



Board of Education Report

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Authorization to Initiate Due Diligence Activities for the Potential Use and Development of the Closed Campus of Oso Elementary School

September 20, 2016

Local District Northwest and Facilities Services Division

Action Proposed:

Staff proposes that the Board of Education authorize the Chief Facilities Executive, the Office of Environmental Health and Safety Director, Local District Northwest Superintendent, and/or their designees, to initiate due diligence activities, including initiating community engagement activities, and evaluating the potential use and development of a 500-seat campus at the Oso Elementary School site to support the Academy of Integrated Arts and Technology in accordance with the California Environmental Quality Act (CEQA) in order to develop a well-defined Project Definition proposal including a scope, schedule, budget, and funding strategy.

The due diligence activities are anticipated to cost approximately \$500,000 and will be funded by the Bond Program.

Background:

Local District Northwest does not have sufficient programs to meet the needs of high achieving secondary students, and in particular, its twice exceptional students with autism. While there are individual students with distinctive or exceptional learning needs in every classroom, some students show a pattern of extreme strengths combined with areas of significant difficulty. Students who have outstanding gifts or talents and are capable of high performance, but also have a disability that affects some aspect of learning are considered “twice exceptional.” Twice exceptional students present a unique program and service delivery dilemma for educators and often a choice is made to provide services to address one exceptionality or the other, but not both. This program addresses both exceptionalities in an inclusive environment with general education students who also have unique exceptionality.

Academy of Integrated Arts and Technology

The Academy of Integrated Arts and Technology responds to the expressed needs of the Local District Northwest community by providing a grade 6th through 12th comprehensive, visual, performing arts and technology integrated program in partnership with surrounding post-secondary institutions and agencies such as: Marriot Foundation Bridges to Life Program, California Workforce Development, Pierce College, California State University Northridge and California Institute of the Arts that supports the integration of twice exceptional students with autism with high achieving general education students for the advanced study of the integrated arts and technology.

According to the Los Angeles Times Community Profile data more than 23 percent of family income in this area is derived from the entertainment industry and students have indicated a high interest in both integrated arts and technology fields. This professional population will become a tremendous resource for in-kind support, mentoring, internships, and financial support for the new Academy of Integrated Arts and Technology.

Since Fall 2015, Local District Northwest and the Superintendent's Office have been discussing the potential development of a secondary school program for high achieving, twice exceptional students with autism (Academy of Integrated Arts and Technology) as a way to attract students and their families to enroll in District schools. The Academy of Integrated Arts and Technology opened in the 2016-2017 school year and is temporarily co-located on the existing Gaspar de Portola Middle School campus until permanent facilities are developed. The new academy will operate with grades 6th - 7th and then matriculate the program into the other high school grades one year at a time with full grades 6th - 12th enrollment by 2021-2022. This action is consistent with the Board of Education's Resolution to grow school enrollment, and aligns with the District's desire to improve arts and technology education opportunities for all students. This new program, focused on the arts and technology, will not only sustain, but is expected to expand enrollment by as many as 500 students. By providing a high interest and specialized curriculum with a pathway into high school, the District can increase our student retention rates in the Northwest.

Oso Elementary School Site

Oso Elementary School (Oso) is located at 5724 Oso Avenue in the City of Woodland Hills, and within Local District Northwest and Board District 4 (Steve Zimmer). The school operated as an elementary school until 1982, when the District closed the school. Subsequently, the District leased the school until 2003 when the site was completely closed. The campus is approximately 7.1 acres, and includes five structures (approximately 24,000 square feet): a kindergarten building with two classrooms, two classroom buildings with 10 classrooms, an administrative office building, lunch pavilion, and an assembly/multi-purpose building with a kitchen area. The site also includes a surface parking lot. The Board approved the Oso Elementary School Demolition Project on April 12, 2016 (BOE #338-15/16). The demolition is anticipated to be completed by September 2016.

On August 9, 2016, a community meeting was held to discuss the demolition of the closed school site at Oso Avenue Elementary School. Approximately 60 people attended. During the meeting, Local District Northwest staff shared with the community members that a future action would be presented to the Board for their consideration with regard to the potential redevelopment and use of the Oso site for a new school.

Expected Outcomes:

Staff anticipates that the Board of Education will authorize staff to initiate due diligence activities for the potential use and development of the Oso site for the Academy of Integrated Arts and Technology. The CEQA review is anticipated to take approximately six to nine months.

Board Options and Consequences:

A decision to approve the development of the vacant Oso Elementary campus would provide the Academy of Integrated Arts and Technology program with a standalone educational facility to support the proposed grades 6th through 12th arts and technology program.

If this action is not approved, the Academy of Integrated Arts and Technology program would either continue to occupy space at Portola Middle School or at an alternative existing campus. The program capacity may need to be modified depending on the availability of space.

Policy Implications:

The Academy of Integrated Arts and Technology is part of a larger enrollment and attendance development plan that provides a specialized high-quality option in the Local District Northwest Zone of Opportunities.

The proposed action is also consistent with the Board of Education's policies to invest in enrollment growth and implement the arts and technology education program throughout the District (*Believing in Our Schools Again: Investing in Enrollment Growth for LAUSD 2015*, and *Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills Through Arts at the Core*). Furthermore, the proposals were reviewed and supported by former Superintendent Cortines.

Under the terms of the District's Memorandum of Understanding with the Bond Citizens' Oversight Committee (BOC), District staff presents all Project Definition proposals that require the use of bond funds to the BOC prior to bringing them forward to the Board of Education for action. Upon completion of the due diligence activities, Facilities Services Division staff will submit a Project Definition proposal, including a scope schedule, budget, and funding strategy to the BOC for their consideration, and then to the Board of Education for action.

Budget Impact:

Staffing budget implications will be based on the final established school configuration. This will potentially impact the General Fund in proportion to increased student enrollment and will be in alignment with District norms.

The District has a significant structural deficit in its operating budget that threatens its long-term financial viability, as such the use of General Funds to develop the Oso site is not recommended. Staff anticipates that to-be-developed Project Definition proposal regarding the potential use and development of the Oso site for use by the Academy of Integrated Arts and Technology will be funded by Bond Program funds associated with the School Upgrade Program. The potential project could be funded by reallocating funds targeted for specific categories of capital need within the School Upgrade Program. The capital priorities include: critical school repair and safety improvements, comprehensive school modernizations, school buses, technology upgrades, new/expanded wellness clinics, early childhood education facilities, adult education facilities, and Board Member and Local District priorities, etc. At this time, it is not anticipated that projects that have already been approved by the Board of Education will be recommended for cancellation.

Based on preliminary discussions regarding the facilities needs for the new Academy of Integrated Arts and Technology program and a general understanding of the conditions at the Oso site, staff estimates the cost to demolish the existing structures and construct new facilities for 500 secondary school students could be in the range of \$50 Million. This estimate assumes that, with the exception of the development of a new facilities at Oso to support the specialized arts and technology curriculum, the students at the new Academy of Integrated Arts and Technology program will utilize the larger core facilities already in existence at the existing William Howard Taft Charter High School site.

The due diligence activities, including the preparation of a well-defined Project Definition proposal and CEQA review are anticipated to cost approximately \$500,000. These pre-planning activities will be funded with funds set-aside in the Bond Program for indirect costs. If, at a later date, the Board of Education approves a project to utilize and develop the Oso site for the Academy of Integrated Arts and Technology, the costs associated with the due diligence activities will be transferred to the overall project budget.

Issues and Analysis:

The Office of Environmental Health and Safety will be evaluating the potential use and development of the Oso Elementary School site in accordance with CEQA guidelines. The preparation of an Environmental Impact Report (EIR) or Mitigated Negative Declaration (MND) may be necessary. If so, certification of the EIR (or

approval of the MND), and project approval by the Board of Education is required prior to the project proceeding into construction.

Attachments:


- A. Academy of Integrated Arts & Technology Program Description;
- B. Local District Northwest Enrollment and Attendance Development Plan;
- C. Believing in Our Schools Again: Investing in Enrollment Growth for LAUSD 2015;
- D. Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills through Arts at the Core.

Informatives:

None.

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:



MICHELLE KING
Superintendent



VIVIAN EKCHIAN
Local District Superintendent
Local District Northwest

REVIEWED BY:

APPROVED & PRESENTED BY:



DAVID HOLMQUIST
General Counsel



MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

Approved as to form.

REVIEWED BY:



CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.



LOS ANGELES UNIFIED SCHOOL DISTRICT

ACADEMY OF INTEGRATED ARTS & TECHNOLOGY

AN ACADEMY PROGRAM
LOCATED AT PORTOLA MIDDLE SCHOOL
18720 LINNET STREET
TARZANA, CA 91356

Program Description Exhibit A

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ASSURANCES AND AFFIRMATIONS

The Academy of Integrated Arts and Technology (also referred to herein as “AIAT,”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except for existing students of program, determine enrollment in the general education portion of the program by a public random drawing of eligible students if the number of pupils who wish to attend the Academy exceeds the Academy’s capacity. Preference shall be extended to pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

THE EDUCATIONAL PROGRAM

General Information

• The contact person for Academy is:	<i>Stephanie McClay</i>
• The address of Academy is:	<i>Portola Middle School</i>
• The phone number for Academy is:	<i>818-654-3300</i>
• Academy is located in LAUSD Board District:	<i>4</i>
• Academy is located in LAUSD Local District:	<i>Northwest</i>
• The number of students in the first year of this Academy will be:	<i>100</i>
• The grade levels of the students in the first year will be:	<i>6, 7</i>
• Academy's scheduled first day of instruction in 2016-2017 is:	<i>8/16/2016</i>
• The current operational enrollment capacity of the program is:	<i>150</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule (start and end of day) for Academy will be:	<i>The Program will follow the calendar and bell schedule of Portola Middle School & Highly Gifted Magnet</i>

Community Need for Academy of Integrated Arts and Technology (AIAT)

Local District Northwest does not have sufficient programs to meet the needs of our high achieving secondary students, and in particular, its twice-exceptional students. While there are individual students with distinctive or exceptional learning needs in every classroom, some students show a pattern of extreme strengths combined with areas of significant difficulty. These students are commonly referred to as twice-exceptional; students who have outstanding gifts or talents and are capable of high performance, but who also have a disability that affects some aspect of learning (Brody & Mills, 1997). Twice exceptional students present a unique program and service delivery dilemma for educators and often a choice is made to provide services to address one exceptionality or the other, but not both. Just as students with special education needs require services along a continuum, twice-exceptional students require a similar combination of gifted and special education. The Academy of Integrated Arts and Technology will provide special services, programs, and instruction to address both giftedness and disability, in an inclusive environment with general education students who are also identified as gifted.

