

The Humanitas Academy of Art and Technology A Pilot School at Esteban E. Torres High School

1. EXECUTIVE SUMMARY

The Humanitas Academy of Art and Technology will be a pilot school of 464 students in grades 9-12 at the new Esteban E. Torres High School site—one of five sister pilot schools created by teacher teams who embrace the Humanitas model of interdisciplinary, thematic instruction. In collaboration with the community, the teacher-designed Humanitas Academy of Art and Technology was developed by eight highly qualified teachers from Roosevelt High School, which, with Garfield High, are the schools being relieved by Torres High School. The founding teachers have been working collaboratively in a Humanitas small learning community in East L.A. for three to 16 years. Humanitas features engaging, interdisciplinary, theme-based, team-taught lessons. It has assisted students in fulfilling their potential, achieving at higher levels and preparing for college for more than 20 years in LAUSD, under the auspices of the Los Angeles Education Partnership. The Humanitas Academy of Art and Technology will provide these dedicated teachers with additional autonomy so they can further accelerate academic achievement and professional success for East L.A. students. Students will choose between two multiple pathways to college and careers: Digital Media for those interested in visual communication and technology, and 2D Media for those pursuing a career in art or design.

This dynamic Humanitas Academy of Art and Technology stands on its own, while it will be housed in the Torres Community School—five teacher-created pilot schools all arising from existing Humanitas small learning communities at Roosevelt and Garfield high schools. The other four teacher-created pilot schools are the East Los Angeles Performing Arts Academy, the Esteban E. Torres School of Social Justice and Leadership, the East Los Angeles Renaissance Academy (A Humanitas Network School for Urban Planning and Design), and the Golden Eagles School of Engineering. The founding teachers of the five schools share a common constructivist philosophy and commitment to a community-school approach. As indicated by their names, the five schools at one site offer students a wide variety of career focuses and multiple pathways. The teacher teams' commitment to similar educational ideals will produce valuable collaboration and advantages that will offer students a rich array of educational, social and community options that will raise achievement and college-going.

In developing the academy, we collaborated with students, parents, LAUSD Local District 5, the Los Angeles Education Partnership and community organizations, including InnerCity Struggle, Bienvenidos Family Services, East L.A. College and many more. This ensures that from the initial design onwards, the Humanitas Academy of Art and Technology will fully support the success of East L.A.'s young people and will be responsive to the needs of the community.

The academy and its sister pilot schools share 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, civic leaders, feeder schools and post-secondary schools are all full participants in the educational process in a community school. Our vision for our community school is:

- The school is a source of pride, unity and empowerment for the community.
- Parents and caregivers play a decisive role in their children's education as advisers, participants and evaluators.
- Teachers and community organizations work together to weave real-world, authentic learning opportunities into the curriculum.
- Students and families are connected to organizations that help overcome barriers to learning.
- Students and teachers are active participants in the community.
- Community members and organizations help facilitate children's transition from student to participating member of the community.
- The responsibility of all stakeholders begins before students arrive at the school and continues after they leave.

In our community school, parents, caregivers, community members and teachers who take an active role in designing, implementing and sustaining the high-quality school, will demonstrate to our students that everyone 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. Assurances:

- i. The Humanitas Academy of Art and Technology is an internal applicant: a group of LAUSD teachers supported by Local District 5. We are not a for-profit entity.
- ii. We will enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve. Students will be enrolled based on identified LAUSD attendance boundaries for the school. Enrollment procedures will follow LAUSD policy. Please see **Appendix 1a.ii**.
- iii. We agree that the student composition at the new school will be reflective of the student composition at the schools it is intended to relieve, with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community. Please see **Appendix 1a.iii**.
- iv. The Humanitas Academy of Art and Technology is an internal applicant: a group of LAUSD teachers supported by Local District 5. We will ensure fiscal solvency and responsibility per LAUSD guidelines and policies.
- v. As an internal applicant, we will adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. We will use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education. Please see **Appendix 1a.v**.

b. Student population and experience in working with similar students:

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 include large, impersonal high schools; insufficient information about UC/CSU entrance requirements; lack of mentors and support for completion of university applications; inconsistent counseling support; lack of high-quality career pathways programs for all students; and insufficient integration of community resources to support students' well-being and encourage career interests. The academy will be a different kind of school, and we will build on students' strengths to assist them in achieving at high levels.

LAUSD estimates that 80% to 90% of the students who will be transferred to the new Torres High School will come from Garfield High School, with the balance from Roosevelt High School—both in East Los Angeles. The middle schools that will feed into Torres High are Belvedere, Griffith and Stevenson. All five schools are in year 5+ of Program Improvement. The five schools had Academic Performance Index ranks of 1 and 2, putting them in the lowest 20% of schools statewide. On the positive side, Roosevelt High, Belvedere Middle and Griffith Middle all achieved their schoolwide API growth targets in 2009. Their API scores range from 577 at Roosevelt High to 666 at Griffith Middle.

East L.A. is a hard-working neighborhood with primarily Latino residents, many of them immigrants. This is reflected in school demographics: 99% of students at all five schools are Latino, and the percentages of students who are economically disadvantaged range from 84% at Roosevelt High to 92% at Belvedere Middle. All five schools have about one-third English learners: 26% to 34% at the middle schools, and 30% to 34% at the high schools.

Students receiving special education make up from 9% (Stevenson) to 13% (Roosevelt) of the student population—on par with LAUSD averages. Students identified as gifted and talented are from 8% (two high schools) to 11% (Griffith and Belvedere middle schools) of students—below the LAUSD averages of 16% for middle schools and 13% for high schools. This indicates an opportunity to more aggressively identify and nurture gifted students, which we will do.

Students in this area need long-standing barriers removed so they can achieve the proficiency necessary for college and well-paying careers. The results from the most recent California Standards Tests for the current high schools demonstrate this:

CST % Proficient or Advanced 2009

	Garfield HS	Roosevelt HS	Belvedere MS	Griffith MS	Stevenson MS
English Lang Arts	21.6%	20.9%	26.8%	33.7%	22.3%
Math	4.7%	4.3%	23.9%	25.8%	18.8%

Showing positive movement, all five schools have increased the percentages proficient over the last five years (except for Garfield High in math).

Students in Humanitas small learning communities have a history of higher achievement than non-Humanitas students in the same schools, indicating that the proposed educational approach meets the needs of targeted students. For example, in 2007-08, data from 28 Humanitas SLCs—including three each from Roosevelt and Garfield—show that 33% of Humanitas students were proficient or advanced in English language arts on the CST, vs. 28% of non-Humanitas students in their same schools and 29% in LAUSD high schools overall. Results from the 2007-08 California High School Exit Exam show that a larger percentage of Humanitas students pass on their first try in grade 10, a measure of being on track to graduate.

Calif. HS Exit Exam	Humanitas	Non-Humanitas	LAUSD
10th grade pass on first try	% Pass	% Pass	% Pass
Math pass	75%	69%	67%
ELA pass	78%	69%	70%

In 2007-08, the dropout rates were 21% (Garfield) and 24% (Roosevelt); four-year graduation rates were 43% (Roosevelt) and 45% (Garfield); and 16% (Garfield) and 22% (Roosevelt) of graduates completed the A-G college prep courses. In other measures of being on track to graduate, less than two-thirds of all Garfield and Roosevelt students amass 55+ credits in grade 9, and 12%–15% accumulate 115+ by the end of grade 10. Eight percent or fewer pass the CSU Early Assessment Program. These data indicate a need to break down the barriers to college that students face and give them college-going assistance from the beginning of freshman year.

In the feeder middle schools, the percent of grade 8 students who are proficient+ on the California Standards Tests are below LAUSD's grade-8 averages for every CST except science at Griffith Middle. To address this, incoming grade 9 students will receive additional support to successfully complete high school work and get on track for college.

Attendance rates at the five schools show a need for greater engagement and personalization, which the Humanitas interdisciplinary curriculum, pilot school size and strategies such as advisory will address. For example, attendance rates were 89% (Roosevelt) and 92% (Garfield) in 2009—but less than half of students attended 95% of the time, which research has shown to be a tipping point for achievement. As expected, attendance is higher at the middle schools—roughly 96%—but only about 75% to 80% of students miss fewer than 10 days/year. The engaging Humanitas educational plan, coupled with a community-school approach, will engage students in learning and give them the support they need to reach their full potential.

Experience w/Population: As shown by the résumés of the founding teachers, they have considerable experience with students in East L.A. All eight are presently teachers at Roosevelt High, and six have been teaching there for more than 10 years, and two for three to five years. Thus, they have great commitment and strong preparation for teaching this student population.

c. Vision, Mission and Philosophy:

Vision: Through an in-depth study of the humanities, art and technology, graduates of the Humanitas Academy of Art and Technology will be technologically literate, well-rounded individuals, who are prepared for higher education and who understand the true essence of a rigorous education: that all knowledge is interconnected.

Mission: Our mission is to use community resources and interdisciplinary, inquiry-based instruction to produce graduates who are prepared to attend a university, have met all A-G requirements, are fluently bilingual, possess critical thinking skills, have a broad knowledge base, and are adept at the technological skills necessary to become actively engaged, thinking citizens of the 21st century.

Philosophy Our underlying educational philosophy reflects the following core elements:

Preparing learners for the demands of the 21st century: The essential elements of our program are 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.

Multiple Pathways: Five small schools at one school site each will have its own academic or social theme that guides its curriculum. The Humanitas Academy of Art and Technology's pathway will allow students to explore these fields of interest and build their skills for their future college and professional

success. The multiple pathways are Digital Media for those interested in visual communication and technology, and 2D Media for those interested in pursuing a career in art or design.

Humanitas 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, under the auspices of the Los Angeles Education Partnership. 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 academy has an unyielding commitment to both horizontal and vertical collaboration to develop rigorous, student-centered, inquiry-based, interdisciplinary curriculum that meets the needs of all students.

The Humanitas Academy of Art and Technology will create an exciting, rigorous learning experience for our students based upon an in-depth study of the humanities, art and technology through interdisciplinary, inquiry-based learning using the Humanitas model. 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. Humanitas is an effective instructional model for small learning communities that emphasizes interdisciplinary lessons centered around themes that are relevant to students, team-based teaching, and ongoing professional development for teachers. The Humanitas Academy of Art and Technology will provide educational experiences that will bring students to the realization that all knowledge is interconnected. The construction of the curriculum and the pedagogy used will guide students to explore the rich, deep connections that exist between the disciplines. This methodology will act as a road map to help students navigate lifelong learning.

In addition to standards-based instruction, meaningful art activities and technological skills will be integrated seamlessly into all classes in the Humanitas curriculum. Two Multiple Pathways —Digital Media and 2D Media — will offer electives that also meet the Visual Arts and Technology requirements.

The community-school model: Responsibility for the academic success and emotional well-being of students is shared among teachers, staff, parents, colleges, businesses, social services, cultural institutions, and health care providers. Collaborative relationships with the community will enable the Humanitas Academy of Art and Technology 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 Bienvenidos for medical services, L.A. County Parks and Recreation for a parent program, Japanese American Museum, InnerCity Struggle, the Saturday High Program at the Art Center College of Design, East L.A. College, California State University at Los Angeles and many others. We are working to arrange partnerships with community organizations that can provide additional services.

Need & impact: The academy will meet an urgent need in this inner-city community, in which students grapple with academic barriers and want assistance to make college a reality. Our academy will raise academic achievement and prepare students well for college. Technological education is critically necessary in this high-poverty area where students have very limited access and few opportunities to increase their technology skills and prepare for the demands of higher education and 21st century employment. The academy's arts focus addresses a need to give these young people access to jobs in Los Angeles' large "creative economy," which includes graphic design, Web design, advertising, entertainment, etc.

Grade structure: At inception, the school will serve about 372 students in grades 9 through 11, growing to full enrollment of 464 students in grades 9 through 12 by its second school year.

A Day in the Life of A Student

Jorge Perez is an academically struggling 11th-grade student at the Humanitas Academy of Art and Technology. In the fall, he is studying a unit with the interdisciplinary theme *In Search of America's Self: Creating the Myth, Living the Reality*. In this unit, which focuses on 1880 to 1920, students are exploring the dichotomy that exists even today between the myths and realities that make up the American dream. Students are exploring various questions, including Where did the myth come from? Is it a myth? Was it ever true for most Americans? What was the reality? Is it more or less true today?

