

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to pic@laund.net.

APPLICANT TEAM INFORMATION			
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i>			
Local District 4 Echo Park Community Partners Design Team			
Address:		Phone Number:	
Website (if applicable)		Email Address:	
School site for which your team is submitting a Letter of Intent		CRES #14 Span School	
School type for which your team is applying		Pilot School	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. Shannon Corbett			Local District 4
2. Chieko N. Rupp			Local district 4
3. Dean Tagawa			La Fayette Primary
4. Anne Barry			Lake St. Primary
5. Maria Silva			Union Ave. School
6. Evaristo Barrett			Rosemont School
7. Greg Jackson			Virgil Ms.
8. Katie Carver			Belmont SH
9. Scott Johnson			Union Ave. School
10. Walasse Der			La Fayette Primary
11. Julie Van Winkle			Nightingale Ms.

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CRES#14 SPAN SCHOOL

Local District 4 Echo Park Community Partners Design Team

December 1, 2010

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EXECUTIVE SUMMARY

1. EXECUTIVE SUMMARY (5-7 pages)

a. Mission and Vision State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and the attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st century.

Mission: CRES #14 Span School will use the "conceptual learning" method of instruction to promote critical thinking and problem-solving. The staff will work across disciplines, integrating the arts and sciences. Through experiential learning, the inquiry approach, and project and theme-based instruction, we will produce students who will have an enduring, holistic understanding of what they have learned. Students who will feed to CRES#14 Span School will benefit from a strong concept-driven curriculum, which will connect them with the real world and their cultural/social backgrounds. The staff will provide student-centered, hands-on activities with well-planned open-ended questions to promote students' critical thinking and problem solving skills. CRES #14 Span School staff will work with local, national, and international organizations to create effective service learning and a dual language program. Through rigorous assessment and continual improvement, the staff will provide students with a stimulating and satisfying school experience, and equip students with what they need to flourish in the 21st Century.

Vision: The vision of CRES #14 Span School is that every student will successfully complete high school and graduate career-ready and college prepared, in order to become a productive member of the local and global community. All students will become bilingual, well-rounded, intellectually curious, socially conscious, environmentally sensitive, life-long learners and critical thinkers, who will be willing and able to join in the effort to improve the world of the 21st century. All students will have developed habits of character that will help them approach this task with humility, courage, intercultural understanding, and respect.

Core Beliefs and Values about Teaching and Learning:

1. Quality Education: is achieved through rigorous academic work that shows measurable mastery of predetermined instructional standards.
2. Accountability: is fostered by clear expectations, high standards, responsibility, and self-sufficiency, and is vital for ensuring academic success and social growth.
3. Lifelong Learning: is fostered through curiosity, creativity, cultural understanding, and imagination that lead to intellectual stimulation and a lifelong love of learning.
4. Teamwork: is essential to create a positive environment because it fosters trust, mutual understanding, and open communication and collaboration among all stakeholders.
5. Humor/Spirit: is fostered through an atmosphere of trust, belonging, and humor that leads to a productive, safe and enjoyable work environment.
6. Respect for Diversity: is achieved in an accepting environment where all stakeholders are patient, informed, caring, demonstrate cultural understanding, and persevere to reach common goals.
7. Peace and Social Justice: is fostered through a sense of personal and intellectual accomplishment along with good citizenship will come from a healthy community that advocates integrity, fairness, positive solutions, peace, and social justice.

Students' Outcomes: Students at CRES#14 Span School will acquire the skills necessary to conduct inquiry and research and show independence in learning. They will actively enjoy learning

and this love of learning will be sustained throughout their lives. They will learn to work collaboratively with people from diverse backgrounds to explore concepts, ideas, and issues that have local and global significance. In so doing, they will acquire and develop in-depth knowledge across a broad and balanced range of disciplines. They will exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. Students will show empathy, compassion, and respect towards the needs and feelings of others. They will have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

b. Student Population *Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.*

Population: Echo Park is an area containing a great diversity of ethnic groups, languages, and cultures. The diversity of the school children in the Echo Park area is apparent in the data from existing schools: some schools have a population that includes 20% English Learners, while English Learners comprise over 60% of the student body of other neighborhood schools. At one elementary school 39% are proficient and advanced in English Language Arts, while in a neighboring school 58% of students are proficient or advanced. Overall, middle school students score lower than elementary school students. At one middle school only 27% of 8th graders are proficient/advanced in ELA, while 44% of 8th graders are proficient and advanced at another middle school. These data clearly show much diversity in the community. (Appendix 1)

Educational Needs and how CRES#14 will meet them: Judging from the data in Appendix 1, students who live in this community need a strong concept-driven curriculum, through concrete experiential, project-based, and service learning, which will connect them with the real world and their cultural/social backgrounds. When these students are given opportunities to interact with peers and experts locally, nationally, or internationally, they will get a broader feel for diversity. Students' participation in a real-world activity will encourage them to do their best work, and see the relevance of core subjects in their daily lives.

Students need to be productive participants in their own neighborhood. Since the opportunity for exploring their neighborhood is not always available to them, the school needs to help them gain an awareness of their community, what it offers, and what it needs. Bringing all elements of the community into the school will be essential in creating a strong experiential and project-based school for these students.

The community also needs to have a PreK-8th grade span program. This structure promotes a unified curriculum continuum aligned with the school's educational philosophy and provides 6th-8th grade students with opportunities to develop leadership skills. 6-8th graders need to become models for elementary students to look up to. They will become mentors for students who do not do homework or peer problem solvers to prevent bullying and improve positive social interactions between students. Students are much more likely to accept guidance from their peers, and, conversely, these peers gain leadership skills.

The Echo Park Community Partners Design Team: All members of the Design Team have been teaching and/or residing in Northeast Los Angeles, in areas where the students' mix is demographically almost identical to that of CRES #14 Span School, so they are uniquely suited to serve such a population. The Design Team consists of regular and retired teachers, an administrator, Nationally Board Certified teachers, special education teachers, a preschool teacher, a middle school teacher, Echo Park residents, current principals, LAUSD instructional specialists, a retired financial director, and a Local District 4 director. (Appendix 2)

c. Instructional Program *Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.*

PreK to 8th Grade: CRES#14 Span school will implement a PreK-8th grade span program in order to promote a unified curriculum continuum. The Echo Park Community Partners Design Team believes that this PreK -8th span model fits perfectly to Echo Park Community's diversity. Researchers in Milwaukee found that students in K-8 schools had higher academic achievement as measured by both grade point averages and standardized test scores, especially in math. These students also participated more in extracurricular activities, demonstrated greater leadership skills, and were less likely to be bullied than those following the elementary/middle school model. The authors concluded that the intimacy of the K-8 environment and the delay of the transition to a new school until students were more mature might have accounted for the discrepancy. (Simmons & Blyth, 1987). Similar studies have shown similar results (Appendix 3)

Multi-age Grouping: Interest in the potential benefits of multi-age grouping has increased steadily in recent years. The National Middle School Association has identified multi-age grouping, cooperative learning, heterogeneous grouping, and flexible scheduling as important instructional strategies for older students. Multi-age grouping is also beneficial for Gifted and students with special needs (Nye, 1993). Gifted students are challenged to achieve to their potential because there isn't the limitation of a rigid grade-level curriculum. Students with special needs in mixed-aged grouping typically find that their individual differences are accepted and their contributions are recognized. In addition, at-risk students and English Learners are likely to benefit from this type of instructional setting, which creates a learning environment that provides them with developmentally appropriate challenges at their instructional level. CRES #14 Span School will place students in multi-age group settings, where one homeroom teacher and two partner teachers work together. Studies show that socially and emotionally, being able to bond with classmates and teachers for this longer time period gives students the security to academically risk and strive for in-depth goals. Team teachers will work collaboratively to provide differentiated instruction to all students, including English Learners, Gifted, and students with disabilities. (Appendix 8)

PreK: To ensure that all students are socially, emotionally, and academically prepared for kindergarten, CRES#14 Span School will apply for a state-funded preschool program. High-quality preschool programs offer children environments and experiences that encourage active, playful exploration and experimentation. In addition, many children benefit from specific support in learning English as well as a foreign language. Other children may have a special need that requires particular accommodations and adaptations. To serve all children, the CRES #14 preschool program will implement a program called the Reggio Emilia that builds upon the interests of children. Team planning is an essential component of the program. Teachers work together to formulate hypotheses about the possible directions of a project, the materials needed, and possible parent and/or community support and involvement. (Appendix 4)

Conceptual learning: The vision of CRES#14 Span School is to help all students to become well-rounded, intellectually curious, socially conscious, environmentally sensitive life-long learners and critical thinkers. Students will become productive members of society, and join in the effort to improve the local and global community with intercultural understanding and respect. This type of child is described as a "whole child." In order to help all students from every diverse background achieve "whole child" status, the educational method must be quite different from traditional methods

that rely on textbook-based instruction moving from one page to the next, fixed scheduling, rigid skills development without differentiation, and assessment focused on testing and periodic skill assessment.

Key to the development of CRES #14 Span School's instructional philosophy is the work of Lev Vygotsky who believed that culture and social interactions have a tremendous effect on child development. Learning occurs when students are actively engaged in constructing meaning by drawing from their own experiences and backgrounds. It is the conceptual mind that makes sense out of the world. If the conceptual mind is not engaged, then there is no real thinking going on. Higher complexity moves from facts to concepts for enduring understanding. Children begin school at the conceptually engaged level. They are taught the concept terms "family", "self", and "community". Somewhere about the second or third grade they are turned into "fact munchers." In preschool and kindergarten students study the "big ideas", but later in school students tend to be exposed to factual learning based on a flatline topic-based curriculum. Our focus is to continue conceptual learning from pre-kindergarten through the 8th grade. The teacher's role is to build conceptual structures to create constructivists amongst all students who see learning as an active process where they construct new ideas from past/present experiences. (Appendix 5)

CRES #14 Span School will implement the "conceptual learning" method, using a project-based program structured around a concept-driven curriculum. (Appendix 9) Teachers will research interconnected concepts and decide upon themes from the California State standards, national and international standards. For example, a music teacher may be teaming with a science and math teacher or an elementary school teacher to teach interconnected concepts under the theme "Change." *Patterns in change emerge from a variety of settings.* (Math 3rd-grade standard) *Energy, which can be converted from one form to another, is necessary and causes changes.* (Science 4th-grade standard) Teachers ask open-ended questions like, "Why do the drum and the piano sound different? Why does music played in the auditorium sound different from music played outside? Why does the same song sound different when played by different people? Why does this note sound the same as the last note, but higher?" These questions serve an outlet for every student to experience success. Students will engage in in-depth investigation of the real world. Conceptual learning helps students succeed because it allows them to use all their "intelligences," just as projects of normal day-to-day living do. Therefore, it is not surprising to learn that Howard Gardner (1992), who has advanced the theory that there are multiple forms of intelligence, is a strong proponent of conceptual learning.

Because English Learners will be engaged in concrete, hands-on learning experiences, acquisition of concepts will not be limited by language ability. Additionally, a deeper understanding of concepts will facilitate the development of academic language. Open-ended learning experiences allow Gifted students to understand concepts with greater depth and complexity, going beyond grade-level standards. Students with learning disabilities will also develop higher understanding than they would if instruction were only verbal or written. The International Baccalaureate (IB) Program will be implemented from kindergarten to 8th grade to fully implement the concept-driven curriculum when funding becomes available.

Service Learning: The vision of CRES #14 Span School is aligned with philosopher Henry Giroux's critical pedagogy. Giroux "...believes that knowledge originates in social interaction...[and] that social relationships must be understood in the context of power." (Spring, Joel. (2002). *Conflict of Interests: Fourth Edition*). He believes that the purpose of education is to help students understand who constructs knowledge and how it is constructed. Giroux believes that we must give our students the critical tools they will need to participate in a democratic society. The ultimate goal is to teach students to analyze and reflect. Reflection activities can engage students in addressing global issues ranging from poverty to hunger to the environment. Service learning that is integrated helps students see connections between their actions and pressing global issues.

To inspire students to observe their community/world and to take active participation, various

partners such as Grand Avenue Partners (GAP), the Music Center, Cal Arts, the Cathedral of our lady of the Angels, the Center Theater Group, Grand Performances, the Los Angeles Central Library, the Los Angeles Master Chorale, the Los Angeles Opera, the Los Angeles Philharmonic, the Museum of Contemporary Art, the Harmony Project, Central L.A. New High School #9, the L.A. Chamber Orchestra, the Academy of Creative Education, the Tree People, and Echo Park Community organizations will be the focus of our service learning and diversity projects. (Appendix 6) These partnership organizations will provide students with opportunities to broaden specific skills and talents, and also with responsibilities to serve, and give back to the community. All PreK-8th students are expected to work with the community and complete service based on the service project they establish during their course of unit of study. All students, including English Learners and students with disabilities, will learn the process of service learning more effectively through these types of hands-on activities with partnership organizations.

English Language Arts: The philosophy of CRES #14 Span School is aligned with Isaac Kandel's theory that states: "Children should be allowed to grow in accordance with their needs and interests... Knowledge is valuable only as it is acquired in a real situation; the teacher must be present to provide the proper environment for experiencing but not intervene except to guide and advise. There must, in fact, be 'nothing-fixed-in advance' and subjects must not be 'set-out-to-be-learned.'"

Balanced Literacy will be considered as a framework for the literacy instruction at CRES #14 Span School, as it fits well into the school's philosophy, including the systematic natural progression of language and literacy development. In this setting teachers will use authentic teaching, frequent meaningful assessments that are responsive to student learning and teacher instruction, interconnected literacy, authentic texts, purposeful connected teaching across content areas and meaningful student learning. Through various modalities, the teacher will implement a well-planned comprehensive literacy program that reflects a gradual release of control, whereby responsibility is gradually shifted from the teacher to the students. (Diane Ravitch 2010)

Arts: Arts education is an essential component of a well-rounded, inquiring, and reflective citizen. In *Arts with the Brain in Mind*, (2001) Eric Jensen posits that "...the arts are not only fundamental to success in our demanding, fast-moving world, but they are what makes us most human, most complete as people. Arts contribute to our growth as human beings." He also states "...the arts develop neural systems that often take months and years to fine-tune. The benefits.... will be sprinkled across the spectrum, from fine motor skills to creativity and improved emotional balance." Using the materials, music and dance forms of different regions or countries gives students insight into the differences and similarities among regions of the world.

With the support of the Harmony Project, preschool and kindergarten teachers will develop a comprehensive standards-based music program. Arts teachers will work in partnership with GAP who will provide facilities, equipment, and training for the young. The Los Angeles Chamber Orchestra will share standards-based music lesson plans with teachers on an ongoing basis. Students will participate in arts programs not only through interdisciplinary approaches, but also through a school-wide, multi-arts program. In so doing, they will acquire in-depth knowledge and develop across a broad and balanced range of disciplines.