The District currently spends over \$200 million a year to provide non-public, independent, and private school educations to many students with special needs. By providing a quality alternative in a public school setting, this Academy will maintain enrollment of this student population in an LAUSD program, generate ADA for the twice exceptional students being served in a general education setting, and lower District costs for independent and private school tuition. With a local program, the number of families seeking outside educational settings for their students would be reduced.

Student Population To Be Served

The Academy of Integrated Arts and Technology is a college preparatory academy program dedicated to educating gifted and twice-exceptional students (gifted students with learning differences) in grades 6-12. There are approximately 13,000 identified gifted students in Local District Northwest. In the Los Angeles Unified School District, there are over 500 students identified as twice exceptional.

Twice-exceptional children face many challenges academically. On one hand, they have difficulties in the classroom, perhaps in one subject, such as math, or across the board. On the other, they have gifts that may make them exceptional readers, artists, or critical thinkers. Depending on whether the disability or the gift is most prevalent, the child may be placed in gifted classes but not make progress or be referred for special services but have his talents ignored. Twice-exceptional children often find school frustrating and suffer from low self-esteem when beginning school. They may have difficulty with social skills and not feels as though they fit in with their peers (King, 2005). Three types of twice-exceptional students have been categorized (Job):

- **Students who are identified as gifted but also have subtle learning disabilities.** For example, a student may use a large vocabulary but have very poor spelling. This category of student tends to perform on grade level.

- **Students whose abilities and disabilities mask each other and are thus unidentified.** Their superior intelligence, for example, may hide trouble working with numbers. These students often perform at or slightly below their grade level.
- **Students identified as both gifted and having learning disabilities.** These students stand out in a classroom because they are obviously bright but frustrated with school activities and thus tend to act out.

AIAT will serve gifted and twice-exceptional students. The twice-exceptional students are likely to have struggled in traditional, general education settings despite their high cognitive abilities. Among gifted populations, one of the most significant challenges in school success is in the area of executive function. Executive function is a series of complex cognitive processes that serve ongoing, goal-directed behavior. Executive functions include both organizational and higher-order learning skills (see Table 1), which allow individuals to achieve goals.

Table 1: Executive Function Processes (Pennington, Bennetto, McAleer, & Roberts, 1996)

Organizational Skills	Higher Order Learning Skills
<ul style="list-style-type: none"> • Setting and Managing Goals • Planning • Organizing • Time Management • Initiating • Inhibiting Actions 	<ul style="list-style-type: none"> • Metacognition • Monitoring, Including Goals • Self-Regulation • Reflection & Self-Evaluation • Thinking and Acting Strategically: Socially and Cognitively

Typical behaviors found in students with executive function issues include not managing time well, skipping steps in multi-step tasks, difficulty identifying important information when taking notes, losing important papers or possessions, and difficulty with transitions. For twice-exceptional students, especially those with autism, difficulties in the area of Executive Functioning can manifest themselves in many different ways. Some individuals pay attention to minor details, but fail to see how these details fit into a bigger picture. Others have difficulty with complex thinking that requires holding more than one train of thought simultaneously. Others have difficulty maintaining their attention, or organizing their thoughts and actions. Executive Functioning difficulties can also be associated with poor impulse control. It is this population of gifted and twice-exceptional students who will be well-served in the Academy for Integrated Arts and Technology.

Twice-exceptional students, especially those with autism, may often face challenges related to their ability to interpret certain social cues and skills. They may have difficulty processing large amounts of information and relating to others. One’s ability to perceive how others think and feel, and how that relates to oneself is referred to as Theory of Mind. Theory of Mind deficits can oftentimes have a large impact on student learning and success in school through:

- Difficulty explaining ones behaviors
- Difficulty understanding emotions
- Difficulty predicting the behavior or emotional state of others
- Problems understanding the perspectives of others
- Problems inferring the intentions of others
- Lack of understanding that behavior impacts how others think and/or feel
- Problems with joint attention and other social conventions
- Problems differentiating fiction from fact

Recent Theory of Mind research related to gifted children’s social competence and empathy indicates that gifted children demonstrate strength in Theory of Mind in that they are better able to demonstrate social competence and evaluate interpersonal and other scenarios from multiple perspectives with high levels of efficacy than their non-gifted peers (Walker, 2011). This research provides the rationale for including GATE identification as a qualifying criteria for the general education students.

LAUSD’s Division of Special Education and Local District Northwest are making a long-term commitment to serve gifted and twice exceptional students in what will eventually become a span school serving grades 6 through twelve. AIAT will begin as an Academy program on the campus of Portola Middle School, but will eventually become a stand-alone school. Table 2 outlines the projected student enrollment over the next several years.

Table 2: Projected Student Enrollment in Years 1-6

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grade 6	50	50	50	50	50	50
Grade 7	50	50	50	50	50	50
Grade 8		50	50	50	50	50
Grade 9			50	50	50	50
Grade 10				50	50	50
Grade 11					50	50
Grade 12						50
Total	100	150	200	250	300	350



GOALS AND PHILOSOPHY

Mission and Vision

Local District Northwest is committed to “building academic excellence through coherence, collaboration, high expectations and accountability.” As a program within Local District Northwest, the Academy of Integrated Arts and Technology will address the needs of high achieving students by providing an integrated instructional program that supports the unique needs of twice exceptional students in an inclusive program with high achieving general education peers.

Mission

The Academy of Integrated Arts and Technology will inspire and prepare gifted and twice-exceptional students for success in post-secondary education and in the workplace.

Vision

The Academy of Integrated Arts and Technology will form a true student-centric community marked by a caring and supportive school culture, rigorous academic discipline, and excellence at every level. Compassion and high expectations, along with personalized learning plans, will inspire and empower students to succeed. A unique staffing model will assure individually targeted support for students to ensure academic and social/emotional success. The model is most distinct from other schools in its targeted student population and its use of integrated core curricula that includes arts and technology to: 1) engage its students in the development of 21st century skills, 2) provide a structured, systematic approach to enhance social emotional learning and academic performance, and 3) deliver rigorous, holistic instruction in a full-inclusion, general education setting that accommodates students’ individual needs and strengths.

What It Means to be an “Educated Person” in the 21st Century

In the vast majority of U.S. schools, instructional content and pedagogy have changed remarkably little relative to the ever-changing 21st century world. To be successful in their rapidly changing environment, students must add to the basics of fundamental academic skills the need to:

- Evaluate and use information rather than simply memorizing facts. They must develop critical thinking, collaborative work habits, and problem solving and technology skills. This is essential in a world where information is currently estimated to double every 3-5 years, and where the traditional manufacturing sector is being replaced by a growing service sector and higher-skilled industries. The U.S. Labor Department states that a large percentage of the jobs available to our future graduates have not yet been invented. Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future.

- Build a deeper understanding of the logic and processes of science and engineering that will enhance students’ ability to make informed decisions about the environmental, medical, and ethical issues they will face as responsible citizens.
- Develop positive social-emotional skills that are paramount to developing healthy, satisfying personal relationships and successful workplace relationships. It is essential that students graduate having the skills to deal with these issues and having learned to be active and constructive agents in improving their own life circumstance.
- Experience civics-oriented projects that develop the personal values and practices associated with more vibrant democratic participation. It is essential that students develop and experience a sense of agency and responsibility for making their world a better place through personal action in their own communities and beyond.
- Appreciate and participate in the arts, discovering the joy and personal power in artistic expression. Such practice is recognized to help develop and sustain curiosity, wonder, and creativity—all essential to developing the mental agility and willingness to adapt in the face of rapidly changing situations. Understanding the arts also leads to increased knowledge about the world and its people, enabling them to appreciate the richness and vibrancy of other countries and cultures.
- Learn and work autonomously in order to independently advance themselves by continuing their education and developing new skills on a lifelong basis.

How Learning Best Occurs

Simply put, learning best occurs in programs that are highly personalized and accessible, particularly for high-need students.

Table 3: Research Findings and Program Features

Research Findings		AIAT Program Features
The effect of smaller classes on student achievement shows higher achievement levels in reading, language, math, science, and social studies. Additionally, students in smaller classes showed more positive behaviors towards engagement and learning than did the students in larger classes.	➤	<ul style="list-style-type: none"> • Low adult/student ratio (1:8).

