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Bell/Cudahy Partners in Education - South Region ES #3

1. EXECUTIVE SUMMARY

1a. Assurances

- i. South Region ES #3 will be an internal operator of Los Angeles Unified School District (LAUSD). We will operate under the *iDesign* model. Once the staff has been selected, we reserve the option to explore and adopt other models.
- ii. We agree to enroll the requisite number of students from the impacted campuses that this new school is intended to relieve, including students with disabilities.
- iii. We agree that the student composition at this new school will be reflective of the student composition at the schools in which it is intended to relieve and that it continues to reflect the overall school community.
- iv. Does not apply
- v. We agree to adhere to the terms, conditions, and requirements of the Modified Consent Decree and any other court orders imposed upon the District pertaining to special education.

1b. Student Population

South Region ES # 3 student population will consist of the following (derived from an average of feeder schools' student populations):

Student Population Data*

% OF DEMOGRAPHICS BY POPULATION		Corona	Elizabeth Learning Center	Ellen Ochoa Learning Center	Escutia Primary Center	Teresa Hughes
	African American		1			
	American Indian					1
	Asian					
	Filipinos					
	Latinos	96	98	98	95	96
	Pacific Islanders					
	White (not Latino)	3	1	1	5	2
	Special Education	8	9	10	14	9
	Gifted and Talented	2	4	5		3
	Economically	91	82	88	90	91
	English Learners	49	39	46	71	33
	Reclassified as Fluent	17	36	23		17
	English Proficient					

*LAUSD 2008-2009 School Data Sheet

All members of Bell/Cudahy Partners in Education (B/C PIE) have several years of experience working in the community that will serve South Region ES # 3 with an average of 15+ years serving similar student populations. Many of our team members also live in the community.

1c. Vision, Mission, and Philosophy

Vision

Our vision is for all school community partners to collaboratively engage and empower one another to discover and maximize our students' creative talents and abilities in all educational and technological disciplines. We are dedicated to supporting their social, emotional, physical, and intellectual potential to become responsible, productive scholars prepared to lead a diverse society.

Mission

We are committed to creating a community of partners dedicated to educating successive generations of productive citizens who contribute to the cities of Bell/Cudahy and to our diverse global society.

Philosophy

Students as Partners

We believe that all students have a passion for learning and will succeed as proud scholars of their community. Every child will come to school with the highest expectation that he/she will be further equipped with knowledge and wisdom each day. Each child will have accessible opportunities to reach his or her full potential. Students will flourish with a broad, flexible, and motivating education that stimulates their natural curiosity and unique talents.

Teachers and Staff

As educators we believe that creating a learning environment where teachers and students can feel excited about the work they are doing is essential for ensuring success for all. As teachers and staff, our role is to serve as a guide to students' learning and self discovery by providing the necessary resources for all students to achieve high academic success. We encourage collaboration between teachers, students, parents, school, and community to build an infrastructure that is supportive of the program and how the school addresses state mandated standards. We address academic concerns by implementing research-based best practices and strategies that will positively impact student achievement in all academic areas. Instruction will be data-driven.

We encourage teachers to use different learning tools (e.g., Mapping, thematic webbing, etc.) to develop essential questions for the creation and use of interdisciplinary themes with the purpose of integrating cross- curricular subjects. The curriculum is designed around students' needs (academic and emotional needs), experiences, interests, and instructional standards. To this effort, we are dedicated to continual professional development and redefining teaching practices through Professional Learning Communities (PLCs), educating our parents, informing our community, and establishing ongoing two-way communication among all school community partners.

Parents/Community

We believe in fostering and strengthening community ties through joint use of our facilities. Our goal is to provide an inclusive community dedicated to community outreach. We also believe in reaching out to our local business community in an effort to build bridges and establishing lifelong relationships that will create the future leaders of our community.

We believe in empowering our students with a sense of pride and respect in themselves and their community by providing opportunities to serve and give back. We believe in an all-inclusive system that empowers parents in our community through education, networking, and volunteering.

A Day in the Life of Students at South Region #3

It is Friday and Maria, a 4th grader, arrives at school wearing her university T-shirt (identifying her classroom). She is greeted by her friends, the bell rings, and Maria heads off to her science class that is taught by another teacher within the Science Small Learning Community (SLC). Placement in the SLC is determined by the Personalized Education Plan (PEP) that has been completed prior to the start of the school year with information provided by both the student and her parents. Jose, her classmate, is assigned to visual arts. Both classes are involved in inquiry standards-based collaborative projects that are challenging and require all students to apply multiple standards in their work. Maria and Jose head back to their "home class" for grade level math instruction. During ELA, Maria heads over to the 5th grade class within her SLC because she is reading one year above grade level and the instruction is based upon the needs of the individual students at South Region ES #3. Maria and Jose's individual needs continue to be met during their workshop/intervention time after lunch. This time allows teachers to group students within the SLC or by grade level to meet the individual learning needs. As the day comes to a close, Maria and Jose are self-assessing their work for the week based upon student-developed rubrics. Their assessments are turned in to their teacher for conferencing and planning for future learning.

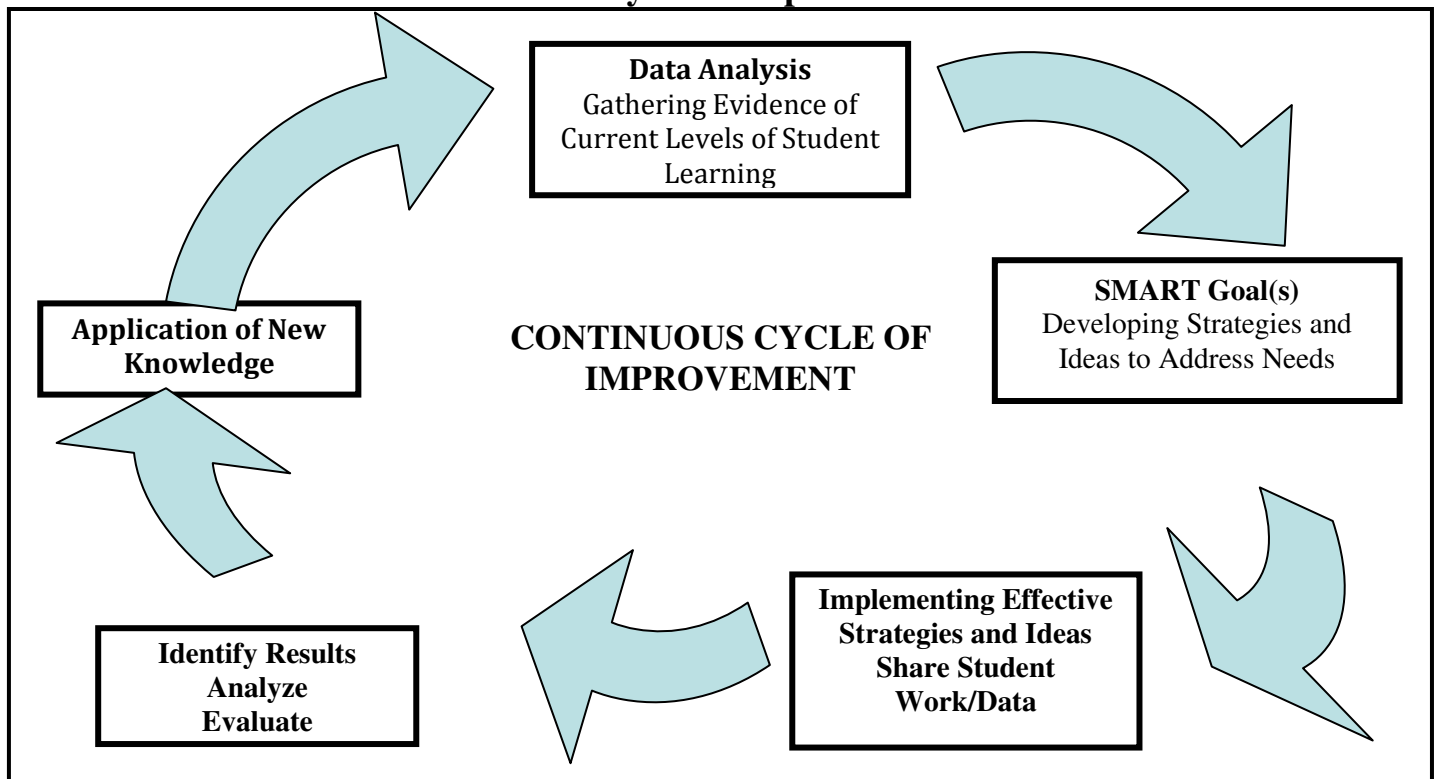
1d. Education Plan

As partners, we will create a safe learning environment where students, parents and staff can feel excited and passionate about the work that is being done. Our focus and commitment will be on supporting every student, parent, teacher, and administrator to their fullest potential.

Every student will have a Personalized Education Plan (PEP), which will be based upon their instructional and emotional needs. The staff will utilize data [i.e., summative and formative assessments, parent questionnaires, Gardner's Multiple Intelligence Inventory (1991), etc.] to develop each student's PEP (see Appendix 3b). Every student will be assigned to one of two SLCs (Sciences or Humanities) based upon their interests and predominant learning style. The curriculum will be standards-based. Researched-based instructional strategies/practices will be utilized to deliver this curriculum. Each student will be assigned to a team of teachers who will provide culturally relevant and responsive instruction and follow his/her academic and emotional progress.

Teachers will work in collaborative grade level PLCs. Within these PLCs, teachers will plan instruction focused on the state standards (Essential, Embedded, and Nice-to-Know); develop SMART goals; create common formative assessments, as well as select summative assessments that will be administered; interpret and utilize assessment data to drive instruction; review the progress of each student to identify next steps (intervention/enrichment), etc. PLCs will incorporate the Continuous Cycle of Improvement in their ongoing planning of instruction. This cycle is shown below, modified from DuFour's (2006) model.

Continuous Cycle of Improvement Model



As integral partners of the school community, parents will be informed of their child's progress on an ongoing basis through conferencing, report cards, early notification of limited academic progress, phone calls, home visits, etc.

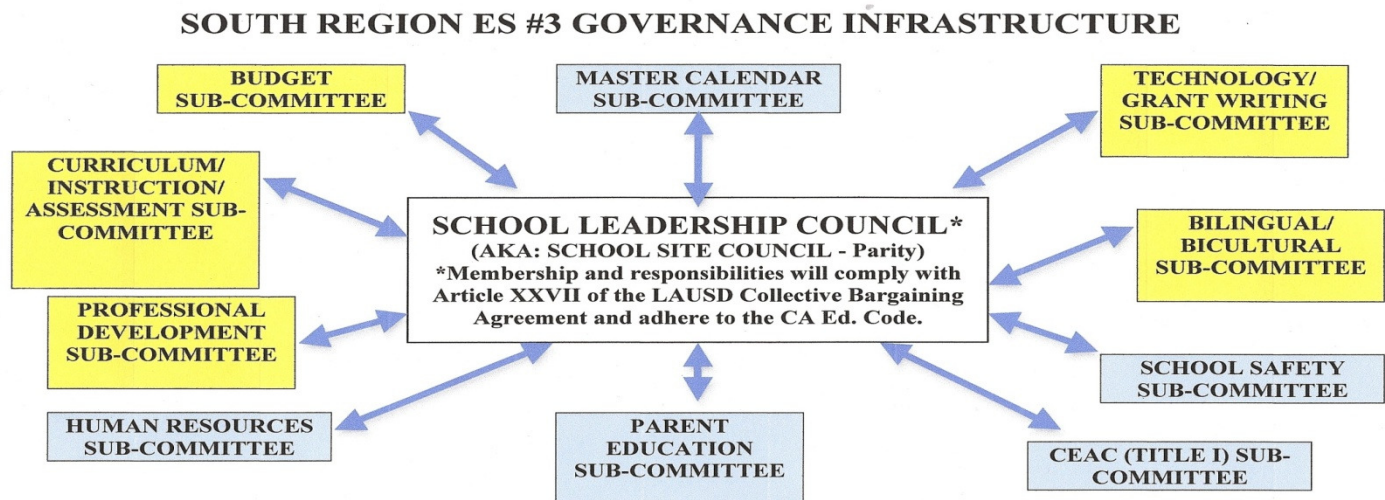
Parents will complete a Parent Education Needs Assessment at the beginning of each school year to determine what parent education opportunities will be offered during the school year. Parent education will be developed by the Parent Education sub-committee, based upon parents' needs assessment and focused on strategies for improving student achievement. Leadership opportunities will be provided through parents' participation in the governance infrastructure.