Science: CRES#14 Span School teachers will implement project-based student-centered activities for teaching key science concepts and content standards, with an emphasis on ecology and sustainability. They will develop project- and inquiry-based learning activities in which students acquire information and build skills while investigating real-world issues and problems. Some of the project-based activities are introduced through the interdisciplinary approach. For example, students will learn the difference between organic and non-organic food, and how foods are defined as "organic." Students will work collaboratively to create organic gardens on campus, and in so doing, learn how to create organic soil, and how to make compost. Students will start separating garbage,

and learn how certain garbage becomes organic nutrients. They will learn to work collaboratively with people from diverse backgrounds to explore concepts, ideas and issues that have local and global significance.

Linguistic Literacy: Multilingualism embeds intercultural competencies as well as an awareness of the role of language in society. To succeed in the twenty-first century, students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world's languages and cultures. (Appendix 7) The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts. An increasingly diverse society within the United States requires all students to know how to communicate across the permeable linguistic and cultural borders of our communities. CRES#14 Span School is committed to provide these opportunities to students with careful planning of the dual language program. The dual language program with English and Spanish is well aligned with the critical educational needs of students in Echo Park.

d. School Culture: *Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.*

CRES #14 Span School will provide a safe, nurturing, and intimate PreK–8 environment based on student social and emotional health, safety, trust, respect, and high expectations. The PreK–8th structure allows the school to continue the relationship established with the students and their families in the elementary grades with a seamless transition into the middle school grades, giving students the security and time to develop the academic and emotional maturity required for success in high school and post-secondary education.

The School and partnership organizations will conduct training to provide direct instructions on expected social and emotional behavior that emphasizes respect for differences in ethnic background, gender or religious belief. Some examples:

1. Student Success Team: all members of CRES #14 Span School will support and share information related to students with social-emotional and/or academic issues, and plan steps for improvement.
2. El Centro Del Pueblo will train families and staff on child abuse prevention, intervention for neglected children, youth counseling, and behavior change.
3. The Children's Institute (CI) promotes the well-being of vulnerable children. Their aim is to heal children who have been hurt, to protect them from getting hurt again and to provide families with a holistic blend of clinical and community programs.
4. LAUSD behavior experts will train staff on a systematic behavior system on campus called Best Behavior.
5. LAUSD staff will provide training on a consistent, school-wide implementation of a social-emotional learning program called Second Step.

e. Accountability and Performance Goals. *Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.*

N/A (See Monique Epps)

f. Community Analysis and the Context: *Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values, and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.*

The Community: CRES #14 Span School is located at the corner of Alvarado and Santa Ynez St. in Echo Park. Echo Park is a Los Angeles community that embodies diversity in many different ways. From its hilly residential areas to its flat, bustling commercial streets, the residents of Echo Park include many immigrants from the Philippines, Mexico, Central America, Cuba, and other countries, as well as Los Angeles natives of many ethnic backgrounds. Echo Park has been changing over the past decade, and many parts of the community are attracting writers, artists, musicians, and professionals who are bringing gentrification to the area.

Spanish is the home language of the majority of students in Echo Park, and trends of California Standards Tests (CST) show that Latino students perform lower than average both in English Language Arts and mathematics. It is important, however, to recognize that many other languages are spoken in the homes in Echo Park. Tagalog, Korean, and indigenous dialects are a few of the many other home languages of Echo Park students. Students from these racial/ethnic backgrounds have a large gap between their present rates of proficiency and the Annual Measurable Objectives (AMO) mandated rates. (Appendix 1) Predictably, the demand for English language acquisition still remains high throughout the upper elementary schools to middle schools. One of the Design Team's objectives is to increase awareness of all students' heritage languages on our campus.

Assets: Another challenge that the diverse Echo Park community faces is that it must preserve and maintain its many resources, while at the same time creating new ideas for improvements. Some of the resources for students in this area include but are not limited to the following: Edendale Library, the Farmers' Market, art galleries, murals, independent book stores, the Echo Park Film Center, the Echo Park Historical Society, and the park itself, Echo Park. Many of the children in Echo Park are not familiar with these community resources, although they live very close to them. The Design Team is creating a plan that will integrate these resources into the curriculum, so that all students will be aware of them.

The Design Team selected this school because the members' interests and experience are in areas of Los Angeles that are geographically and demographically similar to that of CRES #14 Span School. Taken together, Design Team members have literally hundreds of years' experience living, working, teaching, and being a part of Echo Park itself or adjacent communities that share many of the same characteristics as Echo Park. This is where the Design Team's expertise lies.

Engagement with the community: The Design Team has formed partnerships with local organizations such as the Los Angeles Chamber Orchestra, El Centro Del Pueblo, and others. These partnerships are discussed in some detail in the relevant sections of this Proposal. CRES#14 Span School will strengthen its relationships with these partners and will continue in the effort to find new partners who will broaden and deepen the school's relationship with the community. Also, the governance (see Sect. 'g' directly below) of CRES#14 is structured so that community members, parents, and partners not only are a part of the instructional program at the school, but voting members of the school's governing bodies, so their feedback and influence will keep CRES#14 and its programs strongly community-centered.

g. Leadership: *Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If the leader has not been identified, speak to the key attributes the potential leader should possess.*

CRES#14 Span School will be democratically governed in a structure that facilitates feedback in all directions and allows stakeholders not only to voice their concerns, but also to vote on them as members of the Governing School Site Council and as leaders and committee members of several advisory councils. Teachers, students, parents, partnership organizations, and non-teaching

school staff all have the opportunity to contribute their knowledge and insight towards CRES#14 Span School's shared vision of continual improvement.

The Governance Board: CRES #14 Span School will be governed by the Governing School Site Council. It will comply with the School Site Council Model as described in the California Education Code, Section 52012. The Governing School Site Council will be in charge of maintaining the vision and mission of CRES #14 Span School, annually reviewing and approving items such as: Elect to Work Agreement, annual budget, school policies and procedures, school calendar, and selection and evaluation of the principal and teachers. The Governing School Site Council will review performance indicators to ensure the school is in compliance with state and federal guidelines and making consistent academic progress.

Desirable Characteristics of the potential leader:

1. Leads in accordance with a strong personal ideology aligned with the CRES #14 vision, mission and philosophy.
2. Has a track record of demonstrating the capacity to be an instructional, transformational and cultural leader.
3. Has a passionate interest in arts and understands the value and processes at arts education.
4. Has personal experience and/or interest in environmental issues.
5. Has personal experience in conceptual learning and project-based learning.
6. Has a track record of accelerating student achievement with a similar population of students and generating good results in CST, attendance, resources, and communication.

b. School Governance Model: *Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBdM), Network Partner, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.*

CRES #14 Span School will implement the Pilot School model to seek autonomy in curriculum, assessment, scheduling, staffing, budget, professional development and governance. The multi-age group settings with teacher teaming allow each child to be challenged from where they are to a higher level with differentiated instruction, strategies and assessment. This cannot be done in a traditional model. The project-based, concept-driven curriculum with flexible scheduling allows teachers to help students get involved in collaborative learning without being restricted by time. Due to the interdisciplinary/integrated approach, school scheduling does not follow the traditional model's guidelines and students' hours are longer than traditional.

Teachers' hours are longer than traditional hours as well, so as to give additional instructional time for students, and to attend additional professional development and team teacher planning. Professional development is planned around the educational philosophy, vision and core instructional activities. Additional professional development sessions are provided to teachers and administrators to acquire successful conceptual learning practices. The budget reflects what students, teachers, and parents need to do to support our educational goals. Because service learning is an integral part of student learning, partnership organizations in Echo Park and neighboring communities are also involved in the governance council, which is essential to the Pilot school model.

INSTRUCTIONAL PROGRAM

The Instructional Program should outline the proposed school's educational philosophy, instructional methods, assessment plan, professional development strategy and the outcomes you anticipate students will achieve.

Educational Philosophy: The philosophy of CRES #14 Span School is to help students of diverse backgrounds acquire the knowledge, skills, and character necessary to compete, connect, and cooperate with their generation in the 21st century community. All students will become bilingual, well-rounded, intellectually curious, socially conscious, environmentally sensitive life-long learners and critical thinkers. Students will become productive members of society, and join in the effort to improve the local and global community through intercultural understanding and respect. This type of child is described as the "whole child."

Instructional Methods: In order to help every student, from every diverse background, become a "whole child," our educational method must be quite different from traditional methods that rely on textbook-based instruction moving from one page to the next, fixed scheduling, rigid skills development without differentiation, and assessment focused on testing and periodic skill assessment. CRES #14 Span School will implement the "conceptual learning" method. This method promotes critical thinking and problem solving. The tools with which conceptual learning is implemented include the inquiry approach, and project-, and theme-based instruction. Multi-age groupings are used to meet students' individual academic and social development levels. Teacher teaming with multiple teachers makes it easier to implement multi-age grouping in appropriate instructional settings. A music teacher may be teaming with a science teacher to teach interconnected concepts under the theme "energy," or "mechanics." A math teacher and a music teacher may be teaming under the theme, "Sign and Symbol." Teachers will research interconnected concepts and themes, not only from the California standards, but also national and international standards. In order to raise a well-balanced whole child, arts education, ecology, sustainability, environmental education, service learning and multilingualism are major foci. We will not only integrate these subject matters in an interdisciplinary way, but also provide training in specialized skills during electives, after school, and on weekends. A more detailed explanation is given later.

Assessment: We believe it is important to assess the development of cognitive, social, physical, and emotional growth in children. The process students take in solving problems, creating products, and arriving at answers is vital to the assessment process. We believe in assessing with multiple measures with specific goals in mind. CRES#14 Span School believes that rigorous writing-based, performance and project-based assessments with formal and informal assessments are necessary. Portfolios, audio presentation through podcasts, and multiple authentic assessment tools will be used. A combination of traditional standards-based assessment, criterion-referenced assessments, project-based/performance assessments, and ongoing (formative) assessments are necessary to obtain a complete picture of students' needs.

Professional Development: CRES #14 Span School is a professional learning community that promotes a positive learning environment. Scheduling autonomy allows us to set aside various dates and times for a well-planned comprehensive professional development calendar to meet individual and school-wide needs. We will start with a 10-day summer retreat where the main focus will be team-building and the project-based inquiry approach. The goal will be to ensure a collaborative community focused on our philosophy, mission, and vision. During the school year, we will set aside weekly school-wide PreK-8th professional development time. Team-teacher planning time is

scheduled on Mondays, Wednesdays, and Fridays in the mornings. Tuesdays from 2:00 – 3:30 and Fridays from 1:50 – 3:15 are scheduled for targeted professional development, co-planning and student case studies.

Outcomes: Students at CRES#14 Span School will acquire the academic skills and habits of mind necessary to conduct inquiry and research and show independence in learning. They will actively enjoy learning and this love of learning will be sustained throughout their lives. They will explore concepts, ideas and issues that have local and global significance. In so doing, they will acquire in-depth knowledge and develop this across a broad and balanced range of disciplines. They will also exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. Students will show empathy, compassion, and respect toward the needs and feelings of others. They will have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. They will also understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

2. Curriculum and Instructions (15 pages + attachments)

a. Instructional Philosophy: *Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.*

PreK to 8th Grade: CRES#14 Span school will implement a PreK-8th grade span program in order to promote a unified curriculum continuum aligned with our educational philosophy and provide 6th-8th grade students with opportunities to develop leadership skills. For example, 6-8th graders will be paired with elementary students to provide multi-age cross tutoring as one of their service learning electives. They will become mentors for students who do not do homework or peer problem solvers to prevent bullying and improve positive social interactions between students.

CRES #14 Span School believes that this model fits perfectly to Echo Park Community's diversity. Researchers in Milwaukee found that students in K-8 schools had higher academic achievement as measured by both grade point averages and standardized test scores, especially in math. These students also participated more in extracurricular activities, demonstrated greater leadership skills, and were less likely to be bullied than those following the elementary/middle school track. The authors concluded that the intimacy of the K-8 environment and the delay of the transition to a new school until students were more mature might have accounted for the discrepancy. (Simmons & Blyth, 1987). A similar study in Philadelphia yielded similar results. (Offenberg, 2001)

Multi-age Grouping: The realization that children's uneven developmental patterns and differing rates of progress are ill-matched to the rigid grade-level system has left teachers searching for a better way to meet the needs of all students (Appendix 8). Multi-age education has benefits for a wide range of children. Although multi-age grouping is commonly implemented at the preschool and primary levels, it is also appropriate at the intermediate, upper grades, and middle school levels. The National Middle School Association (1997) has identified multi-age grouping, cooperative learning, heterogeneous grouping, and flexible scheduling as important instructional strategies for older students. Multi-age grouping is also beneficial for Gifted and students with special needs (Nye, 1993). Gifted students are challenged to achieve to their potential because there isn't the limitation of a rigid grade-level curriculum. Students with special needs in mixed-aged grouping typically find that their individual differences are accepted and their contributions are recognized. In addition at-risk students and English Learners are likely to benefit from this type of instructional setting, which creates a

learning environment that provides them with developmentally appropriate challenges at their instructional level.

CRES #14 Span School places students in multi-age group settings, where one homeroom teacher and two partner teachers work together. This method not only allows students to approach a subject matter from the point of view of multiple disciplines, but it allows teaching and lesson planning to evolve, as the different students, teachers, and disciplines interact. It is more beneficial for the concept-driven curriculum, because team teachers from various grade levels or subject matters work together to interconnect standards from various grade levels to successfully implement the inquiry approach. In the multi-age grouping, team teachers work collaboratively to provide differentiated and developmentally appropriate instruction to all students, including English Learners, Gifted, and students with disabilities. The classrooms are divided into pre-K/K, K/1, 1/2, 2/3, 3/4, 4/5, 5/6, 6/7 and 6/7/8. For example, a kindergartener with no school experience enrolls in school. This student, after careful assessment, may be placed in preK/K grouping. If the child shows very rapid improvement, he may be moved to the K/1 grouping. Another example is an 8th grader who may have grade-level academic skills, but doesn't have fluency in English. He may be placed in the 5/6 grouping a part of the day and go to the 6/7 grouping for electives.

PreK: CRES #14 Span School is planning to apply for a state-funded preschool. Young children are naturally eager to learn. However, not all of them are ready for school. All too often, children entering school for the first time as kindergarteners are already lagging behind their classmates, and this disadvantage can affect them socially and academically long past kindergarten. Children who have had the benefit of attending high-quality preschools are more comfortable in their surroundings, have been exposed to books, have learned how to play cooperatively, and are accustomed to learning with others. Many children benefit from specific support in learning English as well as a foreign language. Other children may have a special need that requires particular accommodations and adaptations. To serve all children, the CRES#14 Span School preschool programs will provide developmentally appropriate conditions for learning and individually assist each child to move along a pathway of healthy learning and development. We plan to use foundations written in the *California Preschool Learning Foundations* (Volume 1), and Reggio Emilia. (Appendix 4)

Conceptual learning: As outlined earlier, the goal of CRES#14 Span School will be to create the "whole child." Key to the development of our instructional philosophy is the work of Lev Vygotsky, who believed that culture and social interactions have a tremendous effect on child development. Learning occurs when students are actively engaged in constructing meaning by drawing from their own experiences and backgrounds. It is the conceptual mind that makes sense out of the world. If the conceptual mind is not engaged, then there is no real thinking going on. Higher complexity moves from facts to concepts for enduring understanding. Higher complexity requires critical, conceptual, and creative thinking. Children begin school at the conceptually engaged level. They are taught the concept terms "family," "self," and "community." Somewhere about the second or third grade they are turned into "fact munchers." In preschool and kindergarten students study the "big ideas", but later in school students tend to be exposed to factual learning based on a flatline topic-based curriculum. Our focus is to continue conceptual learning from pre-kindergarten through the 8th grade. The teacher's role is to build conceptual structures to create constructivists amongst all students who see learning as an active process where they construct new ideas from past/present experiences.