Research Findings		AIAT Program Features
<p>High-need students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals.</p>	<p>➤</p>	<p>Challenging academic and social-emotional standards for all students:</p> <ul style="list-style-type: none"> ● Alignment with LAUSD and CDE grade level course requirements through the use of integrated, thematic curricula. ● Collaborative projects that emphasize 21st-century skills, personal growth, and community service. ● Emphasize personal health and fitness.
<p>Personalized learning plans increase students' academic persistence and success, especially when plans address specific areas of need.</p>	<p>➤</p>	<p>Mastery-based core academic content that incorporate the tenets of effective gifted education, including:</p> <ul style="list-style-type: none"> ● Depth – the concept of challenging learners by enabling them to venture further and deeper into an area of study. ● Complexity – refers to the concept of broadening the learners understanding of the area by asking them to make connections. ● Novelty – gaining understanding of an area under study or constructing meaning of knowledge in an individualized manner. ● Acceleration – the concept of altering the pace or speed of learning.
<p>Students need access to highly qualified teachers with specific expertise.</p>	<p>➤</p>	<p>General education setting that incorporates a unique staffing model in which every academic class is supported by highly qualified staff, which includes:</p> <ul style="list-style-type: none"> ● Fully credentialed general education teacher. ● Fully credentialed special education teacher with Autism authorization. ● Specially trained paraprofessional.

Research Findings		AIAT Program Features
Increased time on the right instructional task increases academic achievement for at-risk students.	➤	<p>Continuous progress model that follows each student's pacing and provides access to learning resources beyond school hours that emphasize:</p> <ul style="list-style-type: none"> ● Clear curricular expectations with multiple pathways and delivery systems to meet those expectations. ● Focus on thinking, problem-solving, and communication skills. ● Learning opportunities that explicitly encourage the identification of “Big Ideas” and understanding systems thinking.
Subject-matter comprehension and mastery requires application in varied situational contexts.	➤	<ul style="list-style-type: none"> ● Project and application components to academic coursework that requires transfer of key skills and knowledge from coursework. ● Required participation in experiential learning opportunities, including project-based learning in the school and surrounding community.
Students persist and achieve better in schools where they see themselves as “connected,” i.e., where they identify with and are proud of their affiliation with the school, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for.	➤	<ul style="list-style-type: none"> ● Students assigned to advisors ● Just-in-time academic remediation and/or enrichment. ● Provision of counseling and social services. ● Real-world family and community-based activities ● Culture-building activities, including advisory groups, group projects, and celebrations of achievement and learning.

The instructional approach and curriculum design in the AIAT program will also incorporate neuroscience research related to executive functioning that indicates, “the right exercises and activities can build new circuitry in the brain, and strengthen areas of identified weaknesses. Essentially, the brain can learn to bypass neural pathways that aren’t working and build new ones—not just in childhood, but through adolescence and even adulthood (Doidge, 2007).” AIAT curriculum and instructional design will incorporate the findings of Meltzer, Pollica, and Barzillai (2007), who proposed the following Principles of Effective Strategy Instruction to address executive functioning:

- “Strategies for teaching executive function processes should be directly linked with the curriculum”—which appears to be more effective than when these skills are taught in

isolation and are unrelated to the students' classroom work. Even if a student is participating in an extra-curricular study skills program, this could still be accomplished by the teacher and tutor collaborating, to ensure the material being used is based on current classroom subjects.

- “Metacognitive strategies should be taught explicitly”—using very literal and concrete terms, and including frequent modeling and repetition. It is important to also teach the students exactly how each strategy will help them (e.g., “This strategy will help you identify the key points in any text”).
- “Strategies should be taught in a structured, systematic way”—again, incorporating frequent modeling, feedback, and opportunities for repeated practice, in order for these skills to be internalized and generalized. It is important to recognize that individual strategies are not “one size fits all.” What works for one student might not work for another. Students should be encouraged to recognize what works best for them, so strategies can be adapted accordingly.
- “Strategy instruction should address students' motivation and effort”—It is critically important for students to (a) understand their own strengths and weaknesses, and (b) see that these strategies will lead to improved grades. Without either component, they are unlikely to use them. Step (a) can be challenging, when dealing with a student who has experienced years of failure and frustration and might be emotionally fragile. It is best accomplished in private discussions, with equal emphasis on both strengths and weaknesses, delivered in a clearly supportive, non-judgmental manner. A good approach to Step (b) would be to break down tasks or assignments into small, accomplishable units, so the students can experience successes and build on them.

In addition, The U.S. Dept. of Education's art's education research studies of 25,000 students (*Champions of Change*) evidenced that students with high levels of arts participation out-perform “arts-poor” students by virtually every measure. Experts agree that in addition to helping develop brain functions, arts woven throughout education can offer teachers ways to reach all types of students. Arts help to develop both left and right brain skills; students connect scientific concepts underlying art, which is especially successful with at-risk and gifted students (The Getty Education Institute, 2006). The summarized findings from 63 national studies showed that high arts participation makes a significant difference in achievement for students from low-income background and students with special needs. Research conducted across the nation's socioeconomic spectrum demonstrated that students who receive instruction in a differentiated, arts rich and academically challenging environment:

- Are more prepared for the global workforce.
- Increase their academic success in core subjects.
- Have higher self-esteem and self-confidence.
- Achieve higher standardized test scores.

- Demonstrate increased high school graduation and college going rates.
- Develop higher level social and communication skills in group collaborations.

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

The “school within a school” concept is more aligned with a traditional secondary, comprehensive school experience, which will build students’ self-advocacy to successfully navigate post-secondary, higher education, and/or vocational environments.

The goals and objectives of the Academy of Integrated Arts and Technology program are the following:

- **GOAL:** To prepare students for successful college or career experiences
 - **Objective:** Develop core academic competencies, enriched by real world applications
 - **Objective:** Develop critical thinking and problem solving skills
 - **Objective:** Develop students’ ability to work and learn autonomously with success
 - **Objective:** Develop students’ social emotional skills and personal habits needed to thrive in school and work settings
- **GOAL:** To develop a strong sense of ethics and instill the value of active citizenship
 - **Objective:** Provide opportunities to develop healthy assertiveness, conflict resolution, decision-making, problem-solving, and stress management skills
 - **Objective:** Provide students with opportunities to develop Social Competence; including the ability to form and maintain positive relationships, demonstrate empathy and caring, and engage in service to others
 - **Objective:** Provide opportunities for engagement with others and the community.
- **GOAL:** To keep students in a traditional, comprehensive school setting through high school graduation
 - **Objective:** Meet students’ scheduling and pacing needs
 - **Objective:** Meet students’ individual learning needs through personalized instruction and monitoring of learning with real-time data and feedback
 - **Objective:** Provide an appropriate level of challenge needed to engage student interest and maximize learning
 - **Objective:** Ensure that students feel connected to other students and to supportive adults and, where needed, provide counseling and other non-academic supports

These combined goals enable all students to become **self-motivated, competent, and lifelong learners**. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. The curriculum instills motivation by (1) providing ongoing experiences of success through coursework and (2) emphasizing real world learning and cooperative projects that engage student interest through project-based learning. Students' experiences at the school prepare them as lifelong learners by connecting learning with real world interests and goals in a normative instructional environment.

Instructional Design

The core beliefs underlying the Academy of Integrated Arts and Technology's instructional program are that all students learn at different paces and in different ways. Likewise, students must have diverse opportunities to demonstrate their achievement and show what they know. AIAT's learning environment will provide students with the key supports that will lead them to success in post-secondary career and education opportunities. Students will experience a personalized school environment that provides them with a caring and supportive faculty and staff that will oversee their social and emotional needs as well as their academic growth and progress. AIAT serves the unique needs of gifted and twice-exceptional students with these underlying precepts:

- **School Values**— commitment to both social-emotional AND academic growth;
- **Curriculum**— delivery of academic core courses AND experiential learning;
- **Staffing**—student support from credentialed general education and special education teachers, highly trained paraprofessionals, and all necessary Designated Instructional Services.

At AIAT, a strong advisory and communications skills program will help students develop supportive peer and adult relationships. Advisors will work with advisees to create personalized learning plans that include online learning components, experiential learning, and social/emotional development activities.

To promote rigorous, relevant, and attainable outcomes for its students, AIAT implements its view of "How Learning Best Occurs" through program strategies that increase **school connectedness** and **opportunity to learn**.

School Connectedness

At AIAT, school connectedness will be increased through the use of:

- **Personalized Learning Plans:** Research shows that students benefit from personalized learning plans that address their specific area(s) of need (Archambault, Diamond, Brown, Cavanaugh, & Coffey, 2010; Black, Harrison, Marshall, & Wiliam, 2004; Blum, 2004; Clarke, 2003; Legters, Balfanz, & McPartland, 2002; Watson & Gemin, 2008).

- ***Real Time Data:*** Jupiter Grades and other online resources will show profiles of content and skills that students are learning and track their progress. This system, viewable by school personnel, parents, and students, provides the data necessary to build personalized, realistic, and productive learning plans for every AIAT student.
- ***Social-Emotional Support:*** The inclusion of explicit attention to executive functioning and Theory of Mind strategies in the curricular and instructional design of the AIAT program is based on models shown to be highly effective with gifted and twice-exceptional populations.

Opportunity to Learn

At AIAT, students' **opportunity to learn** is maximized through the use of four research-based strategies.

- ***Extending Instructional Time:*** Studies have found that extended time can make a difference, particularly when the time is focused on the right task (Alexander, Entwisle, & Olson, 2001; Bloom & Haskins, 2010; Fisher et al., 1980). Extended access to educational resources also permits students who need additional time more time to catch up and, for those who have mastered concepts, a means to extend their learning. Through the implementation of a mastery-based approach to student learning, AIAT students will, as needed, be offered extended time and opportunities to gain proficiency.
- ***Providing Challenging Core Content:*** One clear, repeated finding from research is that students are better served by schools where teachers, students, and parents embrace a shared mission of aggressive academic expectations for all students and support that mission with a strong common core curriculum (Bryk, Holland, & Lee, 1993; Howley & Harmon, 2000; Lee & Smith, 1997; Newmann & Wehlage, 1995).
- ***Deepening Learning through Application:*** AIAT students will be required to participate in collaborative projects designed to extend and authenticate their core academic activities. These projects might also take the form of community service, internships, and even dual-credit opportunities. There is increasing evidence in the literature that opportunities for students to apply what they are learning in various situations is a requirement of gaining deeper understanding of content and the ability to transform and utilize the content to solve problems (Bransford, 2000; Kirschner, Sweller, & Clark, 2006).
- ***Performance-based Assessment and Evaluation:*** AIAT students will demonstrate learning using multiple measure that may include signature projects, exhibitions, performances, presentations and digital portfolios, and standardized and norm-referenced tests.