Professional Development for teachers will be identified, planned and implemented by the grade level Professional Learning Communities, as well as the Professional Development sub-committee, because we believe that the experts are within. Leadership opportunities will be provided in several ways, including but not limited to two SLC Lead Teacher positions, special administrative projects, and participation in grade level PLCs, as well as the governance infrastructure and participation in the Gifted and Talented (GATE) teacher certification process. Administrator learning will include reading of current research, participation in District professional development, and grade level PLCs. In addition, the administrator will be a member of a job-alike PLC, etc.

1e. Community Impact and Involvement

Based upon the average years of service in this community, the members of the Bell/Cudahy Partners in Education (B/C PIE) determined there was an overwhelming, positive response from the community of feeder schools to take action by writing a school plan to meet the needs of *our* students and ensure academic success for all. B/C PIE secured the support from the city councils from the City of Bell, the City of Cudahy, and the Southeast Cities Schools Coalition. Community meetings were held initially at the feeder schools on 9/28/09, 10/12/09, 10/22/09, 10/26/09, 11/05/09 to receive input from parents and community members to ensure that this school is reflective of their needs and wants. Questions were developed from the initial Public School Choice (PSC) process documents. The questions, parent/community responses, sign-ins, and letters can be found in Appendix 1e. Furthermore, parents and community members were involved in this plan writing process and will continue to be integral partners in the education of students enrolled in South Region ES #3. They will be members of the sub-committees, of the school leadership team, and work in partnership, as shown in the governance infrastructure below.

1f. Leadership/Governance



1. Every staff member will participate on two sub-committees (A = yellow and B = blue.) Sub-Committees are, also, open to Classified Staff and Parents/Community.
2. Sub-Committees will maintain written documentation of goal setting, timeline, benchmarks, meeting minutes, etc.
3. Sub-Committee work will be data-driven in order to leverage resources and drive decision-making. Sub-committees will work collaboratively with each other and report to School Leadership Council where the decision-making will occur. Collaboration and mutual accountability will be key to the decision-making.
4. Time-banking will be conducted every week during the school year (may be on Thursdays, so they don't conflict with staff meetings)
5. Example of schedule: First Thursday of month is for Sub-Committee A meetings; Second Thursday is for Sub-Committee B meetings; Third Thursday is for Grade Level Professional Learning Community planning meetings; Fourth Thursday is for School Leadership Council (SSC) meetings where sub-committees report and decisions are made.
6. Tuesdays will be used for: two Tuesdays for Staff Meetings and two Tuesdays for UTLA generated topics/Grade Level Professional Learning Community meetings/Professional Development.

Revised 12/02/09

At the center of the proposed governance structure is the School Leadership Council (School Site Council), which is consistent with state mandates and Article XXVII of the LAUSD Collective Bargaining Agreement.

The membership of the School Leadership Team will reflect parity and be comprised of teachers/ administrator/classified staff and parents/ community.

Beyond the School Leadership Council, sub-committees will meet on a scheduled basis to address the focus of that committee – i.e., Curriculum/Instruction/Assessment; Professional Development; etc. (Please refer to the graphic, above.) Any sub-committee work that requires decision-making will be presented at the School Leadership Council meeting for review/discussion and decision-making.

Each sub-committee will be comprised of parent/community members and classified/certificated staff [all certificated staff members will be highly qualified, as documented by their credential(s)]. Each staff member will serve on two sub-committees.

The strength of this model is that all staff members and all interested parent/community members will be involved in the leadership of the school. They will work collaboratively and be mutually accountable for the outcome of their work. Members of each sub-committee will be empowered to carry-out the work specific to their sub-committee.

The School Leadership Council reserves the right to add, delete, or change the sub-committees to ensure that each sub-committee is aligned with and focuses their work on the mission, vision, and education plan of the school.

1g. Fiscal Plan– As an internal team, South Region ES #3 will receive funding via LAUSD’s budgeting process (based on Per Pupil Budgeting). The Budget sub-committee will oversee the budget to ensure that expenditures support the instructional program. All budget decision-making will be referred to the School Leadership Council.

2. CURRICULUM AND INSTRUCTION

2a. Curriculum Map and Summary

Standards-Based/Balanced Curriculum

Bell/Cudahy Partners in Education (B/C PIE) will ensure that every student is offered a comprehensive personalized educational program that includes ALL areas in the State Content Standards for California Public Schools. Each partner has the responsibility for ensuring instruction is provided in arts education (dance, music, theatre arts, and visual arts), English/Language Arts, healthful living (health and physical education), mathematics, information and technology skills, sciences, and social studies. To that end, in Year One, an Interdisciplinary Curriculum will be created in our Small Learning Communities (SLCs) by trimester, based on the California State Standards addressed in our Scope and Sequence (see Appendix 2a). Although all disciplines are not tested by the state, all will be learned.

Our balanced curriculum reflects the philosophy and beliefs of educating the whole child and enabling the child to take an active role in constructing meaning from his or her experiences. The Personalized Educational Plan (PEP; see Appendix 2e) supports the premise that there is a common core of knowledge, skills, and strategies which every child shall master when s/he leaves our school. Our core program is not one-dimensional. Rather, it will address all aspects of a child's development, from kindergarten through sixth grade. The arts, for example, are an essential part of the core program— as essential as mathematics or language arts are to the development of well-rounded citizens. All areas are considered essential to learning in school and beyond.

It is important to remember that a balanced curriculum provides students with knowledge and skills across disciplines and helps them to succeed in all areas of learning, not just those that are tested. Research supports this claim, “learning in individual art forms as well as in multi-arts experiences engages and strengthens such fundamental cognitive abilities as the capacity for 1) organizing and sequencing ideas, 2) theorizing about outcomes and consequences, 3) problem solving, and 4) creative thinking (originality, elaboration, flexibility)” (Critical Links, 2002).

“Recognizing that different individuals learn in different ways, how students are successfully taught should vary; what each student learns, however, must include a challenging and common curriculum” (CCSSO Policy Statement, 2003). A balanced curriculum challenges students in all areas of learning and allows them the opportunity to demonstrate their knowledge in a variety of ways.

According to the National Association of State Boards of Education (NASBE, 2003), a balanced curriculum can also be defined as a liberal arts education, an integrated curriculum, an enriched curriculum, a core curriculum, or a standard course of study. Regardless of the label, our curriculum will be planned based on the best knowledge of theory, research, and practice about how children develop and learn, with attention given to the individual needs and interests of our population in relation to our program goals (Bredekamp & Rosengrant, 1995, p. 69).

A balanced curriculum is for ALL students. Each is entitled to a full and well-rounded education that is provided through a balanced curriculum. The results will be students who:

- develop a love of learning and become lifelong learners
- find relevance in and connections with what they are learning
- understand themselves and those around them
- demonstrate talents they bring with them to school
- develop new and necessary skills and abilities to be successful in school and life

Although the human brain is incredibly complicated, we have known for some time that it carries out four basic functions: getting information (sensory cortex) making meaning of information (back integrated cortex) creating new ideas from these meanings (front integrative cortex) and acting on those ideas (motor cortex). From this, Zull (2003) proposes that there are four pillars of human learning: gathering, analyzing, creating, and acting. Zull suggests that if we ask our students to do these four things, they will have a chance to use their whole brain. Students, under our guidance, who receive a balanced curriculum, will have the opportunity to exercise the four basic functions of the brain. The more students are able to get and make meaning of information, create ideas, and act on those ideas, the better they will be able to apply these skills in a variety of settings.

The No Child Left Behind (NCLB) Elementary and Secondary Education Act of 2001 defines core subject areas as English, Reading/Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography. California specifies Health and Physical Education, in addition to the subjects specified in NCLB. In compliance with NCLB, South Region ES #3 will offer a comprehensive curriculum that allows ALL students to demonstrate their knowledge, skills, and success in school and life.

Project-Based Learning through Interdisciplinary Instruction

Bell/Cudahy Partners in Education (B/C PIE) have chosen an interdisciplinary focus of instruction, because it “promotes learning by providing students with opportunities to solve problems and make meaningful connections within the arts and across disciplines. An interdisciplinary curriculum encourages students to generate new insights and to synthesize new relationships between ideas” (Consortium of National Arts Education Associations, 2002). Research shows that quality interdisciplinary instruction:

- is student-centered
- maintains the integrity of each discipline
- increases depth of understanding and student achievement
- aligns with established learning standards
- utilizes teacher as a facilitator
- provides a balance among the disciplines being studied
- incorporates multiple intelligences and learning modalities
- sets clear expectations for student work
- encourages formative and summative assessments
- develops higher order thinking skills and problem solving
- involves community resources in and out of school
- respects and encourages multiple solutions to problems
- is sensitive to diverse learners and to society

(CNAEA, 2002)

In interdisciplinary teaching, educators apply methods and language from more than one academic discipline to examine a theme, issue, question, problem, topic, or experience. Interdisciplinary methods work to create connections between traditionally isolated disciplines such as mathematics, sciences, social studies, and English language arts. Because of the finite time and resources within the average classroom, it has been argued that not all subject areas can be taught in a given day nor covered completely in a school year of 163-180 days. Lessons are fragmented and students have exposure at best, thus hindering student achievement. However, through interdisciplinary teaching, students will not only explicitly learn all subject areas, but more importantly, they will make the necessary links between all subjects (Jacobs, 1989). In order to address this issue, we have opted to elongate the school day and year beyond the mandates of the Education Code.

Total minutes of instruction M-W, F:	375 minutes
Total minutes of instruction Th:	315 minutes
Total minutes of instruction M-F:	1815 minutes
Total minutes of instruction per year:	67,155 minutes

10 additional days have been added to the school year for certificated staff (5 days planning/preparation/team-building and 5 additional instructional days = **185 days**).

As facilitators, teachers provide more ongoing opportunities for students to explore and discover their own learning. A balance between students' construction of meaning and teacher guidance is monitored closely throughout the school year (Tomlinson and McTighe, 2006). It is also especially important in the early grades in order to "provide authentic experiences in more than one content area, offer a range of learning experiences for students, and give students choices in the projects they pursue and the ways they demonstrate their learning" (Barton & Smith, 2000). Barton and Smith explain that interdisciplinary units enable teachers to use classroom time more efficiently and address content in depth, while giving students the opportunity to see the relationship between content areas and engage in authentic tasks.

The National Council for Teachers of English (NCTE) also stresses the importance of interdisciplinary teaching in a position statement on integration of multiple curricula. Based on discussions from a combined meeting of the major national subject-matter organizations, the NCTE explains that "educational experiences are more authentic and of greater value to students when the curricula reflect real life, which is multi-faceted, rather than being compartmentalized into neat subject-matter packages." NCTE highlights the benefits of interdisciplinary teaching and promotes the "natural and logical connections that cut across content areas" which can be organized around "questions, themes, problems, or projects rather than along traditional subject-matter boundaries" (NCTE, 1995).

