



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Valley Region High School #4

Executive Summaries



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Granada Hills Charter High School

Executive Summary

EXECUTIVE SUMMARY

1. Executive Summary (5-7 pages)

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

GHCHS is applying to create VRHS #4 as an independent charter school because of its extensive experience and proven track record working with a population of students similar to those projected at VRHS #4. Based upon the annual strong demand for enrollment at GHCHS (including an annual wait list of approximately 2500 students) we believe replication of the GHCHS model—including its independent charter school governance design-- is the strongest recipe for academic and operational success of the new VRHS #4. Through its sole statutory membership, GHCHS shall hold VRHS #4 accountable for the successful implementation of the charter's educational and operational program components outlined in its charter.

In replicating similar learning experiences – a personalized environment that speaks to how students learn best, increased time for learning, a variety of activities and strategies that engage and inspire – GHCHS will support VRHS #4 with its mission, vision and goals. More students in our community will now have the opportunity to attend a high-achieving, self-governed charter school and benefit from the policies and innovations that will make it a model 21st century college-ready, career-focused charter high school and a learning center that is a source of community pride.

VRHS #4 Mission - Create a community-based high performance model of educational excellence guided by core beliefs, cultural sensitivity, research based instruction, collaboration, and built in accountability, that serves the social and academic needs of a diverse student body reflective of the population of the Los Angeles Unified School District and other public schools.

VRHS #4 Vision - Ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation and in preparation for college and the 21st century workforce.

VRHS #4 Core Beliefs - To prepare students to enter and succeed in college and the 21st Century work force, VRHS #4 will ensure:

- College and 21st Century Career Readiness
- Increased Instructional Time
- Highly Qualified and Effective Teachers, Support Staff and Leaders
- Accountability with Data Driven Results
- Operational Independence and Financial Strength
- Student, Parental and Community Engagement
- Safe and Personalized School Culture

We believe that an educated citizen in the 21st century must have the essential skills and understanding to participate and work productively in a multicultural, globally-oriented environment, use technology to its full potential, demonstrate proficiency in the standards identified by the State of California, participate and work productively, and communicate

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fluently in English and another language (Jacobs, 2010). In addition, students at VRHS #4 will use both declarative and procedural knowledge to form key habits of mind: gather evidence; make connections; analyze; synthesize and communicate; and, apply and evaluate. Upon graduation, students at VRHS #4 will have the following essential skills, knowledge and attributes: gained demonstrable knowledge in both core and non-core disciplines as defined by California State Standards and frameworks; and, mastered the cognitive and learning skills that will enable them to use this knowledge in college and other post-secondary settings; internalized values that will enable them to be productive and responsible citizens; and, developed talents and abilities associated with their future goals. In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from VRHS #4 will be: An Effective Communicator, An Information Manager, A Problem Solver, A Productive Member of Society, and A Lifelong Learner.

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

Based on the Zone of Choice allocation, the proposed student population for VRHS #4 -- in the same city as and less than one mile from GHCHS -- has many similarities with the student population (English Learners, GATE, socioeconomically disadvantaged, special needs) at GHCHS. At VRHS #4, we anticipate that many students, particularly English Learners and Socioeconomically Disadvantaged, will enter below grade level, skills-deficient in one or more subjects, and come from areas of low literacy and high poverty. Poverty remains a significant economic barrier for many Valley families (U.S. Census Bureau, 2010). With 69% of students eligible for the federal school lunch program VRHS #4 will address related issues of personal and family challenges. Critical educational needs will be study skills acquisition, school, community and social services support, parent/community outreach, staff training, and refinement of literacy and computational skills. Programs and practices like those at GHCHS for traditionally underperforming students (for example: Summer Transition Academy, Skills for Success, RSP program, RTI, EL, Rachel’s Challenge, college/career programs and parent seminars, Tutoring Program, Revolution Plus Math Program) will be employed for students to graduate high school prepared to enter and succeed in college and the 21st Century workforce. Like at GHCHS, GATE students will experience differentiation in the classroom, opportunities for higher level courses, and the afterschool enrichment. Eleven percent of VRHS #4 students will be Students with Disabilities requiring significant academic and personal support. The Service Plan for Students with Disabilities for VRHS #4 is modeled after the successful GHCHS program that serves students under IDEA, Section 504 of the Rehabilitation Act of 1973, and the Modified Consent Decree. As at GHCHS, VRHS #4 will support students’ personal interests and college/career aspirations.

GHCHS Subgroups		Significant Ethnic Groups	
Gifted & Talented	25%	African American	5%
Socio-Economically Disadvantaged	69%	Asian	10%
Students with Disabilities	11%	Latino	67%
English Learners	19%	White	13%
Percentages based on Zone of Choice weighting of sending school 2010 data			

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2010 API Data	GHCHS	Cleveland	Kennedy	Monroe	Northridge
Overall API	874	756	695	648	725
English Learners	791	623	621	601	632
Socio-Economically Disadvantaged	839	725	694	664	701
Students with Disabilities	648	471	460	458	N/A
African American	N/A	719	N/A	N/A	N/A
Hispanic	828	696	682	648	694

GHCHS has extensive experience and a proven track record engaging and supporting a population of students similar to those projected for VRHS #4. Moreover, GHCHS is steadfastly committed to academic excellence for every student as evidenced by our strong student performance results with all students and targeted student groups in this same community. The GHCHS 2010 school-wide 874 API, a jump of 113 points since our 2003 charter inception and a 135 point increase since the API inception in 2001, is the highest of any public comprehensive high school in Los Angeles. Students with Disabilities, English Language Learners, Socio-Economically Disadvantaged, Hispanic, and African American subgroups have seen the most significant annual and historic API gains, equal to or better than the whole school API of the majority of LAUSD and Local District 1 senior high schools. GHCHS students in the Students with Disabilities subgroup (648) outperform similar students at ECR (541), Kennedy (461), Monroe (460), and Cleveland (471) due to the services, support and opportunities provided to the student population at GHCHS.

