

**2012-
2013**

LOS ANGELES UNIFIED
SCHOOL DISTRICT

Harry Bridges Span School

LOCAL INITIATIVE SCHOOLS REQUEST FOR PROPOSAL

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LOCAL INITIATIVE SCHOOL PLAN

A. MISSION STATEMENT

The mission of Harry Bridges Span School (Grades K-8) is to provide a world-class education for all students by ensuring a safe, nurturing, and collaborative student-centered environment that fosters student achievement, values effort, and promotes social justice. Through frequent and rich collaboration between community and school, we will educate, challenge, and inspire students to achieve at high levels of academic proficiency and excellence in relation to state and national standards. Working with a diverse set of community partners, from local labor unions to global companies, we will engage students in real-world issues such as the protection of our environment, the global economy, and fair labor practices. The namesake of our school, Harry Bridges, is an icon for West Coast working class people, a leader who championed labor reform, civil rights, and social justice. The school's mission is to continue his legacy in the community of Wilmington, the Port of Los Angeles, by developing students who possess the foundational and exceptional academic skills and competencies that propel them to success in high school and promote readiness for college and career.

B. VISION STATEMENT (1-2 pages, includes Section A)

Upon matriculation from Bridges, all students will be able to:

- Problem-solve, working in inquiry-based groups, to collaboratively answer meaningful questions and respond to challenging situations and scenarios.
- Think and write critically, channeling their innate curiosity into deeper level investigation and explanation.
- Communicate clearly, citing evidence in order to persuade and defend their reasoning, assertions, and ideas respectfully and in academic language.
- Persevere because they have become resilient, independent thinkers who own their own learning and take responsibility for their own success.
- Move upward through the levels of thinking to reach the higher levels of analysis, evaluation, synthesis, and creativity.
- Reflect on their own learning, understanding alternative ideas, and knowing when and how to revise and refine beliefs and knowledge based upon new evidence.
- Demonstrate a global perspective based upon an understanding of the interconnectedness of community, national, and global influences.
- Understand and articulate the historical, social, cultural, economic, and political factors that have shaped and continue to shape local and global communities.
- Exercise cultural sensitivity and tolerance for diversity to exemplify a concern for social justice.
- Embark on a pathway toward college eligibility and begin to formulate a potential career trajectory by developing proficiency in core academic areas.

As Professional Educators, the staff of Bridges believes in...

- A high quality educational experience as the foundation of our commitment to social justice. An excellent education is a civil right.
- Actively involving students in the metacognitive aspects of the learning process.
- Fostering a love of learning, character development, and a sense of responsibility to the greater communities of which each student is a member.
- Meeting the needs of adults and student learners through differentiated learning activities with uncompromising high academic expectations.
- Modeling and reinforcing how effort creates ability and intelligence.
- Organizing ourselves as professionals into weekly collaborative teams focusing on student centered learning.

- Monitoring student progress and achievement at regular intervals so that data informs and motivates students.
- Partnering with parents and community to provide the best support for all students.

C. SCHOOL DATA PROFILE/ANALYSIS (2-3 pages)

1. *Where is the school now? What do the data / information collected and analyzed tell you about the school?*

Bridges serves a student population that resides in the eastern portion of Wilmington, California. Wilmington is a largely working class community located near the Port of Los Angeles. Nearly half of the residents are foreign born, typically from Mexico. More than half (61%) are renters and 50% of the households earn less than \$30,000 annually. More than 30% of the adults in Wilmington lack a high school diploma and only 3.8% have completed a four-year college or advanced professional degree. Wilmington also has a 29% poverty rate among children, which is the highest among the most impoverished communities in the South Bay area of Los Angeles County. The current school enrollment shows 86% of the students at Harry Bridges span school are on a free/reduced lunch. The current student population is 1181, broken into the following ethnicities: Latino: 1143/96.4%, Asian: 1/0.1%, American Indian/Alaska Native: 4/0.3%, African American: 28/2.4%, Filipino: 1/0.1%. 33.7% are English Language Learners.

Approximately 46% of our students scored proficient or advanced on the CST in English Language Arts. 36% of our students scored proficient or advanced in mathematics. We calculated our API for the students currently attending and it came out to 781. So we are 19 points away from reaching the state's desired score of 800. In addition when we screened our Kindergarten students on the DIBELS Assessment approximately 30% of them could not recognize any letters of the alphabet. When we look at the federal benchmarks of No Child Left Behind we have quite a ways to go to meet Adequate Yearly Progress of 89.2% proficient or advanced in ELA an 89.5% proficient or advanced in Math. Looking at the Performance Meter Goals for the District we feel confident we can reach the goal of 67% of all elementary students scoring proficient/advanced and 50% of our middle school students in English Arts. In mathematics our average is 36% compared to the performance meter goals of 75% for elementary and 41% for middle school. Our latest performance data from the mathematics quarterly assessment shows an average of 50% of our students are scoring advanced and proficient. The data tells us that we have room to grow to meet district, state and federal guidelines in English Language Arts and Mathematics.

Observational data was collected during our Fall Review for PSC 3.0 in four areas: intellectual engagement, learning environment, classroom talk, and assessment. The Fall Review Team found Learning Environments to be an area of strength stating, "Classroom routines and procedures, that support student learning, are in place. Interactions between staff and students are polite and respectful. Although many classrooms have student/ teacher created reference charts to access curriculum, we recommend all classrooms have this type of reference. Analysis of Bloom's Taxonomy and C.R.R.E. strategies did not directly relate to the professional development and collaborative work that we have done towards the PSC 3.0 review. Much of our work has been centered on building towards the Common Core standards in writing and ensuring all classroom instruction reflects grade level standards. As a result of the review, we found that we need to improve in incorporating higher level thinking to develop lessons that include more analysis, synthesis, and evaluation level questions and tasks. Most classrooms still need Guided Reading books to successfully implement the program (p. 5)." The PSC 3.0 Fall Review Team in observing classroom talk found the following, "Many teachers used modeling during instruction. Teachers gave students many opportunities for student-to-student discussion, though this discussion didn't always incorporate academic language or use of higher-level thinking. Students need to be given language support through the use of communication guides to increase the use of academic language. More opportunities for higher-level thinking/discussion need to be created by teachers and incorporated into their lessons (p. 6)." Lastly the school review team observed opportunities of assessment for learning currently underway at Harry Bridges, and drew the following conclusions about assessment, "Teachers gave feedback and checked for understanding throughout their lessons. Although learning objectives were posted in most

classrooms, teachers need to more clearly communicate the objective by restating it throughout the lesson so students understand the learning goal. There was evidence of some rubrics in the classrooms. Our PLCs will develop rubrics for essential tasks (p. 6).”

2. Based on your analysis and current available resources, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?

Our current and most pressing issue would be (1) Moving students out of the BB/FBB because 21% of our students scored in the Below Basic and Far Below Basic category in ELA and 20% scored in these ranges in math. To meet Adequate Yearly Progress Benchmarks we cannot have that many students scoring in that range. Students who barely scored proficient in ELA and Math will receive intervention to maintain their scores to ensure they do not slide backwards. (2) We also need to move students out of the Far Below Basic and Below Basic categories by providing adequate interventions and differentiation strategies. (3) Reclassifying ELL students as fluent English proficient by 5th grade or earlier to ensure successful graduation rates from high school. We currently have 37 fourth and fifth grade LTELs and 47 middle school LTELs. Our evidence for these goals are: CST data: We currently have an average of 46.4% of our students proficient/advanced on the CST for 2012; our goal for 2013 according to NCLB is 89.2% so this is why our number one imperative is to keep students in those two categories. The current mathematics periodic assessment scores show an average of 14% of our students scoring in the below proficient range again we cannot have that many students scoring in this range if we hope to meet AYP goals. Our third goal of reclassification is a priority because it directly impacts the high school graduation rates. Students must be reclassified by 5th grade so they are on target for meeting High School Graduation Requirements by the time they leave Harry Bridges. For reclassification, the number of students on target to reclassify from the beginning of the school year until now has increased. The increase is due to students meeting the requirements of California English Language Development Test (CELDT). At the beginning of the year, teachers professional development on analyzing EL data and CELDT preparation. The number of potential student who can reclassify have increased to 33 (21 of the students are in 4th and 5th grade). 81 students have reclassified out of 414 English Learners and the district goal is 24%. 39 Long-term English Learners (LTELs) in elementary and 47 LTELs in middle school.

D. RATIONALE FOR CHOOSING THE LOCAL INITIATIVE SCHOOL MODEL (1-2 pages)

After careful review of the various school models, the Harry Bridges team felt that the LIS plan is the best model to accomplish our school’s mission and vision goals as detailed in the PSC 3.0 plan. In both the mission and vision statements, *collaboration* is the key driving force behind many of our goals for the students, staff, and community at Harry Bridges. The LIS model can provide the autonomy needed to ensure that all students, staff, and community partners are collaborating to develop students who, as our mission statement states, “possess the foundational and exceptional academic skills and competencies that propel them to success in high school and promote readiness for college and career.” As students graduate from Harry Bridges, it is our hope that “all students will be able to problem-solve, work in inquiry-based groups, to collaboratively answer meaningful questions and respond to challenging situations and scenarios.” The staff of Bridges “believes in organizing ourselves as professionals into weekly collaborative teams focusing on student learning.” We also believe in “partnering with parents and community to provide the best support for all students.”