The academy is on a block schedule where classes meet every other day for longer periods, enabling in-depth simulations, debates, Socratic seminars, etc., as well as allowing students to focus on three classes of homework per night rather than six. Today Jorge's classes are American

Literature/Contemporary Composition, Drawing 2 and U.S. History. Tomorrow's classes will be Geometry, Biology and A.P. Spanish Language. His first period class, American Literature/Contemporary Composition, begins with independent reading for the Accelerated Reading program. When Jorge enrolled in the academy, he knew he was not the best reader in his class but he was shocked to discover that he was reading at a sixth-grade level. All his teachers had the same message for him: to improve, you must read, read, read. He committed to the AR program and attentively studied his ninth-grade Reading Apprenticeship program, and he is very proud that at the start of grade 11, his reading level had increased four years. Yesterday, the class finished reading Horatio Alger's *Bound to Rise*, the story of an immigrant's rise from rags to riches. Today Jorge and a classmate will do a think-pair-share, identifying quotes that illustrate the values Americans believed would lead them to success. These quotes will be added to his Chart on American Values. Using the analysis they have previously done on a Currier and Ives lithograph, *The Ladder to Success*, Jorge will use both the print and non-print texts to write a timed response to the question: How do these texts reflect American values of the period?

In Jorge's 2D Art multiple pathway strand, his art class this year is Drawing 2AB. This is Jorge's favorite class because he loves to draw and he revels in the progress he is making. Today Jorge and his design team are starting the preliminary design for a campus mural. Yesterday, his class completed a visual analysis on the representation of myth and reality in the murals of a group of local artists, East Los Streetscapers. His design team has decided that their mural will represent daily real life in East Los Angeles. Jorge's team passionately discussed what the reality is and how to represent it. Today they are using quick sketches to brainstorm the elements to include in the preliminary sketch and to develop the conceptual idea that will guide their design.

Today in fifth period, U.S. History, Jorge and his classmates are participating in a simulation, the Progressive Reform Convention. The class is divided into six groups that will lobby for government assistance in controlling the problems that are plaguing citizens in the period covered by the thematic unit. It is their task to convince President Theodore Roosevelt that the problem they represent is the most deserving of a place on his Reform Agenda. Jorge's role is Jacob Riis, the famous photographer and muckraker, who is a member of the lobbying group that represents city problems. He is very nervous yet excited to be giving a speech to the convention on the tenement conditions in New York City and sharing his photographs of the realities of city life for the newly arrived immigrants. He has discovered that he really likes simulation and is good at thinking on his feet and debating. He is passionate about city problems, as many of them still affect East L.A. today. He thinks living the history makes it real and easier to understand.

Jorge's last period is Advisory. As a junior, he is focusing on college planning and the preparation and research and he needs to become the first in his family to attend college. He meets with his advisor and group for 25 minutes. Then the group members go to enrichment or intervention courses or other approved activities, like internships or community service, for an hour. Today, Jorge attends his CAHSEE math intervention class, because he did not pass the math portion of the high school exit exam in 10th grade. After school, Jorge takes the bus to the Museum of Contemporary Art, where he is an intern and is developing the skills to mount gallery exhibitions. He and others will then mount the end-of-the-year student exhibitions.

d. Education Plan:

Instructional Methods and Student Learning Goals: The Humanitas Academy of Art and Technology is a four-year interdisciplinary program that follows the proven Humanitas model of instruction and curriculum development. Four elements are critical to achieving our vision:

- a) Advisories that match each student with a credentialed advisor for four years to develop personalization and ensure students graduate on time and prepared for college.
- b) Teacher collaboration in interdisciplinary teaching in grade-level and subject-specific teams to develop thematic, backwards-planned curriculum to ensure instruction is sequenced for the developmental needs of all learners, including those at risk and with special needs.
- c) Inquiry-driven, Interdisciplinary Teaching to provide rigorous and engaging curriculum to all learners, regardless of their educational backgrounds or special learning needs. Researchers in special education, ELL, gifted, and general education support our foundational philosophy: high expectations for all learners.
- d) Real-world/Authentic Learning to ensure that all students see the value of learning beyond school.

They will have the opportunity to explore the career pathways of Digital Media for those interested in visual communication and technology, or 2D Media for those pursuing a career in art or design. Students will communicate their knowledge, present a product or performance, or take some action for an audience beyond their teachers, classroom and school building. In their junior and senior years, students will intern at area museums, film studios and community agencies to extend the range of their participation in media arts and assist others.

Standards-based, Rigorous Curriculum: All curriculum is standards-based, and all students will complete the UC/CSU A-G college entrance requirements, while building the skills and habits of mind necessary for college and career success. The school's course matrix and Advanced Placement program will reflect the strengths and interests of 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.

Proven Strategies: Humanitas has assisted students in fulfilling their potential, achieving at higher levels and preparing for college for more than 20 years in LAUSD, under the auspices of the Los Angeles Education Partnership. Research shows that Humanitas has a statistically significant effect on writing and content knowledge, that students stay in school longer, work harder (by objective measures and their own report), participate in thoughtful class discussions, engage in cognitively complex activities, and like school better (Aschbacher, 1989). Current data show that students in Humanitas small learning communities achieve at higher levels on standardized tests than do non-Humanitas students in the same schools on the same tracks. The Humanitas model and instructional strategies are well-supported by a strong basis in research.

Professional Development: Academy teachers will engage in a professional development program in which they continuously seek and share learning and then act on what they learn. The focus of professional development will be on student learning and making teachers accountable for taking action based on what they have learned. Grade-level teams will collaborate and share responsibility for students' successes and failures. This shared responsibility, when coupled with focused professional development to create trust and promote growth, creates a climate in which teachers hold one another to high expectations. Professional development is a regularly scheduled feature of the academic calendar and weekly bell schedule.

Assessments: All interdisciplinary curriculum is assessed with culminating interdisciplinary projects that reinforce the career theme, plus a rigorous interdisciplinary essay that synthesizes learning from all subject areas through the lens of the career theme. Formative and summative assessments will take multiple forms to enable students with different learning styles to demonstrate their mastery of standards-based content. Students' progress will be tracked with frequent assessment and monitoring of their response to instruction and intervention. The academy will administer all required standardized tests and will strongly encourage students to take college application tests such as the PSAT, SAT and ACT.

Performance Goals: All students will engage in the rigorous learning required to succeed in A-G college-prep classes, graduate on time, be prepared for college, and be exposed to careers in the visual arts. Our students will be adept at using creative applications of technology to engage in the visual culture of Los Angeles and beyond. All students will take responsibility for their learning and will be willing collaborators who contribute to the success of all. Students will feel confident and have a sense of responsibility for the school community. Our primary measures of student success are: a) All ninth-grade students pass the gateway courses: Algebra I and English 9A/B. b) All students pass Algebra II. c) All students accumulate at least 55 credits each year. d) All 10th-grade students pass the California High School Exit Exam. e) All 11th-grade students take the CSU Early Assessment Program, SAT and/or ACT college tests. f) All English learners re-designate as fully English proficient. g) All students have access to an arts or technology career experience opportunity (e.g. job shadow, mentor, internship). h) All students are powerful written and oral communicators. i) All students graduate and have passed the courses required for admission to four-year California public universities.

e. Community Impact and Involvement:

Rationale: The founding teachers of the academy selected this community, where most of them have been teaching for more than 10 years at Roosevelt High School, because of their commitment to the students of East L.A., who aspire to college and good careers. The teachers have been successfully implementing the Humanitas interdisciplinary model in a small learning community at Roosevelt High,

and they believe the autonomy of a pilot school structure will enable them to accelerate academic achievement and college-going for East L.A. students.

Meeting student needs: The school will meet students' needs by offering a curriculum and educational strategies that have been proven to raise achievement for this student population. Also, the school meets the community need to prepare students from East L.A. for college, particularly four-year universities, which very few attend. In addition, the school's focus on art and technology will provide career pathways that are not presently available to most East L.A. students: into the creative economy (arts, design and entertainment), which accounts for one in six of all jobs in Los Angeles, and 21st-century technology careers.

Community involvement: From the onset of planning for our pilot school, founding teachers have involved students, parents and community organizations, notably InnerCity Struggle, which advocates for educational equity in East L.A. As early as spring 2009, we began meeting with parents and students about ideas for pilot schools at the Torres site. In 2009, we discussed ideas for the pilot schools with Roosevelt students, and we held brainstorming sessions with Garfield students about academic, athletic and extracurricular resources. Thus, the ideas, passions and opinions of students, parents and the larger community are incorporated into this proposal.

Our plan outlines a wide array of engagement strategies to meaningfully involve parents in their children's education, school decision-making and school culture. We are engaging community-based organizations to help create a supportive, inclusive school. These organizations will work with leadership, faculty, staff and parents to create an environment in which students will thrive academically and socially. Collaborators include colleges and universities, health and wellness providers, social services, youth development, parent engagement, advocacy, arts education and enrichment, academic enrichment, financial education, and much more. Students will benefit from workplace experiences, service-learning and internships with L.A. businesses. Our community school will be a hub for education, social services, the arts, college and career preparation, community activity and empowerment.

f. Leadership/Governance:

All of the academy's founding teachers currently teach at Roosevelt High School, most of them for 10 or more years. One teacher, a graduate of Roosevelt High School's Humanitas program, lives across the street from the Torres campus. Another grew up in East Los Angeles. This gives the teacher team deep knowledge and roots in the community. Leadership team members have substantial experience in developing and implementing an innovative, successful Humanitas small learning community with students at Roosevelt High. They are all highly qualified, experienced teachers, many with National Board certification, most with master's degrees. Two hold Tier I administrative credentials and many have held leadership positions. Two have extensive experience in founding and developing small learning communities, giving them the appropriate skills to found and lead a pilot school. These teachers have backgrounds to support the art and technology focus of the pilot school and experience integrating technology and art into curricula. Most important, they share a passion for educating young people, a commitment to East L.A., and high expectations and aspirations for their students.

The governance model includes oversight of the Torres campus and oversight of the Humanitas Academy of Art and Technology. Campus-wide oversight will be the responsibility of the Building Council (the five pilot school principals and the site operations manager). The Torres Community School Collaborative, led by InnerCity Struggle, will coordinate the community-based organizations at the Torres campus and will give students, parents, community members, educators, civic leaders and others representation in making Torres a vibrant center of the community. The academy will be governed by an elected school site council (principal, 4 teachers, 1 school employee, 3 parents and community members, and 3 students). The school site council will add one member from the Torres Community School Collaborative to form the Governing School Council. Only school site council members will vote on the single school plan and categorical budgets. The Governing School Council will be advised by the elected Compensatory Education Advisory Committee (3 parents, 2 teachers) and the elected English Language Advisory Committee (3 parents, 2 teachers).

In keeping with the academy's mission and vision, the governance model allows those closest to the students to determine the school's daily operation, hiring, budget, curriculum and assessment. Our school governance is embedded with a powerful network of student-centered educators, parents, students and community members working together to improve education.

g. Fiscal Plan:

The pilot model gives the academy budget autonomy to enrich our classes and curriculum and fulfill our mission and vision. Because we are focused on personalized education and differentiated instruction to raise achievement, we plan to have a low student-teacher ratio of 25:1. To achieve this, our first priority will be spend most of our budget on highly qualified teachers who are credentialed in the subject they will teach and who are skilled in teaching students with specialized needs, e.g., English learners, students with disabilities, gifted students, etc. Since our career focus is on the visual arts, we will also allocate funds to additional art instructors and guests artists. Our remaining resources will be spent on materials to enrich our curriculum, such as additional technology (LCD projectors, copier, computers), field trips to enrich our thematic units, art supplies, materials and textbooks.

2. CURRICULUM AND INSTRUCTION

a. Curriculum Map and Summary:

The Humanitas Academy of Art and Technology is a four-year interdisciplinary program that follows the Humanitas model of instruction and curriculum development. Four programmatic elements are critical to achieving our vision:

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.

Teacher Collaboration: Research shows that collaboration that revolves around instruction has a significant impact on student achievement (Newmann & Wehlage, 1995, Corcoran & Silander, 2009). Humanitas interdisciplinary teaching gives grade-level teams an opportunity to develop thematic, backwards-planned curriculum. Teachers collaborate in both grade-level and vertical/subject-specific teams to ensure that curriculum and instruction is sequenced for the developmental needs of all learners.

