

929 W. 69<sup>TH</sup> ST.

LOS ANGELES, CA 90044

323-565-3650

**REQUEST FOR PROPOSAL, 2017 – 2018**  
**SUBMITTED BY: GERALD A. LAWSON ACADEMY OF THE ARTS, MATHEMATICS & SCIENCE**  
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## REQUEST FOR PROPOSAL

Gerald A. Lawson Academy of the Arts, Mathematics & Science (for the purposes of this document will be GALA or Gerald A. Lawson Academy) is excited to present this Request for Proposal to be a Local Initiative School. Since our beginning we have operated as a LIS and wish to make this official. We have gone through a wonderful process to come to where we are today. Our teachers, parents, community and students are ready to implement a plan that combines our Single Plan for Student Achievement with our Public School Choice (PSC) initial plan, our PSC year School Reviews over the past 5 years and our School Report Card to ensure that all stakeholders are considered and that this LIS plan is a true accounting of who we are and where we are going – we are ATT IT (Analytical Thinkers Today; Innovators Tomorrow).

### GENERAL QUESTIONS

#### 1. Vision and Mission:

Our revised vision speaks to who we are and we have gone through a process with the Local School Leadership Team of looking at our values through the lens of our initial vision and mission statement from the original PSC School Plan. The values of the original plan were critical to us designing the current vision and mission statements. This vision speaks to who we are and how we desire our scholars to be at our school and in their future as analytical thinkers at our school and innovators tomorrow, for their future.

- a. **Vision:** Analytical Thinkers Today, Innovators Tomorrow (GALA is ATT IT and GALA gets ATT IT)
- b. **Mission:** GALA builds a community of analytical thinkers and tomorrow's innovators. Instruction is enhanced through the areas of the arts, mathematics, engineering and science. We facilitate educational experiences to support students in building knowledge and creating ideas, which leads to their successful future in a global economy.

#### 2. School Data Profile/Analysis:

##### a. What is the current state of your school?

We are a school ready to take on any challenge of educating our scholars. We are committed, as a school community, striving to have each of our scholars work diligently to be the success they've been called to be. Below is data regarding who we are and the current state of our school in various areas. Based on our School Experience Survey, School Report Card for 2015–2016/2016-2017, our Public School Choice School Review from February, 2017 and our school site data, with a student population, at this time of 629: **Graduation:** We have 41% of our K-2<sup>nd</sup> grade students at benchmark on DIBELS with 61% of 1<sup>st</sup> graders at benchmark and 76% of 2<sup>nd</sup> graders at benchmark. We had 21% of 3<sup>rd</sup> – 5<sup>th</sup> graders at meets or exceeds standard in ELA and 19% of 3<sup>rd</sup> – 5<sup>th</sup> graders at meets or exceeds standard in Mathematics. 72% of students feel that adults at our school talk to them about different college and career choices for their future and 88% of students feel that most adults at our school expect them to go to college. 76% of student plan to complete high school, technical/vocational/2 year college or to receive a 4 year college degree or higher. **Proficiency for All:** 38% of EL students meet the end of year benchmark on DIBELS, 100% of RFEF students, and 67% of Socio-economically disadvantaged students. Of the 3<sup>rd</sup> – 5<sup>th</sup> graders who meet or exceed the standard on the SBAC assessment, the following subgroups are as