CRES #14 Span School will implement the "conceptual learning" method, using the inquiry approach, a project-based and performance-based program structured around a concept-driven curriculum. In the concept-driven program a balance is sought between acquisition of essential knowledge and skills and development of conceptual understanding. Teachers will research interconnected concepts and decide upon themes from the California State standards. For example, take the issue of "garbage," and use multiple disciplines:

- **Math:** Calculate how many people produce garbage around the world, how much landfill space is needed, and how long it will take to fill it. Depending on student comprehension level, concepts can evolve to a level of complexity beyond grade-level standards.
- **Social Studies:** Discuss the policy issues related to recycling. For instance, in South Korea people must pay for all non-recyclable waste.
- **The Arts:** Look at the way garbage has been recycled into art. In Los Angeles, the art project Watts Tower is decorated with “found objects.”
- **Science:** Discuss byproducts of transporting and storing garbage, and issues of toxicity shutting down landfills in the United States and around the world. Explore new research on creating fuel and energy from waste.

In the concept-driven curriculum at CRES #14 Span School, the importance of the traditional subject areas is acknowledged: language arts, mathematics, social studies, science as well as personal, social and physical education, and the arts. However, students blossom differently and the instructional setting is differentiated for this reason. English Learners will learn academic language in a meaningful way, since they will build upon what they know in Spanish. Concepts are universal across languages. Students with disabilities, especially mild to moderate disabilities, will grab concepts, and although they may not be able to fully explain what they have learned verbally, they can show it in their projects. That’s the value of conceptual learning.

Service Learning: Our vision is aligned with philosopher Henry Giroux’s critical pedagogy. Giroux “...believes that knowledge originates in social interaction...[and] that social relationships must be understood in the context of power.” (Spring, Joel, 2002, *Conflict of Interests: Fourth Edition*). He believes that the purpose of education is to help students understand who constructs knowledge and how it is constructed. Giroux believes that we must give our students the critical tools they will need to participate in a democratic society. Teaching methods should include giving voice to all concerned, including parents and community members. The ultimate goal is to teach students and other shareholders to analyze and reflect.

Reflection activities can engage students in addressing global issues ranging from poverty to health to hunger to the environment. Service learning that is integrated helps students see connections between their actions and pressing global issues. To inspire students to observe their community/world and to actively participate, various partners such as Grand Avenue Partners, the Harmony Project, Central L.A. New High School #9, Cal Arts, L.A. Chamber Orchestra, Tree People, and Echo Park Community organizations will help promote our service learning and diversity projects. This will require students to analyze and propose solutions to a real-world issue or problem, drawing on what they have learned during the year. All of our students PreK-8th are expected to work with the community and complete service based on the service project they establish during their course of study. English Learners and/or students with disabilities will learn the process of service learning through these types of hands-on activities more effectively.

English Language Arts: The philosophy of CRES #14 Span School is aligned with Isaac Kandel’s theory that states: “Children should be allowed to grow in accordance with their needs and interests... Knowledge is valuable only as it is acquired in a real situation; the teacher must be present to provide the proper environment for experiencing but not intervene except to guide and advise. There must, in fact, be “nothing-fixed-in advance” and subjects must not be “set-out-to-be-learned.”

A balanced literacy methodology will be used to integrate different modalities of literacy instruction, through the use of explicit skill instruction and the use of authentic texts. The overall purpose of balanced literacy instruction is to provide students with a differentiated instructional program that will support the reading and writing skill development of each individual. In the Balanced Literacy instructional process, students progress from having a great deal of teacher support to being independent learners. The teacher support is removed gradually as the students acquire the strategies needed to understand the text by themselves.

Arts: Arts education is an essential component of a well-rounded, inquiring, and reflective citizen. In *Arts with the Brain in Mind*, (2001) Eric Jensen posits that "...the arts are not only fundamental to success in our demanding, highly technical, fast-moving world, but they are what makes us most human, most complete as people. Arts contribute to our growth as human beings." He also states "...the arts develop neural systems that often take months and years to fine-tune. The benefits.... will be sprinkled across the spectrum, from fine motor skills to creativity and improved emotional balance."

Recently the College Entrance Examination Board announced that in 1993 students who studied arts and music scored significantly higher than the national average on the Scholastic Aptitude Test. Students who had participated in acting, play production, music performance and appreciation, drama appreciation, and art history, scored an average of 31 to 50 points higher for the math and verbal sections. The Board also stated that students with long-term arts study (four years or more) tend to score significantly higher on the SAT than those with less coursework in the arts.

In 1995, The United States Department of Education reported in *Schools, Communities, and the Arts: A Research Compendium*, that "using arts processes to teach academic subjects results not only in improved understanding of content but it greatly improved self-regulatory behavior." Barry Oreck of Arts Connection and Susan Baum from the College of New Rochelle observed integrated arts lessons in all major subject areas in fourteen New York elementary and secondary public school classrooms. They found that "student behavior improved strikingly in such areas as taking risks, co-operating, solving problems, taking initiative for learning, and being prepared. Content-related achievement also rose."

What do the schools described above have in common? Their students are spending over 25% of their time in school studying the arts as separate subjects as well as integrated throughout the curriculum. CRES#14 Span School will provide an arts curriculum not only through interdisciplinary, project-based and performance-based approaches, but also through a school-wide, multi-arts program with a full-time arts specialist. Professional artists and performers will work on different art-related activities with the entire student population, and teachers will collaboratively integrate the arts into the curriculum with the help of the Los Angeles Chamber Orchestra and the Harmony Project. For example, with the support of the Harmony Project, preschool and kindergarten teachers will develop a comprehensive standards-based music program. The Harmony Project will train the pre-school teacher and an aide to implement music-based intervention for preschool children. With CRES#14's instrumental music teacher, the Harmony Project will also help develop an after-school youth orchestra. CRES#14's arts department will work in partnership with Grand Avenue Partners (GAP), who will provide facilities, equipment, and training for the students. (Appendix 6: Letters of Endorsement) CRES#14 Span School's emphasis on arts will provide students from low-economical backgrounds with an abundance of opportunities to explore the arts world.

Ecology/Environmental Science: Science education standards established by American Association for the Advancement of Science (AAAS) and the National Research Council (NRC) urge less emphasis on memorizing scientific facts and more emphasis on students investigating the everyday world, and developing deeper understanding from their inquiries. These approaches to instruction challenge teachers and students, particularly urban students, who often have additional challenges related to poverty. Research indicates that inquiry-based science education is especially appropriate for these students.

CRES#14 Span School teachers will implement hands-on project-based student-centered activities for teaching key science concepts and content standards. They will develop project and inquiry-based learning activities in which students acquire information and build skills while investigating real-world issues and problems. For example, students will learn the difference between organic and non-organic food, and how foods are defined as "organic." Students will work collaboratively to create organic gardens on campus, and in so doing, learn how to create organic soil, and how to make

compost. Students will start separating garbage, and learn how certain garbage becomes organic nutrients. Students will learn these interconnected concepts through the integration of science, social studies, language arts, and math in the concept-driven curriculum whenever possible.

Through the partnership with the Tree People, students will develop a broader awareness about the importance of ecological relationships to human welfare, promote synthesis in ecological understanding, and comprehend the urgent environmental problems confronting humanity.

Math: Ask Seymour Papert, renowned expert on children and computing, why students are turned off by school math program, and he quickly offers an example: "We teach numbers, then algebra, then calculus, then physics. Wrong!" exclaims the M.I.T. mathematician, a pioneer in artificial intelligence. "Start with engineering, and from that abstract out physics, and from that abstract out ideas of calculus, and eventually separate off pure mathematics. So much better to have the first-grade kid or kindergarten kid doing engineering and leave it to the older ones to do pure mathematics than to do it the other way around." In a growing number of schools, educators are echoing Papert's assertion that engaging students by starting with the concrete and solving hands-on, real-world problems is a great motivator. Ultimately, they say, such project-based learning that freely crosses disciplines provides an education superior to the traditional "algebra at age nine, Civil War at ten, *Great Expectations* at eleven" structure.

CRES #14 Span School will implement a real-world math program from PreK through 8th grade. Like adults trying to solve a problem, CRES#14 students won't restrict themselves to one discipline but rather delve into math, literature, history, science - whatever is appropriate to the real-world problem. Project-based math activities at CRES #14 Span School will help students perceive the work as meaningful to them. CRES #14 Span School will keep the following in mind to create a meaningful math program for students from diverse backgrounds:

1. The projects will be based on the real world, and collaborative in nature.
2. All students regardless of academic, social and economical differences will be able to benefit.
3. The project will be devoted not only to mathematics but also to other curricular areas.
4. Students will benefit both academically and personally from their involvement in the project.

Linguistic Literacy: Multilingualism embeds intercultural competencies as well as an awareness of the role of language in society. To succeed in the twenty-first century, our students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world's languages and cultures. Even if students never have a cross-linguistic, cross-cultural encounter, there are cognitive and academic benefits to language study. Research studies have noted the cognitive correlations of early bilingualism; studies of early language learning have shown that bilingual students may outperform comparison groups on measures of reading and math. Additionally, the benefits derived from maintaining and expanding skills in the primary language of English Learners will:

1. Enhance their ability to participate in a linguistically diverse world.
2. Promote the treasure of becoming biliterate.
3. Raise the self-esteem and confidence of all students, and,
4. Elevate the status of languages other than English for the entire community.

According to research, the most effective model, which results in the highest level of language and academic proficiency is the Dual Immersion Program (DIP) where students receive all instruction daily in English and in the target language. It is the ultimate goal of CRES #14 Span School to graduate students are completely bilingual and biliterate in English and Spanish. The dual immersion approach is one in which two languages are used as the media of instruction for all subjects. CRES#14 Span School will promote Spanish as the logical target language as the Echo Park community is comprised of a majority of Spanish-speaking 1st and 2nd generation immigrants.

These students will know, and will be able to do:

KNOW	DO
<ul style="list-style-type: none"> • Significant, relevant California Content standards, national and international standards • Powerful ideas and knowledge that have relevance within the subject areas but also transcend them and that students must explore in order to develop a coherent, in-depth understanding • Another language and culture • Importance of service learning, and how it relates to the surrounding community and the global community • Significant relevance between core subjects and the arts • The importance of the role of partnerships 	<ul style="list-style-type: none"> • Conduct inquiry and research and show independence in learning • Actively enjoy learning and sustain it for the rest of their lives • Develop understanding across a broad and balanced range of disciplines • Apply thinking skills critically and creatively to approach complex problems and make ethical reasoned decisions • Express ideas in more than one language and in a variety of modes of communication • Work effectively and willingly in collaboration with others. • Act with integrity and honesty with a strong sense of fairness and respect • Show empathy, compassion and respect towards the needs and feelings of others, animals and the planet

b. Core Academic Curriculum: *Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is researched-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and College (WASC) accreditation.*

Core Instructional Method: CRES #14 Span School will implement the “conceptual learning” method, using the inquiry approach and a project- and performance-based program around a concept-driven curriculum. Students will learn relevant concepts, standards and skills from various curricular areas under one theme to construct meaning.

Pre-K: The CRES #14 Span School preK will focus on four domains: social-emotional development, language and literacy, English-language development, and mathematics. The program will provide a well-rounded and coherent curriculum, including arts, physical education, social and emotional learning, science, and history. Joint planning and professional development among all PreK, Kindergarten and staff is provided on an ongoing basis, helping them operate with an in-depth understanding of what children need to learn before they start school. We will also implement the Reggio Emilia program. The Reggio Emilia approach to education is committed to the creation of conditions for learning that will enhance and facilitate children’s construction of “his or her own powers of thinking through the synthesis of all the expressive, communicative and cognitive languages” (Edwards and Forman, 1993).

An emergent curriculum is one that builds upon the interests of children. Topics for study are captured from the talk of children, through Echo Park community or family events, as well as the known interests of children (puddles, shadows, dinosaurs, etc.). Team planning is an essential com-

ponent of the emergent curriculum. Teachers work together to formulate hypotheses about the possible directions of a project, the materials needed, and possible parent and/or Echo Park community support and involvement. Throughout a project, teachers help children make decisions about the direction of study.

In today's diverse preschool settings and programs, the use of a curriculum accessible to all learners is critical to successful early learning. The Reggio Emilia is not a single approach that will accommodate everyone; rather, it refers to providing multiple approaches to learning in order to meet the needs of diverse learners in the Echo Park Community. Additionally, the Harmony Project, one of CRES#14 partners, will help the preschool teacher and aide implement music-based intervention for preschool children.

International Baccalaureate Program: CRES#14 Span School students need a type of curriculum that allows students to use their own experiences, interests and backgrounds, and a learning environment that is based on the real world. For that reason, CRES #14 Span School will use the **International Baccalaureate Program** when funding becomes available. The International Baccalaureate Program is a research-based curriculum that was originally developed in 1997. In the International Baccalaureate's Primary Years Programme (PYP) and Middle Years Programme (MYP) a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking responsibilities. Teachers will research interconnected concepts and themes, not only from the California State standards, but also national and international standards. To develop these essential elements, teachers will create six to eight units of inquiry per multi-grade level grouping, developed around the awareness of self/individual, local, national, and global issues. Each unit will be created using the several standards across the curriculum with the project-based inquiry approach.

The IB curriculum is particularly well suited for an environment where many different languages are spoken at home, as it was specifically designed for use in International Schools. These typically include students from many nations whose parents' work causes them to be based in a foreign country, for example, Airbus workers' children in China. In a large (48,000 students) study by the Australian Council for Educational Research, IB students enrolled in the PYP and MYP programs outperformed their non-IB peers across all four domains tested: Math Literacy, Reading, Narrative Writing, and Expository Writing (Ling Tan and Yan Bibby, 2010).

The curriculum will be sensitive to cultural, gender, linguistic, ethnic, and religious differences while taking advantage of the family and local community resources, which are mainly Latino, Filipino, Asian and White. The IB Curriculum creates a rich learning environment because children's experiences are not confined to the classroom, and therefore, it fits the needs of a spectrum of students, from Gifted to English Learners, and students with disabilities. Included in the curriculum will be a world (foreign) language element of Spanish, development of self-expression through the arts and multi-media technology, service learning, and critical thinking. (Appendix 10)

While waiting for the available funds to implement the International Baccalaureate Program, team teachers and arts and science teachers will develop project-based learning, using themes collaboratively selected. The team teachers will interconnect standards across the curriculum to establish project-based teaching during the first year.