Inquiry-driven, Interdisciplinary Teaching: All learners, regardless of their educational backgrounds or special learning needs, have a right to access rigorous and engaging curriculum. Our mission is to prepare students for active engagement as citizens of the 21st century. Humanitas instruction gives students the skills necessary to transfer learning, communicate persuasively, and apply higher-order thinking skills to cognitively demanding tasks. Researchers in special education, ELL, gifted, and general education support our foundational philosophy: high expectations for all learners (Guess & Thompson, 1989, Heshusius, 1988, Waxman & Tellez, 2002, Van Tassel-Baska, 2008, Newmann & Wehlage, 1995).

Real-world/Authentic Learning: We wholeheartedly embrace the East Los Angeles Zone of Empowerment. In order to ensure that all students see the value of learning beyond school, the Humanitas Academy of Art and Technology offers students in the Torres complex an opportunity to explore the career pathways of visual and media arts. In the classroom, students will address a concept, problem or issue that is similar to one that they are likely to encounter beyond the classroom. Students will communicate their knowledge, present a product or performance, or take some action for an audience beyond their teachers, classroom and school building. In their junior and senior years, students will intern at area museums, film studios and community agencies to extend the range of their participation in media arts and assist others. This academy also responds to 2007, 2008 and 2009 reports from Otis College of Art and Design on the creative economy (arts, design, and entertainment) in Los Angeles, which show the creative arts as one of the area's top employers, accounting for one in six of all jobs (Otis, 2009).

Curriculum scope and sequence by subject for each grade level is in Appendix 2a.i. As the Curriculum course scope and sequence shows, the curriculum is team-taught, theme-driven, and writing-based. All interdisciplinary curriculum is assessed with culminating interdisciplinary projects that reinforce the career theme and a rigorous interdisciplinary essay that synthesizes learning from all subject areas through the lens of the career theme.

Alignment: The curriculum aligns with California Content Standards, as well as the school's unique vision and mission, incorporating, e.g., study of the humanities, interconnected knowledge, interdisciplinary, inquiry-based, technology emphasis.

Effectiveness and rationale: Research shows that Humanitas has a statistically significant effect on

writing and content knowledge, that students stay in school longer, work harder (by objective measures and their own report), participate in thoughtful class discussions, engage in cognitively complex activities, and like school better (Aschbacher, 1989). Data discussed above in 1b show that Humanitas students outperform non-Humanitas students in their same schools. Historically, data from Humanitas in LAUSD shows that participating students also attend school, stay in school and graduate in higher percentages than non-Humanitas LAUSD students. Backwards-planned, interdisciplinary curriculum and instruction is especially well suited to the generally low-achieving Torres student population because it scaffolds complex material for student understanding; inspires higher-order thinking; engages students in rigorous college preparatory writing; engages students in authentic learning; differentiates instruction for special needs, English learners, and gifted students; and holds high expectations for all learners..

Instructional Materials are selected to engage low-income Latino students performing below grade level. For example, ninth-grade English and Spanish courses introduce students to Reading Apprenticeship techniques that they will use throughout their high school careers. The literacy strategies they learn in English are used in Algebra I, as students work collaboratively in groups to analyze relevant mathematical situations, develop plans for solving those problems, and practice core mathematical concepts in their solutions. They learn the foundational skills and habits of mind necessary for mastery of increasingly complex mathematics courses. Early introduction to technology enables ninth-grade students to gain confidence in their ability to access and evaluate Internet sources as well as engage in academic, artistic, and community networks. All ninth-grade instructional materials are selected to build self-confidence and self-advocacy as students during this “apprenticeship” year focus on the basic skills required for current and future academic success. Grade 10 builds upon these basic skills by introducing students to instructional materials that engage them in deep, critical thinking about the complex nature of individual, community and societal interactions. Students apply learning from all disciplines to uncover the challenges of the modern era. Grade 11 instructional materials focus on American identity to engage students in writing in all academic courses and to introduce students at all levels to the rigors of responding to document-based questions—an essential skill required for college attainment. Grade 12 builds upon the self-confidence and enhanced critical thinking and writing skills that students have developed by focusing on college-level mastery of skills and content. Instructional materials at this level of learning emerge from deep considerations of the interplay among power, freedom and responsibility. In-depth thinking in each subject area results in students’ ability to analyze, synthesize and evaluate the complex social, scientific, and economic implications of individual and societal decision making. **A list of instructional materials is in Appendix 2a.ii.** We will not use packaged curricula.

Plan for implementation and support: The founding teachers of the Humanitas Academy of Art and Technology have a long history of implementing and supporting this curriculum. Our data show the effectiveness of Humanitas with students from socioeconomically disadvantaged backgrounds in Los Angeles, including East Los Angeles. In addition, years of prior research supports our interdisciplinary, inquiry-based, writing-assessed approach to curriculum design and instruction.

Instructional techniques. Backwards-planned interdisciplinary instruction deepens student understanding by promoting transfer of learning and cognitive resonance. Inquiry-based instruction places the teacher in the role of facilitator who engages students in high-order thinking by asking them to address a concept, problem, or issue through discussion, writing, and problem/project-based learning. Writing-assessed curriculum prepares students for the rigors of college by requiring that students articulate their understanding of complex ideas fluidly and persuasively.

Pedagogy. Our constructivist approach to pedagogy builds upon each student’s personal and cultural background and upon their educational background. Our aim is to expand their educational background by building cognitive resonance (this helps students recognize patterns based upon what they know) through thematic, interdisciplinary instruction. Conversely, the rigor of Humanitas curriculum is built upon the concept of cognitive dissonance (this helps students become comfortable with discrepancies between what they know and new knowledge), which places emphasis on giving students opportunities to grapple with challenging concepts. Both of these divergent approaches work in tandem to support our mission to prepare students for the 21st century by empowering them to transfer skills from one context to the next and to creatively problem-solve.

Flexibility. One of the features of backwards-planned curriculum is its insistence upon planning for student understanding. Every student has access to rigorous curriculum and instruction, but each unit plan

is scaffolded to build student understanding and differentiated to meet the needs of all learners. Since Humanitas teachers use and communicate the outcomes of formative assessment with their team several times a week, curriculum is adjusted as students become more proficient or if they need additional scaffolding.

Differentiated instruction. Humanitas students are heterogeneously grouped because it is critical to establishing a community of scholars where various talents, skills and insights support all learners. This requires that teachers personalize instruction by using student work protocols to address learning needs of all students. Additional detail on instructional strategies is in 2e.

Intervention and acceleration. The first rule of intervention is to develop well-planned curriculum and to offer exciting instruction that is respectful of student intellect. Still, some students will require intervention. Those who do will review their personalized instructional plan with their grade-level teachers in order to set personal learning goals that will include on-site tutoring and other services that may be required to address non-academic issues that may be interrupting learning. Accelerated students will find their studies challenging in general, but their personalized instruction will include an increased focus on understanding meta-concepts and systems. Also, the Torres Community School will offer early-college and dual enrollment at East L.A. College for students who are prepared for college-level work. Further, Torres, as a high-tech campus will offer a wide range of online enrichment classes.

Equitable access to the arts & library media strategy: Humanitas has a long history of ensuring equitable access for all students to instruction in music, dance, theatre, visual arts and media arts. Our pilot school's focuses on art and technology provide digital media and visual arts pathways, but beyond that we will continue to include the arts in the core curriculum. Each interdisciplinary unit addresses one or more of the visual or performing arts standards, as either instructional strategies or as multi-modal assessments. We believe that, as Dr. Elliot W. Eisner of Stanford says, "The arts teach that neither words nor numbers define the limits of our cognition; we know more than we can tell. There are many experiences and a multitude of occasions in which we need art forms to say what literal language cannot say" (Eisner, 2002). To this end, students will both produce art and become patrons of the arts. We will continue to use L.A.'s rich cultural institutions as extended classrooms, as we adhere to the tenets of Article 27 of the Universal Declaration of Human Rights: "Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits" (UDHR, 1948). Also, we will facilitate students' enrollment in East L. A. College's dual-enrollment courses in visual and performing arts. Finally, we will develop our library media arts strategy in collaboration with the library media teacher, whom we view as an instructional partner in supporting and expanding the curriculum. The vision of the Library Media Center is to impact student achievement, to foster a culture of reading, to support 21st-century information literacy and to nurture lifelong learning. The collection will be print, digital, multicultural and multi-level, enabling students, including English learners and special education students, to access materials at their grade level. The library will also offer an adult learning section that includes resources for teachers, parents and other Torres staff.

b. Track Record of Proposed Curriculum:

The thematic, inquiry-driven curriculum to be designed and implemented by the Humanitas Academy of Art and Technology teachers is effective and appropriate for the proposed student population. All of the founding teachers have extensive experience teaching students at the schools to be relieved by Torres—Garfield and Roosevelt high schools. Six of the eight have been at Roosevelt High for 10 to 26 years, and two for three to five year. They have expertise designing and implementing Humanitas curricular units for the target population. Humanitas 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 Humanitas 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 Roosevelt and Garfield high 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

Humanitas students in LAUSD for 20 years.

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

2007-08 Data	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>
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 academy 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). Academy 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 the academy are approved by the UC Office of the President so they fulfill A-G requirements.

College Board: The academy 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.

c. **Addressing the Needs of All Students:**

The Humanitas Academy of Art and Technology 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 Disabilities: To meet students' needs for specialized assistance, we will ensure that teachers and staff are trained in support strategies so that all students can have success in learning, including students with Individualized Education Plans (IEPs) and those who learn in different ways. We will adopt a plan for full inclusion of special needs students in general education classrooms that complies with the federal requirements for education in the least restrictive environment. Holmes et al. report on an extensive study of inclusion: "The results of this study provide definitive evidence that Inclusion *does* represent the philosophy of choice for meeting the needs of Students with Disabilities, and for having an equally positive impact on the attitudes and learning of the General Ed peers sharing inclusive classrooms" (2006). As necessary, students will receive assistance from trained personnel, supplemental services and aids, adapted curriculum and materials.

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, Glazewski, & 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 museums and cultural institutions. **See section 7 for additional information on plans for special-needs students.**

English language learners: The academy'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. 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 Socratic seminars, literature circles, document readers' circles, simulations, 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 members of the founding team are trained in cognitively guided instruction, and, will train others 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. The purposeful development of 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. Furthermore, research shows that the more literate a student becomes in his native language, the more literate he will become in his second language (Thomas & Collier, 1997). One of our major goals is for our students to become truly bilingual.

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.

Standard English Learners: The academy will provide rigorous, standards-based and A-G-aligned instruction for all learners. Our thematic, interdisciplinary curriculum and inquiry-based, authentic instruction is aimed at closing the achievement gap for all students, including SELs and ELLs. Our key instructional strategies that support our SEL population are student-centered instruction, cooperative grouping, Socratic seminars, problem- and project-based learning, multiple pathways curriculum, simulations, intense focus on writing, independent research, building on prior academic and cultural knowledge, college-focused advisories, job shadowing, internships, community-based instruction, document-based questions, performance assessments, portfolio assessments, strategic literacy, text-based discussions, experimentation and investigation, use of Accelerated Reader and other technology-based programs to build mastery in mathematics and language arts.

Students of Poverty: The founding teachers of the academy have experience in promoting high levels of achievement with socioeconomically disadvantaged students. All research suggests that the most important attribute for serving this population is focused personalization, which leads to each student's sense of belonging (Darling-Hammond, 2006/2007). To foster personalization, all students will be placed in an advisory and will remain with their advisor through graduation. In addition, the Torres Community School will give students access to a full-service mental and physical wellness center and other critical social services. This model employs a team approach to serving students in which the community, teachers, parents or caregivers all work as partners to enhance well-being and to create a home-like environment for all students. Mental and physical wellness, food security and safety are critical to each child's ability to focus on the academic and extracurricular activities that are essential to creating future economic opportunity and enhancing quality of life. All adults in the Torres Community School are committed to providing students with the support and services required to build a foundation for a productive future.