The LIS model will provide the autonomies in the areas of pedagogy, curriculum, assessment, professional development, scheduling, budget, discipline, health and safety, and staff selection to support the Bridges PSC 3.0 plan. These autonomies will help provide the framework to ensure school-wide implementation of the Harry Bridges PSC 3.0 plan. These waivers were written into the plan after thorough analysis of student/school data, numerous discussions with the design team, and meetings with community members. The Bridges team felt that given the needs of the student population, as summarized in Section

C, we needed to create a school culture that could make timely, school-based decisions that would meet the needs of our specific students. The observational data collected in our Fall Review as reported in Section C gave us more focused data and more reason to select these waivers. The Bridges team understands the importance of protecting teachers' rights through the contract, but wanted a way of ensuring that students' needs were met school-wide; thus a need for these autonomies and changes in the contract language. When the Bridges team collaborated to write the PSC 3.0 plan, first and foremost, they wanted to create a plan that put students' needs first.

As detailed in the following sections, each waiver is selected to guarantee that we are providing "a world-class education for all students" at Harry Bridges Span School. We will be utilizing the Local Initiative Schools' autonomies to create a school where there is a clear vision, mission, and culture that is shared by all members. The waivers will enable us to establish common research-based instructional practices from K-8, create effective collaborative teams, develop a safe, nurturing, and cohesive school culture, and attract staff members who share the same ideals and goals for the students. It is not our intention to completely change or undermine our union's contract; we respect the hard earned rights of our contract. It is our intention to clarify and specify the contract language so that it is specific to our needs and our students' needs at Harry Bridges Span School.

E. LOCAL INITIATIVE SCHOOL WAIVER & RATIONALE (1-12pages)

Please indicate which waivers you are seeking through your Local Initiative Schools proposal. Build on the priority areas identified above as central to transforming your school. As you are writing this section, please indicate if implementation of the waiver is cost-neutral and if not, identify funding needed for successful implementation.

- 1. *Readoption in the Local Initiative School program of any current special conditions/waivers that are already applicable to the school such as School Based Management (SBM).***

- ☐ ***Yes, we are selecting this waiver***
☐ ***No, we are not selecting this waiver***

If you have selected no, please proceed to number 2. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

- 2. *Methods to improve pedagogy and student achievement***

- ☒ ***Yes, we are selecting this waiver***
☐ ***No, we are not selecting this waiver***

If you have selected no, please proceed to number 3. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

We believe the students identified in Section C, specifically the 54% in ELA and the 64% in Mathematics, who are scoring in the Basic, Below Basic and Far Below Basic categories will benefit the most from this waiver. We also believe the second language learners who need to reclassify by fifth grade will also benefit from this waiver.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The Gradual Release of Responsibility Model will be part of our daily lesson design to individualize instruction. We will use the autonomy provided under the Local School Initiative to incorporate the Gradual Release Model into our lesson design to ensure that student learning is the focal point of our daily instruction. This model defines the stages of scaffolded instruction; represents the mentoring relationship and two-way interaction between the teacher and student; and visually shows how the responsibility of teaching and learning shifts from teacher to student. Article IX, Section 4.0 of the UTLA contract for "Other professional duties" states: "Such professional duties include the following examples: instructional planning; preparing lesson plans in a format appropriate to the teacher's assignment; preparing and selecting instructional materials; reviewing and evaluating the work of pupils." The gradual release model affects the planning and delivery of instruction because it has a specific structure. The appropriate lesson format for Harry Bridges Span School will be lesson designed via the Gradual Release Model. Teachers' lessons either in writing or through observation should show evidence of the Gradual Release Model. The steps of this model are basically 1. I do (teacher presents focus of the lesson, models the learning objective; students watch & listen) 2. We do (teacher invites students to participate usually through questioning students) 3. You do (independent practice by students). PLCs will meet on Thursday to plan lessons and the gradual release model will be incorporated into teacher's lessons during this common planning time.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

Students will be positively impacted because the instruction they receive will be tailored to their individual needs based on responses given to the teacher during the guided portion of the lesson. Students who are struggling can be pulled to a teaching a station in a small group. Students who are showing understanding of the concept can be allowed to apply the concept on their own building on what they already know. Teachers will be better able to give immediate corrective feedback to students who show evidence of struggling during the guided practice portion of the lesson; the staff will be impacted because lesson design and instructional delivery will now be structured under the gradual release model. The staff is learning this model through on-site professional development that is being delivered by an outside company called Growing Educators. This company is educating the Bridges Staff on Lucy Calkin's Units of Study in Writing; the units of study in writing are built around the gradual release model. This professional development began before school started this year and we will continue to partner with Growing Educators for another two years (or more if need be). Teachers have been and will be given paid planning time every Thursday to meet as grade level/departmental teams to develop these lessons not only in writing but eventually in all content areas. Parents will be impacted because they will learn from their student's teachers what their child's specific strengths and weaknesses are and ways they can help them at home.

3. Locally determined curriculum, instructional standards, objectives, and special emphasis supplanting District standards (subject to State and District minimum curriculum standards)

- ☒ Yes, we are selecting this waiver
☐ No, we are not selecting this waiver

If you have selected no, please proceed to number 4. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

We believe the students identified in Section C, specifically the 54% in ELA and the 64% in Mathematics, who are scoring in the Basic, Below Basic and Far Below Basic categories will benefit the most from this waiver. For reclassification, the number of students on target to reclassify from the beginning of the school year until now has increased. The increase is due to students meeting the requirements of California English Language Development Test (CELDT). At the beginning of the year, teachers professional development on analyzing EL data and CELDT preparation. The number of potential students who can reclassify have increased to 33 (21 of the students are in 4th and 5th grade). 81 students have reclassified out of 414 English Learners and the district goal is 24%. 39 Long-term English Learners (LTELs) in elementary and 47 LTELs in middle school. Research shows that it takes at least 3 years of being on the same grade level, working with the same curriculum, to become adept at instructional delivery. The Bridges team strongly agrees with this finding via their own personal experiences. We have a significant number of students who are not meeting grade level standards who need the help and the expertise of highly qualified teachers. Teachers moving from grade level to grade level, every year will not help the Bridges students to achieve to their full potential.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The area of the contract affected by this waiver is Article IX, Section 4.0 of the UTLA contract for “Other professional duties” states: “Such professional duties include the following examples: instructional planning; preparing lesson plans in a format appropriate to the teacher's assignment; preparing and selecting instructional materials; reviewing and evaluating the work of pupils;” One way we will implement this waiver is through a balanced literacy program through all content areas by supplementing the District-adopted curriculum with a leveled reading program (Fountas and Pinnell Guided Reading) and the Lucy Calkins Units of Study in Writing. The supplemental curriculum will not only expand students’ reading and writing capabilities but also develop in-depth conceptual knowledge in preparation for the content standards. Another way we will implement this waiver to include the community, will be through project-based learning related to the port that will be developed in the first year. By exposing students to frequent opportunities to apply and connect learning to the Port of Los Angeles in our backyard, we intend to actively engage students, encourage applications of conceptual knowledge, and promote a problem-solving and critical-thinking mindset. Autonomy will be beneficial in this respect insofar as the development of these kinds of lessons will require re-sequencing of content standards and development of performance-based assessments that measure student mastery in ways that are different from more traditional multiple choice or even constructed response assessments. Lastly, we will implement this waiver through Response to Instruction and Intervention (RtI²). Our goal is to focus on Tier 1 in Year 1 (2012- 2013), ensuring that every student receives differentiated in-class interventions. However, Bridges will also focus on the development of Tier 2 (strategic) and Tier 3 (intensive) small group, pull-out interventions for struggling students since 25% of our students fall in the FBB/BB category in ELA and math. Bridges will create a curriculum for advisory periods for grades 6-8 focused on ensuring that students receive a personalized educational experience as part of the critical middle school years. We will use the autonomy to incorporate the Providence Little Company of Mary ACES Curriculum (Adolescent Coping Education Series) along with programs, such as The Seven Habits of Highly Effective Teens, to provide a curriculum that meets the needs of our middle school students. The Advisory Period will be organized as grade level groupings with an assigned advisor who will stay with the students (i.e., looping) from 6th to 8th grade. The middle school Advisory Period will focus on individualized goal-setting in relation to demonstrating mastery on the CSTs and CELDT, as well as articulating a pathway toward college/career readiness. The Advisory curriculum

will draw on materials from provided by Providence Little Company of Mary focused on adolescent developmental needs. Modifications to the locally determined curriculum will be made with the entire staff using a needs assessment. Then the School Site Council will take the consensus of the needs assessment and finalize the modifications.

iii. How will it affect students? How will it affect staff? How will it affect parents?

