated into all classes in the curriculum. Students will choose one of three pathways within the curriculum of the ELAPAA – dance, music, or theatre.

The community-school model: Responsibility for the academic success and emotional well-being of students is shared among teachers, parents, staff, colleges, businesses, social services, cultural institutions, and health care providers. Collaborative relationships with the community will enable ELAPAA and the other small schools located at Torres High School to expand and enrich the curriculum and extracurricular opportunities. Our community-school model includes partnerships with the East Los Angeles Classic Theatre, LA Opera, Little Kids Rock, InnerCity Struggle, East LA College and Cal State, LA. We will arrange partnerships with community resources to link students and their families to medical and dental services, as well as financial, legal and immigration services.

Need & impact: The academy will meet an urgent need in the community, in which most students are academic underachievers, are low-income, and lack educational role models. **East Los Angeles needs a school that can both serve as a cultural hub for the community, and also support high quality performing arts events that reflect and speak to our community's history, culture and aspirations.** This new school will bring the artistic resources of our city into East Los Angeles, and it will also offer a site for the artistic riches of East Los Angeles to be sustained, shared and celebrated. Our academy will raise academic achievement and prepare students well for college. Performing arts majors, including film and television arts, are offered at our local junior colleges and universities. Students will be committed to a specific major that will enable them to improve their skills in their field of study.

Grade structure: The school will open as a small 9-11 grade high school at about 80% student capacity with 375 students. The school will go through WASC accreditation process in the first year and will eventually grow to a 9-12 grade high school with 464 students at full enrollment.

A Day in the Life of A Student at the East Los Angeles Performing Arts Academy

Joel Meza is a 9th grade student at the East Los Angeles Performing Arts Academy at Esteban E. Torres High. He has average academic skills for a student in the Garfield Zone of Choice, which means that he is still struggling to gain grade-level reading comprehension and writing skills. He was the class clown in middle school, which got him in trouble sometimes. This first fall quarter, he is studying a unit with the interdisciplinary theme: "What are the forces that bind communities together?" Joel's day

begins with a greeting from a cafeteria worker who is stationed by the main entrance of his school. She helps him get a cup of hot cocoa and a breakfast sandwich, and he hurries to his first period class. It is 7:45 am, and, although his first class does not start until 8:15 am, he knows that his teacher will be there and available to help him because his teacher has posted “office hours” when he can help students.

Joel’s has chosen a book for his independent reading assignment for the Accelerated Reader program. He wants to talk to his teacher before class because he is embarrassed to tell the teacher that the book is too hard for him in front of his friends, but he wants to earn points through the Accelerated Reader computer program. His teacher listens while Joel explains, and then helps him choose a book from the classroom library that picks up on Joel’s interest in music, a novel about a young guitarist.

Joel helps his teacher set up for the day, choosing the music that will play while students are responding to their journal writing prompt: “Write about a time when you felt like you really belonged, and compare that to a time and place where you felt like an outsider.” Yesterday the class started reading S.E. Hinton’s The Outsiders, which tells the story of a young boy who struggles to feel connected at home and at school. Today Joel’s class will do a think-pair-share, picking quotes and details from the first two chapters that illustrate the theme of longing to belong. These will be added to his Visual Thinking Strategies Chart: Web of Belonging. Using yesterday’s lesson on a family dinner scene from the film “Mi Familia,” Joel’s class will use both the book and a copy of the film’s script to write a timed response to the question: How do families and communities make people feel like they belong?

Joel has chosen Theatre as his Multiple Pathways strand. Second period is his theatre class, which is World Theatre AB. Today Joel and his scene partners are working on their adaptation of “The Llama’s Tale,” for an assembly performance. Yesterday his class walked to a nearby elementary school to read folk tales and myths to first-graders in small groups. Today, they will talk about what parts of the stories the young children responded to most, and brainstorm ways to incorporate audience participation into their folk tale performances for the assembly. His scene partners have decided that, since “The Llama’s Tale” is a story of a great flood that reaches to the highest peak in the Andes Mountains, they will have their audience help make the waves with blue fabric and vocal sound effects.

Joel eats lunch in Mr. Ramirez’s classroom today because there is a meeting of a community service club he has joined, and Joel is taking part in planning for their club team to run in a 10K race.

After lunch, Joel goes to his Advisory class. The topic for the day is “What is on the SAT test and how should I prepare?” After a brief overview from the teacher, the students work in small groups with laptop computers to research and make short reports out to the class about the test’s components and skills tested. Students discuss what they will have to do prepare for admission to a university.

Today in third period, Algebra Readiness, Joel and his classmates are coaching each other for their test to progress to Algebra I. The teacher coaches them as they make their own flash cards, write and rehearse chants to help them remember the concepts, and create posters that illustrate the ideas they have mastered this quarter. Each group of four students has taken responsibility for a different method of reviewing the essential concepts that they learned. The class makes a plan for studying for the test.

Fourth period is Biology. The class is working on genetics, and Joel is eager to help his group present their poster on inheritance of eye color, explaining dominant and recessive genes. As the Theatre student in the group, Joel has taken responsibility for directing his group’s presentation, and he is proud that he helped his group use movement and music in their presentation to their classmates.

Fourth period is the last one of the day for some students, but not for Joel. He loves to work with sound and music equipment, and he has enrolled in a fifth period class with the school’s Career and Technical Education teacher to learn how to set up the portable sound system in the outdoor theatre. Joel learns how to set up and monitor wireless microphones. Fifth period is over at 4:30 pm.

Before Joel goes home, he visits the campus library/learning center to meet with his mentor, a Cal State LA student. They log onto the school website to check Joel’s grades, attendance and homework. His mentor shows him how to print out a one-page report for his parents on Joel’s progress in school, and reminds him to read for 30 minutes at home as part of the Two Million Words Reading Challenge.

d. Education Plan:

Serving At-Risk Students: Intervention will be included in the school day for all students needing support in basic literacy and numeracy skills, or in the habits of mind and study practices required for

academic success. Parents, teachers, and administrators will share responsibility for helping students excel on state and district-mandated tests. **Grade level assessments using a variety of formats will be developed by teacher teams in course-alike and interdisciplinary groups.**

Professional development: Performing Arts, English and History/Social Science teachers will enter into a multi-year commitment to professional development and curricular planning with the **Humanitas Program, administered by the Los Angeles Educational Partnership.** Mathematics instruction at the level of Algebra I and Geometry will develop new curricular strategies in conjunction with the LAUSD Math and Game Design pilot program at Crenshaw High School. Science instruction will emphasize hands-on, inquiry-based learning opportunities for all students, with enrichment and experiential learning strategies available to students at all skill and achievement levels. The Performing Arts program will emphasize critical thinking and creative expression as the primary habits of mind student artists must develop through daily practice in their specific arts disciplines.

e. Community Impact and Involvement

Meeting Educational and Cultural Needs in East Los Angeles: East Los Angeles is presently an underserved community in terms of the performing arts. Although geographically close to the downtown corridor of major arts institutions (LA County Music Center, the Museum of Contemporary Arts), most students here have had few opportunities to access these cultural treasures. A small number of high quality community-based arts organizations in East Los Angeles provide performances and arts education in schools and public venues. ELAPAA is designed to provide a cultural hub for the community, and a structure for deepening the connection between the children of East Los Angeles and its neighboring arts organizations, especially the East LA Classic Theatre.

Involving the Community In Our Work: Extensive consultation and discussion of plans for the school have been undertaken with students, parents and community organizations. These efforts include:

- “Re-designing high school with teens in mind” -- Student brainstorming sessions conducted at Garfield High School on October 8th and 10th, 2009;
- Student-designed and administered surveys, with analysis of results and discussion among parents, teachers and students of Garfield’s Performing Arts Academy in January, 2010;
- Garfield High School community partners meeting, October 26th;
- Meetings with neighborhood and family organizations, arts education and civic community partners to discuss collaboration opportunities throughout November and December 2009.

Information and ideas gathered from students, parents and community arts organizations have been incorporated in this proposal. [Specific data is attached in Appendix 8.](#)

The community’s greatest need, however, is for a school that provides avenues to academic and career success for all students, strategic support for students with below-grade level academic skills, and a truly engaging curriculum. High rates of failure in ninth grade, with the resulting failure of many students to graduate on time and ready for college and career – these long-standing problems constitute an emergency situation in East Los Angeles, which the pilot school model is designed to remedy.

f. Proposed Governance Model:

The East Los Angeles Performing Arts Academy will be a pilot school, using pilot school governance and leadership structures, led by a principal working in close collaboration with the school’s Governing Council, in addition to the Compensatory Education and English Learners Advisory Councils. A Community Advisory Council, composed of community members and arts education leaders, will be consulted regularly on the school’s direction and philosophy. The school will use a distributed leadership model, with the Counseling Coordinator, Academic Lead Teacher, Performing Arts Lead Teacher, and Grade Level Team Leaders taking substantial responsibility for designing curriculum, monitoring student progress and developing school programs.

The Leadership Team for the East Los Angeles Performing Arts Academy: The résumés of the founding teachers demonstrate that they have considerable experience with precisely this student population in East Los Angeles. All are currently teachers at Garfield High School, and have shown commitment to serving students in impacted, urban schools. [See Appendix 6.](#)

g. Fiscal Plan: Aligning Budgets to the Mission, Vision, and Strategic Development of the School
The estimated per-pupil budget for Pilot Schools is \$4,000. With a projected enrollment of 372 for 2010-2011, the school's budget will be approximately \$1.5 Million. LAUSD directly funds special education, Maintenance and Operations, and other district services. The school site budget must cover instructional materials and supplies, salaries and benefits for teachers, the counselor, clerical staff, the principal, a portion of the campus-wide custodial staff, and a percentage for a classified fiscal and operations manager to provide services related to the school's physical plant, student activities, and the sports program. All funds over which the school's principal and governing council have discretion will be spent on programs that improve student achievement, professional development on arts integration, culturally relevant and responsive education and Response to Intervention and Instruction strategies. **For example, funding an "Extra Scoop" of writing instruction for students who need to develop their writing skills might involve a collaboration between an English teacher and the East LA Classic Theatre's "Literacy Through The Performing Arts" program, ensuring high engagement of students and resulting in improved skills and a performance for parents and peers.**

2. Curriculum and Instruction

a. Curriculum Map and Summary:

East Los Angeles Performing Arts Academy students will progress through a developmental sequence of performing arts courses, complete A through G coursework to qualify for university admission, and engage in substantial group and individual interdisciplinary projects during their four years in high school. [Sample course matrices for all four grade levels are attached in Appendix 2](#), detailing course scope and sequence, curricular strategies, instructional materials, and targeted support for students in need of intervention. The 4x4 bell schedule and academic calendar permits all students, including English learners and those with special needs or academic skill deficits, to participate in the performing arts program. Visual arts and media arts standards and instructional strategies will be integrated within the English and History/Social Science courses through the Humanitas Program.

Education Plan -- Preparing Learners for the Demands of the 21st Century In order to be prepared for the rigors of the 21st century, students must develop strong written communication skills, the ability to creatively problem solve, the ability to work collaboratively, and the ability to transfer learning from one context to the next. The East Los Angeles Performing Arts Academy will ensure that students attain these fundamental skills through a rigorous academic and extracurricular curriculum that leverages the resources of the East Los Angeles community. Students will have the opportunity to choose their own academic path and be challenged by a Humanitas interdisciplinary, inquiry-based program that draws from and contributes to the community. 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).

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

Multiple Pathways: Value Beyond School The East Los Angeles Performing Arts Academy will be a part of a community of small schools that includes the East Los Angeles Renaissance Academy, The Esteban E. Torres School of Social Justice and Leadership, the Humanitas Arts and Technology Academy, and the Golden Eagles School of Engineering. As suggested by their names, each school will follow a specific academic/social theme that guides its curriculum, offering Multiple Pathways for incoming students. The themes have been selected for their relevance to modern industry needs, social concerns, and

community interests. Students will have the option to select a school that most suits their interests and aligns with their career aspirations. They will engage in internships and job shadowing, access mentors in relevant professions, and become involved in field-specific, local university and college programs. Studies show that career-focused learning increases student retention rates and that students respond best to authentic instruction that asks them to apply learning to real-world concerns. The Multiple Pathways model of the five themed schools will allow students to explore their field of interest and build their skills for their future college and professional success.

Teacher-Developed Curriculum: Interdisciplinary and Inquiry-Based Instruction Student learning improves when it revolves around complex tasks, disciplined discourse, and inquiry (Newmann & Wehlage, 1995, Corcoran & Silander, 2009). At the East Los Angeles Performing Arts Academy, Humanitas teacher teams will collaborate to create interdisciplinary and inquiry-based curriculum that challenges students to synthesize their learning across multiple disciplines, especially English Language Arts, History/Social Science and the Performing Arts. These teams will use backwards-planning to develop standards-based educational plans that enable students to apply their learning in one academic subject to learning in other academic subjects. Students will be asked to think about the essential questions concerning humanity and apply those questions to each discipline. Classrooms will be lively environments that encourage creativity, active engagement, and discovery, placing learners from varying educational backgrounds on a level playing field. All courses will be A-G aligned in order to increase each student's post-secondary options for further education at junior colleges, universities, arts conservatories or technical colleges.

Humanitas teacher-developed interdisciplinary curriculum will not only improve student performance through increased engagement and rigor, but will also increase teacher investment and peer accountability. Additionally, studies show that student performance improves significantly when teachers have a shared vision. To ensure continuous improvement of the curriculum as well as professional development, Humanitas teachers will regularly work with their teams to reevaluate their curriculum content for relevance, rigor, and creativity.

