PORTER RANCH COMMUNITY SCHOOL

PILOT PLAN

2014-2015

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VISION

Our vision is to use the resources of all stakeholders to provide the children of Porter Ranch Community School with a quality education by focusing on local and global issues and responsibilities that build the character of the whole child intellectually, physically, emotionally, and socially, with the goal of preparing them to become productive and responsible citizens in a democratic society.

MISSION

The Porter Ranch Community School strives to provide a robust, engaging learning environment, where students understand that education is an investment in their own identity, know how to apply learned skills, take pride in their academic and career accomplishments, display cultural awareness, and empower others to do to the same. We believe that human curiosity is cultivated by teachers who ask good, hard questions, and who help develop students' abilities to tackle them. Students learn, and their lives are enriched, when they do: when they facilitate a discussion, engage in a debate, or present a research-based proposal to their peers. As such, we pride ourselves on being a school that elicits essential questions from its students and encourages self-awareness.

K-2 Academy: *Our mission is to lay the foundation for future growth and development by instilling a positive self-image and establishing personal goals for behavior, academic, and social expectations. Students who enroll in our K-2 Academy are expected to matriculate with the confidence and competence to enter our 3-5 Academy as goal-driven, self-motivated learners. Teachers and parents play an essential role as models for direct instruction, supplemental learning, and reinforcing common values established by the school community.*

3-5 Academy: *Our mission is to prepare students to think critically and independently, and enable our students to operate in a solutions-oriented environment where there is not always an obvious answer. Students in the 3-5 Academy are encouraged to tackle issues from multiple perspectives, engage in an open market exchange of ideas and structured discourse, and take ownership of their learning in a student-centered environment. Teachers and parents begin to take a larger role as facilitator and guide, as the students explore core content areas through metacognitive freelancing and evidence based reasoning.*

6-8 Academy: *Our mission is to prepare students for high school and beyond. Students in the 6-8 Academy will become problem solvers, critical thinkers, effective communicators, respectful and trustworthy leaders, and engaged citizens. As such, teachers facilitate student inquiry-based learning as they independently seek answers and resolutions to questions and issues, while constructing new knowledge. Students will engage in student centered activities such as seminar discussions, debates, or presentations as they delve deeply into core topics. As teachers connect student learning to real world experiences, consequences and goals, students are empowered to use their knowledge and resources to better their minds, their communities, and the world they live in. Parents, teachers, and community members will work closely together to support students as they invest in their future success.*

SCHOOL DATA PROFILE

Porter Ranch Community School (herein, PRCS) opened in 2012. PRCS is a Los Angeles Unified K-8 School with an API score (2012-2013) of 924 located in the hills of Porter Ranch, California. PRCS initially opened its doors as a student population relief school, bringing in a pre-existing Korean Dual Language Program (KDLP) from Topeka Elementary, as well as offering a limited number of permits. Now in our second year, we have a student body composed of 670 elementary students and 240 middle school students. Nearly 30% of those students and families made the decision to return to the public school system specifically because of the opening of PRCS. Our student population includes: 7% African American, 49% Asian, 6% Filipino, 10% Hispanic or Latino, and 28% White. Of this population, 14% are English Learners, 8% are Socioeconomically Disadvantaged, and 7% are Students with Disabilities.

Student Population - Ethnicity

- ● African-American
- ● Asian
- ● Filipino
- ● Hispanic or Latino
- ● White
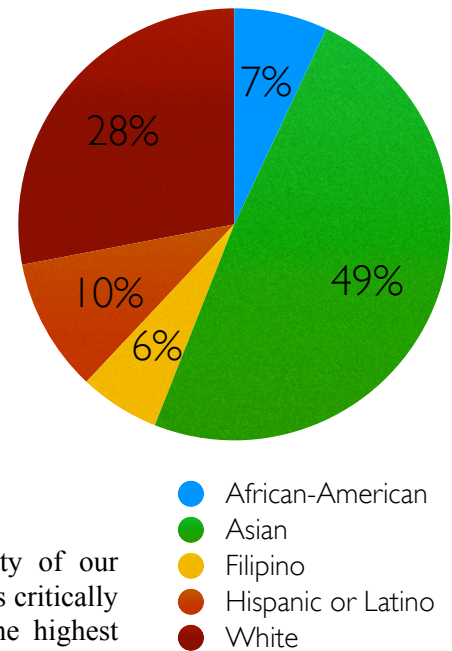
In the ongoing search for objective knowledge about the quality of our educational program, thoughtful examination of data and metadata is critically important. Effective statistical analysis can lead us to identify the highest priorities for our school, determine the needs for professional development, and help us understand the relevance of our instructional practices. However, as a school with only a single year's worth of data to examine, significant portions of empirical data tie back to our feeder schools, where without the personal experience to call our own, we lose the human element in understanding the context of those numbers. As such, the majority of said data is primarily used as part of several foundational pieces within the larger framework of using sabremetrics to focus our instructional and operational goals. We have a substantial amount of metadata at our disposal, but we cannot accurately pinpoint the specific trends that persist due to an inability to disaggregate student information without going on a student-by-student basis for all 910 students enrolled at PRCS from both public and private schools.

As a school and community, we are growing in our understanding of our strengths and areas of concern, especially given the recent adoption of the Smarter Balanced assessment and its implications on assessing student growth. What we do know from available data and metadata is that our students come to us with a variety of strengths and areas of concern.

API data indicate strong academic success relative to the District average, as well as comparable results with local schools. Outgoing CST data also show similar correlations between that majority of tested subjects. However, in the category of Writing, there exists a clear discrepancy between PRCS and feeder schools.

API Comparison

- ■ LAUSD ■ Germain ■ Castlebay ■ Nobel
- ■ PRCS
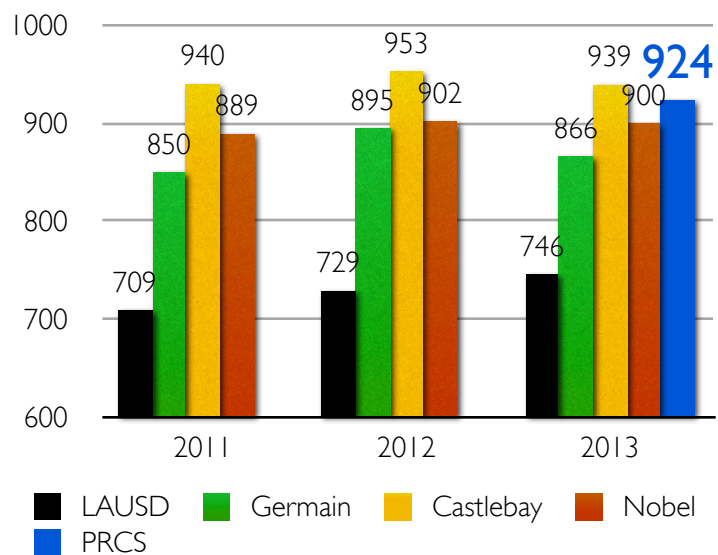
Porter Ranch Community School – Writing

Test	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	# Tested
ENGLISH LANGUAGE ARTS WRITING (GR 4)	0%	1%	22%	55%	19%	89
ENGLISH LANGUAGE ARTS WRITING (GR 7)	9%	0%	5%	56%	28%	43
Grand Total	**3%**	**1%**	**17%**	**55%**	**22%**	**132**

	# Far Below Basic	# Below Basic	# Basic	# Proficient	# Advanced	# Tested
Grand Total	4	1	22	73	29	132

Castlebay Elementary – Writing

Test	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	# Tested
ENGLISH LANGUAGE ARTS WRITING (GR 4)	0%	0%	2%	70%	27%	106
Grand Total	**0%**	**0%**	**2%**	**70%**	**27%**	**106**

	# Far Below Basic	# Below Basic	# Basic	# Proficient	# Advanced	# Tested
Grand Total	0	0	2	74	29	106

Nobel Middle School – Writing

Test	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	# Tested
ENGLISH LANGUAGE ARTS WRITING (GR 7)	0%	0%	12%	62%	24%	822
Grand Total	**0%**	**0%**	**12%**	**62%**	**24%**	**822**

	# Far Below Basic	# Below Basic	# Basic	# Proficient	# Advanced	# Tested
Grand Total	0	0	102	510	200	822

At first glance, the numbers seem close enough, but the variances between the three schools' P/A bracket and as well as their BB/FBB populations are what raise concerns. Castlebay, where many of our students came from, shows a 97% Proficiency rate, whereas PRCS comes in at 74%. The situation almost evens out at the 7th grade level for Proficiency, but there is a 9% point difference in the B-FBB categories. Considering that Nobel serves over 800 students in the 7th grade while PRCS only had 43 students tested last year and still had 21% percent test as B-FBB, the need for strengthening our writing program is clear. In addition to the raw numbers from State assessments, anecdotal records from many of our teachers from different grade levels and subjects indicate a wide range of issues when it pertains to writing. As such, we have evaluated the current progress of our students as well as our existing instructional model and found the need to supplement with a more uniform approach to writing between all three academies.

As reflected in the accompanying chart, 96 out of our 230 6-8 Academy students are either receiving a "U" in the categories of work habits and/or cooperation for mid-quarter progress report cards. Similar numbers are hard to quantify with the existing structure of the K-5 report card, but anecdotal evidence from teacher observation and discussion lead to comparable conclusions. This data reflects an

Individual Students w/ 1 or More Unsatisfactory
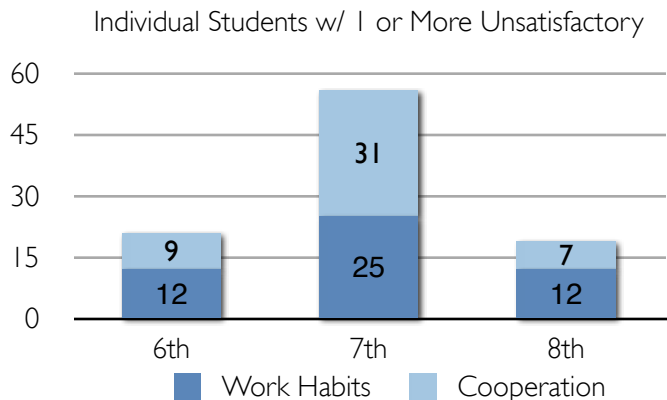
urgency as a school to instruct our students about the importance of being good citizens in addition to being academically successful. Our students have the knowledge and skill set, but it seems as though they are not applying it during these formative years.

At PRCS, the high level of collaboration that occurs for our constructivist-learning classrooms is not attainable with minimal or negative cooperation. To create an authentic learning environment, it is imperative that students first learn to respect one another's differences and work collaboratively. This ability to work together will also be critical for the work place. We see our students' education as not just confined to a K-8 curriculum, but rather education to the whole child. As a result, PRCS will invite community members to participate in job fairs and/or have critical conversations with our students about how their attitude and work habits affect their capacity to be successful in the future. These "Power Lunches" for 3-5 and 6-8 Academy students will be driven by student interests and tailored to the needs of both academies. However, rather than simply treat this persistent ennui in the 6-8 Academy, we want to further combat the 41% statistic by building a strong foundation from Transitional Kinder, TK, in regards to positive character development. Our hope is that the ramifications of their learning in TK-5 will affect their character development in 8th grade so our students will leave PRCS equipped to be productive citizens in their work environment and communities.

NEEDS AND CHALLENGES

The future of school data is unpredictable, but we have identified several key measures to focus on during

Instructional:

- Writing – uniform program that addresses structure and strategies of information/technical writing
- History/Social Science in the 3-5 and 6-8 Academies – the DBQ (Document Based Questioning) conundrum as it pertains to writing and performance tasks

Behavioral:

- Student Professionalism – students not "On Par" for work habits and cooperation

Operational:

- Scheduling & calendars that reflect instructional needs

this transitional period.

We, as a school community, have chosen these four foci as our Needs and Challenges because they speak to the development of the whole child, as well as the desire for autonomy and flexibility to better serve our student population. Both instructional challenges tie back to writing and the ability to accurately synthesize information during a given performance task. The wide spectrum of ability within our academies is due largely to the fact that our students come from so many different educational backgrounds, lacking any uniform type of writing instruction. Though the majority of our students came from District schools, there is a growing number of students who left private schools to come to PRCS, leading to an entirely different discussion about the type of curriculum used and knowledge that those students come with. The trends that our teachers are seeing with regard to writing is a lack of foundational skills and understanding of formal structure, as well as weakness when it comes to applying said skills to literary analysis in a subject like History/Social Science. Even for students with a deep well of propositional knowledge, there is a dire need for procedural knowledge to help them apply it to a given performance task. A tangible example is seen in our 3-5 and 6-8 Academies where students are provided

primary and secondary resources for analysis and evaluation, but are unable to naturally synthesize conclusions supported by those documents. We believe that focusing on writing concurrently across grade levels and departments will address those issues, rather than treating them separately between subjects.

The need to address "Student Professionalism" stems from a number of issues unique to this campus, such as the diverse learning experiences and expectations of students trying to acculturate to PRCS. We see a strong need for support and counseling within our 6-8 Academy, but only have a 1/2 time counselor to address those issues. This is one reason why we are looking for budget autonomy to address the staffing needs specific to our 6-8 Academy as reflected in data. However, counseling and intervention at that age are more like educational triage than a sustainable model. We see the potential for a great return on investment with prevention and education in the K-2 and 3-5 Academies where we can start to develop strong work habits, positive self-image, and strategies for dealing with the crises typically associated with a traditional middle school environment. Middle school is difficult enough as it is, even without the social emotional issues, which is why we have given such a high priority to provide our students every opportunity possible to thrive during those years.

Many of the programs and policies we seek to implement will require drastic changes to our existing schedule and calendar, whereas some will seamlessly fit into the current systems and structures in place (See Instructional Plan for details). The reality of rolling out new programs and policies is that it will take time and multiple rounds of evaluation to fine tune, but we at least need the autonomy to make those type of decisions to meet the needs/wants of our students. The greater scheduling and calendar changes will be see in the 3-5 and 6-8 Academies, but we envision each grade utilizing certain freedoms with their schedule to help our students transition from one academy to the next.

FAMILY AND COMMUNITY ENGAGEMENT

PRCS is unique because it was designed by the very community it supports. An unprecedented partnership between LAUSD, the neighborhood council, Porter Ranch Development and our city councilman, Mitchell Englander, helped create the school and community joint use agreement. The initial PRCS vision, with the community as the centerpiece, motivated us to seek out diverse, community partnerships as the foundation of our school's identity. It has also encouraged us to move forward in our plan toward school autonomy as these community collaborations provide the critical support needed for our students' academic success. Through these partnerships, our students now have access to technology, support staff, enrichment opportunities, and information to support their lifelong learning. The Community Partnership programs that we currently have are:

| Government / Local Councils	Health/Science
Councilman Mitchell Englander Porter Ranch Neighborhood Council Local neighborhood associations	Facey Medical UCLA Health Care Concepts Medical Kidz Dental Rebecca Lee Dental

Business	Education
3M Chatsworth Chamber of Commerce Porter Ranch Development Company Kohls Whole Foods T-Mobile Coldwell Banker Galpin Ford Target Hanmi Bank Porter Ranch Taekwondo Keystone Towing Fazio Cleaners Title 365	USC CSUN (art, STEM, college prep) Porter Ranch Public Library Korean Education Center Granada Hills Charter School
	Church / Public
	Shepherd of the Hills Garden Church YMCA Kiwanis Chatsworth San Fernando Food Bank

When you work collaboratively as a community, parent involvement has an entirely different format and level of partnership. The magnitude and depth of support we have received from parents, community leaders, and corporate sponsors is the heart of who we are. We have four formal parent committee groups: School Site Council, English Language Advisory Committee, Booster and Parent Teacher Association (each one having specific roles and responsibilities). The SSC not only has the district role of overseeing categorical budgets and to work on the school plan, but they are also given the opportunity to provide their voice and input in an open forum with other PRCS parents. In order to help the needs of our school today and our future, this committee is effectively researching and collecting data to ensure student achievements and success. In addition to these formal parent groups, we have many other parent involvement opportunities such as monthly informational meetings, coffee with the principal, Porter Ranch Neighborhood Council meetings, district town hall meetings, and Neighborhood association meetings.

The ELAC and multicultural support team launch events, activities, lessons, and provide supports for all of our students. Their purpose is to expose our students to the myriad of cultures represented in our community. Through this exposure, the school can develop a more culturally sensitive student population. An additional parent committee is our Booster Organization which oversees the financial aspects of donations and fund raising for the school budget. They facilitate out-reach projects to local businesses and coordinate events to elicit stronger community collaboration. The PTA is the heart of the parent volunteer program. There are more than twenty parent committees on site, and each committee is led by a chair that supports teachers in coordinating activities or providing materials necessary for student achievement, i.e. field trips. (See Appendix A) As a school community, we believe in the full inclusion and engagement of parents from all corners of our campus. We have found that parents are able to be more actively involved with their children, many of whom are split between the different academies, because of the intimate size and unique Academy structure of PRCS.