During Year One, our Small Learning Communities (SLCs)* will investigate specific attributes for developing an interdisciplinary curriculum:

- "Students should have a range of curriculum experiences that reflects both a discipline-filled and an interdisciplinary orientation... students cannot fully benefit from interdisciplinary studies until they acquire a solid grounding in the various disciplines that interdisciplinary attempts to bridge" (Jacobs & Borland, 1986).
- Teachers must design and implement curriculum based on the scope and sequence of the integrated disciplines and be flexible enough to form and revise the curriculum according to the students' needs (Jacobs, 1989).
- Interdisciplinary units should be shared with all faculty, administration, and community members so that they can have the opportunity to contribute their knowledge and skills.
- Interdisciplinary units should engage students in epistemological questions such as "What is knowledge?" "What do we know?" and "How can we present knowledge in the schools?" (Jacobs & Borland, 1986).
- Interdisciplinary project-based units offer students the opportunity to see connections and relevance between subjects and provide a variety of perspectives.
- Interdisciplinary project-based units should be developed with the inclusion of two or more disciplines.
- Interdisciplinary project-based units will be standards-based.
- Students will be involved in the planning, development, and assessment of interdisciplinary units.

*[SLC 1: Math, Science, Technology (Sciences) and SLC 2: Social studies, Visual and Performing Arts (Humanities)] See Appendix 2a for the Year One Proposed Daily Schedule for SLCs.

All teachers will be assigned to a specific grade level to teach reading, writing, and mathematics. Within an SLC, teachers will select a discipline (social studies, science, art, music, theatre, dance, and health) to focus on for the year. They will be responsible for guiding instruction for all students (K-2nd, 3rd-6th) within their SLCs in their chosen discipline.

Teachers will work collaboratively within their SLC based on the following questions to guide their creation of an interdisciplinary unit of study (CNAEA, 2002):

- Are meaningful connections made between or among the disciplines?
 - Is in-depth learning promoted?
 - Are high quality examples from the art(s) and/or other discipline(s) used?
 - Is appropriate terminology (academic language) used?
 - Are different learning modalities explored and used?
 - Which learning strategies are appropriate/implemented?
 - Is assessment ongoing throughout the project?
 - Is there a final evaluation of student learning based on the state standards?
- (CNAEA, 2002)

Teachers will develop an interdisciplinary curriculum over the course of five years. The scale of the project will depend on the extent of the human resources available. Our interdisciplinary work will take many forms:

- a single lesson that features connections between two or more disciplines
 - an interdisciplinary project-based unit of study
 - SLC-wide project involving many classrooms, students, and teachers
 - project-based curricular framework (to be designed over the first five years)
- (CNAEA, 2002)

To support teachers in this endeavor, the following will be established over the first two years:

- common planning time (Small Learning Communities, SLC's)
 - access to state and national standards and curriculum in all disciplines
 - flexible scheduling
 - appropriate resources*
 - ongoing professional development
 - curriculum development
 - community support and involvement
 - administrative support and involvement
- (CNAEA, 2002)

*Materials to support our efforts will be purchased as funding becomes available. District funded instructional materials will be used the first year and/or beyond as determined by the School Leadership Council.

English/Language Arts

B/C PIE is dedicated to implementing a rigorous, systematic, comprehensive, and scientifically based language arts program that challenges and motivates students to far exceed state standards and skills for all grade levels. As stated in the *Reading/Language Arts Frameworks for California Public Schools* (2007), "High-quality instruction is at the heart of all good language arts programs. A comprehensive, balanced language arts program in which curriculum and instruction are differentiated according to the assessed needs should be provided to all students" (National Research Council, 1998; National Reading Panel, 2000). In doing so, students will become exceptional readers and writers that are driven to explore a wide range of topics and

interests, texts, and genres. Our students, in their own creative endeavors, “will seek to craft something luminous and memorable, something that matters to them and others” (Keene, 2008).

Our language arts instructional plan will provide a balance between the development of specific skills relating to phonemic awareness, phonics, reading fluency, and the strategies for vocabulary and comprehension development (such as Open Court Reading, however, we reserve the right to change our core program for Years 2 to 5).

To further address the needs of our existing population, primary consideration will be given to effective reading instruction and intervention for English Language Learners (ELLs). In *Practical Guidelines for the Education of English Language Learners: Research Based Recommendations for Instruction and Academic Interventions* (Francis et al., 2006), the authors make the following recommendations for planning effective reading instruction and intervention for ELLs:

- build decoding skills through early, explicit, and intensive instruction in phonological awareness and phonics
- offer additional opportunities for the development of in-depth vocabulary knowledge
- provide the strategies and knowledge necessary to comprehend challenging narrative and informational text, (4) focus instruction in reading fluency on vocabulary and increased exposure to print, (5) supply significant opportunities for students to engage in structured, academic talk, and (6) ensure that independent reading is structured and purposeful, with good reader-text match (CORE, 2008)

Language Arts and Interdisciplinary Studies within Small Learning Communities

Our teachers will plan within their SLC to develop cross-disciplinary instruction through the arts. Students will benefit from not only “seeing the similarities in processes across disciplines, but also by building the students’ facility at shifting from content area to content area while keeping the essential bonds between areas strong” (CNAEA, 2002). Below is a partial table showing the correlation between arts learning and the cognitive capabilities and motivations to learn with regards to language arts. See Appendix 2a for a sample of a correlation between arts learning and cognitive capacities and motivations to learn.

There are direct benefits and relationships between reading, writing, listening, and speaking. While this is embedded in our language arts instruction, we will apply connections to all areas of the curriculum. The *California Reading/Language Arts Framework* states this approach has produced much success using other disciplines as well.

The goal of language arts instruction, must, therefore, be to ensure that component parts (skills, strategies, and structures) are identified; are carefully sequenced according to their complexity and used in more advanced writing applications; are developed to master; and are progressively and purposefully connected and then incorporated with authentic learning exercises, including those presented in the study of history-social science, mathematics, and science (2007)

Teachers will facilitate this through their SLCs with common planning time, appropriate instructional strategies and resources, data evaluation, and reflection on best practices and student outcomes.

See Appendix 2a for *Reading/Language Arts* Scope and Sequence.

Mathematics

To meet the challenges of the ever-changing global marketplace of the future, today’s students need to think differently. Our students will have flexible and multiple approaches to problem solving. Students of South

Region ES #3 will be leaders of the 21st century. We, as a community of educators, will provide our young mathematicians with a balanced and highly rigorous math curriculum that exceeds the state standards.

All students will have equal access to a balanced and challenging math curriculum rich in instruction, providing them opportunities to:

- develop a deep understanding of math concepts
- master math facts through automaticity
- communicate and reason mathematically
- become proficient problem solvers by using appropriate strategies, tools, and current technologies

This will be achieved through the core study of number sense and operations, algebra, geometry, measurement, and statistics and probability, as well as through an interdisciplinary approach that promotes the students' use of math applications within the arts and other curriculum areas when applicable.

According to National Council for Teachers of Mathematics (NCTM 2000), the success of any educational math program is “deeply intertwined” with six guiding principles: equity, curriculum, teaching, learning, assessment, and technology.

Our fundamental goal for mathematics is ensuring that all students at all levels of learning have equal access to math. Excellence in mathematics education requires equity- high expectations and strong support for ALL students. Research demonstrates that all children can learn mathematics when they have access to high-quality mathematics instruction given by proficient teachers with high expectations for their students (Hiebert, 1997).

Equal access to math begins with our teachers at South Region ES #3 working collaboratively to create, organize, and execute a common curriculum map and instructional plan for K-6 mathematics to guarantee that all students have a rigorous instruction to succeed. Based on the nurturing culture of our school, students and staff alike set high expectations for their learning and teaching. One of the core values at South Region ES #3 is that high achievement is attainable and expected. We are a community family that supports and enables all to succeed.

The U.S. President's National Mathematics Advisory Panel recommends that “a focused, coherent progression of mathematics learning, with an emphasis on proficiency with key topics, should become the norm in elementary and middle school mathematics curricula.” Although instruction is driven by the state standards and is focused on big ideas for math concepts, the math curriculum that will be implemented during the first year at South Region ES #3 will include the state adopted core program, *EnVision Math*, and other research and standards-based activities/programs (i.e. Singapore Math, Marilyn Burns, Kathy Richardson, *Hands-on Equations*, etc.) However, we reserve the right to change our core program for Years 2 to 5.

The curriculum is more than a set of math pages to be completed or activities to do, it must be sound, focused on important mathematics (Big Ideas), and well articulated across the grades (NCTM, 2009). A well-articulated curriculum is necessary for teachers at each level to know what mathematics their students have already studied and will study in future grades. Since we will be working daily with our SLC members, all instructors will have knowledge of the essential learning standards for all students grades K-6 through vertical planning.

Research publication urges grounding all students in mathematics that connects them with real- world situations. Math is more meaningful and memorable when children can see relevance to other things in their lives. Our teachers will strive to make math connections to students' daily lives as they engage their students in rich math discourse and lessons. Additionally, our young mathematicians will have project-based activities and math investigations in partnership within the Bell/Cudahy business community to apply math skills and concepts they

are learning about. Students' direct application and connections (self, text, and world) to math allow them to clarify their understanding of math.

Teaching

Because our students will have a standards-based instruction, doing the math will look quite different from traditional curricula focused classroom. Teachers will engage their students to think differently by exploring, creating, investigating, solving, justifying, formulating, describing, and explaining their math. This type of high processing effective teaching empowers students to "make sense" and "figure out the math" (John Van de Walle, 2007). Effective mathematics teaching requires a deep understanding of mathematical ideas and concepts and how to link those understandings with new understandings throughout the students' learning experience. Our educators at South Region ES #3 will have multiple opportunities to build their efficacy through collaboration, lesson studies, concept lessons, peer coaching, and strategic math training (i.e., math classes or in-services held at the school site). Working with the cycle of improvement, our SLCs will work collaboratively to design, deliver, debrief, and then refine shared math tasks that are cognitively challenging to all students.

Teachers also need to know what students understand about math and how they learn in order to challenge and support them to learn it well (NCTM). During the first week of school, teachers will have an opportunity to administer an universal math assessment (created by the SLCs) that will gauge each student's strength and gaps in their math skills and conceptual development. Teachers can plan and organize daily math workshop (see sample daily lesson schedule, Appendix 2a) to provide needed math support or enrichment to small groups of students.

During the daily core math instruction, our teachers will provide math experiences for their students that involve higher level of critical thinking. These math inquiry lessons will begin the math lesson, engaging students to make connections to prior knowledge. Activities such as problem of the day, math journals, interactive learning tasks, and concept lessons give students opportunities talk about the math, do the math in context, and more importantly, to learn higher levels of mathematical concepts and procedures with understanding. Students need direct explicit math instruction followed by guided student practice and independent practice. Homework is varied and used for practicing math skills/procedurals or for applying math concepts in a project-based activity.

Instructional Strategies for all students include:

- a. Identifying similarities and differences (e.g., Frayer's Model, Venn diagrams, math foldables)
 - b. Using visual aids (number lines, 100 charts, manipulatives)
 - c. Building vocabulary and academic language proficiency (Math Word Walls)
 - d. Summarizing and note taking (Thinking Maps, Math Journaling, Cornell notes)
 - e. Reinforcing effort and providing recognition (PEP, math clubs, Math Olympiads)
 - f. Representing knowledge (graphic organizers, math foldables, acting out the math)
 - g. Cooperative learning (mixing within and across grade levels)
 - h. Setting objectives and providing feedback (students set their own SMART goals)
 - i. Generating and testing hypotheses (Concept Lessons for all grades)
 - j. Asking questions, providing cues, and using advanced organizers (Thinking Maps)
 - k. Reflecting about learning (math logs, math talks, math circles)
- (Marzano, 2001)

Assessment should support the learning of important mathematical ideas and furnish useful information to both teachers and students. Teachers should be continually gathering information about their students through questions, interviews, writing tasks, and other means. They can then make appropriate decisions about such

matters as reviewing material, reteaching a difficult concept, or providing something more or different for students who are struggling or need enrichment. After Year 1 and based on our students' success in meeting the California state standards, we will retain the right to choose whether or not to participate in district-mandated assessment (periodic assessments) and pacing plans. Our participation depends on how these assessments and plans support our curriculum and how well they meet the needs of our diverse students.