Academic Calendar and Schedules

The Academy of Integrated Arts and Technology will adhere to the LAUSD Single Track Instructional Calendar and will follow the same bell schedule as Portola Middle School and Highly Gifted Magnet. The instructional day and number of annual instructional minutes will be certified by the principal annually in accordance with LAUSD policies and procedures.

Curriculum and Instruction

The Academy of Integrated Arts and Technology shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

The Academy for Integrated Arts and Technology's framework for instructional design is based on the California State Standards. AIAT will prepare students to be high school, college and career ready, with rigorous content instruction and the application of knowledge through high level thinking. The instructional framework is also aligned with the needs of our students, as recognized by various means including, but not limited to, Individualized Education Programs, data analysis, teacher recommendations, academic performance, counselor assessments, parent referral and student self-referrals. All of our teachers are credentialed and highly qualified in the subjects they are teaching.

Instruction by teachers allows for differentiation of lessons (Kaplan, Benjamin), as well as remediation appropriate to grade levels. The other main methodologies include, but are not limited to: Close Reading (Paul and Elder), Text dependent questioning (Fisher and Fry), cooperative learning (Kagen), interdisciplinary teaching (humanitas), inquiry-based learning (Brooks), experimentation, intervention (Dufour), performance activities, technology-based instruction and projects. Data-driven professional development and continuous improvement sessions support teaching strategies and methodologies.

Core and elective teachers will work collaboratively to design and deliver instruction using Universal Themes and Generalizations (Kaplan and Curry). Universal Themes and Generalizations help students see and make connections between, within, and across disciplines in order to make meaning out of what might initially seem disconnected information. These are the "big ideas" that connect and make sense of all learning. Universal Themes are also used to increase the complexity of content within an area of study. When used within a specific discipline, the use of a theme allows students to examine the interrelationships between and among facts, details, rules and concepts. When used across disciplines, a theme will allow students to study the inter-relatedness of areas of study. The theme is not a curricular topic but a universal idea such as those listed below. This thematic approach requires students to define a set of generalizations: statements that are universally true about the theme. These generalizations help increase the depth and complexity of the classroom instruction and the work students do. All subjects converge on the theme.

Table 4: Universal Themes (Kaplan & Curry, 1985)

Change Patterns Conflict Power Exploration	Structure Force or Influence Systems Order Relationships
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In addition to the thematic approach noted above, AIAT will utilize many more instructional strategies including, but not limited to, the following:

- The use of 1-1 mobile technology in the classroom for both information delivery and independent student mastery of concepts and project completion;
- Project-based instruction
- Common grade-level assignments, assessments and rubrics for assignments
- Intervention techniques for low-achieving students, such as teacher tutoring and intervention classes
- Differentiated instruction for all learners
- Interdisciplinary projects across core disciplines
- Integrated instruction between classroom teaching and experiential learning, such as field-trips and assemblies
- Independent research projects, independent study units, and extension activities
- Curricular steps and unit plans
- Strategies for multiple modalities, including for visual, kinesthetic, and auditory learners
- Analysis of achievement data with students, and discussion of implications for student learning and goals
- Modeling/emulating study skills and habits of highly effective students;
- Reading groups and literature circles
- Peer feedback and partner/small group work in the classroom
- Reciprocal teaching in partner teams and whole-class discussions
- Socratic seminars
- Student-led conferencing

WASC Accreditation

The Academy of Integrated Arts and Technology will eventually serve students in grades 6-12. AIAT shall obtain Western Association of Schools and Colleges (WASC) accreditation before the school graduates its first class of students from high school, and shall thereafter maintain WASC accreditation at all times.

Professional Development

The Academy of Integrated Arts and Technology shall comply with and implement all applicable District policies and procedures related to staff professional development.

An expectation that all twice-exceptional special education students will receive supports and services to best meet their individual needs will be paramount in this academy. Both general and special education teachers will receive ongoing training and professional development in such areas as co-teaching, gifted education, twice-exceptional education, differentiated instruction, progress monitoring, behavior, and social and communication skills, as well as be provided built-in time during the school day for collaborative planning. Highly qualified general and special education teachers will work across grade levels using a thematic approach.

The use of research-based instructional methodologies involving interdisciplinary, art-infused curriculum with project-based learning and performance-based assessments will allow all students, and particularly those with autism, to demonstrate their learning in non-traditional and non-discriminatory ways. In this fashion, students with autism will show what they know through areas of strength rather than from areas of need.

AIAT's calendar and budget reflect the high priority placed on teacher professional development to support quality program implementation and ongoing improvement of instruction. AIAT's mission and vision involve sophisticated educational practices that will take time to develop fully. In the school's opening year, teachers will begin work prior to student arrival, providing time to develop expertise with the school's curriculum, to work develop shared practice and requirements regarding student project work and the assessment of that work, and to re-examine and evolve the conception of the teacher-role in a learning environment that promotes student support in the context of personalized learning and customized student schedules. Another high priority focus of the initial staff development period will be the formulation and planning of the school's social-emotional program.

AIAT will implement a professional learning community model that promotes ongoing collaboration, reflection, dialogue, action research, and data analysis among teachers. Every Tuesday, AIAT will dismiss students at 1:30 pm to allow time for professional development. In addition, time will be set aside at the end of each semester to provide time for the staff to review mid-year student performance and program evaluation data. AIAT's schedule will provide time for small group meetings among staff to share effective practices and to revise practices that are not meeting the needs of students. Teachers will plan curriculum, discuss student needs, and analyze data to understand what's working and how to address challenges.

Professional Development activities will be led by administrators, instructional specialists at the school, a master teacher sharing best practices, or outside consultants to promote student academic, social/emotional, and life skills. An overarching goal will be to assure a cohesive and school-wide approach to developing students' reading, writing, math, and English proficiency skills across all subjects and in all types of learning activities.

Individual teacher performance support will begin with regular informal classroom visits by the Principal or supervisors and include bi-annual formal observations with follow-up meetings and evaluations that provide opportunities for staff to reflect critically on their own practice. Teachers will also observe each other, collaborating both at grade level and across grade levels. Cross grade level curriculum development will help build continuity of academic content, school-wide behavioral standards, academic vocabulary and performance expectations. Teachers will share lesson plans, instructional materials, booklists, Internet resources, and behavior charts for individual reinforcement of positive behavior goals.

Meeting the Needs of All Students

English Learners

As a District affiliated program, The Academy of Integrated Arts and Technology shall implement the provisions of the District's English Learner Master Plan, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the English Learner Master Plan.

Gifted and Talented Students and Students Achieving Above Grade Level

The Academy of Integrated Arts and Technology shall use LAUSD's GATE identification process and adhere to District policies and procedures regarding GATE.

AIAT will set Clear Expectations for the school community and provide a quality, standards-based gifted and talented program that demonstrates academic rigor. The gifted and talented program will include:

- Flexible grouping of students
- Honors courses
- Differentiated instruction in the classroom in all areas of the core curriculum
- Parent involvement and development of skills needed to support gifted and talented children
- Professional development offerings for staff to support academic and talent excellence in students.

Identification. Gifted/Talented students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below will be served in the Academy of Integrated Arts and Technology:

- ***Intellectual Ability:*** Students whose general intellectual development is markedly advanced in relation to their chronological peers.
- ***High Achievement:*** Students who consistently function for two consecutive years at highly advanced levels in English/EL and mathematics.
- ***Specific Academic Ability:*** Students who consistently function for three consecutive years at highly advanced levels in either English/EL or mathematics.
- ***Ability in the Performing or Visual Arts:*** Students who originate, perform, produce, or respond at exceptionally high levels in either dance, music (voice), drama, or in drawing or painting.
- ***Creative Ability:*** Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique alternative solutions.
- ***Leadership Ability:*** Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction.

Identification is accomplished through a school-based assessment process consisting of search and referral, screening, and administrative verification. Achievement and psychological test results from external private sources may be used to supplement the identification process but will not be used instead of school-based assessment process.

Supporting Gifted and Talented Students. AIAT will employ a number of strategies to serve and develop gifted and talented students. Mastery-based core academic content that incorporate the tenets of effective gifted education, includes an instructional emphasis on:

- **Depth** – the concept of challenging learners by enabling them to venture further and deeper into an area of study.
- **Complexity** – refers to the concept of broadening the learners understanding of the area by asking them to make connections.
- **Novelty** – gaining understanding of an area under study or constructing meaning of knowledge in an individualized manner.
- **Acceleration** – the concept of altering the pace or speed of learning.

Additional program characteristics that promote the abilities of gifted and talented students are all equally important for the intellectual and social/emotional growth of all students at AIAT and will, therefore, typify the nature of all learning environments at the school. They include:

- an environment that is responsive to learners
- attention to each learner’s knowledge, understanding, and interest
- integration of both cognitive and affective abilities in the learning process
- personalization of curriculum to meet each learner’s needs
- formative evaluation of the instructional program to provide data for the ongoing improvement of the program.