Gifted Students: A leading researcher in gifted education, J. VanTassel-Baska, notes that gifted students have high levels of curiosity as well as highly-developed abilities to analyze and synthesize information (1998). Interdisciplinary, thematic instruction is well-suited to these needs, as it allows students to see underlying systems and patterns in order to synthesize content from multiple disciplines and time periods. Further, problem- and inquiry-based instruction appeals to gifted students' high levels of curiosity by placing the teacher in the position of facilitator rather than dispenser of knowledge. The teacher's role is to "present challenges that are appropriately confounding, and to provide them with the opportunity to wrestle with these challenges in active, meaningful ways" (Feinburg & Mindess, p. 3). This approach engages students in active learning and responds to their ability to analyze content. In addition, our academy will follow the California Department of Education guideline for instruction. Specifically, each subject will provide 1) Differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents. 2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials. 3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others. 4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards. 5) Elements that assist gifted and talented pupils to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment.

Students who are prepared for an even greater degree of self-directed learning will have access to AP classes, online enrichment courses, individualized tutoring, and college classes through East Los Angeles College. **Please see section 2d for details.**

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

At-risk students: The academy will place each student in an advisory with the same advisor for four years, enabling students to be well-known and facilitating prompt identification of risks and needs. When students are identified by teachers, caregivers or other concerned parties as needing intense and focused attention, then the advisory teacher will work with the Torres community school coordinator, the caregiver, and the grade-level teaching team to provide the student with the appropriate academic, wellness, and social supports available through the Torres Community School.

Level of expected growth: As noted in 1b, our student population is below LAUSD averages for high school students in academic achievement, being on track to graduate (e.g., credit accumulation, passing the exit exam, etc.), and other key items monitored on the new School Report Cards. Our initial goal will be for all students to first match the current averages for LAUSD students, then to meet LAUSD's ambitious targets, and ultimately to exceed LAUSD targets. The strategies we have described will enable us to raise student achievement because our approach concentrates on the critical-thinking and problem-solving skills necessary to excel in all subjects. Special emphasis will be placed on English language arts and algebra I mastery because these are key to achievement, persistence in high school and graduation, according to various researchers. Please see 4a. Accountability Matrix for detailed growth targets.

d. Accelerated Learning:

Strategies: Instructional Strategies: All Humanitas curriculum is backwards planned to include differentiation for accelerated and gifted learners. The specific Humanitas strategies that apply to gifted and accelerated learners are inquiry-driven instruction, thematic connections, problem-based learning, and authentic assessment. The inquiry-driven nature of the instruction allows accelerated learners to respond to the curriculum from the vantage point of his or her specific developmental abilities and talents. Examples of inquiry-based curriculum are simulations, debates, Socratic seminars, scientific investigations, independently developed research projects, and regular engagement in meta-cognition. Gifted students are regularly engaged in higher order thinking processes in order to allow for complex thinking capacities to flourish. The thematic nature of Humanitas instruction responds to gifted students' desire to understand the patterns and systems at work in the real world. Problem-based learning appeals to gifted students' need to use self-generated problem-solving and abstract-thinking abilities. Finally, every Humanitas unit culminates in an authentic interdisciplinary assessment in which gifted students can use their understanding of meta-concepts and their creative abilities to respond to writing and project prompts. All Humanitas curriculum and instruction allows accelerated students to acquire skills and understanding that are appropriate to their potential. In addition to an intense focus on differentiated instruction, the academy will provide gifted and accelerated students access to an extensive range of resources, including Advanced Placement courses; web-based enrichment classes; access to dual enrollment at East Los Angeles College; internships with business, cultural, and civic organizations; and summer university programs.

Advisories: Each advisor will develop an individualized learning plan with gifted students, their parent/caregiver, the grade-level team, and relevant service providers from the Torres Community School. This plan will address both cognitive and affective learning appropriate to the needs of the student. At-risk gifted students will be particularly well-served in the advisory, as the team will collaborate to implement intervention strategies that can take place at school, in the home and in the community. In

addition, the needs of gifted students who are English language learners and low-income will be met using this team approach to intervention.

Identification: The academy will make provisions for ensuring full participation of pupils from diverse socioeconomic and cultural backgrounds and students with disabilities. Our academy will collect the following data to identify potential giftedness: individual course and pupil records; individual tests interviews and questionnaires; portfolio assessment; classroom teacher input; parent observations; and when appropriate, a credentialed school psychologist. We will use one or more of the following categories to identify gifted and talented students: intellectual ability, creative ability, creative problem-solving ability, leadership ability, high achievement, visual or performing arts talent.

Program Quality: Each year, we will evaluate the various components of our strategies and services for accelerated and gifted students. At the center of this evaluation will be the quality of student learning, their overall engagement, and their satisfaction with their progress. All core academy teachers will focus on gifted education as one of the areas of professional growth. They will increase their knowledge of the social, emotional and academic development needs of gifted learners as part of their professional learning regarding serving the needs of special populations. Additionally, our academy will conduct annual reviews of gifted pupil progress, program design, identification, curriculum and instruction, parent and community involvement, support services, and compliance with LAUSD and state mandates.

Increased Enrollment in Advanced Placement Courses: Currently, only 8% of Roosevelt students and 9% of Garfield students are identified as gifted and talented (GATE), vs. 13% in LAUSD high schools overall. GATE percentages for the feeder middle schools also are below LAUSD’s 16% overall for middle schools: Belvedere 11%, Griffith 11%, Stevenson 10%. Our inclusive methods of identifying giftedness and potential giftedness, as noted above, will increase the number of students served by differentiated instruction. In addition, thoughtful vertical teaming will create a long-term, unified approach to serving gifted students. This teaming will be extended to our middle school colleagues as we collaborate to employ multiple measures to identify gifted students. Vertical teams of grades 6-12 teachers, with input and guidance from our post-secondary partners, will create fully articulated pathways for both indentified and unidentified gifted students so that they are fully prepared for challenging coursework at all grade levels. The capstone of this planning will be increased enrollment and success in Advanced Placement and college courses.

Number of Advanced Placement Courses & Students Served: Our design team members are qualified to teach these AP courses: World History, American History, Government, Economics, Literature, Language, Spanish, Studio Art 2D, Studio Art 3D, and Studio Art Drawing. Initially, we have decided to offer seven AP courses that are most closely aligned with our curriculum. As the academy progresses, we may offer additional AP courses to match students’ strengths and interests. Also, we will endeavor to employ two science teachers who are qualified to teach AP Biology and AP Physics.

Beyond offering seven AP classes internally, we are also working with East Los Angeles College (ELAC) to develop an early college program that will enable our students to take advantage of college-level courses to be taught at Torres or ELAC. Qualified students will take ELAC dual-enrollment classes that will fulfill A-G course requirements and help them earn credits needed for transfer to UC and CSU four-year universities.

We will also be able to offer an honors contract in many of our courses, such as 10th-grade English and World History, 11th-grade English and US History, and 12th-grade English, as well as in our advanced math and science courses. Students will be able to pursue independent study during the flexible portion of the advisory period.

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 standard English learners, English learners and students with disabilities.

AP Course	Total enrolled	SEL	ELL	Students w/Disabilities	Gifted	Low-income = 85% of total
Literature	33	20			13	28
Language	33	20			13	28
Spanish Language	43	15	15		13	37
Spanish Literature	43	15	15		13	37

AP Course	Total enrolled	SEL	ELL	Students w/Disabilities	Gifted	Low-income = 85% of total
Studio Art 2D	23	10	5	3	5	20
Studio Art 3D	23	10	5	3	5	20
Calculus	20	5	3	2	10	17

e. Instructional Strategies:

The Humanitas Academy for Art and Technology will use instructional strategies that will create a lively, rigorous and supportive learning environment for all students. 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, ELL, and students with special needs. All three of these populations build confidence by improving their ability to collaborate and 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 on 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, careers and active citizenship, and that requires deep critical-thinking. We use Socratic seminar, 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 understand that all knowledge is connected.

All of these research-based strategies have worked well with our students in Humanitas because they are culturally relevant. This is because the strategies build on and value prior knowledge, or, in other words, the learning that has taken place in the home, community and 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.

3. SCHOOL CULTURE AND CLIMATE

The Humanitas Academy of Art and Technology will adhere to the relevant articles of the LAUSD Collective Bargaining Agreement..

a. Description of Culture:

The founding teacher team will establish a small pilot school of 464 students (full enrollment) who will be transferred from Roosevelt High School. The school will also include students who will matriculate from three middle schools identified by LAUSD. The school culture will be one of cooperation and collaboration within a vibrant community of scholars. We will create an exciting, rigorous learning climate for our students through an in-depth study of humanities, art and technology and through interdisciplinary, inquiry-based learning, utilizing the constructivist Humanitas model.

Excellence in academic achievement will be attained by the establishment of clear expectations and goals, meaningful and timely assessment and accommodation of diverse learning styles. High quality instructional design and engaging activities that encourage student creativity, curiosity and initiative, as

well as a policy of student recognition and rewards, will create a positive and exciting academic culture.

In addition to high academic expectations, the academy will set high behavioral standards. The Student Handbook and the student-created Honor Code will lay out the specifics of acceptable behavior. However, a deeper understanding of the concepts of integrity, ethics and character will be a constant, foundational focus of the curriculum. The exploration of these values will be achieved through strategies such as student seminars, simulations, case studies and advisory discussions. Students will understand that constructing and maintaining one's character is a lifelong task that must be conscious and explicit.

We will promote a positive social environment through the process of collaboration and team-building. Social responsibility in all areas, from personal relationships to community service, will be emphasized. Students will be encouraged to use their talents, skills and knowledge to contribute positively to their class projects, school activities and to the community at large.

b. College and Career Readiness:

College and career preparation begins in the ninth grade and builds on students' skills and interests. Students will select a pathway within the school, focusing on either Digital Media for those interested in visual communication and technology, or 2D Media for those pursuing a career in art or design. Each pathway consists of an exploratory course, a technical, and a capstone course, all of which are A-G approved courses. However, college and career preparation will not simply exist as stand-alone courses, but will be integrated into students' four years of high school:

Academic Preparation: Many academic skills serve necessary functions beyond high school, and when thoughtfully sequenced, can help prepare students for the rigors of college and career. For example, effective note-taking, presenting and collaborating are all essential to success in high school, college and the workplace. Teachers will embed these process skills in the curriculum in all subject areas, reinforcing them through regular interaction and feedback.

College and Career Exploration: In addition to technical courses in a specified field, activities and lessons will expand students' knowledge of opportunities beyond high school. Field trips to local colleges and businesses, resume-writing workshops, research projects on colleges, financial-aid literacy, and portfolios will help prepare students. Through the Los Angeles Education Partnership, Academy students will participate in KnowHow2Go college-access services, developed by teachers from Humanitas small learning communities, based on best practices and research into what works for low-income, first-generation college-goers. The academy will have one teacher designated as the college-access coordinator, who will oversee college-access activities for students in four key areas: parent or adult involvement, academic preparation and college application, college awareness and selection, and financial aid. A unique feature of our college-access program is the integration of college-access activities into interdisciplinary curriculum.

Dual-enrollment opportunities at East L.A. College will expose students to college-level work and enable them to earn credits for transfer to UC and CSU universities.

Engaging with Professionals: Students will have structured opportunities to interact with local business and community leaders. Many students will participate in mock interviews and internships, but all students will benefit from guest speakers and job shadowing. Industry professionals will assist classes working on career-themed projects, and these industry experts will help judge and review end-of-unit presentations and exhibitions—making students' work and experiences authentic to the career theme.

Promotion Policy: To promote from grade 9 to grade 10, students need to have earned at least 55 credits and to have passed their core (English, Biology, and math) courses with a C or better. Students who fail to achieve these measures will be individually counseled regarding the coursework they must complete to promote. A small number of students (we estimate between five and 10) will be counseled with their parents and will be strongly advised to repeat their ninth-grade courses, especially if the students failed to achieve the majority of the standards in their core classes. (These students will have received multiple interventions and supports throughout the year, prior to being retained.) Students will promote from grade 10 to 11 and from grade 11 to 12 by earning an additional 60 units each year and by passing their core classes.

c. School Calendar/Schedule:

Please see the school calendar for 2010-11 in [Appendix 3c.i](#) and daily schedule in [Appendix 3c.ii](#).