The Community School Model Student success relies on the ability of adults to create a nurturing, safe, and supportive learning environment. Community Schools are centers of the community where students and their families come to learn, give and receive support, and engage positively and productively with one another. Integrating academics, health and social services, and youth and community development, Community Schools strive to improve student learning and build healthier communities. Students, teachers, families and community members work together to design and implement programs that promote academic achievement and positive social development (CommunitySchools.org).

Community Schools across the country are achieving significant gains in both academic achievement and social development (Dryfoos, 2001). These schools are demonstrating improvements in reading and math test scores and sustained increases in student attendance. Many also report reductions in rates of substance abuse, teen pregnancy, and disruptive behavior in the classroom. In addition, community members have described marked improvements in health care and safety within their neighborhoods.

The Community School model is particularly well-suited to meet the needs of the underserved community of East Los Angeles. On the Esteban E. Torres campus, the five small schools will be unified by their common access to numerous community facilities and programs that will help to improve the physical and mental well-being of the students. The community, together with teachers and on-site staff members, will work to enrich the lives of students by providing access to fundamental services that many students from this neighborhood lack: medical treatment at a full-service health center, psychological counseling, and college-preparation through relationships with local colleges and universities. Students will also have access to Los Angeles' rich cultural opportunities through the schools' partnerships with museums, theatres, concert halls, cultural centers, and arts-centered non-profit organizations. These support services and relationships with community organizations will provide

a network that will allow students to thrive and reach their full potential. Assisting first-generation students gain access to college is an endeavor that must be shared by the entire community.

Special Education Curriculum Maps: LAUSD provides curriculum maps that are defined and guided by position papers for standards-based diploma track students. Diploma track students utilize the same standards-based curriculum that general education students use. Success is assured through the layering of supports and services as needed within the Co-Teaching Full Inclusion Model. Additionally, targeted instructional intervention is provided in the school’s Learning Center using evidence-based methodologies and materials, for students identified as needing this level of support. This model is called the Resource Program Model.

For those students unable to benefit from a Full Inclusion Model, the next level of Least Restrictive Environment (LRE) is the instructional model referred to as Special Day Program (SDP). These classes typically have 15 students with 1 teacher and 1 paraprofessional, providing a low student-teacher ratio. Standards-based core instruction with scaffolding, accommodations and services are layered in as needed. Core Instructional standards-based materials are utilized and enhanced with supplemental materials, linked to the student’s present level of performance. Differentiation of content, process, and product may be employed to assure learning and achievement. Grouping is essential in this model for skill development and growth assurances with frequent monitoring and assessment. Classes are often departmentalized with SDP students moving from one Special Education Core Teacher to another. Electives are scheduled with general education population.

Those students receiving Certificates of Completion, and not on the diploma track, are considered to be on the “Alternative Curriculum.” Typically the Alternative Curriculum serves students with eligibilities within the range of MR, AUT, and OHI. Students receive instruction as outlined in the Alternative Curriculum and Community Based Instruction Guide Books. Additionally, Bul-4438.0 provides protocols and oversight for the community-based program. The CBI Program augments and enriches the Alternative Curriculum as a strategy.

b. Track Record of Proposed Curriculum:

The thematic, inquiry-driven, performing arts-based curriculum to be designed and implemented by the ELAPAA teachers is effective and appropriate for the proposed student population. Most of the Design Team teachers have extensive experience teaching at Garfield High School. They have expertise designing and implementing Humanitas curricular units for the target population. Interdisciplinary units are created using the Wiggins and McTighe backwards planning model, in which teachers identify desired learning outcomes, then assessments, and finally lessons to build towards the stated objectives. Beginning with focus standards, teachers develop thematic units that bridge disciplines and allow students to inquire deeply into their subjects.

Students in Humanitas small learning communities at Garfield and Roosevelt are achieving at levels higher than those for non-Humanitas students in the same schools, proving the effectiveness of this approach with this student population. The following data were 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 the higher achievement of 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	Attendance
	ELA	Math	Mean Scaled Score	
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>

	CAHSEE pass on first try		CST Eng Lang Arts	Attendance
	ELA	Math	Mean Scaled Score	
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	69%	61%	313	92%
<i>Non-Hum Garfield Track B</i>	<i>59%</i>	<i>56%</i>	<i>301</i>	<i>92%</i>
Garfield Humanitas Track C	85%	83%	317	93%
<i>Non-Hum Garfield Track C</i>	<i>72%</i>	<i>64%</i>	<i>316</i>	<i>94%</i>

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 the core academic standards and skills. Below is a summary of the research base on which Humanitas units are designed.

Curricular Component	Effectiveness with 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.	(Waxman & Tellez, 2002, Hertzog, 2005)
Differentiated Curriculum	Multiple texts and supplementary print resources, a variety of audio visual sources and interest centers are proved to be successful with students with special needs.	(Carol Ann 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, 2006/07) (Lee., et al., 1995) (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)

WASC: The ELAPAA teachers' instructional units 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). ELAPAA teachers will attend regularly scheduled evening professional learning sessions during the first year with the Los Angeles Education Partnership to prepare for accreditation.

UCOP course approval: All academic and elective courses offered by ELAPAA are approved by the UC Office of the President and therefore fulfill A-G requirements.

College Board: ELAPAA is a new school going through the application process for initial WASC accreditation and will be requesting a College Board number in year 1 to fulfill the requirements of our

AP program. Further, in addition to Advanced Placement courses offered during the regularly scheduled school day, dual enrollment college courses will also be available to students seeking greater challenges.

c. Addressing the Needs of All Students:

Students with Special Needs: ELAPAA 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. Research shows that students from all SES levels and education 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, teachers will provide students with special needs with more frequent monitoring for assurance of learning and behavioral progress.

In addition, our emphasis on student collaboration, focus on problem-based learning, and our commitment to multiple pathways 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). Finally, we believe that a focus on multiple pathways will increase the opportunities for our special needs students to expand their range of opportunities and experience by engaging in real-world learning. 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. **See Appendix 7 for additional information on plans to provide support for special-needs students.**

English Language Learners: ELAPAA’s 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 readers’ theatre, literature circles, simulations, 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 that will enable them to

master the California 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 in all their subjects, and be able to participate fully in all the educational and social aspects of their high school.

Students with interrupted formal education: The Counseling Coordinator and teachers will conduct extensive assessment of students' skills, identifying deficits and areas of strength, and will guide students to make an Individualized Learning Plan with the goal of successful completion of A-G college preparatory coursework and on-time high school graduation. Parents or caregivers will be involved in this process and school staff will seek community resources to support students' progress toward grade-level proficiency and college preparedness.

Gifted students: Students with special academic and artistic gifts are at risk for school failure and failure when their needs for accelerated learning opportunities and independent or self-directed studies are not accommodated by school structures. This new school's curricular focus, integrating arts into rigorous 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. Every effort will be made to support them through on-campus programs such as IMPACT, Bienvenidos mental and physical wellness programs, and the ELAPAA Advisory 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.

d. Accelerated Learning:

Identifying GATE students: Garfield and Roosevelt High Schools both have a GATE identification rate of more than 8%, (8.4% of the Garfield High School population was identified as gifted in 2009 with 8.4% of Hispanic students identified as gifted and 9.1% of the African-American students) which meets state and district goals, given the standards for identification and the expected percentage of Gifted, High Ability and Highly Gifted students within the total student population. The "search and serve" mandate for the school's GATE program will include searching for students with previously unrecognized gifts and talents in academic areas, visual and performing arts talents and in the areas newly delineated by LAUSD's GATE Office of general creative ability and leadership ability.

To promote the identification of students for accelerated learning activities, ELAPAA's 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.

e. Accelerated learning in the arts:

As a performing arts-focused school, one of the most important aspects of the school's accelerated learning plan is the offering of a developmental sequence of performing arts courses, with opportunities for individual and small group projects and advanced levels of study. Honors sections of English courses will be offered at the ninth and tenth grade levels, while AP English Language and AP English Literature

will be offered to eleventh and twelfth grade GATE students, and made available to any students who wish to challenge themselves in these college-level courses. AP Statistics will be offered annually, while AP Calculus may be offered every other year, depending on students' needs. Honors and AP sections of World History, U.S. History and Economics will be offered annually, while AP Government may be offered in alternate years. Honors and AP Biology and Chemistry will be offered annually, while AP Physics will be offered in alternate years.

Accelerated Language Arts opportunity unique to ELAPAA: The school will offer honors courses in Creative Writing and Modern Dramatic Literature by Years 2 and 3, respectively. These courses are currently available in LAUSD schools and are approved as A-G courses, but ELAPAA will have to submit a petition to UCOP for credit for honors versions of these two courses during its first year. Considering the interests and talents of students likely to enroll at ELAPAA, offering unique honors English electives in their areas of interest is an appropriate way to support development of their academic abilities.

Increasing minority students served by GATE and AP program: The overwhelming majority of the students served by public schools in the Garfield Zone of Choice are Latino, so the overwhelming majority of the students in ELAPAA's honors and AP classes will necessarily be Latino. Approximately 33 % of Garfield Zone of Choice students are English Learners, and approximately 10% are students with special needs. We will make sure that LEP students and students with IEPs are offered full access to honors and AP courses, and that AP teachers include scaffolding strategies appropriate to support LEP students and special education students. ELAPAA teachers will use differentiation such as supplemental assignments, multi-media projects, and inquiry beyond the general assignment for all students, especially those served by the GATE and AP program. The three-tiered RTI approach combined with the 4 by 4 schedule will have the flexibility to meet the needs of our students' various gifts and talents.

We anticipate that 85% of students enrolled in AP classes will be low-income, and 99% will be Latino, thus increasing the enrollment of these groups in AP classes. The table also shows our AP enrollment estimates for English learners, standard English learners and students with disabilities.

AP Course	Total enrolled	SEL	ELL	Students w/Disabilities	Gifted	Low-income = 85% of total
World History	33	20	5	3	13	28
American History	33	20	5	3	13	28
Government	33	20	5	3	13	28
Economics	33	20	5	3	13	28
English Literature	33	20	2	3	13	28
English Language	33	20	2	3	13	28
Spanish Language	43	15	15	3	13	37
Biology	28	15	8	3	13	24
Chemistry	28	15	8	3	13	24
Calculus	20	5	3	3	10	17
Environmental Science	28	15	8	3	13	24

Supporting Talented Students – The Neglected Piece of the Gifted AND TALENTED Puzzle: We will undertake an aggressive identification effort to prepare students with visual and performing arts talents for the Talent Audition and Assessment process administered by LAUSD's GATE Office. Minority students, students with limited English proficiency and students with special needs are under-represented in the Talent portion of GATE throughout LAUSD, particularly Latino students. We will set a goal of identifying 15% of students in each grade as Talented, with appropriate enrichment in place to serve their needs for advanced opportunities to develop their talents.

Evaluating effectiveness of strategies and enrichment programs: ELAPAA will use data from multiple assessments, including quarterly student surveys, grades, annual parent surveys, AP test scores, and periodic assessment results in honors and AP courses to evaluate the efficacy and quality of the strategies used. This data will also be used to annually evaluate and revise the array of Honors, Advanced Placement and advanced levels of performing arts classes offered.

Specific Strategies and Services Offered to GATE Students:

- a. Honors and AP courses
- b. Enrichment through project-based learning and arts partnerships
- c. GATE Council, with parents, teachers, students and community representation
- d. Dual enrollment facilitation with ELAC and Cal State LA
- e. Specialized college counseling through GEAR-UP, KnowHow2Go and Posse Foundation

Levels of Growth Expected from These Strategies: All students are expected to grow to meet their individual learning goals as documented in their Individual Learning Plans (general education) or Individual Education Plans (special education). ELAPAA expects an increase in timely, successful completion of coursework and graduation as detailed in the Achievement Accountability Matrix in Appendix 4.a.

f. Instructional Strategies:

ELAPAA will use instructional strategies that will create a lively, rigorous, and supportive learning environment for all students, with an emphasis on using kinesthetic learning strategies drawn from the disciplines and practices of the performing arts. Our experience, as well as the work of highly respected researchers (see section 2b), emphasizes that authentic, collaborative, problem-based, inquiry-driven, backwards planned interdisciplinary instruction is effective with students of poverty, special needs, gifted, English learners, and standard English learners. We firmly believe that all students have a right to engage in exciting learning; therefore, students across all populations engage in our core instructional practices. These students are successful because all teachers on a grade-level team work collaboratively to differentiate instruction to meet the needs of all learners. Teachers know their students well and they know how to create learning that builds upon each student's strengths in order to guide them in achieving academic success.

Authentic instruction has been proved to motivate both at-risk and gifted students because it allows students to see how what they are learning in school relates to the real world. Research shows that struggling students need to see concrete paths to college and career and accelerated students need to see proof that what they are learning matters in the real world. According to research, **collaborative learning** works best for SEL, EL, and students with special needs. All three of these populations build confidence by improving their ability to collaborate by developing stronger interpersonal communication. This approach also helps build academic language acquisition and it values the unique contributions of all learners.

Problem-based instruction engages students in higher-order thinking skills. It puts the teacher in the role of facilitator as students investigate and apply potential solutions. This instructional strategy is effective with all student populations because it builds off of their prior learning and expands their capacity to think creatively—a critical 21st-century skill.

Inquiry is at the core of all Humanitas instruction and is supported by our own experience and research. We are preparing students for college, career, and active citizenship, and that requires deep critical thinking. We use critical thinking in analyzing performances, text-based dialogue, and scientific investigation to engage students in higher-order thinking.

Backwards-planned, interdisciplinary instruction is essential for creating the conditions for cognitive resonance, which allows students to see patterns and make connections from one class to the next. This

instruction is organized thematically, which enables students to construct knowledge themselves. All of these research-based strategies have worked well with our students because they are culturally relevant. This is because they build on and value prior knowledge, or, in other words, the learning that has taken place in the home, the community, and in previous academic settings. Individual student backgrounds are honored and depended upon to create supportive learning environments that positively reinforce the contributions of their parents and caregivers.

