Executive Summary

1. EXECUTIVE SUMMARY

Introduction:

In order to develop this Public School Choice application for Valley Region Elementary School #12 (ES #12), input from Local District 1 feeder schools' parents, teachers and the community was obtained during several meetings and has contributed to the development of this plan. This plan is being submitting with the intention that it remain an LAUSD, Local District 1 (LD1) school operating as an Expanded School-Based Management (ESBM) School. We are confident the LD1 track record of success highlighted in this Executive Summary demonstrates our capacity to successfully educate the students in our community. With many excellent schools and resources, LD1 offers an unparalled opportunity to establish a highly successful school. (Resumes attached.)

a. Assurances (See Appendix 1)

b. Student Population: Valley Region Elementary School #12 (ES #12) is located within the Monroe High School family of schools in LD1 and is being built for 650 students. It will provide relief from overcrowding at Langdon, Lassen and Plummer Elementary Schools. The student population will draw from these neighborhood schools based on the demographics provided by the Office of School Management Services and will reflect the socio-economic and ethnic makeup of the community.

	Langdon ES	Lassen ES	Plummer ES	Local District 1
Poverty	100%	86%	100%	58%
% Minority	99%	97%	99%	77%
% EL	76%	36%	62%	35%

Many schools in LD1 have had significant success working with diverse populations. The average Annual Performance Index (API) score of elementary schools in LD1 is 814, which exceeds the LAUSD average of 762 and the State average of 790. The five-year average API gain for schools with predominantly Hispanic populations in LD1 is 87 points. In LAUSD it is 66. It is our expectation that by applying strategies that have proven successful at LD1 elementary schools with similar demographics and by using the powerful integration of research-based strategies in arts in the core learning, ES #12 will, at a minimum, experience the same level of success, although we believe our model of innovation will produce extraordinary growth.

c. Mission, Vision and Philosophy:

Mission – *"The mission of Valley Elementary School #12 is to collaborate with families and the community to provide challenging, real-life learning opportunities, preparing students for success in a diverse society and ever-changing world. Students will become confident learners as they become proficient in a standards-based curriculum with arts at its core. ES #12 staff will support students to become original thinkers who are innovative problem solvers, effective communicators who are technologically skilled, and committed contributors to society.*

Vision – *"The vision of ES #12 is to develop a school where all students have the opportunities, encouragement, and support they need to achieve academically at very high levels. The focus of academics with arts at the core will provide multiple pathways to understanding and achievement for all learners. ES #12 will implement the best practices from research-based curriculum, infuse*

the arts in the core curriculum, and make data-driven decisions to develop differentiated lessons and strategies that meet the needs of all students. "

The vision and goals for ES #12 seek to ambitiously exceed reasonable expectations and they are backed by numerous research studies that have revealed impressive correlations between students who participate in studying the arts and academic achievement gains. James Catterall's research found that students who engaged in a high level of arts participation, specifically students with low income backgrounds, scored higher on nationally normed tests than those students who were not highly engaged in the arts. In the Arts Education Partnership (AEP) publication, *Champions of Change: the Impact of Arts on Learning* (1999), a group of studies compiled on the effects of arts in education, determined, "Learning in and through the arts can help 'level the playing field' for youngsters from disadvantaged circumstances." In fact, those from lower socioeconomic backgrounds reaped the largest reward from art education (Burton, Horowitz, Abeles, 1999). Another study done by the AEP through their publication, *Critical Links* (2002), highlights sixty-two research studies on academics. When the studies are complied together, they show that arts education does, in fact, help to close the achievement gap, improve academic skills essential for reading and language development, and advance students' motivation to learn.

We will not compromise our belief that ALL children can and will learn; every student will be college prepared and career ready. Experiences in the arts will teach students how to become creative problem solvers who think outside the box enabling them to succeed in the ever changing workforce world of the 21st Century.

Philosophy - The underlying philosophy of the ES #12 community is to create a school that realizes the academic potential of learning in and through the arts, projects a sense of purpose, and has an unflagging enthusiasm for quality that will permeate the entire organization. This philosophy is dedicated to excellence in every social and academic endeavor, and is committed to inexorable improvement. It encourages qualities the families in this North Hills community deserve:

- The nurturing of leadership among staff, students, and parents
- Learning as a lifelong practice
- Equity in terms of access to and participation in the visual and performing arts
- Community partnerships that contribute to the success of the school
- The school as a resource to support the needs of the community
- Families as active contributors with their children, school and communities.

The vision, mission and philosophy, while ambitious, are attainable and can be measured by multiple objective criteria:

- Student progress as evidenced by summative and formative data that includes Academic Performance Index (API), Adequate Yearly Progress (AYP) scores, and periodic assessment data
- A consistently high attendance rate that meets or exceeds the District goal of 96%
- Student work products, including projects, portfolios, and performances that demonstrate students are mastering and exceeding grade level standards
- The School Report Card
- A high rate of teacher satisfaction and retention
- A reliable rate of parent and community participation in the school
- Parent, staff and student satisfaction surveys that indicate a high level of approval for the school
- A reduced rate of suspension and other disciplinary measures

A Day in the Life

It's early morning and already music can be heard within the walls of ES #12. Students in school sweatshirts begin to arrive at the gates; many carry an instrument case, project board or artist portfolio. The principal and "parent greeters" in colorful vests address students by name. Some students go to the cafeteria where classical music is playing. A poster displays the biography of the "composer of the week" and the name of the piece. Student created banners promote the Six Pillars of *CHARACTER COUNTS!* and remind students of the ethical development of student conduct. Parents greet each other at the benches in front of the school and discuss the upcoming free Saturday Family Field Trip to the Hollywood Bowl. Others head to the Parent Center.

At eight a.m. the students arrive at their class, and are greeted by a highly-qualified, arts-inspired teacher who welcomes each student by name and acknowledges students' readiness to learn. Books, backpacks, finished homework, projects, and a can-do attitude is evident in every student. The teacher and students preview the day's agenda for learning. The teacher engages the students in a short conversation in preparation for their group work on a 3-part tableau using the concepts and vocabulary to create an alternate ending to this week's OPEN COURT story. The teacher circulates as the groups work on their tableaus noting which students are fully participating and which students may need targeted assistance in small group instruction. A classroom assistant is working with a small group of students who need additional support learning the vocabulary to create their tableau. After the group work, the teacher models the use of a thinking map which the students will use to compare and contrast the original ending with their alternate ending.

After recess, the principal visits a third grade classroom, where she observes the teacher using the music lined white board to teach a lesson on equivalent fractions using mathematical fraction notation and whole, half and quarter music notes. The principal leaves a reflective note on the teacher's desk about the way the students were able to make connections between their music experience and the math concept.

Throughout the day, teachers integrate art into the instructional program using visual and performing arts strategies to enhance the content areas. To quote Eric Booth: "Engagement before information!" Each classroom is alive with student demonstrations, displays of student work, and the schoolwide commitment to the arts in learning. The fifth graders are in the sensory garden recording and sketching the symmetry and asymmetry of various leaves while identifying different leaf formations in preparation for a science lesson. Later in the day these students will use classroom computers to research their science project on indigenous plants. A fourth grade class is learning songs narrating in "verse-chorus" California's history from the Gold Rush to the building of the transcontinental railroad. In the outdoor amphitheater, the students will perform a class written play culminating the social studies unit. A kindergarten class visits the Adult ESL class in the Parents' Center to perform a song and dance using the vocabulary for the body parts in English and Spanish.

Before dismissal, all students copy their homework assignments into their homework journals and review the daily agenda as a reminder of what they learned that day. Before they leave class, the teacher reviews the schedule of the after school enrichment classes provided by community partners and gives words of encouragement about class progress and effort for the day. Before the teacher leaves, she inputs the assignments onto the class website as a reference for parents and students.

d. Education Plan: The focus for ES #12 will be on accelerating individual student performance using interactive, systematic, and explicit instruction supported by a consistent process of data analysis and setting Specific, Measurable, Attainable, Reasonable, Timely (SMART) goals, problem solving, embedding the visual and performing arts throughout the curriculum, and

professional development that are all tightly linked to instruction and measurable achievement results. We are committed to meeting or exceeding the goals as stated in the Accountability Matrix (See Appendix 2 and Appendix 3). The educational program for ES #12 will include the key elements of the LD1 Theory of Action:

- *Rigorous standards-based* instruction including the use of standards-aligned materials.
  - School leaders will ensure that academic rigor is embedded in the instructional content for all students, including English learners (EL), standard English learners (SEL), student with disabilities, underachieving students and Gifted and Talented Education (GATE) students. (See Appendix 4)
  - An ambitious academic content will be the norm in every classroom and for every student and will include intervention strategies matched to student needs.
  - Teachers will deliver a curriculum that engages students, integrates the arts into the content areas and communicates clear expectations.
  - A high-quality instructional program will be implemented that begins with excellent first teaching and includes a three-tiered response to intervention that personalizes instruction for selected students and ensures that all students achieve success.
- *Effective use and analysis of data* - The school will foster a culture of inquiry using data to drive a cycle of continuous improvement. The data will reflect the strengths and needs of individual students enabling the school community to personalize learning experiences that will ensure academic success for all students. Teachers will be proficient in the use of multiple forms of student performance data and to guide the delivery of high-quality instruction.
- *Learning-centered leadership development* - School leaders will communicate a vision of high expectations and maintain a focus on accountability for implementing strategies that align teaching and learning with achievement goals.
- *Targeted professional development* – A model of professional development will be implemented that focuses on both schoolwide identified needs, staff reflection on personalized learning goals, and pedagogy that infuses arts instruction throughout the curriculum.
- *Effective collaboration* – Leaders will ensure that staff is provided with skills and time to reflect on student work performance while collaborating with others around best practices for achieving results. Teachers will be empowered to explore and modify teaching strategies that will produce continuously improving results, including the integration of skills associated with theater, dance, music and visual arts
- *Increasing personalization* – The staff will develop and implement a learning environment that is personalized, culturally responsive and rich in the appreciation and creation of the arts for the students and families served.

This Education Plan for ES #12 has been developed to build on the demonstrated successes that currently exists at LD1 schools and can be verified by performance data. Our record of success is demonstrated in schools with high socio-economics and in our Title 1 schools, as well. The professionals in identified LD1 high performing schools will serve as models of consistent improvement in student achievement. Local District 1 will capitalize on this exemplary resource by providing the staff and parents of ES #12 with access to these proven pedagogies in the following innovative ways:

Development of Individual Learning Plans (ILP): Research suggests that teachers must have differentiated opportunities for professional growth. The development of an Individual Learning Plan by every educator on the campus will ensure that growth is differentiated, personalized, and based on data. Teachers and administrators will assess their personal learning needs and have

multiple opportunities to pursue their growth through participation in demonstration school activities, best practice institutes, work with NBC teachers, and participation in schoolwide and District professional development. Additional opportunities for professional development, focused on integrating arts into the instructional program, are available at LACMA, MOCA, The Getty, the Music Center and the CSUN College of Arts, Media and Communication.

Identification of a Consortium of Partner Schools: Selected LD1 schools will serve as "sister" sites and models of effective practices. LD1 has 36 California Distinguished Schools, 22 High Performing Title 1 schools, five National Blue Ribbon schools, and the 2010 Bravo Award winning public school of the year, Tulsa ES. These and other LD1 schools, identified because of strong academic growth or exemplary integration of the arts into the curriculum, will serve as excellent models for ES #12. Partnerships will be formed between the schools and ES #12 to support the implementation of outstanding teaching strategies and exemplary practices, as well as governance and professional development models. (See Section 5.)

Examples of partner schools' best practices include:

- Exceptional lesson design and implementation incorporating arts into instruction
- Effective Use of Data to inform and drive instructional planning
- Grade-level meetings and articulation to share best practices and track student progress
- Effective models of schoolwide English language development

Best Practice Institutes that focus on closing the achievement gap for all students including English learners, underachieving students, students with special needs, and gifted and talented students, will be provided for staff and parents beginning in the summer of 2010 and will continue throughout the school year. The essence of these institutes is "teachers helping teachers," and "parents helping parents." Stakeholders at LD1 schools that have been recognized for excellence will present institutes facilitated by administrators, teachers, and parents.

NBC teachers are another LD1 resource available to ES #12. Local District 1 has approximately 170 classroom teachers who have achieved National Board Certification (NBC). NBC was recently recognized by the National Research Council as having a positive impact on student achievement, teacher retention, and professional development. NBC teachers mentor teachers with less than five years of experience or those new to a grade level or department, plan and deliver professional development, and can be matched to the learning needs of staff as identified in ILPs.

e. **Community Impact and Involvement:** Local District 1 has long-established ties to many of the community organizations connected to the current feeder schools. After many years of partnership building, the partners have developed a clear understanding of the needs of our families and have working relationships with staff. Most importantly, they have a proven track record of participation and success in serving the needs of students in schools with similar demographics. Our partners are committed to support this new school. As a result of grants, donations, and volunteer resources we are addressing the wraparound needs of many families. Section 8 of this application includes a comprehensive description of the ways in which parents and community members and organizations will impact the students and families.

A recent addition to our community partnerships is the College of Arts, Media and Communication at California State University, Northridge (CSUN). ES #12 will partner with CSUN College of Arts, Media and Communications to provide quality visual and performing arts experiences for our students, their families, and the teachers. ES #12 teachers will also participate in CSUN's Arts Education and Teacher Professional Development activities to create and develop lessons/units that incorporate the arts into the core curriculum. Additionally, ES #12 students and

teachers will have opportunities to attend performances and to dialogue with the artists, technical stage crews, professors and students in the College of Arts, Media and communications at CSUN.

Dr. Sandra Chong, Director of Arts Education in the College of Arts, Media and Communications, recently completed a study entitled *The Effects of Music on Spanish-Dominant Kindergarteners,* and her study findings clearly delineated the positive impact of music on kindergarteners' English language development and reading readiness skills. The students in her study included kindergarteners from a low socioeconomic status area, mirroring the feeder area of ES #12. In partnership, CSUN and ES #12 will plan to pilot *Sing to Read* in a kindergarten classroom.

f. **Leadership/Governance:** The ESBM model balances the need for local autonomy with the accountability metrics of the plan. The proposed ESBM model at ES #12 will support the mission, vision, and education plan through visionary decision-making, inclusive participation of all stakeholders, flexible fiscal decisions, and innovative instructional planning to meet the needs of all students and staff.

g. **Fiscal Plan:** The allocation of all fiscal resources will be aligned to support the mission, vision, and the education plan for ES #12. Categorical funds will be allocated to support the educational needs of identified students. The school leadership council will examine data to align the use of discretionary funds. All resources, including time, personnel, and money, will be aligned to the educational plan.

In order for the programs at ES #12 to be successful, the school will need the ability to control how resources allocated to the school are spent. The ESBM Leadership Council will operate with a "per-pupil funding" model with maximum authority including carryover ability.

2. CURRICULUM AND INSTRUCTION

a. **Curriculum Map and Summary**: The educational plan for ES #12 is based on a theory of action that has been implemented in Local District 1 schools for more than five years. This theory has evolved as a result of research conducted by the University of Pittsburgh and Dr. Lauren Resnick and the District's work with the Institute for Learning. It has been further defined by the work of Dr. Richard Elmore on the challenges of implementing a standards-based model of instruction, and the work of Mike Schmoker centered on the use and analysis of data. Research at Vanderbilt University focused on learning-centered leadership has helped the LD1 to strengthen its goal to move all students to proficiency. Most recently, the Obama administration and Secretary of Education Arne Duncan have recognized that, "We cannot merely focus on reading and math. We need to educate the whole child with music, recess, and art." Our vision of integrating the arts into the instructional program at ES #12 resonates with this new focus.