For students who are receiving Below Basic and Far Below Basic on the CST will receive RtI² Tier III instruction. Students will be given clear expectations, standards-based instruction, and intervention. The level of activity, the content, and the materials may vary by teacher and grade level, but the essential elements of the framework and the expectation for student learning will remain constant in reading, writing, and math. Within PLCs, the teachers will focus on deconstructing and prioritizing standards through lesson studies. We will use the autonomy to incorporate an additional one-hour on-site obligation each Thursday for teacher professional collaboration. The hour will be utilized for grade level/content teams to discuss intervention strategies for struggling students, analyze data, modify curriculum, and create formative assessments based on student need. Continuity and follow-through an agreed upon curricular foci and instructional strategies will reduce the gap between common planning and actual “transfer” of common implementation to the classroom. We will schedule a minimum 90-minute literacy block at the middle school level to allow for intervention on a daily basis within the classroom. We will also schedule a mathematics intervention block for those students not achieving grade level standards. Parents will be affected by holding them accountable for their child’s learning. We will provide parent workshops to help them come up with strategies they could use at home and inform them of their child’s status. The Parent Center will be open to assist parents who need help; every parent will be asked to commit 15 hours a year to volunteer and parent volunteers will assist teachers and students.

4. Assessment

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 5. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

We believe the students identified in Section C, specifically the 54% in ELA and the 64% in Mathematics, who are scoring in the Basic, Below Basic and Far Below Basic categories will benefit the most from this waiver.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

We will use the autonomy provided under Local Initiative Schools to incorporate monthly leveled reading assessments (running records), SRI Inventory (based on available funding) and on-going writing assessments from the Units of Study. We will also implement weekly basic mathematics facts quizzes for Kindergarten-3rd grade and weekly algebraic skills quizzes for 4th-8th grade. In addition, we will use the autonomy under Local Initiative Schools to evaluate all district assessments for validity and purpose at the beginning of the year, and decide which assessments will be implemented. The decisions on assessment will be made with a 50% plus one faculty vote. Most of these are formative assessments aimed at providing teachers and other staff with information “along the way” that can be used to improve student achievement and guide collaborative (PLC) planning and discussions tied to targeted academic intervention. We have

found many district assessments to be valid in tracking student progress, but we need the autonomy to choose in light of the additional assessments we have proposed in our plan.

iii. How will it affect students? How will it affect staff? How will it affect parents?

Implementation of the assessment waiver will affect students by targeting areas of need and using data to guide instruction. Implementation of the assessment waiver will affect staff by providing data needed to plan effective and specific instruction. Implementation of the assessment waiver will affect parents by providing them with the ongoing progress of their students and utilizing their support at home to increase student achievement.

5. Local Schedule and Strategies

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 6. If you have selected yes, please address the following prompts:

i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

The area of concern is our middle school students; currently 49% of our 6th grade students and 37% of our 7th grade students scored proficient/advanced on the 2012 CST-ELA. 16% of 6th grade and 19% of 7th grade scored below basic/far below basic on the 2012 CST-ELA. 65% of the 6th grade students and 40% of our 7th grade students scored proficient/advanced on the 2012 CST-Math. 18% of 6th grade and 31% of 7th grade scored below basic/far below basic on the 2012 CST-Math. The goal according to NCLB is to have 89.2% in Language Arts and 89.5% in Mathematics on the CST by 2012-2013. There is a significant drop in the percentage of students performing at grade level from fifth grade to sixth grade.

ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

We will adopt the LAUSD calendar. The area of the contract affected by this waiver is Article IX, Section 6.0 of the UTLA contract for "Hours, Duties, and Work Year": "Secondary Preparation Period: Each regular full-time secondary classroom teacher (or library media teacher) shall be assigned five scheduled class periods weekly as preparation periods. Preparation periods are to be used for professional duties including preparation for class and conferences with parent, students and staff members; during the preparation period the employee shall not be expected to perform supervisory or classroom teaching functions except as reasonably needed to provide such services during school related activities, during emergencies, or when replacement or auxiliary pay is received pursuant to Article XIV, Sections 25.0 and 28.0."

One way we will implement this waiver is by scheduling a minimum 90-minute literacy block at the middle school level to allow for intervention on a daily basis within the classroom. The literacy block will include independent work time, allowing time for targeted Tier 2 classroom interventions. We will also schedule a mathematics intervention block for those students not achieving grade level standards, which will provide in class intervention using the RTI model. In addition, we will incorporate a middle school advisory period where the curriculum will be developed over three years. During the first year, the priorities of the advisory period will be goal-setting, leadership, and our Adolescent Coping Series. The class will also be utilized to brief seventh grade students on the final culminating project for 8th grade that focuses on global trade. We will also begin to implement aspects of "The Seven Highly Effective Habits of Teens". During the second year, we will continue to implement the priorities for Year 1 in terms of goal setting, leadership, and our Adolescent Coping Series. The goals will utilize the summative assessment data that was collected in Year

1. The lessons that were determined to have the most impact in “The Seven Highly Effective Habits of Teens” will be incorporated into the advisory period. In our third year, our primary goal will be to sustain class size reduction accomplished in the previous two years.

iii. How will it affect students? How will it affect staff? How will it affect parents?

All students not progressing in middle school, will be monitored every six weeks to ensure their success. Teachers will have weekly conversations, during grade level meetings to discuss strategies and monitor progress to target this group of students. Teacher teams will conduct observations of the implementation of these strategies and provide feedback at grade level meetings. Bridges will be staffed initially with the number of staff normally allocated to the middle schools. In our current middle school double block ELA and mathematics intervention schedule, we will be required to purchase an additional teacher, just to meet the established LAUSD class size norms. Parents will be affected by holding them accountable for their child’s learning through periodic communication. Teachers will meet with parents during conference periods to update the progress of their child and offer strategies that they could use at home.

6. Internal Organization Plan

- ☐ **Yes, we are selecting this waiver**
☒ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 7. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

7. Professional Development

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 8. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

We believe the students identified in Section C, specifically the 54% in ELA and the 64% in Mathematics, who are scoring in the Basic, Below Basic and Far Below Basic categories will benefit the most from this waiver. We have a significant number of students who are not meeting grade level standards who need the help and the expertise of highly qualified teachers who are receiving research based professional development.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The area of the contract affected by this waiver is Article IX-B, 2.0h: “Banked Time for Professional Development: See Article IX, Section 3.1, for the minimum on-site obligations relating to the banked time accumulation and schedule. h. One-half of the annual total of banked professional development time shall be dedicated to programs or activities (including teachers working with one another and with site administrators to improve instruction) which are determined at the school site by the Local School Leadership Council pursuant to Article XXVII, Section 2.4. Any such program or activity, including transportation, must be cost neutral to the District. The other half of annual banked professional development time shall be dedicated to programs and/or activities determined by the District, acting through the site administrator, the Local District or the Central office.” Another area of the contract affected is, Article IX-B, 5.0: “Common Planning for Middle Schools: The District and UTLA agree to use the State-recommended text (currently “Taking Center Stage: A Commitment to Standards Based Education for California’s Middle Grades Students”), as the basis for the Common Planning activities of middle school teachers in the District. Common Planning is to be provided when the teachers share assignments, or organizational structures (such as Small Learning Communities, Houses, Departments, or Teams) or when other program considerations (such as bilingual instruction) suggest that doing so would encourage professional collaboration, and when the requisite approvals have been attained. The participating teachers shall plan the content and activities for Common Planning, for administrative review. Finally, Article IX, 3.1A: “Effective July 1, 2005, for the purpose of implementing a professional development banked time schedule, full time teachers shall have the following on site obligations. (a) Indicates the number of minutes on a weekly average. Daily minutes will vary due to professional development and early student release on Tuesday.” One way we will implement this waiver is to schedule two-hour professional development meetings during Banked Tuesdays, twice monthly with the second hour taking the place of a regularly scheduled faculty meeting. Next, an additional one-hour on-site obligation each Thursday in PLCs will be used for professional development. Teachers will use this time to plan lessons where the gradual release model will be incorporated into teacher’s lessons and professional collaboration. The hour will also be utilized for grade level/content teams to discuss intervention strategies for struggling students, analyze data, modify curriculum, and create formative assessments based on student need. Also, teachers will participate in instructional rounds which requires teachers to teach in front of their colleagues. Lastly, we will provide training for our instructional initiatives with a requirement that faculty attend five six hour professional development sessions prior to the start of the school year and/or five six hour professional development sessions on selected Saturdays during the course of the school year based upon available funding. We will utilize outside vendors as well as district teachers from local area schools that have expertise in our curricular initiatives that are not part of the LAUSD core, such as Growing Educators. The professional culture of our school will center on focusing around common goals and structures that support collective inquiry, as well as modeling and coaching to create a shared commitment to excellence. We view the autonomy granted by the LIS process as key to designing professional development that encourages depth over breadth, and to shift from external priorities to an authentically local nexus of school transformation. Bridges is committed to taking advantage of professional development autonomy provided under the LIS process to implement innovative practices aimed at maximizing student learning via regular and on-going inquiry, collaboration, and reflection. The structuring of both content/course PLCs, and interdisciplinary grade level team PLCs, is one example of our commitment to designing a more innovative professional development calendar under conditions of autonomy.

iii. How will it affect students? How will it affect staff? How will it affect parents?