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

The Humanitas Academy of Art and Technology has created a block schedule that is innovative, flexible, and is designed to promote academic success for our students. Our school will be open from 7:30 in the morning to 5:00 in the afternoon on most days. We have scheduled a zero period and will offer several classes five days a week. If a student is an athlete and an artist, this is a perfect fit. He or she can have studio time before school and still participate in athletics in the afternoon. The regular school day will start at 8:25. There is significant research available that suggests that high school students learn better when school starts later in the day.

The longer instructional periods in the block are aligned to support our instructional strategies. Since our work is interdisciplinary and project-based, students will have longer periods to engage in the material they are learning. Longer blocks of time are also essential for role-playing simulations as well as seminar-style instruction, and blocks allow students to study a topic more in depth.

Our advisory period is also critical to improving student achievement, as well as creating a more personalized environment. Every credentialed adult will be assigned a small group of students to mentor throughout their four years. Advisory will begin with 25 minutes for meeting with the advisor, followed by a flex period during which we will offer a weekly community meeting, intervention, enrichment, studio time, and for upperclassman, the opportunity to participate in internships. We believe that it is critical have intervention as well as enrichment activities during the school day.

The weekly community meeting will be on Tuesday immediately following the 25-minute advisor meeting. During the community meeting, the entire staff and student body will meet to celebrate individual and group achievement, to hear college and career presentations, and to tackle community issues. The weekly community meetings will strengthen our sense of community.

During after-school hours, students will have a wealth of extracurricular activities to chose from: athletics, tutoring, Bienvenidos-initiated student activities, college classes, internships, leadership activities, mentoring activities, etc.

The block schedule and the school calendar also support a very rigorous professional development program. Teachers will meet 10 days prior to the start of school, two days during winter break and three days at the end of the school year. Professional development time has also been scheduled into the work week every Thursday afternoon. This time will be devoted to professional development activities that will have a direct impact on the classroom and student achievement.

d. Athletic programs and other extracurricular programs

The schools' principals will determine the sports programs and levels, considering the athletic facilities available, and will determine the athletics budget and select an athletic director, who will hire coaches and ensure the school follows IAC and CIF-Los Angeles City Section Bylaws.

Research proves that increased personalization reduces dropout rates because it addresses each student's need to feel a sense of belonging. All of our efforts to involve students in athletics and other extracurricular programs and activities are aimed at creating an environment in which students know that they are part of a community that is safe and values them. Our ambition is to provide an after-school opportunity to suit every student's needs. The community school allows us to keep the campus open far beyond the regular school day, through the late-afternoon hours when juvenile crime peaks. Also, through community-school partners, such as Bienvenidos' on-site clinic and wellness center, we will be able to offer support services to meet students' health, social and emotional needs. As part of the Torres Community School, Academy students will participate in these after-school activities and services:

- On campus schoolwide athletics
- On campus theater through East LA Classic Theatre
- On campus East L.A. College early college courses
- On campus schoolwide and Academy-specific clubs
- On campus California Scholarship Federation
- On campus youth leadership activities through InnerCity Struggle

- On campus enrichment activities through Bienvenidos
- On campus personal well-being groups through Bienvenidos
- On campus paid internships at the student-run Pan American Bank Torres Branch
- Off campus internships at area museums, nonprofits, and civic organizations
- On campus school-wide and Academy-specific tutoring

e. Student discipline and creating a safe, clean and respectful campus

At the academy, our philosophy is 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 the academy, this will be achieved through the adoption and implementation of a consistent schoolwide positive behavior support and discipline plan.

Our discipline plan will be consistent with LAUSD’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). Prior to the school opening, the leadership team will begin drafting a discipline plan within LAUSD’s guidelines, covering expectations and policies for student behavior. Consistent implementation of the discipline plan is essential to its effectiveness, so teachers, parents and students will help create and improve the plan by providing input and feedback. During the teacher planning time before the school opens, teachers will collaboratively develop classroom expectations to ensure consistency. Students and parents will be informed of expectations at orientation meetings, back-to-school night, and other communication. Parents and students will have opportunities to give feedback on the policies’ effectiveness during these meetings, through advisories and the student leadership class. During the school year, faculty will use ongoing data analysis of number of referrals, suspensions, tardies, and other measures of misconduct to determine the plan’s effectiveness and weaknesses.

Responsibilities: Once the schoolwide positive behavior support and discipline plan is developed, all members of the school community will have clear responsibilities for supporting student discipline:

Academy teachers must establish and maintain an unwavering commitment to providing a sound educational community for all learners. In addition to instruction, this commitment includes the establishment of a positive classroom environment with clear expectations for student behavior. At the start of the school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction weekly in the school expectations, using multiple teaching strategies, including role-play and simulation.

All other school staff at the academy also will be expected to maintain an unwavering commitment to providing a sound educational community for all learners. To this end, all staff members are expected to be familiar with the schoolwide behavioral expectations and must take responsibility for guiding the behavior of all students in a positive and consistent manner.

Students will be expected to be familiar with all behavioral expectations, both schoolwide and in their classrooms. Students must take responsibility for their own learning and their behavioral choices. Students must make behavioral choices that contribute to their safety and the safety of others. 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 will be informed and must be familiar with the school’s expectation for student behavior and related consequences. Parents will be responsible for ensuring that their children arrive at school each morning on time and ready to learn. The school will expect parents’ support in reinforcing behavioral expectations. When consequences for inappropriate behavior are implemented at school, parents will be expected to follow up at home to help ensure the behavior does not recur.

Plan to Address Safety and Discipline Issues: Various behaviors will result in consequences. Certain behaviors are considered major offenses and will result in administrative and or police intervention. These serious offenses may be followed up with district crisis intervention or a district threat assessment: Improper touching (sexual); threatening bodily harm; major fighting; selling drugs on campus; defacing school property; weapon on campus; severe harassing or bullying. Examples of behaviors that, unless persistent and dangerous, will be addressed in the classroom by the teacher, and if necessary, the parent will be contacted: Use of bad language, name calling, including racial slurs; minor

fighting or pushing, instigating a fight among others; being disrespectful to adults and other students; inappropriate clothing; taking others' belongings.

f. Health mandates and health care needs

As an internal applicant, the school will use district information systems such as the Integrated Student Information System (ISIS) and Welligent Computer System to collect student health information, track student records, monitor progress and identify services. We will also use Welligent to create and track Individual Education Plans (IEP) for all students with disabilities and to ensure that they 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 District Nursing Services, which improves and protects the health status of children and identifies and assists in the elimination or modification of health-related barriers to learning. Students with chronic illnesses will receive appropriate care as identified in their IEP or Section 504 Plans in coordination with their primary care physician.

g. Nutritional needs of all students

As an internal applicant, the school will use the LAUSD Food Services Division to offer every student a quality breakfast and lunch. The Food Services Division strives to provide students with the nutrition they need not only for each school day, but also to help them form healthy lifetime habits. The school will work diligently to identify all students who qualify for free or reduced-priced meals.

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 quarterly and using them to guide our decision-making. Our faculty will be trained to analyze assessment data with their grade-level 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. Please see Appendix 4a for Accountability Matrix.

b. Student Assessment Plan:

The primary purpose of assessment in the academy 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 Humanitas assessment has contributed to their personal and academic confidence.

As shown in Appendix 4b, the Annual Assessment Calendar, our students are given multiple forms of assessment that show that their teachers value all learning styles. The continuous use of formative assessments allows teachers to remain focused on individual students. This intensive focus on assessing learning leads to continuous improvement, increased achievement, and increased accountability of the grade-level team teachers. The formative assessments guide the grade-level teams as they collaborate to modify instructional plans to meet the needs of all learners. Teachers collaborate to develop targeted differentiation that is informed by reviewing the results of continuous formative assessment. Teachers review subsequent data to ensure that student progress meets or exceeds expectations.

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 so students are on solid ground as assessments grow more 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. Assessments are a regular feature of the day-to-day learning experience in the academy and are part of the learning itself. They are a way to give feedback to students on areas of strength and weakness so that they can improve projects and products, which they care about. For example, culminating semester projects are exhibited for public viewing. Because their work is made public, students are committed to making sure that it is exemplary and are therefore eager for feedback. This change from student to arts professional increases students' intrinsic motivation. Eventually, students will develop the skill of self-assessing when reviewing their own work. 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.

Academy students' artistic production will be assessed through electronic portfolios, which will display graphic design and digital animation. Projects will be exhibited each semester for the public. Seniors will defend final projects or portfolios to a panel of community members involved in the career pathway.

Academy graduates will have the confidence for full participation in cultural, civic and academic life. They will have gained that confidence because they were engaged in the rigorous learning necessary to develop as scholars; their specific skills and talents were valued and nurtured; they saw the value of their work in the context of the real world; they saw that the community valued and relied upon their participation; and they built a vision of their future that was a rich and purposeful life.

In order to become successful adults in the 21st century, students need certain skills, knowledge and attributes. Like achieving physical fitness, mental fitness requires mastering certain mental processes. Our graduates will possess the abilities to entertain multiple viewpoints; to gather information from various sources, evaluate its credibility and synthesize into a new whole; to discern patterns and connections between disparate facts; to recognize the effects of one's actions upon others; to speak, listen and write well; to desire to make things better for the community and the world.

The academy will allow our students to thrive both academically and personally. All students will engage in the rigorous learning required to succeed in A-G classes, graduate on time, be prepared for college, and be exposed to careers in the visual arts. Our students will be adept at using creative applications of technology to engage in the visual culture of Los Angeles and beyond. All students will take responsibility for their learning and will be willing collaborators who contribute to the success of all. Students will feel confident and have a sense of responsibility for the school community. We will monitor student success by these primary measures:

- All ninth-grade students pass the gateway courses: Algebra I and English 9A/B
- All students pass Algebra II.
- All students accumulate at least 55 credits each year.
- All 10th-grade students pass the California High School Exit Exam.
- All 11th-grade students take the CSU Early Assessment Program, SAT and/or ACT college tests.
- All English learners re-designate as fully English proficient.
- All students have access to an arts or technology career experience (e.g. job shadow, mentor, internship).
- All students are powerful written and oral communicators.
- All students graduate and have passed the courses required for admission to four-year California public universities.

c. Data Team and Instructional Team:

Regular, collaborative, and timely review of pertinent data is essential to the ongoing development of a school. Academy 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 counselors will learn these processes so they can facilitate conversations around data and be skilled group members.

Teacher teams, composed of administrators and grade-level teachers or content-specific teachers, 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 annually 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 > Observation records, anecdotal, running records > Student interviews > Report cards
Program Data	<ul style="list-style-type: none"> > Teacher-student ratios > Numbers of students enrolled in various programs, e.g., advance placement > Prevention/intervention programs > Teacher/administrator/administrative education statistics > Teacher participation in professional development activities > Budget and resource allocations 	<ul style="list-style-type: none"> > Videotapes of special events, classrooms, hallways > Meeting agendas, minutes, memos > Teacher and administrator portfolios > Artifacts, e.g., awards, photos of bulletin boards > Staff interviews > Bulletins and newsletters
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

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, 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:

The school agrees to participate in research or evaluation projects in partnership with LAUSD, institutions of higher education or research organizations. We will facilitate the process of surveying or interviewing teachers or parents, as needed.

g. Operational Goals and Metrics

As an internal applicant, the school will use LAUSD metrics to measure operational success. These include NCLB accountabilities to measure progress and use of the LAUSD Modified Consent Decree Indicators to measure the progress of students with disabilities.

5. PROFESSIONAL DEVELOPMENT PROGRAM

a. Professional Development:

As an internal applicant, the school will adhere to the referenced sections of the LAUSD Collective Bargaining Agreements.

The Humanitas Academy of Art and Technology will form a professional community of learners. Based on the research of Astuto and DuFour, teachers and administrators will engage in a professional development program in which they continuously seek and share learning and then act on what they learn. Rather than placing the focus of professional development on teaching, the focus is on learning and making teachers accountable for taking action based on what they have learned.

One unique feature in the Humanitas model and our academy is the built-in instructional accountability created by grade-level teams. When collaborating teachers work with a common cohort of students, the teachers share responsibility for students' successes and failures. This shared responsibility, when coupled with focused professional development to create trust and promote growth, creates a climate in which teachers hold one another to high expectations.