Our theory of action for ES #12 includes the following:

- Rigorous standards-based instruction and the use of standards-aligned materials previously adopted by the feeder schools.
  - School leaders will ensure that academic rigor is embedded in the instructional content for all students (including ELs, SELs, students with disabilities, underachieving students and GATE students).
  - An ambitious academic content will be the norm in every classroom and for every student and will include intervention strategies matched to student needs.
  - Teachers will deliver a curriculum that engages students, integrates the arts into the content areas, and communicates clear expectations.

- A high-quality instructional program will be implemented that begins with excellent first teaching and includes a three-tiered response to intervention that personalizes instruction for selected students and ensures that all students achieve success.

- Effective use and analysis of data will foster a culture of inquiry using data to drive a cycle of continuous improvement. Teachers will be proficient in the use of multiple forms of student performance data and to guide the delivery of high-quality instruction.
- Students will be able to demonstrate what they know through projects, performances, and fine art products in addition to the standard assessments.
- Learning-centered leadership development will communicate a vision of high expectations and maintain a focus on accountability for implementing strategies that align teaching and learning with achievement goals and student needs.
- Teachers will be trained in developing lesson plans that incorporate the grade level standards of the core curriculum with the grade level standards for the visual and performing arts using the arts instructional guide developed by the Arts Education Branch.
- Targeted professional development will be implemented that focuses on both schoolwide identified needs, staff reflection on personalized learning goals, and use of the Arts Instructional Guide to assist teachers in implementing visual and performing arts strategies into the instructional program..
- Effective collaboration will ensure that staff is provided with skills and time to reflect on student work performance while collaborating with others around best practices for achieving results. Teachers will be encouraged and expected to explore and implement teaching strategies that will help students make connections between the core curriculum and what they are learning through the arts.
- Increasing personalization will support a learning environment that is culturally responsive to the students and families served.

The scope and sequence for each grade level is delineated in the *California State Framework* for pre-K through grade 5 for each of the content areas and will be fully implemented.

Reliable assessment of quantitative and qualitative measures of student achievement will be ongoing to ensure attainment of benchmarks and the implementation of appropriate teaching strategies.

In the first year of operation, the teachers will use the core instructional materials currently used in the feeder schools. This will include:

- Open Court Reading, grades K-5
- Desired Results for Pre-school
- *Into English!* for ELD instruction, grades K-5
- ELD Practicum lessons
- Scott Foresman *enVision MATH*, grades K-5
- FOSS Science, grades K-5
- Scott Foresman Content Reader Library series for Social Sciences, grades K-2
- Scott Foresman Social Sciences, grades 3-5

In subsequent years, the staff and Leadership Team will analyze data to evaluate the effectiveness of the instructional program and consider alternate and/or supplementary materials and methodologies to better meet the academic needs of all students. The following State adopted arts materials will be considered:

- Pearson and Scott Foresman, Silver Burdett Making Music, California Edition

- SRA/McGraw-Hill, SRA Art Connections
- SRA/McGraw-Hill, Theatre Arts Connections

The academic needs of students, K-5 will be supported by research-based instructional strategies to provide differentiated instruction. These particular strategies have been identified because of their success when targeting underperforming students. They are:

- Specially Designed Academic Instruction in English (SDAIE)
- Culturally Relevant and Responsive Education (CRRE)
- Application of *Thinking Maps* throughout the curriculum
- Interactive technology
- Extended school day to expand learning opportunities
- Schoolwide English Language Development implementation
- Rubrics and criteria charts
- Scaffolding instruction
- Performance and project based assessments enabling students to demonstrate what they know through a variety of modalities.
- Flexible student groupings to allow for differentiated student conversations
- Individual and small group learning settings to target specific areas of identified need
- Accelerated learning opportunities for high performing students (see section 2d)

ES #12 will participate in the District's year two roll-out of the Response to Intervention Program (RtI) and will implement the four elements of the framework including: multi-tiered approach to intervention, four-step problem solving model, progress monitoring and data-based decision-making. RtI will be used to address both the academic and behavioral systems. The program will include the components of consensus building, infrastructure building and implementation.

All Local District 1 schools currently incorporate the Arts Program into their instructional delivery. Twenty-five Local District 1 schools have been participating in the Arts Program since 2002 or before. Several excellent programs have been identified that will serve as models for instruction and demonstration in the visual and performing arts. At ES #12 teachers will incorporate the performing and visual arts including music, dance, theatre, visual arts and media arts, in the daily academic program to address a variety of learning modalities. As part of their commitment to ES #12, the Arts Education Branch will provide visiting arts teachers who will deliver model lesson in classrooms in two art forms. The Branch will also help the school develop partnerships with community providers.

A "sensory garden" will be created at ES #12 which will be used as a backdrop for students to sketch, paint, and create the color palette by selecting and helping to maintain the plants within the garden. Students will also be able to use the garden as a resource for scientific investigations, science projects such as understanding the water cycle, learning about ecosystems and protecting the environment.

All students will have access to the school library on a regular basis. Students will be trained in the use of library media to enhance literacy, including research strategies and the use of technology as a learning tool. The amphitheater in the library will be used by students to present dramatic presentations of recommended grade level literature selections and social studies reenactments.

b. Track Record of Proposed Curriculum: Local District 1 is a family of 135 schools (78 elementary schools) that, for more than five years has implemented the theory of action noted above that has resulted in significant growth in student achievement. In the 2004/2005 school

year, 26 elementary schools met or exceeded the state's API benchmark of 800. Today 56 of 78 elementary schools have achieved this status. Local District 1 has 36 California Distinguished Schools, five National Blue Ribbon Schools, 22 schools have been recognized for the Title 1 Academic Achieving Award for one or more years, and a significant list of schools that have achieved recognition for highly effective programs focused on student achievement and closing the achievement gap. Two Local District 1 schools were recognized in 2010 by the Music Center Bravo Awards for integrating arts into the curriculum.

Local District 1 is very proud of its status as the only Local District in which students with disabilities have met the Modified Consent Decree's (MCD) Outcomes 2 and 3. Outcome 2 reflects students' ability to meet District's California Standards Test (CST) proficiency targets. Outcome 3 reflects the students' ability to graduate with their peers.

ES #12's feeder/neighboring schools have successfully increased achievement as measured by their API scores for all students by using a rigorous standards-based curriculum. Some of the schools that have shown exceptional growth over a five-year period are: Burton ES (+132), Ranchito ES (+101), Plummer ES (+180).

We anticipate that a majority of the teachers at ES #12 will come from the feeder and/or LD1 schools and have been participating in the theory of action that has produced the results noted above. While the new school team will need to develop their own identity and adapt and/or modify the school's vision, mission and philosophy, they will be able to start on day one with the implementation of their instructional program with an emphasis on embedding arts as a means for students to learn and to show what they know.

c. **Addressing the Needs of All Students**: (See also Section 7 Addressing Specialized Populations) All students, including students with disabilities, ELs, SELs, socio-economically disadvantaged students, and GATE students who need additional support, including those who are below grade level, will receive a rigorous core instructional program using multi-tiered, standards-based lessons and differentiated classroom experiences. The focus of ES #12 on incorporating the arts in the curriculum capitalizes on the numerous research studies that have shown impressive correlations between students who participate in studying the arts and their academic achievement gains. The Visual and Performing Arts Framework states, "The arts foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperative approaches, persistence, and responsibility as well as oral and written language skills. The arts provide a balance in the curriculum that is particularly important for the development of tomorrow's leaders." ES #12's plan addresses the needs of all students.

Additional specific research-based strategies that have been used successfully in schools with similar populations will include:

- Good, first teaching
- Daily effective and targeted Independent Work Time (IWT)
- Specific intervention based on data to implement Response to Intervention
- Consistent structured and coherent daily English Language Development (ELD) instruction
- Vertical teaming across grade levels to increase redesignation rates
- CRRE that is monitored to ensure that all student subgroups including ELs, SELs, and students with disabilities are engaged as active participants in their learning
- Specially Designed Academic Instruction in English (SDAIE) strategies to support learning in the content areas for EL and SEL students

- Accelerated lessons that provide greater depth and breadth for GATE students and which encourage other unidentified gifted and talented students to flourish.
- Differentiated lessons that enable students to demonstrate what they have learned through art projects, theatrical presentations and song.
- Monitoring the progress of Individualized Education Plan (IEP) goals and objectives for students with special needs
- Providing opportunities for special needs students to receive instruction in a general education setting (mainstreaming)
- Ensuring that students with interrupted education are supported to close their learning gap

The progress of students in English language arts and mathematics will be evaluated by the percentage of students meeting benchmark after the administration of each of the periodic assessments. Targeted intervention will be implemented during IWT and/or extended learning time for those students not meeting benchmarks. Students who are identified as "at-risk" through data analysis will receive the most intensive intervention in order to bridge their learning gap and enhance their opportunity to reach proficiency. ELD student progress will be monitored using the ELD portfolios and ELD Practicum/Into English Assessments. It is the expectation of the leadership team that the above-referenced strategies will enable all students to meet or exceed the academic goals as outlined on the Accountability Matrix for 2010-2011.

d. **Accelerated Learning**: "The arts can strengthen all areas of oral and written communication and, for gifted students, provide more opportunities for creative problem-solving and analytical thinking. Studies have shown that the arts can significantly advance gifted students' academic and creative abilities and cognitive functioning. (e.g., Hetland, 2000; Seeley, 1994; Walders, 2002; and Willet, 1992) This is a strong rationale for making the arts an essential feature of gifted education." (Joan Franklin Smutny, September 2002 ERIC EC Digest #E631)

   GATE students will be identified based on a variety of high-performance capabilities. Parents, teachers and administrators will cultivate and identify giftedness among children beginning in kindergarten. Teachers will collect products of student work, make observations and keep anecdotal records about the child, and maintain a portfolio over time. Additional achievement data will be accessed on MyData to target students for additional assessment by the school psychologist. Differentiated instruction to include the arts will be provided for all students and will reach across learning styles and modalities to allow students the opportunity to perform at their optimum levels.

   The program, *Depth and Complexity*, developed by Dr. Sandra Kaplan, USC Rossier School of Education, has been successfully implemented at many LD1 schools for teaching GATE students and will be used as a model for the GATE program at ES #12. (See Appendix 5)

   In order to ensure that there is an equitable representation of minority students and students with disabilities that are identified for the GATE program, a school screening committee will be trained to make student referrals in the following categories: intellectual ability, high achievement, specific academic ability, performing and visual arts.

e. **Instructional Strategies**: The instructional practices that will be implemented and supported through professional development have demonstrated success in serving students with similar demographics and educational needs at neighboring schools. The following research-based strategies will serve all students, including students with disabilities, socio-economically disadvantaged students, EL and SEL learners, and GATE students:
   - Project-based learning and assessment

- Academic dialogue, accountable talk and higher order questioning using Question/Answer/Relationship (QAR) strategies
- Use of rubrics and criteria charts
- Scaffolding new skills and providing cues and prompts that lead students to correct answers
- Use of SDAIE and CRRE strategies
- Sequencing instructions to achieve high rates of accuracy
- Peer tutoring and cooperative learning
- Lessons from the LAUSD Elementary Arts Instructional Guide
- Lesson Study
- Response to Intervention
- Implementation and monitoring of specific Individualized Education Plans (IEP)
- Clustering and enhanced lessons for gifted and talented students
- Monitoring the progress of EL and SEL students through portfolio documentation

3. SCHOOL CULTURE AND CLIMATE

As an Internal Applicant, ES #12 will adhere to Article IX- Hours, Duties and Work Year, Article XXIV-Student Discipline and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements unless otherwise determined by the local ESBM Leadership Team.

a. Description of Culture: The culture envisioned for ES #12 is one in which the school community functions around a shared vision and purpose. ES #12 will draw from the rich cultural differences of families in the school community. This will provide multiple opportunities for students to develop an appreciation for their own and other heritage, learn about cultural values, and celebrate these differences in schoolwide artistic endeavors. Community-building and open dialogue will be promoted through shared experiences in the arts. For example, students will exhibit their art projects, paintings and masks representing their own cultural heritage; dramatic, musical and dance festivals incorporating folk dances of each culture represented at the school will be celebrated annually. The rich cultural diversity of the school community will be a positive influence on building respect for others, celebrating differences, and developing a nurturing school environment. Sergiovanni (2001) states that, "Once established in a school, strong culture acts as a powerful socializer of thought and programmer of behavior." A strong school culture creates a climate that aligns values and philosophy. Attributes of a positive school culture include:

- Continual sharing of ideas
- Collaboration and inclusivity
- Analysis of practice
- High expectations for students and other stakeholders
- Schoolwide recognition of individual and group accomplishments

All employees and adults working and interacting with students will be expected to follow the LAUSD Code of Conduct with Students which also will be shared with parents via parent meetings and school-to-home information.

Students will develop their awareness of the ethical values taught in the *CHARACTER COUNTS!* Program through participation in schoolwide activities. The Six Pillars of Character are Trustworthiness, Respect, Fairness, Caring, Citizenship, and Responsibility. These Pillars of Character will guide the interactions of students and adults on the campus.

b. **College and Career Readiness**: Community partnerships, including the local colleges and universities, will be utilized as models and resources to promote college and career preparedness as an integral part of the culture of the school. The school will hold college awareness and career activities and will participate in the Local District 1 Annual College Fair. The school will also participate in the Monroe family of schools' events designed to promote articulation and preparation for middle and high school. The school will reach out to community businesses and organizations to promote mentoring relationships with students. The Parent Center Director will receive training on K-12 issues such as A-G graduation requirements and CAHSEE. Parent education opportunities will include a focus on understanding K-12 standards, how to help students at home, how to create a college going focus and how to maintain the vision of all students college-prepared and career ready. "Businesses and the workforce look for creative problem-solvers who can think outside of the box. The arts teach you how to do that." (*The Qualities of Quality*, p. 19) With an emphasis on arts instruction at ES #12 we believe students will be prepared for college and career success.

c. **School Calendar/Schedule**: The school will operate on a 180-day Traditional Calendar. The annual average number of instructional minutes will total 55,100 for grades K-5. Targeted enrichment and intervention instruction will be embedded in the normal school day to provide additional opportunities for students to meet or exceed grade-level standards. Under the proposed ESBM model, the school community will examine priorities and budget and explore the possibility of innovative scheduling such as extending the school day or year or divided-day instructional models to address the needs of at-risk students.

   Banked Tuesday meeting time and shortened days will be used for teachers to work collaboratively and review student work samples and formative data for lesson planning. This will also afford time for vertical grade-level articulation, allowing teachers opportunities to discuss and plan for optimal grade-level transitions for students. In LD1, most schools have received waivers to expand the calendar of Banked Tuesdays providing teachers with additional collaborative planning time. ES #12 will be allowed to implement this schedule.