Technology

Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning. EnVision Math has a huge technology component that can assist in all students learning for math. These digital components include: animated math stories, e-tools, visual learning animations, animated glossary, interactive games, songs, and videos, and SuccessTracker. When used appropriately, these technologies can greatly enhance classroom lessons as well as help support differentiation instructions. Students need to develop a proficient of technological skills that will help them to think critically and serve them well in a world where information is digital and changes rapidly.

For further instructional strategies, see Appendix 2a.
Refer to Curriculum Overview by grade level in Appendix 2a.
See Appendix 2a for *Math* Scope and Sequence

History- Social Studies

The California standards were designed to highlight the historical narratives, identify the roles of influential individuals throughout history, and communicate the rights and obligations of citizenship. Therefore, it is our goal that all students in South Region ES #3 develop a clear understanding of the social, cultural, and physical world in which they live. Through a project-based balanced curriculum, students make connections between major ideas and their own lives. Students are encouraged to apply their knowledge and skills to make informed, personal, and social policy decisions, with the goal that students easily adapt to changes in the local, national, and global levels.

The instruction of social studies is led by essential questions specific to the major content and concept(s) being addressed, developed through the SLCs. In the classroom, teachers use multiple strategies to bring alive the instruction and have stimulating classroom discussions. The instruction demonstrates research-based best practices and inquiry/reflective teaching, in addition to academic reading and writing. Teachers work collaboratively in their SLC to design and develop grade level projects to be culminated at the end of each theme. State approved textbooks, instructional materials, and other research-based instructional programs will be used to enhance the integration.

See Appendix 2a for a Curriculum Overview by grade level.

See Appendix 2a for *History and Social Studies* Scope and Sequence.

Science

The *Science Content Standards* serves as the basis of statewide student assessments, the science curriculum framework, and the evaluation of instructional materials. The *Science Framework for California Public Schools* aligns with the standards. The framework suggests ways to use the standards and make connections within and across grades; it also provides guidance for instructional planning. However, the standards do not prescribe the methods of instruction. Students should have the opportunity to learn science by receiving direct instruction, by researching using textbooks and supplemental materials, by solving standards-based problems,

by doing laboratory investigations/experiments and projects. The Investigation and Experimentation standards should support the teaching of the content strands and disciplines (CA Science Framework).

The *Science Content Standards* reflect the desired content of science curriculum in California public schools. This content should be taught so that students have the opportunity to build connections that link science to technology and societal impacts. Science, technology, and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The standards are viewed as the foundation for understanding these issues.

At South Region ES #3, all students will benefit from receiving innovative inquiry-based science instruction, which will focus on strategies such as vocabulary strategies, note taking, and Thinking Maps. All teachers will be using strategies based on Marzano's (2001) work using the California Content Standards. Our lessons will be presented as essential/guiding questions posed to the students to spark their interests and invite them to further their learning. Students will be involved in inquiry-based instruction. Their experiences will include hands-on, project-based learning. Students will actively learn how to observe, ask questions, plan investigations, gather information, use appropriate equipment, hypothesize, interpret data, and reflect on the procedures used through the scientific method. Students will become critical thinkers, which will lead them to be life-long learners and problem-solvers. They will be able to attain information, think for themselves, learn and understand science through technology and other sources. All students (ELL's, GATE, high achievers, and special education) will have equal access to learning the science standards through the collaboration of the SLCs, common formative assessments, student made rubrics, and peer assistance.

See Appendix 2a for a Curriculum Overview by grade level.

See Appendix 2a for Science Scope and Sequence.

Physical Education

B/C PIE believes that all children will have the opportunity to become involved in a valuable physical education program. According to the American Heart Association, active children thrive academically and socially. Therefore, physical education will be part of the students' everyday lives as it is the key to teaching all students to stay physically fit and healthy. Our program will allow every student to have an individual physical fitness component full of learning experiences, which will improve and maintain their physical fitness level. Our program will also have a credentialed teacher who will direct physical education lessons. These lessons increase academic performance, mental alertness, and eagerness in learning and active play. At South Region ES #3, we believe in providing an opportunity for all students to be involved in daily physical education with core academic subjects. The physical and mental well-being of students plays an important role in academic learning, as noted by the California Department of Education (2005).

See Appendix 2a for Physical Education Scope and Sequence.

Health

We believe that a positive, safe, and health-oriented school environment is fundamentally linked to the success of our students. The Health Framework for California Public Schools (CA Dept. of Education, 2003) finds that children may make lifestyle choices that adversely affect their current and future health. Thus, "as a society, we are all responsible for supporting the health of young people, and schools are essential partners in the required collaborative effort" (2004).

The health condition of today's youth should be of great concern for all partners in education. The physical, emotional, mental and social well-being of our students is crucial for their success and survival as adults. Research shows, "of children who live in low-income households, the prevalence of overweight is 30 percent"

(Trevino, 2002). With the overall decrease physical activity and an increase in serious illnesses (i.e, type 2 diabetes, hypertension, and cardiac disease), children need structured health education now more than ever.

At South Region ES #3, our goal is to instill good health habits that become part of their daily practice throughout elementary school as well as throughout their lives. Our health education curriculum will provide students with the health literacy and life skills, including problem solving and behavioral techniques, and to motivate them to develop positive attitudes towards maintaining good health.

Working collaboratively in our SLCs, it is our intent as educators to plan and implement daily health lessons that focus on personal health, environmental health, and social and family health. Teachers may also opt to co-teach particular health concepts and units based on the Health frameworks for California Public Schools by integrating science, social studies, music, or math. Units may include the study of the body systems, proper hygiene, human development, drug prevention, response to conflict (Second Step), and nutrition. LAUSD Nutrition Network's Harvest of the Month will play a vital role at our school by providing students with fresh and healthy foods, recipes, and hands-on learning. The Harvest of the Month's newsletters (available in English and Spanish) will inform parents and families of the nutritional facts of healthy and unhealthy foods, tips for adding daily exercise activities as a family, and other current health information.

Schoolwide health-themed activities include Red Ribbon Week, a Multicultural Fair, Jump Rope for Heart and Hoops for Heart, and ongoing organized sports programs and health fairs. These activities promote students' understanding that "they must play a role in protecting, maintaining, and promoting their own health and the health of others through healthy behaviors and choices" (CA Health Framework). The health programs that will support our curriculum include but are not limited to Macmillan/McGraw-Hill (Health and Wellness), Harvest of the Month, Second Step, Culturally and Linguistically Responsive Education, and Too Good for Drugs.

Visual and Performing Arts

In 1999, our current Superintendent, Ramon Cortines, wrote an introduction to the President's Committee on the Arts and the Humanities and Arts Education Partnership's *Gaining the Arts Advantage* report. In it, he states:

An arts education must be fundamental, not incidental. I consider the arts to be the 'fourth R' a basic component in the curriculum and a basic tool in the school reform arsenal...Indeed, the arts stimulate, develop, and refine many cognitive and creative skills; they contribute significantly to the creation of the flexible and adaptable 'knowledge workers' so many business people say will be crucial to the 21st century economy; and they draw upon and draw out the multiple intelligences of students.

At the same time, the Los Angeles Unified School District embarked on a 10-year plan to reinstate arts education and announced that:

Being able to access personally, educationally and culturally the incredible artistic experiences of human beings since the beginning of recorded time is an inalienable part of being an American and a student in the Los Angeles Unified School District. In 1999, the Board of Education initiated a nationally-recognized, innovative and bold policy, budget and operational plan to return, build and establish with permanence, opportunities for all students, at all schools, at all grade levels to participate in a comprehensive, sequential, standards-based education in dance, music, theatre, visual arts and media. The creative, personalized and diverse learning inherent in the arts assists young people by providing them with the new foundational skills needed for citizens in the 21st Century.

B/C PIE strongly agrees with Mr. Cortines and LAUSD, and therefore, we intend to fully develop and integrate our students' creative talents throughout the curriculum. With a focused commitment to project-based learning through interdisciplinary instruction, our students will gain subject-centered arts instruction in dance, music, theatre and visual arts through Cyclic Curricular Exploration (CCE). The concepts of art will be connected to core subjects and other art disciplines. Our curriculum follows the California State Standards for the Visual and Performing Arts. There are five components to this curriculum:

- Artistic Perception– processing, analyzing and responding to sensory information through the language and skills unique to the arts
- Creative Expression– creating, performing, and participating in the arts
- Historical and Cultural Content– understanding the historical contributions and cultural dimensions of the arts
- Aesthetic Valuing– responding to, analyzing, and making judgments about works in the arts
- Connections, Relationships, and Applications– connecting and applying what is learned in the arts to learning in other art forms, subject areas, and careers

LAUSD's Guiding Principles of a Quality Arts Education

The arts are core subjects. Each art form contains a distinct body of knowledge and skills. Academic rigor is a basic characteristic of an arts education. The arts support other learning initiatives in direct and deep ways, but do not sacrifice the essential learning that the arts offer– uniquely and personally. Learning in the arts is accomplished through practice, rehearsal, and the creation or performance of the art form. Reading about the arts and artists over time and across cultures is critical. Researching, writing, and communicating are essential for understanding in the arts. Reflecting thoughtfully through analyzing is a key component in integrating learning across domains.

Throughout these last ten years, LAUSD has been in the process of creating the Arts Instructional Guides in art, music, dance, and theatre designed around sets of modules. Although they are not fully completed, they are a great basis in which to begin our journey.

See Appendix 2a for a Curriculum Overview by grade level.

Instructional Materials

Teachers may use any materials necessary, designed to support our standard-based, research-based curriculum, to provide exceptional instruction to all students including, but not limited to: District and State mandated materials, core literature sets, leveled readers, anthologies, systematic phonic materials, trade books, content-area texts, movies, audio recordings, multimedia presentations, manipulatives, project-based science kits, math journals, binders, Internet sources, magazines, newspapers, video/audio podcasts, technology software, student/teacher generated charts and books, publish text/media, student portfolios, dictionaries, thesauruses, and encyclopedias. However, we reserve the right to change our core instructional materials from Years 2 to 5 based on student data results.

2b. Track Record of Five Feeder Schools

Overall, the 2008 and 2009 CST results from the feeder schools demonstrate growth in the number of students scoring proficient and advanced in both ELA and Math. As current LAUSD schools, all feeder schools use standards based instructional programs.

% OF STUDENTS ADVANCED AND PROFICIENT	SCHOOL	ELA 2008	ELA 2009	Growth	MATH 2008	MATH 2009	Growth
	Corona	32.3	36.6	4.3	50.2	53.4	3.2
	Elizabeth Learning Center	20.4	26.1	6.1	26.1	41.5	5.4
	Ellen Ochoa Learning Center	28.2	34.2	6.0	41.8	43.8	2.0
	Escutia Primary Center	N/A	N/A	-	N/A	N/A	-
	Teresa Hughes	34.5	45.4	10.9	43.3	54.6	11.3

STUDENTS WITH DISABILITIES	SCHOOL	ELA 2008	ELA 2009	Growth	MATH 2008	MATH 2009	Growth
	Corona	20.3	25.0	4.7	42.2	27.5	-14.7
	Elizabeth Learning Center	12.2	15.7	3.4	16.3	26.0	9.7
	Ellen Ochoa Learning Center	15.3	54.2	38.9	20.0	50.0	30.0
	Escutia Primary Center	N/A	N/A	-	N/A	N/A	-
	Teresa Hughes	14.3	17.0	2.7	12.7	22.6	9.9

Escutia Primary Center does not have CST data available, however we have included student writing samples to show examples of the level of work students are producing (see Appendix 4a).