Research-based Curriculum and Instructional Strategies for an Effective Special Education Program

Research tells us that students with Specific Learning Disabilities, the largest group of learners with Special Education Eligibilities, will benefit from strategies employed through the delivery of Content (what they learn), Process (how they are learning it), and product (how they demonstrate what has been learned.). These strategies differentiate the learning, capitalizing on student strengths in preferred modalities. Strategies include such techniques as chunking of materials, presenting in smaller parts, using graphic organizers, think sheets, high-lighters, reference sheets, the pre-teaching and re-teaching of major concepts, grouping and clustering, as well as accommodations and supports as specified in students' IEPs.

Additionally many intervention materials have been designed for SLD students and are specifically designated for use in the learning Center. Some of these materials include Algebra Rescue, 6-Minute Solution for fluency skills, Rewards Reading Program for decoding and fluency, Solo software tools for writing, Academic Workout for standard based language Arts, and Makes Sense Strategies, an array of Graphic Organizers and Think Sheets. For a detailed list of strategies, see Appendix 2.

3. School Culture and Climate

As an internal applicant, the East Los Angeles Performing Arts Academy will adhere to Article IX- Hours, Duties and Work Year, Article XXIV- Student Discipline and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements, unless and until the pilot proposal process has been successfully completed and the school is designated as a pilot school governed by the LAUSD-UTLA "thin contract." Only those areas covered by the "thin contract" will be considered for adaptation and autonomy through the collaborative crafting of the school's "Elect to Work" agreement.

a. Description of Culture:

The school culture and climate of East Los Angeles Performing Arts Academy will adhere to the relevant articles of the LAUSD Collective Bargaining Agreements. The founding teacher team will establish a small pilot school enrolling 450 students who will 1) be transferred from Garfield and Roosevelt high schools and 2) who will matriculate from Belvedere, Griffith and Stevenson Middle Schools, and any other schools identified by LAUSD as eligible for enrollment in the Garfield Zone of Choice. To establish a cohesive small school from these disparate sources, we have identified five essential principles of the school culture and climate:

1. **Excellence in Academics, Arts and Citizenship.** The academy expects excellence in academic achievement, artistic performance and conduct. These expectations are well-defined, measurable, and apply to everyone in our school community. All members of our school community are responsible for strengthening a culture that values achievement.
2. **Our School = Our Responsibility.** Students, parents, teachers and staff choose to join this school community. We are all committed to supporting the school's ideals and objectives, and to supporting our students' achievement.
3. **Opening Doors to Learning Takes Time.** Extended learning opportunities, both within and beyond the school day, give students extra time to build the academic knowledge, real-world skills and creative habits of mind that will enable them to succeed at college and in their careers.
4. **Results Drive Decisions.** The academy examines assessment results frequently, and uses student achievement data to build students' skills and knowledge, with the goal of preparing all students for success at college and in their careers.

5. **We Serve Our Community As Performing Artists.** Students design and present performances that serve and speak to our community, its history, culture and aspirations.

The East Los Angeles Performing Arts Academy will promote a positive academic environment through a high quality instructional design and constant monitoring of students' responses to instruction and intervention. Lessons planned with accommodation for diverse learning styles, engaging activities and strategies that support full participation of all students will help us to build and maintain an accountable culture. Positive language will be used in delineating behavior expectations, and in guiding students to achieve appropriate conduct at school and in all school-related activities. Learning to be a contributing member of a dance ensemble or to be a good band-mate will be explicitly tied to learning to be a good citizen of our school community. We will promote a positive social environment through an instructional emphasis on team-building, not as an activity that we do in the beginning of the year, but as a constant, necessary underpinning of all classroom learning, school projects and social events.

In the performing arts, artists can rehearse a scene, song or dance routine by "marking it," meaning that they are just going through the motions, or they can give the rehearsal the same energy and commitment as if it were an actual performance, which is called "working in performance conditions." Throughout students' daily classes and after-school activities, we will explicitly require students to work in "performance conditions," giving their best effort and full attention to the task. All staff, faculty and parents will be asked to work in "performance conditions" to support students' personal, academic and artistic achievement. This is an example of how we can find a unique way of building a common language that teaches and promotes high expectations and ethical behavior.

Students will be motivated to achieve in the areas of character, ethics and integrity by progressing through stages of responsibility within our school community. All students will have opportunities to take on leadership roles and initiate school-wide and community arts projects. Students who uphold high standards for conduct or who show greatly improved conduct through their work will advance to greater responsibilities and school-wide recognition of their achievements.

b. College and Career Readiness:

Students will qualify for promotion to the next grade level by:

Ninth grade -- successful completion of 55 credits and 40 hours of service learning

Tenth grade – successful completion of 110 credits and 50 hours of service learning

Eleventh grade – successful completion of 165 credits and 60 hours of service learning

Seniors qualify for their diplomas by completing 240 credits and a total of 200 hours of service learning over the course of their four years of high school, a senior project and a senior portfolio. [For A-G college preparatory course sequences in all three major focus areas, please see Appendix 3b.](#)

As a foundation for college and career readiness, the ELAPAA team is committed to building a thoughtfully designed and effective articulation plan with our primary feeder middle schools, Belvedere, Griffith, Stevenson and Hollenbeck. Based on LAUSD's achievement data, middle school is where the process of building college and career readiness must begin for our students. Our students are more likely to succeed in high school if we ensure that students understand what it would be like to attend the East Los Angeles Performing Arts Academy, and minimize the incidence of student or parent-initiated transfers among the pilot schools on the Esteban E. Torres High School campus and within the Garfield Zone of Choice. Finally, high school educators must take active steps to make sure that incoming students are prepared for high school, communicating the higher expectations for active participation in class projects, opportunities for independent, self-directed tasks, and college preparatory focus that await them at the high school.

A multi-pronged approach to articulation with middle schools will include:

- **“Shadow Day” for eighth graders interested in the performing arts**, during which eighth graders may shadow a ninth or tenth grader at ELAPAA to experience the schedule, subjects studied and higher expectations of high school;
- **parent education seminars on arts education and planning for college** for ELAPAA families and parents of incoming eighth-graders;
- **performances and workshops for middle school students** by ELAPAA students, as part of helping middle school students begin to choose a pathway for their high school education; and
- **sharing advisory curriculum** on post-secondary study and career options in the performing arts and related fields with middle school teachers.

During students’ years at ELAPAA, they will be guided in devising their individual education plan, including choosing a specific high school pathway or major with college preparatory courses, volunteer and internship assignments, development of a college and professional portfolio, colleges and universities to be targeted for admission during the senior year, and financial planning for families to support their children’s goals. The planned program for building our students’ preparedness for college and career options includes the following:

- **Daily advisory program**, with a curricular focus on study skills and preparing for college;
- **Annual professional development** for all teachers on college and university admissions procedures, options and expectations;
- **Trained bilingual parent college advisors**, available for families to consult with at Open House, Back-to-School and other school events;
- **Field trips to universities and arts conservatories at least twice per school year for each student**, with opportunities to observe classes, meet professors and students, and take part in performances as audience or performer;
- **Peer Mentor Program**, with juniors assigned to mentor ninth graders on the transition to high school, and seniors mentoring tenth graders on the college preparation and application process;
- **Annual performing arts career days, with professional performing arts unions, employers, artists and non-profit arts organizations participating, along with performing arts and film-making programs from junior colleges, vocational/technical colleges and performing arts conservatories.**

Helping Special Education Students to prepare for College and Career Readiness

All Special Education students have **Individual Transition Plans (ITP)** included in their IEP at age 14. These plans assist students in exploring the array of career options and set goals for skill acquisition linked to career and work. At the completion of their course of study and at graduation, a specially designed document is prepared called the **“Summary of Performance” or SOP**. This document provides the road map for receiving post secondary institutions and allows colleges, community colleges and universities to plan for accommodations, and will link student to services that will support their success.

Many students will begin to attend skill and occupational centers in their senior year which receive the support of special education teachers in core instructional areas. Our site will link to all District job training programs and we look forward to participating in new pilot programs being written for the school year 2010-11. For students with Multiple Disabilities, Regional Centers are encouraged to partner and plan with us for student access into programs designed for Adults with Disabilities.

c. School Calendar and Bell Schedule:

East Los Angeles Performing Arts Academy will be on a 4x4 modified schedule with a daily advisory period. On this schedule students take four classes that meet in 80-minute blocks everyday for one half of the school year. The schedule is repeated the second half of the school year. At the end of the school year, students complete a total of sixteen semester courses as opposed to twelve, as would be the case on the traditional period schedule. As a result, students have the opportunity to take all A-G requirements for entrance into University of California, California State University, and private colleges, while still allowing them to pursue expanded elective opportunities that best meet their academic goals and career interests. This schedule allows students to take fewer academic classes at any one time, thus providing the flexibility to pace curriculum in a more individualized fashion.

A ten-minute passing period is scheduled between period 1 and period 2 to allow students a restroom and locker break. The bell schedule and academic calendar we plan to use provides increased instruction time, which is a strong indicator of student achievement. ELAPAA plans to use this extra time to engage in effective pedagogy and academic engagement through arts integration. For the first year of its operation, ELAPAA will have 180-day calendar, with each quarter nine weeks long. In future years, the school year may be lengthened to 190 days, with a two-week arts-based intensive intervention session at the start of the school year.

Regular Day Bell Schedule: Accounting for Instructional Minutes

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes
Breakfast	7:50am	8:15am	N/A	N/A	N/A
1 st	8:20am	9:40am	80	10	90
2 nd	9:50am	11:10am	80	5	85
Lunch	11:10am	11:50am	0	0	0
Advisory	11:55am	12:35pm	40	5	45
3 rd	12:40pm	2:00pm	80	5	85
4 th	2:05pm	3:25pm	80	0	80
TOTAL MINUTES			360	25	385 (Required 377)

The 8:20 am start time allows teachers to attend Professional Development in the mornings when they are most productive. They can also meet additional mornings from 7 am to 8 am, as needed, or after school on PD days. Studies also show that adolescents do better in schools with later start times.

See Appendix 3c for Academic Calendar and Bell Schedules for Professional Development/Banked Time Days and Minimum Days.

d. Extracurricular Activities:

We will work with LAUSD Secondary Instruction Services and Beyond the Bell to develop a program of engaging activities for our students, with ample opportunities for family and community involvement. We will maintain a compelling and dynamic athletic program. In lieu of a football team and in keeping

with our performing arts focus, we will offer programs that encourage students to join in competitive dance teams, including contemporary and hip hop dance. Under the guidance of design team member Andrea Martinez Gonzalez, ELAPAA will also offer students the opportunity to participate in an unparalleled folklorico dance program. Additionally, we will collaborate with the other small schools on the Torres campus to support a broad range of athletic, performing arts and social events.

Informing students of extracurricular opportunities: ELAPAA will collaborate with the other small schools to offer a campus-wide orientation program, in addition to our small school orientation presentation and activities via dynamic, multi-media presentations on campus safety, security, and school culture, including the campus mascot, the legacy of Congressman Esteban E. Torres, the common, campus-wide athletic programs and cultural activities at the start of the new school year.

Co-curricular activities unique to the East Los Angeles Performing Arts Academy: During the fourth quarter of the school calendar, ELAPAA will invite the other four small schools on the campus to collaborate on a culminating festival of learning, with student projects, art installations, film screenings, and performances. We are intent on establishing new traditions with meaningful milestones with the involvement of students and their families. Teachers, students and community partners will work together to produce a variety of performances throughout the school year. See Appendix 3d.

Interscholastic Athletic Activation: The five small schools' Principals will analyze the athletic facilities that are deemed safe and adequate for competition to determine the athletic programs most appropriate for our campus. To this end, they will consult with students, teachers and families to determine which sports will garner the greatest level of participation and support. The Principals will also meet with all appropriate LAUSD offices and officials, including but not limited to School Occupancy Transition Unit (SOTU) and Director of Interscholastic Athletics, to determine sound protocols re: budget, safety, and transportation issues. See Appendix 3d.

Student Participation: Interscholastic sports teams composed of boys, girls, and/or boys and girls shall be conducted in accordance with the CIF-Los Angeles City Section Bylaws. Girls' interscholastic sports teams shall be conducted according to these CIF-Los Angeles City Section Bylaws, including certain additional rules and modifications pertaining to girls' sports teams and mixed (co-educational) sports teams. See Appendix 3d for additional details regarding athletic team designations.

e. Creating and Maintaining a Safe and Respectful Campus:

It is the philosophy of ELAPAA that every student has the right to be educated in a safe, respectful and welcoming environment. Every teacher has the right to teach in an atmosphere free from disruption and obstacles that impede learning. At ELAPAA, this will be achieved through the implementation of a consistent school-wide positive behavior support and discipline plan. Our discipline plan will be consistent with the District's *Culture of Discipline: Guiding Principles for the School Community* (Attachment A BUL-3638.0) and *Culture of Discipline: Student Expectations* (Attachment B BUL-3638.0).

School-wide commitments: The design team for ELAPAA has agreed on the following as a foundation for our individual school's plan to establish a safe and respectful campus:

- **Engage students as leaders in supporting a safe and respectful campus.** Students will educate each other and promote the understanding and acceptance of campus safety and behavior standards **through regular presentation of student-written plays, comedy sketches and songs about campus rules, safety issues and school policies at orientation assemblies.**
- **Dress code, transitioning by spring of 2011** (with student and parent input and support) **to a uniform policy**, in compliance with California Education Code and LAUSD guidelines.
- **Professional appearance expectation** for all certificated and classified staff.
- **Secure campus**, with all school personnel and students required to wear school ID daily.