   ES #12 will implement an instructional schedule that follows the mandates of LAUSD and the State to provide the appropriate number of minutes for each subject. Additional time for students needing intervention instruction opportunities will be addressed through focused budgetary planning decisions for at-risk services, using categorical budget allotments.

d. **Athletics Programs and Extra Curricular Programs:** The physical education program will be a regular part of the educational plan as required by the California Education Code. A standards-based curriculum for all grade levels will be implemented as outlined in the *State Framework for Physical Education*. Students in grades K-5 will participate in physical activities in preparation for the culminating annual Assessment of Physical Fitness in grade 5. Included in the curriculum will be a focus on cultivating fairness and good sportsmanship, and developing lifelong habits of a healthy lifestyle. Partnerships with Northridge Hospital, Kaiser Hospital, Pacific Healthcare, Heart Association, Cancer Society, and the American Diabetes Association will be included as resources for students and families to support healthy diets, regular exercise, and positive lifestyles. In addition to the mandated physical education program, as funds become available, a credentialed physical education teacher could be budgeted to implement a psychomotor program which would further enhance the physical education development of students, while allowing additional release time for grade-level teachers to meet for common planning.

e. **Student Discipline and Safe and Respectful Campus:** The school will adhere to the LAUSD Discipline Foundation Policy. The focus of the schoolwide discipline plan will be to promote

respect, cultivate character and encourage understanding and empathy among students, adults, and others. Based on the District Code of Ethics for employees and students, staff will model and reinforce best practices throughout the instructional day. Schoolwide positive behavior supports will be implemented and monitored to ensure a safe, caring environment for all students. A system of rewards and recognition will be used to positively affect individual and group behavior. Clear expectations for conflict resolution will be articulated to teachers, parents, and students, and a shared responsibility for all student behavior will be established. The school will implement a systematic progressive discipline process to address individual and group behavioral issues.

A school safety team will be established that is representative of all stakeholders. The team will meet regularly to review discipline data, disseminate information, make decisions, recommend changes, and evaluate the effectiveness of the Safe School Plan. School personnel will work with the community and local law enforcement to establish a zone of safe passage to and from school and implement a Neighborhood Watch Program.

f. **Meeting Health Mandates/Health Care Needs of Chronically Ill Students:** As an Internal Applicant, nursing time will be allocated based on District norms. Categorical resources may be used to increase the hours of nursing service. Students with special health needs, including students with 504 plans and Individual Education Plans will be monitored for their required health care needs by the teacher, the nurse, and any outside providers as identified for individual students. Parents will be integral partners in assisting the school in meeting their child's health requirements. PSA services will be coordinated to ensure punctual and daily attendance by all students. The Special Education Office will identify support and community resources in development of Individual Education Plans for students with disabilities. Local District 1 has established partnerships with community resources that parents can access for family support. (See also Key Community Partnerships, Section 8.)

g. **Nutritional Needs:** Based on the demographics of students in the feeder schools, the socioeconomic levels of students who will be attending ES #12 indicate that 96.9% of students will qualify for free and reduced meals. As an Internal Applicant, the school will provide for the nutritional needs of all students through the LAUSD Food Services Branch. Students with special dietary needs, such as diabetes, food allergies, and other special diet requirements will be addressed on an individual basis in collaboration with parents and Food Services. Community partnerships will be available as resources to address specific nutritional needs of students. In addition, a focus on healthy eating habits and fitness will be included in the curriculum to encourage healthy living habits, to prevent obesity and promote the well-being of students.

4. ASSESSMENTS AND SCHOOL DATA

a. **Educational Goals and Metrics**:
As indicated in the following chart, over the past four years, LAUSD and the state of California have averaged an increase of 2-3% per year in Advanced or Proficient. All of the neighboring schools in the area of ES #12 have been increasing at rates exceeding the state for all students. Two of the schools exceed both the state and LAUSD for Hispanic and Socio-economically Disadvantaged students. The Accountability Matrix has an LAUSD target of 10% growth and the Adequate Yearly Progress (AYP) has an expected increase in the Annual Measurable Objective (AMO) of 10.2%. ES #12 will use these targets as their goals for annual progress on the CST.

CST Scores for Language Arts

Change in the Percentage of Students Scoring Proficient or Advanced
on the English Language Arts California Standards Test, Spring 2005 to 2009

	Langdon ES	Lassen ES	Plummer ES	LAUSD	California
All Students	+13.5	+10.7	+33.3	+11.5	+10.1
Hispanic	+13.5	+10.9	+31.9	+11.8	+10.9
Socio-economically Disadvantaged	+10.0	+12.4	+26.3	+11.6	+11.9
English Learners	+4.2	-1.2	+23.3	+7.6	+11.3

As indicated in the following chart, over the past four years, LAUSD and the state of California have averaged an increase of 2-3% per year Advanced or Proficient. Two of the schools in the area of ES #12 have been increasing at rates that exceed the state rates for all students. One school has grown at more than double the rate of LAUSD and the state for all subgroups. The Accountability Matrix has an LAUSD target of 10% growth and the AYP has an expected increase in the AMO of 10.5%. ES #12 will use these targets as their goals for annual progress on the CST.

CST Scores for Mathematics

Change in the Percentage of Students Scoring Proficient or Advanced
on the Mathematics California Standards Test from Spring 2005 to Spring 2009

	Langdon ES	Lassen ES	Plummer ES	LAUSD	California
All Students	+9.9	+0.1	+32.6	+10.7	+9.2
Hispanic	+9.4	-0.8	+32.8	+10.9	+11.2
Socio-economically Disadvantaged	+9.2	+1.4	+27.2	+10.3	+10.8
English Learners	+3.3	-13.8	+26.9	+7.6	+10.9

Attendance Levels

Two schools in this area have an average attendance rate that essentially meets or exceeds the attendance goal of 96% for LAUSD. The schools will continue to monitor the rate of attendance to exceed future district goals

School Year	Langdon ES	Lassen ES	Plummer ES
2008-09	95.96	94.92	96.38
2007-08	95.14	94.97	96.16
2006-07	94.90	95.29	95.58
2005-06	94.63	94.68	94.93
2004--05	94.21	94.90	95.11

Teacher Retention Rates

Based on the data shown in the following chart, the trend for teacher retention at the neighboring schools indicates teachers generally remain at the school location 5+ years. It is projected that teachers will continue to follow the same pattern of retention at ES #12

Assigned to Location	Langdon ES		Lassen ES		Plummer ES	
	#	%	#	%	#	%
1 year	4	6.3	6	13.6	2	3.6
2-5 years	12	18.8	10	22.7	13	23.6
6-10 years	19	29.7	14	31.8	22	40.0
11+ years	29	45.3	14	31.8	18	32.7

Number of Behavioral Incidents

As indicated by the data on the following charts, the neighboring schools indicate a low rate of suspension and expulsion referrals. As we know, students cannot learn if they are not in attendance. Therefore, a goal of minimal suspensions will be a focus for ES #12.

Opportunity Transfers for Schools Currently in ES 12 Attendance Area

School year	Langdon ES	Lassen ES	Plummer ES
2008-09	0	0	0
2007-08	0	0	0
2006-07	0	0	0
2005-06	0	0	0
2004-05	0	0	0

Suspension Data for School Currently in ES 12 Attendance Area

School Year	Langdon ES		Lassen ES		Plummer ES	
	No.	Average # Days	No.	Average # Days	No.	Average # Days
2008-09	36	1.44	2	1.00	31	1.55
2007-08	31	1.71	1	1.00	28	1.43
2006-07	42	1.29	2	1.00	27	1.33
2005-06	49	1.47	7	1.14	17	2.53
2004-05	21	1.48	6	1.17	77	1.27

Explusion Referrals for Schools Currently in ES 12 Attendance Area

School year	Langdon ES	Lassen ES	Plummer ES
2008-09	0	0	2
2007-08	0	0	1
2006-07	0	0	0
2005-06	0	0	3
2004-05	0	0	0

Progress on IEP Goals

At every reporting period, the progress of IEP goals will be reviewed and shared with parents and students. The process for determining the student's progress on their IEP goals takes place annually and is monitored by the IEP team, which consists of an administrator, the parent, the special education teacher, and a general education teacher.

As indicated by the data from the schools in the surrounding neighborhood, the majority of Special Education students are making progress towards scoring basic and above on the CST in mathematics. Based on these trends, additional and targeted support for Special Education students will be provided.

ES #12 Progress on IEP Goals - English Language Arts – Goal = 27.5%

School Year	Langdon ES	Lassen ES	Plummer ES
2008-09	24.0	20.8	57.8
2007-08	11.3	31.6	36.5
2006-07	17.1	29.5	18.5
2005-06	15.1	20.4	15.7
2004-05	12.5	19.3	9.1

ES #12 Progress on IEP Goals - Mathematics – Goal = 30.2%

School Year	Langdon ES	Lassen ES	Plummer ES
2008-09	34.4	33.3	64.2
2007-08	27.1	33.3	57.3

2006-07	21.8	20.4	44.3
2005-06	20.9	26.5	20.3
2004-05	19.4	19.3	18.1

b. **Student Assessment Plan**: LAUSD has developed a comprehensive matrix of formative and summative assessments that will be used to develop and monitor the instructional program. The administrative team and teachers at ES #12 will use assessment tools to measure student progress and drive program decisions that will improve results. The expertise of the professional staff must weigh and balance the value of each assessment tool as a guide to determine the instructional program that will create learning success. (See Appendix 6)

c. **Data Team and Instructional Team**: To succeed in a rapidly changing and increasingly complex world, it is vital that schools grow, develop, and take charge of change so that they can control their own futures (Stoll, et al., 2003). Schools that are able to take charge of change, rather than being controlled by it are more effective and improve more rapidly than ones that are not (Rosenholtz, 1989; Stoll & Fink, 1996; Gray, et al., 1999). ES #12 will establish stakeholder teams that analyze formative and summative data, modify the education plan and align the budget to student needs. As an Internal Applicant, the school will have access to and will utilize the LAUSD data systems to monitor student achievement and attendance, including: Integrated Student Information System (ISIS) and Elementary Student Information System (ESIS), MyData System, Student Online Assessment and Reporting (SOAR), Core K-12, School Report Card, Welligent Support System.

   Data analysis will guide the focus of the professional development planning based on student needs. Grade-level lesson plan designs will also be based on the ongoing analysis of student work and data.

   Reliable data will be gathered, analyzed, shared and then utilized to inform the instructional program and cause an organized abandonment of practices that are not proven to be effective. It is the knowledge gained about the effectiveness of instruction on student progress that the principal and teachers at Plummer ES have found so valuable during their Data Dialogues held after each assessment period. The principal meets with teachers individually, analyzes the assessment data to identify gaps in the learning, and determines adjustments in the teaching to meet the student needs. These timely adjustments are part of their tiered intervention program. Based on teacher input, the support staff (nurse, psychologist, and the categorical program coordinator) are then consulted and provide additional information and support for each student as needed. Parents are also included in the process to provide support in the student's educational and social/emotional development. Plummer ES has been selected as a demonstration site and will be able to share this process with the staff at ES #12 for replication.

d. **Data Systems:** As an Internal Applicant, the new school will fulfill the requirements of MCD and follow the guidelines of the LAUSD Special Education Policies and Procedures Manual. (See Appendix 7)
   - Implement RtI strategies in the general education classrooms
   - Implement District Foundation Policy (Behavior) by developing and implementing a Schoolwide Discipline Program for all Students
   - Development alternatives to suspension
   - Develop effective individual Behavior Support Plans for students with behavioral challenges
   - Establish a Student Success Team to consider the needs of at-risk students
   - Establish a Section 504 Team to identify, monitor and review the needs of eligible students
   - Adhere to federal, state and District timelines regarding assessment, IEPs and Due Process

- Ensure that students with disabilities have access to core curriculum
- Ensure educational placement in the LRE
- Ensure integration of students with disabilities into the general education programs
- Promote parent participation
- Implement IEP as written
- Maintain ongoing progress monitoring to develop and implement student programs
- Utilize the LAUSD data systems to track student progress and identified services (Welligent, ISIS, MyData) in relation to each of the 18 MCD outcomes
- Analyze the monthly MCD Progress Report to guide actions
- Provide a culturally relevant educational environment that is safe for all students
- Maintain regular professional development that includes special education
- Maintain document of service provision (tracking logs)

e. **LAUSD School Report Card:** The School Report Card data is available in Spanish, as well as other languages for parents and will be shared with all stakeholders as an ongoing process throughout the year with the goal of continuous improvement of student achievement. Staff and parents will discuss and analyze the possible causes of strengths and weaknesses of school programs, and will determine changes that may be necessary. The annual LAUSD parent and staff satisfaction survey (See Appendix 8) will be disseminated to the school community through a variety of methods including meetings, websites, and written communications.

The sharing of information will make possible the development of common goals and collaboration toward continuous improvement of student achievement at ES #12. Parents are essential in this process as members of the learning community. We will ensure that translation will always be available.

f. **Research and Evaluation:** The school staff will agree to participate in appropriate research and evaluation projects that collect and disseminate data and best practices. Feedback from research and evaluation will be used to formulate improvement strategies for teaching and learning.

g. **Operational Goals and Metrics**: Internal applicants are not required to submit this section.

5. PROFESSIONAL DEVELOPMENT PROGRAM:

a. **Professional Development Program** – The professional development at ES #12 will foster the norms of continuous improvement and be viewed as a dynamic process in which every educator is committed to professional growth as a lifelong process. The professional development plan for ES #12 is intended to be innovative, personalized, and built on strong models that exist within the Local District and have demonstrated success.

The establishment of a new school presents a unique opportunity to develop professional learning community relationships between the new school and schools with exemplary models of programs successful in increasing student achievement and embedding the arts into the curriculum. As Mike Schmoker states, "The experts are among us." With this in mind, the model of professional development for ES #12 is based on these key elements:

Consortium of Partnership Schools – Selected LD1 schools will serve as "sister" sites and models of effective practices. With 36 California Distinguished Schools, 22 High Performing Title 1 schools, and five National Blue Ribbon schools, LD1 schools will serve as models and partners with ES #12. Partnerships will be formed between the model schools and ES #12 to support the implementation of outstanding teaching strategies and exemplary practices. Following are some

examples. Staff at ES #12 will be able to observe demonstration lessons, dialogue with teacher and other staff, model lessons for peers or receiving coaching based on their identified needs.

- **Tulsa Elementary School and Beckford Elementary – Partnership Schools Modeling arts at the core instruction. Tulsa Elementary –API 854, 68 % Poverty Level, 84% Minority, 20 % EL Beckford Elementary –API 895 19% Poverty Level, 57% Minority, 7% EL**
  Tulsa Elementary was awarded the 2010 Music Center of Los Angeles County Bravo Award for Schools Achievement in the Arts and Beckford Elementary was a Finalist for the Bravo Award. In both schools, regular education teachers incorporate the arts into the curriculum using meaningful lessons aligned to the standards based District curriculum. The grade level lessons are collaboratively developed for substantive, rigorous learning. The teachers effectively extend the Arts Program's visiting teachers' lessons into their regular classroom instruction.

- **Plummer Elementary – Partnership School Modeling Excellent Techniques for Analyzing Student Performance Data – API 777 with growth of 151 points in three years, 90% Poverty Level, 99% Minority, 69% EL**
  This is a Title 1 High Achieving school recently nominated as a Distinguished School. The Principal is the 2009 ACSA California Principal of the Year. The school has developed a highly effective data conferencing process between teachers and the principal. Quarterly student achievement data is analyzed to determine modifications to the instructional program. The school also implements a process called "Fishbowl" in which grade-level teachers and the administrator provide demonstration lessons to improve instruction. This school will provide a unique opportunity for the staff at ES #12 to replicate a similar approach to analyzing data. In addition, teachers from Plummer who will be joining the ES #12 staff will be able to provide ongoing modeling of the successful practices.