Students will receive individualized instruction based on their needs. There will be continuity in instruction between all the grade level teachers and students will obtain high-quality teaching. The staff will have input into the topics to be covered in professional development through the Local School Leadership Committee and the Professional Learning Community Chairs. Teachers will be given paid planning time every Thursday to meet as grade level/departmental teams to participate in professional development. Out-of-classroom personnel will consult with school administration to determine what professional development outlined above is relevant to their program to attend. Faculty will attend five six hour professional

development sessions prior to the start of the school year and/or five six hour professional development sessions on selected Saturdays during the course of the school year based upon available funding. There will be one Saturday make-up session for those teachers not able to attend one session for extenuating circumstances. Parents will be impacted because they will learn their child's specific strengths and weaknesses and ways they can assist them at home.

8. Budget

- ☐ **Yes, we are selecting this waiver**
☒ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 9. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

9. A Requirement for "mutual consent"

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 10. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

We believe the students identified in Section C, specifically the 54% in ELA and the 64% in Mathematics, who are scoring in the Basic, Below Basic and Far Below Basic categories will benefit the most from this waiver. This waiver will help our school in all areas of curricular instruction, specifically in the areas of Language Arts, Math, and English Language Development. It will help bring together a staff that can work together to create effective instructional practices that will enhance the learning process for all students.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The Bridges school will provide all students with a high-quality, rigorous academic education, featuring best first instruction coupled with high expectations. In addition, teachers at this school will ensure that diverse student learning needs, particularly those of English learners, are met with differentiated and research-based pedagogy. The mission and vision of the school centers on collaboration, the valuing of effort, and appreciation of social justice, all qualities that a Bridges teacher must embrace. Since the most important factor in the success of a school is the quality of its teachers, every effort will be made by the personnel team to ensure that the best become part of our faculty. We will use the autonomy provided under Local Initiatives Schools with a requirement for "mutual consent" by school and employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandatory priority placements under Article XI-Transfers 13.8: "Between May 15 and June 1, applicants

on the Continuous Service Ranked Eligible Lists who have not been placed by May 15 shall be offered assignment by the District ("must place") to a school in one of the geographic areas specified in the application. Where necessary, displacements shall be made to accommodate applicants on the two Continuous Service Ranked Eligible Lists, except at UCTP locations. All placements and displacements shall conform to the following: a. The District shall analyze both the applicants and the known vacancies in terms of credential, subject field, grade level (K-6), and skills in an effort to find "matches" of vacancies and applicants, and place eligible teachers in such known vacancies prior to the use of displacement. b. If there is no vacancy remaining for an eligible teacher in any one of the requested geographic areas, the District shall displace a teacher whom it has determined to be a "match" pursuant to the provisions of Section 6.0 of this Article.: Also, Article XI-Transfers 2.0: "Administrative Transfers: The District may, for any reason not prohibited in the balance of this Article (including the incorporated Appendices) transfer employees when such action is deemed to be in the best interest of the educational program of the District. Whenever possible, the employee shall be notified and counseled regarding the transfer, and written reason(s) for such transfer shall, upon the employee's request, be supplied to the employee."

iii. How will it affect students? How will it affect staff? How will it affect parents?

As a result of the "mutual consent" requirement, it is our intention that all students at Harry Bridges will receive the highest quality instruction from educators who believe in the school's founding principles of collaboration, effort, and social justice. These values will be apparent in the teacher's classroom management, instructional delivery, and interactions with students, parents, and colleagues. With a staff that shares the same mission and vision, we will be able to work together more powerfully to build effective teaching practices and establish a school culture that will promote these values and goals. Teachers who refuse to implement the Bridges plan, after documented support and counseling from administration and colleagues, will be counseled to seek a better fitting environment by March 15th of each school year. In the event that the teacher in question contests the Administrative Transfer, the teacher can elect to have the documentation and counseling notes from their file (only those notes related to grounds for the transfer) reviewed by the hiring committee (elected by the school staff). If two-thirds of this committee believe that sufficient documentation and counseling was provided, then the Administrative Transfer will be approved and submitted to Human Resources. Through the "mutual consent" requirement, parents can be reassured that every teacher at every grade level/department shares the same commitment to providing a world-class education for their children as the original design team envisioned.

10. Process for determining teacher assignments

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 11. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

We believe the students identified in Section C, specifically the 54% in ELA and the 64% in Mathematics, who are scoring in the Basic, Below Basic and Far Below Basic categories will benefit the most from this waiver. Research shows that it takes at least 3 years of being on the same grade level, working with the same curriculum, to become adept at instructional delivery. The Bridges team strongly agrees with this finding via their own personal experiences. We have a significant number of students who are not meeting grade level standards who need the help and the expertise of highly qualified teachers. Teachers moving from grade level to grade level every year, will not help the Bridges students to achieve their full potential.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The area of the contract affected by this waiver is Article IX-A, 2 a: “Approximately four weeks prior to the day teachers on any track or schedule finish service for the school year or four weeks before classes are selected, the site administrator shall prepare and post a matrix indicating the tentative number of classes (on each track, if multi-track) for each subject/grade level. (p. 43).” We will implement this waiver by requiring the site administrator to prepare/post this matrix ONCE EVERY THREE YEARS, approximately four weeks prior to the day teachers are scheduled to finish service for the school year. Changes in enrollment (declining or increasing) may affect this three year cycle but the only classes required to be posted will be vacancies in the matrix. These vacancies will be filled according to the contract and at the principal’s discretion.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

Students will benefit from an expert teacher on every grade level in every subject by having teachers commit to a grade level/subject for three years. The Bridges team strongly believes that by implementing this waiver the students will begin to move up the performance bands on the CST but more importantly students will achieve to their full potential. The staff will be the group most greatly impacted by this waiver. Committing to a grade level/subject for three years will help teachers develop their own pedagogy to artful levels of mastery. This three year commitment will also help facilitate the roll-out and development of Instructional Rounds. Part of the implementation of Instructional Rounds requires teachers to teach in front of their colleagues. The three year commitment will help the teachers at Bridges to truly become trusting of one another so that all teachers can be open and present to growing in their practices through collegial observations and feedback that are a major part of Instructional Rounds. The community (the parents) will benefit from this waiver because their child will have an expert teacher (who has a whole grade level team working behind them). As teachers stay at a grade level for three years, it is hoped that they not only get to know the families of their students, but develop relationships with them. The community in turn will come to trust and understand the expectations of the Bridges teachers from working with them year in and year out.

11. Process for assigning teachers to grade levels, subjects, classes, etc.

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 12. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

We believe the students identified in Section C, specifically the 54% in ELA and the 64% in Mathematics, who are scoring in the Basic, Below Basic and Far Below Basic categories will benefit the most from this waiver. To reiterate what was said above, in section 10, applies here. Teachers need at least three years of experience with the grade level to understand the cognitive needs and demands of students at the age level they are instructing and to also understand and use the curriculum for their grade level.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The area of the contract affected by this waiver is Article IX-A, 2 b: “Teachers with the specified credentials and required qualifications (“qualified”) may request assignment to their grade level (elementary), specific class(es) within a department (secondary) or track (multi-track) using a teacher

preference form or other locally determined method. Submission of this preference form shall serve as a request for the assignment. (p. 43)” This waiver will be implemented by requiring the site administrator to take teacher requests for assignments, ONCE EVERY THREE YEARS, when the matrix is prepared/posted. In the review process for this proposal the current Bridges staff voted that the 2012/13 school year be counted as year one. This was approved by 90% of the staff. Therefore the next posting of the matrix will be in the spring of 2015.

iii. How will it affect students? How will it affect staff? How will it affect parents?

Students will benefit from having the expertise of a team of teachers who have been working together on a consistent basis for three years. This team will work to help all students become proficient and advanced in their standards for their grade level. The staff again will be the group most strongly impacted by this waiver. By taking away teachers’ rights to choose every year the Bridges team is confident that the professional learning communities developed over these three year periods will more than make-up for this loss. The depth of knowledge to be gained from collaborating with the same group of people for three years cannot be under estimated. The collegiality and trust that will be built in these professional communities over the course of three years is the type of professional atmosphere that can help all teachers rise up and not burn out. The community (parents) will hopefully come to understand how much the teachers at Bridges value the students they instruct because they have put student needs ahead of their own rights. It is hoped that through this on-going, and in-depth collaboration that the community will benefit from this wealth of knowledge. When a parent meets with one teacher during parent conference, it will be like they are really meeting with an entire professional learning community. The entire learning community will have helped to shape the quality of feedback teachers give to parents so that parents too are learning ways that they can help their student achieve to their highest potential.