- **Discipline policies linked to student support services**, with emphasis on rapid response and a team approach to students exhibiting disruptive or dangerous behaviors.
- **Emphasis on community building and collaboration throughout instructional practices in order to minimize student discipline problems.**
- **Emphasis on instructional planning for high engagement and inclusion of multiple learning modalities**, especially the kinesthetic, as a means of establishing and maintaining a low rate of referrals for discipline problems.
- **Close coordination with campus police** and all staff regarding safety and discipline concerns.

Stakeholder Roles in Assuring a Safe and Respectful Learning Environment

TEACHERS ELAPAA teachers must conduct themselves and structure their classroom communities so as to provide a safe and respectful learning environment for all students. This commitment includes both comprehensive and effective lesson planning and instruction, and establishment of a positive classroom environment with clear expectations for student behavior. Teachers will not merely model appropriate behavior, but engage students creatively to promote student ownership of positive behavior norms and protocols. See Appendix 3e.

OTHER SCHOOL STAFF All ELAPAA staff, including administrators, counselors, coaches, Para educators, office staff, and custodial staff are also expected to conduct themselves and perform their duties in a manner that supports a safe and respectful learning environment.

STUDENTS ELAPAA students will be familiar with all behavioral expectations and must take responsibility for their own learning and their behavioral choices. They will be expected to abide by these guidelines in all that they do on the school campus in order to create a peaceful and productive learning environment.

PARENTS Parents at ELAPAA will be informed of the school's expectations for student behavior and related consequences, and be invited to participate as volunteers in school efforts to promote a safe and respectful learning environment. See Appendix 3e.

PLAN TO ADDRESS SAFETY AND DISCIPLINE ISSUES

ELAPAA will maintain a specific, detailed CODE OF CONDUCT that incorporates a plan of Progressive Discipline in line with LAUSD Behavioral Code of Conduct as per BUL-3638.0 See Appendix 3e.

Discipline Plans for Special Education Populations: Students with disabilities often experience behavior problems as part of their disability. Many students may respond to frustration levels inappropriately. Lower tolerance levels for anger management and the misreading of social cues may manifest as Behavior Management Problems. Positive Behavior Support Plans, as part of the IEP, will identify student triggers and teach replacement behaviors, allowing for appropriate response to challenging situations. All faculty and staff who instruct and/or serve students with special needs will have specialized training to promote positive behaviors with their students. See Appendix 3e.

While we rely on LAUSD policies for guidance and Local District 5 support for implementation of those policies, we recognize that a safe and respectful campus will be established through daily actions of teachers, administrators, staff, students and families. Frequent, open communication about safety and behavior concerns and a culture of respect and collaboration among all school community members are the best ways to build and maintain a safe campus environment.

- g. **Meeting the health care needs of chronically ill students, including students who have Section 504 Plans and IEPs.**

All staff will be advised by site nurse of any and all health/medication issues that students may have. Health-care professionals will have student treatment protocols on file for reference. Students with 504 plans will have administrative review on an annual basis to assure teacher knowledge of condition and accommodation. Physical Education teachers will closely monitor all students with physical conditions and adapt the PE program to accommodate these students. All students will receive a health assessment at the time of their 3-year review for special education eligibility, or at any time if changes in behavior, motivation or endurance warrant concern.

h. Meeting the Nutritional Needs of All Students:

The East Los Angeles Performing Arts Academy will have a bell schedule that includes a breakfast period that continues up until the tardy bell for the first class of the day. In order to ensure that students have access to a nutritious breakfast and lunch, we will work with our classified staff to create a satellite distribution system so that both meals are served from multiple locations. In addition, we will support development of a school policy that encourages students and teachers to eat together and to place a high priority on nutrition as a necessary first step toward being ready to learn each day. Lunch will be served for forty minutes each day, and we plan to negotiate with the LAUSD food service program for basing menu offerings on student preferences. A safe, orderly and relaxing lunch period will be maintained by adhering to a staggered lunch schedule with the other small schools on the campus. As part of the pilot school elect-to-work agreement, teachers may have a rotating lunch supervision responsibility, or may choose to do informal lunch supervision through lunch period club meetings.

4. Assessments and School Data

a. Educational Goals and Metrics:

Our school's quantifiable achievement goals are aligned with LAUSD target metrics. These goals include increasing performance assessment scores by 10% and graduation rates by 8% annually for the next five years. We also aim to increase college matriculation rates by 5% each year. We will achieve our goals by reviewing metrics for each of the accountabilities on a quarterly basis and using them to guide our decision-making. Our faculty will be trained to analyze assessment data with their horizontal teacher teams to address the developmental needs of each individual student and adapt their lessons accordingly. School administrators and staff will also use these metrics to modify and improve administrative strategies and policies to best suit the needs of all our students. In addition, our school's vast array of extracurricular opportunities with the Torres Community School Partner organizations will foster an engaging academic environment that motivates and supports our students' success. [See Appendix 4 for Accountability Matrix.](#)

b. Student Assessment Plan:

In ELAPAA, the primary purpose of our assessments is to benefit our students. Content mastery can only be achieved when students are engaged in work that is meaningful and assessments that matter. Our standards-based assessment plan motivates students by valuing and building upon their skills, abilities, and knowledge. Our students choose to put effort into their California Standards Test because their prior experience with authentic assessment has contributed to their personal and academic confidence.

As is shown in Appendix 4b, the Annual Assessment Calendar for each grade level, our students are given multiple forms of assessment that show that their teachers value all learning styles, and the continuous use of formative assessments allow teachers to remain focused on individual students. Explain that teachers will use the results of formative assessments to design differentiated instruction...

Assessments are vertically planned as a whole school to address the developmental needs of our students. Grades 9 and 10 focus on developing the foundation that will place students on solid ground as assessments grow increasingly complex. The formative and summative assessments at this level prepare students for the rigors of those in the upper grades. As shown on the assessment calendar, the

types of assessments are largely the same, but the expectations for student performance increase as the content becomes more challenging. For example, our students encounter their first interdisciplinary essay in grade 10. Developmentally and academically, they are prepared for the rigor of this assessment that asks them to analyze, synthesize, and evaluate content from all thematically linked courses. They build upon this skill in grade 11 and master it by grade 12 so that they are fully prepared for the rigors of college-level writing.

We also place a great deal of emphasis on authentic assessment, which engages students in real-world learning. Students collaborate with teachers and peers to design creative assessments, moving beyond tests and term papers, into real-world projects and performances involving dance, music and theatre. Our students are assessed on their ability to think as scientists who use mathematics, creative problem-solving, and synthesizing skills; to think as artists who know that problems can have more than one solution; and to think as civically responsible citizens who analyze situations and transfer learning from the classroom to the real world. Our assessment plan prepares students for the demands of the 21st century by reinforcing the importance of collaboration, effective communication, creative problem solving, and the ability to transfer learning from one context to the next.

Major performance assessments in the performing arts will be administered regularly, involving long-term performing arts projects and using multiple means of assessment, such as portfolio, criteria charts, review panels and peer-designed and administered assessments.

Our community, including families and arts partners, will be involved in assessments of students progress, particularly in the area of service learning. Professional performing artists will assist classes working on career-themed and performance projects, and these experts, together with parent volunteers, will help judge and review end-of-unit presentations, performances and exhibitions of these service-learning projects.

The big goals for our students, from which all of our assessments must spring, and to which all of our assessments must lead, are college preparedness and career readiness. For this reason, our students will experience multiple modes of assessment throughout their high school years, to prepare them for the challenges of university study and post-secondary career programs.

Our educational goals and performance metrics are SMART, in that they are Specific, Measurable, Attainable, Reflect the Mission and Time-Specific. See Appendix 4 for Assessment details.

Our graduates are required to demonstrate that they have gained the skills, discipline and creative habits of mind necessary for college and career success through completion of independent and small group senior projects connecting the performing arts and community needs, using appropriate academic skills to research, prepare for and present the results of these projects to a panel of teachers, parents and community members before they can graduate. Our graduates will have strong competencies in oral presentation skills, writing, research, the discipline of practice and rehearsal, mathematical reasoning and problem solving, and scientific inquiry.

c. Data Team and Instructional Team:

Regular, collaborative, and timely review of pertinent data is essential to the ongoing development of a school. ELAPAA teachers will regularly participate in data-driven dialogue in order to create a climate of decision-making based on data, not assumptions and tradition. Close attention will be given to group development—in which educators pay close attention to task, process and relationships—to create a climate of trust and shared responsibility. Appropriate protocols and tools will be employed to guide purposeful inquiry into data. No matter the degree of comfort that any individual within the group has with data, collective focus is often difficult when there is no shape to conversation.

Teachers will engage in the Collaborative Learning Cycle, developed by Bruce Wellman and Laura Lipton, which is steeped in current understanding of adult learning. Each phase of the model promotes a specific type of thinking and interaction. The framework supports a learning environment in which participants engage with data and fellow learners ignite the processes of inquiry and problem-solving. The model draws on current thinking in the field of cognitive psychology, social psychology and instructional design. School administrators, classroom teachers and the counselor will learn these processes not only to be able to facilitate conversations around data, but to be skilled group members.

Teacher teams will meet regularly to assess school data. Both quantitative data and qualitative data

in the form of student performance data, program data, and community data will be used regularly as reflective and informative tools. The nature of the data and its audience will determine the frequency of the analysis and dialogue. For example, grade-level teams of teachers will meet weekly to discuss student progress and student work; content-area teams will meet quarterly to discuss students' performance on unit and periodic assessments; and the entire faculty will meet at least twice each semester to discuss standardized test results and their implications for teaching and learning.

Examples of Quantitative and Qualitative Data

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

The characteristics of the student population have remained constant over the past decade. Over 99% of the students are Hispanic and approximately 90% come from families whose home language is Spanish. Many of the students have been “reclassified” as having fluent English by the time they arrive at Garfield, but 30% of students still have “limited” English skills. Many of the students come from families with limited economic resources, 90% of the students qualify for the federal free and reduced lunch program.

Most students have below grade-level literacy and numeracy skills when they matriculate to Garfield. Only 20% of the incoming students have grade level proficiency in English language arts and less than 5% in mathematics. Approximately 45% are 3 or more years below grade-level in English language arts, approximately 60% in mathematics. The four-year graduation rate at Garfield is 77.7% (based on the NCES definition). These percentages constitute a community emergency, requiring urgent action.

Regular, collaborative, and timely review of pertinent data is essential to the ongoing development of a school. Turning information into knowledge is a social process, says Michael Fullan of the Ontario Institute for Studies in Education at the University of Toronto, and for that you need good relationships. Data without relationships merely causes information glut, not meaningful change.

In order to create a climate of data-driven decision-making, close attention must be given to group development, where educators pay close attention to task, process, and relationships. Groups, both small and large, need appropriate protocols, templates, and facilitation to guide purposeful inquiry into data. No matter the degree of comfort that any individual within the group has with data, collective focus is often difficult when there is no shape to conversation.

School administrators, classroom teachers, and counselors will learn these processes not only to be able to facilitate conversations around data, but to be skilled group members. Teacher teams, comprised of administrators and teachers, will meet on a regular basis to assess school data. Both quantitative data and qualitative data in the form of student performance data, program data, and community data will be used regularly as reflective and informative tools.

d. Data Systems:

As an internal applicant, the school will use the district information systems, such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will also use Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and that students receive Free and Appropriate Public Education. We will use the LAUSD Modified Consent Decree indicators to measure progress of students with disabilities.

e. LAUSD School Report Card: As an internal applicant, ELAPAA will use LAUSD information systems and survey mechanisms to track and report the information presented in LAUSD School Report Cards. As an internal applicant, the school will track all the information required for the LAUSD School Report Card so that families can understand how the school is performing and how well connected students, parents, and teachers are with the school. We will use LAUSD's system for collecting and tracking quantitative data and qualitative information from students, staff and parents.

f. Research and Evaluation:

As an internal applicant, ELAPAA will support LAUSD's efforts to capture, learn, and replicate best practices across the district. ELAPAA will participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations, supporting communication with parents, teachers and students for the purpose of completing surveys or interviews necessary to understand factors associated with student performance.

g. Operational Goals and Metrics:

As an internal applicant, ELAPAA will support the operational goals and monitor the metrics established by LAUSD for all district schools, using NCLB accountabilities to measure progress and abiding by the Modified Consent Decree to monitor the progress of students with disabilities, in accordance with LAUSD procedures.

5. PROFESSIONAL DEVELOPMENT PROGRAM

As an internal applicant, ELAPAA will adhere to Article IX- Hours, Duties and Work Year, Article IX-B- Professional Development and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements, except where permitted to substitute elements of the school's elect-to-work agreement, in accordance with the Pilot Schools' "Thin Contract."

a. Professional Development:

Goals and Strategy: The East Los Angeles Performing Arts Academy will engage in professional development (PD) on interdisciplinary instruction, project-based learning, arts learning strategies integration and constructivist teaching with a variety of partners, including the East LA Classic Theatre and Los Angeles Education Partnership. Teachers' capacity to plan instruction that includes arts integration and high engagement learning strategies across the curriculum will be developed through long-term residencies and collaboration with East Los Angeles Classic Theatre and other community arts organizations. Teachers, parents and students will be asked to assess their own learning and the effectiveness of the strategies employed in classrooms, so that the input of all stakeholders is included in the data pool used to make decisions about curriculum, coursework and the overall instructional program. Achievement data, such as performance assessments, grades and placement test results will be used at defined intervals throughout the school year to continually assess the effectiveness of teaching methods and strategies. The "Flex Time" period in the bell schedule will be used to provide targeted intervention support for struggling learners in the skills they need to build and enrichment opportunities designed to maximize their academic growth.