- **Lemay St. School – Partnership School Modeling a Strong Program of English Language Development – API 846, 74% Poverty, 92% Minority, 30% EL**
  This school has been recognized as a California Distinguished School and as a National Blue Ribbon School. The school has focused on implementing a strong English Language Development program ensuring that EL students receive pre- and post-instruction in all areas of the CORE curriculum, allowing students to participate fully with non-EL students during classroom instruction.

Best Practice Institutes – One day Institutes offered by Demonstration Schools, the Local District, or visiting experts and will focus on closing the achievement gap for all students including English learners, underachieving students, students with special needs, and GATE students and will be provided for staff and parents beginning in the summer of 2010 and continuing throughout the year. The essence of these institutes is "teachers helping teachers," and "parents helping parents." Topics will be based on ES #12 identified needs.

Use of NBC Teachers – There are approximately 170 classroom teachers in LD1 who have achieved National Board Certification. NBC was recently recognized by the National Research Council as having a positive impact on student achievement, teacher retention, and professional development. NBC teachers will available and matched to work with selected teachers and/or to offer professional development. Five NBC teachers who have credential in the arts will be able to provide focused assistance.

Development of Individual Learning Plans – The development of an Individual Learning Plan by every educator on the campus will ensure that growth is differentiated, personalized, and based on data. Teachers and administrators will assess their personal learning needs and have multiple opportunities to pursue their growth through participation in demonstration school activities, best practice institutes, work with NBC teachers and others, and participation in schoolwide and District professional development.

b. **Teacher Orientation**: New teachers hired by LAUSD will attend a 40-hour induction program to prepare them with knowledge of instructional programs and classroom management strategies. Newly hired teachers also receive support from the Beginning Teacher Support Assessment Program (BTSA) during the first and second year of their employment. Through structured professional development and formative assessment activities, new teachers will meet the following program goals:

- Increase student achievement by effectively implementing the elements of the *California Standards for the Teaching Profession.*
- Enhance knowledge of content specific pedagogy and strategies to increase student achievement in the core content areas.
- Strengthen knowledge and implementation of effective assessment tools and strategies to correctly diagnose student attainment of identified standards in the core content areas.
- Increase knowledge and implementation of English Language proficiency assessments.
- Develop proficiency in state-adopted academic content standards and District curriculum.

Prior to the opening of the new school, all teachers will participate in a 4-day orientation funded by LAUSD new school start-up funds and support from the Local District. The orientation will focus on team building, culture shaping, data analysis, and grade-level instructional planning.

c. **Professional Development Calendar**: The formulation of the Professional Development Plan will be a collaborative process based on identified needs of students as indicated by data analysis and teacher observation. Professional Development topics will be aligned with the Instructional Plan of the school, focus areas of the District, and in response to needs indicated on parent and teacher surveys. A minimum of 90 hours for professional development will be available. One of the pupil free days prior to the school opening will be provided by the Arts Education Branch to orient teachers to the Arts Instructional Guide and begin the conversation about how to develop a comprehensive arts instructional plan and how to integrate the arts strategies into the core curriculum. The Arts Branch will be a continuing resource.

The school will use its discretionary and categorical funds, to implement regularly scheduled and uninterrupted grade level meetings during the professional day to allow teachers additional time for common planning. Substitute release time will be provided for differentiated professional development. The new school leadership team will coordinate observation and interaction opportunities with the school staffs at Partnership Schools and Institutes.

Professional Development Opportunities

New School Orientation	Four days prior to the opening of school	Activities will include team building and arts school vision and implementation
Banked Tuesdays	Approximately 1 hour each week	Schoolwide or individualized professional development
Shortened and minimum days	Approximately 20 hours annually	Schoolwide professional development, personalized engagement, parent conferencing
Psychomotor Program (Contingent on school budget for 2010-2011	Approximately 1 hour each week	Grade level meetings focused on examining student work, reviewing assessment data and lesson study

Use of substitutes for release time	To be determined based on school resources	Address differentiated professional development needs through participation at Partnership Schools, Institutes, or other school identified activities.

d. **Program Evaluation**: The evaluation of the professional development plan will be an ongoing process based on the identified needs of students and staff. Benchmarks and achievement goals will be established using the process of setting SMART goals. The plan will be revised as formative and summative student data and work products indicate measurable growth and attainment of benchmark metrics. Administrators will use observation protocols to monitor classroom practice in order to ensure that teachers are implementing the focus areas of the professional development plan. Teachers will receive timely feedback through documentation and dialogues with the administrator.

6. PROFESSIONAL CULTURE

a. **Professional Culture**: The school will operate as a Professional Learning Community that provides time for substantive discussions of common problems, collaborative planning, and refining the curriculum to better ensure coherent learning experiences for all students. Teachers will:

- Analyze summative and formative data
- Analyze student work products
- Observe their colleagues' lessons and provide feedback
- Formulate common agreements about instructional goals
- Develop a process for on-going evaluation of student achievement

The school community will formally celebrate accomplishments and successful collective behaviors. Teachers will form teams to demonstrate effective pedagogy and present professional development sessions to colleagues to further develop their leadership skills.

b. **Evaluation**: As an Internal Applicant, staff will be evaluated in accordance with the LAUSD Collective Bargaining Agreements for all bargaining units. The Stull process will be followed for administrator and teacher evaluations. Guidelines and timelines will be met as required. Under the proposed ESBM model, teachers will have the opportunity to develop a new supplemental evaluation process modeled on the *California Standards for the Teaching Profession*. The model may incorporate elements of self-evaluation, professional growth activities, individual learning plans, portfolio documentation, peer observation, and demonstration lessons.

Individuals having challenges in helping students achieve will receive support using the following methods:

- Opportunities to observe best practices in other classrooms and other successful schools
- Opportunities to observe model lessons provided by National Board Certified and partnership teachers
- Regularly scheduled grade level meetings for lesson study leading to the development of lesson plans with colleagues
- Conferencing and strategizing with the principal to improve instructional practices and classroom management techniques
- Differentiated professional development opportunities and conference attendance
- Consistent observations by the administrator to provide teachers on-going and timely verbal and written feedback with specific commendations and recommendations for improvement

- Data dialogues between teachers and the principal on a quarterly basis to allow teachers to review the progress of their students and to develop strategies to improve student achievement

c. **Feedback**: The annual LAUSD Parent Satisfaction Survey and a locally designed Staff Satisfaction Survey will be implemented at ES #12. Parent surveys will be collected and collated by parent council representatives; teacher and staff surveys will be collected and collated by representatives of each group. The results of the surveys will be shared with the principal and published for dissemination to the school community. The school community will use the information that is gathered to modify and amend the school education plan leading to a culture focused on continuous improvement at ES #12.

7. SERVING SPECIALIZED POPULATIONS

a. **Specialized Instruction**: All students will be provided a core instructional program that is research-based and prescribed by state and district guidelines that:
   - Provide a rigorous standards-based program with differentiated instructional strategies and on-going analysis of academic benchmarks.
   - Ensure that core instructional minutes are protected and uninterrupted.
   - Embed Culturally Relevant and Responsive Education strategies to provide access to the core for all students.
   - Implement pedagogies that are used in effective first teaching
   - Ensure that all staff support initial instruction that is well planned and effective
   - Establish a common understanding of rigorous instruction, "How does it look and sound?"

b. **Special Education:** ES #12 will implement, with fidelity, all of the policies and procedures in the District's Special Education Manual. This will ensure all special education students will receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). From a fine-tuned organized procedure of identifying appropriate students in need before they fail, to ensuring a timely completion of the evaluation with a high-level of targeted service, every special education student will succeed at the same high level that is expected of all students.

   There will be an expectation that special education students will be included in general education classes as appropriate. Both general and special education teachers will receive ongoing professional development, as well as time during the school day for collaborative planning.

   Learning centers will be staffed by both general and special education teachers so all students can be "jet-streamed" for targeted intervention, as needed.

   Extended school year (ESY) will be available and provided for all special education students who are eligible as determined by their IEP. The ESY program will be departmentalized so as to meet each individual student's goals with the teachers' expertise.

   Identification of special education students that are currently living in the community, but not attending the school, will be addressed with an ongoing Search and Serve service. Information about this service will be on the agenda of community meetings and outreach activities of the school.

   The new school will ensure that the following strategies will be employed and monitored:
   - Implement IEP goals and modify when necessary
   - Assess student progress using MCD indicators to measure growth
   - Adhere to timelines
   - Include parents as integral to the educational process

- Provide parents services in their home
- Measure the success in meeting the MCD outcomes
- Utilize the LAUSD data systems to track student progress and identified services (Welligent, ISIS, MyData)

c. **Gifted and Talented Students:** The school will provide a rigorous GATE program with funding provided by LAUSD based on the number of identified students in the program. The program will be consistent with state frameworks, national and District standards to facilitate the implementation of its goals and objectives. Students will be clustered for instruction provided by a classroom teacher who has extensive training in the implementation of differentiated, accelerated learning strategies. These strategies will:
   - Advance the mastery of literacy in reading, mathematics, science, history and the arts at a pace and depth appropriate to the ability of the learner.
   - Provide a diagnostic prescriptive model of instruction that allows for individual rates of mastery.
   - Cultivate an environment that encourages creativity through divergent thinking.
   - Encourage the development of originality, fluency, flexibility, and the elaboration of thought processes and products.
   - Develop inquiry and challenging attitudes toward learning.
   - Cultivate a commitment to life long learning and develop student capacity in the areas of civic, social, and personal responsibility.
   - Enhance the use and application of technology as a learning tool to organize and present ideas.

d. **English Learners and Standard English Learners:** The majority of students attending the new school will require services and programs designed for English learners. Studies have found that music improves language proficiency, vocabulary, and reading comprehension (Kennedy and Scott, 2005; Medina, 1991 and Schunk, 1999) As an Internal Applicant, the school will adhere to the federal, state and District accountabilities to meet the needs of EL and SEL students. The school will use the following instructional programs and strategies to meet the diverse needs of these learners:
   - The CRRE instructional framework will be implemented for SEL students and EL students to build on prior knowledge, integrate cultural strengths to develop instructional plans, use culturally relevant literature, music, and art.
   - Strategies for ELD instruction will include SDAIE to provide access to the core content in English.
   - ELD Practicum strategies including *Thinking Maps*, Think Pair-Share, RASP, Backwards Build Up, Pull Out and Talk, Pull Out and Write will be used to promote mastery of the English Language.
   - A schoolwide common ELD instructional block will be implemented to provide for flexible grouping and team teaching with targeted language development in EL level alike groups.
   - The state adopted program, *Into English!,* along with Enhanced Task Based Language Teaching lessons will be used as the common curriculum.
   - Core instructional minutes will be protected from interruption.
   - Visual and performing arts instructional strategies to enhance the core curriculum.

   Student progress and program implementation will be assessed and monitored with the following:
   - Individual student ELD Portfolios

- The LAUSD ELD Instructional Tool, which allows teachers to plan and differentiate instruction, and enables teachers to develop lessons with the components of an effective ELD lesson (See Appendix 9)
- The LAUSD ELD Instructional Tool, which assists administrators in assessing the implementation of ELD strategies in the classroom
- The Classroom Visitation Guide will be used to monitor the fidelity of program implementation (See Appendix 9)
- The Home Language Survey identifies students who qualify for EL program placement and triggers additional assessment, including the California English Language Development Test that determines the student's English language level
- Assessments, along with parent input, determine the placement of the student in the EL program
- Percent of ELs making annual progress of learning English on California English Language Development Test (CELDT) (AMAO 1)
- Percent of ELs attaining English proficiency on the CELDT (AMAO 2)
- Redesignation rate

e. **At-Risk Students:** Schools in LD1 have designed and implemented a wide variety of successful support programs and strategies that have increased achievement for at-risk students. The new school will be able to draw from those models to develop a compendium of supports for at-risk students. Successful strategies will be developed for implementation that target instruction and provide additional support for at-risk students. Examples of successful strategies include:
   - Establishment of a learning center
   - Use of flexible grouping
   - Instruction during IWT is consistently taught with fidelity for language arts and math
   - Use of adult and peer tutors
   - Training of volunteers for classroom assistance
   - Targeted use of trained paraprofessionals
   - Parent education opportunities through the parent center
   - Counseling for students with social/emotional needs
   - Technology training as a learning and teaching tool

   ES #12 will apply for a State pre-school program, which is research-based and aligned to the District's core curriculum. The application process includes the identification of a facility or classroom at the school which must be licensed by the Department of Social Services and approved by the Fire Marshall.

   Research indicates that students who have attended pre-school programs outpace their peers in kindergarten. Attendance in a pre-school program facilitates greater student success in the following areas: social/emotional adjustments, lower drop out rates, improved attendance rates, higher academic achievement, increased parent participation throughout the child's education, easier transition to kindergarten, increased language acquisition and earlier English language development.

   Recognizing the importance of school readiness programs especially for economically disadvantaged families with children ages 0-5, LAUSD's First 5 Ready for School Program, as well as the Early Education Centers located in the Monroe Complex (ELAM EEC and Noble Avenue EEC) will be able to provide or link the school to services and programs specific to the needs of pre-school children.

The organizational structure of the State Pre-school Program provides opportunities for early identification of students with special needs; promotes parent volunteerism; creates the design of collaborative classrooms between special education and general education students; offers mental health support for students and families; and offers parent education trainings based on a parent needs survey in which training is provided in nutrition, educational and social/emotional topics, parenting skills, citizenship training, and ESL distance learning. The State pre-school programs in Local District 1 provide unique articulation opportunities for pre-school and kindergarten teachers through reciprocal observations and the sharing of information about students and families leading to greater student success.

8. FAMILY AND COMMUNITY ENGAGEMENT STRATEGY

a. Identification: Students within the attendance area are identified based on District-determined boundaries. The student population will reflect the demographics of the community, which is primarily Hispanic with a low socio-economic level. The population of the feeder schools is 90% Hispanic, and 10% African-American, Asian, Caucasian and other ethnicities. The socio-economic status of the population is approximately 96.5% economically disadvantaged. The majority of parents are working class and have minimal opportunities for educational and employment advancement. Existing community partnerships and resources will provide support to families.

b. Family and Community Engagement: Research on the Michigan Department of Education website suggests that the most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education. Parents need specific information on how to help and what to do. The school must monitor parent satisfaction to ensure that parents are supported.

The use of the LAUSD School Report Card will provide feedback on parent satisfaction with the school and the education that the students are receiving.

Dr. Joyce Epstein, Director of the Center on School, Family, and Community Partnerships at Johns Hopkins University has developed a framework for defining six types of parent involvement. These standards for involvement reflect the criteria identified and expected by parents participating in ES #12 focus-group meetings.

- Communication – Communication between home and school will be regular, two-way, and meaningful. It will include spoken, written correspondence, email and the use of ConnectEd and will reflect the school's understanding of the needs of the community it serves.
- Parenting – Parenting skills will be promoted and supported through parent education and engagement activities offered at the school.
- Student Learning – Parents will play an integral role in assisting student learning.
- Volunteering – Parents will feel welcome and engaged in the school, and their support and assistance will be sought and valued.
- School Decision Making and Advocacy – Parents will be full partners in the decisions that affect children and families and active members of ESBM Council.
- Collaborating with Community – Community resources, including, but not limited to, those listed in section 8c will be used to strengthen schools, families, and student learning.