In addition GHCHS has a 2010 96% CAHSEE pass rate on English and Math at the 10th grade; a 98% high school graduation rate; a 99% acceptance rate of GHCHS graduates into two-and four-year colleges; and marked 2010 CST Proficient and Advanced Student Results: English Language Arts 78%, End of Course Science 65%, History 77%, Math 49%, World History 76%, 10th grade Life Science 81%. GHCHS is currently under review to serve as an International Baccalaureate (IB) Diploma High School, the only public high school in the City of Los Angeles to offer IB, and desires to bring the program to the students at VRHS #4. GHCHS believes that with sufficient support and motivation all students can learn at the highest levels.

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

VRHS#4 will employ a guaranteed, Standards Based Curriculum designed for an extended academic school year (189 days plus summer session) and school day (a 410 minutes school day with Periods 1-7 plus before/after school programs) that will increase time for learning and student outcomes and prepare students for the challenges of college and the 21st Century workforce. Based on data-driven decisions, the instructional program will be the foundation of an equity-driven system. Curriculum will be linked among disciplines in courses and programs and provide a view into a wide range of cultures and perspectives. All students – at or below grade level, English Language Learners, Gifted and Talented and Special Education – will receive a college preparatory (UC/CSU-approved) curriculum focused on a theme-based interdisciplinary program. Students will learn how to prepare themselves for college and careers by acquiring essentials skills and using project-based learning to respond to universal questions. Foundational 9th and 10th grade courses will strengthen critical reading, writing, research and

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thinking skills and introduce students to interdisciplinary concepts aligned with interest-based communities (IBC). At the end of 10th grade students will choose one of the communities, high-quality programs that will operate as career pathways. VRHS #4 input supports the following three (3) college/career interest-based communities (IBC): the Arts; Sustainability Science; and Commerce, Culture and Communication. At VRHS #4 this will be known as the A¹S²C³ (A-One, S-Two, C-Three) Program. Students will be in one of these IBC academic programs during their junior and senior year. Due to an equity-driven culture any student can select Advanced Placement courses or choose to be in the IB Program.

VRHS#4 will employ a range of pedagogies based on best instructional practices based on sound educational research. Project-based and inquiry-based instruction, integrated technology, and authentic experiences are among those that traditionally engage students. VRHS #4 will use Wiggins and McTighe's research based model, Understanding by Design (UbD) as a framework for instructional planning. Emphasizing the teacher's critical role as a designer of student learning, the "backward planning" system will provide autonomy and flexibility for teachers to use a thinking-based curriculum with a common vocabulary for pedagogy, essential questions, clear expectations for rigor and relevance, and formative assessments. Uniform unit and semester planning will be enhanced by teacher professional judgment and creativity. In addition, VRHS #4 teachers will incorporate the nine most used instructional strategies as identified by Marzano, Pickering and Pollock (2005). This research shows that student-directed activities encourage variation and broaden understanding, and graphic forms of representation are extremely effective for students of different learning modalities as they increase and stimulate brain activity. Internships and field work are additional hands-on strategies that are supported by the current research. Students will focus on an overarching universal question in an interdisciplinary context leading to their IBC studies. A CDE CTE study shows that career pathways that include equity, access, choice, personalization, high-quality teaching and other key elements such as industry partnerships lead to student success (CDE, 2010).

Students who matriculate below grade level in one or more subjects or are English learners will have access to a specialized summer program, additional support during one of their seven classes, as well as before/after school. Special Education students will be supported through their IEP and Resource Specialist Program. English Language Learners will receive English language development in specialized and core academic classes. In addition, VRHS #4 students will have Enrichment Seminar, an advisory period for personalized support, technology skills, community service project design, and targeted access to virtual online UC/CSU A-G courses, a strategy that has shown great success at GHCHS and further reinforces our commitment to prepare students for the 21st century.

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

VRHS #4 will be a student centered school that provides a cordial and collegial environment of respect, a challenging, college/career ready comprehensive high school education, celebrates the cultural heritage of students, fosters individual learning styles, and embodies the traditions of the community in which it is located, while providing a structured and safe campus. As a new school, VRHS #4 has the advantage of creating a culture that encompasses the heart, soul, and spirit of what our students deserve; a culture that communicates hopefulness and a belief in the power that students, teachers and community members can work together to improve the future of all human beings. VRHS #4 will be a student centered school that provides a cordial and

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collegial environment of respect, a challenging, college/career-ready comprehensive high school education, celebrates the cultural heritage of the students, fosters individual learning styles, and embodies the traditions of the community in which it is located, while providing a structured and safe campus. The rule of respect for all will be modeled through positive daily interactions and personal relationships between students and adults, and adults and adults. Since VRHS #4 is a new school, it has the capability of intentionally creating its own history and traditions that will support the core values of personalization, student, parent and community engagement, college readiness, and accountability that are embedded in the school's vision and mission and shape its identity.

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

(NOT REQUIRED TO RESPOND AT THIS TIME)

All accountability and performance goals for student performance and program success are aligned to the school's mission. The accountability goals and metrics are guided by state and federal Annual Yearly Progress mandates, the VRHS #4 Performance Matrix, and goals for school staff. Additional guidance on school accountability will come from the GHCHS Support Team through accountability measures aligned to GHCHS Governing Board goals and WASC self-study goals. See Standard application section 4. Assessments and School-wide Data, a. Assessment Philosophy and e. Data Collection and Monitoring, and 7.a. Performance Management for GHCHS Performance Matrix. Also see Supplemental Application NETWORK PORTFOLIO AND PERFORMANCE, 3. A. Performance Data for outcomes.