Internal PD structures and programs: Teachers will participate in a professional learning community structure within their academic departments and within their Grade Level Teams. Common conference time will be used weekly for Grade Level Team meetings, and weekly after-school professional development time will be used for subject matter professional development. Data-driven professional learning strategies will be emphasized, including protocols for looking at student work, calibrating assessments and targeted differentiation based on assessment data.

External PD structures and programs: Los Angeles Education Partnership will provide ongoing professional development through Humanitas Institutes and other PD structures, including facilitation of writing-based assessment development with Grade Level Teams. The Campus Council will support campus-wide professional learning communities of teachers in course-alike groups meeting on a regular schedule to examine and refine instructional practices. Principals and leadership teams will participate in a campus data team to share information and strategies to be used to support data-driven instructional planning within each school.

Leadership development: Teachers will engage in professional development aimed at facilitating teacher progress in data-driven decision making, distributed leadership and mastering areas of school processes beyond the classroom. Teachers will regularly share best practices, rotating facilitation roles in Grade Level Team meetings, and providing opportunities for all teachers to share areas of strength,

Ensuring personalized instructional development for teachers: The Stull evaluation process will be used as the basis but not the sole record or process for development of an Individualized Learning Plan for each educator at the school, including administrators and Para-educators. ELAPAA will engage in professional development (PD) on interdisciplinary instruction, project-based learning, and constructivist teaching with a variety of partners, including Los Angeles Education Partnership. Teachers' capacity to plan instruction that includes arts integration and high engagement learning strategies across the curriculum will be developed through long-term residencies and collaboration with East Los Angeles Classic Theatre and other community arts organizations.

Supporting competence and professional growth: Teachers will participate in weekly Grade Level Team Meetings and Course-Alike Groups to design instruction and assessments. The principal, counselor and Para-educators will participate in these meetings, when appropriate, to provide additional data and other perspectives on teaching and learning issues. Common conference periods will be used for structured professional development during the school day, with teachers involved in setting goals to address student needs, guided by data. Teachers will attend professional conferences in their subject areas with structured preparatory activities, post-conference de-briefing with peers and peer observations to ensure that strategies learned through professional conferences are promptly implemented so that teachers master new ways of teaching. All activities undertaken in our

professional development program will be aligned to educational objectives with direct and measurable effects on student achievement.

b. Teacher Orientation:

New teachers will receive support in preparing to be part of a team of teachers through professional development prior to the start of each school year, including collaboration protocols, lesson study, interdisciplinary instructional planning, arts integration and kinesthetic learning strategies. New teachers will have at least one observation day each month to observe their peers' instructional and classroom management practices for an annual total of ten observation days.

Orientation for new ELAPAA teachers will take place in the newly designated Teacher Training Center on the Torres site in the summer of 2010. Prior to the start of the school year, teachers will meet for 10 days to introduce new and existing teachers to the interdisciplinary, arts-integration and project-based instructional model; develop norms for collaboration and lesson sharing; analyze prior year data; plan PD for the upcoming year; and revisit and develop common instructional methods. Grade Level Teams will go through the backwards-planning process to create the complete interdisciplinary unit. Specifically, teams will:

- identify and sequence the various disciplines' content standards for the unit
- identify and discuss the various points at which the content intersects and connects
- develop an overarching theme that will guide students in accessing knowledge and ideas that transcend any single discipline
- create an interdisciplinary essay prompt that will be used as one of the summative assessments (See appendix Formative and Summative Assessments for examples)

Collaborative Goal-setting: During the planning week prior to the start of the school year, teachers and school leaders will discuss prior years' successes and challenges. A review of individual teachers', grade-level teams', and whole-school data will inform the discussion of the needs of the school for the upcoming year. Teachers and school leaders will define the needs and corresponding professional development activities, benchmarks, and goals needed to improve student achievement.

Developing Common Pedagogy: ELAPAA teachers will work with both outside providers and with internal leadership to design and implement shared instructional practices. Common instructional strategies and differentiation methods such as West Ed's Reading Apprenticeship program; Shared Inquiry method (1 day); Literacy Strategies from the Performing Arts (16 hours-Salary Point); Project-based Learning will be considered for school-wide professional development. In addition to the initial training prior, professional development will continue throughout the year. [See Appendix 5.](#)

c. PD Calendar:

ELAPAA has designed a school calendar and bell schedule to make professional learning a priority for all staff members. The schedule includes in-service days prior to school starting in September, after winter break in January, and at the end of the year in June. Also, weekly professional development time is built into our bell schedule on Tuesdays, and teachers on interdisciplinary teams have common conference periods to integrate their new learning into their daily instructional plan. This level of PD and collaboration is essential to our instructional plan to offer students high-quality interdisciplinary, theme-based instruction. Staff will be in place by July 1, 2010 so that all teachers can participate in the in-service prior to the start of school. **Total PD hours: 134.** [Please see Appendix 5 for PD calendar.](#)

d. Program Evaluation:

Teachers, parents and students will be asked to assess their own learning and the effectiveness of the strategies employed in classrooms, so that the input of all stakeholders is included in the data pool used

to make decisions about professional development, curriculum, coursework and the overall instructional program. Achievement data, such as performance assessments, grades and placement test results will be used at defined intervals throughout the school year to continually assess the effectiveness of teaching methods and strategies.

Ongoing modification of PD program using achievement data: Student achievement data will be used to design and revise the professional development program to support identified teacher and student needs. For example, while the school will emphasize arts integration, teachers will also engage in ongoing professional development in standards-based instruction and RTII (Response to Instruction and Intervention). Simply put, only professional development that directly impacts student achievement will be undertaken and continued from year to year.

6. Professional Culture

As an internal applicant, ELAPAA will adhere to Article IX- Hours and Duties and Article X- Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements.

a. Professional Culture:

ELAPAA teachers will keep their classroom doors open, both literally and figuratively. Teachers will be comfortable with the presence of teaching artists, visitors, volunteers and observers. The Leadership Team members will be a constant presence in classrooms and participate as co-teachers in model lessons and classroom activities. Teachers will share their expertise regularly and work together to design rigorous, engaging lessons, projects and units that build students' proficiency in the skills they need. Teachers will know that their work is valued through the school's emphasis on the importance of preparation and collaboration for high-quality instruction. The Teacher Prep Room will be an inviting, well-stocked and well-maintained space, with the right equipment and materials for teachers to prepare their instructional materials. The textbook distribution system will be designed to maximize student access and teacher effectiveness. Faculty and staff will be centrally involved in school-level decisions and in developing new initiatives through weekly conference period and grade level team meetings. Leadership development will be provided for teachers in a variety of ways, such as sharing out best practices, professional conference presentations, and rotating facilitation of meetings among participants.

Collaborative decision-making: The School Governing Council and Grade Level Teams will practice collaborative decision-making using meeting facilitation protocols based on discovery, equity, respect and building consensus, such as those offered by the Institute For Learning (IFL). All members of the School Governing Council and the faculty will participate in training in these protocols with the Center for Collaborative Education (CCE), the Boston-based organization that has supported pilot schools here and across the United States.

Accountability: Administration, teachers, support staff and parents will take responsibility for tracking, monitoring and supporting student progress. Teachers, administrators and support staff will commit to using multiple means of communication to keep students and parents informed of successes, concerns, needs and enrichment opportunities in a timely manner throughout the school year. **For example, all ELAPAA teachers are committed to using the LAUSD SchoolMax system to post grades and assignments so that parents can closely monitor their children's homework and test scores, and so that students can keep up with their assignments.** Regular public parent and student town hall meetings will be held throughout the school year for a free and open exchange of information and concerns. Student-led conferencing will be incorporated into Parent Conferences to maximize active student and parent participation and to help students take responsibility for their own work and progress. ELAPAA staff and students will also prepare for and host an Open House event during the school day each semester for eighth-graders and their parents, as well as for members of the community.

b. Evaluation:

As an internal applicant, ELAPAA must utilize the basic Stull evaluation system prescribed by the UTLA contract. The Stull evaluation system provides an effective process and structure for evaluating and supporting teacher's professional growth and practice, although it does not include any data on the effectiveness of the teacher's instruction or impact on student achievement. Each teacher will participate in a collaborative, supportive examination of student achievement data with the principal to develop the teacher's professional growth plan. The ELAPAA Leadership Team, including the Principal, Counseling Coordinator, Academic Lead Teacher and Performing Arts Lead Teacher will devote at least 20% of their out-of-the-classroom time to being in their teachers' classrooms, as collaborators, observers, or delivering model lessons. ELAPA will support individuals who are having challenges in helping students achieve by providing close supervision, continuous support and opportunities to benefit from the successful practices of peers at ELAPAA and other schools.

The principal's evaluation will be based on the National Board Core Propositions for Accomplished Educational Leaders and the California Professional Standards for Educational Leaders. The evaluation process will include teacher feedback, a self-evaluation and a leadership practices inventory.

Teacher evaluations will be based on the National Board for Professional Teaching Standards' Five Core Propositions and the California Professional Teaching Standards. All administrators and teachers will also be evaluated on their commitment to initiate and carry the goals and objectives of the academy. All teachers will be required to:

1. Develop an Independent Learning Plan at the beginning of each school year that outlines personal learning goals and focuses on one topic to study intensively.

2. Participate in a yearly self-evaluation, using the Professional Teaching Standards Self-Evaluation. Submit an initial self-evaluation during the 12th week of school so it can be used by school leaders and the teacher throughout the yearly coaching process.

3. Maintain a personal Professional Growth File, which contains evidence of professional growth such as in-service classes, courses taken, conferences, committee work, partner coaching, curriculum development, pupil progress and administrative review related to evaluations. The Professional Growth File documents all experiences that enable the teacher to meet the California Professional Teaching Standards, as well as the personal goals chosen by the teacher at the start of the school year.

4. Tenured teachers being evaluated for the year and all teachers new to the school must select their model of evaluation by the 12th week of school. The options include Partner Coaching, Administrative Coaching, Professional Growth Portfolio, and Professional Development.

Assistance: Teachers needing additional guidance and support in helping students achieve will be given assistance for 10 weeks. Assistance is initiated by the supervising school leader, along with the teacher being evaluated to:

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

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

c. Feedback to leadership team:

ELAPAA students, parents, teachers and community partners will be invited to take part in confidential quarterly assessments of faculty and staff performance via electronic surveys and other means. The

school's website will also have a page dedicated to continuous solicitation of ideas, concerns and other data from all stakeholders. This feedback will be utilized to continuously develop teachers and other staff to improve student achievement.

7. Serving Specialized Populations

As described in Section 2, ELAPAA's educational plan and instructional approach are ideally suited to providing high-quality education to specialized populations that have particular needs. Because different specialized populations have particular needs and serving those needs is a complex task, we have provided detailed responses with the required information in [Appendix 7](#).

a. Specialized Instruction: ELAPAA will serve specialized populations of students through Response to Intervention (RTI), a systematic program of phased in strategies that are preventative and serve individual student needs with a multi-level response for students at risk – those not meeting grade level standards and those with learning disabilities. ELAPAA will also take every measure to personalize the learning experience of each student with special needs, through a focus on the performing arts, and through building on the strengths and responding to the needs of each student with the development of an Individual Learning Plans (ILP). [Please see Appendix 7 for detailed information.](#)

i. Special education process: The academy is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education. [Please see Appendix 7.](#)

ii. Students with disabilities: Special Education law requires that public entities provide equal access for students regardless of any disability. Academy students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. [Please see Appendix 7 for detailed information.](#)

iii. Extended school year services for eligible students with disabilities: Extended school year (ESY) services are special education and related services that are provided to students with disabilities in excess of the traditional school year, in accordance with each student's IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education. [Please see Appendix 7.](#)

iv. English Language Learners and Standard English Learners: Meeting the needs of the EL and SEL students at the academy will require the collaboration of teachers, parents and support staff in addressing the issues facing this diverse group of learners. Their need to master Standard English will be addressed through intensive focus on academic English vocabulary and writing skills. The academy will provide a learning environment in which home languages are welcomed and accommodated in the classroom, in meetings, and in all school events and communications. The curriculum for all students will embody a language development approach that preserves and enhances the native language skills of students.

For EL students who have transitioned into sheltered instruction in the academic core, as well as the large proportion of SEL students in these classrooms, the teaching and reinforcement of literacy is a natural extension of a comprehensive and explicit English oral-language development program. ELAPAA is proposing school-wide infusion of research-based instructional strategies in all areas of the curriculum including use of SDAIE, AVID, Project-based learning, and Reciprocal Teaching, with a special emphasis on developing ways to use performing arts learning strategies to support content-area literacy. [Please see Appendix 7 for detailed information.](#)

b. Students in at-risk situations: Teachers, students, parents, counselor, clerical and all other support staff will be trained to use the current LAUD referral system to report students who they feel are at risk, or who are showing signs of severe stress or mental illness. We will implement LAUSD's IMPACT

program, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools, providing support for pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues. IMPACT will operate in conjunction with Bienvenidos, the community partner in the planned, on-site health clinic. [Please see Appendix 7.](#)

8. Family and Community Engagement Strategy

The East Los Angeles Performing Arts Academy's family and community strategy stems from a deeply-held belief that a school thrives when it is fully integrated into the fabric of the surrounding community. This occurs when students, teachers, parents and caregivers, alumni, community members and organizations, feeder schools and post-secondary schools are all full participants in the educational process. It is essential to successful education that:

- parents and caregivers play a decisive role in their children's education as advisers, participants, and evaluators,
- students and teachers are active participants in the community,
- community members and organizations help facilitate our children's transition from student to participating member of the community, and
- the responsibility of all stakeholders begins before students arrive at the school and continues after they leave.