Building a strong partnership is an essential part of student achievement academically and socially, and therefore, PRCS understands the importance of fostering an educational environment that promotes self-confidence. We currently offer monthly informational meetings, but we would like to expand these to grade level specific topics based on parent needs. Some events we foresee in our future are annual "Math Nights" and "Science Nights." In addition to providing information on how to support their child with homework and study skills, we will also offer hands-on workshops on how to help their child build

positive self-esteem so that our PRCS students will be good citizens in our school and community. Seeing the need for a full-time counselor, our school is in the process of sending a teacher to be trained in grief counseling through "Our House." To ensure we are continuously and consistently in communication with parents, we have a part-time parent center director that supports both parents and teachers. Our parent center director and various parent committees have created the following chart of services they would like to roll out for our school as part of our educational relationship:
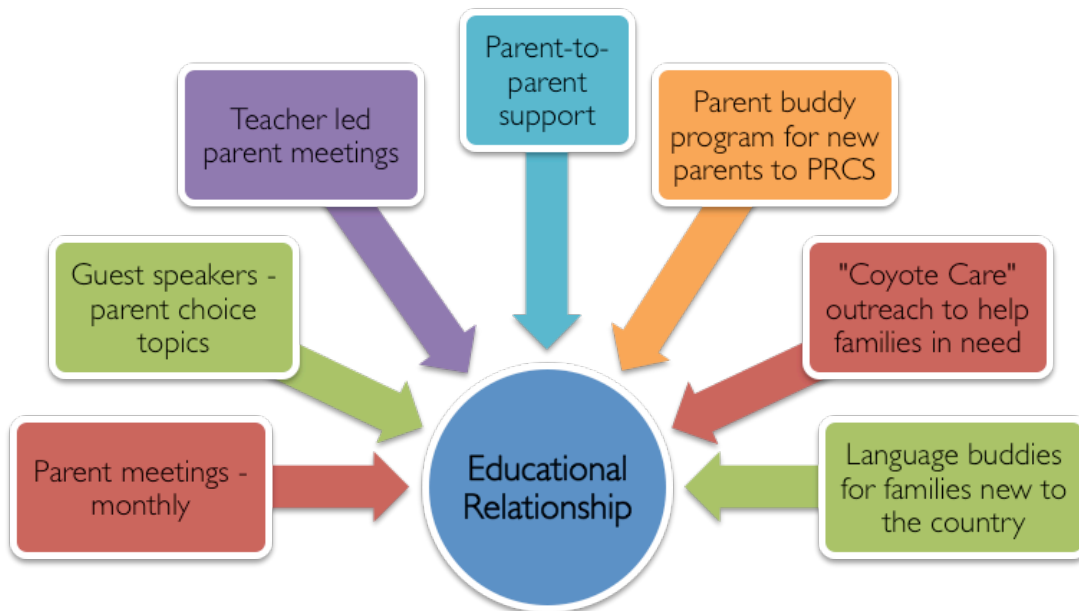
Safety is our first priority at PRCS. We have a safety team comprised of parents and community members who was honored by the North Valley Council PTA for their exemplary safety plan. Our team is CERT trained through our neighborhood council. Our safety programs and drills are led and evaluated by parents. Additionally, our community provides the supports necessary to equip our school to be the evacuation site for the neighborhood. The local fire department, police department and school police lead parent workshops to ensure our students' safety. As noted, parents are a critical component of our safe school plan. Their participation ensures school staff and community members are like minded in regard to the safety of our students. (See Appendix B for letters of support from the community)

ACADEMIC CULTURE

A central focus of our academic culture at PRCS is cultivating transformative and progressive learners. We believe that this can be achieved by coming together as stakeholders and redefining community, more specifically, how it applies to our students within a global framework. Without question, our students will face challenges much different from the ones we encountered as youths. It is our responsibility to incorporate the transformative changes needed in education to equip our students with the confidence and competence to apply their learning into their worlds: locally, globally, and socially.

As part of a proactive and professional learning community, students will demonstrate their learning and understanding of their worlds through a multitude of ways, such as collaborative learning models. Teachers will identify needs in all three academies and create strategic plans for addressing those issues as an entire school to ensure continuity. Even within the classroom, table and seating arrangements will promote collaborative team building throughout the day. Another piece in students becoming progressive

learners is supporting our students in mastering the Common Core State Standards. In order to develop mastery, teachers will help develop student's metacognitive thought processes. This can be seen in students justifying or explaining their thinking in relation to a problem. In the primary grades, the problems will be teacher directed and solutions with be created in conjunction with students. In the upper grades, problems and solutions will be student centered. Allowing students to collaboratively brainstorm ideas and strategies to tackle a problem will help facilitate higher order thinking skills. Students will have opportunities to create projects that incorporate different learning modalities as well as utilize technology, as needed, to present their learning. Families and community members will also be invited to participate in some student learning projects. Examples of student learning projects may include: Korean Dual Language Program Showcase Event, Literacy Morning/Pancake Breakfast, Spelling Bee, and Art Reflections. Future school sponsored events which support our collaborative culture and progressive education may include: math night, science night, Winter Solstice, Cultural Appreciation/Celebration, and a PRCS Team Building Day.

After such events, students will be encouraged to self-reflect on their projects to assess their growth and measure their needs for improvement. The self-assessments can be in the form of rubric analysis and/or portfolio evaluations. In addition, assessment results from programs such as, but not limited to, My Data and the "Problem Solving Inquiry Cycle" can aid students in understanding their growth and mastery of certain academic standards. Furthermore, teacher to student and teacher to parent conferences are essential in communicating student self-reflections for growth and improvement. Students will also be encouraged to participate in student led conferences to demonstrate their understanding of standards. These platforms to assess student learning will be "living" documents that continuously change as students change grade levels and as the school year progresses. The overall objective in cultivating a transformative and progressive academic culture is to have students take ownership of their learning by assessing and creating learning with all stakeholders (students, staff, families, and community) and incorporating different strategies in order to make sense of their world.

PROFESSIONAL CULTURE

PRCS will promote a collaborative and exemplary professional culture by implementing essential tools and strategies unique to the school. The TK-8 span structure of the school naturally lends itself to opportunities for collaborative work during grade level meetings, professional development, and other teacher created opportunities within the school. Teachers will communicate within their grade level and/or department in order to ensure common or team lessons that encompasses short term and long term goals. As outlined in the LAUSD Pilot School Professional Learning Community rubric, PRCS is developing our vision for how PLCs will help the staff work together more effectively and disseminate information more efficiently. A major component of our professional culture will be the relationship between leadership and faculty and their collectively ability to design and implement ongoing staff development based on assessed student and teacher needs. We have already experienced a modest amount of success considering our short history, which is why we see PLCs as the vehicle to help us sustain our momentum and foster positive growth. Group relationships are a major component of the strength of PRCS, which is also a critical component to the success of any PLC. Here at PRCS, our relationships are characterized by openness, honesty, mutual trust, respect, support, and care. Despite our different backgrounds and wide range of grade levels, the same goal-oriented mentality persists in each member of the staff. Reflective conversations and peer support are just some of the ways that we continuously ask ourselves, "How are we doing and how can we improve?" This brings us to the types of forums and open conversations about our profession that help us refine our craft and reenergize our spirits.

Communication during vertical articulation meetings, between grade levels and between elementary and middle school, will allow us to identify academic and behavioral problems and create solutions to meet the needs of students. Professional developments will be teacher driven, and they will play an active role in designing and aligning them with the school's curriculum and goals. In order to enhance our learning environment, teachers will pace out the professional development for the school year with a focus in mind and be given adequate time to develop tried-and-true practices. Providing a professional environment that promotes respect and openness to new ideas include: allowing peer feedback on lessons observed, 'best practices' wall readily accessible, and a support system that focuses on improving the teacher craft objectively and constructively. This can be accomplished by acknowledging teachers for their contributions, staff team building days, and setting behavior norms for structured discourse.
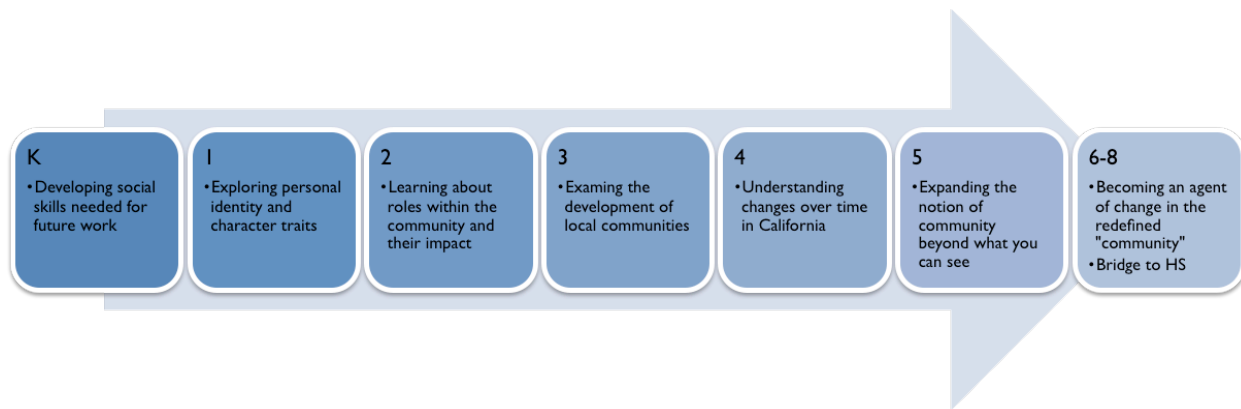
DESIGN TEAM CAPACITY

The members of our school planning and design team included the Principal, Coordinator, Middle School Counselor, all teachers, School Site Council Parents, and a classified staff member. To ensure an equitable and fair process, all teachers were given survey forms to fill out and had opportunities to attend 12 voluntary after school meetings so they can provide personal input. All interested teachers were given the opportunity to contribute their expertise when developing this proposal, and to present cohesiveness and uniformity in writing, one teacher was designated to assemble all the contributions and inputs provided.

As teachers wrote parts of the proposal, they presented their designated sections to other teachers as part of an evaluation and rewriting process. As each section came together, copies of the drafts were made public and available to staff members and other interested stakeholders. Parents and School Site Council Members were also invited to contribute their input on family and community engagement. All teachers and SSC parents were given the 1st draft of the proposal via email, so they can actively be involved in making sure the proposal is representative and reflective of all grades from TK-8.

The writing team consisted of Mary Melvin, Mindy Park, Kathy Wagenbach, Jessica Mustard, Meghan Wamsley, Marie Landrum, Kip Kaprelian, Jackie Barry, Jason Mustard, Rosie Van Zyl, Diane Newell, Deidre Shumate, Lisa Martinez, Don Kim, Elijah Whang, Moira Talan, Laura Singer, Denise Hoppal, Jinny Hong, Sarah Jung, and Gloria Miller. The input for all the writing and the editing team consisted of Tina Bae, Eunice Chu, Kelsie Di Piazza, Janet Park, Irene Eason, Jeannie Han, Joanna Hansen, Melissa Harp, Sadhna Kathuria, Robin Kieffer, Eileen Paik, Cindy Pineda, Jessica Varko, Marie Woodings, Amy Almany, Julie Yoon, and Regina Yang. The parents who helped contribute to the plan were Michael Ward, Michelle Brekke, and Summer Shami. (See Appendix for full description)

INSTRUCTIONAL PROGRAM

We believe that human curiosity is cultivated by teachers who ask good, hard questions, and who help develop students' abilities to tackle them. Students learn, and their lives are enriched, when they do: when they facilitate a discussion, engage in a debate, or present a research-based proposal to their peers. As such, we pride ourselves on being a school that elicits essential questions from its students and encourages self-awareness. The following summaries of our approach to instruction cover some of the instructional strategies, practices, and programs already in place at PRCS, as well as what we are working towards implementing school-wide. Our instructional program and assessment plan are specifically broken down into core content areas and by grade level in Appendix C.

K	1	2	3	4	5	6-8
•Developing social skills needed for future work	•Exploring personal identity and character traits	•Learning about roles within the community and their impact	•Examing the development of local communities	•Understanding changes over time in California	•Expanding the notion of community beyond what you can see	•Becoming an agent of change in the redefined "community" •Bridge to HS

Thematic Instruction in TK & Kindergarten

One of the many concerns with TK and kindergarten instruction is the fear of leaving out a foundational skill or two that students will need in the future. The sheer number of standards to cover is often overlooked by the bright-eyed, cheery demeanor of our Academy freshmen. However, between a disjointed pacing plan, lack of correlation between curriculum from different publishers, and a slew of social emotional and behavioral issues to contend with, being confined by a predetermined framework of instruction often leaves out some of the most foundational knowledge that our students need. The end result is that our teachers are left supplementing the core curriculum more than they use it. Our TK and kindergarten teachers agree that the base curriculum can be *effective*, but recognize that approaching instruction from a thematic standpoint can be more *efficient*. As such, PRCS sees the need for autonomy in the use of curriculum and assessment to better meet the needs of our students, without sacrificing the quality of our educational program.

In relation to the larger learning community and other academies, TK and kindergarten see their roles as the true foundation for what we aim to accomplish with our 8th grade students. All the lofty goals and visions we have for our oldest students begin with this creative, albeit retro, approach to teaching our youngest ones. Part of the innovation behind this decision is building in time to the professional development calendar for our teachers to thoroughly develop and evaluate these evolving thematic units. From the way we assess our TK students at a more developmentally appropriate level, to how we introduce students to the concepts and rules of school in kindergarten, we plan to take the time in designing these units to incorporate a rotation schedule, our Korean Dual Language Program class, clear correlations between core content areas, and the first stages of a uniform writing program to be used throughout the Academies. Year to year progressions will include a development cycle for thematic units with core literature focusing on non-fiction, writing, and linked learning embedded into daily instruction. Starting at the end of this year, vertical articulation between TK, K, and 1st grade will be paramount in establishing the goals for the upcoming school year. Additionally, knowing where each grade level stands at the end of the year, their expectations for day 1 of the next school year, and how they intend to get there is critical to creating a cohesive instructional plan between the introductory grades.

English Language Arts

PRCS believes that English Language Arts should be taught as part of a developing continuum, where each Academy and grade level builds on each other within the frameworks of literacy, masterful writing, and analytical thinking. Through developmentally appropriate instruction in all strands of English Language Arts (reading, writing, listening, and speaking), PRCS students receive the necessary

knowledge and skills that allow them to access the curriculum and content knowledge. PRCS will continue to use reading programs such as Treasures, RAZ Kidz, and Accelerated Reader to assist teachers in promoting life-long interest in reading by providing teachers with tools to recommend and monitor independent reading materials based on a students' interests and reading levels. Additionally, PRCS will use selections from State adopted materials and teacher-selected core and supplemental literature, with a focus on important analytical skills that will transfer into all content areas. With true departmentalizing potentially starting as early as 4th grade, the autonomy granted by a Pilot School model allows our teachers to work more effectively as they prepare, teach, reflect on, and share their best practices so that the next grade level can continue their efforts seamlessly.

While many programs view writing in the curriculum as one dimensional, PRCS sees writing as a tool for mapping thinking as well as a structured product for showing understanding. Moreover, our comprehensive program addresses not only the individual components of rhetorical awareness but also their interdependence in producing cogent writing.
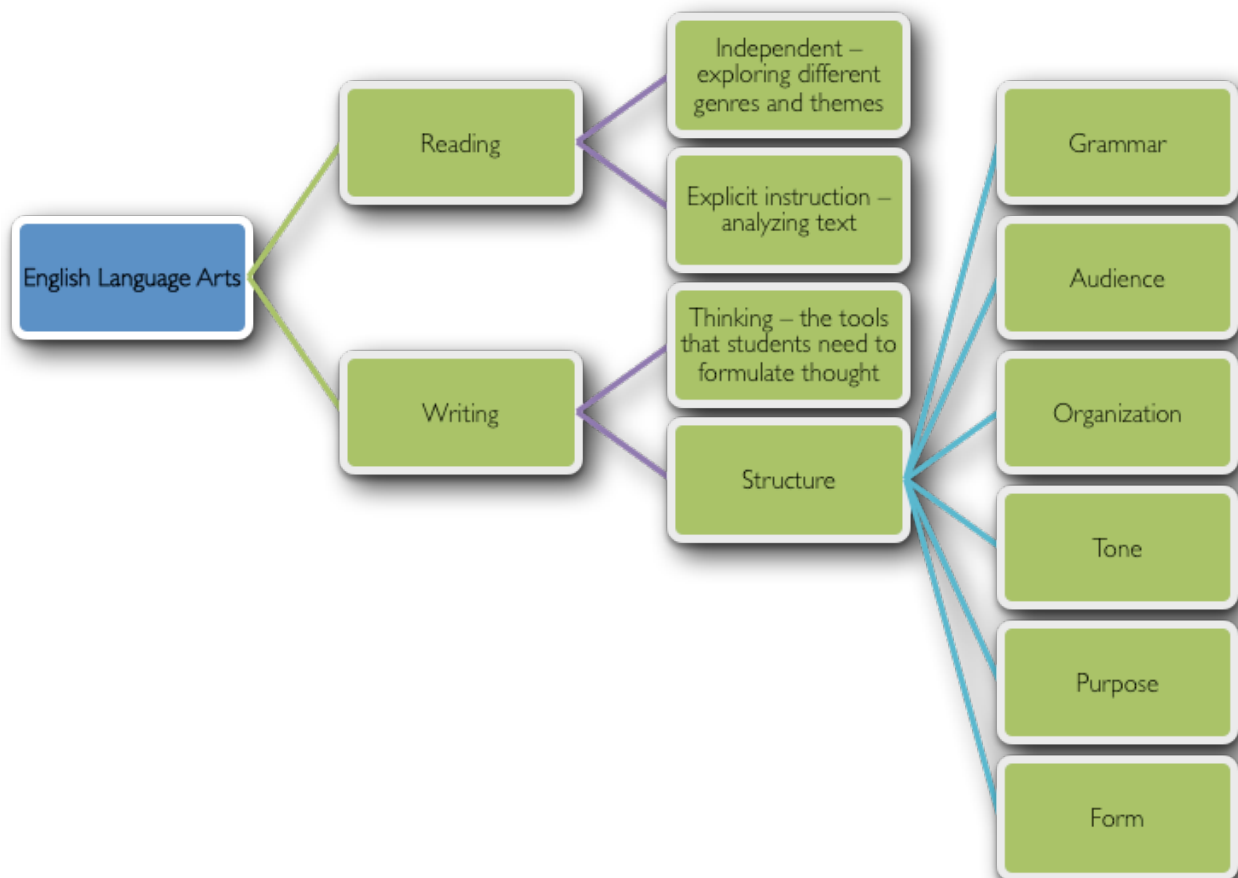
Throughout the academies, critical thinking skills will be reinforced in students' analyses of various types of texts—fiction and non-fiction, as well as audio texts (e.g. recordings of interviews, speeches, poetry reading) and visual texts (e.g. photos, political cartoons, advertisements, paintings, films, websites, etc.). As students have access to a variety of genres of literature and types of text, they will be better prepared to comprehend increasingly advanced text structures waiting for them in high school, college, and their careers. Whereas language conventions and foundational reading are hallmarks of our K-2 Academy, we expect students to use various strategies such as annotation to examine the writer's craft in order to understand text beyond basic comprehension as they progress through our school; recognize the

differences between implicit and explicit meaning; and evaluate the impact of diction, literary devices, figurative language, and rhetorical devices on meaning, purpose and tone. Much of this process begins in take shape in our 3-5 Academy, with the independence and clarity of thought in blossoming in 8th grade.