Depending on their individual role and the content of professional development, a teacher will engage in professional development as an individual teacher, as a grade-level team member, with faculty of their pilot school, or with faculty from all the co-located pilot schools. Professional development will be designed to meet the varying needs of teachers and pilot schools at Torres. Professional development will be developed and administered in three ways:

Individualized PD: Each teacher develops an Independent Learning Plan to intensively study one topic that he or she believes will positively impact the student achievement in his or her classroom. The school leader approves the plan and monitors each teacher's progress. A science teacher might choose to integrate more writing in his classroom. Over the course of a two or three year period, he might attend the UCLA Writing Project, observe other teachers who use writing in science, research what colleges want students to write in science courses, and begin implementing new writing strategies in his classroom. At the conclusion of his research, he will present his new learning to his colleagues.

School-level PD: At the beginning of each school year, the entire staff will participate in developing a yearly Schoolwide Learning Plan. The SLP will be based on specific student achievement data and school needs. Every teacher will be assigned to work as a part of at least two professional learning communities to address the goals in the SLP. In general, professional learning communities will be organized by content areas, interdisciplinary teams, and grade-level teams. Also, some professional learning communities will study larger school issues, such as classroom environment and engagement strategies, literacy strategies, attendance incentives, and parent-community involvement. All PLCs will be driven by three essential questions (DuFour, 2004): What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?

The principal and teacher-leader will be responsible for collecting the data and monitoring the decisions made by the professional learning community to ensure alignment with the Schoolwide Learning Plan. At the end of the year, the entire staff will meet to set goals for the next school year.

Humanitas Teacher Training Center: For the last eight to 15 years, while the founding teachers of the academy were at Roosevelt High, they trained hundreds of teachers in interdisciplinary instruction and the Humanitas model, under the auspices of the Los Angeles Education Partnership and LAUSD. Thus, they have the expertise to share the Humanitas instructional model with co-located pilot schools and other teacher teams. The three-day Humanitas training covers the backwards-design unit planning process, and assists participating teacher teams in crafting a thematic unit. The Humanitas Academy of Arts and Technology will be the nexus of interdisciplinary PD for co-located pilot schools at the Torres campus. The academy's founding teachers will demonstrate strategies and train other teachers in the Humanitas model, helping to create cross-pilot school exchanges in interdisciplinary instruction.

Teacher In-service: In August and September, all teachers will participate in 10 days of professional development in which they develop a Schoolwide Learning Plan and set teacher Independent Learning Plans (described above). They also will learn secondary literacy strategies and participate in an advisory/college readiness bootcamp.

Collaborative Goal-setting: During the teacher in-service in August and September, teachers and school leaders will discuss prior years' successes and challenges. A review of data from individual teachers, grade-level teams, and the whole school will inform the discussion of the school's needs in the upcoming year. Teachers and school leaders will define the needs and develop corresponding professional development activities, benchmarks, and goals to improve student achievement.

b. Teacher Orientation:

New Teacher Orientation: Orientation for new and existing Humanitas teachers will take place in the newly designated Teacher Training Center on the Torres campus. Prior to the start of every school year, teachers will meet for 10 days to introduce new and existing teachers to the Humanitas instructional model; develop norms for collaboration and lesson sharing; analyze prior year data; plan PD for the upcoming year; and revisit and develop common instructional methods.

Induction to the Humanitas Instructional Model: Teachers new to Humanitas will attend a three-day Teachers' Center in grade-level teams prior to or during their first semester. The foundation of the Training Center is collaboration, which is supported by experience and research that found that teacher collaboration in instruction has a significant impact on student achievement (Newman & Wehlag; Corcoran & Silander). Current and former Humanitas teachers will guide the process, and teams of teachers will model successful units. Experienced Humanitas teachers will collaborate with individual teams as needed. The goal of the initial session, Constructing Interdisciplinary Units, will be to lead teams through the backwards-planning process to the creation of one complete interdisciplinary unit. Specifically, teams will 1) identify and sequence the various discipline's content standards for the unit. 2) Identify and discuss the various points at which the content intersects and connects. 3) Develop an overarching theme that will guide students in accessing knowledge and ideas that transcend any single discipline. 4) Create an interdisciplinary essay prompt that will be used as one of the summative assessments.

Developing Common Pedagogy: During the school year, both new and experienced teachers will work with both outside providers and internal leaders to design and implement shared instructional practices. For schoolwide professional development, the faculty will consider common instructional strategies and differentiation methods such as West Ed's Reading Apprenticeship program, Shared Inquiry method, Socratic Seminar, Literacy Strategies Across the Content, Project-based Learning, and Creating Rigorous Simulations. In addition to the initial training before the school year, professional development will continue throughout the year at the Training Center (see PD Calendar), including in weekly sessions, which adjust to provide training on strategies that is appropriate to teachers' needs.

c. PD Calendar:

The academy 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 August and September, after winter break in January, and at the end of the year in June. Also, weekly PD time is built into our bell schedule on Thursdays, 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: 144.** Please see Appendix 5c for PD calendar.

d. PD Program Evaluation:

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

6. PROFESSIONAL CULTURE

a. Professional Culture:

As an internal applicant, the school will adhere to the referenced articles of the LAUSD Collective Bargaining Agreements.

The essence of our academy is teacher collaboration. We believe that the key to creating scholars and life-long learners is to lead students to inquire deeply into their studies. Thus, we teach our curriculum in thematic, interdisciplinary units, and teachers' collaborative planning and implementation reflects the collaboration and inquiry we strive to create in our students.

To foster and support our collaborative professional culture, teachers will collaborate informally every day, as teacher teams meet during their common conference period to discuss curriculum and student achievement. The academy also will provide weekly opportunities for teacher collaboration through our Critical Friends Groups and Professional Learning Communities, which are facilitated discussions of teachers' work. These structured conversations allow teachers to view instruction and students' work from multiple perspectives; hear and see evidence objectively; and make decisions to improve student achievement. Thus, our collaborative approach contributes to teaching by enabling teachers to learn from each other, make well-considered decisions about curriculum, and plan strategies and approaches that will increase student achievement. Collaboration will produce a consistent approach to instruction, which will benefit students.

Fostering a collaborative community of inquiry into practice creates a school culture in which leadership is shared, mentoring occurs naturally, and teachers hold one another to high expectations.

In a similar manner, schoolwide policies will follow from collaboration. New initiatives will be drafted based on the needs identified by the teachers, thus minimizing resistance and enhancing successful implementation. Teacher collaboration groups will continuously develop and participate in school policies, including budget decisions, professional development, outreach, parent involvement and school operations.

b. Evaluation of Faculty and Staff:

As an LAUSD Pilot school, Humanitas Art and Technology Academy follows all LAUSD personnel policies and practices, except that the school retains the right to select and evaluate teaching and administrative staff.

The principal and all teachers will engage in a yearly reflection and evaluation process. Materials for this process will be adapted from materials in [Appendix 6b](#).

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 is a compilation of all evidence of

professional growth such as in-service classes, courses taken, conferences, committee work, partner coaching, curriculum development, pupil progress and administrative review related to evaluations. The Professional Growth File provides documentation of all experiences that enable the teacher to achieve the California Professional Teaching Standards, as well as the personal goals(s) established by the teacher at the start of the school year.

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

c. Feedback to administrators:

Quarterly, teachers and staff will complete a brief confidential survey on the effectiveness of strategies in such areas as interdisciplinary instruction, advisory curriculum, and West Ed's Reading Apprenticeship program. Results of the surveys will be used by the principal to make adjustments in professional development or in curriculum and instruction.

7. SERVING SPECIALIZED POPULATIONS

As described in section 2, the academy'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: The academy 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. The academy will also take every measure to personalize the learning experience of each student with special needs, through a focus on art and technology, 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](#) for detailed information.

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](#) for detailed information.

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. 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](#) for detailed information.

8. FAMILY AND COMMUNITY ENGAGEMENT STRATEGY

a. Identification:

The school community: Our school community is the unincorporated East Los Angeles and the Boyle Heights area of Los Angeles. The Humanitas Academy of Art and Technology will be part of the Torres Community School. The Esteban E. Torres High School campus, which will house five pilot schools, is designed as a hub with common facilities such as offices, cafeteria, and auditorium at the entrance surrounded by five small schools in separate buildings. The entire complex will become the Torres Community School.

Description of the community – assets: The community is rich in cultural diversity. Of students presently attending Garfield and Roosevelt High School, 99% identify themselves as Latino, with families originally from Mexico and numerous Central and South American countries. Approximately 11% of Garfield and Roosevelt's students have special needs and another 9% are identified as gifted through LAUSD's GATE program. The Garfield-Roosevelt community is multilingual. About 30% are English Learners, while almost 50% have been reclassified as fluent in English. Eighty-six percent of the schools' students are considered economically disadvantaged. All students in the Garfield-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. Ninety-nine percent of family members who answered a 2007 survey conducted by InnerCity Struggle said they wanted their children to attend a university after graduating from high school.

The community has a rich history of work for social justice. The struggle for better education quality, improved learning conditions, and relief for school overcrowding dates back to before 1960s. The well-respected and widely-recognized TELACU (The East Los Angeles Community Union) is a civic and entrepreneurial organization that serves thousands of families and was founded by Esteban E. Torres, who was later elected to Congress. More recently, the East Los Angeles Education collaborative was founded by more than 20 local community organizations, civic leaders, parent and student leaders to continue the work of addressing issues of education equity as well as advocating for college access for all students in unincorporated East Los Angeles. InnerCity Struggle took up education issues in the 2000s and united parents, community, and elected officials to achieve approval for Esteban E. Torres High School by the LAUSD Board of Education in June 2004—the first new high school in East L.A. in 85 years.

The local community and the greater Los Angeles community are filled with people and organizations who are interested in education and are willing to offer their time, experience and resources for the benefit of students and to help students make a difference in the community. Many of these people and organizations are active partners of the Torres Community School.

Description of the community – needs: The school community has educational needs, many associated with the low incomes of many families and the issues common to large urban areas. Among the major issues are low graduation and college-going rates and poor performance on state and district standardized assessments. While these issues are severe, they are not insurmountable. All our Academy teachers have personal experiences intervening with students to help them improve their performance in class, achieve on tests, stay in school and graduate.

Another issue many of our students face is the demands on them outside of school that make it difficult to fully focus on schoolwork. These include the need to help supplement family income and to provide care for siblings and other relatives.

The community lacks resources available in wealthier areas, such as bookstores, banks, city services, cultural institutions, and, until now, adequate educational space. Also, the community lacks well-paying jobs that offer a pathway out of poverty, including in the areas of art and technology, as well as exposure to these career options. Members of the school community have been historically underrepresented in the visual arts and technology industries that are a focus of the academy's programs.

These factors contribute to a feeling of disempowerment held by many students and family members regarding the forces that affect them, including the public educational system. 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 future goals.

Rationale for serving: Academy teachers believe that our students are an untapped resource that needs to be nurtured and developed. All academy 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. All teachers have a strong commitment to the community and are grateful to be part of the Torres Community School where our collective resources and partnerships can strongly benefit students.

The Community School and the pilot schools to be located on the Torres campus share 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, civic leaders, feeder schools and post-secondary schools are all full participants in the educational process in a community school.

Our vision of a community school is:

- the school is a source of pride, unity and empowerment for the community,
- parents and caregivers play a decisive role in their children's education as advisers, participants, and evaluators,
- teachers and community organizations work together to weave real-world, authentic learning opportunities into the curriculum,
- students and families are connected to organizations that help overcome barriers to learning,
- students and teachers are active participants in the community,
- community members and organizations help facilitate 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 Torres Community School's philosophy is that parents, caregivers, community members, and teachers who take an active role in designing, implementing and sustaining high-quality high schools 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.

Alignment with community strengths and needs: Our proposed academy is well-aligned with the community's strengths and needs, primarily due to the high level of involvement of students, parents and community organizations in planning our pilot school and the Torres Community School. The academy will be part of the Torres Community School, which will provide a wide variety of resources for students, parents and the community. The educational program is designed with a rigorous college-prep

curriculum, research-based strategies proved to improve achievement for our targeted students, sufficient support for all types of students, and engaging themes and lessons that are connected to the real world to spark student interest.

While the academy alone cannot surmount poverty and other urban issues, the school can give students the educational tools they need to rise out of poverty and the self-confidence to avoid negative influences.