The Concept-Driven Curriculum: In order to implement the concept-driven curriculum, the International Baccalaureate's Primary Years Programme (PYP) and Middle Years Programme (MYP) will be implemented immediately after funding is available. While waiting for funding, teachers will create six to eight units of inquiry per multi-grade level grouping developed around the awareness of self/individual, local, national, and global issues. Each unit will be created using the several standards across the curriculum with the project-based inquiry approach. Teachers will re-

search interconnected concepts and themes from social studies or science, not only from the California State standards but also national and international standards.

Through the process of inquiry, students will construct much of their understanding of the natural and human-designed worlds. Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking the right answer, but rather seeking appropriate resolutions to questions and issues. For teachers, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable students to continue the quest for knowledge throughout life. Additionally, CRES #14 Span School staff will implement project-based learning, where students will collaboratively work to make sense of what is going on. Here is a closer look at three features of project-based instruction that CRES #14 Span School will implement in PreK-8th classrooms.

- A "driving question" that is anchored in a real-world problem and ideally uses multiple content areas.
- Opportunities for students to make active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways.
- Collaboration among students, teachers, and others in the community so that knowledge can be shared and distributed between the members of the "learning community."

Service Learning: To inspire students to observe their community/world and to take active participation, various partners such as Grand Avenue Partners, the Harmony Project, Central L.A. New High School #9, Cal Arts, L.A. Chamber Orchestra, the Tree People and Echo Park Community organizations will be the focus of our service learning and diversity projects. At the end of each school year, each multi-age grouping of students will hold various culminating activities such as debate around local and global issues, a project-based performance fair, musical performances, and a fine arts exhibition. This will require students to analyze and propose solutions to a real-world issue or problem, drawing on what they have learned during this year. It will include written work, oral presentations, the use of multi-media technology, and performances in various arts. In addition, world (foreign) language musical performance and plays will be produced.

All of our students PreK-8th are expected to work with the community and complete service based on the service project they establish during their specific theme unit of study. Numerous opportunities are established for family and community engagement through student exploration of the "self, local, national, and global" units, as family and community engagement is the foundational base of our curriculum described above. Service learning introduces students to volunteer programs with Friends of the L.A. River, the L.A. River Conservancy or the Tree People. Other examples of our community service may include performing for senior citizen homes/housing; food drives to sponsor a school in another part of the world, and educating the community on various issues such as clean air and clean environment movement. Working with commercial and business groups of the Echo Park community, our students will participate in cleaning streets, creating gardens, and planting flowers and trees all over the community. We calculate a minimum of 50 hours of community service per year per student.

English Language Arts: In order to support students with the skills needed to successfully access the curriculum, CRES#14 Span School will put heavy emphasis on language arts instruction guided by pedagogy and not by programs, using a holistic approach to our language arts curriculum. The English Language Arts curriculum will be based upon the California and National Standards. We will implement a systematic natural progression of language and literacy development: listening, speaking, reading and writing. A Balanced Literacy methodology will be used to integrate different modalities of literacy instruction, through the use of explicit skill instruction and the use of authentic texts. Instruction within a balanced literacy framework is differentiated to instruct students by focus-

ing on their developmental needs while addressing curricular goals (Graves, Caulkins, Fournas & Pinnell).

Literacy instruction will be delivered at set times of the day within a balanced literacy framework as well as interspersed throughout the day in the form of mini-lessons, and will be supplemented with a targeted intervention program. Teacher and students will use resources such as culturally relevant literature, leveled books, and authentic narrative and expository text during explicit skills instruction in reading, writing, listening and speaking across the curriculum. Integrated curricular units, using themes from social studies and science will be created to promote purposeful literacy learning as well develop content-area and conceptual learning goals. Students will apply their knowledge of literacy to all areas of an integrated project-based curriculum including science, social science, and visual and performing arts.

CRES#14 Span School will develop a strong standards-based writing program tailored to each of the theme units, based on the projects at hand. Writing will be stressed from early elementary and will be taught in a variety of instructional settings

Science: Through a project-based and interdisciplinary approach whenever possible, students at CRES #14 will be provided with science instruction focused on a clear purpose: to better grasp the skills needed to engage in scientific inquiry. Our school will have a close working partnership with the L.A. River Conservancy, the Tree People, LADWP, the California Institute of Technology, and JPL for all levels of students from preK through 8th grade. Through service learning with partnership organizations, students will integrate geography, economics, English Language Arts, and history with broad-based science learning centered in ecological awareness.

By tying science instruction to a large environmental theme and using scientific process skills to do local work, students will learn new skills and concepts more readily and in a real way. They will see the impact of their work, the importance of science in our daily lives, and develop a passion for using science to serve their community. The System-wide Change for All Learners and Educators (SCALE), GEMS and FOSS kits will be used to fully implement inquiry-based approach and project-based learning.

Math: CRES#14 Span School will implement various math programs to meet the needs of its diverse population and to promote a project-based math curriculum. One of the core math programs is *Everyday Mathematics* for the elementary school level and *Connected Math* for the middle school, and other series like *Van de Walle Professional Math Series*. These resources have a consistent and strong emphasis on problem solving, and project-based work with a focus on in-depth understanding of the essential math skills recommended in the California State math standards. *Everyday Mathematics* is a comprehensive Pre-K through 6th grade mathematics curriculum that emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

In middle school, *Connected Math* (CM) will be taught through inquiry-approach, student-centered and project-based activities. Classroom instruction focuses on inquiry and investigation of mathematical ideas embedded in rich problem situations. CM lessons have unifying themes and topics that build on California State Content standards. The key mathematical goals are elaborated, exemplified, and connected through the problems in an investigation. For example, *Stretching and Shrinking* introduces proportionality concepts in the context of geometric problems involving similarity. Students connect visual ideas of enlarging and reducing figures, numerical ideas of scale factors and ratios with multi-media on the computer screen.

Everyday Math: CRES #14 Span School will implement the Everyday Math program for kindergarten through 5th grade as a part of inquiry-based, student-centered and hands-on activities during the interdisciplinary period and a math period. The program is designed in such a way that students construct their own understanding based on their starting point. Word problems used in the program are culturally relevant to the majority of students in this community.

Connected Mathematics Project: With funding from the National Science Foundation (NSF) in 1991-1996, and in 2000-2006, the Connected Mathematics Project (CMP) developed a complete mathematics curriculum for middle school teachers and students. CMP helps students and teachers develop understanding of important mathematical concepts related to the real world. Students are expected to learn through the inquiry approach and the collaborative working process.

Dual Language Program: The first year of operation will be a planning year during which the administration, staff (including classified) and parents will receive information, orientation and training from the Asian Pacific and Other Languages Office (APOLO) in preparation for beginning the DLP in the 2nd year. During that planning year all EO students pre-k through 5/6 will participate in the Foreign Language in Elementary School (FLES) program. EO students will be taught Spanish as a foreign language on a regular basis. EL students will participate in the Heritage Language Program expanding their native Spanish skills. The following is our schedule for a long-term implementation of DLP and FLES:

1st year of implementation – K in DLP PreK and 1-8 in FLES

2nd year – K and 1 in DLP and PreK and 2-8 in FLES

3rd year – K, 1, 2 in DLP and PreK and 3-8 in FLES

4th year – K, 1, 2, 3 in DLP and PreK and 4-8 in FLES

One more grade-level will be added to the DLP each year until, by the 9th year:

9th year – K- 8 in Dual language Program and PreK in FLES

Character Building: Promoting the ethical integrity in our students is fundamental in the successful implementation of the mission and vision of the CRES #14 Span School. People with a strong academic base but without a strong character base and balanced emotional confidence will not serve our community in a positive manner. Therefore, we believe character development is a crucial component of a student's education. Character development will be modeled and promoted daily to our students within the school day by all adults in the school community. However, it will be directly taught in small group electives period as well as during our morning assemblies for elementary school students. We will use a faculty-created curriculum using Character Counts as a base to work on issues such as conflict resolution, friendship, bullying, self-direction, honesty, integrity, etc.

Electives: Students will study elective courses that align with and compliment their basis curricula, studying arts, language, drama, and other areas of interest. Some, but not all, of these subjects would be:

Drama and Theater: Students will be exposed to spoken word with Shakespeare/drama, beat making, emceeing, and mural painting. Students will be given an opportunity to develop skills in specified areas of art in order to further develop themselves at their own pace.

Social Change Through the Arts: Students will learn about the history/origin and the interconnectedness of various genres of music/arts, the roles they played in society as forms of personal and social expression, and examples of their expressions in modern times. For example, they will learn how Reggae, Blues, Jazz, and Rock expressed the social climate of the times, exposed social inequalities, and inspired self-empowerment for change. Additionally, students will explore the similarities of the music genres through rhythm and drums. Teachers will also collaborate to support units of inquiry in the core class as appropriate.

Library and Multi-Media Technology: Students will be given the tools and skills to think critically, conduct research, develop fondness for books, share information, and use multi-media technology to seek out resources. The curriculum will be developed by the Instructional Leadership team using the California Technology Standards and the Language Arts Standard. The curriculum will support projects and units of inquiry being studied in the core class.

Foreign Language-Spanish: Students will learn Spanish as a foreign language.

Character Development: Students will learn conflict resolution, and develop social and emotional skills and develop self-confidence.

After-school Program: CRES#14 Span School will offer a variety of after-school programs to meet the needs of students from lower- to upper-income backgrounds.

A two-hour-per-week tutorial program will be sponsored and taught by volunteer teachers.

L.A.'s Best, Beyond the Bell, Youth Services are provided when approved.

i. Autonomy: *Describe how you will use curriculum and the instruction autonomy to maximize student learning. If seeking Pilot School Status, also discuss how the school will weave the community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*

Autonomy: The autonomy granted Pilot Schools will enable us to select, develop and implement curriculum and instructional strategies for a more pertinent state-of-the art curriculum. Autonomy is the crucial element that allows CRES#14 Span School to implement its vision. Autonomy in curriculum will allow the use of integrated-curricular techniques such as conceptual learning, and the use of curricula taken from varied sources, such as the IB program. Staffing autonomy will allow teachers to be selected for the school who have interest and experience in the described educational philosophy and curriculum. Scheduling autonomy will provide for effective project-based learning without restricted blocked time. All of the curriculum and instructional methodologies outlined below will use this autonomy.

ii. Curriculum Development: *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

After the Board announcement, the interim principal from the design team and the members will hire staff as soon as possible. The listed textbooks including IB materials will be reviewed and purchased by the newly hired staff and the design team. The textbook companies' representatives will provide professional development in summer 2011.

c. Addressing the Needs of All Students: *Articulate how the proposed instructional program will reinforce a commitment to different methods of instruction to meet the needs of all students, including students of poverty, students with special needs, students with disabilities, Gifted students, English Learners (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary school only).*

English Learners: In order to individualize and differentiate instruction to meet each child's needs, team teachers will provide homogeneous, heterogeneous or one-to one targeted instruction throughout the day. For example, all students view a video on global water issues. One teacher then may use the video as a demonstration of "persuasive essay" to some of the students, while another teacher pulls English Learners from the group, to provide a vocabulary development session based on the video. EL's will get more individualized assistance so that they can conceptualize these vocabulary words in a small-group setting. This teacher will simplify the discussion of persuasive essays to this group of students, so that they can acquire the concepts of persuasive essays through a less com-

plex vocabulary.

In heterogeneous groupings, EL's can participate in project-based activity through peer-learning. These students will develop their academic vocabulary by working together with students from a higher academic level. In the multi-age groupings, team teachers constantly use a variety of group models to meet the individual students' needs.

CRIS#14 Span School will offer Spanish content classes to challenge all students. Bilingual teachers and paraprofessionals will assist students in their English immersion classrooms with primary language support. There will be after-school, before school, and summer intensive English Language development classes that will focus on vocabulary and oral language development, reading and listening comprehension, and speaking. There will be daily English language development (ELD) instruction.

While a goal for English Learners is to become proficient in all domains of English language literacy, they will be working toward this while, at the same time, striving for an equal proficiency in Spanish. Goals for English-speaking students are the same, so both languages will be regarded as assets rather than deficits.

Special Needs and the Disadvantaged: Through the experiential learning process and using meaningful vocabulary, students with special needs will develop and sustain an academic vocabulary with appropriate accommodations and modifications written in their Individualized Educational Plans (IEP). As is evident, our student is actively accessing the four language arts domains (reading, writing, listening, and speaking) as well as applying mathematical concepts in real-life situations. Mathematics based on project-based learning and discovery of number relationships through experiential learning will also help students with special needs connect abstract symbols and relationships with the real world. Teachers will continue to use reality-based sequentially developed problem solving for individual students so that students will conceptually understand.

By using these types of reality-based instructional settings, students with disabilities, and/or from a low-economic status will be able to construct their own meaning and expand their academic language by collaborative work. Students with disabilities, collaboratively working together with general education students to complete projects or to solve problems, will be exposed to high academic language and also develop critical thinking and communication skills.

In the classroom setting, cooperative model special needs classes will have lower class sizes of 12-14 if the inclusive model is not appropriate for certain students with special needs. We feel that the inclusive model at an early age will provide the extra assistance that students with special needs require so that they can successfully access the general education curriculum alongside their typically developing peers.

Gifted Students: In order to challenge each Gifted student in their strong area, team teachers will structure the learning environment to be specifically conducive for their learning. To use the previous example, where all students view a video on global water issues, a teacher now pulls the Gifted students to ask them to use websites to do further research on global water issues to identify their roles as concerned citizens. The Gifted students work collaboratively to find and develop data to clarify the issues, identify their stances and to plan their action steps toward their goals. Teachers move from one student to the next, watching, listening, asking or answering questions, challenging and offering suggestions.

Some other strategies to consider supporting the Gifted are to provide opportunities to promote specific strengths. Some Gifted students may show great tonal memory or the ability to make up original tunes. These talents should be recognized immediately, and steps taken to provide them with members from Los Angeles High School #9, School for Visual and Performing Arts, and/or from our community sponsors such as the L.A. Chamber Orchestra.

General Student Population: One of the powerful results of project-based teaching is the creation of a true learning community where students are immersed into their own work intently. In this situation they are constantly interacting and collaborating with one another. Students accelerate their learning much faster in this type of setting, where teachers are always watching, listening, asking questions, challenging, and lending a hand. Every child is receiving differentiated support in this type of instructional setting. Teachers take the role of facilitator or guide to challenge students from where they are, to where they can be, by differentiating projects, questions, and the process of assessment. Every child blossoms in the project-based interdisciplinary learning environment.

d. Instructional Strategies: *Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you serve.*

Multi-age grouping is discussed in detail in section 2a (Instructional Philosophy) above, under the head “Multi-Age Grouping.” This strategy is proving to be an effective tool for all learners, but it has particular applicability to the student population that CRES#14 Span School will serve, with its high ratio of immigrants from non-English speaking countries. English Learners who come to the United States may be initially placed in lower grade-level mixing groups due to lack of academic language acquisition. However, due to the instructional strategies focusing on critical thinking and project-based learning, students do not lose opportunities to perform to and even above their grade-level state standards. Instead of being placed in a class below their abilities, due to language constraints, the strategy of conceptual learning in a multi-age grouping and the dual language and immersion instructional setting allows them to be challenged. Students continue to gain critical thinking skills beyond their academic levels while learning English academic language.