12. School student discipline guidelines and code of conduct

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 13. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

This waiver will help impact our school learning community as a whole. It will help develop a community of learners who are focused on their goals and invested in their own achievement.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

Bridges will also use the autonomy provided under Local Initiative Schools to institute a school uniform policy. It is required that elementary students wear a solid white short, or long sleeved polo shirt, and dark blue pants, shorts, skirts, dresses or overalls. Middle school students can wear all of the above with the addition of a powder blue polo and black pants, shorts or skirts. Shirts must be tucked in at all times. Additional dress code regulations will be posted on the school’s website. This will enable the school to establish an atmosphere of safety and learning.

We will use the autonomy provided under Local Initiative Schools to require parents to volunteer 15 hours per year that can be met through various events. This will build a culture of parents as partners in the school environment. Families may meet this goal through participation in any school activities and events (Back-

to- School, Open House, etc.), as well as attendance in governance meetings, parent workshops, volunteerism, and meetings with a counselor or teacher. We view setting a goal for family involvement as a way to ensure that all families participate actively in the life of the school and see, for themselves, how it operates in the support of their children.

Bridges will follow LAUSD policies in regard to Discipline Protocol, Suspensions, and Expulsions (Bul.- 4478.0, 1038.1, 4655, 3819, and 3638.0). Bridges" will develop a Discipline Policy through the Safe and Civil School Team Model that teaches school rules, as well as social emotional skills; includes teacher training on the use of effective classroom management; enlists parent/caregiver collaboration; and, prioritizes early intervention for discipline problems.

iii. How will it affect students? How will it affect staff? How will it affect parents?
It will affect students by helping students to maintain focus in academic achievement. It will affect staff by helping teachers provide a safe environment that is conducive to learning. Bridges is committed to reducing the number of school suspensions by developing alternative interventions. We will use the autonomy provided under Local Initiative Schools to require parents to spend one half hour in a student's classroom the day after a student has served an out-of-classroom suspension for behavior. This will prevent behavior from increasing in intensity and it will also show our support for parents as partners in the education of their children.

13. School health and safety matters

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 14. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

We believe the students identified in Section C, specifically the 54% in ELA and the 64% in Mathematics, who are scoring in the Basic, Below Basic and Far Below Basic categories will benefit the most from this waiver.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

In order to achieve our mission of high academic proficiency for all students, we have continued to seek support and resources from our community partners. To build our network of community partners, Bridges has already established a presence on the Wilmington Leadership Council. United Way has already agreed to sponsor a Read With Me and Reading Roads Program in conjunction with Families In Schools. We will partner with the Wilmington "Boys and Girls" Club, which has demonstrated success at Wilmington Middle School, to establish our afterschool program. We will also partner with Providence Little Company of Mary to establish the COPA Program (Creating Opportunities for Physical Activity) as well as our ACES (Adolescent Coping Education Series) Curriculum for Middle School advisory. We will use the autonomy provided under Local School Initiative to partner with Providence Little Company of Mary to house a Medical Van on site one time per week. This same partnership will also support a COPA instructor that will provide guidance on enhancing our physical education program. Our student population has extensive health needs. 90% of our population is identified as Title I. In addition, as previously mentioned, we have an obesity rate of over 35% in the local community.

iii. How will it affect students? How will it affect staff? How will it affect parents?

This will affect students by providing resources for students and encouraging high academic proficiency.

This will affect parents by including them as a part of the partnership in their student's learning. This will affect staff by helping them address the needs of their students and paving the way for academic success.

14. Additional waivers

F. FAMILY AND COMMUNITY ENGAGEMENT

At Bridges, the principal and all stakeholders will be responsible for engaging the parents and community in support of our students and school. We plan to fund a minimum 3 hour per day Community Representative. We believe that building and supporting partnerships with families and the community are fundamental elements that contribute to student success. To ensure that our connection to families and community partners are guided by a firm research-base, Bridges will use the six-part framework developed by Dr. Joyce L. Epstein:¹⁹

1. Parenting: Helping all families establish home environments to support children as students.
2. Communicating: Designing effective forms of school-to-home and home-to-school
3. Volunteering: Recruiting and organizing parent help and support.
4. Learning at Home: Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision-making: Including parents in school decisions, developing parent leaders and representatives.
6. Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

These six approaches have proven to be effective ways to increase parent involvement and positively impact student achievement. It is our shared hope and commitment to the education of our students that brings this community together and it is our high expectations and collaboration that will contribute to the success of our students.

Given that Bridges is a new school in the community, we feel that it is essential to involve families and community in the school from the outset. During our first 1-2 years under PSC, we have opted to focus on the Communicating, Decision-making, and Collaborating with Community components of the aforementioned typology. Specifically, Bridges envisions the following strategies to engage and involve parents and families in a meaningful educational partnership:

Communicating:

- Providing families with regular, consistent, and predictable communication from school- to-home and home-to-school.
- Committing to responsiveness so that Bridges' faculty and staff respond to and answers family and community questions and concerns within 24 hours, when practical; teachers carrying classloads of over 30-35 students per day for 5 to 6 periods may take up to 48 hours to respond.
- Communicating both the importance of family participation by stressing the importance of parents and extended family members.
- Holding "town hall" meetings at least twice annually to solicit input from families and interested community members so that we receive real, regular feedback.
- Following up with families and community members who attend school activities and events to get their feedback and answer lingering questions.
- Guaranteeing access to translation for all documents, school information, school policies, and conferences. These will be translated into Spanish, and written in clear, concise language that is largely free of educational jargon.
- Reinforcing the school's emphasis on literacy with community events that bridge the gap between school and home (e.g., Literacy Posada)

- Posting monthly success stories of students and adults from Wilmington who have gone onto success in professional walks of life.
- Highlighting and publicly acknowledging students for growth and performance on a monthly basis.
- Requiring teachers to make at least five phone calls per month that provide parents with feedback on student strengths and weaknesses.

Decision-making:

- Setting a tone that “we are in this together” by creating a warm and welcoming school environment where families and community members have voice.
- Cultivating a cadre of informed and active parents and community members for the School Leadership Council (SLC), School Site Council (SSC), English Learner Advisory Committee (ELAC), and Compensatory Education Advisory Committee (CEAC) which will be the basis of school governance.
- Building the capacity of parent leaders through leadership training.
- Focusing parent/community decision-making on those areas beneficial, relevant, and needed. We see these defined areas of influence as including:
 - School-Home communication
 - Student recognitions and assemblies
 - Major school activities and events
 - After-school extracurricular activities
 - Parent outreach
 - Campus safety, security, and discipline
 - Review of school discretionary budgets
 - Relationships with community-based organizations

We will use the autonomy provided under Local School Initiative (LIS # 12) to require parents to volunteer 20 hours per year that can be met through parent training, conferences with teachers, and volunteer opportunities. This will build a culture of parents as partners in the school environment. Bridges will also set a goal of 15 hours of parent/family involvement annually. Families may meet this goal through participation in any school activities and events (Back-to- School, Open House, etc.), as well as attendance in governance meetings, parent workshops, volunteerism, and meetings with a counselor or teacher. We view setting a goal for family involvement as a way to ensure that all families participate actively in the life of the school and see, for themselves, how it operates in the support of their children.

Key to implementing this plan is the Parent/Community Representative working in our Parent Center to enhance parental involvement. A critical component of their job is to educate parents to be advocates for their children. This person is also a vital element to link the principal and the school with parents and the community. The members of the School Leadership Council will also be responsible for this work. The teachers on the team have many years of experience with effective parent involvement strategies, including letters home, literacy and math nights, and increasing parent involvement at his former school. Attendance at monthly parent meetings was increased by over 30%. Additionally, he has sponsored a comprehensive program of parent education. His communication skills in both English and Spanish and his open door policy created a warm and welcoming environment where parents were valued partners in the school. His implementation of a monthly Coffee and Conversation gave parents the opportunity to voice their concerns in a supportive setting.

G. SCHOOL PLANNING TEAM (2-3 pages)

1. *Who are the members of your planning team?*

Harry Bridges K-8 Span School was opened up under the provisions of PSC 3.0. A plan was submitted and was vetted, scrutinized, and obviously approved by all governing bodies of the district, community members, and labor partners. This RFP is coming almost entirely from the plan written under PSC 3.0; so when speaking about who are the members of plan we refer to the original design team members under PSC 3.0; The Interim Principal who led the team in creating the PSC plan had a track

record that illustrates his experience in improving student achievement. Most recently, at Barton Hill Elementary School, he collaborated with school staff to analyze student data, prepare strategic action plans, and implement instructional interventions and classroom strategies to improve achievement for children at all academic levels. His collaborative efforts with school stakeholders led to a 131-point increase in the school's API in six years. Barton Hill was recognized in 2011 as one of three LAUSD schools with double-digit gains in percentage points; the school also showed sustained growth in English Language Arts over a four-year period.