follows in ELA – ELs are at 4%, RFEPs are at 49%, Socio-economically disadvantaged are at 22% and students with disabilities are at 6%. In the area of Mathematics of 3<sup>rd</sup> – 5<sup>th</sup> grade students who are at meets or exceeds standard in the following subgroups are: ELs are at 6%, RFEPs are at 37%, Socio-economically disadvantaged are at 23% and students with disabilities are at 3%. 40% of our 5<sup>th</sup> grade students scored proficient on the CST Science. In terms of our ELs making progress toward reclassification we have 56% of ELs making progress on the CELDT and 19% of our ELs making progress toward reclassification on the CELDT while 43% pass ELA with the grade of 3 and 40% score benchmark on all subtest in DIBELS. 100% of our students with disabilities, mild to moderate participate in the general education program at least 80% of the school day. **Attendance:** 72% of staff had 96% or higher attendance and 59% of our students had 96% or higher attendance. Our attendance is a work in progress and we have purchased a PSA for the last two years because we believe every scholar should be at school every – day. There is vital learning that is missed and our scholars should want to come to school and be a part of our learning community. **Parent and Community Engagement:** 40% of parents, 88% of students and 64% of staff participated in the School Experience Survey. On average 70% of the students come to school prepared, are happy and feel like they are a part of the school community. 92% of parents feel welcome to participate at our school, feel that the school encourages them to participate, feel they are a partner with the school in decision making and feel the parent center provides useful resources to help them with their child's education. 71% of staff feel that parents are partners in decision making about their children's education. Our school offered at least 4 workshops for parents and continue to do so. 80% of parents feel that teachers go out of their way to help students, that teachers treat students fairly, that the teachers work hard to help their children and that feel that adults at our school treat all students with respect. 85% of parents feel that teachers let them know about their child's progress. 94% of staff feels the school is supportive and inviting place for students to learn, feel that decisions are made based on students' needs and interests, and feel that they get the help they need to communicate with parents. **School Safety:** 0.2% students were suspended with a loss of 5 instructional days in the 2015-2016 school year. We have had 0 suspensions for all other years. We do not believe in suspending our scholars and believe that the best place for them is at school where they will learn. We are designing and working with Restorative Justice and Growth Mindset as tools to ensure that our scholars will not be suspended from our school and that there are alternatives to that process. Our school has fully implemented the LAUSD Discipline Foundation Policy with a School Wide Positive Behavior and Intervention Program. We have monthly assemblies to remind students of the importance of a positive school environment and to remind our scholars of these guidelines. 78% of students feel we make it clear how students are expected to act. 99% of parents feel the school clearly informs students what would happen if they break school rules. 67% of staff feel the school effectively handles student discipline and behavioral problems. 80% of students and 93% of parents feel the school grounds are safe and that the adults respond to bullying. Our school facility and repair status was exemplary.

**We are developing a strong Restorative Justice program in order to ensure that we understand our students and we build a strong school community with a positive school climate in our classrooms and as a school community. All**

teachers are strongly encouraged to instruct in Social Emotional Learning. This is becoming a strength on our campus and our discipline data shows it. We are also developing a strong Growth Mindset program and for this school year our staff are participating in professional readings around instruction in Growth Mindset. Per our PSC School Review, we note that instruction that is over-scaffolded and lack of student talk before, during, and after instruction that is constructive and academic, has been a concern. With the implementation of our new ELA curriculum, which has a gradual release of scaffolds built in the program, as well as our own analysis of our instructional practices, we are working to ensure that scaffolds are released as necessary and students are engaged in instructional, constructive, conversations on a daily basis and across curricular areas. We are implementing these strategies and are already seeing the revisions in practice from all members of our learning community.

**b. Based on your analysis, please identify the most central and/or urgent needs/challenges that the school seeks to address in order to improve the teaching and learning environment.**

Our school identified a Problem of Practice from our PSC School Review in February, 2017. We are continuing to work on these to ensure our scholars are working at high levels of DoK and that we are reducing scaffolds as early as possible. Here are our findings.

- Classroom instruction – Intellectual Engagement
  - Use of the language of the standard rather than “Kid Friendly” standard language where it is clear to the students the intent of the lesson – Increase level of rigor in instruction which will include types of questioning, student to student interactions, student engagement activities and projects. Increase use of Project Based Learning / Integrated Lessons across curricular areas to higher levels of Depth of Knowledge (DoK).
  - Teacher use of data to inform gradual release of scaffolds across curriculum areas in most classrooms leading to student ownership of their learning and accountability to achievement as well as teacher revision of instructional strategies over time within the school year.
- Data used:
  - Classroom observations
  - Use of the Teaching and Learning Framework for reflection on instruction
  - Use of the PSC School Rubric for reflection on instruction
  - Student focus group stated that they want more projects and learning where they are fully engaged.
  - Observable data collected by administration
  - Teacher need assessment/Focus group
  - Parent need assessment/Focus group
  - Student Focus Group
  - Single Plan for Student Achievement