Conceptual Learning is another strategy that is discussed in detail in section 2a (Instructional Philosophy) above, under the head “Conceptual Learning.” Project-based instructional strategies and the inquiry approach are essential instructional strategies to develop conceptual skills. Students will be challenged to demonstrate what they learn in an authentic way, either by oral presentations, projects, dance and movement, music and rhythm, or written reports. What all these ends produce is the product of the students’ acquisition of concepts and skills. They are challenged to create these end products by constructing meaning from where they were to the final goals. Gifted students will probably produce much more complex products at the end of each theme, while students with disabilities may be expected to produce much simpler ones. However, all these students are challenged to internalize concepts that became meaningful and comprehensive to them through their own experiences.

The diverse student mix that will attend CRES#14 Span School will be particularly well-suited to the Conceptual Learning strategy, as concepts are universal. English Learners will acquire academic language as a natural result of the inquiry approach, and the cross-disciplinary nature of Conceptual Learning will allow students to connect their knowledge to the real world around them, instead of being focused on academic abstractions.

For Elementary Schools and High Schools Offering Services to Teen Parents and their Young Children Only

e. Early Care and Education: *Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).*

CRES#14, in conjunction with the LAUSD Division of Early Childhood Education, is committed to providing a quality early education experience that will prepare students for success in school and life, while valuing and respecting the needs, languages, and cultures of all students, families, staff and communities it serves. Through state funding CRES #14 Span School will provide children 0-5 and their families with the opportunity to participate in a high quality early childhood education.

The State Preschool Program is a program for children ages three and four years old. Since the State Preschool Program is located in the same campus as the rest of the grade levels of CRES#14 Span School, parents and the community will have easy access to get information about the program. The State Preschool Program provides personalized learning experiences before children enter kindergarten, and parent involvement and training are key foci of the program. The use of the primary language is essential for parent communication and to facilitate interactive parent dialogue, allowing parents to be full partners in their children's school success.

CRES # 14 Span School will apply for the opportunity to provide the **California School Age Families Education (Cal-SAFE) Program**, which is a comprehensive, integrated, community-linked, school-based program that serves expectant and parenting students and their infants and toddlers. The Program is designed to improve the educational experience, increase the availability of support services for enrolled teen parents, and provide child care and development services for their children. Since CRES #14 Span School has teens, the school is committed to provide this program.

School Culture and Climate (4 pages + attachments if applicable)

This section is over-length because of the importance of the subject and the need to show scheduling in detail, rather than through appendices

a. Description of School Culture: *Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.*

CRES #14 Span School will provide a safe, nurturing, and intimate PreK-8 environment based on student social and emotional health, safety, trust, respect, and high expectations. The PreK-8th structure allows the school to continue the relationship established with the students and their families in the elementary grades with a seamless transition into the middle school grades, giving students the security and time to develop the academic and emotional maturity required for success in high school and post-secondary education.

To teach students about social and emotional behavior, teachers, administrator, and staff will emphasize to students the importance of respecting everyone, including themselves, regardless of ethnic background, gender, or religious belief. Visitors will have to check in through the main office to receive a visitor's pass in order to enter school grounds. Each adult who enters the campus will be expected to model behavior that shows that he or she, and others, are valuable, respected, and responsible. For general campus safety, the school will have a schedule of supervision established for the faculty and staff so that there is no lapse in supervision of students by adults.

Staff will conduct ongoing training to provide direct instructions on expected social and emotional behavior, and then reinforce them inside and outside the classroom. Some of the training and programs offered will be:

1. **Student Success Team:** all members of CRES #14 Span School will support and share information related to students with social-emotional and/or academic issues, and plan steps for improvement.
2. **El Centro Del Pueblo** will train families and staff on child abuse prevention, intervention for neglected children, emergency services, youth counseling, and behavior change, delivered in a culturally and linguistically appropriate manner that meets the needs of individual families

3. **Children's Institute (CI)** promotes the well-being of vulnerable children. Their aim is to heal children who have been hurt, to protect them from getting hurt again and to provide families with a holistic blend of clinical and community programs.
4. LAUSD behavior experts will train staff on a systematic behavior system on campus called **Best Behavior**, which combines four different support systems: school, classroom, family, and individual student, into a single effective system.
5. LAUSD staff will provide training on a consistent, school-wide implementation of a social-emotional learning program called **Second Step**, and curriculum and practices from the Passage Works Institute that empowers students to be take responsibility for their physical and mental/emotional health including fitness, good nutrition, maintaining a healthy weight, making healthy life choices such as not smoking or abusing drugs and alcohol.

Students' perfect and good attendance will be recognized on a monthly basis through assemblies, the school's website, and certificates with incentives. Through theme-based interdisciplinary instruction, cultural differences and positive behavior are taught and recognized. The various culture-based projects will be displayed in the hallways and on the bulletin boards. Respectful, collaborative partnerships between all members of the school community and the surrounding community partnership organizations will maintain CRES#14 Span School as a protected place where everyone is valued, respected, and feels safe. This will support students' academic, social, and emotional growth, resulting in: better communication, more tolerance, a sense of belonging, teamwork and leadership, an improvement in students' ability to cope with stress and change and develop self-discipline and empathy.

b. Student Support and Success: *Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?*

Student success at CRES # 14 Span School will be measured by the growth students achieve toward meeting their social, emotional, physical, and intellectual potential and their progress toward becoming responsible, productive citizens, prepared to lead a diverse society. Students will be succeeding by all measures, demonstrating proficiency not only on the CST, but also developing their creative talents in the arts, linguistic and cross-cultural proficiency in their second language, and their potential as leaders and as collaborative members of a team and a community.

Students will be considered successful when they see beyond "rules" to empathy, and beyond fulfilling mandated "service learning" requirements to finding meaning and purpose through giving. They will also be recognized for efforts to improve the environment through responsible practices at school and in the community. School staff and parents will develop and schedule monthly award ceremonies where students can be recognized for their academic growth, artistic achievements, and their service to their fellow students, the school or the community. We will seek to recognize their courage and willingness to take risks and stretch beyond their comfort zones. Parents and our community partners will be involved in the awards ceremonies to emphasize the importance of their achievements.

c. Social and Emotional Needs: *Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.*

At CRES#14, the PreK-8th structure will create an intimate school climate, where school staff know the students and their families and can make sure students don't fall through the cracks. Student Success Team (SST) or Case Study sessions will be held on a weekly basis on Friday afternoon to identify the social and emotional needs of the students. The Student Success Team consists of teachers, a psychologist, a counselor, an administrator, and representatives from El Centro del

Pueblo, the Eco-Center and the Children's Institute. They will monitor each student's progress by conducting follow-up sessions after the first meetings.

While the curriculum and pedagogy will be designed to support the academic success of all students, it is essential that the school also consciously guide students to develop the social and emotional skills they will need in order to participate successfully as citizens in the diverse, changing world of the 21st century. Social and emotional learning (SEL) is key to creating a school community where students develop into responsible, confident, proactive, capable citizens who will make positive contributions to society. Arts education and project-based learning reinforce the goals in the social emotional curriculum. The school culture is also defined by the school-family relationship. In order to create a school community, the school will develop a partnership with students' families and the larger community. United Teachers Los Angeles will provide the American Federation of Teachers, Educational Research and Dissemination Program: School Family Community, a course based on the work of Joyce Epstein, to school staff in order to develop the knowledge and skills to develop these essential partnerships that will develop self-efficacy, academic achievement, and social responsibility. Every student will have a Personalized Education Plan (PEP), which will be based upon his or her instructional and emotional needs. Each student will be assigned to a team of teachers who will provide culturally relevant and responsive instruction and follow his/her academic and emotional progress. Partnerships with community organizations will allow us to refer families to additional counseling and medical services when needed.

d. College and Career Readiness: *Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.*

In CRES #14 Span School, students will acquire specific skills, knowledge and experience in arts, environmental issues and service learning. Additionally, they will focus on developing their skills to their maximum potential by the time they graduate from the school. They will know that neighborhood organizations are the partners who are providing resources, and they will serve back to the community. Community partnerships listed in the Appendix (6) will support our students as models and resources to promote college and career preparedness as an integral part of the culture of the school. Students will be provided with job shadowing opportunities in the community.

CRES #14 Span school will hold a special summer program for sixth graders to help develop their college awareness, and conduct career activities. 6th graders will be studying about universities from all over the world as a part of their theme-based instruction. The school will provide middle school students with opportunities to do video conferencing with college students from all over the world to learn about their experiences.

Central High School #9, School for Visual and Performing Arts will send their students as mentees to serve students who demonstrate talents and/or skills, or need social and emotional support. CRES #14 Span School students will be invited to their campus to see high school students performing dance, theater, instrumental music, and to see their fine arts exhibits.

Grand Performances, one of the GAP organizations, will provide students with opportunities to see professional musicians and dancers perform in a professional concert hall, so that students will understand how important it is to go to college to refine their skills. Several GAP organizations will provide concerts, culturally relevant music and dance events. With an emphasis on arts education, we believe students at CRES #14 Span School will be prepared for college and career success.

The Parent Center group will be created, and receive training on PreK-12 issues such as A-G graduation requirements and CAHSEE. Parent education opportunities will include a focus on how to help students at home, how to create a college-going focus, and how to maintain the vision of all students focused on being college-prepared and career-ready

e. Parental Involvement: *Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.*

CRES#14 Span School will be founded on a model of collaborative leadership, where all members of the school community share decision-making, and parents are an integral part of this community. The Organizational Team, which consists of a principal, elementary and middle Lead Teachers, and a consulting retired administrator, will meet with school staff and community partners to create strategic action plans that outline multiple ways to meaningfully engage parents. Some of the action plans will include:

1. Lead Teachers will be trained on Joyce Epstein's Framework of Six Types of Involvement, which focuses on techniques, some of which will help design effective forms of school-to-home and home-to-school communications about school programs and children's progress. (Appendix 11)
2. The staff will be trained on the School Family Community, another course based on the work of Joyce Epstein, in order to develop the knowledge and skills to develop essential partnerships with parents.
3. Lead Teachers will train parents on Joyce Epstein's Framework to help them learn decision-making skills and leadership skills.
4. At the beginning of each year, parents will complete a Spanish/English survey, providing information about parent work schedules, as well as special talents and interests parents possess. Lead Teachers and the retired administrator will recruit parents into becoming council members, volunteering, fundraising, grant writing, and art and campus beautification events. The information will be placed in a database.
5. Parents will sign a compact every year to help their children complete weekly project-based homework. Parents and children are asked to list what they are learning during project-based homework. This list becomes part of a weekly written report, which is signed by parents and children. Children bring the report back to school on Monday, and verbally explain what they learned.
6. A series of workshops, such as a regularly scheduled Family Literacy Night and Family Concert Events will be held in both English and Spanish. Local librarians, parents, and volunteers will read stories in the library. Special reading events will be held on, for instance, Halloween, on the school stage, with a haunted house setting. The Los Angeles Chamber Orchestra will provide concerts for families, to help them learn the enjoyment and importance of music concerts.
7. At parent conference meetings, teachers and staff will show parents how they can be involved in their child's education both at home, at school, and in the community.
8. Through the School Site Council and the Governance Council, selected parents will engage in the decision-making processes. A parent center will be set aside so that parents not only feel welcomed at the school, but also have a space in which to meet for leadership training, listen to the community and share information with the principal.
9. Staff, community partners and parents will meet on a quarterly basis to monitor and evaluate the progress of collaborations between the staff and parents, and refine the quality of parents' engagement.

f. School Calendar/Schedule: *Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads, and how the proposed schedule promotes student achievement.*

School calendar for faculty

We will follow the LAUSD's traditional calendar with a total of 180 days of instruction. Teachers will have ten days of professional development prior to the opening of the school as described in the PD section and two pupil free days. Teacher working hours will be from 7:15am to 3:15pm with ad-

ditional hours as needed after school each week to facilitate Student Clubs and tutoring. On Tuesdays, students are dismissed early, and teacher working hours will be from 7:15am to 3:30pm, to allow time for professional development and/or a monthly faculty meeting

School Calendar for students

Students will follow the LAUSD's traditional calendar with a total of 180 days of instruction. School hours for students will be:

PreK: 8:15 – 11:15 a.m. (morning group), 12:00 – 3:00 p.m. (afternoon group)

K to 5th Grade: 8:00am-3:00pm

6th to 8th Grade: 8:00 am to 3:15 pm

Above hours are for Monday, Wednesday, Thursday and Friday.

On Tuesdays, school hours for students will be: 8:00am-1:50pm (K to 8th Grade)

Weekly Schedule for faculty and students:

K to 5th Grade:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-8:00	Team teacher planning	Advisory meeting	Team teacher planning	Advisory meeting	Team teacher planning
8:00-8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15 – 9:15	Math Multi-age grouping and Teaming	Math Multi-age grouping and Teaming	Math Multi-age grouping and Teaming	Math Multi-age grouping and Teaming	Math Multi-age grouping and Teaming
9:15 – 10:30	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme
10:30-10:50	Recess	Recess	Recess	Recess	Recess
10:50–11:50	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme
11:50-	Lunch	Lunch	Lunch	Lunch	Lunch

12:30					
12:30-1:50	Service Learning/Integrated Response to Intervention (RTI)-Targeted Learning Center	Service Learning/Integrated Response to Intervention (RTI)-Targeted Learning Center	Service Learning/Integrated Response to Intervention (RTI)-Targeted Learning Center	Service Learning/Integrated Response to Intervention (RTI)-Targeted Learning Center	Character Development
1:50 – 3:00	Spanish or Art, Technology, Multi-Media, Music, Character Building, P.E. (P.E. Schedule is designed so that all students must take 200 minutes per two weeks	Student: Dismissal/ 1:50 Tuesday Tutoring program Faculty: PD 2:00-3:30	Spanish or Art, Technology, Multi-Media, Music, Character Building, P.E. (P.E. Schedule is designed so that all students must take 200 minutes per two weeks	Spanish or Art, Technology, Multi-Media, Music, Character Building, P.E. (P.E. Schedule is designed so that all students must take 200 minutes per two weeks	Student: Psycho-motor development Faculty: Student Case Study
After school	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services

Description of Terms:

Service Learning: based on the current theme, students are learning to work outside of the campus on projects such as gardening, community research (Which streets are clean? Why? Do people need education about littering? How?), planting flowers, story telling to senior citizens, etc. This "service learning" is an integration of major core curricular areas

Response to Intervention (RTI): At-risk students, English Learners who are not moving up fast enough, RSP students, etc. come to this room to learn specifically targeted skills and concepts, such as fluency, vocabulary development, fraction and decimal relationships, multiplication tables, writing

skills etc. Targeted skills change every two to three weeks, and students may come and go depending on the skills being targeted. Individual assessment is made and carefully recorded and used for student improvement.