PRCS's writing instruction will align with Common Core State Standards in argumentative, informational/expository, and narrative writing, thus providing a cohesive writing program from K-8 that prepares them for the rigors of high school thinking and writing. PRCS will not only use writing to promote thinking and learning across all disciplines (the how), but also to emphasize the important role writing has in academic, professional, and real-life settings (the why). PRCS will continue to explore and implement developmentally appropriate writing programs that will teach students that proficient writing requires a recursive thinking process of planning, researching, drafting, revising, editing, and publishing. Accordingly, not only will students evaluate the relationships between form and purpose and audience and tone, but their instruction will focus on the development of ideas, organization of evidence, effective use of vocabulary, and accurate usage of English language conventions. Furthermore, the 6-8 Academy will provide an anchor in the alignment of K-8 grammar instruction, where teachers in the 3-5 Academy and 6-8 Academy align their instruction to build on previously taught skills. In this way, an explicit study of parts of speech, syntax, usage, and punctuation will enable student prose to evolve in complexity as an integral part of a rigorous writing program. To help manage these outcomes, PRCS will also explore digital resources such as Turnitin.com to support and expedite student writing, peer review, and personalized teacher feedback. With the paradigm shift in how we approach English Language Arts through the CCSS, additional training and professional development for teachers from all Academies will be needed to create a cohesive approach. Not only does the PRCS English Language Arts program create critical thinkers and skilled writers, it provides invaluable support to a school committed to providing comprehensive writing instruction that spans content areas and grade levels.

Math

Students will demonstrate perseverance and precision in solving mathematical problems. They will also use reasoning skills by constructing practical arguments when critiquing their own work along with their peers'. They will utilize models, manipulatives, and other applicable tools and strategies to explain their mathematical understanding. Students will clarify and elaborate their understanding of math concepts through reading, writing, speaking, listening, and drawing models.

When given real life mathematical situations, students will test their reasoning by implementing the engineering process of asking, imagining, planning, creating, and improving. Some of our classrooms were given the opportunity to explore the STEM curriculum and discovered the value and importance of implementing this program school-wide. The integration of Science, Technology, Engineering, and Mathematics will allow students to make real-life connections so they can thrive and succeed in our global community.

While teachers will continue to implement the adopted mathematics program through various teaching methodologies, PRCS would like to simultaneously integrate a teacher directed classroom with an environment that encourages problem solving through discovery and exploratory learning so that students are encouraged to actively find solutions to problems. Teachers will align lesson and projects with the CA Common Core standards, while supplementing with other enrichment resources like Sandra Kaplan's depth and complexity strategies. In order to build student, parent, and teacher learning partnership, PRCS will have an annual teacher-led "Math Night" to promote the importance of family involvement. This informational night will provide families with helpful tips and strategies to enhance learning at school and home.
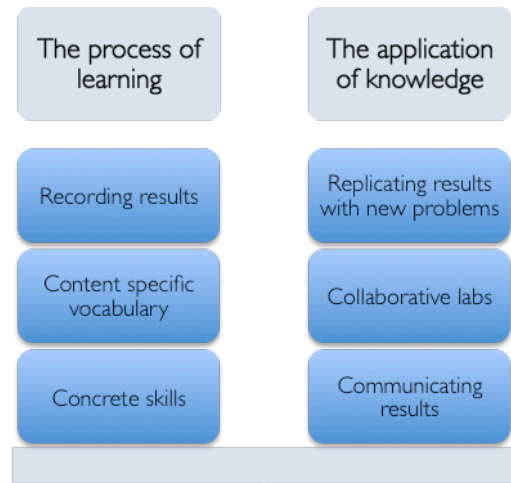
Science

The Science program at Porter Ranch Community School consists of three strands of Science: Earth Science, Life Science, and Physical Science. The focal points for each Academy's approach to science are tied a two-tiered instructional model that balances the process of inquiry and learning with practical application and communication of results. Students in our K-2and 3-5 Academies develop the skills and understand the process of learning, while those in our 6-8 Academy continue that process with evaluation and application.

Students are instructed to utilize the scientific inquiry process using hands-on, integrated, lab based lessons/units. All PRCS students learn to develop hypotheses, test their hypotheses through observation and investigation, and

record their results. The fascination with how the world works has served as a foundation for exploration and discovery. We have many new challenges that face humanity now and our future, and our science program will permeate the aspect of modern life and knowledge attained to engage in public policy issues of today and the future.

A stand-alone science lab is provided for the K-2 and 3-5 Academies, where teachers utilize the Full Option Science Series (FOSS) and the state adopted textbook as their primary tools for instruction. Teachers want the autonomy to selectively use the District provided periodic assessments so that they can take the time to go more in depth with curriculum and integrate STEAM modules when applicable. In the 6-8 Academy, science teachers have designed units of study that give students multiple opportunities to test the validity of their experimentation. With consideration to our students preparing for high school and their needs/wants, we are interested in condensing the health unit to provide to offer a separate engineering component within science. The proposed class would make health a 10-week program, with the second half of the semester being engineering, thus ensuring that our school is able to meet all State requirements.

As we move towards the alignment of Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS), we will use our first year to research and train for teacher competency in the new standards which include, but are not limited to, science and engineering, cross cutting concepts, disciplinary core ideas and technology. (See Appendix D for a proposed calendar) Our approach to science education will be linked to the development of a strong science foundation in elementary and a clear articulation to the science high school curriculum. All teachers in elementary will have the opportunity to utilize guided support from a science lab/teacher, grade level support, and introduce their own supplemental curriculum. Elementary teachers will have the option to continue to use FOSS, but are encouraged to explore and supplement other programs, such as GEMS, Scottish Storyline, Service Learning, Interact or STEAM to integrate/develop cross curricular lesson plan development.

As students progress through the Academies, the focus on expository writing focus can and will be integrated and developed to support common core language arts and science standards. 3-5 and 6-8 Academy students will create interactive journals and lab write-ups, as well as reflective writing, to support individual student growth and self-reliance. We will encourage and support students in entering district, city, county and state science fair contests/exhibitions. Additionally, we would like to cultivate a

developmental and incremental program that will allow all grades to showcase their science inquiry skills through verbal presentation, research, living biographies, conventions, debate of controversial issues, and school wide conservation programs that are student centered (i.e. recycling, gardening, beautification, school newspaper).

PD, grade level, staff meetings, conference can be utilized to support an incremental plan. Teachers may/ can volunteer to provide research, professional reading, study groups, and model lessons that will support the inclusion of science across all grades. If funds are available, teachers may be compensated for outside work day commitments.

History/Social Science

History/Social Science is brought to life at Porter Ranch Community School through project based learning, musical connections, community collaboration, field trips, and interactive simulations. On some occasions students will be singing, dancing, or playing an instrument that reflects the history of various cultures, and on other days students will be creating and engineering buildings of communities. Students are venturing out to the community through fields trips such as: Museum of Tolerance, Reagan Library, and Korean Cultural Center. In addition, our school will be having an International Fair to share foods, songs, games, and traditions in order to instill cultural awareness and celebrate the diverse cultures within our school and community.

Several classes in the K-2 Academy have implemented a rotation schedule within their grade levels to ensure all the students are given equal opportunity to explore diverse social science learning with a designated social science teacher. Those teachers are able to prepare consistent and explicit social studies lessons on a weekly basis allowing teachers and students to delve deeper and make meaningful connections throughout the school year. Seeing the success of the program in the K-2 Academy, our goal is to carry that momentum over to our 3-5 and 6-8 Academies. Currently, our 6-8 Academy History/Social Science classes are utilizing a DBQ (Document Based Questioning) approach to instruction that focuses on project based learning, which provides engaging inquiry-based units that inspires clear, evidence-based, argument writing utilizing both primary and secondary sources. In 7th and 8th grade specifically, there is an emphasis on current events and their connection to the past, building ongoing political cartoon portfolios to help students understand the undertones of today's geopolitical climate, and daily journals that focus on the interconnectedness of people and cultures across time and space. Ultimately, much of the what is covered throughout our History/Social Science program is geared towards refocusing the lens through which we see the world, both today and in the past.

The History/Social Science curriculum is delivered through a variety of materials that include state and district adopted textbooks, supplemental materials, and field experience. Our goal is to expand and enrich the curriculum by giving teachers the flexibility to incorporate additional supplemental materials and integrate with other curriculum like Language Arts. We encourage our students to broaden their perspective on the traditional definition of community, gain cultural awareness, and display an appreciation for the diverse social cultures that exists around us.

Gifted Education

PRCS recognizes that all students are focused on the same goal but may reach that goal in varying ways. Instruction of gifted students should be orchestrated in a manner that coincides with their individual interest and ability levels. To this end, PRCS has incorporated academic rigor into a thinking curriculum.

We, as instructional leaders are committed to a knowledge core. We implement an articulated curriculum that avoids needless repetition and progressively deepens understanding of the core concept. Students are expected to raise questions, to solve problems, and to reason. Students are able to synthesize several sources of information. They can interpret texts and construct solutions. Appropriate, challenging assignments are developed across the curricular areas. Students design and create projects that showcase their learning. Students reflect on their products and offer explanations and justifications in a public forum. In culmination, students are able to articulate the learning process involved and how this learning can be applied to other curricular areas. (See Appendix E for detailed explanation of differentiated instruction for GATE students)

Working with this target population, teachers implement, but are not limited to the following instructional strategies:

- Tiered Assignments and Products: teachers adjust tasks by complexity, resources, outcome, process of product to match students to their individual instructional needs and ensure challenges rather than frustration.

- Compacting the Curriculum: teachers focus on accelerating students so they do not have to repeat curriculum already mastered and provides time for study beyond the regular curriculum.

- Independent Study: students are able to work independently or in groups to study a topic or content area in depth.

- Flexible Grouping: students are grouped to match specific instructional activities to students' learning needs. Students develop collaborative skills and are appropriately challenged.

- Depth and Complexity: teachers inspire critical thinking skills by the incorporation of Sandra Kaplan's et al. icons of depth and complexity. Students view new concepts through the lens of multiple perspectives, drawing parallels, noting details, discerning incongruities, noticing patterns, arguing concepts as a disciplinarian, discovering origins, and determining convergence of ideas and concepts

Physical Education Instruction

PRCS is a unique school that has a great opportunity to develop physically educated students from kindergarten through 8th grade. A physically educated person has learned the skills necessary to participate in a variety of physical activities. They know the implications of and the benefits from involvement in various types of physical activities and participate regularly in physical activity. They are physically fit and value physical activity and its contributions to a healthful lifestyle. The fundamental movement skills learned in kindergarten form the basis for all movement experiences and are used during a lifetime of physical activity. In K-2 Academy physical education, students learn locomotor and non-locomotor movements and how to manipulate objects so that in later years they can create and demonstrate movement sequences, dance steps, tumbling routines, specialized sport skills, and offensive and defensive strategies. In the 3-5 Academy, students develop the ability to perform the fundamental skills in more complex environments with factors such as changing speeds, distance, size of equipment, increased number of players, dynamic situations such as offensive and defensive strategies. The physical education program in the 6-8 Academy provides the opportunity to expand a student's performance and understanding of fundamental movement and motor skills to more specialized movement and motor skills in a variety of content areas. With the increased prevalence of overweight and obese students it is

imperative that students become confident in their abilities and learn the skills necessary to be physically active for a lifetime from an early age.

Teachers will teach each grade level using the California Physical Education Framework to develop standards based lessons and assessments. Lessons and assessments should be task orientated (focused on personal improvement and mastery of skills) rather than outcome orientation (judging the success of ones performance by how it compares to others). Lessons, assessments and grading should be developmentally appropriate and focused on student learning not on student participation levels and behavior. Since the standards are grade-specific the physical education classes will be organized by grade level. (See Appendix F for complete breakdown)

Intervention and Student Support Systems

Driven by both quantitative and qualitative data, PRCS's Multi-Tiered Prevention and Intervention Model is a framework that guides the planning and implementation of a coherent system of instruction and interventions matched to student needs. It is based on a belief that all children can learn when given researched-based and differentiated instruction, interventions, and supports. Research strongly suggests that many students currently identified as learning disabled would not have been identified if instruction had been appropriately targeted and responsive in the early grades. (Scanlon, et al, 2009)

PRCS community stakeholders, including classroom teachers, resource staff, community members, administrators, peers, and parents will use a team approach, collaborating to provide at-risk students with the tools they need to be successful. Students will be empowered to own their learning through collaboration, reflection, and goal-setting consistent with the school-wide vision of nurturing critical thinkers.

With a multi-tier approach, PRCS will establish a process for determining which students are experiencing difficulties, selecting intervention strategies or supports and matching these supports to students, and evaluating whether the intervention strategies are effective. See Appendix G for the detailed process and procedures.

ALTERNATIVE CURRICULUM

Korean Dual Language Program (KDLP)

To meet the needs of all students in our community, PRCS provides parents the opportunity to enroll their children in one of three instructional programs: English Immersion (EI), Dual Language (DL), or Waiver to Basic (WB). All programs will follow Federal and State policies and procedures, including guidelines by the Office of Instruction, the Asian Pacific and Other Languages (APOLO)/Dual Language Office of the Los Angeles Unified School District, and the Language Acquisition Branch. The Korean Dual Language program teaches ELLs and English proficient students academic content in both English and Korean. Students will develop academic proficiency in both languages. The goals of the program are to develop communicative and academic second language proficiency, primary language proficiency, academic achievement in all subject areas, and instill an appreciation for cultural diversity. Both ELLs and English proficient students are mixed in the same classroom to promote bilingualism, bi-literacy, and multiculturalism. All students are held to the same high academic standards. Heterogeneous and homogeneous grouping strategies will be used to promote the development of language and literacy skills. PRCS will implement a 50/50 model where both languages are used for instruction, and English and Korean literacy skills are taught simultaneously. However, with the proposed instructional model in 5th

grade, students would require additional instructional minutes after school (See Appendix H for tentative schedule). In order to maintain our distinction as a KDLP under LAUSD, we must maintain a 50/50 Model. Students coming in to the KDLP will be given an initial language assessment for proficiency in the targeted language (Korean) for listening, speaking, reading, and writing. The KDLP will adhere to all federal mandates outlined in the District's Master Plan. Specific guidelines for entering/exiting the KDLP are found in the school's KDLP plan, which is currently being revised for next school year.

Community Service (6-8 Academy)

The Community Service Program is a crucial component of the Porter Ranch Community 6-8 Academy. The goal of the program is to teach responsible citizenship, help to become involved in the community, and help young adolescents look outward at the world. Community service deals with our interactions within our school, our neighborhoods, and our community, which ties directly back into the vision for PRCS students to apply learned skills as well as empower others. Education and maturity encourage concern for others. 8th grade students are required to complete no more than 10 hours split between two semesters. Students are encouraged to complete community service throughout the school year. Students may complete more than the required hours. A record of service must be maintained for each student.

Service is defined as work done for a non-profit agency or individual and one in which there is no compensation or reward for the individual completing the work. The activity should contribute to the well-being of the school and community. Participating in a club, sport, or school sponsored activity does not itself constitute community service. If the club, sport, or school activity sponsors a community service event, then hours would be awarded accordingly.

There are many ways students will be encouraged to help others while at Porter Ranch Community School. Community service should be a normal flow from the courses they take. The goal is to get out, and be of service to others!

Art (K-2, 3-5 Academies)

Students at PRCS are exposed to all disciplines of Arts instruction as outlined in the California Common Core State Standards. Through active, hands-on experiences, students explore music, visual arts, theatre, and dance. Some examples of our comprehensive arts instruction is seen in a variety of arts disciplines our students have access to. Our music teacher leads an elementary chorus and middle school choir, in addition to providing weekly music instruction to all elementary students. All third grade students receive Korean drumming classes provided by the Korean Education Center. Additionally, the Korean Center provides Tae Kwon Do instruction for all sixth grade students.

Students engage in visual arts instruction collaboratively created by parents and teachers who connect visual arts to other content areas. Parents also organize monthly multicultural art activities throughout the school year. Furthermore, some teachers implement the "Great Master's Program" which is a study of art history and works of art in conjunction with creating art based on specific styles and techniques. Our students' artworks have been selected to be displayed at our local pediatric office in Facey Medical Center and at California State University Northridge.