- Key points of this dilemma include:
  - Need for a sense of urgency in releasing scaffolds and in providing instruction that is rigorous
  - Need for a sense of urgency in ensuring instruction is clear and students understand what they are doing and why
  - Need for instruction to match the level of rigor of the standard – teaching and learning at levels 3 and 4 of DoK
- Strategies tried:
  - Professional development regarding the gradual release of scaffolds
  - Professional development regarding setting the purpose and intent of the lesson, learning goals, and student accountability to their learning
  - Principal included the Standard 2 b3, from the Teaching and Learning Framework as an additional standard for all teachers who are being evaluated: Student Ownership of Their Work
- Results
  - Some teachers have actively released scaffolds
  - Some teachers have given students the opportunity to have ownership of their work where students accept responsibility for doing high quality work and demonstrate ownership of the assigned work.
  - Student accountable talk is evident across all classrooms
  - Pair / Share and Group collaboration is evident across all classrooms

**3. Family and Community Engagement:** We have reached out to various organizations in and out of our community. Families and community organizations, such as Planned Parenthood (they provide classes in our Parent Center), UMMA Clinic (they have provided classes for parents as well as resources / health fairs to our school community), LA Police Department - 77<sup>th</sup> St Precinct has provided game tickets and other resources to families, Ekklesia Christian Outreach, has provided donations to our school of backpacks, we have received game tickets from the Dodgers as well as participated in the Clippers Read to Achieve challenges and Read to Achieve has provided students with Magic Mountain tickets and other prizes/certificates; Bresee - Los Angeles Futbol Club has a weekly program on our site for 6-8 week, providing a student leadership program, Good News Club is a non-denominational club onsite one day per week; UCLA has and is this school year providing tickets for a football game and in the past basketball games for their UCLA College Day; Vision to Learn provides students with free eye exams and glasses; Bright Smiles Dental program provides onsite free dental care; LA Child Guidance provides counseling services for students who are in need, Camp Erin has provided summer programs for our students who have experiences loss and grief; Operation School Bell has provided backpacks and clothing for homeless and foster youth on our campus; the Dairy Council provides instructional materials for classrooms as well as resources to our parents and guardians and a cow has visited our campus; the local bakery, PanAmericana Panaderia, provides donations of refreshments to our school site for ELAC and All Parent Meetings, as well as our Parent Center reaches out to organizations for workshops for parents and resources for parents, in and out of the LAUSD. Our Community Rep is also working on getting ESL classes for our parents through the Los Angeles City College as well as parents have requested classes in CPR/First Aide which we are working on with LAUSD Nursing and the Red Cross. Our teachers are working with parents and our families and we provide workshops regarding parent education, discipline, Restorative Justice, parenting and more.

#### 4. School Culture and Climate

- **Academic Culture and Professional Culture:** Our Academic and Professional Cultures go hand in hand. We have purchased 50% Assistant Principal who is focusing on our School Wide Positive Behavior and Intervention Support Plan. The AP has included our parents in this process and has started a Parent Restorative Justice Group. This group met three times in 2016-2017 school year and will meet 5 times this school year. Our grade level teachers meet in professional learning communities (PLC's) to plan, discuss, analyze, and implement strategies to foster academic and professional growth in our scholars and in our teachers and instructional support staff:

- Data analysis of student work
- Plan differentiated lessons to incorporate the instructional strategies learned during the various professional development opportunities
- Reflect, evaluate, and refine lessons to drive instruction
- Support one another to ensure the most effective instructional environment and instructional interventions
- Support one another in the use of instructional materials such as manipulatives, visuals, and supplementary curriculum to support discussion techniques, student engagement and differentiated instruction

Our scholars are recognized on a regular basis both with class awards for the class on each grade level with the best attendance, a quarterly recognition of the students with 100% attendance, a monthly prize to the class with the best attendance in consecutive days, as well as yearly awards for academics in ELA, Math, Reclassification, Attendance, Most Improved. Daily there are reminders regarding positive school culture and climate. Weekly there is a morning assembly regarding School Wide Positive Behavior and Intervention Plan. There is a weekly emphasis on having a college going culture where our scholars hear about different aspects of going to college. The principal and assistant principal are also meeting with a select number of scholars to review their data as well as to review the data with their parents. Teachers are also reviewing the data of each student with their parents at parent conferences and at casual times as well such as after school in the "Courtyard" area between our School Library and the Administration Building. We have Learning Center where we use Teacher Assistants to provide intervention services for our scholars who are working below benchmark. They work for periods of 4 – 6 weeks with these students. We also provide after school intervention for our below benchmark students. For Potential Long Term English Learners we provide meetings with parents as well as in school intervention to support their learning. We also offer after school intervention for periods of 6 – 8 weeks. Our scholars are also encouraged to achieve in all areas academically, socially, and in attendance. We have awards assemblies, perfect attendance movie nights, monthly attendance awards, caught being good – we call Husky Heros, and Restorative Justice circles in the classroom and in small groups for those students who may need additional support. We have weekly morning assemblies regarding behavioral expectations where all students are reminded of the expectations in every area of our campus. This will include call and response strategies that we use with our entire student population on the main yard. For