Targeted Learning Center: This learning center is for at-risk students in Tier 3 and students with disabilities. Instructional methods are carefully crafted to improve specific essential skills in math, reading and writing with appropriate accommodations or modifications. A Special education teacher and regular teacher co-teach at this learning center. Some students may move to RTI groups or may stay for a longer period of time. Individual assessment on specific skills, concepts and knowledge is carefully monitored and used for student improvement.

1:50 – 3:00 - A typical student schedule:

40-min block	Monday	Tuesday	Wednesday	Thursday	Friday
Student A	P.E./Elective 1	N/A	P.E./Elective 1	P.E./Elective 1	N/A
Student B	Elective 1/P.E.	N/A	Elective 1/P.E.	Elective 1/P.E.	N/A

(See electives on pp. 14-15)

6th to 8th Grade:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-8:00	Team teacher planning	Advisory meeting	Team teacher planning	Advisory meeting	Team teacher planning
8:00-9:30	Math Multi-age grouping and Teaming	Math Multi-age grouping and Teaming	Math Multi-age grouping and Teaming	Math Multi-age grouping and Teaming	Math Multi-age grouping and Teaming
9:35-10:50	CORE/Inter- disciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/Inter- disciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/Inter- disciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/Inter- disciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/Inter- disciplinary Multi-age grouping and Teaming IB Curriculum Theme
10:50-11:10	Recess	Recess	Recess	Recess	Recess
11:50-12:30	IB: CORE/ Inter- disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter- disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter- disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter- disciplinary Multi-age grouping and Teaming IB Curriculum	IB: CORE/ Inter- disciplinary Multi-age grouping and Teaming IB Curriculum Theme

				lum Theme	
12:30-1:10	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-1:50	Foreign Language, Arts, Media-Technology, Character development or P.E. (P.E. Schedule is designed so that all students must take 200 minutes per two weeks	Foreign Language, Arts, Media-Technology, Character development or P.E. (P.E. Schedule is designed so that all students must take 200 minutes per two weeks	Foreign Language, Arts, Media-Technology, Character development or P.E. (P.E. Schedule is designed so that all students must take 200 minutes per two weeks	Foreign Language, Arts, Media-Technology, Character development or P.E. (P.E. Schedule is designed so that all students must take 200 minutes per two weeks	Foreign Language, Arts, Media-Technology, Character development or P.E. (P.E. Schedule is designed so that all students must take 200 minutes per two weeks
1:50-3:15	Service Learning/Integrated, Response to Intervention (RTI)-Targeted Learning Center,	Student: Dismissal/ 1:50 Tuesday Tutoring program Faculty: PD 2:00-3:30	Service Learning/Integrated, Response to Intervention (RTI)-Targeted Learning Center,	Service Learning/Integrated, Response to Intervention (RTI)-Targeted Learning Center,	Arts Community Volunteers and Lead Teachers: Faculty: Student Case Study
After school	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services

(See the schedule description above.)

All attempts will be made to keep the class size under 24 students per teacher PreK-3rd and 30 students per teacher 4-8th. With the additional elective visual arts teacher and instrumental music teacher, the teacher-student load will average out to approximately 24 students per teacher. However,

we are keeping the district norm in order to create release time during the day for teacher collaboration and planning. Teachers will team teach in multi-age instructional settings to expose students to their area of expertise and to build a sense of community. Students will participate in electives to be exposed to a variety of forms of art as well as a second language and technology. For students who need additional intervention in the form of the Learning Center, students will be grouped based on need identified through assessment data. This will allow the intervention teacher to target instruction when students are placed in the Learning Center rotation with quick and targeted intervention.

i. Autonomy: *Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.*

CRES#14 Span School will use scheduling autonomy to have a longer school day for students' instructional time, and to ensure that certificated staff members have adequate time for professional development and collaborative common planning time.

1. Use of scheduling autonomy will help structure long periods of uninterrupted learning time for meaningful implementation of conceptual learning through project-based instruction.
2. We will make use of scheduling autonomy to provide a structure that will provide collaboration time for the faculty. Tuesdays, teachers and administrators have a longer professional development. Teachers have team teacher planning time on Mondays, Wednesdays and Fridays between 7:15 – 8:00 a.m.
3. We will also extend the on-site working hours of the certificated faculty to accommodate team-teacher planning and/or student advisory time before school for 45 minutes. In addition, teachers will provide two additional hours of after-school student support per week through Student Clubs and tutoring.
4. Each morning, the entire elementary school community will gather in assembly to reinforce our sense of community and our expectations before going into instruction.
5. On Tuesdays, students will be released at 1:50pm and the faculty will have professional development and planning.
6. We will further use scheduling autonomy to add elective slots throughout the week. This will allow further release time during elective slots for the core teachers to plan together as a grade level, to prepare lessons, and plan an integrated curriculum.
7. Lastly, we will have an additional 10 days of PD during summer. This will allow the faculty to open the school with a uniform mindset and a strong sense of teamwork.

g. Policies: *For Independent Charter Schools Only*
Not Applicable

4. Assessments and School-wide Data (4 Pages)

a. Assessment Philosophy: *Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the school's proposed Instructional Program.*

The school believes it is important to assess the development of cognitive, social, physical, and emotional growth in children. The process students take in solving problems, creating products, and arriving at answers is vital to the assessment process. Students should work in a variety of modes of learning, but have the opportunity to be assessed from their modality of strength. For instance, a student who is verbally oriented will not reveal his/her abilities if tested using a visually oriented assessment tool. That's why teachers need so much more information than tests can provide before they can judge whether a student is an analytical reader, a creative writer, or an advanced placement-level mathematician. *(Using Performance Assessment to Engage Preservice Teachers in Mathematical Discourse Denise R. Thompson-Article first published online: 17 MAR 2010)*

CRES#14 Span School believes that multiple measures, using formal and informal assessments, are necessary. This is because it is necessary to address a variety of purposes for accurate assessment. A combination of traditional standards-based assessment, criterion-referenced assessments, project-based/performance assessments, and ongoing (formative) assessments are necessary to obtain a complete picture of students' needs. When considering this variety of assessments, the project-based assessment is crucial, because that often determines whether the child has integrated, and can apply, learned knowledge.

Through the data gathered from formative assessments such as oral presentations, written reports, and projects as culminating tasks of each unit of inquiry, teachers will improve instructional methods and student feedback. Learning begins by first understanding the background of students. Through the use of a home survey, teachers will establish a school/home connection, and allow parents to participate in setting goals for their children. This is a part of the parent compact mentioned earlier. Anecdotal records will allow teachers to observe and monitor growth in students. Data gathered from these assessments will be used to determine whether students are making adequate growth during the year. Based on the data, the teachers will adjust instruction, and use intervention or differentiation strategies to allow students opportunities for optimum growth. Performance assessments will be used to measure for mastery. Students will create electronic portfolios to demonstrate growth and mastery of grade level standards.

We realize that summative tests have limitations, however, they do provide valuable data on instructional programs and services being implemented. Through the use of unit assessments, diagnostic assessments, and standardized testing, we will evaluate how the programs are meeting the needs of all students. The data will guide our curricular and instructional decisions for students as a whole as well as for individuals. The faculty will meet weekly to analyze and discuss how to adjust curriculum and assessment tools, and determine best practices for instruction. Curriculum and assessment will always evolve to meet the needs of the ever-changing student body.

In addition, ongoing assessments aligned with state standards are crucial. We will use the checklist or on-demand tasks to assess students' acquisition of concepts and skills listed in the state standards. This will be done on an ongoing basis to help students improve specific skills as needed. This checklist and on-demand tasks will help teachers develop learning centers where students come for a period of time for specific targeted intervention. This will be done during the electives period.

A. Autonomy: *Describe how the school will use assessment autonomy to maximize student learning.*

CRES #14 Span School will use assessment autonomy provided by the Pilot Model to apply the Key Standards strategy, adapted from the *Civitas School of Leadership*. At the Summer Professional Development teachers will meet with their grade level to choose ten key standards per curricular area to focus on for the school year. These choices will be made based on student data analysis. In language their students can understand, teachers will create indicators for each standard. These indicators will make a rubric by which students can gauge their achievement toward mastery of the standards in each curricular area. A point scale will provide students and teachers with a quantitative translation to be factored into the marks that students receive on their progress reports.

The school will use assessment autonomy to maximize student learning, using flexible assessment tools. The flexibility of using multiple measures as evidence of learning is part of our mission to meet the needs of all students. As a reflection of their yearlong academic learning, students will develop an inquiry-based culminating project that demonstrates mastery of grade level standards. Teachers and students will evaluate the projects based on criterion charts and rubrics. This and other inquiry projects will provide students with an opportunity to problem solve, to think critically, and to reflect on their learning. Students not making sufficient progress will receive one or more of the following services as support: summer school, learning center, and/or after school interventions.

In another use of assessment autonomy to maximize student learning, parents will receive narrative reports three times a year. These reports will provide them a deeper understanding of their child's progress and development. Project-based performance assessments showing mastery of Cali-

formia and National Standards allow students more flexibility, choice, reflection, and self-assessment. This will be done with the collaboration of teachers, students, the Instructional Leadership Team, and Local District 4 experts during the start-up year. The school will use the modified LAUSD report card system during this period. CRES #14 Span School will develop performance-based and criterion referenced quarterly assessments in place of LAUSD quarterly assessments.

c. Student Assessment Plan: Describe the school-wide assessment plan for the proposed school. What formative and summative measure will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

CRES#14 Span School will implement traditional standards-based assessment, criterion-referenced assessments, project-based/performance assessments, and ongoing (formative) assessments. Multiple assessment tools will display a complete picture of students' progress. Project-based assessment will determine whether the child has integrated, and can apply, learned knowledge. Anecdotal records about the student's social-emotional behavior will be used to allow teachers to observe and monitor growth in students.

The following chart lists the national, state, district, and classroom assessments to be scheduled each year. The exact dates and testing windows will be determined by the guidelines of the national, state, and district testing program in June.

Tests/Assessments	Frequency	Rationale/Purpose
Annual CELDT	Yearly in September-October	Required state test that identifies students who are English Learners
Initial CELDT	As needed from September-June	Required state test that identifies a student's level of English proficiency
BEST	As needed from September-June	Required state test that identifies the students eligible for Title I funding
CST and CMA	Writing Field Test Yearly in September	Required state test for 8th grade students
CST	Yearly in May	Required state test to measure mastery of state standards
STS	Yearly in May	Required state test for Spanish speakers
CMA /CAPA	Yearly in May	Required state test for students needing modifications
CA Physical Fitness Test	Yearly from February-April	Required state test for 5 th and 7th grade students to measure health and fitness
Project-based assessment, such as oral presentations, written reports, projects or portfolios	Ongoing for each unit of study	To measure authentic understanding of student learning
On-demand tasks	Ongoing	To measure student acquisition of specific skills, knowl-

		edge and standards To measure English learner's progress toward their annual benchmarks
Developmental Screening such as identifying student with disabilities, Gifted and talented	Ongoing	To measure student specific disabilities or Giftedness or talent
A standards-based inquiry projects	The end of each unit of study	To measure how students problem solve, think critically, reflect on their learning, and demonstrate mastery of grade level standards
Visual Art or Performance Art	Ongoing	To measure how students demonstrate mastery and talent
Student Success Team	Ongoing	To measure the development of cognitive, social, physical, and emotional growth in children
Home Survey	At the beginning of the school year	To measure students' social and emotional backgrounds

d. Assessment Development: *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

After the Board announcement, the interim principal from the design team and the members will hire staff as soon as possible. The listed textbooks including IB materials will be reviewed and purchased by the newly hired staff and the design team. The textbook companies' representatives will provide professional development in summer 2011.

e. Data Collection and Monitoring: *Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?*

CRES #14 Span School believes in multiple measures of formal and informal assessments to be administered in an on-going cycle with teachers continuously assessing, planning, and implementing. The school will use the data from all assessments for planning, goal setting, and meeting the needs of all learners. Collected data will include student portfolios, projects, report card grades/narrative, ISIS (reclassification), attendance data, SST summaries, IEP information, *My Data*, teacher and student feedback, and CST to measure student progress.

CRES #14 Span School will use the Integrated Student Information System ("ISIS") to monitor students' attendance and reasons for absence, to identify students at-risk, to determine appropriate programming for students and to monitor teacher qualifications. The school will use the data on an ongoing basis.

The school will use the District's Special Education Policies and Procedures Manual and Welligent, which is a District-wide web-based software system for online IEPs, to identify students with disabilities, to monitor their progress toward their IEP goals, to determine appropriate programs and placement and to monitor MCD compliance. NCLB accountabilities will be used to measure progress as well as LAUSD Modified Consent Decree Indicators to measure progress of students with

disabilities.

Some of the strategies implemented will rely on the use of the District's My Data tool, a computer system that will be used to generate information for counselors, and easily and readily identify students with risk factors that contribute to dropping out. This will support strategies for school dropout prevention and to recover students who have quit middle school. Additionally, using the My Data system, teachers will review information on a regular basis in order to monitor student achievement, to identify students at risk, and to identify specific intervention strategies.

The input of parents, teachers, staff, and community members will be gathered in establishing the school's operational goals and metrics. The kind of operational goals set might include maintaining 100% financial solvency, achieving a 95% employee retention rate, and ensuring that 100% of faculty are highly qualified teachers. Every year, the operational goals and metrics will be used to monitor the school's progress, and corrective action will be taken when necessary to ensure a successful school. In summary, The variety of data listed here will help turn CRES#14 Span School into a learning organization capable of continuous introspection and improvement.

f. Graduation Requirements: *for all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.*

CRES #14 Span School will prepare students from PreK through 8th grade to acquire required skills, knowledge, and experience in their grade-level standards before moving to the next grade level. Students will be required to produce and present projects, written reports, oral presentations, or PowerPoint presentations, using various grade-level standards and critical thinking skills. The flexibility of using multiple measures will allow the school to measure students' authentic understanding of the grade-level standards.

1. Students must be able to show excellent attendance records throughout the years at CRES #14 Span School. They should have none or few suspensions or expulsion records.
2. Students must exceed a minimum of 50 hours of service learning each year, and show they have contributed effectively to the community. They will create portfolios showing what they have done to serve the community.
3. Students will demonstrate constant improvement in skills in arts or other curricular areas to show that they have developed the adequate discipline and skills to move on to high school. The partnership organizations and teachers will develop exact metrics to measure their qualifications.
4. Students will be required to show that they can work collaboratively with their peers in the process of completing projects. Specific rubrics and surveys will be established to measure this skill.
5. Students will develop the ability to communicate with others from other socio-economic and cultural backgrounds. The process of communication could be demonstrated through the use of another language, cultural understanding of other countries, and appreciation of their arts and food.
6. Students will demonstrate technological understanding through the creation of projects in media such as podcasts, Garage Band, website creation, and video conferencing.