Most of the families and organizations located in the ES #12 community have been part of the LD1 family and will continue to be engaged and supported in the following ways:

- Representation on LD1 parent councils including the ELAC, CEAC, Council of Councils and Parent Community Advisory Committee.

- The Director of the ES #12 Parent Center will participate in monthly professional development and networking meetings and offer regular training at the school and will work collaboratively with the Parent Center Director at Sepulveda Middle School.
- A LD1 Parent Facilitator will provide direct support and training to parents of ES #12 based on needs assessments to be conducted at the school by parents for parents.
- Parents will participate in Local District parent summits, complex articulation activities and all other LAUSD opportunities for parents.

A parent center will be established at the school to provide parent training and education as an ongoing practice. Topics identified by focus group parents include: school-to-school transitions; A-G Requirements; CAHSEE and State Testing Program; School Report Card; standards in the content areas, effective parenting techniques; special education rights and procedures; culturally relevant and responsive education; closing the achievement gap; English language development; leadership development; helping children with homework; early childhood education; health and nutrition; gang prevention and domestic violence as well as other topics identified on parent assessments.

c. Key Community Partnerships:

ES #12 will benefit from the long-standing and productive relationships that exist between a significant number of community organizations and LD1 schools. In addition to the most obvious, the current relationship that exists with the parents, staff and partners of the 3 feeder schools, the programs listed below will now include the families of the new school.

Health Care and Health Education Resources

- Pacificare/Northridge Hospital Wellness Initiative - Grants will offer health related services, case management and referrals for students, parents and staff to wellness programs.
- Within the Wellness Initiative, ES #12 will be able to access additional in-kind partnerships facilitated by Northridge Hospital's Center for Healthier Communities including Cardiology Pulmonary Laboratory, Cancer Center Navigator, Alzheimer's Association, American Cancer Society, American Diabetes Association, American Heart Association, Department of Dietetic Internship Program; Enrichment Works, General Mills Foundation - Champions for Healthy Kids, Mid-Valley/West Valley YMCA, Network for a Healthy California, Latino Campaign, Providence Holy Cross Latino Health Promoter Parent Health/Walking Program, Sustainable Economic Enterprises of Los Angeles and Valley Care Community Consortium.
- Hart St. Clinic will offer dental care and eye exams.
- Lenscrafters Gift of Sight Program will offer free eye exams and eyeglasses for students.
- Kaiser Permanente will offer health education programs, low-cost insurance programs, and speaker's bureau opportunities.
- New Economics for Women will offer programs that focus on Hispanic family values and cultural strengths, and they provide parent classes in financial literacy, life skills, child rearing, child and passenger car and traffic safety.
- LAUSD School Mental Health Clinic and Child and Family Guidance Center will provide counseling services for students and families.
- California State University Northridge Department of Kinesiology will offer to assist with physical education equipment, increased structured physical activities for students, assistance with fifth grade California Fitnessgram testing, training in physical education for teachers, physical fitness, nutrition, and stress management programs for teachers and staff, nutrition

education, health screenings for parents, and school-wide promotional campaigns encouraging healthy diets.

Access to Community Resources

- New partnerships will be established with several health, mental health and social service providers in the community including American Red Cross, El Proyecto del Barrio Health Center, and Haven Hills Domestic Violence Shelter.
- Youth Policy Institute (YPI) will provide wrap-around services to meet the needs of the students and families including before and after school care.
- North Hills West Neighborhood Council
- Meet Each Need with Dignity (MEND)

Ensuring School Safety

- A California Department of Education Safe Schools Grant is currently funded and supports partnerships with law enforcement agencies, safe passage programs, cyber-safety, Jeopardy program, conflict resolution, drug prevention, and parenting programs.
- The school will participate in and benefit from the Monroe High School Safe School Collaborative.

The community will benefit from school staff visits to neighborhood council meetings, Kiwanis, Rotary, Chamber of Commerce and Los Angeles Police/School Police/Gang Prevention Task Force meetings. The school will become a community center hosting community events and encouraging organizations to take advantage of school facilities. Community members, including business leaders, will be invited to actively participate on school committees and will be viewed as classroom resources.

Local District 1 and ES #12 is most fortunate to have the ongoing services of Janis Lake, Organization Facilitator Extraordinaire who will manage existing partnerships and cultivate new ones on behalf of the school.

9. SCHOOL GOVERNANCE

In line with the spirit of a true community school, policies and procedures for decision making will be developed and valued by the school community. Staff, parents, community members and partners, and students will have opportunities to provide meaningful input on matters that affect the quality of the school program, the allocation of resources, and school protocols that impact student behavior and performance. The school governance will be developed collaboratively at the school with the goal of designing unique and innovative responses to challenges at the school.

The proposed governance structure will be developed following the guidelines of the ESBM model being implemented at Woodland Hills Academy. This model will allow the school greater flexibility and autonomy to make local decisions over instruction, assessment, and fiscal matters. As an Internal Applicant, school governance will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements except for specific waivers that will be requested. The Council will be formed following Education Code 62002.5 and 52852. The Council shall be composed of: the principal, classroom teachers, other school personnel elected by their peers, parents of pupils attending the school and community members. Classroom teachers are a majority of the staff members. The English Learners Advisory Council and the Compensatory Education Advisory Council will be formed based on the appropriate composition guidelines for each council.

a. **School and Advisory Organizational Charts**: (See Appendix 11)

10. SCHOOL LEADERSHIP & STAFFING PLANS

a. **Leadership Team Capacity:** As an Internal Applicant, the selection process for the administrator(s) will follow the LAUSD Collective Bargaining agreement with AALA (Association of Administrators of Los Angeles). All timelines and deadlines will be adhered to, and the LD1 Superintendent and Elementary Director responsible for the school will coordinate interviews for candidates. The interview team will comprise members of the school community, including teachers, parents and community members. (See School Leadership description 10d. below.)

b. **Staffing Model:** The administrator(s) will be selected based on demonstrated success in increasing student achievement and creating collaborative interaction with parents and staff at schools with similar populations.

Teacher staffing will be implemented in accordance with the LAUSD Bargaining Agreements and norms for student to teacher ratio. Teachers will be selected as outlined in the LAUSD/UTLA Bargaining Agreement. Every effort will be made to attract outstanding teachers who demonstrate proven success with students in like populations. Exemplary NBC Teachers will be recruited for ES #12. Candidates with professional references and previous experiences will fill further openings through a school-designed selection process that will include an interview committee and review of resumes. Teachers will be selected based on the specific needs of the grade-level vacancy and student needs, and, as possible, with credentials and/or experiences in the arts. The Leadership Council will formulate job descriptions that delineate the specific qualities and responsibilities for each classroom staff position. The goal is to attract and retain the most qualified candidates.

c. **Compensation:** Compensation of staff is based on the LAUSD salary tables. Individual teacher salary is determined by the number of service years with the District and step advancement based on the number of units completed and degrees held by the teacher or administrator. Administrator salaries will be determined by the LAUSD Master Salary schedule.

d. **School Leadership:** The principal shall be a visionary and collaborative leader who has demonstrated success in increasing the academic achievement of students at similar schools. The administrator shall welcome and recognize the value of different points of view in problem solving. The principal must be able to:

- Create and maintain a culture of high expectations
- Maintain a schoolwide focus on teaching and learning
- Enforce clear and consistent expectations for student and staff behavior
- Build and maintain strong positive relationships with students, staff, parents, partners, and community members
- Ensure appropriate services are provided for at-risk and special needs students
- Ensure a safe and clean school environment
- Ensure that school resources are focused on student needs (human resources, fiscal resources, and time)

(See Appendix 12)

e. **Leadership Beyond the Principal:** The Leadership Council in the proposed governance model shall comprise the Principal, UTLA Chapter Chair, teacher representatives, classified support staff, and parents. The goal of the Leadership Council is to focus on ensuring an increased rate of

student achievement through the implementation of innovative programs, a collaborative approach to problem solving and setting clear data-driven goals and benchmarks. Teacher leaders should demonstrate a record of teaching success at similar schools. Teachers will demonstrate a thorough knowledge of best research-based pedagogy, classroom management, use of technology, successful implementation of arts instruction and fostering positive relations among all stakeholders and a collaborative work ethic. (See Appendix 13)

f. **Recruitment of Teaching Staff**: This school was built to relieve overcrowding at neighborhood schools; therefore, teachers at the feeder schools will have the opportunity to apply for positions. In order to fill any remaining openings, teacher applicants must demonstrate:
   - Expertise in developing and delivering standards-based instruction in a variety of learning modalities
   - Expertise developing effective classroom management strategies
   - Expertise integrating technology into the instructional program
   - Expertise teaching EL and SEL students, sensitivity to learning styles and language development needs
   - Expertise meeting the needs of students with disabilities
   - A desire to work collaboratively with colleagues to analyze student work and develop lessons that will continuously improve student achievement
   - The ability to develop positive parent-teacher interactions
   - A commitment to doing whatever it takes to help students achieve

11. OPERATIONS

a. **Internal Applicants:** As an internal partner, ES #12 will continue to use the LAUSD operational services.

c. **Master Service Agreements:** All applications for Master Service agreements at Valley Region ES #12 will follow LAUSD procedures and be handled through the Procurement Services Division. (See Appendix 14)

d. **School Operations Experience:** As an Internal Applicant, the school will be allocated a Plant Manager, School Administrative Assistant; Cafeteria Manager; district facilities support personnel; district fiscal support personnel; district transportation services; and food services based on district formulas and guidelines.

e. **Operations Start-up Plan:** As an Internal Applicant, Local District 1 will work with School Management Services and School Demographics to identify school boundaries and student attendance, and develop a timeline for hiring key personnel and staff. We will also work with School Operations and Transition Unit to coordinate the purchase of furniture and with Textbook Services to acquire new textbooks. LAUSD will provide start up funds to support the opening of the school with educational materials and supplies.

f. **Operations Plan:** LAUSD will provide a menu of services based on the Workforce Stability Taskforce Plan upon finalization.

12. FINANCES

a. Funding: Internal applicants will receive funding via LAUSD's transparent budgeting process (based on student ADA). Charter providers will receive funding via charter funding formulas.

b. Budget Narrative: See page Fiscal Plan in Executive Summary

The budget is based on the academic achievement goals as recommended by the proposed Leadership Council in the ESBM model. The budget will be based on financial principles that maintain sound financial conditions and sustain key programs. All stakeholders will receive training in the budget development process so that it is transparent and clear for all to understand. The budget process will be timely and closely managed at the school level, and shall include and inform all stakeholders.

The proposed Leadership Council will advise, evaluate and/or approve the expenditure of district funds and categorical budgets. Decisions for expenditures are based on analysis of data, identification of achievement goals, and social/emotional needs of students in order to support the operations and instructional programs at the school.

c. **Internal Financial Controls:** As an Internal Applicant, ES #12 will use the financial controls available to LAUSD schools to monitor their budgets and expenditures. The school will have access to Financial Reporting Data Base (FRDB) and Business Tools for Schools (BTS) control sheets. School-based control sheets will be used to provide "real time" monitoring of expenditures on the P-card, Imprest Claims, budgets for day-to-day substitutes, supervision, overtime for classified, Instructional Materials Account, general supplies, personal service contracts, and advisory council expenses. Other school budget process documents, such as budget transfers, and Human Resource reports will allow the school to monitor that money is in the appropriate accounts and is being spent correctly.

   Fiscal Specialists are available in the LD1 office to assist with the budget development process, train school personnel in budget procedures, and meet with the Principal and School Administrative Assistant on a quarterly and as needed basis.

   Agendas and minutes from the budget development meetings are maintained to ensure that the budget was developed collaboratively with all stakeholders and that the budget is appropriately implemented at the school.

13. FACILITIES

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

Public School Choice

Appendix

Local District 1

Valley Region Elementary School #12

LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 1
6621 BALBOA BOULEVARD
VAN NUYS, CALIFORNIA 91406
TELEPHONE: (818) 654-3600
FAX: (818) 881-6728

RAMON CORTINES
SUPERINTENDENT OF SCHOOLS

JEAN BROWN
SUPERINTENDENT, LOCAL DISTRICT 1

MARGARET NELSON
DIRECTOR, SCHOOL SERVICES

Public School Choice Application for Valley Region Elementary School #12 (ES #12)
Executive Summary
Section a - Assurances

Local District 1 (LD 1) of the Los Angeles Unified School District (LAUSD) is applying as an Internal Applicant. LAUSD is a non-profit school district operating under the required 501c3. Local District 1 is submitting this application to operate Valley Region Elementary School #12 as a public school. The Local District Superintendent agrees to the following:

Not For Profit: Local District 1 is a part of the Los Angeles School District and is not a for-profit organization or entity.

Student Enrollment: ES #12 will enroll the requisite number of students from the impacted campuses of Plummer ES, Lassen ES, and Langdon ES, Pre-kindergarten through grade five. Proposed boundary changes will allow students from these schools to attend the new school in September 2010. All students coming from the designated attendance areas of the three feeder schools in the newly determined attendance area will be served. Review mechanisms will be established to ensure that retention and student composition reflects the overall school community.

Student Composition: ES #12 will provide a free, non-sectarian, public education for all students in the attendance area, preparing them to be successful in secondary, post secondary and career courses and choices. ES #12 will be non-sectarian in its programs, admission policies and employment practices. The school will not charge tuition, nor discriminate against a student or employee based on ethnicity, national origin, gender, age, sexual orientation or disability. ES #12 will accommodate approximately 650 students in Kindergarten through grade five and will reflect the demographics of the school's attendance area.

Fiscal Solvency: No outside providers exist for this school. ES #12 will rely on budgetary allocations from the Los Angeles Unified School District. Budget and financial statements will be provided to the school by Los Angeles Unified School District.

Special Education: ES #12 will adhere to and fulfill terms conditions and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the District pertaining to Special Education. ES #12 will use the District's Special Education Policies and Procedures Manual and the Integrated Student Information System (ISIS) and the Welligent for on-line Individual Education Plans (IEP's) and tracking of related services provided to students.