Specifically related to the academy, our focus on art and technology, including projects, internships and work experiences that the academy and its partners will provide, will help address the lack of art and technology career opportunities in the community. Many in the community feel excluded from or lack knowledge of how to launch a career in Los Angeles' thriving creative economy. Our multiple pathways will help students build the skills necessary for careers in digital and 2-D media and will empower students to embark on these careers.

We anticipate tapping student interest in graphic and digital media to create gallery shows at Torres and in the community and to bring student media expertise to feeder elementary and middle schools to help engage and motivate their students. We believe these activities 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. Our academy 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 important, our community wants to support its children, but historically there have been systemic obstacles to fully realizing this support. Full community support and involvement is the cornerstone of our academy's program.

Important community-based organizations and cultural institutions: We are honored to have many of the community's key organizations and institutions as our partners in creating the Torres Community School. These include InnerCity Struggle, Bienvenidos Family Services Center, East L.A. College and Cal State Los Angeles, among many other partners. See 8.c. for additional information. Located in East L.A., USC Medical Center is one of the largest hospitals and medical training centers in the United States; it provides healthcare services for the region's medically underserved. Garfield High is a community focal point, and the annual Garfield-Roosevelt football game draws 25,000 people. The community suffered a blow when Garfield High's historic auditorium was severely damaged by fire. The Sybil Brand Institute, the county jail for women, is in East L.A. Unfortunately, East L.A. lacks museums, art galleries, large parks and major businesses.

History and experience in the proposed community: All of the academy's founding teachers currently teach at Roosevelt High School, most of them for 10 or more years. One teacher, a graduate of Roosevelt High School's Humanitas program, lives across the street from the Torres campus. Another of the founding teachers grew up in East Los Angeles. This gives the teacher team deep knowledge and roots in the community and the trust of parents and community members.

b. Family and Community Engagement:

The more that parents, caregivers and community members become engaged in the education of Academy students, the more the academy and its students will become integrated into the community. Initially, the school will be open from 7:30 a.m. to 5 p.m., but we hope to attract sufficient support to eventually have the school open from 6 a.m. to 9 p.m. and on Saturdays in order to offer extensive services and activities to parents and the community. The school will have a parent/community center in the main campus building to centralize services, including services provided by community partners, and make them easy for families to access. While community organizations will have free space on the campus, they will provide their own funding for services, personnel, equipment and material.

Students at Torres will have access to before- and after-school enrichment opportunities, health services, recreation, and college preparation opportunities. Teachers will have the opportunity to provide real-world, authentic learning opportunities for their students through partnerships with organizations related to the career strands in their pilots. Parents will have health and welfare services, adult education and college courses, and recreation. We intend to have computer access for parents and training to help them develop technological skills, and we will explore establishing a job center with the Workforce Investment Board and Bienvenidos.

The Torres Community School will be a hub for the community. The increased engagement of students in their learning and the increased connection among students, teachers, parents and community members will make the campus a vital community center. Parents, caretakers, alumni and community residents will feel welcome on campus, will be informed about what is happening 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 the 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. The Torres Community School, the academy and its students, will develop a positive reputation and become a source of pride for the community.

The five pilot schools located on the Torres campus will each have parent engagement strategies and community outreach efforts in line with their visions, missions and career strands. The academy 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: We want the academy's educational approach to reflect parents' and caretakers' beliefs and aspirations for their children. To that end, parents, caretakers and the community have been consulted in the academy's design process and have played a part in the creation of this proposal. They will continue to play a major role in governance of the academy through the governing board.

Parents and caretakers will be directly involved in their children's education by participating in activities that encourage them to be on campus as much as possible during and after school. This includes grade-level fall parent orientation; involvement in Tuesday afternoon pilot community meetings featuring college access, school alumni, and motivational speakers; weekly teachers office hours before or after school; quarterly meetings with their child's advisory teacher; twice-annual teacher conferences that include student-led presentations; leadership development to build parents' capacity to advocate on behalf of their children's education; special quarterly social events to make parents and caretakers feel welcome and comfortable at school; parent and caretaker support on field trips and other activities; and adult education programs for both students and community members. See Appendix 8b.ii for details of parent engagement strategies.

Parent participation will be further encouraged with increased alumni and community opportunities. School alumni and community organizations will be an integral element in working 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 visual arts will be invited to offer their experiences and expertise in conjunction with a relevant unit in a visual arts class, and they will be encouraged to invite students to visit their workplaces. These relationships could lead to internships. Students will be able to satisfy a school service requirement by helping an alumnus or community member develop a program or project for display on the Esteban E. Torres High School campus or in the community.

The Torres Community School's post-secondary partners (East Los Angeles College, California State University Los Angeles, Cal Poly Pomona and Art Center College of Design) and the academy 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. In addition, post-secondary partners will offer classes to students, parents and community members on the Torres Community School campus.

The Humanitas Academy of Art and Technology will embrace the use of technology for instruction and communication. Classroom syllabi, assignments, and student performance will be available online, and we will train students and parents how to access these resources. We anticipate that parents will have access to fully functioning, Internet-connected computers at all times the school is open.

Organizational structures to ensure frequent and ongoing engagement of parents: Making families partners in their children's education and creating a structure for family and educator collaboration is one of the stated responsibilities of the principal. Parents as well as school community members are represented on the academy's governing council. Every student has an advisory teacher who is a point of contact for the parent and who meets with parents quarterly or more often if required. The academy will hold regular pilot community events for family and the community, and a quarterly family social activity at the academy campus. In addition, the pilot schools will work collaboratively with InnerCity Struggle to host an annual Eastside Educational Parent Summit.

School administrators, teachers, staff and everyone who works directly with parents will be given parent relationship training to ensure that our vision and mission of engaging parents are carried out—we want to make sure everyone treats parents with respect. Also, we will provide training and promote strategies to build the capacity of parents to participate in decision-making and activities in the school.

Students will be required to take a leading role in other regularly scheduled activities with parents and caregivers. These include student-led conferences once a semester. The academy 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 Academy alumni open houses, regular email communication, and a student-alumni event demonstrating joint projects.

The academy will publish a twice-monthly newsletter. Academy students will use their technology expertise to 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 regularly.

Academy will use the GradeMax and ConnectEd programs that enable parents to access their children's grades and attendance, and we will offer parents training and access to computers in the Academy office and at the Torres Learning Center to use these programs.

Finally there will be specific expectations that all academy staff will regularly communicate with families using multiple communication strategies and vehicles.

Vision for the academy to become a hub for the community: The Humanitas Academy of Art and Technology, as part of the Torres Community School, will advance the school's partnership with the community. In our vision, 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 in a community school.

Services and resources to be provided to community members: The Torres Community School and the academy will offer a wide range of services and resources to community members, described above and on the list of partner organizations (Appendix 8c).

Letters of support: In Appendix 8b.i, we have attached letters from a number of partners; additional letters were submitted directly to the superintendent, and other letters committing resources are anticipated. We are proud that Esteban E. Torres, for whom the school is named, has endorsed our teacher-developed pilot schools for the Torres High School.

c. Key Community Partnerships:

Community organizations and members will play a vital role in the academy. Partners will provide enrichment opportunities, curricular enhancement, service-learning and internship opportunities, job shadowing and classroom visits, and inspiration for students. As an example, the academy will work together with Torres Community School post-secondary partners, including East Los Angeles College, California State University Los Angeles, Cal Poly Pomona and Art Center College of Design, to ensure that students graduating from the academy have been adequately prepared to succeed at those institutions. Community partners will provide academy students real-world/authentic learning experiences through opportunities ranging from classroom visits to internships and direct relationships with adult mentors in their career strands.

For parents, partners will provide educational opportunities, health and welfare services, and community connection. The academy will participate in the Torres Community School's activities engaging students, parents and the surrounding community in the success of students and the community. A sample of services and those providing or coordinating them are:

- Bienvenidos Family Services Center will provide health and wellness services and coordinate social services.
- East LA Classic Theatre will use the Torres auditorium and provide cultural opportunities for student, parents and the community.
- Inner City Struggle will provide youth development and leadership services; parent engagement and advocacy training; and community school improvement advocacy.
- East Los Angeles Community College will provide college classes for students and adults, college access information and assistance, and help build a 9-16 vertical plan.
- L.A. Parks and Recreation will provide a program to support parents with at-risk teens.

- Pan American Bank will provide assistance with a student-run bank and financial literacy services.

These are only a few of the services and resources we expect to locate at Torres. Please see Appendix 8c for complete list of secured and planned partnerships. The organizations located on the campus will receive free space but have their own funding for services, personnel, equipment and material.

The manager of site operations will be responsible for managing community partnerships including making partnership agreements, arranging meeting space, and assigning office space. Inner City Struggle will be involved in engaging and recruiting community partners, conducting meetings and arranging outreach strategies for students.

9. SCHOOL GOVERNANCE

As an internal applicant, the school will adhere to the referenced articles in the LAUSD Collective Bargaining Agreements. Also, the school will follow the Education Code regarding the formation and operation of the School Site Council.

a. **School and Advisory Organizational Charts:**

Please see Appendix 9a for organizational and advisory charts.

Campus-wide Governance

Because the Esteban E. Torres High School campus contains five pilots, we will establish a central system for oversight of campus operations: a Building Council and Site Operations Manager. The Site Operations Manager will be responsible for the day-to-day operations of the Torres campus (see 10.e. for details). In addition, the Torres Community School Collaborative will coordinate the community-based organizations involved with the five pilot schools at the Torres site. Following are descriptions of the campus-wide structures.

Esteban E. Torres High School Building Council: The Building Council will be responsible for supervision of campuswide operations and collaborative decision-making about resource and space allocation. The campus-wide Building Council will be composed of the principal from each of the five pilot schools, plus one representative each from the Torres Community School Collaborative and Los Angeles Education Partnership. The Site Operations Manager (see 10.e.) reports to the Building Council. The council will review monthly reports from the Site Operations Manager. The council also will review and give input to a quarterly report that the Site Operations Manager will prepare for each pilot's Governing School Council. Also, the council will establish criteria for evaluation of the Site Operations Manager and conduct an annual evaluation of the manager. In addition, during the first year of its operation, the council will develop a plan for site operations, including a campus safety plan, which will be presented at the end of the first year to the Governing School Council of each pilot for input and approval. The council will meet weekly for the first six months and monthly thereafter.

For the first 18 months, the pilot schools will contract with the Los Angeles Education Partnership (LAEP) to support the Site Operations Manager and principals in all campus operations, including assistance in the hiring, training and supervision of the Site Operations Manager. This is necessary because opening a new school—particularly one with the intricacies associated with housing five autonomous schools—is a complex, specialized task. The pilot schools plan to hire an experienced Site Operations Manager, but that person may not have the precise experience of opening a new LAUSD school, and most likely not a new campus with autonomous schools. LAEP also will assist in establishing a collaborative culture for the five pilot schools, so all may share the campus for the maximum benefit of all faculty, students, parents, community partners and visitors. As part of this assignment, LAEP will support the pilot schools in their selection of a Site Operations Manager and contract with an experienced LAUSD administrator to serve as coach/mentor for the Site Operations Manager. As needed, the seasoned administrator from LAEP may mentor or coach the five pilot principals 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.

Torres Community School Collaborative: A broad array of organizations will be involved with the community school, so it is imperative that their efforts be coordinated to ensure maximum benefit to the Torres students, teachers and parents. InnerCity Struggle will be the lead agency responsible for convening the school collaborative, in order to link community-based organizations with the school and coordinate efforts. InnerCity Struggle will work to ensure 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 include service-providers, parents, students, educators, civic leaders and other community members who want to participate. The collaborative will meet quarterly.

Pilot School Governance for Humanitas Academy of Art and Technology

Approach to School Governance: The Humanitas Academy of Art and Technology will be a pilot school with autonomies from LAUSD that allow those closest to the students to determine the school's daily operation, hiring, budget, curriculum and assessment. Our intention is to embed school governance with a powerful network of student-centered educators and community members working together to improve education. The academy will be governed by a distributive leadership model. These key groups will contribute to shared decision-making:

A School Site Council will be formed first. The council will be composed of 12 members: the Principal; four teachers elected by teachers at the school; one other school employee elected by other school personnel at the school; 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 one more member to be selected from the Torres Community School Collaborative. The resulting organization will be 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: a) Maintain the school's vision and mission; b) Approve the entire annual budget; c) Hire and annually evaluate the Principal; d) Review quarterly reports on the operations of the school from the manager of site operations; e) Annually review performance indicators of the school and approve a plan for the next year to ensure the school is moving towards constant improvement; review quarterly reports from the Principal providing data to show progress against indicators; f) Ensure that there is an annual review and adoption of the Elect-to-Work Agreement; g) Communicate regularly with the local district; h) Ensure that all laws and compliance needs are met by the school; i) Ensure that the school has a resolution dispute process in place that includes an internal appeals process; and j) Annually evaluate itself.