As previously mentioned, PRCS students also participate in theatre and dance. Theatre is an interdisciplinary curriculum which has connections to literature, science, character building and social studies. Opportunities are provided in classrooms for students to artistically express their learning on the classroom stage. Some performances include plays published by Bad Wolf Press as well as original

productions based on Language Arts and Social Studies Curriculum. Additionally, students have a trained YMCA dance teacher who teaches choreographed dance lessons to our elementary students.

Moreover, teachers and students will embed technology into the arts whenever applicable. One way to infuse technology and art is during school wide computer lab time. Based on the grade level, students can create artistic projects showcasing their learning through activities such as Web-based PRCS Gallery and/ or animated videos connected to core curriculum.

ASSESSMENT PLAN

Assessments are first and foremost a tool for informing and improving instruction. At PRCS, we want to ensure that everything that "gets counted" is used to inform our instructional program while maximizing student learning. As we wait for additional information regarding District mandated Smarter Balanced assessments, PRCS will continue using LAUSD Literacy, Math, and Science Assessments but with the flexibility to modify the timing or content of the assessments in order to maintain our vision of student centered instruction. This type of constructivist-learning model is anchored on project based learning. If our students are asked to take a district mandated assessment in the middle of their units of study, this will continue to be a disruption to the trajectory of authentic learning that has to take place on a continuum rather than a blocked schedule. Aligned with this philosophy, teachers would also like to opt out of the DIBELS assessments for Middle of the Year (MOY) and End of the Year (EOY) in grades K-3 for students who meet or exceed benchmark in DIBELS Beginning of the Year (BOY) assessment. Our DIBELS results are as follows: Kindergarten 6% intensive, Grade One 10% intensive, Grade Two 2% intensive, and Grade Three 10% intensive. To summarize, in primary grades DIBELS reflects less than 11% of our student population. The amount of instructional time that is lost due to administering DIBELS for our students who meet or exceed benchmark is not meaningful for the small amount of informative data it provides. Our students who meet and exceed benchmarks in DIBELS BOY will still be held accountable to state standards through district mandated assessments (if needed), student projects, and alternative assessment plans.
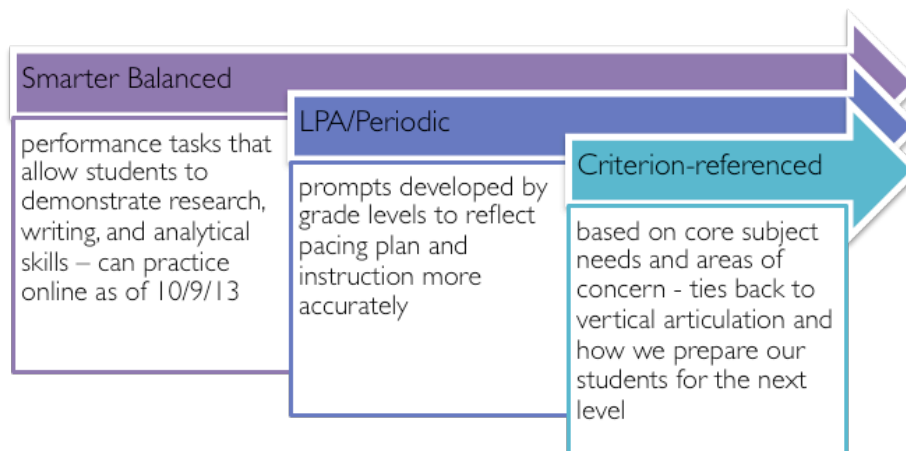
As PRCS continues to refine our teaching, we may choose to use district assessments or design our own assessments to better meet the needs of our students. Below is how we see the future progression of testing at PRCS. For example, kindergarten teachers note the importance of their students to have social readiness skills which affects their ability to learn and feel successful in school. Currently, there is no district assessment to measure these skills. However, our kindergarten teachers believe this authentic assessment will better inform teachers on how to differentiate instruction for a student based on how well

equipped he/she is for the next grade. At PRCS, though we feel that in many cases teacher created assessments can better assess the learning goals of our students, the main priority for assessment plans are still centered on students' abilities to meet or exceed benchmark levels on any state standardized tests. Some examples of how we see assessments changing at PRCS are seen in the chart below: (See Appendix I for more examples broken down by grade level and subject)

TK	K	1-2	3-4
Inclusion of "Handwriting without Tears" Opting out of DIBELS	Social skills assessment and portfolios	Social skills assessment Foundational math assessment – offer remediation & intervention early on before students get to 3rd, 4th	In-depth GATE testing Optional DIBELS (use at BOY, or only in cases where prior teachers shared concern)
5	**6-7**	**8**	**KDLP**
Readiness assessment – offer transitional/bridge program for qualifying students	Interdisciplinary projects	Project based assessments – community, leadership, social justice, business, etc.	Korean Language Test administered annually

Teachers at PRCS will continuously reflect on our pedagogy in order to provide authentic learning experiences which promote student achievement. In order to do this, it is imperative our teachers have the autonomy to modify the timing and content of mandated assessments to more accurately measure our students learning goals and develop appropriate next steps for curriculum.

PROFESSIONAL DEVELOPMENT

In our evolving model of professional development, teachers are active participants in identifying the type of professional development that aligns with the school's curriculum, assessment, and intervention. Having this flexibility encourages collegiality and fosters agreement on goals and visions among the participants. Research has shown that buy-in among participants is crucial as the process acknowledges their existing beliefs and practices. With this particular autonomy, PRCS can set its own professional development dates, decide on the content that will best meet our students' learning needs, and address the strengths and weaknesses of our teaching staff internally and/or by contracting with outside PD providers.

Strong professional development improves the instructional program, but demands strategic, long term planning and a commitment to a limited number of specific goals. As indicated in our data analysis and needs assessment, future professional development will focus on 2-3 themes each school year, so that teachers and staff have time to learn, practice, reflect on, and refine their teaching practices. (See Appendix J for possible events and sample calendar based on teacher surveys)

Planned topics for future professional development focus on:

- 2013-2014
  - Common Core State Standards and vertical articulation

- Professional Learning Communities – how to effectively collaborate and share information school wide

- 2014-2015

    - Common Core State Standards and vertical articulation

    - Writing – foundational skills, strategies, and structures, as well as across the curriculum

- 2015-2016

    - Math – analyze existing data for math, determine needs, develop strategies for implementation

    - Science – incorporating the Next Generation Science Standards into daily instruction

SCHOOL SCHEDULE & CALENDAR

PRCS will continue to operate on the LAUSD traditional calendar with 180 days of instruction composing the school year. All LAUSD school holidays will be observed as a typical traditional track elementary school. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5. PRCS will review its current calendar and schedule as it moves forward as a Pilot school in subsequent years to determine if changes are necessary to enhance the instructional program and improve student achievement. PRCS will continue to hold Banked Tuesdays for the entire school year for professional development purposes. (See Appendix K for current schedule)

STAFFING

PRCS will pursue a stable, diverse, and highly qualified teaching faculty. All teacher candidates must demonstrate strong content and pedagogical knowledge and see themselves as culturally responsive educators who share the following beliefs, values, and expectations (See Appendix L for the PRCS Elect to Work Agreement):

- Hold high academic and personal expectations for each child

- Provide each child with equitable access to the necessary learning resources and sufficient opportunities to learn

- Ensure that learning outcomes are meaningful, relevant, useful, and important to each child

- Build positive and supportive school and classroom environments that are grounded in mutual and genuine respect

- Promote individual empowerment, positive self-image and value diversity

To support PRCS's commitment to providing an appropriate rigorous academic program, teachers must demonstrate the ability to engage and challenge all learners through differentiation, use of technology, and teaching subject matter in depth and with complexity. To support the Korean Dual Language Program, PRCS will recruit teachers who are bilingual and biliterate in Korean. Administrator follows guidelines under special programs for staffing.

PRCS will implement, with fidelity, all of the policies and procedures in the District's Special Education Manual. All special education students will receive free and appropriate public education (FAPE) in the

least restrictive environment (LRE). From a fine-tuned organized procedure of identifying appropriate students in need before they fail, to ensuring a timely completion of the evaluation with a high-level of targeted service, every special education students will have the same high academic expectations as that which we outlined with our school vision.

The principal at Porter Ranch Community School will have a strong record of exemplary teaching and leadership skills. The Governing School Council shall annually evaluate the principal, establishing and developing a process that the council selects and approves in accordance with the AALA agreement. The GSC can form an internal evaluation subcommittee that will oversee the process and evaluation activities. The ISIC Instructional Director is consulted throughout the development of the process and regular communication should be established. All written evaluations must be submitted to the ISIC Instructional Superintendent or Designee at a specified time which should be before May 10. If the ISIC Instructional Superintendent is not satisfied with a governing school council's input and recommendations, the concerns shall be communicated to the Pilot School's Governing School Council. Additionally, as a staff, we agree that if evaluation measures show ineffective progress or a new principal is hired, we reserve the right to opt out of the pilot model and return to a traditional model.

BUDGET

Budgetary decisions at Porter Ranch Community School will be directly driven by the school's vision of high student achievement through diverse learning opportunities. Pilot school autonomy over funding will ensure that per pupil state and district funds are spent on services, programs, and resources that will directly benefit students and their families. Teachers and parents, along with other members of the Governing Board (in lieu of School Site Council), will determine how resources are allocated to best meet students' needs. The school's budget will be reviewed on a monthly basis to ensure financial stability and student success. The Governing Board will submit regular budget reports as a way of informing all stakeholders. Given that our priorities are on high-quality teaching characterized by differentiation and small group instruction, major portions of our budget will be devoted to: customized professional development for teachers, adding paraeducators to improve students achievement through more individualized instruction, curriculum support and resources for KDLP, and purchasing resources as prioritized by the staff and community. We have also identified the need to provide additional staff for supervision and a middle school counselor.

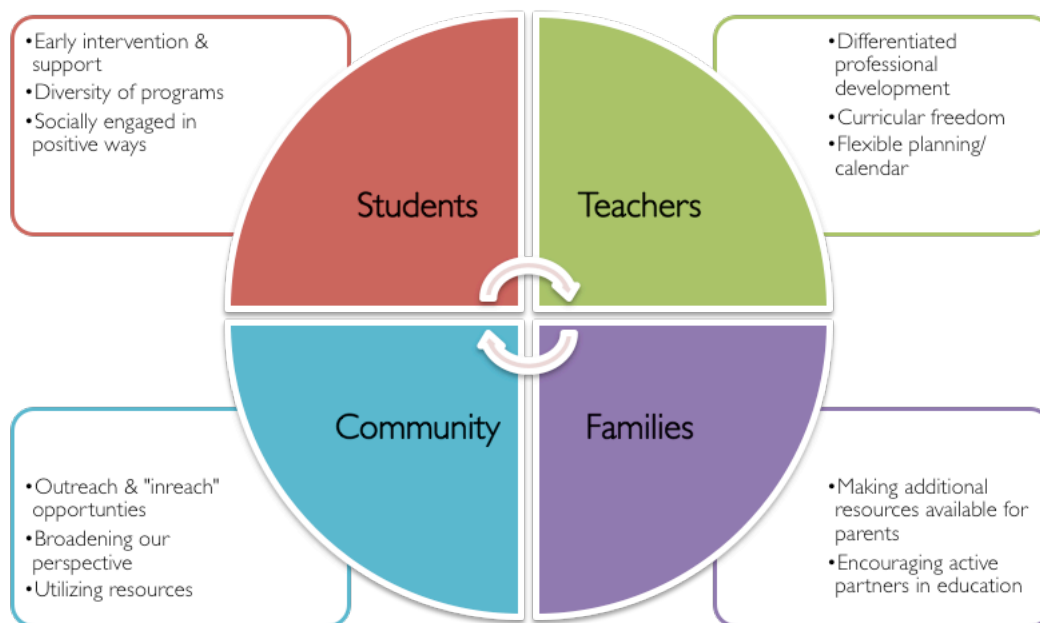| Year	Details	ADA (in seat attendance)	General Fund Cost	Revenue
2013-2014	If PRCS had gone pilot for this current school year, with 730 students enrolled	$4,153,819	$3,907,253	$246,253
2014-2015 (projected)	Accurate numbers are unavailable as of October 17, 2013.			

SCHOOL GOVERNANCE AND OVERSIGHT

Porter Ranch Community School shall be governed by a Governing School Council. The purpose of this democratic system is to make school-wide decisions based on recommendations from the ELAC committee, grade level chairs, and the Student Council. The council will meet monthly or as needed. As per California Education Code 52852 and 64001, the GSC will mirror the composition of the School Site Council. The composition of which shall include the principal, the UTLA Chapter Chair, one teacher from the K-2 Academy, one teacher from the 3-5 Academy, one teacher from the 6-8 Academy, and one classified staff member. It will also include 6 parents and/or community members: one from the K-2 Academy, one from the 3-5 Academy, one from the 6-8 Academy, and one ELAC parent representative, and one "open" position (any Academy). There will also be one community representative who will serve as an active member. All parent/community members are elected by parents and the SSC. Each seat on the Council comes with a term limit of 1 year. All staff members on the GSC will be elected by June of the previous school year. All parents/community members on the GSC will be elected at the beginning of the current school year. The responsibilities of the GSC are as follows: set the school vision and approve the annual budget. The GSC will review performance indicators to ensure we are in compliance with state and federal guidelines and making consistent academic progress. The GSC is also responsible for managing the Internal Appeal Process (IAP); teacher members and principal only.

RATIONALE FOR AUTONOMOUS MODEL

"To reform society, we must reform the school." (Hogan & Bruce, 2013) Since the inception of public education, most schools have operated under a one size fits all philosophy. This can be seen in the dominating model of teacher centered instruction where teachers teach and students receive. This ideology of "banking education" where students are deposits who only receive, file, and deposit information impedes "real learning." (Freire) One aspect of authentic learning at PRCS is purposeful collaborative learning groups which instills students with an appreciation for diversity to be better prepared for democratic life (Miller, 1997). In order to accomplish our vision, our school needs the autonomy to make curricular and operational decisions that dismantle banking education and support progressive, culturally sensitive pedagogy.

In order to give our students access to authentic learning opportunities, all stake holders (community members, parents, teachers, and students) at PRCS must play a pivotal role in educating the whole child. Community members support our ideals by broadening our perspective on the definition of community. As community members bring in resources from primary through eighth grade, our students will understand that their worlds go beyond PRCS. This larger, global society will be the context in which our students can develop a deeper understanding of their democratic societies and their roles as active citizens. Families also play a role in their children's education by being active partners of PRCS. With greater teacher autonomy over curriculum, families can work collaboratively with teachers in supporting curricular development based on grade level needs. "The implications are that early care and education providers have an important role in developing and defining involvement practices that empower families and educate professionals." (Johnson, 2009) PRCS will strive to provide clear guidelines and expectations of how parents can be partners in their child's education.

Students
- Early intervention & support
- Diversity of programs
- Socially engaged in positive ways

Teachers
- Differentiated professional development
- Curricular freedom
- Flexible planning/calendar

Community
- Outreach & "inreach" opportunties
- Broadening our perspective
- Utilizing resources

Families
- Making additional resources available for parents
- Encouraging active partners in education

PRCS teachers are working to redefine our "professional learning community" (PLC). The impetus for creating a PLC is to ensure that teachers, grades TK through 8th, can communicate more effectively with one another as well as with all school stakeholders regarding school wide issues. This communication piece is imperative in a span school where elementary and middle school can often be seen as separate entities. In order to bridge this gap, PRCS wants more meaningful discourse across grade levels by providing more intentional meetings that allow for focused topics of discussions to aid in decision making, problem solving techniques, and acknowledge successful practices. PRCS recognizes that in order to further improve teacher efficacy in a PLC, teachers need more autonomy in planning professional developments and curriculum freedom that meets the climate of our school.

Since we are a span school, we have the unique ability to invest in our students as long term stakeholders. Our teachers can address student needs starting from TK to 8th grade. This allows for teachers to provide early intervention support for students who are at risk of not meeting grade level standards and/or character development. As we work collaboratively with our resource staff, we can provide targeted small group instruction to better meet the needs of our at-risk students. In order to ensure that our ELLs have equal access to the curriculum, teachers will be trained in theories of second language acquisition and SDAIE strategies. To ensure that ELLs advance at least ELD level per year, the Language Appraisal Team will meetly monthly to discuss individual student needs about best practices, data, and resources. The Language Appraisal Team will consider factors including motivation, age, access to the language, first language development, quality of instruction, and cognitive ability. Parents will also play a key component in our efforts to increase re-designation rates. The EL Coordinator will help facilitate parent workshops to ensure parents all fully informed about Master Plan Program Options and Reclassification criteria for all ELLs.

Flexible scheduling and curriculum for our classes will have an immediate and positive impact on our instructional program in Academies if we are granted to autonomy to explore these options. Our TK and kindergarten teachers agree that the base curriculum can be effective, but recognize that approaching instruction from a thematic standpoint can be more efficient. As such, PRCS sees the need for autonomy

in the use of curriculum and assessment to better meet the needs of our students, without sacrificing the quality of our educational program. The expectation that students in TK can take and pass assessments from kindergarten is unrealistic, yet those students are held to those results. We request the autonomy to differentiate curriculum and assessments for classes like our KDLP, TK, and special education preschool. In our 5th grade, for example, the proposed model for departmentalizing instruction will require a new bell schedule, alternative curriculum and assessments to support student learning, and program specific professional development.