5. Professional Development (7 pages)

a. Professional Culture: *Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.*

The professional culture at CRES#14 Span School will be a function of professional development that will "deepen teachers' understanding about the teaching/learning process and the students they teach" (Darling-Hammond & McLaughlin, 1996). All stakeholders are part of the learning community at school, using collaboration, teambuilding, and leadership skills to prepare students for higher education. The professional development at CRES#14 Span School 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 life-long process.

This culture will directly reinforce the instructional goals of CRES#14. The professional development plan at CRES #14 Span School will be directly aligned with the school's vision and mission of using conceptual learning, project-based, global critical thinking, and leadership as a process of learning. According to Dr. Judith Wilde (2009), effective professional development is founded on five principles to ensure student success: building on prior skills, knowledge, and expertise; engaging participants as learners; providing practice, feedback, and follow up; measuring changes in teacher knowledge and skills; and measuring changes in student performance. These principles will be applied to professional development planning throughout the school year and across grade levels at CRES #14 Span School.

To support the professional culture at CRES#14 Span School, the school will select a Principal, Lead Teachers, and hire a retired administrator to plan the 10-day summer professional development (August 2011) during spring 2011. This planning group:

1. Will focus on team building, data analysis of incoming students, using My Data, and the philosophy, mission, and vision of the school.
2. Will hire experts from UCLA and LAUSD to create a 10-day professional development on team building, teaming, and collaborative planning.

Starting at the beginning of the school year, the Instructional Leadership Team (ILT) and the Organizational Team will be created. The primary purpose of ILT will be to execute instructional and professional development action plans to maintain the mission and vision of CRES#14 Span School. The team will include the Organizational Team, and partnership organization representatives. The team will also oversee school progress, data analysis, and recommendations for program improvement. The team will meet on a monthly basis. The Organizational Team consists of a principal, elementary and middle Lead Teachers, and a consulting retired administrator. They will meet weekly to coordinate scheduling, discipline plans, parent engagement, special issues, and meeting district mandates. Lead Teachers will take the roles of mentor, coach and coordinator. These teams will:

1. Develop a strategic action plan around instructional programs and professional development.
2. Share with teachers, partnership members, and parents to get their feedback.
3. Based on the shared action plan, prioritize various professional development topics with teachers that may include, but will not be limited to, concept-driven curriculum, project-based instruction, the International Baccalaureate Curriculum, teaming and collaborative planning, multi-age grouping and differentiated instruction, performance-based assessment and rubric making, My Data analysis, and parents and partnerships engagement.
4. Plan the first-year professional development sessions and dates, and share the plan with the Governing Board.
5. Execute the approved professional development plan and monitor the effectiveness throughout the year.

At the 10-day professional development session, teachers will be introduced to the structures outlined above. Feedback will be solicited at this time, and in the future as outlined. Teachers will meet four times a week for Professional Development sessions (see 5b for detailed outline). Lead Teachers, who will be co-members of the Organizational Team, will provide 2-way feedback, which will flow upwards to the Organizational Team, whose decisions and strategies will be determined partially by this feedback; and downward, to the teachers, who will be continually "in the loop" of ongoing plans and strategies.

A. Professional Development: *Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the*

PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

The professional development plan for our school is intended to be innovative, conceptually focused, personalized, and built on strong research-based models. Teachers and administrators need to feel that professional development will promote their professional growth and experience. CRES#14's professional development will foster collegiality, build consensus, and contain avenues for input and feedback from Lead Teachers, partnership organizations, assessment and other data, and the teachers themselves.

The goals of professional development will be to meet the needs of teachers and administrators, and fit into the vision, the mission, the curricula, and instructional methods of the school. The Leadership Team, with the Governance Council, will develop a short-term and a five-year plan to achieve various professional development goals. Professional development will be provided throughout the year in a variety of formats. These sessions will also allow staff to engage in problem solving for nuts-and-bolts concerns closest to their classroom. They also create opportunities for common planning time and to model good teaching strategies. These discussions will also provide a venue for the interdisciplinary review of best practices in project-based instruction, use of technology, and protocols for examining student work.

Data Analysis and Application: CRES#14 Span School will start every year with a 10-day summer PD where the main focus will be team-building, to ensure a collaborative community focused on our mission and vision. Besides creating a stronger, more cohesive faculty, the staff will have hands-on training on various topics such as the IB curriculum, assessment measures, arts and ecology, multi-media, character-building and service-learning programs.

During the 10-day summer professional development, teachers will analyze student assessment data to inform yearly growth. Quarterly PD sessions will be used to review both formative and summative assessment data across content areas. Results of this analysis will inform subsequent professional development sessions. Teachers will become proficient at disaggregating, analyzing, and interpreting student data sets using the cycle of inquiry. Teachers and staff will use My Data and other authentic assessment measures such as students' projects, written reports, and portfolios, to develop collaborative methods and protocols for looking at the data in an objective manner.

Scheduling autonomy allows us to set aside weekly school-wide PreK-8th professional development time. Tuesdays from 2:00-3:30 and Mondays, Wednesday and Fridays from 7:15 -8:00 a.m. will be scheduled for professional development and co-planning. Tuesday's professional development will be used to develop school-wide programs such as project-based instruction, concept-driven curriculum, team teaching, multi-age grouping and differentiated instruction, how to integrate arts and science in a concept-driven curriculum, how to include students with special needs in an inclusive way, and how to start a dual language program. In addition to Tuesday's sessions, teachers will have 45 minutes before school for collaborative team teacher planning, professional development needs, assessment, unit planning, content area planning, and preparation.

In order to differentiate professional development to meet the individual needs of teachers, CRES #14 Span School will:

1. Collaboratively share ideas from research-based articles and websites.
2. Send teachers to meaningful conferences.
3. Hold voluntary professional literature reading time on weekends.
4. Provide on-site professional development-facilitated teachers who are expert in various areas.
5. Provide coaching sessions to observe colleagues.
6. Provide time to attend online conferences.

7. Provide a partnership mentor to teachers who need specific assistance.

Some professional development will focus on themes and topics for all teachers and administrators, while some will focus on differentiation, taking into account strengths and areas that need improvement. This approach is to promote success, not failure.

c. Teacher Orientation: *Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.*

CRES#14 Span School will ensure that the assignment for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program, so the teacher and the advisor teacher can begin to develop a professional induction plan. The principal and the Lead Teachers will create and articulate a research-based vision for the teacher's preparation that is responsive to California's adopted standards and curriculum frameworks. The new and existing teachers in the induction program will be expected to develop English language skills, including reading, among all students, including those for whom English is a second language, and to develop knowledge about diverse abilities, and cultural, language, ethnic, and gender diversity. The supporting staff, which is Lead Teachers, advisory teachers, and the principal, will implement an assessment and evaluation system for their improvement.

The Principal and Lead Teachers will also identify experts in various disciplines on campus who can assist new teachers or existing teachers who need guidance. They will meet with the Instructional Leadership Team and the partnership organizations to reach out to colleges and universities to broaden the professional community. The Leadership Team and Lead Teachers will provide support for teacher development. They will work to continually improve the effectiveness of classroom professional development, recognize excellence, and reach out to those who need further guidance by providing differentiated professional development.

d. PD Calendar: *Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.*

School	Monday	Tuesday	Wednesday	Thursday	Friday
Time	7:15-8:00	7:15-8:00	7:15-8:00	7:15-8:00	7:15-8:00
The Organizational Team	Lead teachers meet with principal to discuss need and submit agenda				
Teachers	Team collaborative planning and sharing instructional ideas		Team collaborative planning and sharing instructional ideas		Team collaborative planning and sharing instructional ideas

		2:00 – 3:30 Schoolwide professional development			1:50 – 3:30 Case Study SST Differentiated Instruction
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Professional Development will include the 10-day PD in summer and some on Saturdays in addition to ongoing professional development described above. Below are some of the topics that will be covered on Tuesdays and the 10-day summer PD:

Core Curriculum Training: The purpose of core curriculum training is to ensure authentic program implementation and to develop teaching strategies that best align with program implementation. Program publishers will facilitate core curriculum professional developments during the *Summer Institute* and throughout the year as needed. PD will be provided for Everyday Math, Connected Math, SCALE, FOSS Kit, GEMS and the IB Curriculum when funding is available.

Project-Based Learning: PD will be provided on the philosophy and theory of project-based learning in the classroom. Teachers will apply the design principles for creating and managing standards-focused projects that align to the school vision of integrating inquiry into cross-curricular instruction. Trainings will include discussions on teacher facilitator roles and collaborative accountability to enhance the way teachers deliver instruction to fit student needs.

Multi-age Grouping and Differentiated Instruction: Professional Development will assist teachers in developing quality whole group instruction and follow-up small group instruction that is differentiated, reflecting student needs. This training will include access to leveled materials from core curriculum programs and to flexible grouping strategies to meet instructional levels. Trainings will include discussions on teacher facilitator roles and collaborative accountability to enhance the way teachers deliver instruction to fit student needs.

Readers & Writers Workshops: Lucy Calkins' (R. Fletchers, Debbie Miller, Keene / Zimmermann) approach to *Writer's and Reader's Workshop* offers a structure that allows our students to actively engage and experience what real authors and readers do. It also takes a developmental perspective that builds on writer and reader strengths while providing individual support where growth is needed.

Inner-City Arts: The *Creativity in the Classroom Series* is a 35-hour class that meets on Saturdays and is designed for teachers at all grade levels with a full range of experience in multiple art forms. Workshops provide teachers with meaningful strategies to integrate the visual and performing arts into the classroom curriculum in support of student achievement. The *Bridges to Classroom Integration Series* is available for teachers whose students participate in the Inner-City Arts instructional programs. This class provides connections, both in content and methodology, between the work teachers do with their students in our studios and the work they do in the school classroom.

Data Analysis and Application: During the 10-day summer professional development, teachers will analyze student assessment data to inform yearly growth. Quarterly PD sessions will be used to review both formative and summative assessment data across content areas. Results of this analysis will inform subsequent professional development sessions. Teachers will become proficient at disaggregating, analyzing, and interpreting student data sets using the cycle of inquiry. Teachers and staff will use the Data Wise model to provide collaborative methods and protocols for looking at the data in an objective, reflective, interpretive, and decisional manner. (Appendix 15)

Technology: Teachers will receive PD to enhance their know-how in the use of technology in the classroom. Technical support will also be provided for more specialized projects, such as the Digital Portfolio for Teachers and the ePortfolio, which students will put together to document learning growth. Lead Teachers will organize professional development aligned with The Mind Institute that fosters the development of critical thinking skills as well as problem solving skills for English Learners.

The International Baccalaureate Curriculum: Teachers will receive a one-week conference when the funding becomes available. Teachers will learn how to interconnect standards from various subjects under a certain theme. They will learn how to create open-ended questions, develop project-based assessment, and use local and global issues in their instruction. Additionally, when we begin the process to become an International Baccalaureate school, we will engage in extensive inquiry-based professional development with international curriculum consultants, and through IB seminars.

Based on the ongoing needs that present themselves throughout the year, teachers will assist in designing PD's using in-house experts, as well as inviting outside experts. As the issues at hand are worked on, the actual results of our efforts will be brought to the table and addressed in a constant effort for continual improvement. In preparation for the opening of the school, the areas most in need of professional development will be covered first as described in 5b, and the following will be added: Service oriented learning, the cross-connection of arts and academics, and how to build a sense of community and trust within our faculty. PD in these areas will be provided by outside experts who are knowledgeable in these fields. We will "front load" our educators with this knowledge before the start of the school year.

Throughout Tuesday PD sessions, the staff will:

1. Participate in an experiential-education program that will encourage individuals/groups to try new things, and stretch beyond their comfort zone
1. Set group goals, discuss new challenges, and encourage group members to share their own learning process with one another
2. Develop more effective interaction in areas such as teambuilding, communication, problem solving, conflict resolution, and leadership
3. Participate in professional development held by various Echo Park Partners such as the Grand Avenue Partners, the Tree People, the Eco Center, L.A. Chamber Orchestra and Cal Arts
4. Discuss the creation of a positive school culture (Best Behavior)
5. Focus on continual development and implementation of the curriculum, analysis of data, and continual development and refinement of assessment tools

As the school year evolves, new needs will arise from discussions at faculty meetings, team-teacher meetings, and the Friday Student Case Study meetings. The topics that we need to learn about will surface, and professional development will be modified accordingly. The structure of this development will be: learning more about how to address the issues, implementing possible solutions, reflecting and analyzing the effectiveness of our actions, and then refining again. The ultimate goal is to continue to learn together how to deal with the problem or goal, and engage in continuous dialogue about learning in order to raise student achievement and success.

In support of our efforts to develop as professionals, we will use pre-existing as well as newly developed protocols to guide our discussions and analysis of issues and results. Examples of these protocols include: examining student work, description of the issue/goal at hand, hearing from an expert as needed, implications for classroom practice, reflecting on the practice, and lesson studies. When assisting each other in developing as teachers using actual classroom observation, protocols for peer observation may include: using a video camera, focus point (pinpointing a focal point for observation), and interesting moments (discussions of shared experiences to learn). This part of professional development will be done using the Cognitive Coaching Model, utilizing the conference formats outlined in *Cognitive Coaching: A Foundation for Renaissance Schools* by Arthur Costa and Robert Garmston. In addition, teachers will continue to follow current research in the area of education through professional literature circles conducted during their morning planning meetings, and abetted by voluntary weekend reading of professional literature.

c. Program evaluation: *Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.*

The process of evaluating our professional development follows Guskey's (2006) recommendations, which are well aligned with our philosophy of professional development. (Appendix 16)

1. **Clarify the intended goals.** The first step in any evaluation is to make sure your professional development goals are clear, especially in terms of the results you hope to attain with students and the classroom or school practices you believe will lead to those results. Change experts refer to this as "beginning with the end in mind," or "working backwards." It is also the premise of a "results-driven" approach to professional development (Sparkes, 1995, 1996b). This step should include consensus of stakeholders on the value of the goals; determination that they are realistic and appropriate in their context; determination that they are supported by research and achievable within the budgetary restrictions prevailing.
2. **Determine how the goals can be assessed.** Decide up-front what evidence you would trust. Ensure that evidence is appropriate, relevant to the various stakeholders, and meets at least minimal requirements for reliability and validity. Keep in mind, too, that multiple indicators will probably be necessary, in order to tap both intended and possible unintended consequences. This step should include determining how evidence will be gathered, and consideration of intermediate indicators that could identify problems, or be predictive of final results.
3. **Gather and analyze evidence on participants' reactions.** At the completion of both structured and informal professional development activities, collect information on how participants regard the experience. Generally, responses should be kept anonymous to ensure more honest reactions.
4. **Gather and analyze evidence on participants' learning.** Develop specific indicators of successful learning, select or construct instruments or situations in which that learning can be demonstrated, and collect the information through appropriate methods.
5. **Gather and analyze evidence on participants' use of new knowledge and skills.** Develop specific indicators of both the degree and quality of implementation.
6. **Gather and analyze evidence on student learning outcomes.** Considering the procedures outlined in Step 4, collect the student information that most directly relates to the program or activity's goals. Be sure to include multiple indicators to tap the broad range of intended and possible unintended outcomes in the cognitive, affective, and psychomotor areas.
7. **Prepare and present evaluation reports.** Develop reports that are clear, meaningful, and comprehensible to those who will use the evaluation results. In other words, present the results in a form that can be understood by decision makers, stakeholders, program developers, and participants. Evaluation reports should be brief but thorough, and should offer practical recommendations for revision, modification, or further implementation. In some cases, reports will include information comparing costs to benefits, or the "return on investment."