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

VRHS #4 is located in mid-Granada Hills (10445 Balboa Boulevard), a largely working class suburban community adjacent to the communities of Northridge (west), North Hills (southeast), Mission Hills (east) and Reseda (south). These are suburban communities with a mix of housing, commercial buildings, public parks and public and private schools. The primary industries in these communities are construction, retail trade, professional services and health care with 70%-80% of adult residents in white collar occupations. In the last 5 years this portion of the San Fernando Valley has experienced growth in the Hispanic and Asian populations and a decline in the White population. Approximately 25% - 30% of the population is 18 years of age or younger. Parent education levels show that 30% - 40% of residents are high school graduates and have 2 or more years of college education (CLR, 2009).

Students who will be attending VRHS #4 live primarily in the Granada Hills area of the northwest San Fernando Valley but may also matriculate from the Northridge, Mission Hills, North Hills or Reseda communities due to the LAUSD zone of choice and feeder school patterns. The projected 9th through 12th grade student enrollment (1250) in the VRHS #4 Zone of Choice will be 13% White, 67% Hispanic, 10% Asian and 5% African American. 69% of these students are projected to be socio-economically disadvantaged and 19% are English Learners, an indicator that these traditionally underperforming groups will need additional academic and

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social supports. GHCHS has been a Title 1 school since its first year of charter status with great success in raising the achievement of these student populations.

The input we have received on our application for VRHS #4 shows that families in the VRHS #4 community recognize that their local high school may or may not address the educational needs and goals of their children. Monroe, Kennedy and Cleveland High Schools each have struggled with educating their students as evidenced by Program Improvement status, dropout and graduation rates, while GHCHS serves as a model for academic success with a proven track record of providing outstanding educational opportunities for students in the Granada Hills/Northridge area of the San Fernando Valley as well as students across Los Angeles who have attended through LAUSD Magnet, PWT, and CAP programs, as well as Open Enrollment and School for Advanced Studies (SAS) permits. GHCHS has supported a diverse student population in reaching their goals through high academic expectations, relevant and rich learning experiences, targeted intervention, and a nurturing social and emotional environment. Graduates have achieved at the highest levels and applied their learning to benefit the greater Los Angeles community which perceives GHCHS as a highly desirable school of choice so that we currently have approximately 2500 students on our wait lists. In VRHS #4, neighborhood families will have the opportunity to access a new charter school modeled after the success of GHCHS.

A survey of parents interested in having their students attend VRHS #4 indicate that other critical needs for the school are school security, after school programs, traffic control, adequate supervision of students both on and off campus, and strong community involvement in maintaining a safe campus. GHCHS is considered one of the safest schools in Los Angeles. A strong Safety Plan, the employment of a full-time school police officer, 24-hour security guard, and ample campus safety aides, the installation of campus wide security cameras, an anti drug/weapons K-9 Program, a coordinated afterschool program of athletics, clubs, and tutoring, a closed campus, and opportunities for parent communication and involvement have supported school safety at GHCHS and will be replicated at VRHS #4.

Over its 50 years of operation, 43 as a traditional comprehensive high school and 7 as an independent charter, GHCHS has developed relationships with community service groups, colleges and universities, industries and businesses, Granada alumni and organizations such as California Business for Education Excellence (CBEE), Valley Industry and Commerce Association (VICA), and Valley Economic Alliance that serve to benefit our students and our graduates, and will do the same for VRHS #4 students and graduates. All of the communities adjacent to VRHS #4 benefit from vibrant community organizations such as Old Granada Hills Residents Group, Neighborhood Councils, Granada Hills and North Valley Regional chambers of commerce, and community service clubs. GHCHS has reached out to these groups for input on our VRHS #4 application receiving very favorable support of GHCHS operating the new school. Since spring 2010 GHCHS has:

- hosted four well-attended community meetings to share our application and gather input
- presented at over 20 community and civic organization meetings
- attended all PSC community and LAUSD meetings
- hosted a VRHS #4 PSC website and Facebook page for online parent and community input and info
- as of November 30, 2010 received 4,443 community signatures in support of the GHCHS application for VRHS #4
- received VRHS #4 application endorsement from state, city and county public servants as well as local business and community organizations (see Appendix 35)

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These kinds of opportunities to listen to, engage and support parents will continue if our VRHS #4 application is approved. Also, the GHCHS parent engagement model of a school-based parent liaison, parent education workshops, parent and community representatives in every level of school governance including the Governing Board, a PTSA parent volunteer coordinator, web-based communication tools, extensive parent/community booster organizations, a Title 1 Parent Involvement Policy, a Parent-Student Handbook, and commitment to parent volunteerism will be replicated at VRHS #4.

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

Board of Directors - As an independent charter school, VRHS #4 will have its own Board of Directors comprised of parents and community members that bring the appropriate mix of skills and expertise necessary to operate a charter high school. VRHS #4 will be incorporated as a 501(c)3 non-profit benefit corporation by March 2011. As the sole statutory member of the VRHS #4 Board, the GHCHS Board of Directors will nominate, approve and remove, if necessary, members of the VRHS #4 Board which will ensure the replication of successful GHCHS practices and programs at VRHS #4. However, the VRHS #4 corporation will have all legal and fiduciary responsibilities, including the approval and supervision of the budget and all school policies and programs to successfully operate the school. The VRHS #4 Board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of the facility, fundraising, and ensuring that the VRHS #4 resources are managed effectively.

VRHS #4 is committed to developing working and learning environments in which all stakeholders are actively engaged. The VRHS #4 academic, professional and outreach program will integrate strategies to disseminate data, obtain feedback, and engage stakeholders in the various levels of decision making.

Advisory Committees - To ensure school-specific policies and sound Board decisions, advisory committees such as Curriculum and Instruction, Operations and Student Services, comprised of students, employees, parents and community members will discuss and formulate related proposals to the VRHS #4 Leadership Team and/or Board of Directors. The by-laws for these advisory committees, modeled after the GHCHS advisory committee bylaws, will be developed and approved by the VRHS #4 Board prior to the 2011-12 school year.