Students Achieving Below Grade Level

The Academy of Integrated Arts and Technology will ensure that academically low achieving students succeed by offering differentiated instruction, by addressing barriers to achievement through its school design, through responsive problem solving as issues occur, and by continuously monitoring student progress and intervening as needed. The academic components of these approaches are implemented through a Response to Intervention (RTI) framework. Response to Intervention (RTI) identifies three tiers of instruction and intervention provided to students who struggle with academic work:

- *Tier 1* — consists of high-quality core instruction founded on research-based best practices and delivered to all students.
- *Tier 2* — involves instructing students in "pull-out intervention." This typically consists of a group of students who receive focused instruction in study skills, problem solving, and other areas needing improvement.
- *Tier 3* — is a more concentrated form of pull-out intervention in which specialized teachers work with students, either one-on-one or in small groups, to develop basic skills.

AIAT differentiates instruction for academically low-achieving students through the use of three instructional options: a) remediation opportunities in reading, writing, and math that address Tiers 2 and 3; b) the use of intervention courses designed specifically to include support for students reading below grade level (Tier 1), and core academic courses with scaffolding for students needing additional support to succeed (Tier 1).

AIAT general and special education teachers will work collaboratively to design English Language Arts and mathematics intervention programs to address remediation needs. Student progress will be monitored by teachers on an ongoing basis. When students do not keep up with expected pace or performance for a course, the assigned teacher of the course will contact the student’s parents to assist with problem solving and plan for needed supports for students. Also, at progress reporting intervals, teachers will review student performance and will report students underperforming in particular courses or whose performance overall has not improved as expected or has dropped from where it was previously.

Socio-Economically Disadvantaged Students

Based upon neighborhood demographics and the enrollment at Portola Middle School, approximately half of the students in the AIAT program may qualify as socio-economically disadvantaged, which means that they are more likely to be exposed to a range of risk factors associated with low academic achievement. AIAT will support students to meet high academic and social expectations by committing a variety of resources to make it possible for every student to meet their full academic and social potential.

The school will also use culturally relevant instruction. Culturally relevant instruction includes but goes beyond things like using real world role models, cultural connections to what is being studied, acknowledgement, and respect for dialect alongside instruction in Standard English, and awareness to avoid stereotypes and bias in curriculum content and materials. It also includes a long list of instructional approaches that align closely with AIAT's approach, such as the following:

- Technology
- Higher order questioning
- Immediate feedback
- Journals to engage students in reflection about their learning
- Pre-teaching of information
- Explicit disclosure of what the lesson is about
- A lot of praise
- Multiple ways to learn
- Inclusion of parents

AIAT will also support socioeconomically disadvantaged students by creating a safe, supportive school culture. The school's emphasis on social-emotional development, close relationships and school norms will achieve an environment in which people treat each other well and make the school an emotionally restorative environment. In hiring, AIAT will seek candidates who demonstrate a genuine love and enjoyment of middle and high school students, yet who also have the management skills to minimize challenging, distracting behavior that can distract from other students' focus and feelings of security. Teachers will also make it daily practice to honor and celebrate students' accomplishments.

Students with Disabilities

Academy of Integrated Arts and Technology students with disabilities will be fully included in the general education instructional program. Each student may require a different combination of services and settings, and when appropriate, a student's curriculum can be modified. The goal is to

build programs around a student's needs. Support within the general education program may include:

- **Accommodations:** Changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.
- **Co-planning:** A process by which a general and special education teacher share planning, modifications, and evaluation of instruction and behavioral support.
- **Co-teaching:** A general and special education teacher share instruction, planning, behavioral support, and grading for all students.
- **DIS Support (integrated):** The provision of itinerant support services within the general education class (LAS, DHH, VI, etc.).

Support outside of the general education program may include:

- **DIS pullout:** The provision of itinerant support services outside of the general education classroom
- **Special Education pullout:** The provision of special education services connected to content curriculum, outside of the general education classroom for short periods of time
- **Learning Center:** The provision of special education services through the use of the learning center - a location where specialized and targeted services are provided for specific students.

“A Typical Day”

The Academy of Integrated Arts and Technology will embrace the same “school within a school” model that has proven successful at Portola Middle School’s Highly Gifted Magnet. AIAT students will follow the same bell schedule and school calendar as Portola Middle School. AIAT students will take their core academic and elective courses with designated staff that will exclusively work with AIAT students. Additionally, AIAT students will have the opportunity to participate in programs and core and elective courses offered to all Portola Middle School students.

Portola Middle School and Highly Gifted Magnet has adopted a rotating bell schedule. This schedule allows students to experience content and classes at different times of the day throughout each week.

Table 5: Weekly Bell Schedule

MON.	TUES	WED.	THURS.	FRI.
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Advisory	Advisory	Advisory	Advisory	Advisory
1	2	3	4	5
2	3	4	5	6
Nutrition	Nutrition	Nutrition	Nutrition	Nutrition
3	4	5	6	1
4	5	6	1	2
Lunch	Lunch	Lunch	Lunch	Lunch
5	6	1	2	3
6	1	2	3	4

Students arrive by 7:50 a.m. and begin their instructional day in Advisory by 8:00 a.m. During advisory, all students have the opportunity to participate in Breakfast in the Classroom. Their advisory teacher and the same small group of 20 to 25 students, who will be their advisory group throughout the school year, welcome them. In the advisory period no student is allowed to “fall through the cracks” of anonymity. The advisory focuses on personal, academic, school and family connections. The advisory teacher serves as the students’ counselor for the school year so that students are connected to a consistent adult for guidance with studies, student relationships, and academic planning. Students begin the first of six periods per day following the advisory period. Classes are organized in groups of 25 or fewer students with two teachers and one paraprofessional to ensure that instructional groupings are small enough to insure that each student receives individual attention. Students begin working on a warm-up activity immediately upon entering each classroom. The emphasis in core classes is on rigorous grade appropriate standards-based instruction with high expectations for all students. California content standards are clearly evident as the focus of instruction in the agenda for the day displayed in each classroom on a white board or chart. Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient work on grade level standards. Students are actively engaged in their learning through “accountable talk” about what they are learning in pairs, small group, or whole class interaction. Teachers involve students in defining and understanding criteria for proficient work so that students are able to judge their own work. Teachers define clear expectations so that students know how good is “good enough” and so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate student learning using a variety of instructional materials and resources including digital content and traditional textbooks. Technology is used as a tool to support instruction, track timelines, and store documents. Courses offered include rigorous requirements for all students as well as academic electives that provide intervention to accelerate learning for students performing below proficient levels and enrichment for students performing at proficient and advanced levels. Courses also include honors classes.

After the first two periods, students have a fifteen minute break. They may purchase snacks from the cafeteria or use the time to organize their materials for their next classes or socialize with friends. Following the break, all students begin the next two periods of their instructional day. Because all of the classrooms are contained in one building, passing from period to period throughout the campus and hallways takes place within 3 minutes. During passing periods, students are self-directed and show respect for each other and their school. Students see examples of quality student work aligned with California content standards displayed inside and outside their classrooms. Student groupings are heterogeneous and determined by each student's instructional, social, and academic needs. English learners are supported in developing English proficiency through English as a Second Language and in content classes through English immersion with "sheltered English" instructional strategies based on individual needs. Following the fourth period of the day, all students participate in a 35-minute lunch period before the last two instructional periods of the day. AIAT students may purchase lunches in the cafeteria or bring their lunches from home. AIAT students have the option to eat their lunch in any of the designated dining areas on campus or they may eat their lunches in the AIAT multipurpose room.

Following lunch, students complete the last two instructional periods of the day. After school, AIAT students may choose to participate in after school tutoring, enrichment programs, or Youth Services. Youth Services provides structured, supervised activities for students free of charge from dismissal until 6:00 p.m. every school day.

MEASURABLE PUPIL OUTCOMES, AND METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

Standardized Testing

The Academy of Integrated Arts and Technology will comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District program, AIAT shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. AIAT shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

Measurable Goals of the Educational Program

The Academy of Integrated Arts and Technology, as part of Portola Middle School & Highly Gifted Magnet shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(c)(1), 60605.)

AIAT shall work toward meeting the student outcome goals set forth in the LAUSD's Performance Meter or equivalent, as it may be amended, updated, and/or replaced by the District.

AIAT shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

The Academy of Integrated Arts and Technology's goal is to have its students meet the District's Performance Meters including, but not limited to: 100 percent graduation, academic proficiency for all students, 100 percent attendance, improved and increased parent and community engagement, and school safety. As a component of these overall goals, AIAT will prioritize students' mastery of the Common Core State Standards, as measured by the California Assessment of Student Performance and Progress (CASPP). CASPP includes the Smarter Balanced Assessments of English/Language Arts (ELA) and Math, the California Standards Test 8th grade Science Assessment, the Alternate Assessments, District Interim Assessments, and additional formative assessments.

Mastery of the standards is a goal of state and federal legislation and is evidenced by the percentage required through California's Adequate Yearly Progress (AYP) report. The target proficiency rate for 2013 was 89.2% proficient and advanced in English/Language Arts, and 89.5% proficient and advanced in Mathematics. The goal under the new testing system is to exceed these numbers and, eventually, to reach 100% proficient and advanced, as delineated by the California Department of Education (CDE).

Measuring Pupil Outcomes: Summative Assessment Performance Targets

At the beginning of the 2016-2017 school year, Academy staff will collect academic achievement data from MiSiS, Welligent, My Data and other District-provided resources, to establish baseline performance metrics. This data will be disaggregated and used to establish AIAT's yearly progress targets as well as to design individualized yearly goals and plans for every student. Program staff will use local measures (teacher-developed assessments, student work) and standards-aligned interim assessments, as data sources.