instance an adult will say, “Getting our minds” and our scholars will respond, “Ready to learn!” Another call and response we use with the entire school community is when an adult says, “Lawson Academy”, the scholars respond, “Huskies!” These are used on a regular basis when students are together on the yard waiting for their teachers in the morning on our yard. We have weekly morning assemblies regarding our college going culture where we describe different aspects of college / university life, activities such as what a dormitory is, that financial aid is available, that there are colleges and universities everywhere and that you can play sports in college and even receive a scholarship to play sports in college and what a scholarship means. These are a few examples of what we do to ensure that there is a strong academic culture on our school site and that makes it personally GALA’s. We also have “Quiet Zone” areas on our campus. A majority of our teachers have received Kagan training for cooperative learning and use these strategies and routines to build a positive learning culture in their classrooms. We plan to provide all teachers with additional trainings regarding these strategies. We are also implementing the Constructive Conversation strategies in all classrooms to support collaboration and scholar engagement. We have provided trainings/workshops for parents regarding some of these strategies including having a Restorative Justice circle group for parents once per month. All of these strategies, systems and routines will reinforce our instructional program and help us sustain, maintain and grow a positive culture of academics and professionalism at our school site.

5. **Design Team Capacity:** Describe the process used to select the Design Team members. List the members and their current position. Describe each member’s experience and qualifications. Explain the role of the different stakeholder groups including parents and community members in the development of the proposal. The Design Team is our Local School Leadership Team and our Grade Level Chairperson (Professional Learning Community Lead Teachers). We felt this would be the best model because these individuals are committed to the vision of our school site.

#### DESIGN TEAM CAPACITY

Printed Name	Design Team Capacity
Adelaida Alcantar	A veteran educator who has been at GALA for all 6 years; currently a second grade teacher and the UTLA Representative for our school
Claudia Garcia	A veteran educator who has been at GALA for all 6 years; has served in many capacities at our school site, SSPT member, Local School Leadership member and other committees on site
Misty Gutierrez	17 year veteran educator; currently a third grade teacher, Grade Level Chairperson and serves on our Local School Leadership Team

<b>Maria Guzman</b>	Parent at our school site for three year; parent volunteer for three years; serving in a leadership role on our parent committee; Will have two children at our school site in 2018-2019
<b>Pamela Dockery (Mayfield)</b>	32 year veteran educator with LAUSD; has served in varying positions as teacher, literacy coach, and now assistant principal; second year at GALA
<b>Danielle Lawson</b>	A veteran educator who has been at GALA for all 4 years; completed her Masters Degree in Ed Administration in 2017; was a charter school teacher prior to coming to GALA
<b>Petra Suvia</b>	A veteran educator who has been at GALA for all 6 years; has served as grade level chair person; working toward NBC
<b>Elizabeth Gutierrez</b>	A veteran educator who has been at GALA for all 6 years; has served as grade level chair person
<b>Sergio Varela</b>	A veteran educator who has been at GALA for 5 years; has served as grade level chair person
<b>Raymond Taylor</b>	A veteran educator who has been at GALA for all 6 years teaching fifth grade; was on the original PSC Plan writing team; has served as a math coach, school site coordinator, and is currently grade level chairperson for fifth grade
<b>Stephanie Williams</b>	A veteran educator; joined GALA in 2015-2016 school year; serves as grade level representative for 6 <sup>th</sup> grade (we have only one 6 <sup>th</sup> grade classroom)
<b>Pamela B. Gray</b>	32 year veteran educator with LAUSD; has served in varying positions as teacher, coordinator, literacy coach, literacy expert, Rtl Expert, Local District Coach Coordinator and now principal