School Administrative Structure - VRHS #4 shall hire its own Executive Director/Principal who will serve as the day-to-day manager and instructional leader of VRHS #4 and after VRHS #4 Board approved, will contract with GHCHS for other school services (including leadership coaching, business services, instructional program support, and operations support). The Executive Director/Principal shall report to the VRHS #4 Board of Directors. Two Administrative Directors (Instruction/Counseling and Operations/Student Affairs) shall report to the Executive Director/Principal.

Leadership Attributes: Selection of the Executive Director/Principal will be based on proven experience in education leadership, educational vision along with experience and success with educating ALL students, demonstrated ability in program design and development and entrepreneurial capacity, and interest in and commitment to educational reform. The Executive Director/Principal must possess a BA, MA (or equivalent), an Administrative Services

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Credential, five or more years of successful public teaching experience, seven or more years as a site administrator in a public school, preferably in both a traditional public and a charter school, and be bilingual (preferred).

The VRHS #4 Leadership Team beyond the Executive Director/Principal will include the following positions:

- Two Administrative Directors
 - Academic Programs Coordinator
 - Special Education Coordinator
 - English Learners Coordinator
 - Guidance/College/Career Counselor
 - Three lead teachers (A¹, S², C³ Interest Programs)
- [See Appendix 24 for Admin Flow Chart]

The VRHS #4 Leadership Team will confer bi-monthly to address planning and management issues, student progress, and progress with educational program implementation.

In order to ensure replication of the successful GHCHS programs at VRHS #4, the GHCHS Leadership Team will provide experienced and needed direction to VRHS #4 and its Leadership Team. The GHCHS team has a proven track record of operating one of the most successful and largest charter schools in the country, has unique experience in traditional and charter school organizations, has worked extensively with multiple start-up and conversion charter organizations in Los Angeles and across the state and led the GHCHS conversion in 2003. In addition to the strongest instructional and operational expertise, the GHCHS team has experience in leadership development, data analysis, financial management, school culture, accountability, fundraising and school construction. The GHCHS Leadership Team includes but is not limited to:

- Brian Bauer, ED
- Walter Wallace, CBO
- Dilmit Singh, Adm Dir, Instruct/PD
- Patricia Givant, Adm Dir, Account/Tech
- Judie Baumwirt, Academic Programs Coord
- Elisa Pulido-Ragus, English Dept Chair/Tchr
- Karla Diamond, HR Manager
- Chris Davis, Admin Dir, SpEd/Athletics
- Julia Howelman, Adm Dir Couns/Facilities
- Joan Lewis, Adm Dir Attend/Discipline
- Connie Dunn, Adm Dir Interven/Activities
- Maribel De La Torre, Development Director
- Karla Diamond, HR Manager
- GHCHS Classified Managers in Human Resources, Facilities/M&O, Food Services, Student Body Finance, Student Data Systems, Security/Events and Information Technology/Network.
- GHCHS Instructional Leadership in English, EL, Math, Science, Social Science, VAPA, PE, Special Education, World Languages, and Career Tech Education, and Counseling

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

We believe the autonomy and control over resources afforded to a fiscally independent charter school will best allow VRHS #4 to achieve a successful replication of GHCHS's educational program so as to achieve the performance goals and outcomes outlined in this application. Fiscally independent charter status will allow VRHS #4 to better secure community input and involvement at the local level; the focus on local collaboration among employees, parents and students creates a community of "ownership" that is optimum for the School to achieve its goals. As a charter school VRHS #4 will be free from most regulations that apply to school districts. Independent charter schools have more flexibility in defining their employment relationships

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with their staff and in how they use many state categorical funds, which for regular schools are targeted for specific students or programs. Charter schools may also rely on independent fundraising, grants, and corporate sponsors for additional funds. The financial latitude given to charter school status has allowed GHCHS the flexibility to establish a \$10 million reserve (nearly 30% of our operating budget), a Standard & Poor's AAA (triple A) credit rating and the strongest audit reports.

Academic and fiscal flexibility has allowed us to design and provide programs that support rigorous, standards-based instruction, curriculum and assessment. Our school culture has high expectations for students in the way they behave and learn. In the last seven years as a charter GHCHS has surpassed the performance levels of all comprehensive high schools in the LAUSD earning a full WASC 6-year accreditation without a mid-term review, is now ranked in the top ten percent (decile) of all schools in California and is eligible again to be a California Distinguished School.

GHCHS is applying to create VRHS #4 as an independent charter school because of its extensive experience and proven track record working with a population of students similar to those projected at VRHS #4. Students at VRHS #4 will share similar learning experiences – a personalized learning that speaks to how students learn best, increased time for learning, a variety of activities and strategies that engage and inspire them – and VRHS #4 parents will be partners with accountable highly qualified teachers and an innovative and responsive Leadership Team that supports equity for all students. More students in our community will now have the opportunity to attend a high-achieving, self-governed charter school and benefit from the policies and innovations that will make it a model 21st century college-ready, career-focused charter high school and a learning center that is a source of community pride.



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Telesis Senior High School

Valerie D. Johnson

Executive Summary

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

1a. Mission:

It is Telesis's mission to ensure that all of our students receive an infusion of education that will prepare them for higher academia and career goals, as well as enabling them to become confident and productive citizens in our very diverse technological global society. Our school culture will be supported by Teachers, Students, Parents and the community at large. We look forward to initiating an academic standard that will address the diverse and intellectual differences of all our students. Our students' educational progress will be monitored and evaluated, throughout their entire enrollment at Telesis. We will insist that all of our teachers are more than competent in their field of expertise as well as being knowledgeable in other areas of our educational curriculum. It will be mandatory for all of the educational staff to keep pace with contemporary instruction by them enrolling in university courses and LAUSD approved courses, as well as being technologically literate for their particular subject(s) that they will be teaching.