2c. Addressing the Needs of All Students

We believe that the only way to meet the needs of our diverse student population (all student subgroups) is to implement research-based instructional strategies which we have embedded within our curriculum plan. See Appendix 2a for content summaries and Appendix 2e for specific research-based instructional strategies.

Response to Instruction and Intervention (RtI²)

A schoolwide Response to Intervention and Instruction Plan identifying at-risk students will be implemented Year 1. Through the use of universal screening at the beginning of each year, we will identify how students who are academically and behaviorally at-risk, in addition to GATE students. Once the screening process is completed, teachers design an instructional plan (Level 1) to address the needs of all students within our school population. Progress monitoring occurs at least three times a year, with more frequent monitoring to guide ongoing modifications of the instruction, particularly for students falling behind their peers. SLC created curriculum-based formative assessments guide instruction in all essential state standards with proper follow-up instructional interventions for the core curriculum. If a student fails to reach progress-monitoring benchmarks in a specific standard, diagnostic assessments will be given and support staff (SLC lead teachers, RSP teacher, and administrators) will be notified with appropriate data to plan for supplemental instruction in that standard. The need for intervention support is designed around achievement of state standards. During Level II

supplemental instruction, students will be monitored weekly and all involved individuals (staff and student) will meet for evaluation of student progress every three weeks. If progress is not being made in a timely manner, strategic and intensive instruction (Level III) will be designed, with ongoing monitoring and meetings regarding progress every three weeks. After a predetermined period of time, discussions with all concerned parties will be held to address further appropriate action. Each SLC will work in collaboration to research for and design the most effective assessment tools and instructional strategies necessary for our student population.

See Appendix 2c for a Pyramid of Intervention and Instruction.

Curricular Strategies

Our comprehensive Personalized Educational Program (PEP) includes successful learning strategies that are research-based, tested, and proven effective for a wide variety of students, including students with disabilities, ELLs, SELs, students of poverty, and gifted students.

See Appendix 2c for a sample instructional model of RtI² for ELA and Math.

2d. Accelerated Learning

Accelerated Learning Strategy

We believe all students are gifted and/or talented in their own way. Therefore, it is our mission to discover and nurture each student's given talents. All students will be challenged with accelerated learning activities regardless of their abilities. With proper instructional and identification strategies, we intend to refer all qualifying students in one or more of the following areas: specific academic ability, creative ability, leadership ability, ability in the performing or visual arts (as stated on LAUSD's Gifted/Talented Programs website www.lausd.k12.ca.us/lausd/offices/GATE/intro.html).

Adoption of LAUSD's successful process of identification (search and referral, screening, committee review, and district verification) allows for consistency. Once a student has been identified, an accelerated education plan will be designed for their specific needs. Students will have the unique opportunity to move within their SLC to develop and expand their talents alongside GATE certified teachers. Within the first three years, all teachers will be encouraged to become certified. Having all of our staff certified will have a direct correlation with identifying students of all abilities and properly addressing their needs. Depending on the number of students designated, one or more of the LAUSD models may be used throughout the first five years: Model 1 (team-taught cluster), Model 2 (full day), Model 3 (self-contained).

See Appendix 2d for a full description of GATE models.

All strategies implemented will need to be research-based and consistently tested on our current population for appropriateness. Teachers will work within their SLCs to research and put into practice all current and past strategies that will support the needs of their students, including but not limited to, the following:

- accelerated or advanced content
- curriculum compacting
- more complex understandings of generalizations, principles, theories, and the structure of the content area
- abstract concepts and thought processes or skills
- level and type of resources used to obtain information, acquire skills, and develop products
- appropriation of longer/shorter time span for learning

- generating new information and/or products
- transfer of learning to new/different disciplines, situations
- development of personal growth and sophistication in attitudes, appreciations, feelings, intuition
- independence of thought and study
- depth and complexity (Kaplan)

2e. Instructional Strategies

Our focus on Strategy Instruction stems from the research based on Harvey and Goudvis (2000), Marzano, Pickering, and Pollack (2001), Hill and Flynn (2006), and Shade, Kelly, and Oberg (1997). Harvey and Goudvis focus on strategies for teaching comprehension based on the research of Graves (1983). These strategies are designed for all students (including students with disabilities, ELL, SEL, students of poverty, and gifted) to construct meaning and enable them to enhance their understanding, acquire and use their knowledge, monitor their understanding, and develop insight. The strategies consist of and are designed to making connections, questioning, visualizing, making inferences, determining importance, synthesizing information, setting content and language objectives and providing feedback, nonlinguistic representations, using cues, questions and advanced organizers, cooperative learning, summarizing and note taking, homework and practice, reinforcing effort and providing recognition, generating and testing hypotheses, identifying similarities and differences, creating culturally responsive environments, using stylistically responsive instructional strategies, providing culturally connected instructional strategies, SDAIE strategies, strategies for students with disabilities, and library media strategy.

See Appendix 2e for a full description of these strategies.

See Appendix 2e for examples of Personalized Education Plan (PEP)

3. School Culture and Climate

3a. Description of Culture

Our vision is for all school community partners to collaboratively engage and empower one another to discover and maximize our students' creative talents and abilities in all educational and technological disciplines. We are dedicated to supporting their social, emotional, physical, and intellectual potential to become responsible, productive scholars prepared to lead a diverse society. We are committed to creating a community of partners dedicated to producing successive generations of productive citizens who contribute to the cities of Bell/Cudahy and to our diverse global society. Our school will promote a positive academic, behavioral and social environment by establishing core values of collegiality, performance, and improvement that engender quality, achievement, and learning by everyone. These core values will establish a common language that is promoted through elements of ceremonies and rituals that reinforce the core values, build culture and community, motivate, communicate purpose and celebrate success. The types of celebrations will include Opening to Closing of School, small and large academic successes, student exhibits, cultural celebrations, and schoolwide performances. Elements of ceremony that support the mission of the school will include university banners, university T-shirts, school uniform, processions, speeches, performances, songs and music, mottos, slogans, and recitations. The small school culture will be promoted through classes being named after universities, which will establish a purpose for academic endeavor and a social environment of pride at the classroom level. The school mascot, uniform, motto, song, and credence will promote an academic, behavioral and social environment where all students, staff and community can come together to reinforce our mission and vision of achievement and learning by everyone.

See Appendix 3a for a description of school culture.

3b. College and Career Readiness

College Readiness is not the belief that every student will go to college. It is the idea that every student deserves the opportunity to be educated in a way that prepares him or her for college (Lopez and Damien, *College Readiness for All: What's the Alternative?* Principal, January/February 2009, www.naesp.org). Our objective is to create a culture focused on intellectual development. Intellectual development is comprised of several elements: intellectual reasoning, inquisitiveness, analysis, reasoning, argumentation and proof. The school will provide specific strategies to expose all students to college and career strategies as well as support them to be successful in college and a future career. The school will create a culture that will focus on key cognitive strategies, intellectual openness, inquisitiveness, analysis, reasoning, argumentation, proof, interpretation, precision and accuracy, and problem solving, which are the foundation that enables students to learn content from a range of disciplines. These specific strategies referenced are shown to be closely related to college success (Conley, 2007, *Redefining College Readiness*, Volume 3. Eugene, OR: Educational Policy Improvement Center). The school's core values include a fundamental belief in developing well-rounded individuals which includes instruction in the arts and music. The school's core values provide for developing all children to their full potential by giving them a well-rounded education that includes the arts and humanities. To this end students' will have Personal Education Plans (PEP) that focus on core program instruction.

Through workshops and discussion panels, parents will be provided with necessary tools and guidance to support college and career readiness for their child. They will be provided abundant opportunities to participate in all activities in and out of the classroom. For those in the community (parents, residents, business owners, and staff) who wish to further their education by completing their GED or receive college credits, partnerships with local universities and colleges will provide opportunities at South Region ES #3 during evening and weekend classes.

See Appendix 3b for more details on College and Career Readiness.

3c. School Calendar/Schedule

The school calendar will be a traditional calendar. The school year will consist of 185 days with pupil free days for staff preparation prior to the beginning of the school year. We have extended the school year by 5 days and the daily instructional minutes.

See Appendix 2a for the daily schedule and total minutes of instruction.

See Appendix 3c for the school calendar.

3d. Extracurricular Activities

The school will meet the needs of all students by offering athletic programs and other extracurricular programs before and after school and during the summer months. The programs being offered will be free of cost, low cost, and/or on a sliding pay scale. These programs will be open to all students and eligibility will be based on the criteria established by each agency. These programs shall include academic intervention programs (BTB) before and after school programs (Ready, Set, Go, YDP, Kid Care, YS), the Governor's Challenge, intramural games, talent shows, student exhibits, and community based programs. The school will address problem behaviors that might disrupt the learning environment of our students through activities that go beyond school hours. We are committed to establishing numerous options for extracurricular activities which will enable our students to learn important skills to help them in other aspects of their lives (e.g., teamwork or leadership skills) (Holland & Andre, 1987). Research suggests that as youth participate in extracurricular activities they are influenced both by the culture of an activity and the experiences they have as part of that activity (Marsh, 1992).

Some of the programs we intend to have for the school are already established by LAUSD's Beyond the Bell Branch. All other extracurricular activities will be organized and facilitated by a committee of teachers and student governance so that the activities offered are structured, engaging, and socially developmental.

See Appendix 3d for additional information.

3e. Safe and Respectful Campus

The school will comply with Article XXIV (UTLA), Student Discipline, by establishing a universal schoolwide discipline program that is implemented by all staff members and is aligned with the School Board approved District Discipline Foundation Policy. The school will implement R.O.A.R., a schoolwide positive behavior support program that has been established to provide a safe environment and has shown positive results at Teresa Hughes Elementary School, one of the feeder schools. In addition, the school will promote cleanliness by establishing a school beautification program. School Wide Information System (SWIS) will be implemented to organize office referrals for documentation and provide data for modifications.

See Appendix 3e for additional information.

3f. Health Mandates

The school will meet the health mandates and health care needs of chronically ill students by funding additional nurse, psychologist, and counselor time. The school will establish a multi-disciplinary team to serve on the 504 Plan. The school will ensure that the needs of students with IEPs will be met by routinely reviewing the IEPs and making sure that the Support Unit is providing the necessary resources, such as itinerant personnel and transportation. Additionally, the school will ensure that the (Modified Consent Decree) MCD outcomes are met by meeting regularly to review the progress toward the outcomes and providing professional development to general education teachers who work with students with special needs. Additionally, the school has developed a three level pyramid of intervention (RtI²) to address the needs of all students. To this end, the school will also develop a multi-disciplinary team to serve on the Student Success Team (SST). The team will include the student, parent, administrator, teacher, special education teacher, psychologist and/or counselor, and nurse.

See Appendix 3f for more information.

3g. Health Care Needs

The school will meet the nutritional needs of all students by implementing the Federal lunch program. We will participate in the Second Chance Breakfast and the Harvest of the Month programs. The school will implement the School Board's healthy snacks policy. Additionally, we will participate in the Governor's Challenge to ensure that students are not only eating well but are becoming physically fit.

See Appendix 3g for more information.

4. Assessments and School Data

4a. Educational Goals & Metrics

Since this is a new school site, the quantifiable data used is from the five feeder schools (Elizabeth Learning Center, Corona Avenue School, Teresa Hughes, Marta Escutia Primary Center, and Ochoa Learning Center).*

Escutia Primary Center has limited summative data therefore we have provided student writing samples.

See Appendix 4a for the Track Record of Four Feeder Schools (CST Data)

See Appendix 4a for student work samples and math periodic assessment (Escutia Primary Center).

See Appendix 4a for an Accountability Matrix.