LOCAL INITIATIVE SCHOOL INSTRUCTIONAL PROGRAM

LIS Waiver #	Description	Selection Status	
1	Re-adoption in the Local Initiative School program of any current special conditions and/or waivers already applicable to the school such as School Based Management (SBM).	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input checked="" type="checkbox"/>

2	<b>Methods to improve pedagogy and student achievement</b>  Local initiative Schools have the flexibility to choose and/or develop methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs.	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input checked="" type="checkbox"/>

3	<b>Locally determined curriculum</b> (aligned to Common Core State Standards and District minimum curriculum standards)  Local initiative Schools have the flexibility to choose and/or develop curriculum models that best reflect the mission and educational	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input checked="" type="checkbox"/>

	philosophy of the school and that best serve the needs of the student population. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)	

4	<b>Assessment</b>	<b>We are selecting this waiver:</b>	
	Local Initiative Schools have the flexibility to choose and/or develop local interim benchmark assessments, tests, and pacing plans, aligned with and equivalent to District requirements (e.g., Gifted and Talented Education (GATE), algebra placement) and complying with any State and Federal requirement.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

5	<b>Local Schedule and Strategies</b>	<b>We are selecting this waiver:</b>	
	Local Initiative Schools have the authority and option to set their own school schedule for both staff and students, including modified daily instructional days/minutes, the school schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers. All of the above are subject to District-mandated annual number of school days and minimum annual instructional minutes, calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction. All State and Federal mandates remain applicable, as well as court orders and consent decrees.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

6	School Internal Organization Plan  Local Initiative Schools have the freedom to organize their school's internal organizational plan, such as division into academies, small learning communities, houses, etc., within the assigned population according to the needs of the students and faculty of the school. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input checked="" type="checkbox"/>

Professional Development	We are selecting this waiver:	
	Yes	No
<p>Local Initiative Schools have the authority and option to design local professional development plans aligned with the school's Instructional Plan/Single Plan for Student Achievement to meet the needs of the students and faculty of the school, except as to training related to legal/compliance mandates. <i>(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>7</p> <p><b>How will the school use professional development autonomy? Your response should:</b></p> <p>GALIA will establish a professional development committee, our Local School Leadership Team, consisting of grade level representatives, administration, and other key stakeholders. The Leadership Team will plan, supervise, evaluate, and make recommendations for staff development, ensuring it aligns with the Single Plan for Student Achievement. The Leadership Team will also take into consideration the school's calendars, assessment windows, and daily schedules when planning future professional development sessions. Surveys, assessment data, and other tools will be utilized to determine the PD needs of the stakeholders. PD will be scheduled prior to the beginning of the school year, during the day, after school, and at the close of the school year. The staff fills out the feedback forms to evaluate the effectiveness of the professional development plan. The LAUSD priorities as well as our school data will help the Leadership Team develop the emphasis for our professional developments.</p>		

8	Budget	We are selecting this waiver:	
		Yes	No
	Local Initiative Schools have general fund budget control pursuant to the District's evolving site-based budgeting which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries and subject to other applicable related District requirements such as those governing "guided purchases". (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

A Requirement for "mutual consent"	We are selecting this waiver:	
	Yes	No
<p>9 Local Initiative Schools may have a requirement for "mutual consent" by school and applying employees with respect to filling of UTLA-represented and AALA-represented site-based openings at the school. This means no District-mandated priority placements but the school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement. Local Initiative Schools utilize a Personnel Team designated to participate in staff and principal selection, subject to the independent consent of the Superintendent or designee. All State and Federal mandates remain applicable, as well as court orders and consent decrees. (Review Section I-G in the LSSEI agreement which gives detail regarding the local selection process)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>How will the school use staffing autonomy? Your response should:</b>            GALA will have full autonomy in the selection of its teachers for all initial site-based openings. The Staff Selection Committee will select personnel based on experiences, content knowledge, expertise in instructional delivery, and commitment to the Public School Choice plan. The Staff Selection Committee will reach consensus in selection of staff. Our goal is to hire staff members who understand and have ownership of our vision and mission. We provide instruction that is enhanced through the areas of the arts, mathematics, engineering and science and we need staff members at every level to agree and commit to these goals.</p>		