1a. Vision:

Telesis's vision will coincide with the values and curriculums of Los Angeles Unified School District. By using LAUSD's standards we will be sure that our staff, and our philosophy, of teaching are in compliance. Our goal is to prepare students with a personalized education that they will need for the real world's life experiences that lies beyond graduation. Our students will not only be problem solvers and critical thinkers, they will be responsible citizens in their communities as well as the global society that we are all a part of. This will be accomplished by creating a partnership between Parents, Teachers, and members of the Communities both near and far.

1b. Student Population:

Telesis High School is an urban school located in the city of Granada which is a part of San Fernando Valley. Telesis is a new VRHS that has an expected projected enrollment of 350 students in grades ninth through eleventh. Our students will come from the recommended feeder schools of Granada Hills HS, Kennedy HS, and Monroe HS. Our educational approach will be well suited to providing a quality education to the specialized population of Students With Disabilities (SWD) and the At Risk students (expulsion, camp detainees, etc.) and at the same time still fulfilling our committed obligation of serving our general educational students in our community with a quality education that will be second to none. At the same time we are well aware that a large percentage of our student population come from families that are living at or below the poverty line. Our students come from communities that are ninety percent (90%) Latino, they come from households that are Spanish-speaking and English is not their primary language. It is our responsibility to inspire our students to succeed by making sure that they have the skills, resources, and knowledge to succeed inside and outside of the classroom. Just as we mentioned before: one of our main objectives is to service Students With Disabilities

- Students with disabilities will be addressed with the Individualized Education Plan (IEP). These students will be serviced and supported in a timely manner according to the mandates of LAUSD. All students, regardless of their status, will be included in articulation activities with their assigned educational advisor.

- Students with IEPs that may require Designated Instruction Services (Speech and Language, Adapted Physical education, Deaf and Hard of Hearing etc.) will be required needs. These students will receive the Designated Instructional Services from LAUSD assigned teachers, therapists, and special educational teachers' aids. We understand the needs of our students, and they will receive a Free Appropriate Public Education (FAPE) through programs that utilizes self contained classes, teachers using SADIE strategies, IEP meetings and other innovative techniques that will enable us to better assist our students in achieving success.
- Should Telesis be the home school for students who are moderate to severe and they are in need of specialized programs, we will be working with Support Unit North to ensure that these programs are put in place. If there is a student that needs such a program, and we are able to accommodate them at that particular time, we would seek to place them at a LAUSD school that has that program already in place.
- At-Risk Students will be supported by a well trained staff which will be made up of: School Psychologist, School Counselor(s), Nursing Services, Pupil Services, Psychiatric Social Worker, and Attendance Counselor(s). Our at-risk students will also receive support from group counseling as well as individual one on one counseling. This type of intervention will enable our trained staff to offer our students the type of support that will increase their academic and social behavioral achievements. Students with behavior issues will be addressed utilizing Behavior Intervention Case Management and Pro-Act as well as District Support Unit Behavior Specialists. We will also be employing LAUSD's Crisis Intervention and Threat Assessment Team services to support our crisis intervention program(s). we will utilize all means possible in order to support our at-risk students.

The majority of our student population speaks a language other than English. There is also a large majority of our students who will qualify to receive free or price reduced lunches (Title 1 Students) and a very large percentage of our students are designated as English Language Learners (ELL). Our primary objective is to get our students interested in learning how to learn. We will be putting a very high inference on learning and understanding the English Language Arts (ELA) as well as Math. Our school will be staffed with experienced fully credentialed personal that have a history and interest in working for the benefit of our students. We want all of our students engaged in the learning process so that they will become independent critical thinkers.

The majority of our educational staff will be Special Ed certified. All of our students will be monitored and assessed for any and all short comings should they arise. We will be addressing all short comings of our students immediately with the proper intervention techniques based on District standards. It is imperative that our educational staff collaborate with one another so that they will be better able to service the needs of all our students in a timely manner.

1c. Instructional Program:

Telesis High School will implement an educational program that will result in academic success for all our students. Each student will follow the scope and sequence established by the California State Standards for grades 9-11. Each student will have an Individualize Learning Plan designed by Telesis instructional specialist, with input from parents and students, and will be reviewed each semester. Using the "Understand By Design" instructional model as our framework, we will design a culturally relevant, standards -based, rigorous curriculum in all subject areas.

All Students (GATE, ELL, SEL, SWD, and those At Risk) will be clustered into classes based on their skill set acquired thus far in each specific subject area. Telesis counselors will map out each student's individual credits based on classes needed. This will not only support students understanding of their academic goals, but will be of primary assistance to students who are behind in credits. In order to produce students with 21st century skills, all teachers will use strategies (graphic organizers, thinking maps, scaffolding, etc.) as well as RTI² to meet the performance goals of students. A strong intervention portion will be used by Telesis which will begin before, during, and after school. Technology skills for the 21st century are required for all students. Students will be expected not only to master the basic computer skills, but be proficient enough to display advance computer skills in preparation for college courses.

Professional development will help teachers learn how to differentiate instruction more effectively. Using a mixture of formative and summative assessments, teachers will gather data on student success and problem areas. To accomplish this goal, the Telesis campus will operate differently than the usual traditional high school model. The Telesis campus will propose 1) a later start time; and 2) 4x4+1 block scheduling. Telesis will use a backward planning approach to first identify the need and then plan to help the student learn from their academic ability.

1d. School Culture:

Telesis's High School culture will share common beliefs, behaviors, and customs. The educational programs for our students will follow the scope and sequences set by the California State standards as well as those set by the District for grades 9th-11th.

Each student will have an Individualized Learning Plan (ILP) designed by the teachers, parents, and the students. All of the students' ILPs will be reviewed yearly in order to make any necessary adjustments for improvements.

Telesis believes that every student is entitled to receive the best possible education that the District has to offer.

The behavior of all administrators and students will be a collaborative effort, this will aid in the implementation of Telesis's Mission and Vision.

All of the school's customs will be respected and appreciated by staff and students alike.

We will solicit involvement from the surrounding community, parents, teachers, staff, students, and the District to support Telesis's school culture. A culture population that consist of students from the community, SWD, At Risk, Els, SELs, and Title 1. All of Telesis's implementations will be a shared collaborative.