	Achievement Goals	Metrics	Rationale
Year 1	Meet or exceed, 2011 NCLB AYP goals API	<ul style="list-style-type: none"> • Common Formative Assessments (CFA) • S.O.A.R. • CORE assessments • Publishers • Periodic assessments • Student-led Projects 	The Curriculum/ Instruction/Assessment sub-committee meets on an ongoing basis with the SLCs to analyze and modify assessments, data, goals, and schoolwide progress. All adjustments, accommodations, and changes recommended are then presented by the sub-committee to the School Leadership Council for decision making and a final corrective action.
Year 2	Meet or exceed, 2012 NCLB AYP goals API:	<ul style="list-style-type: none"> • SLC develop grade level benchmarks and CFAs • Formative assessments are data driven • B/C PIE reserves the right to use other appropriate assessments over LAUSD assessments 	B/C PIE reserves the right to make modifications to the Year 1 governance plan. Therefore, formative and standard based assessments will be data-driven based on the Year 1 results.
Year 3	Meet or exceed, 2013 NCLB AYP goals API	<ul style="list-style-type: none"> • SLC develop grade level benchmarks and CFAs • Formative assessments are data-driven • B/C PIE reserves the right to use other appropriate assessments over LAUSD assessments 	B/C PIE reserves the right to make modifications to the plan. Therefore, formative and standards-based assessments will be data-driven base on the Year 2 results.
Year 4	Meet or exceed, 2014 NCLB AYP goals API	<ul style="list-style-type: none"> • SLC develop grade level benchmarks and CFAs • Formative assessments are data-driven • B/C PIE reserves the right to use other appropriate assessments over LAUSD assessments 	B/C PIE reserves the right to make modifications to the plan. Therefore, formative and standards-based assessments will be data-driven base on the Year 3 results.
Year 5	Meet or exceed, 2015 NCLB AYP goals API	<ul style="list-style-type: none"> • SLC develop grade level benchmarks and CFAs • Formative assessments are data-driven • B/C PIE reserves the right to use other appropriate assessments over LAUSD assessments 	B/C PIE reserves the right to make modifications to the plan. Therefore, formative and standard based assessments will be data-driven base on the Year 4 results.

4b. Student Assessment Plan (Authentic Formative and Summative Assessments)

Span	Formative	Summative	Frequency	Purpose
K-2	CORE Assessments		3 times per year	<ul style="list-style-type: none"> To determine student needs and of level performance Develop PEP
	CFAs		Per concept or standard	<ul style="list-style-type: none"> Monitor progress for intervention and reteach/challenge Continuous Cycle of Improvement
	Teacher developed standards-based assessments		As needed	<ul style="list-style-type: none"> Monitor mastery Modify PEP
	Project-based assessment		3 times per year	<ul style="list-style-type: none"> Monitor proficiency Subject integration Cooperative learning
		Periodic assessments	4 times per year	Monitor progress
		SOAR	4 times per year (K only) Every six weeks (1 st & 2 nd)	Monitor progress and comprehension of unit
		CST	Annually (2 nd Only)	General mastery and performance level
	Teacher developed standard-based assessments		As needed	<ul style="list-style-type: none"> Monitor mastery Modify PEP
	Project-based assessments		3 times per year	<ul style="list-style-type: none"> Monitor proficiency Subject Integration Cooperative learning Research teaching
		Periodic assessments	4 times per year	Monitor progress
		SOAR	Every six weeks	Monitor progress and comprehension of unit
		CST	Annually	General mastery and performance level

Span	Formative	Summative	Frequency	Purpose
3-6	CORE Assessments		3 times per year	<ul style="list-style-type: none"> To determine student needs and of level performance Develop PEP
	CFAs		Per concept or standard	<ul style="list-style-type: none"> Monitor progress for intervention and reteach/challenge Continuous Cycle of Improvement
	Teacher Developed Standard-Based Assessments		As needed	<ul style="list-style-type: none"> Monitor Mastery Modify PEP
	Project-Based Assessment		3 times per year	<ul style="list-style-type: none"> Monitor proficiency Subject integration Cooperative learning Research application
		Periodic Assessments	4 times per year	Monitor progress
		SOAR	Every six weeks	Monitor progress and comprehension of unit
		CST	Annually	General mastery and performance level
		Science Periodic Assessments	3 times per year (4 th , 5 th , & 6 th)	Performance Level and Drive Instruction
		CST Science	Annually (5 th only)	General Mastery and Performance Level
		California Fitness Gram	Annually (5 th only)	Assess Fitness Level

4c. Data Team and Instructional Team:

At the beginning of each school year, the staff will review the CST data to identify areas of strength and need. The Curriculum/Instruction/Assessment sub-committee and the administrator(s) will facilitate this data review with all staff members.

Grade levels within each Small Learning Community will operate as Professional Learning Communities (PLCs). The PLCs will meet on an ongoing basis to:

- Review grade level CST data to identify specific student needs and then plan appropriate instruction for each student
- Review periodic assessments to drive instruction
- Develop and utilize ongoing common formative assessments (CFAs) that are directly related to instruction. The results of each CFA will be utilized to:
 - provide immediate intervention for students who didn't "get it"
 - provide enrichment opportunities for students who "got it"
- Utilize formative and summative data to drive instruction for all students (construct Personalized Education Plans)

The Curriculum/Instruction/Assessment sub-committee will collaborate with all Grade Level PLCs to ensure that the needs of all students are being met and that the PLCs have sufficient resources/support for the work.

The Curriculum/Instruction/Assessment sub-committee will report their findings to the School Leadership Council (School Site Council). This sub-committee will also inform the School Leadership Council of resources/support that are needed by the Grade Level PLCs. The School Leadership Council will have the ultimate responsibility for decision-making and budget expenditures based upon input from PLCs and the Curriculum/Instruction/Assessment sub-committee.

All instructional decisions will be made closest to the classroom– by the Grade Level PLCs. These decisions will be data-driven. Each Grade Level PLC will utilize the “Continuous Cycle of Improvement” to plan, implement, and modify instruction. These PLCs will also determine what professional development is needed to support their work, as well as student achievement.

4d. Data Systems

As an internal operator we will utilize the Integrated Student Information System (ISIS) and LAUSD Modified Consent Decree indicators to measure student progress.

4e. LAUSD School Report Card

As an internal operator we will utilize the LAUSD School Report Card system.

4f. Research and Evaluation

We agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations.

4g. Operational Goals and Metrics

As an Internal Operator, we will adhere to LAUSD policies and procedures for teacher retention, financial solvency, as well as all other areas of operation. We agree to use NCLB accountabilities to measure progress.

We also agree to use LAUSD Modified Consent Decree Indicators to measure progress of Students with Disabilities.

If we opt to change any of the operational procedures after year one, we will submit amendments to our school plan to the LAUSD for approval.

5. Professional Development Program

5a. Professional Development

We believe the experts are within. Professional development will revolve around the Professional Learning Communities (PLCs) that will be developed at the school site. These are small instructionally focused, collaborative, interdependent teams committed to working in an ongoing process of data analysis to improve student achievement (DuFour & DuFour, 2004, 2006; Schmoker, 2006). Marzano (2003) found that the impact on student achievement, when educators set clear instructional goals, ranges in percentile increase from 18-41 points. In other words, if a student initially scores at 50% percentile, that student has the potential of reaching the 91st percentile.

Staff can be members of more than one PLC, as these groups are meant to be flexible. Typically, they are formed around a grade level but they can also be by content area, Cyclic Curricular Exploration (CCE) teams, and vertical K-6 to promote articulation within the SLC. Four crucial questions drive the work within a PLC:

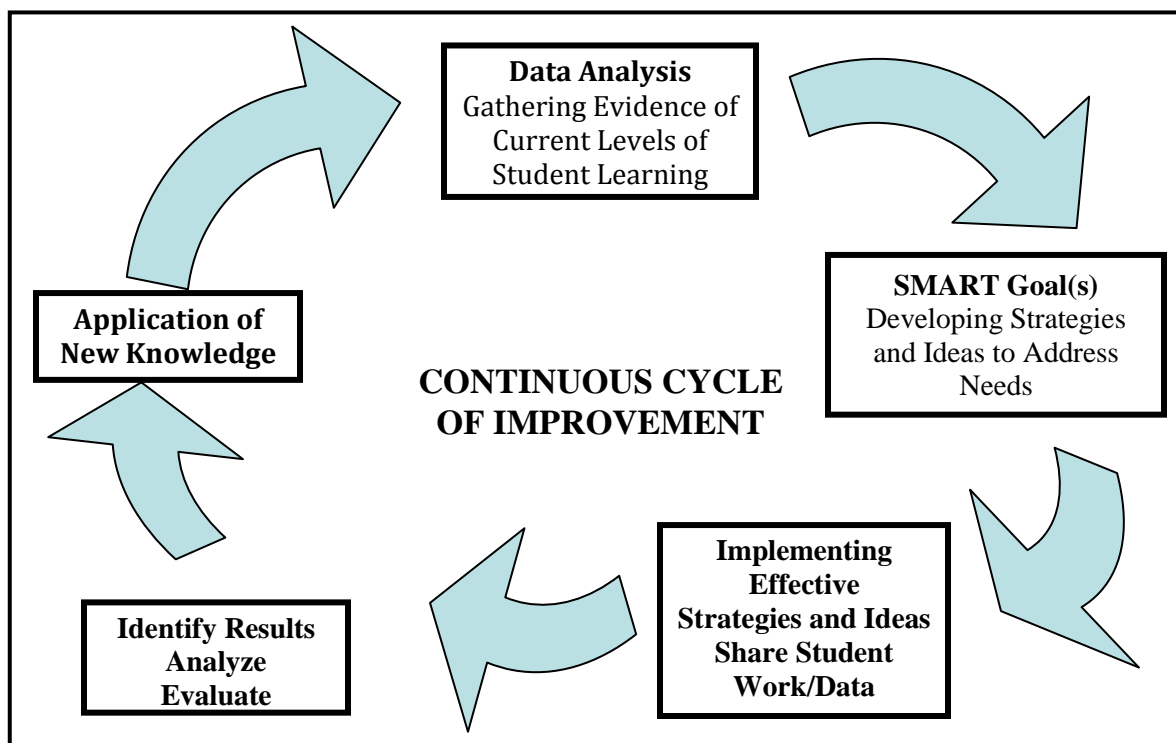
- What do we want each student to learn? (Essential, Embedded, Nice-To-Know standards)
- How will we know when a student has learned it? (common formative assessments)
- How will we respond when a student experiences difficulty in learning? (intervention)
- How will we respond when a student has successfully mastered the standard(s)? (enrichment)

The goals of the PLCs are:

- commitment to the learning of every student
- to establish common essential curricular standards
- to meet daily
- to develop and utilize common formative assessments to drive instruction
- to identify, implement, reassess and “tweak” best practices based on student achievement (outcomes), as well as other data
- to focus on results (SMART Goals)

The work of the PLCs will be structured around a Continuous Cycle of Improvement., as shown on the next page.

Continuous Cycle of Improvement Model



We will meet with our neighboring schools (both LAUSD as well as a charter foundation within Local District 6) to work collaboratively. The collaborative work will include, but will not be limited to:

- Creating, sharing, implementing, re-evaluating based upon student outcomes and “tweaking” if necessary, best practices
- Sharing resources
- Writing grants

It is our intention to articulate with and to work collaboratively with the feeder middle school(s) to ensure a smooth transition of our students, both instructionally, as well as socially/emotionally.

5b. Teacher Orientation

Year 1

Prior to the start of the 2010 school year, the staff will meet for five days (two pupil free days will be provided by the district and the other three days will be funded by the school). This will allow the new staff to do team-building, establish high expectations and set goals, create mutually upon school wide guidelines/procedures, and meet in their grade level PLCs and SLCs to plan for opening/welcoming activities as well as the first month of instruction (see Appendix 3c). As the grade level PLCs become mutually accountable to each other, they will determine the needs of their members, identify required resources, establish an infrastructure for supporting each other, identify their professional development needs, create a timeline for the work, etc.