Jean Brown, Superintendent, Local District 1

March 29, 2010
Date

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase the number of schools that meet or exceed their API targets 2008-09 282 out of 613 = 46%	10%						
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math **% Proficient/Advanced CST ELA by grade:** 2008 / 2009 / Change District 34% / 38% / +4% Grade 2 – 44% / 48% / +4% Grade 3 – 29% / 34% / +5% Grade 4 – 45% / 51% / +6% Grade 5 – 37% / 42% / +5% Grade 6 – 33% / 37% / +4% Grade 7 – 34% / 38% / +4% Grade 8 – 31% / 31% / 0% Grade 9 – 31% / 32% / +1% Grade 10 – 29% / 31% / +2% Grade 11 – 27% / 31% / +4%	10%				Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics **Grades 2, 3, 4, 5/6:** Language Arts: • % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%		
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) **% Proficient/Advanced CST Math by grade:** 2008 / 2009 / Change District 35% / 37% / +2% Grade 2 – 56% / 57% / +1% Grade 3 – 57% / 60% / +3% Grade 4 – 58% / 59% / +1% Grade 5 – 48% / 53% / +5% Grade 6 – 31% / 35% / +4% Grade 7 – 28% / 28% / 0% Gen Math – 15% / 17% / +2% Algebra 1 – 17% / 19% / +2% Geometry – 11% / 14% / +3% Algebra 2 – 13% / 14% / +1% HS Math – 29% / 30% / +1%					**Grades 6/7-8:** • % of students scoring proficient or above on the Periodic Assessments **Grades 9 and 10:** • Increase the % of students scoring proficient or above on the periodic assessments **Grade 11:** • Increase the % of students "ready for college" on the Early Assessment Program (EAP) of Readiness for College English **Grade 9-12:** • Increase the number of students on-track in terms of credits earned		

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math 07-08 / 08-09 / Change ELA 33% / 31% / -2% MATH 42% / 40% / -2%	-10				• See monitoring indicators for CST on page 34		
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. 07-08 / 08-09 / Change 9.3% / 9.2% / -.1% **Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.** 07-08 / 08-09 / Change African Americans 6.6% / 6.6% / .0% Hispanics 6.9% / 7.0% / .1%	varies by school varies by school				• Number of state identified Gifted students		
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities **Prof/Adv CST ELA Subgroups:** 07-08 / 08-09 / Change African American 25% / 27% / +2% Hispanic 31% / 33% / +2% English Learners 20% / 23% / +3% Sts. w/ Disabilities 11% / 12% / +1%	10%				• See monitoring indicators for CST on page 34		

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Accelerate the performance of Standard English Learners (SEL)	10%				• See monitoring indicators for on page 34		
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English 07-08 08-09 Change 54.8% 55.7% +0.9% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	3%				• CELDT • ELSSA Data		
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv 07-08 08-09 Change 36.3% 39.3% +3% 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	5%				• See monitoring indicators for AMAO 1		

(Name) School

Los Angeles Unified School District
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High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST 07-08 / 08-09 / Change ELA 24.3 / 27.0 / +2.7% Math 34.1 / 36.3 / +2.1%							
Increase EL reclassification rates at the elementary, middle, and high school levels 07-08 / 08-09 / Change EL 13.5 / 15.8 / +2.3 MS 22.4 / 20.8 / +8.4 HS 10.3 / 12.4 / +2.1	5%				• EL monitoring rosters, and where possible EL students not moving or reclassifying • RFEP Monitoring Rosters		
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 07-08 / 08-09 / Change ELA 25% / 27% / +2% MATH 26% / 27% / +1%	35% ELA 35% Math				• See monitoring indicators for CST on page 34		

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. 07-08 / 08-09 / Change 25% / TBD% / +__%	80%				A-G enrollment and passing rates • Decrease the number of students receiving Fails in A-G courses by 10%. • Increase the percent of students earning C's or higher in A-G courses.		

Increase the enrollment in Advanced Placement course
07-08 / 08-09 / Change
1.8% / 1.9% / +.1%
Increase pass rates on AP tests
07-08 / 08-09 / Change
44.1% / TBD% / +TBD%
	5%
	5%
					Advanced Placement courses –
					• Increase Advanced Placement offerings at all high schools.
					• Increase the number of tests administered by 10%
					• Increase the number of subject matter tests administered by:
					  ◦ At least 2 (if the school administers less than 15 subject matter tests)
					  ◦ At least 1 (if the school administers less than 20 subject matter tests)		

Increase students preparedness for College Career Readiness					Middle Schools • Students passing core classes with C or better Elementary • Students getting 3 or 4 on report cards		

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • **there are opportunities for parent involvement** • **they feel welcome at this school** • **there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).**	At least 90% of parents respond "Strongly agree" or "agree"				• **Increased response rates** – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • **Welcoming environment and opportunities to participate** – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. • **Parent home involvement** should be at 90% for elementary schools and 80% for secondary schools in 2009-10. **School involvement** should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. • **Parent centers** – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. • **Communication** – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.		

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongly agree" or agree				• Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home		
Decrease the number of suspensions 06-07 07-08 08-09 Change 83,542 75,049 TBD TBD	25%				• Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented • Team Implementation Checklist • Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools		
Increase attendance of staff and students 07-08 08-09 Change Students: 93.99% TBD TBD Staff: 93% TBD TBD	96% 96%				• Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition		

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of Title 1 Schools meeting AYP for two consecutive years					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Decrease in the number of Title 1 Schools in PI status					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Increase in the number of QEIA schools meeting annual targets					• ⅓ implementation of Class Size Reduction target • ⅓ implementation of 300:1 student to counselor ratio.		

Valley Region Elementary School #12

	Feeder Average			Projected					
	2007-08	2008-09	Change	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Increase the number of schools that meet or exceed their API targets	Not Applicable								
Increase the percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math									
% Proficient/Advanced CST ELA by Grade									
Grade 2	39.7	51.3	11.6	61.3	71.3	81.3	91.3	101.3	111.3
Grade 3	22.7	24.7	2.0	34.7	44.7	54.7	64.7	74.7	84.7
Grade 4	35.1	47.2	12.0	57.2	67.2	77.2	87.2	97.2	107.2
Grade 5	36.1	37.4	1.4	47.4	57.4	67.4	77.4	87.4	97.4
% Proficient/Advanced CST Math by Grade									
Grade 2	52.7	59.2	6.5	69.2	79.2	89.2	99.2	109.2	119.2
Grade 3	54.2	54.6	0.4	64.6	74.6	84.6	94.6	104.6	114.6
Grade 4	53.1	64.0	11.0	74.0	84.0	94.0	104.0	114.0	124.0
Grade 5	55.0	49.2	-5.9	59.2	69.2	79.2	89.2	99.2	109.2
% Proficient/Advanced CST Science by Grade									
Grade 5	37.5	32.7	-4.8	42.7	52.7	62.7	72.7	82.7	92.7
Decrease the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math									
ELA	32.7	28.0	-4.7	18.0	8.0	-2.0	-12.0	-22.0	-32.0
Math	23.8	21.5	-2.3	11.5	1.5	-8.5	-18.5	-28.5	-38.5

	Feeder Average			Projected					
	2007-08	2008-09	Change	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population	3.0	2.8	-0.2	3.2	3.8	4.4	5.0	5.6	6.2

Feeder Schools: Langdon ES, Lassen ES, Plummer ES

APPENDIX 3

Valley Region Elementary School #12

	Feeder Average			Projected					
	2007-08	2008-09	Change	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Increase the percentage of each site's African American and Hispanic Students identified as Gifted to a minimum of 6% of the subgroup's total population									
African American	3.6	3.8	0.2	2.2	3.0	3.8	4.6	5.4	6.2
Hispanic	2.7	2.4	-0.3	2.8	3.5	4.2	4.9	5.6	6.3
Accelerate the performance of all African American, Hispanic, English Learners, and Students with Disabilities									
% Proficient/Advanced CST ELA Subgroups									
African American	24.2	41.7	17.5	51.7	61.7	71.7	81.7	91.7	101.7
Hispanic	29.4	37.5	8.2	47.5	57.5	67.5	77.5	87.5	97.5
English Learners	13.1	20.1	7.0	30.1	40.1	50.1	60.1	70.1	80.1
Students with Disabilities	8.4	12.3	4.0	22.3	32.3	42.3	52.3	62.3	72.3
% Proficient/Advanced CST Mathematics Subgroups									
African American	34.9	40.2	5.3	50.2	60.2	70.2	80.2	90.2	100.2
Hispanic	49.8	54.2	4.4	64.2	74.2	84.2	94.2	104.2	114.2
English Learners	34.6	40.8	6.2	50.8	60.8	70.8	80.8	90.8	100.8
Students with Disabilities	18.4	21.7	3.3	31.7	41.7	51.7	61.7	71.7	81.7

	Feeder Average			Projected					
	2007-08	2008-09	Change	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
AMAO 1 - Meet or exceed the percentage of English Learners making annual Progress towards learning English	58.5	49.9	-8.6	46.0	49.0	52.0	55.0	58.0	61.0
AMAO 2 - Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT	34.4	33.8	-0.6	30.0	35.0	40.0	45.0	50.0	55.0

Feeder Schools: Langdon ES, Lassen ES, Plummer ES

APPENDIX 3

Valley Region Elementary School #12

	Feeder Average			Projected					
	2007-08	2008-09	Change	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
AMAO 3 - Meet or exceed the percentage of English Learners scooring proficient on the CELDT and CST	No data available								
Increase EL reclassification rates	14.1	17.2	3.1	22.2	27.2	32.2	37.2	42.2	47.2
Increase the percentage of Students with Disabilities at Basic or beyond on the ELA and Math CSTs									
ELA	23.8	31.8	8.0	36.8	41.8	46.8	51.8	56.8	61.8
Math	38.1	41.9	3.8	46.9	51.9	56.9	61.9	66.9	71.9

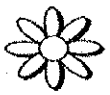
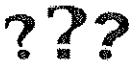
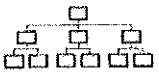
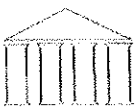
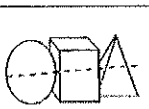
Local District 1 - Elements of Academic Rigor

Commitment to a Knowledge Core	High Thinking Demand	Active Use of Knowledge
o Avoids repetition o Deepens understanding o Clearly organized o Major concepts o Mastery of core concepts o Standards-based	o Challenging assignments o Students justify arguments o Instruction supports reflection o Extended projects o Problem solving	o Students synthesize info. o Construct explanations o Prior knowledge o Interpreting text o Construct solutions o Apply understanding

Assessing Progress in Implementing Academic Rigor

Commitment to a Knowledge Core (1=in few or no subjects or classes; 2=in some classes or subjects, 3=in most classes or subjects; 4=in all classes or subjects.	1	2	3	4
• There is an articulated curriculum in each subject that avoids needless repetition and progressively deepens understanding of core concepts.				
• The curriculum and instruction are clearly organized around major concepts specified in the standards.				
• Teaching and assessment focus on students mastery of core concepts.				
High Thinking Demand				
• In every subject students are regularly expected to raise questions, to solve problems, to think, and to reason.				
• Students are doing challenging, high-level assignments in every subject.				
• Assignments in each subject include extended projects in which original work and revision to standards is expected.				
• Students are challenged to construct explanations and to justify arguments in each subject.				
• Instruction is organized to support reflection on learning processes and strategies.				
Active Use of Knowledge				
• Each subject includes assignments that require students to synthesize several sources of information.				
• Students in each subject are challenged to construct explanations and to test their understanding of concepts by applying them and discussing them.				
• Students' prior knowledge and out-of-school knowledge is used regularly in the teaching and learning process.				
• Instructional tasks and classroom discourse requires students to interpret texts and construct solutions.				

Depth & Complexity Iconic Prompts

Depth & Complexity	*Icon*	*Definition*	*Example*
Language of the Discipline		What vocabulary terms are specific to the content or discipline?	Tools Jargon Icons Acronyms Special phrases Terms Slang Abbreviations
Details		What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.	Parts Factors Attributes Variables Distinguishing Traits
Patterns		What elements reoccur? What is the sequence or order of events? Make predictions based on past events.	Predictability Repetition
Unanswered Questions		What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?	Missing Parts Incomplete Ideas Discrepancies Unresolved issues Ambiguity
Rules		What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?	Structure Order Reasons Organization Explanation Classification "Because..."
Trends		Note factors (Social Economic, Political, Geographic) that cause events to occur. Identify patterns of change over time	Influence Forces Direction Course of Action Compare, Contrast and Forecast
Ethics		What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?	Values Morals Pro and Con Bias Discrimination Prejudice Judging Differing Opinions Point of View Right and Wrong Wisdom
Big Ideas		What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea?	Draw conclusions based on evidence Make generalizations Summarize Theory Principle Main Idea
Across the Disciplines		Relate the area of study to other subjects within, between, and across disciplines.	Connect Associate Integrate Lind Ideas Cross-Curricular study
Changes over Time		How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?	Connecting points in time Examining a time period Compare and Contrast
Different Perspectives		How would others see the situation differently?	Different roles and knowledge Opposing viewpoints

Assessment Calendar K-5

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
OCR 2000 *Unit 2:12/8/09 Unit 3:3/8/10 *Unit 4: 5/6/10 Unit 5: 6/24/10 **OCR 2002** *Unit 2: 11/23/09 Unit 3: 2/1/7/10 *Unit 4: 4/19/10 Unit 5: 6/24/10 **Mathematics** **Q1 P.A.** Nov.3-6, 2009 **Q2 P.A.** Feb. 2-4, 2010 **Q3 P.A.** Apr 13-16, 2010	**OCR 2000** Unit 1: 11/3/09 *Unit 2: 1/15/10 Unit 3: 3/5/10 Unit 4: 4/20/10 Unit 5: 6/24/10 **OCR 2002** Unit 1: 11/3/09 *Unit 2: 1/15/10 Unit 3: 3/8/10 Unit 4: 5/14/10 Unit 5: 6/24/10 **Mathematics** **Q1 P.A.** Nov. 3-6, 2009 **Q2 P.A.** Feb. 2-4, 2010 **Q3 P.A.** Apr 13-16, 2010 **CELDT (Annual)** Sept.9-October 23	**OCR 2000** Unit 1: 11/6/09 Unit 2: 1/15/10 Unit 3: 3/17/10 *Unit 4: 5/4/10 Unit 5: 6/24/10 **OCR 2002** Unit 1: 11/3/09 Unit 2: 1/15/10 Unit 3: 3/11/10 *Unit 4: 5/7/10 Unit 5: 6/24/10 **Mathematics** **Q1 P.A.** Nov. 3-6, 2009 **Q2 P.A.** Feb. 2-4, 2010 **Q3 P.A.** Apr 13-16, 2010 **CELDT (Annual)** Sept.9-October 23	**OCR 2000** Unit 1: 11/18/09 Unit 2: 2/5/10 Unit 3: 3/26/10 *Unit 4: 5/14/10 Unit 5: 6/24/10 **OCR 2002** Unit 1:11/9/09 Unit 2: 1/15/10 Unit 3: 3/5/10 *Unit 4: 5/5/10 Unit 5: 6/24/10 **Mathematics** **Q1 P.A.** Nov. 3-6, 2009 **Q2 P.A.** Feb. 2-4, 2010 **Q3 P.A.** Apr. 13-16, 2010 **CELDT (Annual)** Sept.9-October 23	**OCR 2000** Unit 1: 11/19/00 Unit 2: 2/9/10 Unit 3: 4/8/10 *Unit 4: 5/21/10 Unit 5: 6/24/10 **OCR 2002** Unit 1:11/9/09 Unit 2: 1/15/10 Unit 3:3/16/10 *Unit 4: 5/10/10 Unit 5: 6/24/10 **Mathematics** **Q1 P.A.** Nov. 3-6, 2009 **Q2 P.A.** Feb. 2-4, 2009 **Q3 P.A.** Apr. 13-16, 2010 **Science** **Q1 P.A.** Nov. 18-20, 2009 **Q2 P.A.** Mar 8-12, 2010 **Q3 P.A.** June 14-18, 2010 **CELDT (Annual)** Sept.9-October 23	**OCR 2000** Unit 1: 11/2/09 Unit 2: 1/15/10 Unit 3: 3/12/10 *Unit 4: 5/13/10 Unit 5: 6/24/10 **OCR 2002** Unit 1: 11/3/09 Unit 2: 1/15/10 Unit 3: 3/5/10 *Unit 4: 5/5/10 Unit 5: 6/24/10 **Mathematics** **Q1 P.A.** Nov. 3-6, 2009 Q2 P.A. Feb. 2-4, 2009 **Q3 P.A.** Apr. 13-16, 2010 **Science** **Q1 P.A.** Nov. 18-20, 2009 **Q2 P.A.** Mar 8-12, 2010 **Q3 P.A.** June 14-18, 2010 **Physical Fitness Test** 2/1/10-5/31/10 **CELDT (Annual)** Sept.9-October 23

APPENDIX 6

Kdgn. Checklist Sept.9-June 24	**CELDT (Initial)** Sept.9-June 11	**CELDT (Initial)** Sept.9-June 11 **CST** May 10-May 21	**CELDT (Initial)** Sept.9-June 11 **CST** May 10-May 21 **CMA** May 10-May 21	**CELDT (Initial)** Sept.9-June 11 **CST** May 10-May 21 **CMA** May 10-May 21	**CELDT (Initial)** Sept. 9-June 11 **CST** May 10-May 21 **CMA** May 10-May21

*Denotes optional assessment (OCR)

MCD Update Month

Office of the Independent Monitor Website

Legal Text of the Modified Consent Decree, Revised 4/21/2003 (pdf)

Modified Consent Decree (PowerPoint)

Modified Consent Decree (Handout)

Parent Council Information & Applications

MODIFIED CONSENT DECREE (MCD)

The Modified Consent Decree represents the commitment of the Board of Education of the Los Angeles Unified School District that the District's special education program wil be in compliance with all applicable federal laws.