Measuring Pupil Progress Toward Outcomes: Formative Assessment

As an LAUSD program, AIAT shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, and interim assessments.

During the school year, teachers will conduct formative assessments of student progress using a variety of measures. These assessments will help teachers regularly adjust instruction according to students' progress and ensure that instruction is differentiated to meet each individual student's needs. For example, teachers will use both curricular assessments as well as performance tasks and projects aligned with coursework to measure students' proficiency with course content and grade-level standards. These tools provide teachers with a snapshot of each student's mastery of standards at regular intervals, and the results will be used to refine instruction to meet students' needs.

AIAT will use a variety of assessment tools to measure student progress. Students will be assessed in each of the academic skill areas by a range of methods, including, but not limited to, standardized tests and assessments, diagnostic assessments, publisher assessments, teacher-designed quizzes and tests, writing portfolios, performance assessments, teacher-designed assessments, teacher observation, skills inventories, and homework and class work. Assessment in

all standards-based core content areas (ELA, math, social studies, science) will include some combination of diagnostic assessments, publisher assessments, standards-aligned benchmark assessments, and state standardized tests, to be implemented consistently. Assessment practices will include:

- **Diagnostic Assessments:** To provide an additional metric of student achievement, AIAT will use a diagnostic assessment to establish a baseline for student performance and to document progress in reading, writing, and mathematics. Diagnostic assessments will be administered to new students before the start of each school year and at the end of each semester during the school year. The precise diagnostic assessments to be used will be determined on the basis of the validity and reliability of the assessments given the school's educational program. AIAT anticipates using publisher-designed assessments as its diagnostic assessments. These assessments will be used to identify students needing intervention to ensure that all reasonable steps are taken to promote each student's grade level academic performance.
- **Writing Portfolios:** Writing portfolios provide students opportunities for revision of work as they integrate teacher feedback provided on a school-wide writing rubric. Writing portfolios will be required elements in all English courses.
- **Performance Assessments:** AIAT's instructional design incorporates project-based learning as a foundational component. For many skills not easily captured in other assessment formats, performance assessments capture students' conceptual understanding and other abilities by requiring them to demonstrate knowledge and apply skills in authentic contexts. So, for example, rather than answering a multiple choice question about photosynthesis, students might conduct a laboratory experiment with actual plants and demonstrate their understanding through the lab report or an oral explanation of the phenomenon they observed, just as a scientist would. Students may demonstrate understanding through research and community projects; reading out loud written and/or multimedia products; science experiments; proofs, illustrations, and demonstrations of mathematical skills and concepts; demonstrations of social-emotional and behavioral growth; dance and music recitals, and art displays. Performance assessments are evaluated with rubrics that staff and students design, and with teacher observations. When appropriate, student projects may also be evaluated by other school faculty and/or community partners who work in fields that align with the content of the student project.
- **Teacher Observation:** Teacher observation is a valuable tool because it does not take time away from instruction, it is highly personalized, and it taps teachers' knowledge of how curriculum and students interact. Teacher observation can be informal judgments of student progress. Teachers, in particular advisors, will keep anecdotal records of student progress and observed strengths and needs. They will be communicated at benchmark intervals, in combination with other sources of information about student progress, in narratives on progress reports.
- **Skills Inventories:** Teachers will monitor students' progress towards meeting grade-level and course-specific standards using standards-aligned skills inventories. This

documentation will supplement other assessments, including publisher-designed and teacher-designed baseline diagnostic and ongoing assessments of reading, writing, and math.

- *Formal Progress Reports:* Teachers will prepare formal student progress reports in accordance with LAUSD reporting periods. The progress reports will contain both qualitative and quantitative information on each student's academic and social progress and will be aligned with California content standards for English language arts, mathematics, social studies, science, and English language development. Progress reports will indicate courses completed with grades, cumulative credits earned, and progress towards culmination. Progress will also be reported on school-wide diagnostic assessments as well as the major assessments describe previously.
- *Informal Progress Reports:* In addition to formal progress reports, Jupiter Grades will be used to provide real-time feedback to students, teachers, and parents related to their progress in their coursework. With frequent informal monitoring, adjustments to students' instructional program, schedule, and access to intervention and support services can be provided if necessary to ensure that students are on track.

Data Analysis and Reporting

The Academy of Arts and Technology will use a variety of evaluative tools to provide a complete picture of each student's academic and social growth profile. The methods and procedures described above provide multiple measures of student work to provide a full picture of student achievement. To the greatest extent possible, assessments will be closely connected to learning outcomes and instructional methods used in the classroom, so that they are a better reflection of student understanding and so that they are most useful in informing instruction.

Assessment data will help the Leadership Team strategically direct resources and drive instruction toward prioritized areas of need. The Principal will drive this process, working with teachers to ensure that the process incorporates their observations, concerns, questions, and ideas. The Principal will work with teachers to identify areas of need by analyzing student achievement data in the aggregate and disaggregated by gender, ethnicity, English language proficiency, attendance, and other variables. The Principal will prepare reports about student achievement with user-friendly charts, graphs and tables to illustrate performance of student subgroups and students overall. The Principal will present his or her analysis of the data but will also allow time for teachers to analyze and present their observations. Together, they will then establish priorities and develop corrective plans. Corrective plans will detail the actions needed to address prioritized needs, including, if needed, any staffing recommendations or other resources needed to support those actions. The consensus-building process is important so that teachers' professional judgments help shape the improvement strategy and so teachers and administrators make a mutual commitment to follow through. Because the Principal is ultimately accountable for continuous improvement of student achievement, he or she will authorize corrective plans, except where proposed actions or resources constitute a policy-level shift or a revision to the budget.

The Principal will provide the school community with a detailed report on student achievement that forms the basis of the annual school improvement process. The report will include aggregated and disaggregated results of CAASPP tests, school-level assessments, and other student data. Particular attention will also be given to individual students’ academic and social growth over time.

The school’s leadership will use an action research/PDSA model to develop a culture of data-based reflection among students and teachers. This reflective process engages a cycle of examining instruction, forming a hypothesis about how a specific practice is working, gathering data to test the hypothesis, analyzing the data to form a conclusion, making adjustments to instruction based on the conclusion and beginning the process again. Additionally, the school will provide professional development and ongoing support to assist teachers in developing artful use of formative assessments to adjust instructional strategies, support strategies, interventions, and scheduling to best meet students’ individual needs as they change.

Grading, Progress Reporting, and Promotion/Retention

As a District affiliated program, AIAT shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

AIAT will use a standard grading scale that is explicitly aligned with students’ demonstrated proficiency as documented by the previously described formative and summative assessments.

Table 6: Grading Scale and GPA Factor

Grade	%	GPA	Grade	%	GPA	Grade	%	GPA	Grade	%	GPA	Grade	%	GPA
A	90-100	4.0	B	80-89	3.0	C	70-79	2.0	D	60-69	1.0	F	<60	0.0

GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

General Provisions

As a District affiliated instructional program, AIAT is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, AIAT shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to

provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

All staff and representatives of AIAT, including members of AIAT's Leadership Team, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's policies, regarding ethics and conflicts of interest.

Legal and Policy Compliance

AIAT shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

Stakeholder Involvement

Parents will provide important input and feedback on the development of the instructional program at AIAT, both informally and formally. Parents will have the opportunity to participate in school leadership through the advisory committee structure as an active, voting member or through regular attendance at advisory committee meetings. Parents will also be encouraged to:

- Attend parent education programs
- Serve as mentors and volunteers
- Assist in planning family nights and other school events, contributing to newsletters, and attending community events on behalf of the school
- Meet with teachers as questions and concerns arise and attending student parent conferences.

Formal methods include the following:

- Serving on an advisory committee
- Participating in parent votes, through parent meetings or mail-in / hand-in ballots
- Participating in an annual AIAT parent colloquium.

All formal methods will be actively promoted and facilitated by program staff and the AIAT Parent Advisory Committee. Parent meetings will be held at least four times a year. At least twice a year, the school will conduct a process to surface and address questions and concerns of the parents.

Title IX, Section 504, and Uniform Complaint Procedures

AIAT shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

Student Records

AIAT shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” (Ed. Code § 47605(b)(5)(E).)

Equal Employment Opportunity

AIAT acknowledges and agrees that all persons are entitled to equal employment opportunity. AIAT shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Staffing

All AIAT staff must be highly qualified. Staff selection at AIAT shall be done by committee. The Staff Selection Committee shall represent all stakeholder groups and include administrative, certificated, and classified staff as well as parents.

AIAT shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

AIAT shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, AIAT will have autonomy in assigning positions to specific working bases.

Certificated Personnel

AIAT administrators, coordinators, and classroom teachers must be highly qualified and meet all of the credentialing requirements for their respective positions.

AIAT shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection of certificated staff. AIAT will have the autonomy to interview and select teachers and school-funded support staff from District-

approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any school campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

AIAT paraprofessionals must be highly qualified and meet all of the requirements for their respective positions.

AIAT shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, AIAT will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to AIAT; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ADMISSION REQUIREMENTS

General Provisions

The Academy of Integrated Arts and Technology is a full inclusion, general education program that will serve identified Gifted and Twice Exceptional students. Half of the enrollment will be general education students who are identified as Intellectually Gifted in accordance with LAUSD GATE guidelines. The other half of the enrollment will be special education students who are identified as Twice Exceptional.