The new school's philosophy is that parents, caregivers, community members, and teachers who take an active role in designing, implementing and sustaining a high-quality, arts-focused high school will demonstrate to our students that one can make a positive difference in the world. The school's culture will celebrate and uplift the community, and students' participation in it will be a source of pride.

a. Identification:

The school community: The school community our team proposes to serve is East Los Angeles and the Boyle Heights area of Los Angeles.

Description of the community-assets: The community has numerous assets. It is rich in cultural diversity, and of students presently attending Garfield and Roosevelt High School, approximately 95 percent identify themselves as Latino, with families originally from Mexico and numerous Central and South American countries. Approximately ten percent of Garfield and Roosevelt's students are students with special needs and another nine percent are identified as gifted through LAUSD's GATE program. The Garfield and Roosevelt community is multilingual. About 30 percent are English Learners, while almost 50 percent have been reclassified as fluent in English. Eighty-six percent of Garfield and Roosevelt's students are considered economically disadvantaged. All students in the Garfield and Roosevelt community have personal strengths and experiences to contribute to the community and to draw upon as they pursue their education. Among these strengths are innate creativity and enthusiasm waiting to be tapped.

Another strength of the community is its parents and caregivers, who have strongly-felt views on how their children should be educated, and who are deeply interested in advancing their children's education and opportunities for college and career.

The local community and the greater Los Angeles community are filled with people and organizations who are not just interested in education, but are willing to offer their time, experience and resources for the benefit of students and to help students make a difference in the community. Some of these people and organizations are active partners of ELAPAA.

Description of the community-needs: In addition to its strengths, the school community has many educational needs. Some of these needs are associated with the economic status of many in the community and the community's location in a large urban area. Perhaps the biggest issues are the low graduation rate of students and poor performance in state and District standardized assessments of student learning. While these issues are severe, they are by no means insurmountable. All ELAPAA teachers have personal experiences intervening with students to help them improve their performance in class and on tests, and to help them stay in school and graduate.

Another issue many of our students face is the demands upon them outside of school that make it difficult to fully focus on schoolwork. These demands include the need to help supplement the family income and to provide care for siblings and other relatives. For various reasons, many students and members of their families feel disempowered in dealing with the forces that affect them, including the public educational system. Finally, we have been told by our students that they have a need for an educational program that is relevant to them and that they feel addresses their interests and goals.

Rationale for serving: ELAPAA's rationale for serving this community varies from teacher to teacher. Some want to support the community in which they live, or which they have served for the majority of their professional careers. Others feel that they have personal strengths that they want to share with the community. Many believe that our students are an untapped resource that needs to be nurtured and developed. All ELAPAA teachers feel that they can make a positive difference in the world by helping create an educational environment that brings the community together to help our children thrive.

Alignment with community strengths and needs: ELAPAA's proposed school aligns with community's strengths and needs. Members of the school community have been historically under-represented in the performing arts and entertainment industries that are a focus of ELAPAA's programs. The experiences, including projects, internships and jobs that ELAPAA and its partners will provide will help address this disparity. Other needs are addressed by ELAPAA's different strands. **As an example, many in the community feel excluded from or lack knowledge of how to start a career in the Creative Economy that makes Los Angeles the creative capital of the United States. The career and technical education strand, helping students to build the skills necessary for careers backstage or behind the cameras in Los Angeles' Creative Economy, will empower students to embark on these careers.**

ELAPAA's program aligns with our community's strengths as well. Many teachers at Garfield High School recognize the creative potential of our students. ELAPAA's performing arts strands in Dance, Music and Theatre will help students develop their potential for participation as artists in the creative economy of Los Angeles and beyond. Finally, our **school-wide emphasis on performing for and providing arts workshops for the children in our feeder pre-schools, elementary schools and middle schools will lead some students to careers in education and public service agencies.**

Teachers also recognize that our students possess creative energy and have had life experiences that need an expressive outlet. The performing arts strands help students draw upon these strengths, and develop the creativity, critical thinking and 21st century literacies that will help them become successful scientists, artists, or leaders in whatever fields they wish to pursue. Perhaps most importantly, our community is one that wants to support its children but where historically there have been obstacles to realizing this support. Community support and involvement is the cornerstone of ELAPAA's program.

Important community-based organizations and cultural institutions: The most important resources in the community are parents and caregivers as they know our students the best and have the highest aspirations for their children. In addition, many alumni and others in the community have life and work experiences that are a valuable resource for students and teachers. Local businesses and non-profit community organizations have a vested interest in the success of the community's students and resources they are willing to share. [Specific partnerships and proposed programs in which the school will partner with community and arts organizations are described in Appendix 8.](#)

History and experience in the proposed community: All of ELAPAA's teachers have taught at Garfield High School and other LAUSD secondary schools. In addition, some live in the community and are alumni of local schools and universities.

b. Family and Community Engagement:

The more parents and caretakers, and community members become engaged in the education of ELAPAA students, the more ELAPAA and its students will become integrated into the community. ELAPAA has developed strategies and organizational structures to ensure that its stakeholders are connected to the educational process.

Strategies to engage parents and caretakers in their child's education and in the broader school community: One strategy for engaging parents and caretakers in their child's education is to make that education reflect their beliefs and their aspirations for their children. To that end, parents and caretakers are part of ELAPAA's design team and advisory committee and have played a part in the creation of this proposal. These stakeholders will continue to play a major role in governance of ELAPAA through the governing board and as members of the advisory committee.

Another strategy is to enable parents and caretakers to directly participate in their children's education by encouraging parents to be on campus as much as possible during and after school. This participation would include open invitations to all classrooms during school, parent and caretaker observations and evaluations of classes, updates on teacher professional development, school projects requiring student collaboration with parents, caretakers or other community members, special social events aimed at making parents and caretakers feel welcome and comfortable at school, special events where students teach what they have learned in their classes to their parents and caretakers, student-led conferences, parent and caretaker support on field trips, debates and other activities, and adult education programs aimed at both students and community members.

Parent participation will be further encouraged with an increased alumni and community member presence. It should not be acceptable to ask alumni and other community members to contribute financially and otherwise to a school and to reward them with a brief visit where they feel disconnected from present students and their activities and where students look upon the visitors as strangers. Instead, alumni and others in the community will be invited to participate in classes and to work together with students on certain projects tied to educational standards and of interest to both students and themselves. For instance, alumni and community members involved in the arts will be invited to share their expertise in conjunction with a relevant unit in a performing arts class. These relationships could lead to internships. Performing arts students could satisfy a school service requirement by helping an alumnus or community member create and deliver a program or performance in the outdoor amphitheatre on the Esteban E. Torres High School campus, or that will tour to our feeder pre-schools and elementary schools.

Another strategy to engage parents and caretakers is to develop ELAPAA's ties to feeder schools and to post-secondary schools. A continuing ELAPAA presence from elementary school through post-secondary schools will increase family engagement. Many parents and caregivers of ELAPAA students will have other children attending feeder schools, and all children at feeder schools are potentially future students of ELAPAA. Families are more likely to become engaged in the high school educational process if their connection with ELAPAA begins earlier. ELAPAA will offer open house nights for middle school families focusing on what to expect when their children attend high school. ELAPAA intends to work together with feeder middle school teachers, parents and students, to insure that students are prepared for the ELAPAA curriculum, and ELAPAA intends to begin intervention with its future students before they arrive at ELAPAA. These efforts will make it easier for parents and caregivers to become and stay involved in their children's education.

ELAPAA's involvement with its students will not end with graduation. ELAPAA will work together with its post-secondary partners, including **East Los Angeles College, California State University, Los Angeles,**

Cal Poly Pomona, and Pasadena City College to ensure that students graduating from ELAPAA have been adequately prepared to succeed at those institutions. In addition, ELAPAA and its partners will provide workshops and counseling services to families during the students' high school years so that families are prepared to send their children to college. Finally, ELAPAA will provide follow-up counseling workshops at least twice each year to all of its students and their families through the post-secondary years to help students succeed in their post-high school plans and to help them get back on track when difficulties arise. This middle school through college connection between ELAPAA and families will help keep parents and caregivers engaged in their children's education.

Organizational structures to ensure frequent and ongoing engagement of parents: ELAPAA plans monthly meetings of the Parent Leadership Committee co-chaired by a teacher and a parent, with subcommittees on academics (including intervention, observation and evaluation of teachers and classes, college preparation, and the once-a-semester academic project requiring family participation) and school culture (including enrichment, student activities, family social activities, and fund raising).

ELAPAA will also hold regular family and community town hall meetings led by teachers and parent leaders, and will offer a monthly family social activity at the ELAPAA campus.

Students will be required to take a leading role in other regularly scheduled activities with families. These include student-led conferences twice a semester and a once-a-semester student-led class for parents, where students teach parents what they have learned in their courses. ELAPAA also intends to participate actively in formation and support of the Esteban E. Torres High School Alumni Association, and to offer to all Torres High School and ELAPAA alumni open houses, regular email communication, and a student-alumni event demonstrating joint projects.

ELAPAA will also have its students host a school website, updated daily, including a webpage reporting on individual student accomplishments and on events of interest, with a hard copy summary provided to families on a regular basis.

ELAPAA teachers will be use the GradeMax and ConnectEd programs that enable parents to access their children's grades and attendance, and will offer parents training and access to computers in the ELAPAA office and at the Torres Learning Center to use these programs. Finally, there will be specific expectations that all ELAPAA staff will regularly communicate with families using multiple communication strategies and vehicles.

Vision for ELAPAA to become a cultural hub for the community.

ELAPAA will be a cultural hub for the community because the increased engagement of students in their learning and the increased connection between students and teachers and the other stakeholders in the community will make the ELAPAA campus an attractive place to be. Parents, caretakers, alumni and other community members will feel welcome on campus, will be informed about what is happening on campus and ways they can participate, and will want to join in the numerous meaningful activities. Students will see that they are a part of the broader community and will welcome the opportunities given to them to participate in that community in a positive way. Families will see that the needs of their children are being met and will be empowered by the role they have played in this success. ELAPAA and its students will develop a positive reputation and become a source of pride for the community.

Services and resources to be provided to community members: ELAPAA will also offer counseling and intervention to middle school students and their families, including a summer bridge program for incoming 8th graders, before students get to ELAPAA, and counseling to students leaving LEMA through their post-secondary years. ELAPAA will support the coordinated delivery of services from outside providers to students through the Community School model on the Esteban E. Torres High School, including counseling and health services. It will also provide or arrange for the delivery of certain other services (such as Medi-Cal applications) to community members.

c. Key Community Partnerships:

Inclusion of community members in the success of ELAPAA: The inclusion of community members in ELAPAA's activities is an integral part of ELAPAA's educational plan. Our community partners, including the East Los Angeles Classic Theatre, the Flourish Foundation, Little Kids Rock, the Los Angeles Philharmonic, and LA Opera, will be actively involved in designing and refining curriculum. All of our community partners will be involved in putting on programs to help students master specific educational standards and to enable students to learn how to better navigate career pathways. One partner, **24th Street Theatre** will offer training to teachers and students on leadership and collaboration in the performing arts. Certain key community partners, including **the East Los Angeles Classic Theatre**, intend to offer students internships and job shadowing opportunities in technical theatre production roles. All stakeholders would be involved in planning and enabling field trips and other activities. Students will be involved in academic projects requiring collaboration with parents, caregivers, alumni, or community members.

The role of key community partnerships throughout the first five years: The most important role of all of our community partners the first five years will be to help ELAPAA create a school culture where, 1) students fully internalize the connection between their accomplishments at school and their continuing success after graduation, and 2) the school and its students are integrated into a community where parents and caretakers, alumni and community members other stakeholders all participate in the students' education. The principal and a parent elected by the Parent Council will be responsible for managing and cultivating these partnerships.

Connections, partnerships, and correspondence established within the community: ELAPAA teachers have established connections with teaching artists and arts organizations in the community while teaching at the Garfield Performing Arts Academy, Garfield Humanitas Academy, Marshall High School Performing Arts Academy or serving on the Grand Avenue Partners committee. ELAPAA's leadership team members have long-standing collaborative relationships with arts educators on staff with the major non-profit arts institutions of Southern California, many of whom are interested in participating actively in ELAPAA's educational program. [See Appendix 8.](#)

- **Los Angeles Education Partnership** – professional development for **Humanitas** instructional program, curricular support; selected based on outstanding success in raising student achievement at Garfield and Roosevelt High Schools; ongoing collaboration, anticipated participation of full teacher team in Humanitas Institute professional development prior to the school's opening, and continuing with training for staff in related instructional and assessment strategies and curricular design.
- **East Los Angeles Classic Theatre and Tony Plana, Artistic Director** – sharing space, resources and community-based theatre projects at Esteban E. Torres High School; this organization has a substantial history or work in and is headquartered in East Los Angeles, has experience in providing culturally relevant and responsive pedagogy and literacy support through its arts residencies and after-school programs; anchor partner in the school site through years of consultation with the district on the school's physical and instructional design, anticipated major partner in design and implementation of the Summer Bridge and Student Orientation programs prior to the start of the school year, parent education program leader through the highly successful parent empowerment program called "Creciendo Juntas," which guides parents in creating their own individual learning plan and mastering the skills to support their children's learning, as well as ongoing collaboration on community arts programs and projects.
- **Shakespeare Center of Los Angeles and Chris Anthony, Associate Artistic Director** – professional development, youth empowerment programs, playwriting residencies and field trips; selected based on their ongoing relationships with LAUSD's impacted urban secondary schools, especially with pilot schools; students enrolling in ELAPAA will participate in workshops

and a field trip to a Shakespeare Center production in the summer prior to the school's opening, and ongoing collaboration through residencies in English Language Arts classes is planned for the 2010-2011 school year.