The members of the team have deep and varied skills and experiences that make them uniquely qualified and ready to take on the task of opening a new and innovative school. Planning meetings attracted up to 30 dedicated parents, teachers, administrators, and community members, as well as several students who contributed their ideas to the plan.

Several members were currently working at Hawaiian Avenue Elementary School, mentioned earlier as a positive model for the innovations, Bridges will implement. Teachers from Barton Hill, Gulf, Fries, George de la Torre, and Wilmington Park Elementary Schools as well as Wilmington Middle School have given the team insight into the needs of the students who attend Bridges. Most of the members have served on their School Site Councils and shared-decision-making councils at their schools, making them ready to continue in leadership roles at Bridges. Many members have shown leadership skills as Categorical Program Advisors, GATE Coordinators, STAR Testing Coordinators, Grade Level Chairs, Instructional Coaches, and UTLA Chapter Chairs. This team is comprised of successful teachers who utilize standards-based lessons and research-based pedagogy, daily in their classrooms. Most have served as Intervention Teachers, working with struggling students in a variety of ways.

In order to better serve our EL students, some team members (teachers and teacher's aides) have received training in Thinking Maps, SDAIE, and many are bi-lingual. Several members are Nationally Board Certified, and several team members have credentials in both elementary and secondary schools. Most of the team members have worked in the Wilmington schools, and many have lived in the community for generations. All can attest to the importance of Bridges as a means to bring an excellent education combined with social services to a severely disadvantaged population.

This team knows that the success of Bridges rests on the faithful and deliberate implementation of this plan. We believe that the success of this new school environment will be determined by the key component of our mission and vision: We will provide a safe, nurturing, and collaborative student-centered environment that fosters student achievement, values effort, and champions social justice. We are committed to bringing all students to standards mastery by gauging where students are and where they need to be. We are committed to providing the best instruction through collaboration, constant formal and informal assessment, and dedication to true professional development that adapts to changes. We know that through respectful collegiality we will all be school leaders and team builders, open-minded to doing whatever it takes to support our students.

This team is well-positioned to implement this plan. Not only have we brought our experience as educators, community members, and parents to weekly meetings since the inception of the school, but we have also indoctrinated new members into the plan and vision. The team has worked collaboratively in challenges that have surfaced, exhibiting in practice the central theme of the plan. Most conversations have centered on student issues and successes. This team has high expectations for students and everyone truly believes all students can learn.

2. How were parents and the community engaged in the development of the plan?

Harry Bridges K-8 Span School was opened under all policies and requirements of the PSC 3.0 process. In order for the plan to be approved it was evaluated by a panel of people from district employees, to parents, to community members who in turn recommended approval to Dr. Deasy. The Design Team was fortunate to have had representation from community members during the design team meetings. However, the design team also had meetings with parents from all five feeder schools on 10/7/2011, 10/13/2011, and 10/21/2011 at the Wilmington YMCA to seek input on the plan. The meetings were held

with support from United Way and the Wilmington YMCA. The team gathered feedback from the meetings that were held by PSC 3.0 in the months of November and December.

The meetings not only provided a forum for parents to provide input on critical aspects of the plan, but it also informed the design team about existing barriers to parental involvement and the current resources that parents utilize in the community. Community members discussed aspects of their “Dream School” provided input into items such as the needs of the 25% BB/FBB Population, EL Learners, Future Parent Engagement, and volunteer opportunities and requirements. Parents felt strongly that communication between the school and families was essential. There was strong sentiment for the establishment of a parent center, a twenty-hour parental volunteer commitment, and a school uniform policy.

In the table below, we have sketched a list of community partners, as well as the role and/or type of relationships we envision developing over time. The principal has met with representatives from these groups to form strong partnerships that will support our students:

Type of Partner	List of Potential Partners	Role/Relationship with School
Community Based Organizations	YMCA	Peer tutoring and reading with students
	Boys & Girls Club of Wilmington	After School Programming (Homework Club, Teen Assistance, etc.)
	Parks and Recreation	Environment/Recycling
	Chamber of Commerce	Design brochures/newsletters
	Providence Healthcare: Little Company of Mary-7 th Grade Curriculum	Weekly medical van visits for uninsured students; Seventh grade adolescent curriculum
	COPA-Creating Opportunities for Physical Activity	Physical Education Specialist & Training for teachers
	Families in Schools	Parent Outreach Training
	First 5 in LA	Early Options Education
	Volunteers of America	Volunteer Children’s Service Opportunities
	International Trade Academy (Banning High School) and the Port of Los Angeles High School Global Trade Academy	Vertical articulation/curriculum development, education on global trade experiences
	Wilmington Chamber of Commerce	Business outreach and development
	Wilmington Family Health Clinic	Health and Wellness
	Tsu Chi Foundation	Health and Wellness

Institutions of Higher Education	Harbor College CSU Dominguez Hills	Curricular Trips College visits, student teachers, summer programs
Labor Organizations	ILWU-International Longshore and Warehousemen's Union OCAW-Oil, Chemical and Atomic Workers Union Teamsters	Service Learning Homework Assistance and Mentoring Student participation in charity drives
Local government	Public Library Fire Station Banning Museum	Extended opportunities for access to text and literature Career awareness and disaster preparedness Field Trips/Family Activities
Business and Industry	Local refineries Juanitas Food and Food 4 Less FAMSA (furniture manufacturing) Score (textiles) Shipping & Stevedoring Companies	Career exploration and guest speakers Donations and financial support Student incentives and scholarships Reinforcement of science/environment Student mentoring

H. IMPLEMENTATION (2-3 pages)

Start Up, Year 1

The priorities for Year 1 funding are to establish the class size norms for the school based on the need to reduce class sizes from the District norms. In addition it is a priority to staff the school with an administrator, assistant principal (secondary experience), intervention coordinator, and campus aide. An additional priority will be in the area of professional development for balanced literacy including writing (Units of Study) and leveled reading.

We will add support services for students and families as we acquire more resources. The supports we most value are the psychiatric social worker, increased nursing services, and extending the arts.

In addition we will implement a strong grant writing team to seek out and apply for grants on a continuous basis. Grants have already been obtained through United Way for the Families In Schools "Read With Me" and "Reading Roads Programs". Grants also will be sought to support academic intervention, technology, and after school programming.

Year 2

We will continue to complete our staffing priorities as we add an 8th grade class to the campus and grow to our total enrollment of approximately 1,200 students. Professional development opportunities that involve a major commitment of funds include: balanced literacy (Units of Study writing training and leveled reading), key standards for algebra training, training for refining SDAIE skills.

For parents/guardians in Year 2 we have created a partnership United Way to receive *Families in Schools*, to increase family participation. We will continue to partner with *Families in Schools* to enhance parent involvement.

Year 3

In Year 3 our primary goal will be to sustain class size reduction accomplished in the previous two years. As additional funding becomes available, we will work at increasing our ability to reduce class sizes for all academic core content classes. We will continue funding the Professional Development Priorities that were established in Year 1 and 2.

For parents/guardians in Year 3 we will plan to offer the *Families in Schools* Transition to Middle School in addition to services offered in Year 1 and Year 2.

Harry Bridges will follow all LAUSD guidelines on all matters of fiscal soundness and legal compliance. We will begin establishing our instructional priorities aligned to student achievement data in the fall. Next, we will review the District's projected annual budgets with the SSC and align our priorities accordingly. We will ensure that the ELAC and CEAC are provided an opportunity to make formal recommendations to the final budget. The SLC will also provide formal recommendations based on input from the staff and community. A schedule to present a proposed budget to all stakeholders will be implemented so that all individuals have the opportunity to provide structured feedback prior to a final budget being adopted and presented to the District for approval. To ensure fiscal soundness and legal compliance, the school will use School Front End, the District's electronic budget management system to generate monthly financial reports for School Site Council meetings and advisory council meetings.

The principal, school administrative assistant and categorical program advisor will meet monthly with all leadership team members to review budgets. They will report monthly to School Site Council and advisory councils for monitoring purposes. Questions asked at monthly meetings will be answered conclusively at the School Site Council meeting the following month. Student achievement data will be shared to help assess the effectiveness of the expenditures to determine which activities should be funded, which should be modified and which should be eliminated.

I. REQUIRED ATTACHMENTS

The following attachments are required and should be included in the Table of Contents. They do not count toward the page limit. These attachments should be part of the entire proposal package that will be voted on by the staff.

- ☐ Attachment A1-2 (Letter of Interest/List of Waivers)
- ☐ Support of Petition (signatures of UTLA-represented certificated staff and documentation of parent and community engagement)
- ☐ Written consent of Principal

ATTACHMENT A-1

If you are interested in applying to become a Local Initiative School, you are asked to submit this Letter of Interest Form, along with the List of LIS Flexibility/Autonomy you are interested in by 5:00 PM on Friday, September 14, 2012 via e-mail to LIS@lausd.net. The Letter of Interest does not obligate the applicant(s) to submit a proposal nor does it bind them to the list of flexibilities/autonomies they have checked off. However, in order to submit a full proposal, a Letter of Interest must be submitted by the due date specified above.