In addition to being span school, we also have a KDLP that offers any interested students the opportunity to learn Korean culture and language. With all these unique learning opportunities, we need the autonomy and flexibility of creating a learning environment that best suits the needs of all the stakeholders involved. When our students leave PRCS, our goal is to equip them to be socially engaged in positive ways in their surrounding communities.

IMPLEMENTATION

At the time of writing, there was no implementation template available, as stated in the Request for Proposal. Additionally, without a concrete budget, we cannot allocate funds in alignment with all programming, staffing plans, student enrollment projections, etc, but priorities have been set to address if/ when the funds become available.

School enrollment figures are based on District provided E-CAST projections, with students coming from the surrounding community. As such, there is little in the way of active recruitment of students, outside of the KDLP, where students are eligible to apply if they meet the academic requirements. Our entire student population comes from within LAUSD. We intend to keep the current grade level configuration in order to serve the community needs, as we expect a large incoming class as well as a growing middle school over the next 3 years. As the surrounding community continues to develop and more houses are built (expected within the next 2 years), we will need to reevaluate school borders, campus capacity, and enrollment figures based on the number of potentially new students. We currently have no additional needs for facilities, but that will undoubtedly change over time as the student population grows beyond current capacity. PRCS plans to work with the District on school borders, campus configuration, and enrollment numbers as the plan progresses.

Academic Year	Planned Number of Students		Maximum Number of Students	Grade Levels
	Within LAUSD	Outside LAUSD		
2014 - 2015	1000	-	1000 (990)	TK - 8
2015 - 2016	1000	-	1000	TK - 8
2016 - 2017	1000	-	1000	TK - 8

If this proposal is approved, the principal will begin working with grade level chairs to begin researching a uniform writing program to adopt. Training session with the writing program will be scheduled to meet the needs of the teachers. Members of the Governing Board for the coming year will be elected after the Matrix is completed. As soon as the Governing Board is in place, all stakeholders at Porter Ranch Community School will engage in the budget development process and will submit their proposals to the Governance Council. We will continue to communicate to parents the importance of in-seat attendance as it relates to our success as a Pilot School.

Year 1/2
<table><tr><td>   - Set up implementation team including students, parents, and community members   - Matrix for teachers   - Elect to Work Agreement   - Set up a job description for available teaching positions   - Develop interview questions, interview process, and interview committee   - Recruit teachers, parents, and community members to apply for governance council and ELAC   - Hold Elections for Governance/ELAC   - Follow CA Ed Code and create governance council and establish ELAC   - Review and select a bell schedule that allows for multiple drop off times, incorporate KDLP new schedule for fifth grade   - Create KDLP incoming Kinder Screening Process   </td><td>   - Create TK assessments   - Create PLC's Plan community and family outreach through PTA events and Booster Club Fundraisers   - Identify changes in curriculum and instruction   - Prioritize PD Needs, including a timeline   - Identify one uniform writing program   - Set PD timeline for teachers   - Reflect on Teacher Growth and Development Cycle   - Align budget with professional development and curriculum needs (See Appendix J)   - Identify conferences for teachers   - Identify an intervention plan that aligns with curriculum and needs of incoming students   - Begin application process for incoming kindergarten students in KDLP   - Vertical articulation to discuss curriculum and assessments   </td></tr></table>

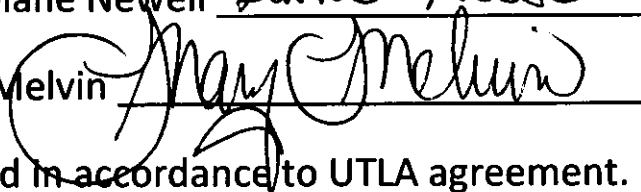| Year 2/3 |
|---|
| <table><tr><td>Reflect on Periodic Assessments, Smarter Balance, and Next Generation Standards Implement Professional Development calendar Implement new curriculum Tour of our Middle School to retain students within our program Staff selection for Middle School using the hiring committee Create Middle School Program schedule creating class descriptions and elective options</td><td>Explore options of campus expansion based on enrollment numbers with District Open dialogue with district new housing development and proposed boundaries Review Elect to Work Agreement Design support structure for teachers Create improvement plan for vertical and horizontal articulation Evaluate sustainability of proposed changes Engage in professional development around curriculum and instruction in writing</td></tr></table> |

Pilot Vote for Porter Ranch Community School

October 22, 2013

The number of people who are eligible to vote: 38

Voted yes: 28

Voted No: 10

Abstained voted: 0

Chapter Chair: Diane Newell _Diane Newell_

Principal: Mary Melvin _Mary Melvin_

The vote was held in accordance to UTLA agreement.

Name	Position/Experience	Contributions to the Proposal
Mary Melvin	• Principal • M.A. Educational Leadership • Administrative Credential • President, Booster Board	• Supported the writing process by setting up meeting times, feedback and articulation opportunities and a safe and structured setting. • Arranged for presenters to speak to the staff on desired topics • Gave staff meeting time in small groups, grade level groups and as a whole • Planned for optional meetings after school in both a structured setting and open working setting • Arranged for sub days for writing team of 13 • Helped to write the budget/family and community section • Reached out to community members
Mindy Park	• Categorical Program Advisor • EL Coordinator • M.A. Educational Leadership • Preliminary Administrative Credential • Secretary, Booster Board • 12 years teaching experience	• Supported the writing process by attending all meetings • Community Liason and collected letters of support • Helped to write family and community engagement/ design team capacity/ school governance/implementation sections
Alice Lee	• Director, Booster Board • KDLP Parent Liason	• Input on KDLP section • Arrange for snacks for all afterschool meetings
Amy Almany	• Middle School Counselor • Parent	• Initial input on different sections, revision team • Helped write school data section
Christina Chen	• 4th Grade Dual Language Teacher • Lead Dual Language Teacher • 10+ years teaching experience • BCLAD in Korean	• Initial input on different sections, KDLP input, revision team
Cynthia Pineda	• Kindergarten Teacher • 6 years teaching experience	• Initial input on different sections, revision team
Deidre Shumate	• Middle School Teacher • 10+ years teaching experience	• Initial input on different sections, revision team • Helped write middle school, community service section
Denise Hoppal	• Physical Education Teacher • National Board Certified • M.A. in Physical Education	• Initial input on different sections, revision team • Wrote the physical education section
Diane Newell	• Middle School Teacher • M.S. in Science • National Board Certified • UTLA Chair • 10+years teaching experience	• Initial input on different sections, revision team • Wrote the science section
Don Kim	• 5th Grade Teacher • 10+years teaching experience	• Initial input on different sections, revision team • Helped write Elect to Work agreement
Donna Patterson	• Classified Staff Member	• Input on governance section

		• Helped arrange subs for writing team
Dr. Jinny Hong	• First Grade Teacher • M.A. Education • Doctorate of Education • 11 years teaching experience	• Initial input on different sections, revision team • Wrote the professional culture section
Eileen Paik	• Middle School Teacher • 10+ years teaching experience	• Initial input on different sections, revision team • Helped write middle school section
Elijah Whang	• First Grade Teacher • M.A. in Educational Leadership • Preliminary Administrative Credential Qualified • 6 years teaching experience	• Created the document and all the visuals/graphs • Wrote school data profile/needs and challenges sections/implementation sections
Eunice Chu	• 1st Grade Dual Language Teacher • M.A. in Educational Leadership • BCLAD in Korean • 10+years teaching experience	• Initial input on different sections, revision team
Gloria Miller	• Middle School Teacher • 10+ years teaching experience	• Initial input on different sections, revision team • Helped write ELA/writing/ vision section
Irene Eason	• 2nd Grade Teacher • 10+ years teaching experience	• Initial input on different sections, revision team
Jackie Barry	• 3rd Grade Teacher • Gate Coordinator • National Board Certified 10+years teaching experience	• Initial input on different sections, revision team • Wrote the gifted education section
Janet Park	• 2nd Grade Dual LanguageTeacher • Grade Level Chair • BCLAD in Korean • 10+ years teaching experience • Parent	• Initial input on different sections, KDLP input, revision team
Jason Mustard	• Middle School Teacher • 10+years teaching experience • Parent	• Initial input on different sections, revision team • Helped write history/ vision section
Jeannie Han	• First Grade Teacher • M.A. Curriculum • 11 years teaching experience	• Initial input on different sections, revision team
Joanna Hansen	• Middle School Teacher • 18 years teaching experience	• Initial input on different sections, revision team
Julie Yoon	• Kindergarten Dual Language Teacher • M.A. Education • BCLAD in Korean	• Initial input on different sections, revision team
Kathy Wagenbach	• First Grade Chair • National Board Certified • 17 years teaching experience	• Wrote the art section • Initial input on different sections, revision team
Kelsie Di Piazza	• Early Education Teacher • M.A. in SPED	• Initial input on different sections, revision team

	• 2 years teaching experience	
Kip Kaprelian	• 2nd Grade Teacher • M.A. in Reading • National Board Certified • Intervention Specialist	• Wrote the intervention section • Initial input on different sections, revision team
Laura Singer	• Intervention Coordinator • RSP Teacher • Special Education Credential • Preliminary Administrative Credential • 16 years teaching experience • Parent	• Initial input on different sections, revision team • Wrote the special education section
Lisa Martinez	• 4th Grade Chair • 10+ years teaching experience • Parent	• Initial input on different sections, revision team • Helped write Elect to Work agreement
Marie Landrum	• Kindergarten Grade Level Chair • 11 years teaching experience	• Wrote the academic culture section
Marie Woodings	• 2nd Grade Teacher • 10+ years teaching experience	• Initial input on different sections, revision team
Meghan Wamsley	• 3rd Grade Chair • National Board Certified • 10+ years teaching experience	• Initial input on different sections, revision team • Helped write professional development section
Melissa Harp	• 4th Grade Teacher	• Initial input on different sections, revision team
Michael Ward	• President, SSC • VP, Booster Board • Parent	• Helped write family and community engagement section
Michelle Brekke	• PTA Officer • SSC Member • Parent	• Helped write family and community engagement section
Moira Talan	• 3rd Grade Chair	• Initial input on different sections, revision team • Helped write art section
Regina Yang	• 2nd Grade Dual LanguageTeacher • BCLAD in Korean • 10+ years teaching experience • Parent	• Initial input on different sections, revision team
Robin Kieffer	• Kindergarten Teacher • M.A. in Curriculum/Instruction • 23 years teaching experience	• Initial input on different sections, revision team
Rosie Van Zyl	• Middle School Teacher • M.S. in Science • 10+years teaching experience	• Initial input on different sections, revision team • Helped write science/ vision section
Sadna Kathuria	• Middle School RSP Teacher	• Initial input on different sections, revision team

		• Helped write science/ vision section
Sarah Jung	• 5th Grade Chair • 10+years teaching experience	• Initial input on different sections, revision team • Helped write professional development section, alternate curriculum, and school schedule
Summer Shami	• ELAC Chair • Parent	• Helped write family and community engagement section
Tina Bae	• 3rd Grade Dual Language Teacher • 10+ years teaching experience	• Initial input on different sections, KDLP input, revision team

PRCS PTA Executive Board and Committee Chairs 2013-2014

Executive Board	Officer Name
President	Melissa Cuevas
Vice President of Programs	Elisa Kim
Secretary	Kristi Matassa
Treasurer	Jen Hollestelle
Historian	Michelle Brekke
Auditor	Rana Ghadban
Principal	Mary Melvin
Parliamentarian	Soo Ahn

Committee Chairs	Chairperson Name
Art Contest/Reflections	Mienah Yoon
Art Docents	So-Ok Kim
Box Tops, Affective Living	Michelle Brekke
Carpool Committee	Summer Shami
Coyotes Care	Adrienne Masi
Dine-Outs	Lisa Gilder
Hospitality Committee	Alice Park Lee
Korean Dual Language Program	Sumi Reeves
Korean Dual Language Program	Stephanie Yu
Korean Dual Language Program	Jin Kim

Lost and Found	Donna McCombs
Library Committee	Penny Pun
Kindergarten Liaison	Emily Bronson
5th Grade Liaison	Trisha Witwit
8th Grade Liaison	Camelia Goshay
Membership	Sandra Veigel
Middle School Liaison	Suzanne Dersahakian
Office Support	Summer Shami
P.E. Clothes	Safia Daks
Room Parent Coordinator	Suzanne Dersahakian
Safety Committee	Adrienne Masi
Spirit Wear/Uniform	Jenny Hajjar
Target/Ralph's Reimbursement	Dana Cho
Teacher Representative	Mrs. Robin Kieffer
Website	Theresa Subburathinam
Yearbook	Amber Caul

October 18, 2013

John Deasy
Superintendant, LAUSD
Los Angeles Coard of Educaiton
Los Angeles Unifed School District
333 S. Beaudry Avenue
Los Angeles, CA 90017

Dear Mr.Deasy:

I am writing to express my support for Porter Ranch Community School and their recent application to become a Pilot School within the Los Angeles Unified School District.

It has been clear throughout my 15 year relationship with this school, its administration and its faculty, that they are committed to their students' personal and academic growth. They have consistently sought out new ways to partner with local organizations and provide a unique experience for their students.

Porter Ranch Community School has been a strong community partner and has consistently brought innovation to the relationship between the education system and local government. I am confident that allowing this school to adopt the Pilot model will be a benefit to the larger community and most importantly to its student body.

Thank you for your consideration of Porter Ranch Community School's application. If you have any further questions or need more information please contact me.

Sincerely,

MITCHELL ENGLANDER
Councilmember, Twelfth District

October 18, 2013

John Deasy
Superintendant, LAUSD
Los Angeles Coard of Educaiton
Los Angeles Unifed School District
333 S. Beaudry Avenue
Los Angeles, CA 90017

Dear Mr.Deasy:

I am writing to express my support for Porter Ranch Community School and their recent application to become a Pilot School within the Los Angeles Unified School District.
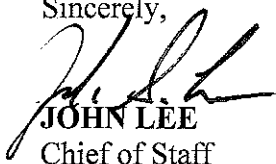
Our office has been a supporter of Porter Ranch Community School since its inception over 15 years ago. The school has provided our children with a quality education while maintaining a connection with the local community. Porter Ranch Community School has been a strong community advocate for not only the well being and personal development of its students but also for the betterment of the entire community.

My office has frequently partnered with PRCS on projects that benefit the community, including Citrus Sunday (a volunteer fruit picking drive to bring fresh fruit to families served at food pantries), community and campus clean-up activities, school site safety programs, community partnerships and other school-sponsored programs and activities. They have proven that they are committed to this community and to the best education possible for their student body including a commitment to civic pride and duty.

Allowing this school to adopt the pilot model will ultimately allow its administration and facility to continue its outstanding service to its student body and the community.

Thank you for your consideration of Porter Ranch Community School's application. If you have any further questions or need more information please contact me.

Sincerely,

JOHN LEE
Chief of Staff
MITCHELL ENGLANDER
Councilmember, Twelfth District
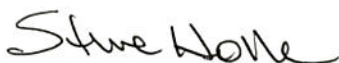
Dear LAUSD Board Member,

It is my pleasure and honor to offer the Center for Teaching and Learning (CTL) at California State University Northridge's enthusiastic support to Porter Ranch Community School in its recent endeavor to become a Pilot School. Since the inaugural year, Principal Mary Melvin and Coordinator Mindy Park have strived to create a collaborative culture between faculty, parents, students, and community members, including higher education. Our university faculty and Porter Ranch Community School have worked hand in hand to best meet students' and families' needs. CTL believes the Pilot model not only empowers teachers and administration, but provides all school and community members a substantial decision making voice in ensuring the success of Porter Ranch Community School.

The Center for Teaching and Learning is committed to assist Porter Ranch Community School in developing collaboration with educational partners to make classroom instruction more relevant for students and research-based support for teachers in curriculum and professional development.

Thank you for considering the pilot proposal for Porter Ranch Community School. This is an incredible opportunity to show the community what Porter Ranch Community School Staff with a vision for challenging instruction can accomplish when partnered with the educational community.

Thank you,

Steve Holle
Professional Development Coordinator

18111 Nordhoff Street · Northridge · California 91330-8265 · (818) 677-7494 · fax (818) 677-2694 · email: *CTL@csun.edu*

The California State University · Bakersfield · Channel Islands · Chico · Dominguez Hills · East Bay · Fresno · Fullerton · Humboldt · Long Beach · Los Angeles · Maritime Academy · Monterey Bay · Northridge · Pomona · Sacramento · San Bernardino · San Diego · San Francisco · San Jose · San Luis Obispo · San Marcos · Sonoma · Stanislaus

To whom it may concern,

The Chatsworth Chamber of Commerce would like to endorse Porter Ranch Community School in its recent endeavor to become a Pilot School. Since the inaugural year, Principal Mary Melvin and Coordinator Mindy Park have strived to create a collaborative culture between faculty, parents, students, and community members. The faculty and administration have worked hand in hand to best meet students' and families' needs. The Chatsworth Chamber of Commerce believes the Pilot model not only empowers our communities and teachers, but gives all school members and community members a substantial decision making voice in ensuring the success of Porter Ranch Community School.

The Chatsworth Chamber of Commerce is committed to assist Porter Ranch Community School in developing partnerships with businesses to make education more relevant for students through career awareness, job shadowing, and general support for teachers in curriculum and professional development. It is the goal of Chatsworth Chamber of Commerce to connect parents and students with the wealth of opportunities that exist in the City.