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Valley Academy of Arts and Sciences

Local District 1

Executive Summary

EXECUTIVE SUMMARY

1. Executive Summary (5-7 pages)

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

Whether it is the energy of dance, the resonance of music, or the spectacle of film and theatre that sets your heart on fire, all who come to the Valley Academy of Arts and Sciences (VAAS)* will discover opportunities for artistic excellence and challenging academic experiences. The shared vision of VAAS is that by unleashing a team of inspired educators, in a new, well-equipped facility, and implementing an integration of core disciplines with the arts, we will provide students a results oriented program that will simultaneously develop their scholarly and artistic talents. Our new school will not only prepare students for post-secondary education, but also for the thinking and communication demands that await them in the 21st Century career world.

In the culture of a collaborative learning community, our academy will implement a college-preparatory curriculum, along with premium quality visual and performing arts studio programs that will support and challenge our students to grow in skill and stretch both academically and artistically. We know we can teach our students the aesthetics, the academics, and the technology they need. But what we can't give them, because it must come from within, is the passion they will develop, and the drive for success that will set them apart.

Within three personalized, small learning communities the: Freshman Academy, Visual/Digital Arts Academy, and Performing Arts Academy, VAAS will nurture, cultivate and develop each student's academic and artistic talents by intersecting the best known instructional practices with personal mentoring, inter-connected thematic curriculum, and project-based applications that will incite innovation as students test their talents, skills and proficiencies in real time and a real world.

Mission: Provide San Fernando Valley families with an innovative college-preparatory visual and performing arts high school that employs an interdisciplinary curriculum to develop all students' intellectual skills and creative talents in order to attain measurable artistic and academic excellence.

Vision: In a personalized, safe environment, our learning community will offer a standards-based instructional program in theatre arts, dance, vocal and instrumental music, and visual/digital arts, coupled with a rigorous college-career preparatory curriculum. Through an integrated study of the arts, sciences, math, humanities and technology we will graduate literate, cultured individuals who can communicate effectively, think critically, solve problems, and work collaboratively in diverse groups. Our graduates will demonstrate mastery of academic and artistic skills that will enable them to be productive, responsible citizens who take ownership for their own success.

*In an effort to capture the cultural and instructional focus of the new Valley Region HS #4, we are using the place holder name - Valley Academy of the Arts and Sciences (VAAS) - for the purpose of this document. Ultimately, the community and stakeholders will select the name of our school.

Our school core values and beliefs: In order to create a culture of success, the VAAS learning community will be guided by these core values:

All students, staff, parents and community members who join our academy commit to the belief that:

All students can acquire the knowledge and skills needed for graduation and college-career preparation in academics and the arts.

- 1) Our curriculum is rigorous and will afford all students access to college and careers; the instructional focus is holistic to develop the whole student who will acquire academic proficiency and artistic competency, along with interpersonal, communication, and thinking skills.
- 2) Research-based instructional methodologies involving interdisciplinary, art-infused curriculum, project-based learning, writing across the curriculum, and performance-based assessments will generate relevant learning experiences that help all types of students see the relationship of their studies to the real world, and, in so doing, will motivate them to complete their education.
- 3) The instructional environment will reflect and benefit from the students' cultural diversity and assure fair and equitable access to educational opportunities and resources for all.
- 4) By creating a personalized learning environment, we will enhance the learning success for all types of students; this same humanistic community context will build relationships and encourage collaboration among all stakeholders who will accept responsibility for designing and implementing quality educational experiences for our students.

Values about teaching and learning that define our VAAS instructional program are that it:

- Infuses the arts into all curriculum to stimulate habits of mind in problem solving, critical thinking, creative thought and innovation; we call this learning in and through the arts (LITA).
- Offers relevant learning experiences through project-based learning, competitions, exhibitions and business partnerships; through project-based and community service learning opportunities students will develop a sense of social consciousness and responsibility.
- Focuses on writing across the entire curriculum as an essential communication skill.
- Creates performance-based, authentic assessments that measure multiple levels of proficiencies.
- Implements a tiered intervention system (RtI2) for students who need expanded time and diverse academic, emotional, and social supports to enhance their learning progress.
- Establishes an ongoing data-driven accountability system to calculate results and inform processes for continuous instructional and overall program improvement.
- Cultivates business partnerships for authentic learning beyond the walls of the classroom.

At VAAS we set very high expectations for the things we want our students to know and be able do. Our students will be held accountable for meeting state and District content and performance standards in all A-G courses and those in their selected Visual/digital and Performing Arts academies.

Additionally, students will develop the skills and intellectual capacities needed for success in the workplace, civic life, and in personal affairs including:

- Manage many types of resources
- Communicate effectively through speaking and writing
- Work well with others in a diverse population
- Acquire and use information to solve problems
- Master complex systems
- Work with a variety of technologies
- Commit time and energy to improve their school, community, state and nation.

These VAAS learning results are based on SCANS (U.S. Departments of Labor and Education identified competencies and skills that workers must have to succeed in today’s workplace). They also incorporate scholarly habits of mind that prepare students to weigh evidence, consider varying viewpoints, see connections, identify patterns, evaluate outcomes, speculate on possibilities and assess value.

It is often said that the arts reflect the human condition. At VAAS we also know that the arts can inspire social responsibility that can change human, environmental and political conditions for the better. One only has to think of Oprah, Ellen, Bono, musicians for “We are the World”, or films like “An Inconvenient Truth” to realize that more and more the shapers of public opinion, election outcomes, environmental activism, and relief efforts (i.e. Katrina and Haiti) are emanating from socially responsible professionals in the arts. Through deliberately designed service learning experiences, VAAS students will embrace social responsibility and utilize their artistic and academic talents to enrich and improve life for others.