- **Center Theatre Group (CTG) and Deb Piver, Assistant Educational Director** – professional development, playwriting residencies and field trips; a leading provider of low-cost, high-quality theatre field trips, professional development and arts residencies for urban schools in LA County, selected based on a long-standing collaborative relationship with ELAPAA's design team leader and measurable positive effects on student engagement in language arts curriculum through connections to live CTG performances; ELAPAA's Performing Arts, English and History/Social Science teachers will participate in CTG's professional development annually, and ELAPAA students will participate in the Young Audiences Program.
- **Cal Poly Pomona Theatre Department, Professor Bernardo Solano** – theatre for youth mentorships, performance viewing opportunities, college guidance support; selected based on this department's focus on developing Latino playwrights and actors, and the university-wide emphasis on project-based learning. A campus field trip and observation of a college theatre class are planned for 11th grade theatre students in the second fall quarter of 2010, and future collaborative projects are possible.
- **East Los Angeles College Theatre (ELAC) Department**– technical support and collaboration, college and career advising, and campus field trips; selected due to its deep connections with schools in East Los Angeles, including co-productions such as 2008's "Zoot Suit," in which Garfield students and teachers collaborated with ELAC faculty, technical staff and students.
- **24th Street Theatre, Deb Devine, Artistic Director**– professional development, community-based theatre residencies and field trips; selected based on this theatre's history of providing high-quality professional development on teaching and assessing critical thinking in the arts, collaborative play-writing strategies, and community-based theatre. 24th Street's powerful workshop for teachers -- "Teaching As A Performing Art" – is the first performing arts program professional development planned for the spring term of 2010 in preparation for the opening of the new school.
- **Flourish Foundation, Jackie Lopez, Associate Director**– dance residencies with teaching artists, support for community-based dance, theatre and media arts productions; selected because this foundation has a well-established presence in urban schools and youth programs in East Los Angeles and because it has an institutional focus on mentoring young artists and providing positive role models for at-risk youth.
- **GRAMMY Museum Education Department, Kait Steubner** – enrichment opportunities linking music to history and literature; provides professional development, field trips and curricular support for interdisciplinary instruction; selected because this is the only arts institution in LA County with a specific focus on contemporary adolescent and youth culture and due to its partnership with "Facing History and Ourselves," a leading provider of professional development and residencies that support improved achievement in History/Social Science.
- **Los Angeles Repertory Theatre, Brian Donovan, Executive Director** – long-term playwriting and production residencies in community-based theatre development and techniques for creating theatre for social change; selected based on the company's 20 years of successful partnerships with urban high schools, outstanding support of high-engagement language arts instruction for at-risk youth, and project-based learning strategies. This organization has committed to providing one long-term residency for ELAPAA's Intermediate Acting class in the October, 2010.

9. School Governance

As an internal applicant, the East Los Angeles Performing Arts Academy is committed to adherence to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, the ELAPAA design team members are aware of the obligation to follow the Education Code regarding the formation and operation of the School Site Council.

a. School and Advisory Organizational Charts:

The ELAPAA school governance and organizational structure allows for real and meaningful impact of all stakeholders on school decision-making. A comprehensive organizational chart showing lines of authority among school leadership staff and all school site personnel and the planned advisory structure for the proposed school is attached in Appendix 9.

School governance and organizational structure: ELAPAA will be a pilot school with autonomies from the LAUSD that allow those closest to the students to determine the school's daily operation, hiring, budget, and 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.

Key groups that will contribute to shared decision-making are:

A School Site Council will be selected first. The council will be composed of 12 members: the Principal; four teachers elected by teachers at the school; one other school personnel elected by other school personnel at the school; three parents of pupils attending the school and community members elected by parents; and three students elected by students. Once selected, the School Site Council will add two additional members to be selected from the Community School Collaborative. The resulting organization will be called the Governing School Council.

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

The entire Governing School Council will have the following responsibilities:

- Maintain the school's vision and mission;
- Approve the entire annual budget;
- Hire and annually evaluate the Principal;
- Review quarterly reports on the operations of the school from the manager of site operations;
- Annually review performance indicators of the school and approve a plan for the next year to ensure the school is moving towards constant improvement; review quarterly reports from the Principal providing data to show progress against indicators;
- Ensure that there is an annual review and adoption of the Elect-to-Work Agreement;
- Communicate regularly with the local district;
- Ensure that all laws and compliance needs are met by the school;
- Ensure that the school has a resolution dispute process in place that includes an internal appeals process; and
- Annually evaluate itself.

We have a strong commitment to building leadership capacity among parents, students and community and will ensure that leadership training is provided to help participants be prepared to fully participate in all decision-making. ELAPAA will select community council members with expertise in arts education, technology and finance to add to the collective capacity to address school needs. To avoid conflicts of interest at the school site, the chairperson of the council will be selected by consensus or vote of the Governing Council from among the family and community representatives. The council will meet monthly. The governing council will make determine staggered term limits for school staff (excluding the principal), parent and community members.

Advisory Councils

Compensatory Education Advisory Committee (CEAC): The committee will be composed of five members with the following composition: three parents of pupils attending the school elected by parents and two teachers elected by teachers at the school

The committee has the following responsibilities:

- Advise and make recommendations in writing to the Principal and the Governing School Council on development of an effective educational program and plan that raises the achievement of disadvantaged students;
- Participate in assessment of education needs;
- Establish priorities;
- Plan the educational program and budget resources; and
- Evaluate the school and its academic effectiveness.

English Language Advisory Committee (ELAC): The committee will be composed of five members with the following composition: three parents of English Language Learner pupils attending the school elected by parents and two teachers elected by teachers at the school.

The committee has the following responsibilities:

- Advise and make recommendations on four legally required topics:
 - Advise the Governing School Council on the development of the Single Plan (SPSA), especially those sections related to English learners
 - Assist in the development of the school's:
 - Needs assessment;
 - Language Census (R-30);
 - Efforts to make parents aware of the importance of regular school attendance.

Campus-wide Operations and Community School Collaborative

Because the Esteban E. Torres High School campus contains five pilots, we will establish a central system for campus operations. In addition, there will be a school collaborative that will coordinate the community-based organizations involved with Torres. Following are descriptions of both campus-wide structures.

Esteban E. Torres High School – Site Operations Manager

The Esteban Torres Site Operations Manager reports to the campus-wide Building Council made up of the principal from each of the five schools, an LAEP representative, and a Community School Collaborative representative. The Operations Manager conducts all regular and special meetings of the Building Council and maintains all the books and records of site operations. S/he is responsible for the day-to-day operations of the Torres Campus including 1) organizing and supervising campus-wide needs including safety and emergency plans and training, calendars, athletic program, shared space and requests from outside entities; 2) overseeing campus maintenance and safety, including security, custodial, health, cafeteria and library staff; 3) coordinating and overseeing all co-located and other community-based organizations; and is responsible for informing principals and school staffs and parents in matters related to school safety, emergency preparedness and response, permits and attendance, child abuse reporting, student discipline, facilities, athletics, and equity/compliance issues and concerns.

For the first 18 months, site principals will contract with the Los Angeles Education Partnership (LAEP) to set up, manage and conduct all campus operations including the hiring and training of the Campus Operations Manager while establishing a collaborative culture among the five pilot schools so all may share the campus for the maximum benefit of all faculty, students, parents, and the community. As part of its assignment, LAEP will support the pilot principals in their selection of an Operations Manager and contract with an experienced LAUSD administrator to serve as coach/mentor for the Operations Manager and as needed by the five pilots as they form their common agreements and develop their collaborative culture inside their schools and across the campus in shared activities and with parents and the community. [See Appendix 11 for the LAUSD description of "Operations Support Services," and the job description for the planned operation of the Torres campus.](#)

Torres Community School Collaborative

A broad array of community organizations and services will be involved with the community school. For the 2010-2011 school year, ELAPAA will designate InnerCity Struggle as the lead agency of the school

collaborative to link community based organizations with the school. InnerCity Struggle will work to insure that all voices in the community can contribute to making the Torres Community School a vibrant center for the students and families of East Los Angeles. The collaborative will meet quarterly. This designation as the lead community liaison will continue as long as it is mutually satisfactory to all parties. An evaluation process will be developed collaboratively with Inner-City Struggle and the schools.

10. School Leadership & Staffing Plans

a. Leadership Team Capacity:

As an internal applicant, the school will adhere to all sections of the LAUSD Collective Bargaining Agreements in the Pilot Program’s “Thin Contract,” or the full contract if not given pilot status.

The design team members of the East Los Angeles Performing Arts Academy have substantial experience in developing and implementing the innovative and successful Humanitas model with the target student population in East L.A. They are all experienced teachers, most with master’s degrees. One holds a Tier I administrative credential, and others have led substantial school projects or programs, ensuring the pilot school will have strong leadership. One has experience in founding and developing small learning communities and in building strategic partnerships with community arts organizations and developing collaborative projects with feeder pattern schools. Together, they have the appropriate skills to found and lead a pilot school that will focus on using the arts as a pathway to academic success for at-risk students. These teachers, whatever their subject matter, continually seek to build students’ academic skills by tapping into both the students’ and the teacher’s creative talents. The teachers have experience in developing and implementing professional development and in supervising and mentoring new teachers, ensuring that new faculty at the school will receive high-quality orientation. To support the pilot school’s proposed status as a training center in implementing arts learning strategies and arts integration across the curriculum, most founding teachers have backgrounds in the performing arts. [See attached résumés in Appendix 10.](#)

Leadership Team – East Los Angeles Performing Arts Academy

Name	Years Teaching	Subject	Arts and Education Leadership	Community Leadership
Carolyn McKnight	17	Theatre	Master’s in Theatre, Tier I admin credential; Secondary Arts Programs Expert for LAUSD, High School Theatre Expert for LAUSD, Humanitas Performing Arts SLC lead teacher at Marshall HS; English Department Chair, School Site Council Chair, co-producer of “Bach, Rock & Shakespeare!” annual community arts festivals at the Greek Theatre	Founder and President of Friends of Colburn, the parent and family support council for the Colburn School of Performing Arts in Downtown Los Angeles. The Friends of Colburn engage in fund-raising for scholarships and parent education seminars on the performing arts.
Andrea Martinez Gonzalez	17	Dance, History	Master’s in _____; Garfield HS Folklorico Dance Troupe teacher, choreographer and coach; interdisciplinary curriculum developer through the Humanitas program; led the Folklorico	Cesar Chavez Humanitarian Award, UCLA 1999

Name	Years Teaching	Subject	Arts and Education Leadership	Community Leadership
			troupe at performances throughout Southern California, at annual LAUSD Dance Festivals and other public events.	
Jordan Kornzweig	10	English, Film	Master's in Film-making, instructor in Humanitas model, experience in English Language Arts intervention for students with low reading and writing skills, and in differentiation for GATE students.	Founder and first president of Glenfeliz Elementary School PTA
Marlene Correa	10	Multiple Subjects, Counseling, Administrative credential	Master's in Counseling	Liaison with community agencies that support at-risk youth and their families

b. Staffing Model:

ELAPAA will set a goal of maintaining a student-to-teacher ratio of 28 to 1 in all classes, with higher numbers only in instances where a larger number of students may lead to a richer experience for all, as in a Play Production, Orchestra or Choir class. Budget resources will be prioritized to support these lowered class sizes. In addition, the principal and counselor may teach for one period of the day during two quarters per school year, if staffing, space and supervision needs permit them to do so. Educational aides will be hired to support students with disabilities, when such support is mandated by their Individualized Education Plan (IEP). Volunteer aides will be recruited, screened, and trained to work with students and teachers to support the school's educational plan. The school will open with approximately 360 students in grades nine through eleven, with 15 teachers (not including one SDC special education teacher, who will be directly funded by LAUSD), giving it a ratio of approximately 1 teacher for every 28 students. We will employ three performing arts teachers, three English teachers, two History/Social Science teachers, two Mathematics teachers, one Life Science teacher, one Physical Science teacher, two Special Education Resource teachers and one Physical Education/Health teacher. It is anticipated that one Special Day Class teacher will be assigned to the school by LAUSD's Special Education Branch. A principal and a counseling coordinator will be our only full-time out-of-classroom personnel, with the afore-mentioned option of teaching when the schedule permits or school needs require them to do so.

For the school's second year of operation (2011-2012), the school's staff will grow to 20 teachers, including a Career/Technical Education teacher in Stage Craft and Music Technology. An additional Mathematics teacher and an additional English teacher will be required to support the growth of the school's population to its full capacity of 464. The Governing School Council will review its staffing plans annually in 2013 through 2015, excessing or hiring staff to match student needs and interests.

The table below shows the school's staffing needs from start-up through year 5, as well as various ratios and numbers per classroom. The school plans to have 28 students per class, which is below the number in most large comprehensive high schools. This will enable teachers to know students well and to address their learning needs effectively. IEP support services will be provided by LAUSD.