Years 2-5

As additional staff is hired, there will be an orientation where a new member of the staff is paired with a current staff member. This would include “hands-on learning” in the classroom and taking the new staff through a

“typical day.” This may vary based upon the experience level of the new staff member and would be differentiated to ensure success of that member.

5c. Professional Development Calendar

Grade level PLCs will establish their own professional development calendars based upon their mutually agreed upon work.

5d. Program Evaluation

Through the Governance Infrastructure, the Professional Development Sub-Committee will be responsible for monitoring, evaluating, and modifying the professional development program, reporting back to the School Leadership Council the 4th Thursday of every month. See page 26 for more detailed information.

6. Professional Culture

6a. Professional Culture

- Educators and staff will work collaboratively to make decisions on an ongoing basis.
- In order to add accountability of governance infrastructure, which is the decision-making body at South Region ES #3, every member will participate in a minimum of two subcommittees. See page 26.
- SLCs will enable teachers to establish a strong working relationship with one another, both vertically (K-6) and horizontally (within the same grade level).
- Teachers will have several opportunities for leadership development, including councils, lead teachers, and within PLCs.
- Teachers will work collaboratively to create the curriculum, as well as common formative assessments (CFAs).
- According to DuFour (2006), the use of PLCs promotes the development of collaborative, interdependent teams. As such, our PLCs will facilitate a dedicated, interdependent, collegial culture. The PLCs will hold one another accountable through the development of interdependency among colleagues.
- All students and staff will adhere to the district-wide dress code. Students will be expected to wear school uniforms to facilitate a culture of pride. To continue this culture of pride, all staff members will also dress professionally.

See page 26 for more detailed information.

6b. Evaluation

- It is a collective responsibility.
- Teachers will set personal and professional SMART goals for the year.
- Formal/informal evaluations will be conducted per District requirements.
- We will utilize the continuous cycle of improvement.

The principal will establish mentor system and partner teachers, to allow for peer coaching and peer observations. It will focus on effective instructional strategies and standards-based practices. See Appendix 2e for more detailed information.

- As part of the RtI² model, teachers will support one another when faced with struggling students who do not fall under the 80% category through PLCs, SMART Goals, and SLCs.

6c. Feedback

- All employees will complete a confidential self-evaluation (twice a year) and then meet individually with the principal to reflect and set professional growth goals.

- We believe that this process should be open and communicated in a non-threatening manner in order to promote immediate assistance.
- Bi-annual professional development reflection surveys, PLC performance evaluations, principal, and parent surveys will be used to modify instruction and programs..

7. Serving Specialized Populations

7a. Specialized Instruction

Curriculum/Education program will meet needs of all enrolled students, including students with disabilities, gifted and talented, and homeless students.

- Referral Process: The school will follow the District's Policy to implement and monitor the special education process including assessment, IEPs, and the provision for special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree (REF-1888.1).
- The school will provide a free, appropriate public education in the least restrictive environment to all students with disabilities including those with moderate to severe disabilities as indicated in the IEP's Offer of Free and Appropriate Public Education (FAPE) which is determined at each student's IEP meeting.
- The school will provide extended school year services to those students with disabilities in self contained classrooms as determined or indicated in student's IEP.
- The school will identify English Language Learners using State and District approved assessments (i.e. CELDT, Home Language Survey, LAS).

English Language Learners' needs will be addressed through District approved embedded curriculum, SDAIE instruction, Culturally Relevant and Responsive Instruction, and Master Plan recommendations. We reserve the right to change the ELD curriculum from Year 2-5 based on the data that reflect student needs.

Standard English Learners' needs will be addressed through monitoring, identification, and differentiated intervention practices as well as Culturally Relevant and Responsive Instruction.

7b. Meeting the Needs of At-Risk Students

We will use the District's Response to Instruction and Intervention model, which we have modified to meet our needs. We believe in the following to meet the needs of all students:

- Early Intervention: Efficient and expedient referral process- early intervention
- Alternate grouping formats for different instructional purposes that meet students' needs (e.g., one-on-one, pairs, small group, whole group).
- RtI²
- Small groups (based on ability), continually monitor students progress, and regroup to reflect students' knowledge and skills
- Group students into groups of 2-5 according to their instructional needs.
- Targeted instruction daily 40 minutes to one hour
- Immediate feedback to correct students and/or praise.
- TA and support personnel should be involved in the intervention blocks to lower ratio of students to teacher.
- Immediate and Future Rewards for hard work in school: e.g. if student loves to play basketball, remind him that the school requires a certain GPA to participate in sports.

- Invite Ambassadors from various universities and colleges to motivate, recruit, and mentor students so that students can vision their future in higher education. Use fieldtrips to visit local colleges and universities.
- Invite/Involve high school students to mentor, tutor, and work with the students.

Student Motivation

- Ongoing assemblies for various areas of interest or topics (i.e. multicultural, holidays, environmental awareness, getting involved, earth day, Drug Prevention, Nutrition, etc.)
- Community involvement/Sharing/Social Family Networking (i.e. movie night at the park, school camp out,
- Walkathon, carnivals, harvest festival, Christmas Program, Telescope Night, Jeopardy Night, game booths, Literacy Night, Math Night, Science/Social Studies Fairs, and Art exhibits)
- Student of the Month/Citizen of the Week
- Summer Camp (Academic – Science, Social Studies, Language Arts, Mathematics/ Art Related – Inner City Arts, Cerritos Center for the Performing Arts/Outdoor Club – Hiking)
- Earning Additional Rewards – Magic Mountain 600 min. Reading Club (Earn Admission Ticket), Pizza Hut (earn free pizza), Marathon Kids, end of the Year Olympics, Student Participation Recognition, Heal the Bay, Read to Achieve
- Adult education classes (for GED/college credit, to be arranged with local community colleges and universities)

Other

- Community service opportunities and expectations for parents and students
- Sequential, focused, organized parent training classes (topics may include but not limited to homework and implemented program content, gang prevention, nutrition, parenting classes, discipline, technology.
- Upper grade students will be assigned a lower grade buddy to have as a resource as a mentor. (i.e., reading to each other, writing pen pal letters)
- Counselors
- Conflict Resolution Managers

See Appendix 2a for more detailed information.

8. Family and Community Engagement Strategy

8a. Identification

South Region ES #3 will be serving the communities of Bell and Cudahy. The demographics of Bell/Cudahy are multi-cultural. The majority of the population is of Hispanic decent in these communities. Other ethnic groups, such as Asians, African-Americans, Caucasians reside in Bell/Cudahy (See Executive Summary). The economic status is in the low-median range. Jobs available in the community are in the areas of construction, food service, repair and maintenance, health care, apparel, child care, and education.

B/C PIE members are familiar with the community because they have been working in this community for *many* years. Some members grew up or moved into the community over 20 years ago. All B/C PIE members are currently working at the five feeder schools and/or live in the Bell/Cudahy community.

This vast experience of our members will help us provide an education that will increase the graduation rate of the communities. Programs and classes that will enhance trade skills in order to give better opportunities for the community will be provided.

8b. Family and Community Engagement

Several researchers have found a positive correlation between parental involvement and student achievement. As such, our school will establish and maintain a strong focus on family and community engagement. We believe that if teachers, parents, and community members work collaboratively, students will be supported to perform at their highest potential. Based on the work of Joyce Epstein (2004), we plan to implement the following strategies, in alignment with her framework for six different types of parent involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

See Appendix 8b for a full description of Family and Community Engagement strategies.

Parents will be required to volunteer 20 hours per semester. A parent log will be maintained to verify hours.

8c. Key Community Partnerships

We have elicited the support of various organizations within our community:

- South East Cities Schools Coalition
- The City Council of Bell
- The City Council of Cudahy
- Various private and commercial businesses of Bell and Cudahy (e.g. Starbucks, Panda Express, Quiznos, Burger King, McDonald's, Yoshinoya, Jack in the Box, Pizza Hut, KFC/A&W, El Pescador, Domino's Pizza, Jamba Juice, Little Caesar's, Smart & Final, Kmart, La Barca, Carl's Jr., Taco Bell, Hometown Buffet, Dollar Tree, Sopp Chevrolet, Bank of America, Wells Fargo, North Gate, Superior, Conroy's Flower, 7-Eleven, Big Lots, Forever 21, Payless, H&R Block, Tastee Goodies, Kaiser Permanente, U-Haul, etc.

See Appendix 8c for letters of support from the Local District 6 Superintendent, South East Cities School Coalition, The City Council of Bell, The City Council of Cudahy, and a letter requesting support from private and commercial businesses for a description of possible services provided to our school.

The aforementioned groups and businesses were selected because they have demonstrated a clear commitment and service to our community. This has earned the respect of the residents of Bell and Cudahy. The selection was based on the following criteria:

- Located in the cities of Bell and Cudahy
- Financial means available to provide necessary support
- Willingness of the partners to provide support

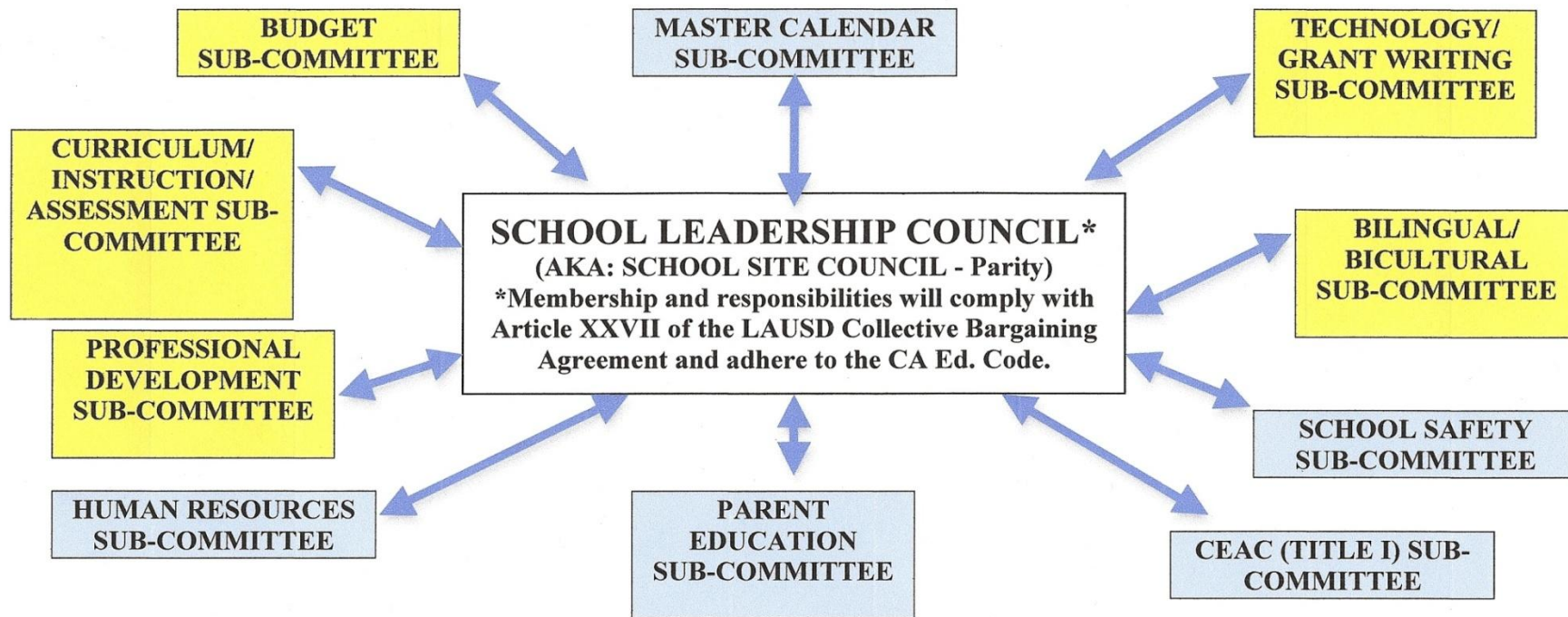
We have extended our base to allow multiple organizations to demonstrate their support of our school. Rather than limiting the involvement of organizations to those who are located within the immediate vicinity of the school, we have embraced all businesses throughout the cities of Bell and Cudahy who consider themselves to be vital, contributing members of our community.