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

Under the required Zone of Choice enrollment policy, VAAS will be relieving overcrowding at four high schools. In our community meetings parents and students from these areas indicated what they would like in this new high school: personalization, college and career counselors, performing arts education, science and technology programs, partnerships with businesses, after-school programs and diverse cultural experiences. Our future students value high school graduation and going to college, but also want to have access to job preparation programs. Responding to this input, VAAS must provide a personalized environment and rigorous instructional program, with differentiated instruction to meet the needs of our very diverse learners. As Howard Gardner’s theory of multiple intelligences suggests, our arts based curriculum will help all learners, especially at-risk and diverse learners, achieve better results in school. Testing data from our feeder schools indicates a strong need to focus on development of communication skills, particularly those in writing. We must also provide expanded learning time and opportunities for students, specialized programs for our English Learners and students with special needs, as well as create stimulating challenges for our gifted students.

Student Demographics of the Valley Academy of Arts and Sciences (VAAS)

School API	Latino	White	African American	Asian	Special Education	English Learners	Socio-economic Disadvantaged	Gifted & Talented
Cleveland HS 756	75.6%	7.2%	5.9%	10.6%	11.2%	22.4%	78%	17.1%
Kennedy HS 687	77.4%	9.4%	4.5%	7.5%	13.8%	14.3%	60%	13.5%
Monroe HS 654	87.8%	2.5%	2.9%	6.0%	15.5%	32.6%	77%	7.0%
Granada HS 874	36%	31%	4%	18%	7%	4%	36%	45%
New HS #4 Projection	65%	9.6%	4.4%	9.8%	12.2%	21.3%	74.1%	17.7%

Data for LAUSD from Data Support System; Data for Charter from California Dept. of Education CBEDS files.

Team’s Experience: Based on the above chart, it is clear that Local District 1 (LD1) and its collaborative team of Monroe teachers and United Teachers of Los Angeles (UTLA) have experience in serving the instructional needs of the typical resident student populations in our three feeder high schools. The

projected enrollment to be served at our new high school will closely mirror the student demographics of Cleveland, Kennedy, and Monroe. It is important to note that the Granada Hills Charter High School's student population is quite different, and has an unusually high percentage of GATE students, an unusually low percentage of students receiving Special Education and English Learner services, and a very different ethnic balance than the other schools scheduled for enrollment relief.

LD1 is a family of 133 San Fernando Valley schools in which more than 5,000 teachers and administrators provide services to 87,930 students. More LD1 students are scoring Proficient or Advanced on state standardized tests than any others in LAUSD, and the state overall. LD1 is home to:

Four highest achieving high schools in LAUSD	22 High Performing Title 1 Schools
43 schools for Advanced Studies	200 National Board Certified Teachers
6 National Blue Ribbon Schools	40 California Distinguished Schools

Our local district's level of support and resources are an area of strength and can't be duplicated by any other educational organization. Outstanding characteristics that qualify LD1 to manage this new high school include:

- A proven track record of working with English Learners, students from low-socioeconomic and disadvantaged neighborhoods, gifted and talented students and students with disabilities.
- Extensive data information systems and support from the LDI staff enables teachers and administrators to analyze the progress of students, target needs and prescribe focused interventions.
- A seamless communication among the elementary, middle and high schools to promote smooth transitions and teacher collaboration.
- Within the Zone of Choice, arts focused elementary and middle school students will be eligible to matriculate into this new arts high school.
- Key community partnerships to support this new high school and LD1 assistance in cultivating new relationships and partnerships for the school's individual instructional programs.
- Our proven success in which students with disabilities have met the Modified Consent Decree's (MCD) Outcomes 2 and 3. Outcome 2 reflects students' ability to meet District's California Standards Test (CST) proficiency targets. Outcome 3 reflects the students' ability to graduate with their peers.

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

Four cornerstones - personalized small learning community structure, college prep art-infused curriculum, project based learning and performance based assessment and evaluation - support the foundation of our research-based VAAS instructional program. VAAS will develop and implement:

- 1) A highly personalized, small learning community structure of three academies to provide close interaction among teachers and students and advisory classes for academic and personal support.
- 2) A college preparatory, interdisciplinary, curriculum in which art is infused across all disciplines to address and support the diverse needs of all learners.
- 3) Project-based learning with linked-learning applications and inquiry-based instruction supported by a comprehensive response to the intervention and enrichment needs of all students.

4) Performance-based assessment and evaluation using signature projects, exhibitions, performances, presentations and digital portfolios, for all students to have options to show what they know.

We have selected these four essential program components because they are supported by current research and appropriately respond to the needs of our student populations. Educational research indicates that structures that create small schools within schools like academies: "...can improve attendance, climate, safety, achievement, graduation rates, college attendance rates, staff member satisfaction, parent involvement and community engagement (Wasley, 2006). In addition to engaging gifted and talented student populations, there is also abundant evidence showing that when arts are woven into traditional curriculum it is particularly beneficial to lower performing students and students with special needs (Leth et al. 2004; Arts Partnership, 2007).

While providing instruction and studio experiences in the visual and performing arts, VAAS teachers will infuse the visual and performing arts standards into all interdisciplinary curriculums. These concepts include: artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, and applications. This highly integrated approach has demonstrated success in serving the educational needs of students with similar demographics to those who will be attending our high school. In multiple major studies, project-based learning has also been proven to assist English Learners/Standard English Learners to access prior knowledge. It provides hands-on learning activities designed to achieve content mastery and develop language skills; develops questioning strategies; and, encourages investigation of key vocabulary words (Hertzog, 2005, Lauer et al, 2006). Other instructional strategies known to be effective with our typical student population will be implemented and supported through effective professional development. These strategies are research-based and will ensure equity and access, increase achievement, and provide strong college preparation for all our students:

Writing Across the Curriculum	Cooperative Learning
Eight Period Class Schedule	Socratic Seminar
Good First Teaching (RtI2 -Response to Intervention and Instruction)	CRRE Pedagogy (Culturally Relevant and Responsive Education)
Scaffolding	Digital Portfolios
Differentiated Instruction	Summer Math and English bridge programs
After-school instruction and enrichment programs	Summer programs for remedial instruction
AVID strategies (Advancement Via Individual Determination)	SDAIE (Specially Designed Academic Instruction in English)
Service Learning	