Through this partnership, the Chatsworth Chamber of Commerce and the Porter Ranch Community School, hope to use the community as a tool to engage students and to show that they have an impact on their community. The school has great potential to model responsible citizenship and to educate youth about the importance of being local leaders. Chatsworth Chamber of Commerce urges LAUSD to support this Pilot School Proposal. We are looking forward to contributing to the school's great work.

Rana Ghadban
Executive Director

KOHL'S

Kohl's West Hills would like to endorse Porter Ranch Community school in its efforts to become a pilot school. Kohl's West Hills has done multiple volunteer events at the school and have seen a direct impact of the grants Kohl's has given to Porter Ranch Community School. Just as Kohl's is committed to helping organizations that better children's health and education, Porter Ranch has taken the grant dollars and put them to good use towards a engaged education program for their students. Our associates like to volunteer at Porter Ranch because of the direct impact they are making, and making them a pilot school will improve on their efforts to provide the best education possible for the community.

Sincerely,

Store Management
Kohl's West Hills

AR-027

Proposed Curriculum Matrix

Theme(s)	K-2 Academy	3-5 Academy	6-8 Academy
Theme(s)	Learn About It	Think About It	Live It Out
Topics	Personal Identity, Community	Change Over Time	Community Service
Mission - Fundamental beliefs about student learning - Statement of values that will lead to the success of future graduates	Students are uniquely gifted, capable of personal and academic growth, and valued for their abilities Self-motivated, responsible citizens Develop positive self-image, values family, diversity, and community Teachers model, teacher focused	Metacognitive freelancing, open market exchange of ideas, Value multiple perspectives Teachers are facilitators, student centered	Utilizing the skills needed for success, exposing students to the contacts and opportunities available within the local community Student led

Theme Overview Chart

	Personal Experiences	History/Social Science	Creative Expression	Teamwork	Science	Spotlight on Grade ___
GRADE ①	All About Us	Our Families, Our Neighbors	Have Fun!	Let's Team Up	Nature Watch	Adventures
GRADE ②	Friends and Family	Community Heroes	Let's Create	Better Together	Growing and Changing	The World Around Us
GRADE ③	Let's Learn	Neighborhoods and Communities	Express Yourself	Our Teams	Those Amazing Animals	Storytellers
GRADE ④	Growing Up	Making a Difference	The Power of Words	Working Together	Habitats	Problem Solving
GRADE ⑤	Taking a Stand	The American West	Using Your Wits	Team Up to Survive	Investigations	Changes

Social Studies Themes

1	Family and Friends
2	People and Places
3	California Communities
4	Our Golden State
5	Making a New Nation

- What parts of Treasures would you take out?
- What parts do you see that align?
- Keeping the theme, which stories would you want to spend more time with?

Science Implementation Year 1:
Research, Teacher Training and Student Outcomes

Date:	Focus:	Focus Implementation:	Student Outcome:
November 2013	Field Trip(FT)s, teacher training in NGSS(Next Generation Science Standards)	Grade levels will determine what FT's will support science learning	Students will attend FT's that support science literacy
December 2013	Teachers will research methods for implementation of cross cutting concepts	Attend science conferences, bring in experts, collaborate with other school sites.	Model lessons in the classroom to support student achievement in literacy, inquiry
January 2014	Teachers will research methods for implementation of cross cutting concepts *Research block scheduling*	Teachers will agree on a school wide platform to share ideas and outcomes of research.	Some teachers may begin implementing lessons that align with NGSS A master schedule for 6-8 Academy that looks at staffing and scheduling.
February 2014	Teachers will research and explore disciplinary core ideas and global environmentally sustainable curriculum	Teachers will use information that is shared to reflect on what will be decided for school wide activities (recycling, gardening, outdoor education, for example)	Teachers collaborate for observation of GNSS lesson implementation in classrooms
March 2014	Teachers will research and explore disciplinary core ideas	School wide reflection and consensus of writing focus for NGSS and CC	Students will have the opportunity to participate in the choosing of school wide conservation focus.
April 2014	Teachers will research and explore scientific and engineering practices	Teachers will reflect on any selected culminating engineering, science or technology activities that were implemented	Students will have the opportunity to share, voice their preference of implementation of any curricular activities that that believe will support their learning.
May 2014	Teachers will reflect and come to consensus over which programs, curriculum focus and school wide science activities will be implemented	Teachers will meet in grade level, collaboratively across grades and whole group.	Students will disseminate the school wide choices to all grades via MS Leadership and Elementary Student Council.
June 2014	Pacing, mapping science curriculum focus for Year 2	All teachers	Announce to students the teacher researched, consensus driven focus for science education at PRCS.

Differentiation of instruction will be the common foundation for all areas of the curriculum.

Teachers can differentiate in the:

Process	Content	Resources	Product

According to students':

Readiness	Interest	Learning Profile

Through instructional and management strategies such as:

Compacting	Interest Centers	Tiered Assignments	Flexible Groupings
Learning Contracts	Mentorships	Literature Circles	Varied Leveled Texts

Differentiation of <u>instruction</u> for gifted students is achieved through many different teaching strategies and through the utilization of:

Attributes of Scholarliness	Universal Themes	Depth and Complexity	Novelty/ Independent Study	Acceleration
Scholarly Pursuits Think Like a Disciplinarian Intellectual Traits	Change Conflict Exploration Force Order Patterns Power Structure Systems Relationships	DEPTH: Language of the Discipline Recognize Details Note the Patterns State the Trends Identify the Rules Ethical Considerations Unanswered Questions COMPLEXITY: Change Over Time Different Perspectives Points of View Across Disciplines CONTENT IMPERATIVES: Determine origins Identify paradox Compare parallel events Examine contributions Note convergence	Allocation of Time for student to conduct a self-selected study in an area of interest relevant to the core curriculum	Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge.

Differentiation of curriculum for gifted students is achieved through the modification of:

Process/Thinking Skills	Content	Resources/ Research Skills	Products
Basic Skills Critical Thinking Skills Creative Thinking Skills Bloom's Taxonomy	Depth Complexity Content Imperatives	Many and varied resources More advanced resources Strategies for gathering, organizing, and reporting information	Rigorous and meaningful products that verify students' understanding of their learning experience

Physical Education@ PRCS

- State Mandated Physical Fitness Test- teachers will help prepare students throughout the school year and teach them about the necessary components of the test for grades 5 and 7. (Grades 4-8 are tested each year to practice and prepare students)

- CA Ed Code mandates 200 minutes (20 minutes per day) of physical education every 10 days for grades 1-6 and 400 minutes for grades 7-8. Classroom teachers need to schedule Physical Education in their day, have developmentally appropriate equipment and necessary space to conduct safe lessons.

- Common Core State Standards: Physical Education is part of the Technical subjects for English.

- Professional Development that focuses on developmentally appropriate instruction, standards-based lessons and assessments.

- Research indicates a positive correlation between physical fitness and academic achievement. Recognize thus the need for quality physical education K-8.

- 5 Overarching Standards that focus on Cognitive, Psychomotor and Affective Learning Domains: Movement Concepts and Skills, Fitness Concepts and Skills, and Social/Psychological Concepts and Skills.

- PRCS - Sound Body Sound Mind, Ready, Set, Gold, Run/walk program, Noon League Intermurals, Taekwondo

Grade level	Learning
K	Locomotor skills Nonlocomotor skills Object Manipulation
1	Locomotor skills Nonlocomotor skills Object Manipulation Hand-eye coordination Reaction time Static and dynamic balance
2	Locomotor skills Nonlocomotor skills Object Manipulation Hand-eye coordination Reaction time

	Static and dynamic balance
	Improved rhythmic skills
	Begin working cooperatively with partners
3	Movement sequences with locomotor and nonlocomotor skills
	Proper form for manipulative skills
	*fitness- early signs of poor posture and decreased flexibility
	Personal fitness goals
	Personal Motor skill goals
	Monitor own progress
4	Improved eye-hand coordination
	Improved fine-motor skills
	Increased gains in strength
	Improved reaction time and balance
	Focus on proper form for manipulation skills
	Offensive and defensive strategies
5	Early adolescence- Girls taller than boys
	Strength and motor skill differences
	Flexibility decreases (boys especially)
	Eye hand and eye foot coordination focus
	Accuracy and distance

	Efficiently manipulating objects (body part and implements)

Prevention & Intervention

Overview

Driven by both quantitative and qualitative data, PRCS's Multi-Tiered Prevention and Intervention Model is a framework that guides the planning and implementation of a coherent system of instruction and interventions matched to student needs. It is based on a belief that all children can learn when given researched-based and differentiated instruction, interventions, and supports. Research strongly suggests that many students currently identified as learning disabled would not have been identified if instruction had been appropriately targeted and responsive in the early grades. (Scanlon, et al, 2009).

PRCS community stakeholders, including classroom teachers, resource staff, community members, administrators, peers, and parents will use a team approach, collaborating to provide at-risk students with the tools they need to be successful. Students will be empowered to own their learning through collaboration, reflection, and goal-setting consistent with the school-wide vision of nurturing critical thinkers.

With a multi-tier approach, PRCS will establish a process for determining which students are experiencing difficulties, selecting intervention strategies or supports and matching these supports to students, and evaluating whether the intervention strategies are effective.

Process
The process will begin with a systematic and timely response to students who experience difficulty in meeting academic and behavioral benchmarks. At the beginning of each year, a careful examination of assessment data across the grades will identify students who are academically at-risk. These students will be assigned appropriate interventions and monitored for progress. Progress monitoring of student response to instruction and intervention will determine when a student should move from one tier of intervention to another. Data collected at each tier will be used to measure the efficacy of the interventions, so meaningful decisions are made regarding which interventions should be maintained. Analysis of the results will show whether the intervention has been successful or needs to be revisited. The higher the level of student need, the more frequent the progress monitoring will occur, to ensure that no time is wasted. Intervention groups will be flexible based on identified need obtained from progress monitoring data.

Prevention
"Good first teaching is the foundation of education and the right of every child," assert leaders in literacy, Irene Fountas and Gay Su Pinnell (1996). PRCS' commitment to this philosophy is embodied in its use of evidence-based best practices in the early grades before a student begins to demonstrate a weakness in a particular academic skill, thereby reducing the number of students referred for intervention. The Pilot Autonomy Model allows teachers the vision, latitude, and

agency to use these best practices to meet the needs of their students. Evidence-based best practices are defined by Gambrell, Malloy, and Anders (2011) as practices that generally accepted by experts in the field such as:

- Creating a classroom that fosters literacy motivation.
- Teaching reading for authentic, meaning-making purposes.
- Targeting and scaffolding instruction in foundational literacy skills.
- Giving students time for self-selected independent reading.
- Differentiating instruction based on instructionally relevant assessments.

Interventions will include:

- Differentiated small group instruction
- Push-in teacher assistants trained in specific intervention programs such as Read Naturally and Seeing Stars for strategic students
- Pull-out Resource Lab for intensive students
- After school tutoring and extended day learning opportunities
- After school computer lab programs

Intensive Intervention

Intensive intervention in the Resource Lab will account for an estimated 5-10% (get specific data) of the elementary population that will benefit from individual and/or very small group instruction that is designed to accelerate academic progress in English Language Arts. The primary intervention programs include Lindamood Bell, Triumphs, Zoo Phonics, Voyager. The targeted students are those who are performing significantly below grade level in the area of language arts. Students will be selected for intensive intervention based on current data such as DIBELS, AR scores, periodic assessments, informal Treasures assessments, writing assessments, and CELDT scores. Students will receive intensive instruction by a Resource Teacher and a teaching assistant four days per week in a small group setting. Curricular decisions as well as student groupings will be based on student need. Curriculum will be research-based and provide differentiated instructional strategies and on-going analysis. Students will be progress monitored one time per week and that data will drive instruction.

Procedures for Identification and Assessment of Students

Porter Ranch Community School will adhere to the guidelines within LAUSD's Special Education policy and procedures. The initial step known as the Student Success Team (SST) is a collaborative team of teachers, parents, and administrators who meet together and discuss academic concerns and provide the parents and the teacher with strategies and supports.

When a teacher has made accommodations for a student who is not meeting grade level standards, then the teacher will initiate the SST process. If the student continues to make little to no academic progress, the student will be referred for Special Education evaluation and assessment. An assessment plan will be generated and sent home within 15 calendar days. When the parent's sign and return it to PRCS, an IEP meeting will be scheduled within 60 calendar days. Assessment reports will be shared with the IEP team and recommendations will be made if the student is eligible to receive Special Education services.

Special Education
Porter Ranch Community School will implement, with fidelity, all of the policies and procedures in the District's Special Education Manual. All special education students will receive free and appropriate public education (FAPE) in the least restrictive environment (LRE). From a fine-tuned organized procedure of identifying appropriate students in need before they fail, to ensuring a timely completion of the evaluation with a high-level of targeted service, every special education students will have the same high academic expectations as that which we outlined with our school vision.

Proposed Instructional Model for 5th Grade

Homeroom / Reading

ELA (Writing) & Social Studies

Math - Pure & Applied

Science & Health
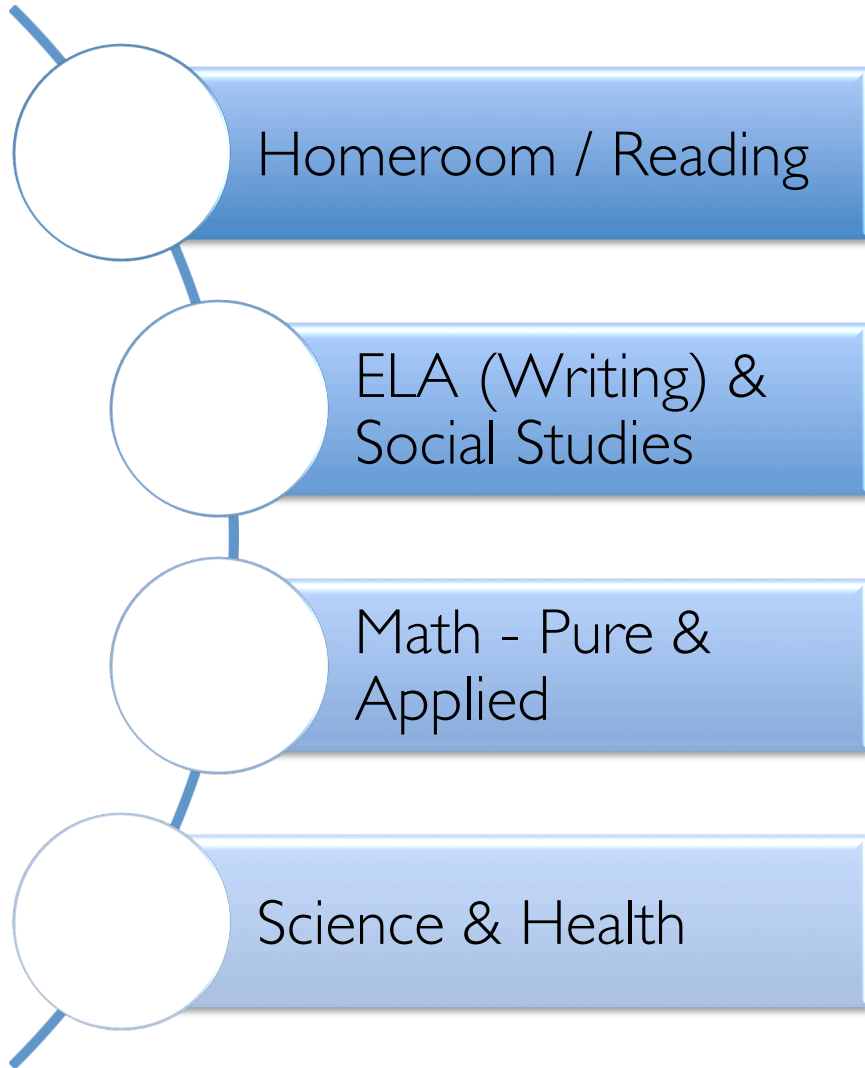
Outline
- With a 3-teacher model, each teacher would have a Homeroom roster, be responsible for grading all work for their HR, and choose a content area
- In the near future, with the expansion of the upper grades to a 4-teacher model, would need to reevaluate to ensure adequate time on core content areas, but does not rule out integration altogether
- Extra curricular activities such as Chorus, Dance, Library, and Computer Lab would come out of the Homeroom/Reading block

Reasoning
- Play to staff strengths, determined by preference sheet and admin input
- Ensure consistent instruction in core content subjects
- Try to maintain equity of workload – grading, class size
- Vertical articulation – between grade levels AND content areas w/ MS

Considerations
- Roll this out in 5th initially, then work down to 4th after evaluation and fine-tuning
- Instead of pull-out advanced classes, offer online enrichment and after school programs – MOOC model

Schedule
- 8:10 - 10:00 – Homeroom & Reading
- 10:00 - 10:20 – Recess
- 10:20 - 10:50 – Reading
- 10:50 - 11:50 – Rotation 1
- 11:50 - 12:30 – Lunch
- 12:30 - 1:30 – Rotation 2
- 1:30 - 2:29 – Rotation 3

Proposed Curriculum & Assessment Continuum

Curriculum Continuum

K	1	2	3	4	5	6-8
•Developing social skills needed for future work	•Exploring personal identity and character traits	•Learning about roles within the community and their impact	•Examing the development of local communities	•Understanding changes over time in California	•Expanding the notion of community beyond what you can see	•Becoming an agent of change in the redefined "community" •Bridge to HS

Approach to Assessment

Smarter Balanced

performance tasks that allow students to demonstrate research, writing, and analytical skills – must build capacity for this

LPA/Periodic

prompts developed by grade levels to reflect pacing plan and instruction more accurately