Placement of Twice Exceptional Students

All Twice Exceptional students will be enrolled in the AIAT program by the LAUSD Division of Special Education through the IEP process. Twice Exceptional students must meet the following criteria:

- Identified as Gifted/High Achieving
- Identified as eligible for special education services (AUT, SLD, ED, OHI)
- Demonstrated ability to meet or exceed grade level standards

- Willingness to work positively and productively in a full inclusion setting

Placement of General Education GATE Students

All eligible general education students may be enrolled in the AIAT program via lottery or administrative placement. General Education students must meet the following criteria:

- Identified as Gifted/High Achieving
- Demonstrated ability to meet or exceed grade level standards
- Willingness to work positively and productively in a full inclusion setting

General Education students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, AIAT shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

Documentation of Admissions and Enrollment Processes

AIAT shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures.

FUNDING PLAN

General Provisions

The fiscal operations of the Academy of Integrated Arts and Technology represents a partnership between the LAUSD Division of Special Education, Local District Northwest, and Portola Middle School and Highly Gifted Magnet.

Division of Special Education

The LAUSD Division of Special Education has authorized staffing allocations for a Bridge Coordinator, special education teaching positions, special education paraprofessionals, one-to-one technology (chromebooks and computers), software, classroom furniture, and professional development to support inclusion, communication skills, and instruction.

Local District Northwest

Local District Northwest (LDNW) has authorized funding allocations to support facilities repairs and upgrades and professional development. Additionally, LDNW will assist with general education staffing and administrative support.

Portola Middle School and Highly Gifted Magnet

Portola Middle School and Highly Gifted Magnet will house the program until permanent facilities are available. Through this partnership, AIAT will function as a “school-within-a-school” and, while independent in terms of master schedule, will receive professional development and general fiscal support for operational and instructional needs through Portola general and categorical budgets. AIAT students will be considered part of the general education program at Portola and will generate staffing positions based upon program enrollment.

SUSPENSION AND EXPULSION PROCEDURES

General Provisions

As a District program, AIAT shall comply with and implement all District policies and procedures related to student discipline and behavior.

AIAT shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

AIAT shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. AIAT shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

AIAT shall implement alternatives to suspension and expulsion, including Restorative Justice practices, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Additional Provisions

Facilities

AIAT's space allocation at Portola Middle School remains subject to use by Portola Middle School. Vacant instructional spaces set aside for AIAT expansion may, at the discretion of the Principal of Portola Middle School, be utilized in the event that additional space is needed for the resident school program.



Local District Northwest Enrollment And Attendance Development Plan Exhibit B

In Local District Northwest supporting our schools in their improvement and growth is fundamental to everything we do. Our local district strength is being proactive to maximize results throughout our learning community. In this critical role, we are committed to successfully instituting a multi-tiered program to expand enrollment and increase attendance by: offering a multitude of educational opportunities, and consistently messaging unparalleled service, support and open communication with our families and community partners.

Marketing Plan:

At Local District Northwest, because of our diversity, providing top quality education to our 88,000 students, across 129 schools challenges us to be equally diverse in the development of many different learning opportunities to enable all of our students to be successful. Our secondary enrollment development system began earlier this year with the Board's approval of two new magnet programs – a STEAM Magnet at Taft High School and a Medical/Health Careers Magnet at Kennedy High School. These were designed based on an internal survey of student interests. Waiting lists already exist for both programs which proves that diligent research, coupled with aligned responsiveness will not only retain, but attract new enrollment.

To emulate this success, we have two other new programs in development for a Performing Arts Academy at Hale Middle School and a Global Development and Technology Academy for Chatsworth High School. There is abundant historical evidence that when students are engaged in programs of high interest, (sports, arts, STEM) daily attendance rates are above the norm.

All school districts and even schools make promises. But in our climate where public confidence is low and budgetary vigilance is high, it's not just about making more promises that will separate us from Los Angeles charter and private schools. We are certain that working together, we can restore community trust, meet the needs and aspirations of our students, community members, and vital economic partners by implementing six defined strategies:

1. Identify current educational programs and resources and pinpoint strengths and additional requirements to augment our school programs and services to effectively increase attendance and expand enrollment

2. Capitalize on the talents of our employees to engage them in our USDP “Unique Service Dedication Program” so that they are front line promoters and supporters of our plans. Our local District communication will focus around “SOS” Service, Opportunities and Support.
3. Collaborate with the Office of Communications to fortify our communications efforts utilizing their professional staff and talents to optimize all channels of out-reach, print and digital media that will inform our communities about the abundant, unique and diverse educational options in the Local District Northwest Zone of Opportunities
4. Fund Local District Northwest staff positions for Communications/Outreach media/internet support, coordination with the Central District, and to provide coordination and oversight of local school public relations efforts
5. Align all communications in content and appearance to promote local school communications and outreach efforts with the District wide and local district office enrollment development initiatives and materials
6. Establish long-term relationships with our internal and external publics – students, families, the media, community partners, homeowner’s associations, business partners and our own staff members through diligent, continuous performance self-review to ensure sustained quality and ongoing improvement of our programs

The Plan Process January – June 2016

- ✚ Each secondary school will survey the student interests for college and career related programs. We will not rely on what we think they need, we will become certain we know what they want. Elementary schools will also consider expansion of their specialized programs and/or development of new high interest offerings to attract students and build attendance.
- ✚ School site teams will interface the expressed student and family interests with their current capacity and potential. By January 25, 2016, each principal will provide a description of their current special programs, academies, magnets, etc. and advise on what they consider the best strategy to expand enrollment and distinguish offerings at their site.
- ✚ The local district administrative team will study all the information and discern the gaps and optimal solutions to providing a balance of diverse opportunities and specialized programs across the entire Northwest area.

- ✚ School sites will participate in the planning for eliminating, fine tuning, expanding or developing new opportunities at their sites with the primary focus being expanding enrollment. Information on successful exemplar programs from other sites will be provided for guidance. They will create plans for attendance incentive programs that will be funded from our district allocation.
- ✚ Local District staff will collaborate with the Office of Communications on the development of public relations strategies, tools, messages and materials to strengthen communications with our schools and community.
- ✚ Communicating and promoting the programs will be the shared responsibility of the local sites and the Local District Northwest Enrollment/Attendance Development staff. Every possible avenue of public real and virtual time communication will be established and maintained, personalization and service to our community will be the keynote messages of all media, and LD Northwest staff representatives.
- ✚ Dedicated staff will exercise extreme diligence for following up on inquiries and making sure families are given opportunities to express satisfaction or concerns with our programs' quality and alignment with their specific needs.
- ✚ A Northwest School-Community Alliance of parents, students, community agencies and business partners will be formed to collaborate on how we can ensure optimal educational experiences in our service area. Close communication with the media will also be developed and maintained on a regular basis.

Office of Communications Marketing Support

The staff of Local District Northwest looks forward to working with the dedicated communications staff to support our local marketing program. To be most successful we will rely on the staff's expertise in the area of messaging our Unique Service Dedication Program image, informing the public about our school programs, and training our staff on how to best communicate with our internal and external publics. Assistance with graphic design, production and delivery of print materials, brochures, postures, flyers, website "one-stop" portal design and the effective use of social media will be the most valuable services you could provide to support our enrollment/attendance development program.

Of course, our goal is to always cooperate and support all efforts of the larger District-wide campaigns and public relations communications initiatives. To this point we will assist in the collection and analysis of any relevant data to ensure the ongoing improvement and success of the District's public relations and communications program.

Proposed Enrollment Development Budget (for 1 semester)

Commitment Item	Cmmt Item Description	Amount	Purpose	Rationale
110004	Teacher x-time	75,000.00	Planning	2 employees per site, 4 hours each
130024	Staff x-time	5,250.00	Support	5 employees, 15 hours each
190004	Professional Expert	70,000.00	Program Coordinator	\$58/hr for 1,048 hrs plus fringe benefits
240001	Social Media Assistant	47,000.00	Media Specialist	\$29.18/hr plus benefits
240003	Clerical Overtime	10,000.00	Support	2 employees, 2 hrs/day
430002	Reprographics	65,000.00	Graphic Design	
430001	General Supplies	10,000.00	General Supplies	
430010	Instructional Material	202,750.00	Attendance incentives	
		485,000.00		

**MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

SUBJECT: Believing in Our Schools Again: Investing in Enrollment Growth for LAUSD 2015 (Res-073-14/15)

DATE NOTICED: 04-14-15

PRESENTED FOR ACTION: 05-12-15

PRESENTED BY: Mr. Zimmer, Ms. Ratliff

MOVED/SECONDED BY: Mr. Zimmer /
Ms. Ratliff

MOTION:

RESOLUTION: x

Whereas, Enrollment decline has now been identified as the number one factor causing the Los Angeles Unified School District's structural budget deficit;

Whereas, Enrollment decline limits the District's ability to implement Board approved District priorities and effectively serve all students;

Whereas, Despite the ongoing District budget crisis, program cuts and additional stresses, District schools have shown measurable progress in almost every area over the last five years; and

Whereas, The March 10th report from the Chief Financial Officer identified an enrollment decline of over 140,000 students over the last decade and over 40,000 students in the last year, but did not identify specific strategies for reversing this enrollment decline; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares reversing the declining enrollment trend as a primary priority for the District; and, be it finally

Resolved, That the Superintendent, in collaboration with our labor partners, research institutions and experts in the field, shall develop a comprehensive enrollment expansion plan and submit it to the Board for action at the ~~June~~ December 2015 Regular Board meeting, that includes, but is not limited to:

- A strategic plan for investments that would serve as catalysts to reversing current trends in declining enrollment and that would be aligned with other Board approved District priorities. Such investments would be based on the identification of programs that are currently growing enrollment and would include 1, 3 and 5 year benchmarks for reversing this trend.
- A District-wide campaign designed to grow enrollment by highlighting District successes. Such a campaign would address the positive impact that additional resources would have on the classroom and on the District's ability to serve all children.
- A comprehensive outreach strategy to ensure current housing developments and business developments throughout the District to ensure new residents and employees are familiar with the educational options in the District.
- A strategic plan and investment to expand efforts based in enrollment recovery, dropout prevention, in-district academic recovery, individual student attendance

SUBJECT: Believing in Our Schools Again: Investing in Enrollment Growth for LAUSD 2015 (Res-073-14/15)

tracking plans, and returning student support programs that will eradicate dropout rates and facilitate the return of students to the District to diploma recovery up through the age of 25.