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

Our school’s culture of success could be vividly defined by a motivational sign at our entrance: “All who enter do so to succeed.” In our VAAS culture we will motivate and nurture our students to:

- Set high expectations and personal standards, and develop a strong sense of purpose
- Come to school well-prepared to complete their courses to the best of their ability
- Develop effective relationships with their teachers and peers, in and outside of class, and make the most of their time at school, at home, and in our community
- Treat fellow students, equipment, our school and community property with respect.
- Accept continuing responsibility for their own learning and the achievement of fellow students

Key supports necessary to generate success for all our students include: collaboration among all stakeholders, a personalized, safe and secure school environment, and clearly measurable goals for teachers, administrators, parents and students. All VAAS students will have a personal advisor, a counselor, and a group of their academy teachers who are dedicated to providing them with the social and emotional supports necessary for them to accomplish their academic and artistic goals. A wide range of clubs, special events, athletics, and extracurricular activities will afford our students many opportunities for social life and forming friendships and bonds with other students.

e. **Accountability and Performance Goals.** We were told not to respond to this question.

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

Diversity is a major strength of our north San Fernando Valley community. Our population is predominantly Latino, with small percentages White, African American and Asian ethnic groups. The community benefits from local colleges, Cal Arts, California State University, Northridge, Mission and Pierce that provide many educational and community cultural opportunities. The Valley has an economic base of manufacturing, film/TV industry companies, construction, services, and retail operations that generate employment for over 789,000 people. Other local assets include medical centers, parks, golf courses, theatres, shopping malls, and restaurants easily accessible to our families.

The area served by this new high school has a mixture of single-family residential areas with homes ranging from \$300,000 to \$3 million; there are many multi-family condominium projects and very high density apartment buildings including subsidized housing. The Monroe, Kennedy, and Cleveland areas are lower socioeconomically, with some pockets of well educated, wealthy families. The majority of families are working class and approximately 20.9% of our families live below the national poverty level. 75% of our families are likely to speak another language at home (Spanish, Korean, and Farsi) and more than half of the parents lack post-secondary education; our schools have 15-24% English Learners, many who are not reclassifying. A very large percentage of our students will be the first generation to graduate from high school.

Community needs: All of the high schools in this service area are overcrowded. While some schools offer limited arts programs, the Valley community expressed a high demand for a specialized arts high school where students can develop their artistic talents while pursuing a college preparatory program. Many families do not have the income to expose their students to the arts and this high school could expand cultural opportunities for students and their families. Mental and physical health services are needed for many uninsured families. The already established LD1 community resources will provide mental and health clinic access and coordinate private and government agency services to meet these critical needs of our families.

Community engagement: We have engaged the community in twenty public meetings, including Local District 1, Public School Choice, Parent Community Advisory Council, Neighborhood Council, and Council of Councils meetings. In addition, the VAAS Design and Writing teams met almost daily. LD1 staff members will be meeting with parents at each of the feeder middle schools and high schools to further explain the PSC process and our academy proposal. The community will be actively involved in

VAAS school leadership and governance, invited to participate in campus events, and our community businesses will be engaged with our students through internships, job shadowing and mentoring.

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

All stakeholders, including students, will be represented on our leadership councils and decision making committees. The Leadership Council will be comprised of the Principal, UTLA Chapter Chair, teacher representatives from each SLC, classified support staff, students, parents and community representatives including professionals from the arts and partner members. As a new school we do not have a leadership team in place, however, strong leaders will be selected on the basis of their experience, desire and ability to work as a team. By demanding broad leadership representation, we will be able to draw from a wealth of teacher, staff, administrator, parent, student and community diverse experience and have access to many ideas and types of resources to support the sustainable growth of our academy. Members of the Leadership Council and various committees described above will also be elected by representatives from all the stakeholder groups.

The School Site Council will be composed of: the principal; classroom teachers; other school personnel elected by their peers; students; parents of students attending the school and community members elected by parents. In addition, the English Learners Advisory Council and the Compensatory Education Advisory Councils will be formed based on the appropriate District, state and federal composition guidelines. Members of these councils will also be elected by stakeholder representatives.

We have not identified a principal for our new school. The ideal principal for VAAS will be someone who practices leadership as an art, someone who will be able to:

- Implement an innovative, relevant, challenging curriculum in a highly personalized environment
- Create a professional learning community in which teachers and administrators join in a collaborative approach to leadership and teaching – a real team player
- Develop a community of informed and empowered parents, teachers, staff and community partners, including those from universities and business, who work collaboratively to support scholarship and the arts for all students
- Blend the pursuit of intellectual and artistic skills that will enable students to be productive, self-directed, lifelong learners

- h. **School Governance Model.** Briefly explain the rationale for your choice of school type.

The Planning/Design teams for VAAS considered various governance models knowing that in LD1 autonomy must always be balanced with responsibility, responsiveness and constant accountability. The proposed ESBMM model is an ideal complement to the mission, vision, and education plan at VAAS and was selected in order to:

- Improve student achievement, maintain flexibility, accountability, and local control
- Support SLC models within the school
- Establish and sustain accountabilities for essential instructional strategies of interdisciplinary instruction, project-based learning, and signature assignments

ESBMM allows us to build our specialized program using: flexible scheduling, the design and implementation of an innovative, arts infused, project-based learning curriculum, and performance-based assessment strategies that will prepare our students for college and success in life and careers. Students will pursue study in eight subjects per semester in a block schedule, enabling them to have art,

advisories, enrichment, and intervention opportunities. The schedule will be reviewed each year in relation to data on student achievement, parent and student satisfaction levels, and the ability of the staff to maintain their responsibilities for seven periods of instruction, which includes advisories.