Criterion-referenced

based on core subject needs and areas of concern - ties back to vertical articulation and how we prepare our students for the next level

Proposed Curriculum & Assessment Continuum

Kindergarten

Resource	Keeping	Supplemental Materials
Treasures	Units • Families • Friends • Transportation • Food (Health rotation) • Animals • Neighborhood • Weather (Science rotation) • Plants (Science rotation) • Amazing Creatures (Science rotation) • I Know a Lot!	Handwriting books Materials to make thematic units Core Literature
We Learn Together	Correlations to Treasures • Learning to Work Together → Families / Friends / Animals • Where We Work & Live → Neighborhoods / Transportation • Work People Do → Neighborhood / Families / Transportation • Our Country → Weather / I Know a Lot! • Learning from the Past → Neighborhoods / Families / Friends / Transportation	Let's Find Out – Scholastic News for kinder Core Literature
Writing		A uniform writing program, such as Write from the Beginning
Assessments	Social skills assessment (to be determined – possibly a checklist with observation notes and writing component for students)	

Proposed Curriculum & Assessment Continuum

1st Grade

Resource	Keeping	Omitting	Supplemental Materials
Treasures	Theme • All About Us • Our Families, Our Neighbors • Let's Team Up • Nature Watch • Adventures	Theme • Have Fun!	Teacher created materials • Grammar, spelling, and phonics
Family and Friends	Correlations to Treasures • Good Citizens → All About Us • Our World & Now and Long Ago → Our Families, Our Neighbors • We Work → Let's Team Up • America the Beautiful → Nature Watch • All Together → Adventures		
Writing		Week 6 of each Treasures unit	A uniform writing program, such as Write from the Beginning, with a modified, transitional middle school element
Assessments	• LPA – grade level design • End of unit language assessment • DIEBLS – three times a year		

Proposed Curriculum & Assessment Continuum

2nd Grade

Resource	Included	Omitted	Supplemental Materials
Treasures	Theme • Friends and Family • Community Heroes • Better Together • Growing and Changing • The World Around Us	Theme • Let's Create	Core Literature • Sarah, Plain and Tall
People and Places	Correlations to Treasures • Families Long Ago → Friends and Family • Many Special People → Community Heroes • Our Needs and Wants / Many Special People → Better Together • Explore Our Earth / Many Special People → Growing and Changing • How Government Works → The World Around Us		
Writing			A uniform writing program, such as Write from the Beginning, with a modified, transitional middle school element
Assessments	Project based learning		

Proposed Curriculum & Assessment Continuum

3rd Grade

Resource	Keeping	Omitting	Supplemental Materials
Treasures	Theme • Let's Learn • Neighborhoods and Comm. • Express Yourself • Our Teams • Storytellers	Theme • Those Amazing Animals	Core Literature
California Communities	Correlations • Native American Communities → Let's Learn • Comm. & Geography → Neighborhoods & Comm. • Comm. Change → Express Yourself • Comm. at Work → Our Teams • Many Comm. One Nation → Storytellers		
Writing			A uniform writing program, such as Write from the Beginning, with a modified, transitional middle school element
Assessments	Smarter Balanced		

Proposed Curriculum & Assessment Continuum

4th Grade

Resource	Keeping	Omitting	Supplemental Materials
Treasures	Themes 1. Growing Up 2. Making a Difference 3. Working Together 4. Habitats 5. Problem Solving	Theme • The Power of Words	Core Literature (correlation) 1. Because of Winn-Dixie 2. Esperanza Rising 3. Cricket in Times Square 4. Island of the Blue Dolphins 5. By the Great Horn Spoon
Our Golden State	Units • Will utilize all 5 units	None	
Writing		Week 6 of Treasures	A uniform writing program, such as Write from the Beginning, with a modified, transitional middle school element
Assessments	Smarter Balanced – once a year LPAs – developed by grade level to reflect instructional plan		

Proposed Curriculum & Assessment Continuum

5th Grade

Resource	Keeping	Omitting	Supplemental Materials
Treasures	Reorganized Themes 1. Team Up to Survive 2. Investigations 3. Taking a Stand 4. The American West 5. Using Your Wits	Theme • Changes	Core Literature 1. Shiloh 2. Ben & Me 3. Number the Stars 4. Sign of the Beaver 5. The Kid Who Ran for President
Making a New Nation	Units • Exploration & Colonization • 13 Colonies • Struggles of North America • New Nation • Nation Expands • American People	Units • Native Americans	Ellis Island Experience
Writing			A uniform writing program, such as Write from the Beginning, with a modified, transitional middle school element Second semester alternative to align with middle school writing program
Assessments	Smarter Balanced – once a year LPAs – developed by grade level to reflect instructional plan		

Proposed Curriculum & Assessment Continuum

6th Grade
English Language Arts & Social Science

Resource	Keeping	Omitting	Supplemental Materials
District Text	Selective use of textbooks – cultural stories LPAs aligned with textbooks	Majority of fictional short stories	Core Literature (student-driven) • Classics study • Mythology • Biographies • Fiction/non-fiction
Core Content	Writing ties to Social Science		
Writing			College readiness writing program
Assessments	Smarter Balanced – once a year Criterion-referenced – teacher developed Debates P.O.V. essays – research element, performance task		

Proposed Curriculum & Assessment Continuum

7th – 8th Grade
English Language Arts

Resource	Keeping	Omitting	Supplemental Materials
District Text	Selective use of textbooks – cultural stories LPAs aligned with textbooks		Grammar books and program Differentiated Core Literature for grade levels
Skill Based			Grammar program for possible 5th – 8th alignment
Writing			Look into MS version of "Turn It In.com" for grading and plagiarism
Assessments	Smarter Balanced – once a year Criterion-referenced – teacher developed with rubrics Digital resources such as EdModo for informal discussion and student forums and a program like Accelerated Reader for MS comprehension, tracking student progress		

Proposed Curriculum & Assessment Continuum

6th - 8th Grade
Social Science

Resource	Keeping	Omitting	Supplemental Materials
District Text & Periodic	Selective use of textbooks	Periodic assessments – does not align with instructional plan	Historical atlases DBQ books – looking for an updated CCSS resource Technology program
Writing	There is no explicit writing component to speak of.		Projects focused on DBQ and essay writing with supporting evidence
Assessments	8th grade social science assessment Criterion-referenced – teacher developed based on textbook, discussion, and notes DBQ writing P.O.V. essays – research element, performance task Map work		

Proposed Curriculum & Assessment Continuum

6ᵗʰ - 8ᵗʰ Grade
Science

Resource	Keeping	Choice	Supplemental Materials
District Text • Earth • Life • Physical	Keeping all parts of the publisher's curriculum, but through thematic designed unit by teacher • Age appropriate • Culturally appropriate	Semester of Health, including AIDS/HIV education – dependent on parent/student feedback OR Semester of options such as Engineering Design	Health • Additional textbooks Engineering Design • Training • A type of STEM program – still exploring options, such as CSUN's partnership with BMS
Writing			Lab journals Lab write-ups Science fair project – when the MS expands in 2014-2015
Assessments	Adopted State assessment – once a year Lab write-ups Teacher designed criterion-referenced assessments Lab journals		

Proposed Curriculum & Assessment Continuum

KDLP

Resource	Keeping	Omitting	Supplemental Materials
District Curriculum	APOLO PDs KLA curriculum w/ flexibility		Drums and costumes Korean core literature Teacher resource books
Assessments	KLT Incoming kinder screening assessment – given by teachers • Must have grade-level proficiency in at least one language		
Program Specific	Continuing KDLP students from other KDLP schools should be granted permits 5th grade will have 3 extended days per week to accommodate content lessons in Korean Autonomy over cultural curriculum budget		

Professional Development Calendar

2013-2014 School Year
Themes: Common Core State Standards, Professional Learning Communities, and Vertical Articulation
→ A look at what's available, applicable, of potential interest – by no means a complete list

August	September	October	November
		CC Connection to Social Studies – UE, MS	Next Gen. Science – UE, MS

December	January	February	March
LACOE STEM – MS		CC Connection to Social Studies – UE, MS	LACOE CCSS Teaching Math to EL's

April	May	June	July
Reading/LA K-5, 6-12 Reading Info. Text – online, 5 wks. K-12 ELA CCSS Depth & Comp. – online Technology CCSS, Digital Citizenship	**Post-assessments: vertical articulation time for planning and class makeup** Math CCSS CCSS Reading Next Gen Science	**Post-assessments: vertical articulation time for planning and class makeup** **Structuring PLCs for next year** LACOE STEM – K-5	

2014-2015 School Year
Themes: Common Core State Standards, Vertical Articulation, and Writing
→ A look at what's available, applicable, of potential interest – by no means a complete list

August	September	October	November
Staff PD days – vertical articulation for planning **Implementing universal writing program**		CSTA Science Conf.	CAG Gifted Conf. South CMC Math Conf. – 1 & 2 gr.

December	January	February	March
Vertical articulation – analyzing first semester writing CMC Math Conf. – 6-8 gr. STEM in sec. class		CAG Conference Kinder Conference – end of Feb. to beg. March	Kinder Conference – end of Feb. to beg. March

April	May	June	July
	Post-assessments: vertical articulation time for planning and class makeup	**Post-assessments: vertical articulation time for planning and class makeup** Sandra Kaplan 3 day Gifted Conf.	

Professional Development Calendar

2015-2016 School Year
Themes: Math, Science, and Social Studies as vehicles for writing and the CCSS
→ A look at what's available, applicable, of potential interest – by no means a complete list

August	September	October	November
Staff PD days – vertical articulation for planning CMC Math Conf. in Monterey		CSTA Science Conf.	
December	**January**	**February**	**March**
		CAG Conference Kinder Conference – end of Feb. to beg. March	Kinder Conference – end of Feb. to beg. March
April	**May**	**June**	**July**
	Post-assessments: vertical articulation time for planning and class makeup	**Post-assessments: vertical articulation time for planning and class makeup**	

PORTER RANCH COMMUNITY SCHOOL
## BELL SCHEDULE 2013 – 2014   Rev: 08/14/13

ELEMENTARY - Regular Day

GRADES	START TIME	END TIME Total Minutes 319	RECESS	LUNCH START TIME	LUNCH END TIME 40 MIN.
Pre-K	8:10 am	M – TH 2:30 pm FRI 11:30 am	30 mins. 10:35 am- 10:55 am	12:35 pm	1:05 pm
Kinder	8:20 am	2:39 pm	20 mins. 9:55 am – 10:15 am	Rms. 5,6,7 11:30 am -------------------- Rms. 1,2,3,4 12:00 pm	12:10 pm ------------------ 12:40 pm
1st - 2nd	8:10 am	2:29 pm	9:45 am – 10:05 am	11:30 am	12:10 pm
3rd - 4th - 5th	8:10 am	2:29 pm	10:15 am– 10:35 am	12:15 pm	12:55 pm

ELEMENTARY – TUESDAYS - Early Dismissal

		Total Minutes 259			
Kinder	Same as above	1:39 pm			
1st – 5th	Same as above	1:29 pm	Same	as	above

ELEMENTARY – Minimum Day

GRADES	START TIME	END TIME Total Minutes 249	BRUNCH START TIME	BRUNCH END TIME 30 MIN.
Kinder	8:20 am	12:59 pm	9:55 am	10:15 am
1st - 2nd	8:10 am	12:49 pm	9:45 am	10:15 am
3rd - 4th - 5th	8:10 am	12:49 pm	10:15 am	10:45 am

MIDDLE SCHOOL

	Regular Day Total Minutes 355		Tuesday Early Out Total Minutes 287		Minimum Day Total Minutes 247	
PERIOD	START TIME	END TIME	START TIME	END TIME	START TIME	END TIME
Period 1	8:00 am	8:55 am	8:00 am	8:45 am	8:00 am	8:40 am
Period 2	9:00 am	9:55 am	8:50 am	9:35 am	8:45 am	9:25 am
Nutrition	9:55 am	10:10 am	9:35 am	9:50 am	9:30 am	9:50 am
Period 3	10:15 am	11:15 am	9:55 am	10:40 am	9:55 am	10:35 am
Period 4	11:20 am	12:15 pm	10:45 am	11:27 am	10:40 am	11:20 am
Lunch	12:20 pm	12:50 pm	11:27 am	11:57 am		
Period 5	12:55 pm	1:50 pm	12:02 pm	12:47 pm	11:25 am	12:05 pm
Period 6	1:55 pm	2:50 pm	12:52 pm	1:32 pm	12:10 pm	12:32 pm

- **Breakfast Schedule for all grades: 7:45 am – 8:10 am**
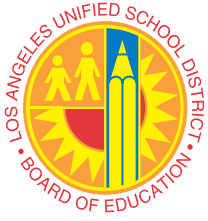
John E. Deasy, Ph.D
　Superintendent of Schools
Byron Maltez
　Interim Superintendent, ESC North
Mary Melvin
　Principal
Lucy Lee
　Assistant Principal EIS
Mindy Park
　Categorical Program Advisor
Amy Almany
　Middle School Counselor

Elect-to-Work Agreement

SCHOOL NAME: Porter Ranch Community School

SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: 2014 – 2015

1)　　Introduction

I, _____ am voluntarily electing to work at Porter Ranch Community School. I am signing this Elect-to-Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment. This agreement is revisited and revised annually with teacher voice in decision making. The Pilot Agreement does not waive the parts of the contract that are in Ed Code, State and Federal laws, consent agreements, or any legal requirement that applies to all LAUSD schools.

> Porter Ranch Community School is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). You shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, you may receive a non-uniform salary pursuant to Government Code 3543.2(e).

While not attempting to be exhaustive, this Elect-to-Work-Agreement   states the more important terms and conditions.

2)　　Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)

> I shall continue to be a member of the United Teachers of Los Angeles. If am hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

> I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

> I shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

3) Terms of employment

Kindergarten:

For the 2014 – 2015 school year, the school day for the students will begin at 8:20 am and end at 2:39 pm on Mondays, Wednesdays, Thursdays, and Fridays. The school day for students on Tuesdays will begin at 8:20 am and end at 1:39 pm. The school day for teachers will be 7:59 am to 2:49 pm on Mondays, Wednesdays, Thursdays, and Fridays. The school day for teachers on Tuesdays will be 7:59 am until 3:29 pm with 1:45 pm to 3:29 pm reserved for professional development and staff meetings. (In keeping with UTLA contract Article IX, Section 4.3)

Grades 1 – 5:

For the 2014 – 2015 school year, the school day for the students will begin at 8:10 am and end at 2:29 pm on Mondays, Wednesdays, Thursdays, and Fridays. The school day for students on Tuesdays will begin at 8:10 am and end at 1:29 pm. The school day for teachers will be 7:49 am to 2:39 pm on Mondays, Wednesdays, Thursdays, and Fridays. The school day for teachers on Tuesdays will be 7:49 am until 3:29 pm with 1:45 pm to 3:29 pm reserved for professional development and staff meetings. (In keeping with UTLA contract Article IX, Section 4.3)

Grades 6 – 8:

For the 2014 – 2015 school year, the school day for the students will begin at 8:00 am and end at 2:50 pm on Mondays, Wednesdays, Thursdays, and Fridays. The school day for students on Tuesdays will begin at 8:00 am and end at 1:32 pm. The school day for teachers will be 7:53 am to 2:56 pm on Mondays, Wednesdays, Thursdays, and Fridays. The school day for teachers on Tuesdays will be 7:53 am until 3:29 pm with 1:45 pm to 3:29 pm reserved for professional development and staff meetings. (In keeping with UTLA contract Article IX, Section 4.3) All middle school teachers will be given one period for prep and conferences.

The school year for students will consist of 180 instructional days. Teachers will work 186 days according to the following schedule:

- The first and last days of school for students will be the same as at other traditional schools in the LAUSD.
- All holidays observed will be the same as at other traditional schools in the LAUSD.
- All teachers will be responsible to attend 4 **paid** professional development days. The dates of the professional development days will be determined at a later date (non-weekend days). *Principal will provide make-up sessions due to significant life events such as illness or death in the family.*
- All teachers will report to work on 2 pupil free days designated by the traditional calendar.

4) Responsibilities

Specific job responsibilities are as outlined in the teacher's job description as outlined in the UTLA contract.

5) Performance Evaluation

I shall continue to be subject to following provisions of the Agreement:
Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and
Discipline (Article X), and Peer Assistance and Review (Article X-A).

We shall use UTLA approved teacher evaluation measures.

6) Dispute Resolution

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the Agreement.

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)), Discipline (Article X), and Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c)

The following Internal Appeals Process (IAP) shall be used at Porter Ranch Community School only in regards to the matters stated above. A "complaint" for purposes of this IAP is defined as set forth above. A "day", for purposes of the timelines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays, or District-unassigned days (e.g., Day after Thanksgiving). The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

The Steps of this IAP are as follows:

1. <u>Informal Meeting Between the Grievant and Principal:</u> Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the principal (and the department/grade level chair if the matter involves the department/grade level chair), to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request.

2. <u>Second Meeting, with Chapter Chair Included:</u> If the dispute has not been resolved within five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from the Informal Meeting, and also the chapter chair for the site, and may also include a designee of the principal. The purpose of this meeting is for the principal and the chapter chair to attempt in good faith to resolve the dispute. This meeting shall be conducted within five (5) days of the request. If the matter is not resolved within five days of the Second Meeting, then this step is deemed completed. Provided, however that if the chapter chair may be personally affected by the outcome, and there is no designated co-chair, the matter shall automatically proceed to the next step.