Attachments A-1 and A-2 must be submitted again with your full proposal.

LETTER OF INTEREST



School Site Name:	Harry Bridges	LESC:	South
School Address:	1235 BROAD AVENUE Wilmington, Ca. 90744		
Principal:	LOU MARDESICH		
UTLA Chapter Chair:	MONICA GELBER		
Primary Contact Name:	LOU MARDESICH		
Primary Contact Phone No:	(310) 522-5400		
Primary Contact E-mail Add:	lmardesi@lausd.net		
Proposed School Name (if planning to change current school name):			
Proposed Grade Level Configuration for 2013 - 2014:	K-8		
Proposed Thematic Units or Areas of Focus (if applicable):			

ATTACHMENT A-2

Please check each flexibility/autonomy you are interested in (review pages 2 & 3 of the RFP for a more detailed description of each flexibility/autonomy):

Check Box	LIS Flexibility/Autonomy we are interested in:
<input checked="" type="checkbox"/>	Methods of improving pedagogy
<input checked="" type="checkbox"/>	Curriculum
<input checked="" type="checkbox"/>	Assessments
<input checked="" type="checkbox"/>	Scheduling
<input type="checkbox"/>	Internal Organization (e.g., SLCs)
<input checked="" type="checkbox"/>	Professional Development
<input type="checkbox"/>	Budgeting Control
<input checked="" type="checkbox"/>	Mutual Consent
<input checked="" type="checkbox"/>	Assignment of Teachers
<input checked="" type="checkbox"/>	Selecting Teachers for Grade Level or Department Chairs, Coordinators, Deans, Instructional Coaches, etc.
<input checked="" type="checkbox"/>	Student Discipline & Codes of Conduct
<input checked="" type="checkbox"/>	Health/Safety
<input checked="" type="checkbox"/>	Re-adopt current special conditions/waivers already applicable to the school (Please provide copy of current special conditions/waivers)
	Additional waivers, as listed below (we understand that additional waivers would require separate consideration and approval from both the District and UTLA before becoming effective):

The signatures below indicate acknowledgement of intent to submit a proposal for the Local Initiative School model and do not necessarily indicate approval of the proposal.

 2/7/13	 2/7/13
School Principal Signature / Date	UTLA Chapter Chair Signature / Date

Harry Bridges Span School - Local Initiative School Waiver Petition

Confirmation of Protocols Required for the Waivers Included in the Local Initiative School (LIS) Proposal

School Name: Harry Bridges School

Address: 1235 Broad Avenue, Wilmington, CA 90744

School Phone Number: 310.522.5400 FAX 310.835.1575

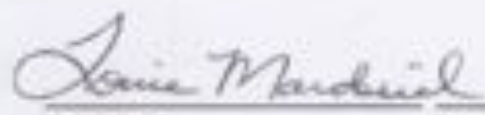
Principal: Louie Mardesich

Chapter Chair: Monica Gelber

- I. Attach a copy of the staff roster from the month the petition was circulated.
- II. A copy of this form and the petitions are submitted with the proposal. Document originals are on file at the school.
- III. Both the chapter chair and the principal sign below affirming the following protocols were followed:
 1. Before or during the current school year staff meetings were held to discuss and review the school's Instructional Plan/ Single Plan for Student Achievement, local policy development matters to develop the LIS plan and determine the appropriate LIS waivers to support that plan.
 2. Parent and Community Meetings were held to gather information from parents about their school improvement ideas and to share and discuss the ideas developed by staff. Parents have provided both input and feedback on the proposed waivers and the ideas for the overall plan. (Reminder: Copies of the Evidence of parent and community engagement collected through this process will be sent with the LIS Proposal to the Local Options Oversight Committee (LOOC) and the originals will be maintained at the school site.
 3. Following this initial phase, before December 14th of the current school year, at least 50%+1 of the UTLA represented current staff assigned to the school 50% or more of the time has signed the petition.

Signature indicates all protocols were followed.

(Maintain this form with other LIS Proposal records and submit a copy with the LIS Proposal sent to LOOC.)

 2/7/13
Principal Date

 2/7/13
UTLA Chapter Chair Date

Harry Bridges Span School - Local Initiative School Waiver Petition

Harry Bridges School - Local Initiative School Proposal

School Name: Harry Bridges School
Address: 1235 Broad Avenue, Wilmington, CA 90744
School Phone Number: 310.522.5400 FAX 310.835.1575
Principal: Louie Mardesich
Chapter Chair: Monica Gelber

Proposed Waivers and their Purpose

Waiver: #2 Methods to improve pedagogy and student achievement

Purpose: Incorporate the Gradual Release Model into our lesson design to ensure that student learning is the focal point of our daily instruction.

Waiver: #3 Locally determined curriculum, instructional standards, objectives, and special emphasis supplanting District standards (subject to State and District minimum curriculum standards)

Purpose: Supplement the District-adopted curriculum with the Leveled Reading Program and the Lucy Calkins Units of Study in Writing. Incorporate project-based learning related to the port. Incorporate an additional one-hour site obligation each Thursday for teacher professional collaboration based on available funds. Incorporate Providence Little Company of Mary ACES Curriculum (Adolescent Coping Education Series) along with programs, such as The Seven Habits of Highly Effective Teens, to provide a curriculum that meets the needs of our Middle School Students. Incorporate Instructional Rounds on a monthly basis. Schedule a minimum 90-minute literacy block at the middle school level to allow for intervention on a daily basis within the classroom. We will also schedule a mathematics intervention block for those students not achieving grade level standards.

Waiver: #4 Assessment

Purpose: Incorporate monthly Leveled Reading Assessments (Running Records), SRI Inventory (based on available funding) and Monthly Writing Assessments from the Units of Study. We will also implement weekly basic mathematics facts quizzes for Kindergarten-3rd grade and weekly algebraic skills quizzes for 4th-8th grade. Evaluate all district assessments for validity and purpose at the beginning of the year, and decide which assessments will be implemented.

Waiver: #7 Professional Development

Purpose: Incorporate the Seven Norms of Collaboration as operating procedure at our school. Schedule two-hour Professional Development meetings twice monthly with the second hour taking the place of a regularly scheduled Faculty Meeting. Provide training for our instructional initiatives with a requirement that faculty attend five six hour professional development sessions prior to the start of the school year and five six hour professional development sessions on selected Saturdays during the course of the school year based upon available funding. Utilize outside vendors as well as district teachers from local area schools that have expertise in our curricular initiatives that are not part of the LAUSD core.

Waiver: #9 A Requirement for "mutual consent"

Purpose: Require for "mutual consent" by school and employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandatory priority placements.

Harry Bridges Span School - Local Initiative School Waiver Petition

Waiver: #12 School student discipline guidelines and code of conduct

Purpose: Institute a school uniform policy. Require parents to volunteer 20 hours per year that can be met through parent training, conferences with teachers, and volunteer opportunities. Require parents to spend one half hour in a student's classroom the day after a student is served and out-of-classroom suspension for behavior.

Waiver: #13 School health and safety matters

Purpose: Partner with Providence Little Company of Mary to house a Medical Van on site one time per week and also support a COPA instructor that will provide guidance on enhancing our physical education program.

Waiver: #15 Other

Purpose: The Personnel/Staff Selection Committee will require a letter of intent, letters of recommendation, a resume, and evidence of the following: knowledge of content, pedagogy, and lesson-planning; management of routines, procedures, and student behavior; student progress-monitoring and intervention; communicating with families; and collaboration with colleagues.

Harry Bridges Span School - Local Initiative School Waiver Petition

Signature indicates that the individual is qualified to sign and has reviewed the proposed waivers: #2, 3, 4, 7, 9, 12 & 13 and supports Harry Bridges Span School writing a Local Initiative School Proposal with these waivers. Signatures must be in **ink**. No person shall write any name other than the person's own on this petition. The Petition was circulated from 12/11/12- 12/13/12.

#	Employee Number	Last Name (Print)	First Name (Print)	Signature
1	789550	BROWN	Ruth	[Signature]
2	704206	Kulagara	Christine	[Signature]
3	758807	Rodriguez	Maria	[Signature]
4	790257	Warren	Acacia	[Signature]
5	614887	Scognamillo	John	[Signature]
6	780513	Brenneman	Rachel	[Signature]
7	1043953	Bump	Timothy	[Signature]
8	787432	Hernandez	Blanca	[Signature]
9	678983	Trujillo	Sonia	[Signature]
10	719624	Aliifua	Melinda	[Signature]
11	710100	Montagna	Julie	[Signature]
13	1032474	Kristen Connolly	Kristen	[Signature]
14	799321	Fiamengo	Nicole	[Signature]
15	709277	Santos	Nataly	[Signature]
16	788864	Péñera Jacobs	Jacelyn	[Signature]
17	635178	Orozco	Juan	[Signature]
18	784834	Druskovich	Nicole	[Signature]
19	727217	Maseba	Yuka	[Signature]
20	717545	Correa	Lisa	[Signature]
21	727275	Wong	Jennie	[Signature]
22	758166	Dobrz	Augustina	[Signature]

Harry Bridges Span School - Local Initiative School Waiver Petition

Signature indicates that the individual is qualified to sign and has reviewed the proposed waivers: #2, 3, 4, 7, 9, 12 & 13 and supports Harry Bridges Span School writing a Local Initiative School Proposal with these waivers. Signatures must be in ink. No person shall write any name other than the person's own on this petition. The Petition was circulated from 12/11/12- 12/13/12.