Outcome 1 Participation in Statewide Assessment Program
75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program.

Outcome 2 Performance in the Statewide Assessment Program
The percentage of students with disabilities in Grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.

Outcome 3 Graduation Rate
The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities..

Outcome 4 Completion Rate
The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total

number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

Outcome 5 Reduction of Suspensions
The District will reduce the overall number of suspensions of students with disabilities to a rate lower than 8.6%.

Outcome 6 Placement of Students with Disabilities (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)
The District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.

Outcome 7A Placement of Students with Disabilities (Ages 6-18) with All Other Disabilities (***Excludes*** Specific Learning Disabilities (SLD), Speech/Language Impaired (SLI), Other Health Impairment (OHI)).
The District will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students placed in the 61-100% category utilizing instructional minutes as the methodology.

Outcome 7B Placement of Students with Multiple Disabilities Orthopedic (MDO) (Ages 6-18)
The District will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% students placed in the 61-100% category utilizing instructional minutes as the methodology.

Outcome 8a Home School Placement / Least Restrictive Environment
The District will ensure that the percentage of students with disabilities of specific learning disabilities (SLD) and speech and language impaired (SLI) in their home school does not fall below 92.9%.

Outcome 8b Home School Placement / Least Restrictive Environment
The District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade in their home school to 65% and the percentage of students with disabilities

with all other eligibilities in ninth grade in their home school to 60%.

Outcome 8c

Home School Placement / Least Restrictive Environment
The District will increase the percentage of students with disabilities with all other eligibilities in elementary grades one through five in their home school to 62.0%. The District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. The District will increase the percentage of students with disabilities in high school grades ten and above in their home school to 36.4%.

Outcome 9

Individual Transition Plan
98% of all students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.

Outcome 10

Timely Completion of Evaluations
a. 90% of all initial evaluations shall be completed within 60 days.
b. 95% of all initial evaluations shall be completed within 75 days.
c. 98% of all initial evaluations shall be completed within 90 days.

Outcome 11

Complaint Response Time
The District will provide lawful responses to parents filing complaints in accordance with the following performance standards:
a. 25% will be responded to within 5 working days.
b. 50% will be responded to within 10 working days.
c. 75% will be responded to within 20 working days.
d. 90% will be responded to within 30 working days.

Outcome 12

Informal Dispute Resolution
The District will increase reliance on informal dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases.

Outcome 13

Delivery of Services
93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning

disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.

Outcome 14 Increased Parent Participation
The District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of IDEA regulations.

Outcome 15 Timely Completion of Future Translations
The District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: 85% within 30 days, 95% within 45 days, 98% within 60 days

Outcome 16 Increase in Qualified Providers
The District shall increase the percentage of credentialed special education teachers to 88%.

Outcome 17 IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports
The percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

Outcome 18 Disproportionality
90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.

Type 1 – PARENTING: BASIC REPSONSIBILITIES OF FAMILIES
Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understanding families.

Type 1 Activities	The school:	Never	Rarely	Sometimes	Often
Sponsors parent education workshops and other courses of training for parents.		1	2	3	4
Provides families with information on child or adolescent development.		1	2	3	4
Provides families with information on developing home conditions that support learning.		1	2	3	4
Asks families about children's goals, strengths, and talents.		1	2	3	4
Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.		1	2	3	4
Respects the different cultures represented in our student population.		1	2	3	4
Other Parenting activities:		1	2	3	4
Other Parenting activities:		1	2	3	4

Type 2 - COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS
Conduct effective communications from school to home and from home to school about school programs and children's progress.

Type 2 Activities	The school:	Never	Rarely	Sometimes	Often
Has formal conferences with every parent at least once a year.		1	2	3	4
Provides language translation to assist families as needed.		1	2	3	4
Provides clear information about progress reports and how grades are earned.		1	2	3	4
Provides clear information about programs, and/or activities in this school.		1	2	3	4
Sends home folders of student work weekly or monthly for parent review and comments.		1	2	3	4
Has staff members send home positive messages about students on a regular basis.		1	2	3	4
Notifies families about student awards and recognition.		1	2	3	4
Contacts the families of students having academic or behavior problems.		1	2	3	4
Provides parents with the telephone numbers and/or e-mail addressed of the school, principal, teachers, and counselors.		1	2	3	4
Conducts an annual survey for families to provide reactions to school programs and share information and concerns about students.		1	2	3	4
Other Communicating activities:		1	2	3	4
Other Communicating activities:		1	2	3	4

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Type 3 – VOLUNTEERING: INVOLVEMENT AT AND FOR THE SCHOOL
Organize volunteers and audiences to support the school and students.

Type 3 Activities	The school:	Never	Rarely	Sometimes	Often
Conducts an annual survey to identify interests, talents, and availability of volunteers.		1	2	3	4
Has a parent room or family center for volunteer work, meetings, and resources for families.		1	2	3	4
Provides ways for families to be involved at home or in the community if they cannot volunteer at school.		1	2	3	4
Has a program to recognize our volunteers.		1	2	3	4
Organizes volunteers to link with all parents.		1	2	3	4
Schedules plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.		1	2	3	4
Other Volunteering activities:		1	2	3	4
Other Volunteering activities:		1	2	3	4

Type 4 – LEARNING AT HOME: INVOLVEMENT IN ACADEMIC ACTIVITIES
Involve families with their children in homework and other curriculum related activities and decisions.

Type 4 Activities	The school:	Never	Rarely	Sometimes	Often
Provides information to families on required skills in all subjects.		1	2	3	4
Provides information to families on how to monitor and discuss schoolwork at home.		1	2	3	4
Provides information how to assist students with skills that they need to improve.		1	2	3	4
Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.		1	2	3	4
Asks parents to listen to their child read or to read aloud with their child.		1	2	3	4
Provides calendars with daily or weekly activities for families to do at home and in the community.		1	2	3	4
Helps families help students set academic goals, select courses and programs, and plan for college or work.		1	2	3	4
Other Learning at Home activities:		1	2	3	4
Other Learning at Home activities:		1	2	3	4

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Type 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP
Include families as participants in school decisions and develop parent leaders and representatives.

Type 5 Activities	The school:	Never	Rarely	Sometimes	Often
Has an active PTA, PTO, or other parent organization.		1	2	3	4
Assures that parent representatives are on the school's advisory committees team, or other committees.		1	2	3	4
Assures that parent representatives are on district-level advisory committees.		1	2	3	4
Develops formal networks to link all families with their parent representatives for decision making.		1	2	3	4
Involves all parents to give input and ideas on school policies.		1	2	3	4
Provides information on school elections for school committee representatives.		1	2	3	4
Involves parents in revising school and/or district curricula.		1	2	3	4
Other Decision Making activities:		1	2	3	4
Other Decision Making activities:		1	2	3	4

Type 6 – COLLABORATING WITH THE COMMUNITY
Coordinate resources and services *from* the community for families, students, and the school, and provide services to the community.

Type 6 Activities	The school:	Never	Rarely	Sometimes	Often
Provides a resource directory for parents and students with information on community agencies, programs, and services.		1	2	3	4
Provides information on community activities that link to learning skills and talents, including summer programs for students.		1	2	3	4
Works with local businesses, industries, and community organizations on programs to enhance student skills.		1	2	3	4
Includes alumni in school programs for students.		1	2	3	4
Assures that the school building is open for use by the community after school hours.		1	2	3	4
Other Collaborating with the Community activities:		1	2	3	4
Other Collaborating with the Community activities:		1	2	3	4

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Teacher : _____

Date: _____

Type of Lesson	Kindergarten	Circle Grade: 1 2 3 4 5 6
☐ IE! Lesson	☐ Circle Time	☐ Part A
☐ TBLT Lesson	☐ Story Time	☐ Part B
	☐ Activity Time	☐ Part C

ELD Instructional Tool

Planning and Organization

Comments:

- ELD Standards/Objectives
- ELD Instructional Block posted (30-45 min)
- District adopted materials
- Establish a safe & supportive environment

Instruction

Comments:

Teacher

- Connects to students' prior knowledge & experiences
- Models completing language task (oral/written)
- Checks for comprehension (verbal/non-verbal)
- Provides comprehensible input
- Differentiates by ELD level/s
- Provides opportunities for interaction
- Uses visuals/realia
- Explicitly teaches language forms & functions
- Explicitly teaches metacognitive skills
- Explicitly teaches the writing process
- Teaches target vocabulary

Students

- Respond verbally/non-verbally based on proficiency levels
- Interact (teacher-student, student-student)
- Practice completing a language task (oral/written)
- Use visuals/realia
- Practice language forms & functions (oral/written)
- Make connections to personal experiences
- Self-reflect & evaluate their learning
- Practice target vocabulary

Strategies

Comments:

▪ **Cooperative & Communal Learning**	▪ **Instructional Conversations**	▪ **Academic Language Development**	▪ **Advanced Graphic Organizers**
▪ Wait time	▪ Flexible grouping	▪ Think-Pair-Share	
▪ Communication Guide	▪ Speech Rate	▪ Pull Out and Talk/Write	
▪ Manipulatives	▪ Word walls	▪ Backward Build-up	
▪ Visuals	▪ Uses routines	▪ Songs/Chants/Poems	
▪ Modeling	▪ Realia	▪ Simple Recasting	
▪ TPR / Gestures	▪ Language functions	▪ Corrective Recasting	
▪ Thinking Maps®	▪ Language forms (sentence starters/stems)	▪ RASP (Repeat by All, Some, and by One Person)	
▪ Vocalized Reading / Read with Expression			

Assessment

Comments:

- Ballparking
- *IE!* Student Progress Form (SPF)
- ELD Portfolio documentation
- Scored student work with feedback
- Rubric

Room Environment

Comments:

- ELD Practicum (blue posters)
- Standards posted in student friendly language
- ELD bulletin board
- ELD Portfolios are visible and accessible
- Teacher & Student-created Thinking Maps®
- Print rich environment (teacher /student generated)
- Visuals (pictures, illustrations, etc…)

Classroom Visitation Guide

What is the TEACHER doing?

Instructional Delivery Method:

- ❑ Whole group
- ❑ Small group
- ❑ Pair share
- ❑ Lecture
- ❑ Discussion
- ❑ Guided practice
- ❑ Independent practice

Strategies:

- ❑ Use of manipulatives/graphic organizers
- ❑ Outlining
- ❑ Note-taking
- ❑ SDAIE
- ❑ Scaffolding/Bridging
- ❑ Modeling
- ❑ Checking for understanding
- ❑ Cross-discipline connections
- ❑ Targeted teaching/Differentiation
- ❑ Addressing language needs of diverse students
- ❑ Using alternative learning styles and modalities
- ❑ Creating opportunities for students to arrive at multiple solutions
- ❑ Incorporating culturally responsive literature and perspectives into lesson

Standard(s):

- ❑ Posted/Clear Expectations
- ❑ At grade level
- ❑ Connected to lesson
- ❑ In student language
- ❑ Connected to prior knowledge/life experiences

Classroom Environment Provided:

- ❑ Inviting
- ❑ Student work displayed
- ❑ Respect for cultural diversity
- ❑ Artifacts/realia that reflect students' culture
- ❑ Well-organized
- ❑ Free from distraction
- ❑ Community presence
- ❑ Effective classroom management
- ❑ Clean
- ❑ Safe
- ❑ Parent presence
- ❑ Affirmation for all students
- ❑ Culturally relevant materials

Local Initiatives in Place:

❑ _____

❑ _____

What are the STUDENTS doing?