3. <u>Third Meeting: Teacher Representatives of the Governance School Council:</u> If the dispute has not been resolved within five (5) days of the above-described Second Meeting, the employee shall have up to an additional five (5) days in which to request a meeting with the teachers and principal from the Governance School Council. This meeting shall be conducted within five (5) days of the request. If the dispute has not been resolved within five (5) days of this meeting, the employee may submit a request for Arbitration per the UTLA Contract (Article V) set forth below.

4. <u>Submission to Arbitration (UTLA Contract: Article V):</u> If the grievance is not settled in the Third Meeting, UTLA, with the concurrence of the grievant, may submit the matter to arbitration by a written notice to the District's Office of Staff Relations within five (5) days after termination of the Third Meeting. The grievant and

principal will follow the steps laid out in the Grievance Procedures of the UTLA Contract under Article V.

7) Voluntary Transfers and Exiting:

I may request a voluntary transfer to another school at the end of the 2014 - 2015 school year or choose to sign the Elect-to-Work Agreement by April 15th of the 2014 – 2015 school year at PRCS. I understand that, similarly, PRCS may decide not to offer me a position and the Elect-to-Work Agreement for the 2015 - 2016 school year, only after going through all the steps of the IAP. If I am to be transferred, an attempt will be made to place me into a vacancy for which I am qualified at a school within the geographic area in which PRCS is located.

8) Dismissal

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

9) Signatures

By signing this document, I acknowledge that I have read all the provisions of this Elect-to-Work Agreement and that I agree to all its terms.

_____   _____
Employee Name/ Employee #   Date

_____   _____
Principal, Mary Melvin   Date

What do you believe is a priority to the success of all students at PRCS? These are the line items that are currently not available in our Budget. Please provide your input and return to Mary by Friday lunch time. Thank you.

Number each item from 1-4:
4-Urgent
3-Very important
2-Important
1-Somewhat important

Budget Priorities:
- Professional Development   _____
- Student Intervention   _____
- Curricular Support materials   _____
- Field Trips
- Student Enrichment   _____
- Middle School Electives   _____
- Teacher's aides
- Technology   _____
- Other:_____   _____

Professional Development
- Conferences   _____
- Site Presenters   _____
- Depth and Complexity   _____
- Writing training   _____
- Teacher Planning Time   _____
- Other: _____   _____

Student Intervention
- Computer Support (IXL)   _____
- After-school support   _____
- Aide Support   _____
- Other: _____   _____

Curricular Support materials
- Core Literature   _____
- New Curriculum   _____
- Engineering   _____
- Writing   _____
- Other: _____   _____

KDLP Needs: _____

My Budget Concerns: _____

1. As a grade level, create a vision statement using the phrase bank we brainstormed last week at our Pilot brainstorm meeting.
2. When filling in the chart, keep in mind that each academy should have a unique set of foci, appropriate to the students' needs and abilities.

_____ Grade	
Theme(s)	
Mission - Fundamental beliefs about student learning - Statement of values that will lead to the success of future graduates	
Academic Foci - Measures of success beyond test scores	
Social Foci - Character development - "Whole child"	
Community Foci - How students will engage with and deepen their understanding of the community	
Data - Identifies the most and/or central needs - Qualitative & quantitative sets	

_____ Grade	
PD - Assessing teacher needs and interests to guide PD	
Curriculum - Anything beyond the District adopted material	We will NOT change curriculum or assessments in our Pilot Plan. However, if you would like to highlight or expand any part of the existing curriculum, please take time as a grade level to discuss possible core literature books, thematic units, or field trips your grade level could take to fulfill the mission of the school. Use this map to chart ideas.
Assessments - Formative, summative, informal, etc.	
Resources - Things we need or will continue to need	
Student Identification & Support Systems - ELD, GATE, SPED, etc.	
Personnel & Staff Support - What types of additional staff/roles?	
Budget Flexibility - Why do need control over our own budget?	
Extracurricular Wish List	

I am interested in writing the plan.   We have 4 sub days available and we need to take all of the staff in-put to create a first draft this week. We need experienced writers to help combine all the information we have compiled. We want to schedule a sub day THIS Wednesday.   We will write all day and then distribute copies to the staff the following morning. We will draw names, lottery style tomorrow.

Name: _____

Grade Level: _____

I am interested in writing the plan.   We have 4 sub days available and we need to take all of the staff in-put to create a first draft this week. We need experienced writers to help combine all the information we have compiled. We want to schedule a sub day THIS Wednesday.   We will write all day and then distribute copies to the staff the following morning. We will draw names, lottery style tomorrow.

Name: _____

Grade Level: _____

I am interested in writing the plan.   We have 4 sub days available and we need to take all of the staff in-put to create a first draft this week. We need experienced writers to help combine all the information we have compiled. We want to schedule a sub day THIS Wednesday.   We will write all day and then distribute copies to the staff the following morning. We will draw names, lottery style tomorrow.

Name: _____

Grade Level: _____

Pilot School Model Concerns and FAQs

Concern (ABC order)	Guiding Question(s)	Current Process & Realities	Potential Pros	Potential Cons
Additional Expectations	Will I be expected to stay longer and join more committees? Will there be more meetings?	Yes and no. It all depends on us and what we want. Many EWAs (Elect to Work Agreements) outline additional hours to work and duties for the staff – those are decisions that we make as a staff. We need to look at our needs, compare them with our resources, and see if there are additional areas we need to step up in. These are all essential parts of the Pilot RFP process.	Offer after-school intervention classes for at-risk students Offer enrichment classes for advanced students Earn additional income, if funding is available Meetings with specific foci, agendas, and only when necessary.	Teacher burnout from any added work, responsibilities Conflicts with the work/home schedule if you choose to take on additional roles
Assessments	Does this mean we stop testing? What will be held accountable for? Who will make the assessments and test their validity?	LPAs, Periodic Assessments, DIEBLS, etc. Still accountable for State assessments, regardless We are not required to change/forego any assessments, unless we choose to do so.	Create differentiated assessments for students entering kinder and middle school, placement exams, Follow our own testing calendar for "periodics" that align with classroom teaching Ability to offer modified assessments for student groups Opt out of DIEBLS for third grade	Teacher created assessments take time to develop and require multiple rounds of testing to determine validity. Tracking data from teacher created assessments would be left to the school site and teachers

Concern (ABC order)	Guiding Question(s)	Current Process & Realities	Potential Pros	Potential Cons
Common Core & Smarter Balance	Will we have time to focus on the CCSS and fine tune our craft?	Teachers study and reflect on CCSS individually, on their own time	***see Vertical Articulation**	
Curriculum Development	Are we throwing away Treasures and enVision?	District purchased curriculum serves as the foundation for most classroom instruction

Individual teachers supplement their instruction with a variety of programs, thematic units, and projects | Keep what we want, need, and like; supplement the rest with what we create and purchase

Incorporate new curriculum across a grade level (Singapore Math, for example) | Investing time and energy while trying to develop and test new curriculum

Not all teachers might want to play an active role in the process

Are we monitoring progress and implementing with fidelity? |
| **Decision Making** | Who will be making the decisions about funds, programs, and personnel? | School Site Council determines use of categorical funds, with advice from ELAC

Principal allocates any discretionary funds to remaining programs and for hiring personnel | Establish Leadership Council of elected staff members to decide on use of funds, programs, curriculum, etc. Leadership Council would comprise mostly of teachers – the practitioners who know the students' needs best | Additional meetings for elected members, increased accountability for tracking funds and evaluating program success |

Concern (ABC order)	Guiding Question(s)	Current Process & Realities	Potential Pros	Potential Cons
Division of Labor	Who will write the plan? Will everyone get a say in what goes in the final draft?	Most plans are written by a small team with staff input/feedback in order to create a cohesive document with a uniform voice. People who want to be involved will be involved. Those who are unable to be a part of the writing process will still be involved. Weekly updates on drafts will require feedback from the entire staff.	Writing is the easy part – implementation is where we need all hands on deck. Timelines keep the writing team on track with updates and revisions for the staff. Initial teacher feedback has already been submitted. Data mining is a quick process for trained minds.	Reading through multiple drafts of writing, waiting until it gets done right The fear of favoritism for those highly involved in the process
Elect to Work Agreement	Is my job secure? What's the process, year-to-year?	***see FAQ section for a more in-depth answer**	Written commitment to the vision and mission of the school Creating a blueprint for future hiring decisions	Can be perceived as legalistic if written the wrong way
Evaluations	How will the STULL/TGDC process change?	***see FAQ section for a more in-depth answer**	Peer evaluators and support teams in place Multiple informal observations to capture a teacher's true strengths	Peer evaluators and support teams in place Multiple informal observations to capture a teacher's true needs and areas for improvement

Concern (ABC order)	Guiding Question(s)	Current Process & Realities	Potential Pros	Potential Cons
Lack of Examples/Models	Why haven't other local schools gone this route? Who can we even compare ourselves to? Can we have more time to explore our options?	Many schools in our local area have recently made the transition to affiliated charters, but are now exploring the potential benefits of becoming Pilot schools as well. Pilot schools are primarily high schools, low-performing schools, or schools looking for a new way to structure their systems in place. We're unique in that we're a TK-8, high-performing school with a KDLP. Voting yes to go forward with writing a plan does not bind us to the process. If we change our minds during the process, or even after the process is complete and we've become a Pilot school, we can always go back to the Traditional model.	Use this process as a catalyst for establishing the PRCS brand and its value Rally around a unifying mission, vision, and foundational values determined by all stakeholders Live out the reasons why most teachers came to PRCS: to be a part of something bigger than themselves, to create something different, and be trendsetters. Take control of the direction and future of PRCS. After all, you chose to be here.	Feeling rushed into a decision Trying to compare ourselves to schools that are nothing like us. Objectively, there never will be a school to directly compare ourselves to, and that's a good thing.
Middle School Requirements	How will this affect middle school?	Students who are not identified as GATE are currently enrolled in Honors classes. Many students could benefit from advanced classes, but we are currently unable to offer such classes.	Clearly outline the identification process, streamline the process, and enroll students in appropriate classes Develop "enriched" classes for GATE students to access different curriculum	Additional work in identifying students and placing them in appropriate classes, some of which do not exist on our campus yet.

Concern (ABC order)	Guiding Question(s)	Current Process & Realities	Potential Pros	Potential Cons
Our "Average" Students	What will differentiated teaching look like for our "average" students?	According to staff feedback, many of our small groups are designed to meet the needs of GATE, at-risk, and LEP students.	Increased TA time will allow teachers to break groups down further to concentrate on the "middle" and make work need/skill specific Focus on raising the middle portion of the bell curve.	Increased work for the teacher, trying to create/supplement lessons with 3-5 levels in mind
Professional Development	How will this encourage us to grow as professionals?	Majority of dates are taken by the District, with little time given to site-based needs or priorities Between primary/upper elementary school, KDLP, middle school, and TK/K, PRCS has a wide variety of needs. Some can be met with a single PD, others require differentiation, just like with our students.	Options to bring trainers in to address site-specific needs or send out small teams of teachers to get trained and bring back the information and train the staff – makes them more readily available, as well Creates opportunities for teachers to propose PD topics and pursue resources to share with the staff	
Shiny New Things	What happens when things start to break down?	PRCS is a brand new school, so maintenance and upkeep of furniture and classrooms have yet to become a major concern, but they will.	Allocate funds for fixing, retrofitting, and purchasing new furniture and equipment as necessary	People grow attached to squeaky chairs and broken tables

Concern (ABC order)	Guiding Question(s)	Current Process & Realities	Potential Pros	Potential Cons
Supervision & Support (TAs)	If we hire more classified staff, how will that benefit my class?	Yard supervision a concern for all teachers, grades TK-8. Miss Liz and Miss Monique are incredible, but they're only two people trying to watch the entire yard and cafeteria. As much as we go to keep an eye on our kids, we can't always be out there. 1.5 hours of TA time a week is better than nothing, but something like 1.5 hours a day means you're able to focus on quality, depth, and individual students.	Reduced number of incidents on the yard Increased parent satisfaction with the school's priorities (student safety) Additional small group time to work with your low, middle, and high students Additional small group time to work with your low, middle, and high students (so important, it had to be said twice)	Adjusting class schedules to utilize TA time to its fullest Relying on TA attendance and availability for certain lesson plans Quality of TA training and ability varies, especially if their work is tied to your class performance
Technology	Things are new and "state-of-the-art" now, but what happens in 5 years? We have the equipment, but are we using it to its fullest potential?	Projectors, iPads, laptops, and desktop computers are mainly used as separate entities. We need to utilize what we have to show parents that they should continue to support us for what we want/need later on.	Training on how to integrate all of the available technology into your classroom and incorporate peripheral devices into your daily instruction Funds for purchasing applications (apps), coverage time for classroom demonstrations, and on-site support	Having to change your teaching style to incorporate all of the technology available to you Feeling the pressure to use more technology than you're comfortable with Being early adopters of quickly outdated tech
Timeline	What will the process look like over the course of the year?	***see FAQ section for a more in-depth answer**	Accountability and transparency	Short timeline means longer work sessions for those involved in the writing process
Top Down, District Mandates	What influence will the District have on our meetings, planning, and school structure?	District says, we do.		

Concern (ABC order)	Guiding Question(s)	Current Process & Realities	Potential Pros	Potential Cons
Vertical Articulation	Will we be able to work with other grade levels on projects, thematic units, CCSS, etc.?	Nothing officially in place. KDLP and Middle School meet occasionally, but the majority of us never work with teachers outside of our grade level.	Setting aside time for examining CCSS across grade levels, common planning, establishing transitional programs for BOY and EOY Develop CCSS "kits" for teachers to use in the classroom Greater understanding of incoming/outgoing students and classes	Additional work, discussion, and planning for grades you might never teach Trying to stay on pace with multiple grade levels
Writing Programs	Would we be free to implement writing programs that we select?	This is already happening in most classrooms, where teachers supplement Treasures with writing programs that they have determined to work best for their student population.	The ability to purchase resources and materials for programs such as, Write from the Beginning The support of your Administrator to explore different options	The pressure of keeping up with classes producing "different" writing samples

Why go Pilot? We're a new school and...
What are we really doing right now to help develop a sense of community and staff-wide relationships? Unless we take the initiative to establish our identity as a school, nothing's going to happen. Wanting to let things progress naturally is great for most relationships, but our students don't have the luxury of waiting years for us to solidify our identity, mission, and vision for this school. Individually, we're doing well, but there are such greater heights we could reach collectively. Aside from the financial and professional benefits of going through the Pilot School RFP process, this forces a school to come together in agreement on . This is our opportunity to establish the PRCS brand,

_____

What About the Contract and EWA (Elect to Work Agreement)? What Changes? What Stays the Same?
- Salary, benefits, seniority, and membership in UTLA
  - Stay the same
- Terms of employment (calendar)
  - Stay the same, with the exception of additional PD days, TBD based on teachers' schedules
  - Teachers will receive compensation for any additional hours worked above and beyond those required by the UTLA Collective Bargaining Agreement
- Responsibilities
  - The same outlined in the teacher's job description in the UTLA contract, including other duties assigned by the Administrator
- Performance Evaluation
  - The same process as outline in Article X and Article XXVII in the UTLA contract
  - A peer review process for teacher support is an option we can add in, but we would need to take time to develop it fully
- Dispute Resolution (Grievances)
  - The same as outlined in the UTLA Agreement
- Transfers (Voluntary and Involuntary)
  - You may choose to transfer from PRCS at the end of each year. Similarly, PRCS may transfer you at the end of a school year to a vacancy for which you are qualified. The process takes place over the course of the year, with every attempt possible made by the school to support and guide you.
- Dismissal
  - Subject to the same process as other UTLA-member employees who are not working at a Pilot School.

What About The Elephant in the Room? Money.
- Where does the extra money come from?
  - Funding is determined on a Per Pupil Lump Sum Amount, meaning, kids in their seats = money for our school
  - With our current attendance rates, we would be receiving an estimated $450,000 more this year alone
- What do the numbers look like? What could they look like in the future?

- General Fund Current
  ‣ roughly $4.0 million -- $3.4 million of that goes to salary
- General Fund Projected (w/ Pilot model)
  ‣ 2014-2015, $4.5 million
• PRCS is the only non-Title 1 in ESC North without a budget plan
  - We receive no additional funding

What's the Timeline for this Entire Process?
• October 1, vote for Pilot RFP
• October 2-21, during the writing process
  - open meetings after school
  - Friday, October 4, submit initial draft to team members for editing
  - Mondays, email draft to entire staff
  - Tuesdays, review/evaluate draft as a staff during allotted PD time
  - Wednesdays-Fridays, continue writing
  - repeat until October 21 for final review before submission
• October 22 - submit Pilot RFP
• January 2014 - receive feedback & suggestions
• February 2014 - submit final Pilot RFP for board approval
• March 2014 - School Board votes on Pilot RFP
• March 2014 - if approved, start on the hard part: implementation

Pilot School Grade level Worksheet.

Grade level: _____

What sets PRCS apart from other schools?

_____

_____

_____

What would you like to do or see at PRCS that we currently don't have?

_____

_____

_____

What do you feel should be a focus at PRCS?

_____

_____

_____

What professional development would you like at PRCS and in what format?

_____

_____

_____

How is our school student centered?

_____

_____

_____

How would you like to differentiate for your GATE students?

_____

_____

_____

How would you like to differentiate for your at-risk students?

_____

_____

_____

School climate is often hard to describe. How would you describe ours?

_____

_____

_____

What are the pro's for your grade level for going pilot?

_____

_____

_____

What are the con's for your grade level for going pilot?

_____

_____

_____

What further questions do you have?

_____

_____

_____

Do you want to be involved in the team to learn more? _____