AYES **NOES** **ABSTAIN** **ABSENT**

Ms. Galatzan	X			
Ms. García	X			
Mr. Kayser	X			
Dr. McKenna	X			
Ms. Ratliff	X			
Mr. Zimmer	X			
Dr. Vladovic	X			
TOTAL	7			

ACTION: ADOPTED AS AMENDED

**MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

SUBJECT: Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills through Arts at the Core

DATE NOTICED: 10-09-12, 9am

PRESENTED FOR ACTION: 10-09-12, noon

PRESENTED BY: Ms. Martinez, Mr. Kayser,
Mr. Zimmer

MOVED/SECONDED BY: Ms. Martinez /
Mr. Zimmer

MOTION:

RESOLUTION: X

Whereas, The Los Angeles Unified School District is committed to providing all students with equitable and rigorous learning opportunities and curricula to provide graduates with the skills and knowledge necessary for college readiness, career training and preparation for life after high school;

Whereas, The District has adopted previous resolutions and policies that support these goals, including A-G, Multiple Pathways, Linked Learning, Restoration of Arts Education, Diplomas for All, Common Core Standards Implementation and Increasing Enrollment;

Whereas, The State of California and the District have embraced the Common Core Standards to equip students with essential 21st Century Skills such as critical thinking, communication, collaboration and creativity;

Whereas, The Framework for 21st Century Skills holistically combines a discrete focus on student outcomes with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st Century;

Whereas, The Common Core Standards are directly aligned with the framework for 21st Century Skills and are rooted in critical thinking, communication, collaboration and creativity, all skills considered to be essential in every academic area, particularly for the mastery of mathematics and science;

Whereas, The implementation of the Common Core Standards provides an opportunity to improve teaching and learning and to focus on all students, including students most in need of support, to be more engaged and successful in schools and to acquire the necessary skills needed to participate in a 21st century workforce, including;

- English, including knowledge of, and appreciation for, literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition;
- Mathematics, including concepts, operational skills and problem solving;
- Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils;
- Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the role of humans in ecological systems;

SUBJECT: Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills through Arts at the Core

- Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression;
- Health, including instruction in the principles and practices of individual, family and community health;
- Physical education, with emphasis on physical activities for pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period;

Whereas, The arts are an essential vehicle for demonstrating mastery of skills, an essential component to assessing student achievement through Common Core Standards, 21st Century Framework, Career Technical Education and Linked Learning;

Whereas, Multiple research studies, including the President's Committee on The Arts and Humanities, make clear that students who participate in a rigorous, sequential, standards-based arts education develop the ability to innovate, communicate, and collaborate;

Whereas, Rigorous, sequential, standards-based arts education in schools increases test scores across every subject area, lowers dropout rates and helps close achievement and opportunity gaps for students of color and students from low-income families;

Whereas, Research on the contribution of the arts to human cognitive development shows a broad array of enhanced cognitive development in spatial-temporal abilities, verbal skills, memory and spatial reasoning;

Whereas, The District is committed to enhancing parent engagement to support student achievement;

Whereas, Student performances, art shows and demonstrations provide unmatched opportunity for administrators and teachers to reach parents and increase their participation in their children's learning and to build engaging, community centered school environments;

Whereas, A rigorous, well-rounded curriculum, that includes high quality arts education and integrated arts instruction, increases average daily attendance and student enrollment;

Whereas, Research indicates that teenagers and young adults of low socioeconomic status (SES), who have a history of in-depth arts involvement, earn better grades, demonstrate higher rates of college enrollment, achieve higher GPA scores, develop greater self esteem and exhibit higher levels of civic involvement;

Whereas, Course offerings and cuts to arts education programs are experienced most severely by low income students of color and exacerbate inequality and the opportunity gap;

Whereas, California Department of Education data confirms that high-school students attending Title I schools have decreased access to arts course offerings and are often unable to enroll in the A-G required arts class;

SUBJECT: Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills through Arts at the Core

Whereas, School communities located in certain parts of the District are able to raise additional funds to maintain arts programs by purchasing arts education opportunities including teachers, artist residencies and arts materials while schools serving large numbers of Title I students are more reliant on school purchased arts programs and less able to raise the private resources needed to provide equitable access to arts education opportunities, exacerbating existing unequal access;

Whereas, The District is committed to providing every student, regardless of their socioeconomic status, sexual orientation, ethnic heritage, or any other perceived or actual class protected by law, equitable access to high quality tools, differentiated learning opportunities and rigorous instruction in 21st century learning environments;

Whereas, As cited in the 2011 Los Angeles Economic Development Corporation's Report on the Creative Economy, commissioned by Otis College of Art and Design, the Los Angeles region is internationally regarded as the Creative Capital of the United States and the creative sector provides one-in-eight jobs in the local economy;

Whereas, Employment in the creative sector requires an ever increasing mastery of 21st Century Skills;

Whereas, The Governing Board of the Los Angeles Unified School District and the Superintendent are committed to ensuring that all students have equal opportunity to compete for employment in the local creative economy;

Whereas, From 1999-2011, over \$300 million was invested by the District to develop and implement the nationally recognized Elementary Arts Program, and, in 2009, the District took unprecedented leadership to restore sequential, standards-based K-12 arts education;

Whereas, The economic downturn of 2008 caused school districts across the state, including the District, to face multimillion dollar deficits. Over a three-year period, the District has reduced its ongoing investment to restoring arts education but, despite this barrier, the District adopted a three-year plan in 2011 that now serves as a blueprint for continued restoration of arts education for every student in the District;

Whereas, Private philanthropy, local nonprofit arts and arts advocacy organizations, creative economy businesses and labor organizations, parents, artists and teachers represent a committed and crucial component of the arts education delivery system and remain critical to the mission of increasing the availability, quality and vitality of arts education in the District;

Whereas, The Los Angeles Fund for Public Education has made arts education and access to the arts a priority and is launching a citywide program supporting arts education and raising funding for arts integration programs throughout the District; and

Whereas, The District's long-standing commitment to rigorous arts education, coupled with a 125 years of investment in music education, will continue to be at risk in every future budget cycle without a renewed and comprehensive commitment to arts education as an essential component of a rigorous academic program for every student; now, therefore be it

SUBJECT: Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills through Arts at the Core

Resolved, That to assure equitable access to quality arts instruction across Los Angeles Unified School District and to address District goals for achievement and equity, the Governing Board of the Los Angeles Unified School District will establish Arts Education as a Core Subject;

Resolved further, That the next three years, beginning with the 2012-2013 academic year, will be considered a period of planning and capacity building for arts as a core subject ("Arts at the Core") and the Arts Education Branch shall be funded at no less, and significantly more as the economic environment improves, than the funding level for the 2011-2012 academic year and will include appropriate and adequate central administrative support in dance, music, theatre, visual and media arts;

Resolved further, That the Superintendent is instructed to develop a plan by July 1, 2013, for the implementation of Arts at the Core, that will include the recommendations from the report, "Reinvesting in Arts Education: Winning America's Future through Creative Schools," and detailed strategies for:

1. Funding arts education and integrated arts instruction;
2. Supporting high quality professional development in pedagogy and curriculum;
3. Systemic data collection to measure the progress of student learning in and through the arts; and
4. Oversight for implementation across the district and annual benchmarks for success;

Resolved further, That the Arts at the Core Plan will include the restoral, within five years, of funding to match or exceed funding levels in the 2007-2008 academic year to help ensure sequential art course offerings for all elementary and secondary schools;

Resolved further, That the Arts at the Core Plan will include strategies for increasing the numbers of elementary arts teachers, within 10 years, to be commensurate with other large, urban districts such as Dallas, New York City, Chicago, Seattle, Pittsburg and Philadelphia and middle school arts bridging teachers to a number that will assure a minimum of three arts disciplines offered in every middle school;

Resolved further, That the Arts at the Core Plan will include policy guidelines that are consistent with the California Department of Education guidelines that allow use of state and federal categorical funds for research based arts education strategies to bridge the achievement gap through improving student achievement in ELA and math at Title I schools and for other categorical funds that may be used for professional development, strategic partnerships with nonprofit arts organizations, model program development and the dissemination of best practices;

Resolved further, That the Arts at the Core Plan will include budgeting provisions for individual school sites to receive a dollar amount each year, based on student enrollment, to supplement centrally funded teachers for purposes such as art supplies, additional days of credentialed elementary arts teacher services, secondary off-norm credentialed arts teachers, arts productions, professional development and qualified services from external arts partners; and, be it finally

SUBJECT: Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills through Arts at the Core

Resolved, That the Arts at the Core Plan will include provisions for recruiting, training, evaluating and retaining highly qualified arts teachers for the future and will reaffirm the District's current commitment to protect an adequate number of credentialed and tenured arts teachers, and centrally funded dedicated arts teachers, to insure foundational instruction in the arts from future reductions in force.

AYES **NOES** **ABSTAIN** **ABSENT**

Ms. Galatzan	X			
Mr. Kayser	X			
Ms. LaMotte	X			
Ms. Martinez	X			
Dr. Vladovic	X			
Mr. Zimmer	X			
Ms. Garcia	X			
TOTAL	7			

ACTION: ADOPTED AS AMENDED