Student Tasks/Work Products:

- ❑ Individual assignments
- ❑ Presentation
- ❑ Performance
- ❑ Taking assessment
- ❑ Cooperative learning
- ❑ Projects
- ❑ Academic dialogue
- ❑ Self-evaluation/reflection
- ❑ Worksheets
- ❑ Choral response
- ❑ Other

Taxonomy Level / Rigor:

- ❑ Knowledge
- ❑ Analysis
- ❑ Comprehension
- ❑ Synthesis
- ❑ Application
- ❑ Evaluation

Student Learning Behavior Observed:

- ❑ Engaged in task(s)
- ❑ Asking relevant questions
- ❑ Learners demonstrate competence in traditional and non-traditional ways
- ❑ Answering questions
- ❑ Engaged in constructive dialogue/ Accountable Talk

Materials Observed to be in use by Students:

- ❑ SBE textbooks
- ❑ Technology
- ❑ Classroom materials that reflect diversity
- ❑ Core materials
- ❑ Manipulatives
- ❑ Supplemental materials
- ❑ Artifacts/Realia that reflect students' culture

Notes:

_____

_____

_____

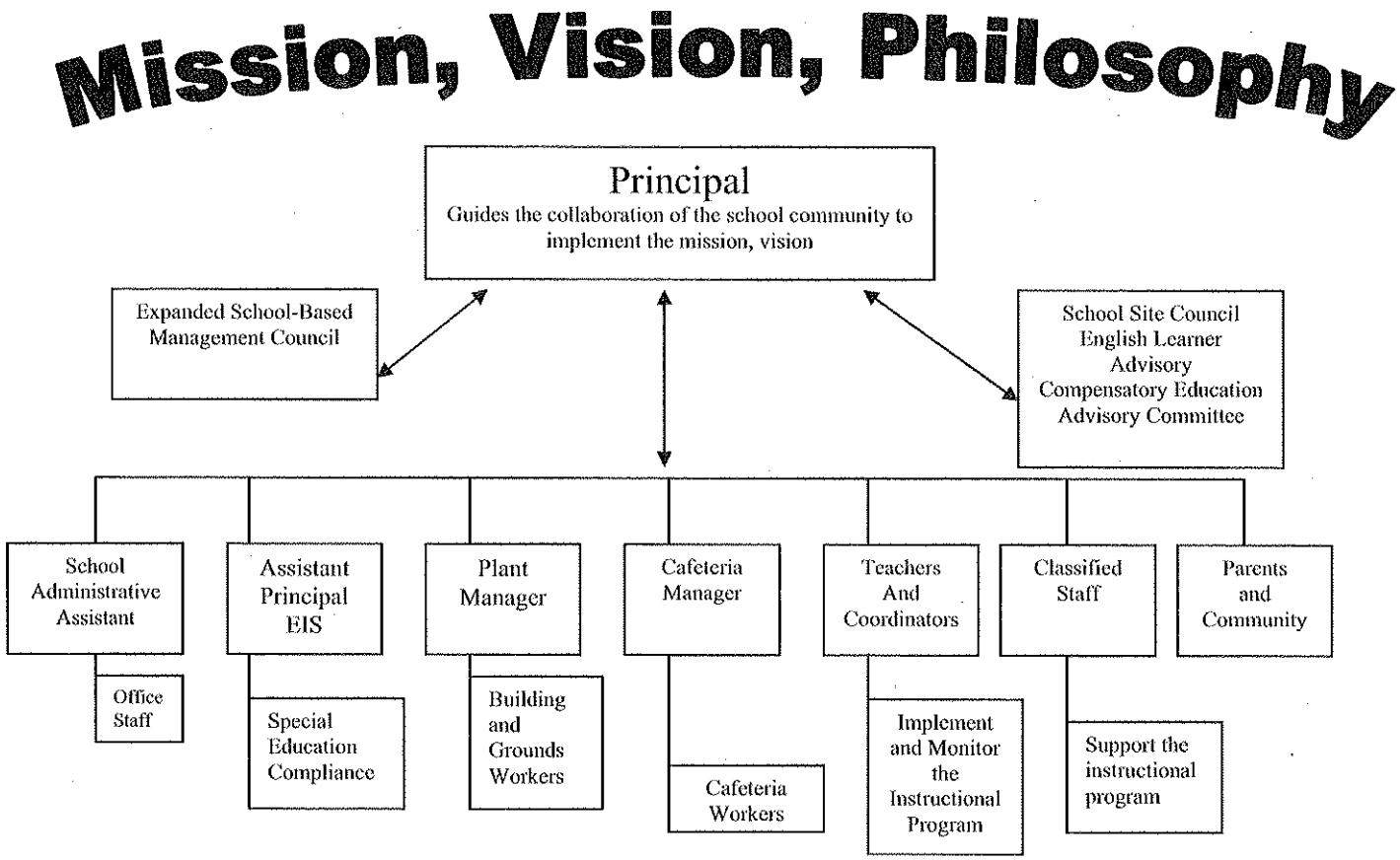
_____

_____

Time in: _____ Time out: _____

Subject/Grade level: _____

Organizational Flow Chart
Valley Region ES#12



APPENDIX 11

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
PRINCIPAL, ELEMENTARY SCHOOL

A. Job Purpose
Serves as the instructional leader, chief fiscal officer, and administrator of an elementary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

B. Responsible to
Local District Superintendent or designee

C. Subordinates
Assistant Principal, Elementary School, as assigned; Assistant Principal, Elementary Instructional Specialist, as assigned; Teachers; School Nurse; School Psychologist; Pupil Services and Attendance (PSA) Counselor; Psychiatric Social Worker; Cafeteria Manager; and Plant Manager, as assigned, for administrative direction when functioning at the school site; Administrative Assistant; Paraprofessionals, as assigned; other certificated, classified and unclassified personnel, as assigned

D. Functions
Essential Functions
1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

E. Qualifications

Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general course work in multicultural education or equivalent study approved for purposes of District/AALA Bargaining Agreement, Article IV, Section 3.0.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Language Learners. (Note that the culture requirement is automatically satisfied by meeting the multicultural education requirements listed above.)

   For additional information on Master Plan requirements, refer to Human Resources Division bulletin on "Culture, Language and Methodology Requirements for Administrators."

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
   a. At least two years of service in a certificated position(s) directly related to an instructional program covering grades Pre-K - 6, inclusive.
   b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
   c. Certificated experience at a minimum of two locations.

Desirable

At least two years of successful service as an Assistant Principal, Elementary School.

NOTE: For definitions of years of service, refer to Policy Guide E23.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge of and ability to recognize the impact of the Education Code, Board Rules, District policies and operating procedures, and negotiated contracts on elementary education.
2. Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, pre-kindergarten through grade six (ages 3-13).
3. Capacity to lead, direct, and supervise teachers and staff.
4. Ability to promote and provide opportunities for recognition, development, and leadership among students, staff, parents, and colleagues.
5. Understanding of and sensitivity to diversity in the school community; knowledge of District resources and instructional materials related to diversity.
6. Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.

7. Knowledge of and skill in effective budgetary processes and school finance.
8. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
9. Ability to make formal, public presentations.
10. Ability to compose and comprehend written communication.
11. Ability to observe subordinates' activities.
12. Ability to travel to other sites/locations.
13. Mobility to traverse all areas of all work sites.
14. Mobility to respond quickly in an emergency situation.
15. Ability to cope with crisis situations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

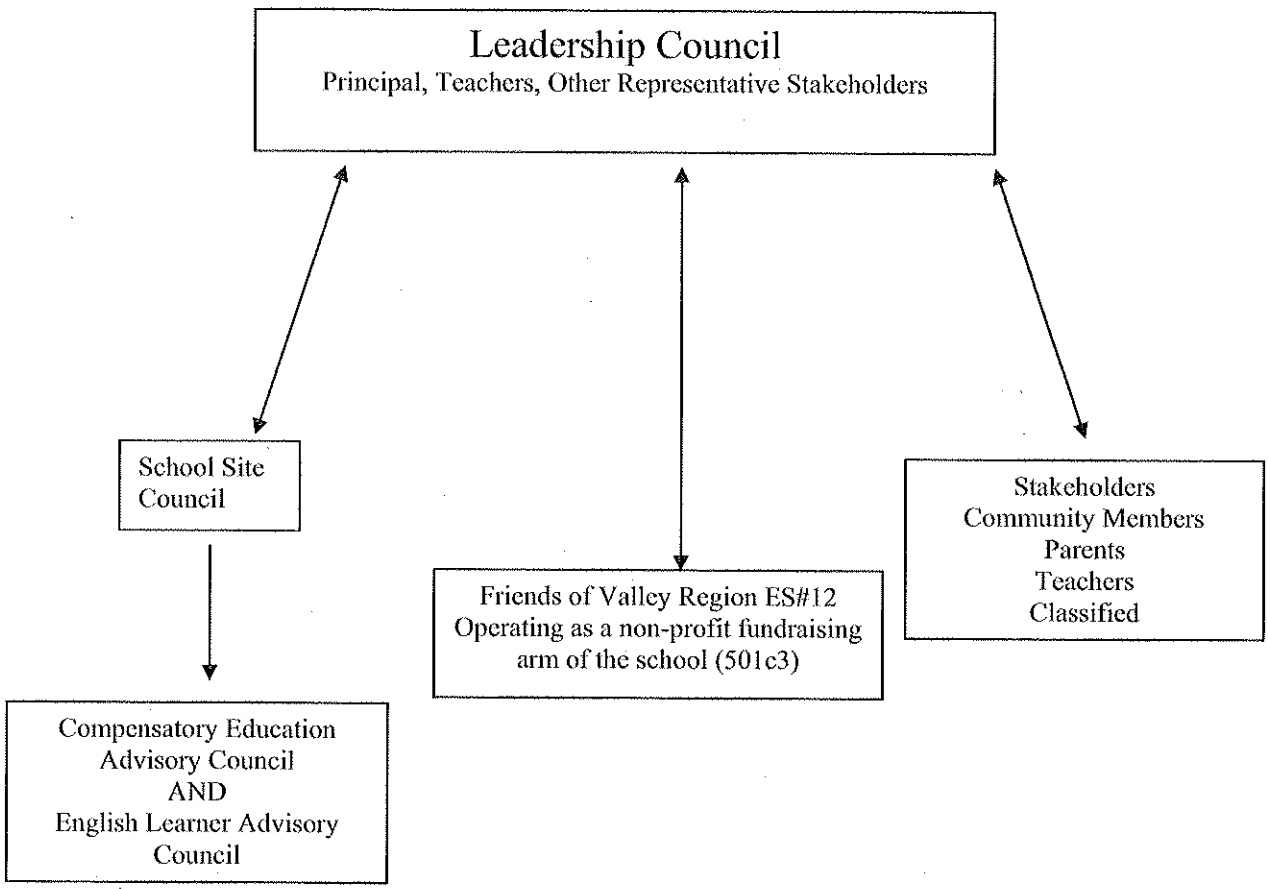
1. Service Credential with a specialization in administrative services authorizing service as a principal of an elementary school
2. Elementary School Administration Credential
3. Standard or General Administration Credential
4. Standard Supervision Credential authorizing service as a principal of an elementary school

NOTE: This is a Master Salary Table class

Valley Region Elementary School #12

Proposed Governance Structure

Expanded School-Based Management Model



The proposed governance council will support the mission, vision and belief system of the school that reflects the importance of all stakeholders as active and engaged participants in the education process of the school. Their primary goal is to transform the vision from theory into reality. Authentic shared leadership is developed in this model.

The Leadership Council is responsible for all decisions regarding:

- The instructional program
- Operations of the school
- Budget development
- Purchase of materials

Procurement Advisory

FY10 COPIER MAINTENANCE RENEWALS/ LEASE PAYMENTS

KEY THINGS TO REMEMBER:

1. Please see attached list of Commodity Codes

2. Internal controls are in place to monitor compliance with policy and procedures.

CONTACTS

- PSG Customer Service (562) 654-9009

PROCUREMENT SERVICES DIVISION

POLICY, PROCEDURES & COMPLIANCE UNIT

333 S. Beaudry Ave, 28th Floor
Los Angeles, CA 90017

Phone: 213-241-3099
Fax: 213-241-8945
E-mail: psg-ppc@lausd.net

Procurement Services Division, formerly Procurement Services Group is introducing a short term policy revision for copier lease and maintenance contracts which are high-volume/low-value transactions. The short-term solutions effective immediately is as follows:

Allow schools/offices to process their own individual low value (LV) POs in order to establish new POs for copier maintenance/lease payment and excess copy charges at the beginning of each fiscal year. This will place the accountability with the location who owns or leases the machines thereby potentially reducing delays in having PO's in place prior to having the services begin. **(NOTE: requests to purchase or lease a new unit will continue to be handled centrally by the Procurement Services Division)**

Allow schools/offices to use Procurement Cards (P-Cards) to pay copier vendors directly for their lease maintenance contracts, excess copy charges and other copier related services as the need occurs. This would not result in increase in P-Card limit so schools would have to choose wisely depending on their monthly P-Card spend.

Please see page 2 and 3 for step by step instructions on how to enter a PD LV for copiers and other important information related to the copier maintenance renewal/lease payment process.

For more information, please contact the Procurement Services Group Customer Service at 562-654-9009.

I. PAYMENT WITH A PD LV

IFS Online Procedures for Schools and Offices to Renew Annual Copies Maintenance or Lease/Rental Payments (this procedure is not for the purchase or lease of new units)

First, enter the transaction into IFS as follows:

Schools

- Transaction entry should read: PD AREA LVnC1#
- PD Area - where PD is the transaction type and Area is your school 3-character area code
- LVnC1# – where n represents the number of each Local District (e.g., LV1C1#=Local District 1), and where # is the special character for the automatic numbering feature of IFS
- C1- represents the current fiscal year 2010

Offices

- Transaction entry should read: PD AREA LVXC1#
- PD Area - where PD is the transaction type and Area is your office 3-character area code
- LVXC1# - where # is the special character for the automatic numbering feature of IFS
- C1- represents the current fiscal year 2010

Schools/Offices

Then enter the vendor Identification Number assigned to the vendor in the vendor Code field. Ensure selected vendor has a District vendor Identification Number. To obtain a vendor identification number, contact PSG at (213) 241-3115.

Indicate "BILL TO" as Accounts Payable (A/P). District policy requires all invoices be mailed directly to Accounts Payable Branch.

Enter the appropriate funding line, amount of the products and/or general services and commodity code. Only use the following appropriate commodity codes for each line item:

- 9392700000- Monthly copier maintenance
- 9392701000- Excess copy charges
- 9852600000- Leasing of copiers

Use object code 5604 for lease payments/rentals and 5606 for maintenance and excess copy charges.

If ordering consumable supplies, use either a P-Card (if less than $1,500) or enter a separate regular PD LV transaction. Do not combine orders for supplies with copier lease/maintenance renewals.

Approve the transaction for Offline Processing.

PRINTING AND DISTRIBUTING THE PD LV

If you have the ability to print Purchase Orders, you may print a hard copy Purchase Order after it has been accepted (ACCPT) in IFS. If you do not have printing capability, you will receive a hardcopy from Job Cost Accounting. You must have the Principal or Department Head sign the vendor copy of the Purchase Order. Retain a copy of the signed Purchase Order for your records because they are subject to auditing and internal control verification. Send the signed vendor copy of the Purchase Order to the vendor either by U.S. mail, facsimile, or special overnight mailing service. The vendor may commence performance after receipt of purchase order.

ACCEPTANCE OF PRODUCTS/SERVICES

All products and services received from contract vendors for copier maintenance, lease payment, and excess copy charges must be consistent with the terms and conditions outlined in the District's Master Contract with each individual copier vendor.

All vendor quotations must reference the District's Master Agreement with the vendor. Therefore, it is important to ensure the quotation includes any specific arrangements to which the vendor has agreed to that may be over and above what is expressed in the contract. You should keep a copy of the PD LV stapled to a copy of the vendor's invoice (if available).

PD LV MODIFICATION AND CANCELLATION

Modification of a PD LV

Purchase Orders can be modified anytime prior to acceptance of the services. Please note: Purchase Orders MAY NOT be modified to amounts greater than a total aggregate amount of $10,000. Instead, a new Purchase Order must be generated. **NOTE: Splitting contracts to avoid exceeding $10,000 is strictly prohibited and will be closely monitored.**

For copier lease/maintenance renewals greater than $10,000, please enter a non-stock requisition. PSG central staff will be responsible for issuing the appropriate purchase order to the vendor for transactions greater than $10,000.

When Services May Be Cancelled

Annual copier maintenance services placed with a vendor may be cancelled at least 30 days prior to start of the renewal period. Multi-year leases may not be unilaterally cancelled by any school or office with out the expressed consent of the vendor. Please contact the Procurement Services Group for guidance before initiating any copier service cancellations.

Procedure for Canceling PD LV

Notice of copier maintenance service cancellation should be given orally to the vendor and confirmed in writing to the vendor. You are responsible for canceling your PD LV transactions in the IFS system.

II. PAYMENT WITH P-CARD

If you may utilize your P-Card to pay for copier vendors directly for their lease maintenance contracts, excess copy charges and other copier related services. You must reconcile your transactions and in the description line enter the following commodity codes:

- 9392700000- Monthly copier maintenance
- 9392701000- Excess copy charges
- 9852600000- Leasing of copiers
- 0151500000- Supplies

If you are audited and you did not enter the above commodity codes in the description line at reconciliation, you may run the risk of having your P-Card temporarily suspended. Also, you are responsible for managing your monthly limit since the P-Card monthly limit will not be increased.