<b>Process for determining teacher assignments</b>  Local Initiative Schools may adopt local processes/methods for determining teacher assignments to grade levels, departments, subjects and classes, (looping, team-teaching, ungraded instruction, multi-age classrooms, etc.). All State and Federal mandates remain applicable, as well as court orders and consent decrees.	We are selecting this waiver:	
	Yes	No
<div> 10 </div> <div> <b>How will the school use staffing autonomy? Your response should:</b>  A Staff Selection Committee will be established in order to select certificated support staff based on local created criteria. The proposed composition of the Staff Selection Committee would include members of the various stakeholders groups: 1 administrator, 1 UTLA Chapter Chair, and a minimum of 3 certificated staff members. The selection process will include a district-wide search, an application process and interviews with a rubric used by the selection committee. The Staff Selection Committee will reach consensus in selection of staff. The UTLA-LAUSD contract will not be altered, no alternative language is necessary to substitute for contract language or policy. Our goal is to hire staff members who understand and have ownership of our vision and mission. We provide instruction that is enhanced through the areas of the arts, mathematics, engineering and science and we need staff members at every level to agree and commit to these goals. </div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>


Process for determining Appointed Positions	We are selecting this waiver:	
	Yes	No
<p>Local Initiative Schools may adopt local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.</p>	✖	<input type="checkbox"/>
<p><b>Your response should:</b></p> <p>A Staff Selection Committee will be established in order to select certificated support staff based on local created criteria. The proposed composition of the Staff Selection Committee would include members of the various stakeholders groups: 1 administrator, 1 UTLA Chapter Chair, and a minimum of 1 certificated staff members. The selection process will include a district-wide search, an application process and interviews with a rubric used by the selection committee. The Staff Selection Committee will reach consensus in selection of staff. The UTLA-LAUSD contract will not be altered, no alternative language is necessary to substitute for contract language or policy. Our goal is to hire staff members who understand and have ownership of our vision and mission. We provide instruction that is enhanced through the areas of the arts, mathematics, engineering and science and we need staff members at every level to agree and commit to these goals.</p>		

11


School Discipline Guidelines	We are selecting this waiver:	
12 School's student discipline guidelines and code of student conduct, aligned with District-wide standards and rules governing student conduct, suspension, expulsions and transfers.	Yes	No

School Discipline Guidelines	We are selecting this waiver:	
School's student discipline guidelines and code of student conduct, aligned with District-wide standards and rules governing student conduct, suspension, expulsions and transfers.	Yes	No
<b>If you have selected this waiver, please address:</b> How you will implement this waiver and what it will look like in practice?		

Health and Safety Matters	We are selecting this waiver:	
Local Initiative Schools have the freedom to create alternate approaches to school health and safety matters.	Yes	No
<b>If you have selected yes, please address:</b> Explain what alternate approaches you plan to use and how they will lead to improved student achievement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Separate Waiver Plans</b>  Local Initiative School's adoption of separate waiver plans such as Pilot program (but subject to that program's RFP, Pilot Steering Committee review/approval process, and Pilot voting requirements), or ESBMM Program (but subject to that program's requirements)—in both cases subject to the dispute resolution process in Section V below, regarding denials of program approvals or other disputes.	<b>We are selecting this waiver:</b>	
	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	

**If you have selected yes, please address the following prompt:**  
 Describe how the school will implement this waiver and what it will look like in practice.

<b>Additional Waivers</b>  Local Initiative Schools may request local authority waivers in addition to those described above. Such additional waivers would, however, require separate consideration and approval from both the District and UTLA before becoming effective. Identify the additional waivers necessary to support and ensure the successful implementation of the school plan. Please contact LOOC at (213) 241-8700 if selecting additional waivers.	<b>We are selecting this waiver:</b>	
	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	

**How will the school use the additional waivers? Each waiver should be addressed separately. Your response should:**  
 Describe how the school will use each of the additional waivers selected to advance your school's Mission and Vision. How will this waiver support other aspects of your plan?

## RATIONALE FOR THE AUTONOMOUS MODEL CHOSEN

Autonomous schools are to be established for the purpose of improving school performance and student achievement by utilizing increased autonomy and flexibility.