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

Advisory Councils: As required, the pilot school will have two advisory councils:

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

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

10. SCHOOL LEADERSHIP & STAFFING PLANS

As an internal applicant, the school will adhere to the referenced sections of the LAUSD Collective Bargaining Agreements.

a. Leadership Team Capacity:

As illustrated by the following chart, the founding teachers of the 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, many with National Board certification, most with master's degrees. Two hold Tier I administrative credentials and many have held leadership positions, ensuring the pilot school will have strong leadership. Two have extensive experience in founding and developing small learning communities, beginning 16 years ago, giving them the appropriate skills to found and lead a pilot school. The teachers have four to 30 years' 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 training. Collectively, they have expertise in training their peers in a four-year academic model for small learning communities, Humanitas model, literacy strategies, integrating computer technology into curricula, integrating science and art into interdisciplinary instruction, and improving writing instruction across disciplines. To support the pilot school's proposed status as a training center in interdisciplinary instruction, five of the teachers have been training fellow teachers in the Humanitas model for eight to 15 years. Founding teachers have backgrounds to support the visual art and technology focus of the pilot school, and all are adept and integrating technology into curriculum. In addition, one founding member is a teacher librarian with expertise in both print and media libraries. See Appendix 10a for résumés.

Leadership Team – Humanitas Academy of Art and Technology

Name	Yrs Teach	Yrs @ Roos	Yrs in Hum	Subject	Additional Expertise
Deborah A. Thompson	34	26	16	Social Studies	Master's in education (reading specialist); master's of education & admin credential; Humanitas SLC coordinator and Teacher-leader; coordinator of instruction for teachers in Humanitas model; experience training teachers in literacy strategies; developed 4-year academic model for small learning communities
Karen Gibler	32	13	n/a	Librarian, English	Master's in education; library media credential; experience building culture of literacy and reading, developing new print and media libraries, increasing use of school libraries
Sonia Herrera	12	11	10	Social Studies	Master's in educational administration & Tier I admin credential; instructor in Humanitas model; developed professional development activities
Sandra Licari	23	23	13	Physical Sciences; Art	National Board Certified teacher; credential in physical sciences with supplementary authorizations in art, crafts, and computer applications; master's in multimedia education; experience designing and teaching professional development courses
Lonée Lona	9	3	3	English	National Board Certified teacher; master's in English education in progress; UCLA Writing Project Fellow; college access program

Name	Yrs Teach	Yrs @ Roos	Yrs in Hum	Subject	Additional Expertise
					coordinator for Humanitas SLC
Deborah Lowe	10	10	10	English	National Board Certified teacher; master's in education; UCLA Writing Project Fellow; supervisor and mentor to new teachers; literacy specialist; expertise in integrating computer technology into curricula; instructor in Humanitas model
Estelle Ost	5	5	5	English	Developed creative writing curriculum for yearlong course and after-school club; worked with 826LA writers' group to publish book of student work.
Jessica L. Wadle	16	16	13	English	National Board Certified teacher; literacy coach; instructor and evaluator of district intern teachers; master's in educational leadership & Tier I admin credential in progress

The Los Angeles Education Partnership will assist the pilot schools in development of the job description of the Site Operations Manager, the selection process for selecting the appropriate candidate and any other central staff that will be collectively shared and supported by the five pilot schools. In addition, LAEP proposes to contract with an experienced LAUSD retired administrator to mentor the Site Operations Manager for the period of LAEP's involvement. Andy Cazares, a retired LAUSD administrator at many levels, has agreed to consider serving in this role to facilitate the startup phase for the five pilot principals and the site operations manager. His resume is attached in [Appendix 10a](#).

b. Staffing Model:

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

Humanitas Academy of Art and Technology – Staffing Plan

	Year 1	Years 2-5
Enrollment	372	464
Grades	9-11	9-12
Certificated Staff		
Principal	1	1
English language arts teachers	3	4
Social studies teachers	2	3
Math teachers	3	4
Science teachers	3	4
Spanish teachers	2	2.5
Physical education teachers	1	1.5
Art teachers	2	3
Librarian	.2	.2
Counselor	1	1
Site Operations Manager	.2	.2
Teacher-leader*	(.5)	(.5)
Total Certificated Staff	17.9*	23.9
Classified Staff		

	Year 1	Years 2-5
Administrative Assistant	1	1
School Clerk	1	1
Total Classified Staff	2	2
Adult-to-student ratio	18.7 to 1	18 to 1
Students per classroom	25; 50 in PE	25; 50 in PE
Teachers per classroom	1 or 2 when team teaching	1 or 2 when team teaching
Aides per classroom	0	0

*One of the teachers will teach three periods and fill the teacher-leader position for the other half of the day. The .5 teacher is not subtracted from the teaching positions because it is unknown at this point from which discipline the teacher-leader will come.

c. Compensation:

As an internal applicant, the school will use LAUSD’s salary schedule, benefits package, health benefits and lifetime benefits.

d. School Leadership:

Because the Humanitas Academy of Art and Technology will be a lab school and a training center in addition to a 464-student high school, certain criteria above and beyond the norm must be met for a school leader.

The criteria for choosing a principal for the academy will include the following qualifications, experiences and qualities: demonstrated knowledge of and commitment to the core beliefs of small school reform; extensive experience in interdisciplinary teaching, leadership and curriculum design at the high school level, preferably with the Humanitas model; effective experience in facilitating teacher leadership and in helping teachers grow in their craft; effective implementation of progressive education practices in the classroom and schoolwide; willingness to teach one period a day; demonstrated commitment to arts integration and project-based learning; a demonstrated ability to work collaboratively; demonstrated creativity and passion for small school reform; familiarity with the needs of students and families in East Los Angeles or similar communities. These desired characteristics are clearly aligned with the mission and vision of the school and support the educational plan. See job description in [Appendix 10d](#).

The selection process for the principal will begin with a posting of the job description in February. Interviews will take place in March and be conducted by the leadership team, a community representative and a parent representative. Final selection will be made in April and submitted for the superintendent’s approval. The principal will receive coaching or mentoring as needed from the Los Angeles Education Partnership, which will contract with Andy Cazares, a retired LAUSD administrator.

e. Leadership Team beyond the Principal:

The **Site Operations Manager** oversees day-to-day operations of the Torres campus for all five pilot schools, including the Humanitas Academy of Art and Technology. This position is substantially similar to LAUSD’s Coordinator, Operations Support Services. This site operations manager 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 10e](#) for this job description and the positions described below).

The **teacher-leader** will be selected from among the academy teachers. This position will teach three periods per day and during the other half-day will a) Act as liaison between Humanitas teacher teams and the Los Angeles Education Partnership. b) Prepare recruiting materials; visit local feeder middle schools for ninth grade orientation. c) Assist the counselor in scheduling classes and programming students. d) Create a record of interdisciplinary units for each grade level as produced by local Humanitas teams.

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

The site operations manager will be hired by a committee consisting of the principal of each pilot (or if the principal has not yet been selected, one member of the design team of each pilot selected by the design team), and one member each of the Torres Community School Collaborative, Bienvenidos Family Services, East L.A. College and Los Angeles Education Partnership. The site operation manager position will be posted as soon as the five Torres High Schools are named. Candidates will be interviewed by the committee during the first week of March, and a candidate selected by March 15.

We will use the standard small school procedure for announcing positions. The interview process will be conducted by the leadership team in May 2010. Final selection will be made by June.

f. Recruitment of Teaching Staff:

As an internal team, the academy will follow LAUSD Collective Bargaining Agreements. The Humanitas Academy of Art and Technology will build on the strengths of the founding teacher team and work diligently to recruit and retain a stable, diverse and pedagogically cohesive teaching staff.

Teacher Roster & Credentials: Teachers who have already been recruited and have committed to the school are Deborah Thompson, Karen Gibler, Sonia Herrera, Sandra Licari, Lonee Lona, Deborah Lowe, Estelle Ost and Jessica Wadle. (See Appendix 10a for résumés of leadership team). These teachers have been trained in the Humanitas model, shared inquiry, Socratic seminar, literacy strategies. They all hold single-subject credentials in the disciplines they will teach, as will all teachers hired. All the founding teachers have SB1969 or CLAD (Crosscultural, Language, and Academic Development) certificates, giving them cultural sensitivity and qualifying them to teach English learners. Teachers will be well-trained in differentiated instruction to meet the needs of special students populations. The academy will hire credentialed special day and resource teachers, depending on the number and need of our special education students.

Timeline/Strategy: The mix of new and experienced teachers hired for the academy will depend in part on the number of interested teachers from Roosevelt and Garfield. The ideal mix would be a core of experienced veterans and new beginning teachers. The founding teachers include six veteran teachers and two with five or fewer years’ experience. We will reach out to teachers at Roosevelt High and Garfield High who have worked in the Humanitas program or wish to apply to do so. In February we will post the job description at the site and meet to answer questions faculty might have. Because of the unique nature of the school design we will need to hire at least two Art teachers—one for the Two Dimensional Art classes and one for the Design Media classes. We want to attract creative science and math teachers who are interested in collaborating to develop innovative, interdisciplinary instruction, and we want science teachers who are qualified to teach AP Biology and AP Physics.

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 second interview may be scheduled.
June 2010	Final selections will be made and announced

Criteria: All teacher candidates will demonstrate mastery of their discipline content (with single-subject credential) and a true familiarity with content standards; will have a demonstrated interest in the broader Humanities studies; will be willing and able to integrate art and technology into the curriculum; will be experienced in or eager to learn progressive pedagogical strategies (i.e. simulations, Socratic seminar, project-based learning, student exhibitions, etc.); will be willing to work in a lab school where teachers are trained in interdisciplinary, thematic, inquiry-driven instruction; will be comfortable using project/ project-based learning both for formative and summative assessment; willing to be committed collaborators who will hold themselves accountable for rigorous grade-level planning; will be aware of the importance of writing across the curriculum and willing to use discipline-specific and interdisciplinary writing as a form of summative assessment; will be aware that literacy is the gateway to all learning and will be willing to learn and integrate strategic literacy strategies that will be used schoolwide; eager to promote a college-going culture by leading an advisory group through graduation, promoting college access and awareness strategies, and by assisting with college portfolios; and willing to give presentations with grade-level team in the Teacher Training Center and to welcome visitors as part of demonstration site protocol. (See [Appendix 10f](#) for job description.)

11. OPERATIONS

a. Internal Applicants:

As an internal applicant, the school will continue to use all existing LAUSD operational services provided at the school site and follow LAUSD Collective Bargaining Agreements.

b. External Applicants:

Not applicable

c. Master Service Agreements:

As an internal applicant, we will continue to use LAUSD operational services and do not require a Master Services Agreement.

d. School Operations Experience:

As an internal applicant, the school will use LAUSD services and will work with LAUSD to coordinate all school operations. As described above, the five pilot schools will jointly hire one manager of site operations to coordinate the operations and facilities issues at the Torres High School site with LAUSD for the five pilot school leaders.

e. Operations Start-up Plan:

As an internal applicant, the school will work with LAUSD School Management Services to follow their operations timeline and schedule to successfully open the school.

f. Operations Plan:

As an internal applicant, the school will use LAUSD operational services.

12. FINANCES

a. Funding:

As an internal applicant, the school will receive funding via LAUSD's transparent budgeting process, based on student average daily attendance.

b. Budget Narrative:

Please see the pilot addendum for discussion of budget autonomy and school's vision, mission and instructional practice.

c. Financial Controls:

As an internal applicant, the school will be an LAUSD school operating under the rules and regulations of LAUSD.

13. FACILITIES

a. LAUSD facilities use agreement

As an internal applicant, the school plans to continue to utilize facilities per LAUSD policies.