East Los Angeles Performing Arts Academy – Staffing Plan

	Year 1	Years 2-5
Enrollment	372	464
Grades	9-11	9-12
Certificated Staff		
Principal	1	1
Counseling Coordinator	1	1
English language arts teachers	3	4
Social studies teachers	2	2
Math teachers	2	3
Science teachers	2	2
Spanish teachers	1	1
Physical education teachers	1	1
Performing Arts teachers	3	3
Special Education teachers	2	3
Total Certificated Staff	18	20
Classified Staff		
Site Operations Manager	.2	.2
Administrative Assistant	1	1
School Clerk	1	1
Total Classified Staff	2.2	2.2
Adult-to-student ratio	20 to 1	23 to 1
Students per classroom	28; 50 in PE	28; 50 in PE
Teachers per classroom	1 or 2 when team teaching	1 or 2 when team teaching
Aides per classroom	Determined by IEP	Determined by IEP

As an internal applicant, special education services such as translators for IEPs, special education aides, and other services will be paid for and coordinated with the LAUSD Special Education Branch.

c. Compensation:

The East Los Angeles Performing Arts Academy will utilize LAUSD's salary schedule.

d. School Leadership:

Selection, hiring and development of the school's Principal: The principal for the East Los Angeles Performing Arts Academy will be selected by the design team, in accordance with the pilot school principal selection guidelines, if the school is designated a pilot school. The design team teachers, together with the community, parent and student representatives on the design team will review the principal selection criteria attached in Appendix 10, and work with the LAUSD and LD5 human resources staff to select candidates, interview and hire their principal. In accordance with the LAUSD Memorandum of Understanding for Pilot Schools, the principal will be reviewed annually by ELAPAA's Governing School Council, and his/her elect-to-work contract will be revised and renewed annually, as well. The principal serves at the pleasure of the ELAPAA's Governing School Council.

Selection Criteria for Principal: In keeping with the school's performing arts focus and mission to serve as a cultural hub for both the Esteban E. Torres High School campus, and for the larger East Los Angeles community, the criteria for hiring a principal for the East Los Angeles Performing Arts Academy are:

- Demonstrated capacity to lead a team of teachers in a performing arts smaller learning community within a public high school;

- Experience in designing and facilitating a professional development plan to support high achievement in the arts and other academic content areas;
- Capacity to develop student support structures necessary to implement evidence-based instructional practices to ensure that all students meet or exceed proficiency in the arts and other academic content areas;
- Demonstrated capacity to collaborate with teachers, community organizations, families and students to build a strong, achievement-oriented school culture, centered on the performing arts;
- Knowledge of the California K-12 visual and performing arts content standards, curriculum resources currently approved in LAUSD, and innovative, effective strategies and practices in performing arts teaching and learning;
- Knowledge and understanding of the instructional strategies that promote accelerated achievement of English learners, Standard English learners, students with disabilities and gifted and talented students;
- Experience in and understanding of arts integration across other content areas, both through project-based, interdisciplinary instruction and through application of arts instructional strategies;
- Ability and experience in supporting, developing and utilizing partnerships with arts organizations in Los Angeles so that the school's students can benefit from the city's rich cultural and artistic resources.

In addition, the principal selected for the school must have at least ten years of successful full-time service in a certificated position, an earned Master's Degree from an accredited college or university, a valid California Administrative Services credential, and must have completed Multicultural and Master Plan requirements. It is highly desirable for the school's principal to have experience in facilitating work in a collaborative team environment, professional performing arts production experience, extensive contacts and experience in working with performing arts organizations in Los Angeles, the ability to work with diverse racial, ethnic, linguistic, disability and socio-economic groups and excellent written and oral communication skills.

Carolyn McKnight has been identified as a principal candidate who meets these criteria. The school's design team is committed to going through the prescribed pilot school principal selection process and considering all qualified applicants. [See Ms. McKnight's resume in Appendix 10.](#)

e. Leadership Team beyond the Principal:

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

In addition to the Counseling Coordinator, the school will designate a Performing Arts Lead Teacher and an Academic Lead Teacher. These two teachers will collaborate with teachers, the principal, families, students and community organizations to design, deliver and communicate the school's instructional program. An important duty for these school leaders will be facilitating communication and integration between intervention programs delivering instruction during the regular school day and community or Beyond the Bell intervention programs after school. They will also work with the principal to facilitate the professional development calendar and program, including weekly meetings of grade level teams during common planning time. Candidates for these roles have been identified within the school's design team: Andrea Martinez Gonzalez for the Performing Arts Lead Teacher and Jordan Kornzweig for the Academic Lead Teacher. [See resumes in Appendix 10.](#)

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

The **Site Operations Manager** oversees day-to-day operations of the Torres campus for all five pilot schools, including ELAPAA. This position conducts all regular and special meetings of the Building Council and maintains all the books and records of site operations. He or she is responsible for the day-to-day operations of the Torres campus including 1) organizing and supervising campus-wide needs including safety and emergency plans and training, calendars, athletic program, shared space and requests from outside entities; 2) overseeing campus maintenance and safety, including security, custodial, health, cafeteria and library staff; 3) coordinating and overseeing all co-located and other community-based organizations; and 4) informing principals and school staffs and parents in matters related to school safety, emergency preparedness and response, permits and attendance, child abuse reporting, student discipline, facilities, athletics, and equity/compliance issues and concerns. [See Appendix 10 for job description.](#)

f. **Recruitment of Teaching Staff:**

The East Los Angeles Performing Arts Academy's proposed faculty members show a broad range of skill sets, backgrounds and career experiences. One History/Social Science teacher was a professional flamenco dancer in Malaga, Spain, while another History/Social Science teacher was a professional street performer on Venice Beach as a child break-dancer. One English teacher is a highly skilled pianist, and another toured the world with a Russian dance troupe. One teacher is a produced screenwriter and children's book author, while another has successfully coached Garfield's varsity baseball team, despite Garfield's lack of a baseball field. Among the eight teachers of the design team, we have more than seventy years of teaching experience, primarily in impacted urban secondary schools. All design team members meet NCLB requirements to be deemed highly qualified teachers in their subject areas, have completed professional development in strategies to support and accommodate students with special needs, and conduct their teaching in ways that include all learners.

We will work with LAUSD's Human Resources department, our present Garfield High School administrators and LD5 administrators to recruit, interview and hire the additional teachers we need for the first year of the new school's operation. **Current Garfield High School staff will be interviewed before other candidates, but qualified teachers from within and beyond LAUSD will be considered.** All design team teacher members, together with selected parent and student design team members, will interview and observe teacher candidates, after establishing common evaluation criteria and writing the interview questions together. Only fully credentialed teachers with CLAD certification will be hired. In addition, all teachers selected for this school will be required to commit to the school's focus on culturally relevant and responsive education, arts integration across the curriculum, and ongoing professional development in interdisciplinary instruction, project-based learning and building a

collaborative school culture. If designated as a pilot school, they will sign the elect-to-work agreement developed by the Design Team, including teacher office hours, specific school-wide responsibilities, distributed leadership, grant-writing, advisory instruction, professional dress expectations, and active participation in professional development. [See Appendix 2 for design team teachers' resumes.](#)

Recruitment and hiring of teachers needed for the school's opening year will begin immediately following the selection of the principal through the pilot school administrative selection process, which is projected to be completed by March 30th, 2010. Interviews and observations of candidates will take place in April and May, with final selection of teaching staff completed by June 30th. All faculty members will participate in curriculum and professional development with our pedagogical and arts partners prior to the school's opening in September of 2010.

The timeline for hiring teaching staff will be:

Feb.-Mar. 2010	Posting Job Description using standard Pilot School protocol
Apr.-May 2010	After an application review, candidates will be scheduled for an initial interview with Design Team and Principal. Candidates will be asked to bring a demonstration lesson. Depending on the number of candidates applying, a classroom observation may be scheduled.
June 2010	Final selections will be made and announced
Aug & Sep 2010	Orientation and professional development for teaching team

Specific Criteria: All teacher candidates will demonstrate mastery of their discipline content (with single-subject credential) and a true familiarity with California content standards; will have a demonstrated interest and background in the performing arts; will be willing and able to integrate the performing arts into the curriculum; will be experienced in or eager to learn progressive pedagogical strategies (i.e. readers' theatre, project-based learning, student exhibitions, multi-media performances); will be willing to be trained in interdisciplinary, thematic, inquiry-driven instruction; will be comfortable using project/project-based learning both for formative and summative assessment; willing to be committed collaborators who will hold themselves accountable for rigorous grade-level planning; will be aware of the importance of writing across the curriculum and willing to use discipline-specific and interdisciplinary writing as a form of summative assessment; will be aware that literacy is the gateway to all learning and will be willing to learn and integrate strategic literacy strategies that will be used school-wide; eager to promote a college-going culture by leading an advisory group through graduation, promoting college access and awareness strategies, and by assisting with college portfolios; and willing participate actively in the cultural life of the school and the community; and to welcome visiting artists and teaching artists as classroom collaborators.

11. Operations

- a. **Operational Services and Collective Bargaining Agreements:** As an internal applicant, ELAPAA will be part of Local District 5 and will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements. Specific supplemental services to be chosen from the LAUSD Operations Menu will be determined by ELAPAA's principal and Governing Council following consultation with the other 4 school site leaders.
- b. **Master Service Agreements:** As an internal applicant, ELAPAA is a group of teachers from within LAUSD and supported by Local District 5. We will continue to use all existing LAUSD operational services and therefore do not require a Master Services Agreement.
- c. **School Operations Experience:** The principal will, along with the Campus Council of fellow Torres High School principals, establish a management plan and structure to ensure appropriate supervision of operations staff on the site, monitoring Maintenance and Operations issues in accordance with LAUSD policies and procedures.

- d. **Operations Start-up Plan:** As an internal applicant, ELAPAA is a group of teachers from within LAUSD and supported by Local District 5. We will work with School Management Services regarding existing timelines and schedules regarding operations-related activities during this planning year to ensure a successful school opening.
- e. **Operations Plan:** ELAPAA will continue to utilize LAUSD operational services.

12. Finances

- a. **Funding:** As an internal applicant, the East Los Angeles Performing Arts Academy will receive funding via LAUSD's transparent budgeting process (based on student ADA). The principal and all faculty members will seek additional funding from foundations and other community resources and will work with community partners to provide additional services to the school beyond those funded by LAUSD.
- b. **Budget Narrative:**

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

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. Teachers and parents, along with other members of the governing board, will determine how resources are allocated to best meet students' needs. The school's budget will be monitored and reviewed by the governing board on a regular basis to ensure financial stability and student success. The governing Council will submit budget reports as a way of informing parents, teachers and other community members. While the exact details of the budget will need to be determined by the Design Team, the principles elaborated in our school vision will inform all budgetary decisions. High quality teaching is our top priority, which necessitates that a significant amount of our funding will be dedicated to supporting and retaining highly competent teachers who will promote student learning.

ELAPAA will use its budgetary autonomy as a pilot school to maximize student achievement and build a professional collaborative learning community by:

- Providing in-depth interactions with teaching artists and professional performing artists through arts residencies;
- Maintaining small class sizes to maximize personal and individualized instruction;
- Providing experiential learning opportunities on and off-campus, such as curricular trips to the Grammy Museum and Walt Disney Concert Hall;
- Purchasing supplementary resources to support differentiation for individual student needs;
- Placing a high priority on providing access to laptop computers for every student in every classroom, including utilizing textbook funds to replace hard copies with interactive, electronic versions of state-adopted texts, if possible;
- Employing a campus aide to maintain a safe environment for students, teachers and faculty;
- Providing students and teachers with access to media arts technology, such as video cameras and editing software, to promote 21st Century literacy and communication in all content areas;
- Purchasing supplemental educational materials to support project-based learning;
- Supporting professional conference participation for all teachers;
- Establishing contracts with arts education experts to build faculty capacity for arts integration and use of kinesthetic learning strategies in all subjects;

- Establishing effective, engaging intervention programs in Mathematics and English Language Arts;
- Providing stipends for a Grade Level Team Lead Teacher for each grade level;
- Providing stipends or a curriculum development period for a Performing Arts Lead Teacher and an Academic Lead Teacher;
- Providing supplemental pay for the Counseling Coordinator for additional duties beyond the counselor job description, such as assisting the principal in management of the bilingual and special education programs.

Developing the annual school budget with meaningful input from all stakeholders: The process that the East Los Angeles Performing Arts Academy will use to develop the budget with maximum input from all stakeholders is to establish and utilize governance and advisory committees that will review school data and decide on the areas of need. The data will be presented to each committee and they will develop a priority list of school needs. A budget needs assessment survey will be given out to each school community group including students, classified staff, certificated staff, and parents. This information will then be tabulated by the Leadership Team and reported back to the Governance Board. The Governance Board will make the final budget decisions based on school data, the school’s vision and mission, and the priorities agreed upon by the school’s stakeholders.

The school’s fundraising plan: ELAPAA will actively recruit parents, teachers, and organizations that will help raise funds by holding performances, dances, and community events. Organizational structures to support fundraising efforts are as follows:

- The Parent Leadership Team will lead fundraising efforts within the school and look to community organizations to donate resources.
- The Student Leadership Team will participate in raising funds by producing and selling DVDs and CDs of school performance events, T-Shirts and school spirit wear in support of Student Activities Funds.
- The Governing School Council will approach local businesses and public agencies for donations of funds and services.
- The principal will ensure that all faculty members receive training in grant-writing. The principal will lead and support them in their efforts to seek out grants at the local, state, and federal levels. Clerical support for submitting proposals and spending the resulting funds will be prioritized at this school.
- “Friends of the East Los Angeles Performing Arts Academy” will be established as a non-profit 503c organization by parents to create, organize, and facilitate fundraising events.
 - c. **Financial Controls:** The Governing School Council, in conjunction with the principal and the campus Fiscal Manager, will develop an annual budget for the school, provide monthly monitoring of the budgetary spending benchmarks, and will be required to vote on substantive budgetary changes occurring within the school year. The Governing School council will also provide oversight of all fund-raising efforts on behalf of the school and its programs. LAUSD accounting procedures will be followed to meet the internal and external audit requirements of LAUSD and all California Department of Education financial guidelines, policies and procedures.

13. Facilities

As an internal applicant, the East Los Angeles Performing Arts Academy plans to continue to utilize facilities per LAUSD policies, with the support and supervision of Local District 5.