GALA is committed to improving school performance and student achievement by using these autonomies. We have been applying many of these autonomies and are able to see the benefit of being able to hire teachers, support staff and administrators that understand and commit to our vision and mission for our scholars. These autonomies have been used to create the conditions necessary to provide students with a variety of innovative learning options and an improved educational learning environment. We have many challenges at our school site. Parent engagement and involvement; though parents like and say in our reports that they support and think our school is a welcoming environment, we do not have as many parents participating in workshops, parent classes, going to the parent center for support or participating in ELAC, our All Parent Meetings or SSC. Our goal this year is to get at least 40 parents to each major all parent meeting and at least 25 to our ELAC meetings. Thus far we are on target to meet these two goals. We want to continue to improve in providing our scholars innovative ways to learn and especially utilizing the areas of the arts, mathematics, engineering, and science. We are broadening our thinking as educators and including professional readings such as, “The Growth Mindset Coach” and participating in lessons to ensure that all scholars have a Growth Mindset. Our next professional reading will be “Nuture Shock”. We were introduced to this last year during a GATE Professional Development for all certificated staff. Though we are not a magnet school, we wish all teachers to instruct with GATE guidelines in mind. We believe the autonomies will help us reach our goal of every scholar as an Analytical Thinker Today; Innovator Tomorrow.

## LIS IMPLEMENTATION PLAN

It is important that Design Teams have a thorough plan for the implementation of the school. Design Teams should provide an implementation plan for the school that includes a timeline of major activities to be conducted from year to year.

- A. staff selection (teachers and principal, when applicable) – Waiver
- B. student recruitment and enrollment – we are a fully public school and receive students from our community based on the LAUSD geographic areas. We have and will continue to take permits on a limited basis based on siblings on our site, especially for fifth graders who will move to another school for 6<sup>th</sup> grade.
- C. curriculum and assessment development – we are fully using LAUSD curriculum and assessment with the addition of Engage New York as a supplement for mathematics.
- D. student support – We have a Memoranda of Understanding with LA Child Guidance for counseling services to occur on our campus as well as Restorative Justice Circles as needed and by grade level to build a positive school community.
- E. family and community engagement – We have purchased two Community Representatives to support our families and to engage our community. Many items have been mentioned previously in our plan.

F. facility operations – We use LAUSD Maintenance and Operations unit for our facility.

Our budget is fully aligned with the guidelines of the LAUSD and our Single Plan for Student Achievement was approved for the 2017 - 2018 school year.

### **IMPLEMENTATION: We are using our Single Plan for Student Achievement as our plan.**

THIS IS OUR SIXTH YEAR IN OPERATION AND WE HAVE BEEN OPERATING AS A LIS: We have been operating as a LIS for all of the 6 years we have been a school. We will follow our Single Plan for Student Achievement (SPSA) in implementing our Local Initiative School plan. Our SPSA strongly recommends the use of quality and effective first instruction for all our scholars. Our SPSA is comprehensive and follows all guidelines for the LAUSD. Within the SPSA we will implement a full Learning Center to support our students in their achievement. Our SPSA and our budget provided for an Intervention Prevention Support Coordinator as well as a Data Coordinator for the 2017 -2018 school year. We have already started our pull out intervention and push in intervention with grades TK and Kinder. We are looking at our beginning of the year data and have a 4 week cycle of intervention for our students. We have developed measurable objectives in our SPSA as a guide for our LIS plan. By February, 2018, 70% of Tier I instruction as well as supplemental support of in school and after school intervention in the area of ELA, will be at levels 3 or 4 with outcomes of 10% increase of students receiving 3 or above in ELA, from 57% to 67%, teacher peer observations and through our PSC School Review process. By February, 2018, 70% of Tier I instruction as well as supplemental support of in school and after school intervention in ELA will reduce scaffolds, gradually releasing instruction of strategies to students and have students engage in Project Based Learning / Integrated Lessons where students take ownership of their learning and achievement in ELA, as measured by curriculum based assessment, DIBELS, IABs and ICA. The use of SBAC outcomes Fall, 2018 (results from 2017-2018 school year) will, teacher peer observations and through our PSC School Review process will give us the ability to show evidence of achievement. Underlying issues related to key findings are:

1. Teacher use of data to inform gradual release of scaffolds in the area of ELA in most classrooms leading to student ownership of learning and achievement as well as teacher revision of instructional strategies over time within the school year
2. Increase of level of rigor in teaching which will include types of questioning, student to student interactions, student engagement activities and projects, Project Based Learning / Integrated Lessons across curriculum areas to higher levels of Depth of Knowledge
3. In school and after school intervention (RtI2) in ELA, as well as with Restorative Justice and Social Emotional Learning