9. School Governance

9a. School and Advisory Organizational Charts

Please see the next page for the school and advisory organizational chart.

SOUTH REGION ES #3 GOVERNANCE INFRASTRUCTURE



1. Every staff member will participate on two sub-committees (A = yellow and B = blue.) Sub-Committees are, also, open to Classified Staff and Parents/Community.
2. Sub-Committees will maintain written documentation of goal setting, timeline, benchmarks, meeting minutes, etc.
3. Sub-Committee work will be data-driven in order to leverage resources and drive decision-making. Sub-committees will work collaboratively with each other and report to School Leadership Council where the decision-making will occur. Collaboration and mutual accountability will be key to the decision-making.
4. Time-banking will be conducted every week during the school year (may be on Thursdays, so they don't conflict with staff meetings)
5. Example of schedule: First Thursday of month is for Sub-Committee A meetings; Second Thursday is for Sub-Committee B meetings; Third Thursday is for Grade Level Professional Learning Community planning meetings; Fourth Thursday is for School Leadership Council (SSC) meetings where sub-committees report and decisions are made.
6. Tuesdays will be used for: two Tuesdays for Staff Meetings and two Tuesdays for UTLA generated topics/Grade Level Professional Learning Community meetings/Professional Development.

Revised 12/02/09

10. School Leadership And Staffing Plans

10a. Leadership Team Capacity

Bell/Cudahy Partners in Education team members:

Terri Arnold *	Soledad Gomez*	Michelle Park
Margarita Benavidez*	John Gregory	Verónica Plascencia
Patricia Cota	Maria Heredia	Janet Provencio*
Emmit Campbell	Rosario Hernandez	Danny Rodriguez
Alfonso Duarte	Elizabeth Huevo	Rita Rivero
Beth Fuller*	Marta Iñiguez	Maria Swayne
Maria Gonzalez	Howard Johnston	Anaconi Torres
Sesilia Gonzalez	Karen Lee-Park	Minh Trinh-Vasquez

*See Appendix 10a for resumes of non-teacher members

10b. Staffing Model

The District will identify the specific boundaries of South Region ES #3. The boundaries will include five feeder elementary schools– Corona Avenue, Elizabeth Learning Center, Ellen Ochoa Learning Center, Martha Escutia Primary Center, and Teresa Hughes Elementary. The projected enrollment for Year 1 is 650-700 for Kindergarten through Grade 6. We will seek to establish Pre-Kindergarten classes at South Region ES #3. Based upon funding (\$ per student), grade level class size will not exceed an average of:

Pre-Kindergarten	24:1*
Kindergarten – Grade 3	20:1*
Grades 4 – 6	24:1*

We will submit a waiver to request not participating in the matrix for 2011-12, Article IX-A, Section 2.0 (Uniform Staffing Procedures for K-12 Schools) of the LAUSD Collective Bargaining Agreement, in order to establish expertise and facilitate the development of SLCs. The certificated staff will then revisit this annually.

Reducing class size is a priority. Reducing class size, further, will be contingent upon actual enrollment and the subsequent funding per student.

The number of teachers will be determined by Norm Day enrollment using the student-to-teacher ratio, as noted above.

The number of paraprofessionals will be determined by the School Leadership Council based upon the needs of students as documented by assessment data, as well as fiscal resources. Special Education paraprofessionals will be allocated by the District.

The school will be organized in two Small Learning Communities (SLC). One SLC will be the Sciences and the other will be the Humanities. These areas of focus have been identified based upon parent/community input from all four feeder schools (a fifth feeder school was added 12/09).

Each SLC will have a Non-Register Carrying Lead Teacher. These positions will be filled by teachers who intend to go into administration (building staff leadership). See Appendix 10e for the job description.

All classified and certificated prospective employees will participate in an interview process. Prospective teaching staff and paraprofessionals will also be required to complete a written component during the interview process. Teacher applicants will be required to teach a model lesson in their own classroom or a classroom at the new school.

We reserve the right, as an internal operator, to receive the support service commensurate with all other LAUSD elementary schools such as, but not limited to an APEIS, a psychologist, nurse, PSA, and Counselor.

YEAR 1:

Certificated Recruitment Process (Teaching Staff):

We will submit a waiver to Article IX, Section 2.0 of the LAUSD Collective Bargaining Agreement, as it pertains to staffing for new schools. Since there will be two SLCs, each with a content-specific focus, we will seek teachers who have expertise in these areas of focus. Priority will be given to teachers from the four feeder schools who possess content-specific expertise. The following is a waiver to Article XI, Section 16.0 d. for Year 1:

- Job opening flyers/job descriptions/copies of the school plan will be sent to the four feeder schools and to UTLA for inclusion in their newsletter.
- Candidates will submit a Letter of Interest, their resume and two letters of recommendation (one from the current principal) to B/C PIE Sub-Committee.
- Candidates will be encouraged to submit transfer paperwork appropriate offices.
- B/C PIE Sub-Committee will paper-screen candidates.
- B/C PIE Sub-Committee will conduct interview/written component for each qualified candidate.
- Model Lessons will be observed by Sub-Committee of B/C PIE.
- The Sub-Committee will make every effort to select a staff that possesses the expertise of each SLC that supports the school's vision and mission, reflects the school community's diversity and reflects a span of teaching experience. All teachers will be credentialed.
- B/C PIE Sub-Committee will submit names and resumes of candidates identified for employment to the B/C PIE Writing Team for approval.
- Teacher Selection Notification letters will be sent by B/C PIE Sub-Committee.
- Successful candidates will be contacted by phone by B/C PIE Sub-Committee.
- In the event additional teachers are needed, job openings will be posted on the District's Employment web site, as well as in the UTLA Newsletter.
- The B/C PIE Sub-Committee will contact the Certificated Recruitment and Selection Section to obtain names of prospective teacher applicants for any remaining openings.
- A list of the selected teachers will be sent to the Certificated Recruitment and Selection Section for processing.

Classified Instructional Staff (Paraprofessionals) Recruitment Process:

- Job opening flyers/Job descriptions will be set to the four feeder schools and to employee unions for posting in newsletters.
- Each candidate will submit a Letter of Interest, their resume, and two references (one from their current supervisor) to the B/C PIE Sub-Committee.
- Candidates are encouraged to submit transfer paperwork to the District.
- B/C PIE Sub-Committee will paper-screen candidates.
- B/C PIE Sub-Committee will submit names and resumes of candidates identified for employment to the B/C PIE Writing Team for approval.
- The B/C PIE Sub-Committee will follow District procedures for processing paraprofessionals.
- Selection Notification Letters will be sent by B/C PIE Sub-Committee.
- Successful candidates will be contacted by phone by B/C PIE Sub-Committee.

Special Education Paraprofessional Recruitment Process:

- The District will assign these employees, according to LAUSD norms and IEP requirements.

Non-Instructional Classified Staff Recruitment Process:

- B/C PIE Sub-Committee will interview candidates adhering to the District's staffing policy/procedures.
- B/C PIE Sub-Committee will submit names of candidates identified for employment to the School Leadership Council for approval.
- Selected employee(s) will be notified by B/C PIE sub-committee.

YEARS 2 – 5:

See Appendix 10b.

10c. Compensation

The B/C PIE Team will use the District's salary schedules. **Teachers will be compensated for the elongated school day and year.**

10d. School Leadership

The Human Resources Sub-Committee will be responsible for recruiting, interviewing, selecting, and, if from out-of-District, processing the principal through LAUSD.

YEAR 1:

- On Tuesday, December 2, 2009, it was the unanimous decision of the B/C PIE Writing Team that Beth Fuller, current principal at Teresa Hughes Elementary School, become the first principal at the new South Region ES #3. Ms. Fuller was selected for multiple reasons, which include but are not limited to the following:
 - She has been a successful elementary school Principal for 11 years at two different schools within LAUSD– both on a multi-track YRS calendar. Her success is documented by CST data, as well as student, staff, parent, Local District Director and Local District Superintendent satisfaction. See Appendix 10d for Ms. Fuller's resume.
 - She is currently the Principal at Teresa Hughes Elementary and Magnet Schools, (K – 6 regular elementary school and a K – 5 magnet school on the same site.)
 - Teresa Hughes Elementary School is one of the five schools that will feed into the new school.
 - Ms. Fuller is an instructional leader who also handles operational responsibilities in a timely and complete manner.
 - Ms. Fuller is the person who had the initial vision for South Region ES #3. She initiated an extensive outreach to the staff and community at all five feeder school sites to inform, as well as generate interest and support for the new school.
 - She recruited a writing team comprised of staff and parents/community representatives.
 - She solicited and received support from both of the Bell and Cudahy City Councils. She has the same enthusiastic support from abundant number of official and non-official leaders from the small cities, which surround South Region ES #3. She has also received support from the Southeast Cities Schools Coalition.
 - Her passion for this new school and the students it will serve is intense and inspiring, which is how she has recruited the loyal and committed members of the B/C PIE writing team.

YEARS 2 – 5:
See Appendix 10d.

10e. Leadership Team Beyond the Principal

YEAR 1 - Since the new school will be structured as two Small Learning Communities (SLC), two non-register carrying Lead Teachers (one for each SLC) will be selected by an interim Sub-Committee comprised of, at least, the Principal, one parent/community member and one member of the B/C PIE Team. Please refer to Appendix 10e for the Lead Teacher job description.

YEARS 2 – 5:

See Appendix 10e.

10f. Recruitment of Teaching Staff

YEAR 1 - Recruitment:

- In October 2009, a member of the B/C PIE Team met with staff from each of the four feeder schools (fifth feeder school was added in 12/09) to explain the vision and mission of the new school and to determine the level of interest in teachers wanting to move to South Region ES #3.
- Copies of a “Letter of Interest” (employment in the new school) and an explanatory cover letter were sent to the principals at the feeder schools for distribution to all teaching staff.
- Interested teachers returned their Letter of Interest to their UTLA Chapter Chair and forwarded the letters to Ms. Beth Fuller, principal at Teresa Hughes Elementary School.
- Teachers at the feeder schools were invited to participate on the B/C PIE Writing Team. (Members of the Writing Team were informed that participation on the team did not ensure a position at the new school. All interested teachers would need to apply.)
- After the school plan has been accepted, the B/C PIE Writing Team will initiate the steps that have been enumerated under “Staffing Model” (see Appendix 10b).

Hiring: (See Appendix 10b for the “Certificated Recruitment Process- Teaching Staff” for specifics on hiring.)

- The principal will submit a list of the selected teachers to the Certificated Recruitment and Selection Section.
- Selected LAUSD teachers will be asked to complete transfer paperwork.

Teacher Preparation:

Based upon the availability of fiscal resources Teachers, Lead Teachers, and Principal will spend two to five days prior to the first day of school in all day professional development that will include, but not be limited to:

- team-building among all staff members, each Small Learning Community and each grade level
- becoming familiar with the school plan– school vision, mission, curriculum, culturally relevant and responsive pedagogy, research-based instructional strategies, etc.
- planning opening activities to welcome and inform the new school community

YEARS 2 – 5 – Recruitment

See Appendix 10f.

11. OPERATIONS

All internal partners will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

12. FINANCES

Internal teams will receive funding via LAUSD's transparent budgeting process (based on student ADA).

13. FACILITIES

LAUSD will provide facilities use agreements to be finalized by the Workforce Stability Taskforce.

References provided upon request.