#	Employee Number	Last Name (Print)	First Name (Print)	Signature
23	688070	Pineda	Lizett	<i>L. Pineda</i>
24	311198	Hernandez	Victoria M.	<i>Von Hernandez</i>
25	778746	Espiritu	Alyssa	<i>Alyssa Espiritu</i>
26	627775	Urbind	Virginia	<i>Virginia Urbind</i>
27	654451	Raya-Cantu	Dianna	<i>Dianna Raya-Cantu</i>
28	640860	Marrafo	Anna M.	<i>Anna M. Marrafo</i>
29	718709	Bourgeois	Linda	<i>Linda J. Bourgeois</i>
30	637341	Aguilar	Abelina	<i>Abelina Aguilar</i>
31	630833	Berumen	Hilda	<i>Hilda Berumen</i>
32	777455	Zmarzly	Yuri	<i>Yuri Zmarzly</i>
33	83966	Ceballos	Rene	<i>Rene Ceballos</i>
34	770490	Jackson	Nicole	<i>Nicole Jackson</i>
35	841317	Landing	Cathy	<i>Cathy Landing</i>
36	1003844	Mora	Luis	<i>Luis Mora</i>
37	725367	GELBER	MONICA	<i>Monica Gelber</i>
38	682995	Bourgeois	Mark	<i>Mark Bourgeois</i>
39	774931	ORDONEZ	CEsar	<i>Cesar Odonez</i>
40	1042580	McLean	AKesha	<i>Akisha McLean</i>
41	758657	Alvarez	Melissa	<i>Melissa Alvarez</i>
42	1044362	Hampton	Patrick	<i>Patrick Hampton</i>
43				

Harry Bridges Span School

1235 Broad Ave.

Wilmington, CA 90744

January 31, 2013

8:30am Auditorium

LIS Meeting

NAME/NOMBRE	Name of student/ Nombre del Estudiante
Norma Sanchez	Rene y Camila Reyes Sanchez
Laura Espinosa	Pilar Reynoso
Marica Canales	Jasmin Canales
Rosa Resendiz	Melanie y Kimberly Resendiz
Olga Martinez	Xamila, Cifuentes Karen C.
Rosa Ruiz C	Alexa Ruiz Nault, Arce
Raquel Arango	Rachel Arango
Rosa Barajas	Gerardo Barajas
Ma Luisa Avila	ANZEL Avila
Rosalinda Rojas	Jesus y Felipe y Refugio Rodriguez
Guadalupe Vargas	Ansel Serrano
Martin Serrano	Sarmine Estrada
Evelyn Viveros	Elva L. Viveros
Elizabeth Hernandez	Jesus Hernandez
Monica L. Anaya	Brandon Ros Anaya

Harry Bridges Span School

1235 Broad Ave.

Wilmington, CA 90744

January 31, 2013

8:30am Auditorium

LIS Meeting

NAME/NOMBRE	Name of student/ Nombre del Estudiante
Veronica Martinez	Gisselle Martinez
Jolanda Tustardo	Cindy Tustardo & Alvaro Desantiago
Veronica Martinez	
Adriana Beltrami	Denisse A. Beltrami - Andrea Beltrami
Brianne Perez	Ruth Mendez
Maria Santacruz	Elizabeth, Brian, Martin Santacruz
MARIA GARCIA	Alan Gutierrez, Ender GARCIA
MARTHA PEREZ	Jesus A Hernandez
MARTHA PEREZ	Destiny Hernandez
Mania Zaragoza	Erick Zaragoza
Mania T Zaragoza	Juanna Martinez
Mania T Zaragoza	Kimberly Martinez
Ma Lucia Avila	Lucia Avila Andres Avila
Vigilia Cervantes	Carolina & Elizabeth Espinoza
Elizabeth Hernandez	Jesus Hernandez

LIS Meeting

[illegible]

Harry Bridges Span School

1235 Broad Ave.

Wilmington, CA 90744

January 31, 2013

8:30am Auditorium

LIS Meeting

NAME/NOMBRE	Name of student/ Nombre del Estudiante
Berenice Gonzalez	Gia Ramon
Cecilia Serafin	Alfonso Rios
Francisco Martinez	Frank Martinez
Martha Nava	Jacqueline Nava
Esperanza Martinez	Richard Nava
Esperanza Martinez	Maria, Rodolfo, Yasmine, Katarro
Norma Barrera	Jagaira Cobas y Jonathan Cobas
Magdalena Serafin	Nancy Vega y Angel Vega
Glorka Medina	Alicia Medina
Francisco Hernandez	Erick y Alexis Hernandez



Harry Bridges K-8 Span School Mission Statement



Harry Bridges Span School will provide a world-class education for all students by ensuring a safe, nurturing, and collaborative student-centered environment that fosters student achievement, values effort, and promotes social justice.

Harry Bridges K-8 Span School Vision Statement

All Harry Bridges students are problem solvers who think and write critically, communicate clearly, and reflect on their own learning. They exercise cultural sensitivity and take responsibility for their own success persevering in creating a pathway for themselves to higher learning.

Data Driven Problem-Solving Process



Knowing and Understanding our Population

➤ 90% *Free and Reduced Lunch*

➤ 46% of our students scored *Advanced/Proficient* on the CST in ELA.

➤ 36% of our students scored *Advanced/Proficient* on the CST in Math.

There is an 81-point difference between the highest and lowest performing schools on the Academic Performance Index (API) from the primary elementary schools that will feed into Bridges.

➤ Only 55% of parents surveyed talk with their child's teacher about their education.

Local Initiative Schools Request for Proposal

- We are seeking waivers through the Local Initiative Schools Process to better serve our student population.

E.3. Locally Determined Curriculum, instructional standards, objectives, and special emphasis supplanting District standards.

E.4. Assessment

- ■ Units of Study in Writing
- ■ Leveled Reading
- ■ Mathematics
- ■ Intervention
- ■ SDAIE
- ■ Locally Designed



E.5. Local Schedule

E.6. Internal Organization (Not Selected)

- ■ 90 minute ELA Block in Middle School
- ■ Extended Professional Development

E.7. Professional Development

"If professional study is going to make a difference in our schools, it can't just make the individual smarter; it needs to make the school smarter."

Professional Development

- Learning from Each Other
- Instructional Rounds
- Professional Collaboration

7 Norms of Collaborative Work

E.8. Budget (not Selected)**E.9. Mutual Consent**

- • All teachers must agree to implement all components of the plan to work at Harry Bridges

E.10. Teacher Assignments**E.11. Matrix**

- • Remain on same grade level for three years
- • There will not be an elementary matrix for years 1 through 3.

E.12. School student discipline guidelines and code of conduct

- ■ Parents required to accompany students in the classroom anytime student is removed for disciplinary reasons.

School Culture

- Attendance Policy...100% Every Day
- Uniform Policy...Dressed for Success
- Safe & Civil Schools...Safe, Respectful & Responsible
- Zero Tolerance Policy
- 15 hr. Parent Volunteer Commitment

Waiver

- *E.13. School health and safety matters*



- >COPA
- >ILWU
- >Family Fun Night
- >Port of LA
- >Wilmington Boys & Girls Club
- > Little Company of Mary Partnership

Waiver

- *G. Family and Community Engagement*



Our Goal

- To create a warm and welcoming environment where families and community members have a voice.

6 Part Framework

-Dr. Joyce L. Epstein

- -Parenting
- -Communicating
- -Volunteering
- -Learning at Home
- -Decision-making
- -Collaborating with Community

But for a few tiny
adjustments, if we knew
how to make them, we
could release the genius in
every child.

Einstein

Questions/Comments/Concerns





Los Angeles Unified School District
Educational Service Center South
HARRY BRIDGES SPAN SCHOOL
1235 Broad Avenue
Wilmington, California 90744
(310) 522-5400 Fax (310) 835-1575

John E. Deasy, Ph.D.
Superintendent of Schools

Dr. Robert Bravo
ESC South, Superintendent

Louie Mardesich
Principal

February 8, 2013

To whom it may concern:

I have reviewed and consent to the Local Initiative School plan for Harry Bridges Span School. I was a member of the PCS 3.0 Design Team for South Region Span K-8 #1, which is now officially Harry Bridges Span School. I attended meetings for over ten months during the development of the plan. Our LIS plan is built upon the essential components of the plan that was adopted by the LAUSD Board of Education.

Respectfully,

Louie Mardesich