J. Autonomy: Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

Professional Development Autonomy will provide the school community with opportunities to select topics that are aligned with the school's mission and vision rather than being restricted to the District's requirements. Professional Development autonomy will allow the school to select topics that are authentic to its curricular programs and teachers' individual needs. Autonomy will give CRES#14 the ability to present PD's that will be directly aligned with the school's vision and mission of using conceptual learning, project-based, global critical thinking, and leadership as a process of learning. All stakeholders are part of the learning community at school, using collaboration, teambuilding, and leadership skills to prepare students for higher education. The professional development plan for CRES #14 Span School is intended to be innovative, conceptually focused, personalized, and built on strong research-based models.

The professional development at the school will address access and equality in the classroom,

will be planned in collaboration of teachers, administrators, parents, community and partnership organizations. Some of the professional development sessions are differentiated depending on the interest, experience and skill levels of each teacher.

CRES#14 Span School will start every year with a 10-day summer session and end with two-day reflective sessions. At the end of the year, staff will reflect, using various student projects, on students' data available in My Data, peer-coaching anecdotal records, community and parent feedback, and surveys. The results will be used to plan for the following year.

6. Serving Specialized Populations (4 pages + attachments)

a. Special Education: *Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.*

Special Education: CRES 14 will follow special education protocols required by the Individuals with Disabilities Act, the Federal law governing special education. The staff will ensure that "a free appropriate public education is available to children with disabilities residing in the State between the ages of three and 21, including children with disabilities who have been suspended or expelled from school." It is the commitment and obligation of the school, its staff, and the LAUSD to ensure that students with disabilities have available to them a free and appropriate public education (FAPE). Therefore the following system will be established at CRES #14 Span School to implement and monitor Special Education compliance, instruction, assessment, and the Individualized Educational Programs (IEP's).

Instructional Program: Throughout the world, educators are seeking ways to create schools that promote justice and enhance the learning and performance of all children. They are discovering that old patterns of segregating students by race, gender, culture, language, and ability model oppression, reduce effective learning, and prevent the development of relationships among diverse children. Innovative and concerned educators are seeking to create *inclusive schools* where diversity is valued and children of great differences learn together. Teachers and staff will welcome all students at CRES #14 Span School, from the Gifted to the severely disabled. This will mean shifting special education, Gifted, at risk, and other students from separate classes into general education and redesigning the role of general and special education teachers, specialists and the school community to provide support for inclusive teaching.

Assessment: Since the needs of each student with a disability are unique, the staff will set forth a process to determine a child's FAPE. The following are the key steps in the process:

1. A parent or school staff member makes a written request for a special education assessment.
2. A special education assessment plan is developed.
3. The parent is provided the special education assessment plan within 15 calendar days of receipt of request. Parent approves, signs, and returns the assessment plan.
4. Assessments are conducted and reports are prepared.
5. An IEP meeting is scheduled and team members notified no later than 10 calendar days prior to the scheduled date of the meeting.
6. An IEP meeting is held within 60 calendar days of receipt of the signed special education assessment plan.
7. The IEP is implemented immediately.
8. The parent is provided reports on the student's progress as often as parents of general education peers are provided reports on student progress.
9. Another IEP meeting is held to review the plan within one year of the previous IEP meeting.

General and special education teachers will be trained in co-teaching, and in steps to create an inclusive school for children who are mild to moderate, or moderate to severe. With the support of Support Unit East and the part-time retired administrator (who spear-headed the inclusive model while she was a director of Special Education), the school will successfully implement the inclusive model. The progress of the inclusive model will be carefully monitored and teachers will be supported, so that they will believe that that this model will work effectively for all children and will have the expertise to make it happen.

Modified Consent Decree: The following procedures will take place to implement and monitor the federal law and the Modified Consent Decree:

1. Search and Serve: The mechanism for implementing the procedure is the District's Student Enrollment Form that must be completed by parents at the time they are enrolling their child. This will help identify and serve students who require or may need special services when they enroll in the school.
2. The office staff will be trained to implement and monitor this section. If questions occur, the staff will refer to the administration.
3. Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for special education assessment.
4. The request must be processed in a timely manner so that the assessment plan will be developed, signed by the parent, and the assessment conducted by a school psychologist.
5. This process will be implemented and monitored by a special education office technician and a school psychologist.
6. The Individual Education Program (IEP) will be developed after the results of the assessment. The IEP is a written document that describes the District's offer of FAPE and agreed to by a team, at a meeting, that documents:
 - a. If the student is eligible for special education and related services.
 - b. The student's present levels of educational performance and needs.
 - c. The goals and objectives that the student is to achieve.
 - d. The special education, related services, accommodations and modifications the student needs and will receive.
 - e. The appropriate placement for the student.
 - f. How the student's progress will be assessed and reported.

IEPs that meet legal requirements and address student needs are the cornerstone of an effective special education program. The whole process will be implemented and monitored by the IEP team members and an administrator.

Transition services, including a transition plan, will commence at age 14 or younger when appropriate. Transition services are a set of coordinated activities to assist a student's movement from school to post-school activities. These services are designed to help the child adjust to life after he or she is no longer eligible for school-related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen (14) years of age or younger, if appropriate. When appropriate, the IEP team will plan and oversee the implementation of these transition services. The whole process will be implemented and monitored by the IEP team members and an administrator.

Monitoring: CRES #14 staff will conduct internal monitoring of its special education processes. At the beginning of each school year, with monthly revisions, a school wide IEP Master Plan Schedule will be developed that includes every child that receives special education support services. This schedule will help ensure that important mandates legislated by the Modified Consent Decree are met. This calendar will include IEP Due Dates, types of IEPs, such as Annuals, Initials, Transi-

tions, Amendments, 30 day, and comprehensive three Year Reviews. The calendar also includes information about individual eligibilities, itinerant services, and placements. All of this information is used to schedule and inform all IEP Team members of tentative IEP meetings. A special education office technician, an administrator and a RSP teacher will implement and monitor this calendar.

To help monitor students with IEPs, CRES #14 will also follow the guidelines set forth in the Modified Consent Decree. Special education and general education teachers, the Instructional Leadership Team, and an administrator will be trained annually by the Support Unit East to implement and monitor the following requirements:

1. Outcome 8 - Least Restrictive Environment - ensuring that all students are appropriately placed and provided services in the Least Restrictive Environment.
2. Outcome 10 - Timely Completion of Evaluations - to ensure that 98% of all initial evaluations are completed within the federal mandate of 60 days.
3. Outcome 13 - Delivery of Services - 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.
4. Outcome 14 - Parent Participation - to ensure that parents are aware of the IEP process and fully included as participants on an IEP Team.
5. Outcome 15 - Translation of IEP meetings and documents will be provided for all parents and languages.

Resources: Parents will have access to various special education resources provided by the District such as Parent and Community Support, the Community Advisory Committee, the Special Education Multi-Cultural Advisory Committee, and the Complaint Response Unit/ Parent Resource Network.

Parent and Community Support is a state-mandated committee that provides information, training and support for parents of students with disabilities. It offers workshops and presentations at local school sites and at Local District events. Their goal is to prepare parents to become effective partners in developing education plans for their children.

The Community Advisory Committee is mandated by the state of California, and is composed of parents, professionals and community members, who act to support students with disabilities.

The Special Education Multi-Cultural Advisory Committee is a parent advisory committee sponsored by the Division of Special Education for parents of students with disabilities and others. SE-MAC sponsors monthly informational and training meetings related to subjects of interest to parents. All parents and community members are welcome and encouraged to attend and participate in the meetings.

The Complaint Response Unit/ Parent Resource Network helps the Division of Special Education to respond to concerns of parents of students with disabilities.

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a Federal civil rights statute that prohibits discrimination/harassment on the basis of a disability in any program or activity receiving Federal financial assistance. Section 504 protects students with a mental or physical disability from discrimination/harassment. Students are also protected from discrimination/harassment under the law if they have a record of a disability or are regarded as having a disability but in fact are not currently disabled.

Section 504 sets forth evaluation procedures to determine eligibility, to develop an accommodations plan, and to provide procedural protections. It protects individuals with disabilities from harassment. It is important to note that any student eligible for special education and related services is also protected from discrimination under Section 504. Compliance with Section 504 is the responsibility of all school personnel and the operational responsibility of the general education program. An administrator will monitor compliance, instruction, and evaluation of Section 504.

2. Performance Management (2 pages + attachments)

a. Performance Goals and Metrics: *Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.*

b. Rationale: *Discuss why the proposed school will track the mission-specific indicators selected.*
N/A (See Monique Epps.)

COMMUNITY INVOLVEMENT

The Community Involvement section should demonstrate a proven commitment and overall capacity to establish strong connections to the community where the proposed school will be located.

8. Community Analysis and Context (3 pages + attachments)

a. Description: *Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.*

Echo Park is a Los Angeles community that embodies diversity in many different ways. From its hilly residential areas to its flat, bustling commercial streets, the residents of Echo Park include many immigrants from the Philippines, Mexico, Central America, Cuba, and other countries, as well as Los Angeles natives of many ethnic backgrounds. Echo Park has been changing over the past decade, and many parts of the community are attracting writers, artists, musicians, and professionals who are bringing gentrification to the area.

The diversity of the school children in the Echo Park area is apparent in the data from existing schools; some schools have a population that includes 20% English Learners, while English Learners comprise over 60% of the student body of other neighborhood schools. At one elementary school 39% are proficient and advanced in English Language Arts, while in a neighboring school 58% of students are proficient or advanced. Overall, middle school students score lower than elementary school students. At one middle school only 27% of 8th graders are proficient/advanced in ELA, while 44% of 8th graders are proficient and advanced at another middle school. These data clearly show much diversity in the community.

Spanish is the home language of the majority of students in Echo Park, and trends of California Standards Tests (CST) show that Latino students perform lower than average both in English Language Arts and mathematics. It is important, however, to recognize that many other languages are spoken in the homes in Echo Park. Tagalog, Korean, and indigenous dialects are a few of the many other home languages of Echo Park students. Students from these racial/ethnic backgrounds have a large gap between their present rates of proficiency and the Annual Measurable Objectives (AMO) mandated rates. (Appendix 1) Predictably, the demand for English language acquisition still remains high throughout the upper elementary schools to middle schools. One of the Design Team's objectives is to increase awareness of all students' heritage languages on our campus.

Assets: Another challenge that the diverse Echo Park community faces is that it must preserve and maintain its many resources, while at the same time creating new ideas for improvements. Some of the resources for students in this area include but are not limited to the following: Edendale Library, the Farmers' Market, art galleries, murals, independent book stores, the Echo Park Film Center, the Echo Park Historical Society, and the park itself, Echo Park. Many of the children in Echo Park are not familiar with these community resources, although they live very close to them. The Design Team is creating a plan that will integrate these resources into the curriculum, so that all students will be aware of them.

The Design Team selected this school because the members' interests and experience are in areas of Los Angeles that are geographically and demographically similar to that of CRES #14 Span School. Taken together, Design Team members have literally hundreds of years' experience living, working, teaching, and being a part of Echo Park itself or adjacent communities that share many of the same characteristics as Echo Park. This is where the Design Team's expertise lies. See 8b below for more detailed data.

Needs: Judging from the data in Appendix 1, students who live in this community need a strong concept-driven curriculum, through concrete experiential, project-based, and service learning, which will connect them with the real world and their cultural/social backgrounds. When these stu-

dents are given opportunities to interact with peers and experts locally, nationally, or internationally, they will get a broader feel for diversity. Students' participation in a real-world activity will encourage them to do their best work, and see the relevance of core subjects in their daily lives.

Students need to be productive participants in their own neighborhood. Since the opportunity for exploring their neighborhood is not always available to them, the school needs to help them gain an awareness of their community, what it offers, and what it needs. Bringing all elements of the community into the school will be essential in creating a strong experiential and project-based school for these students.

The community also needs to have a PreK-8thth grade span program. This structure promotes a unified curriculum continuum aligned with the school's educational philosophy and provides 6th-8th grade students with opportunities to develop leadership skills. 6-8th graders need to become models for elementary students to look up to. They will become mentors for students who do not do homework or peer problem solvers to prevent bullying and improve positive social interactions between students. Students are much more likely to accept guidance from their peers, and, conversely, these peers gain leadership skills.

b. Background/ Support: *Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnership that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.*

History and Experience: The Echo Park Community Partners Design Team consists of regular and retired teachers, an administrator, Nationally Board Certified teachers, special education teachers, a preschool teacher, a middle school teacher, Echo Park residents, current principals, LAUSD instructional specialists, a retired financial director and a Local District 4 director. (Appendix 2) All of them have been teaching in Northeast Los Angeles in areas where the students' mix is demographically almost identical to that of CRES #14 Span School.

The retired administrator served in East, Central and South Los Angeles, as a general and special education teacher, mentor teacher, principal, Director of Special Education, and Director of iDesign before her retirement. During her principalship, she maintained her school with an API "10" amongst similar socio-economic schools for five years. She has a track record of generating good results in CST, attendance, resources, and communication, and educating English Learners and economically disadvantaged students.

The retired teachers are residents of Echo Park and were teachers in Echo Park for decades. They are also bilingual in Spanish, and served English Learners for many years. They have long experience in successful bilingual programs and dual language programs.

The special education teacher teaches a successful preschool mix class in the Echo Park neighborhood, and has credentials in multiple subjects: severely-handicapped and Early Childhood Education.

One Nationally Board Certified teacher teaches students near the Echo Park area, and is licensed as an Early Behavior Intervention Counselor. She is also a resident of Echo Park. Her classroom has been a model classroom, and many new teachers visit to observe her instructional delivery.

The other Nationally Board Certified teacher teaches highly Gifted students in a Highly Gifted Magnet School in East Los Angeles. Her students have been actively involved in local and global issues, and attracted media attention for their achievements.

Two parents are residents and teachers in the Echo Park area. Another parent is a volunteer at one of the schools that will feed to CRES#14 Span School.

The principals and the L.D. 4 Director have been serving in communities with student mixes very similar to the ones in the Echo Park area. All of them taught a similar population and are administrators in communities much like Echo Park.

The LAUSD instructional specialists have abundant educational experience in training teach-

ers to teach in communities whose demographics are much like Echo Park. According to annual parents' surveys these schools have scored highly every year. (Appendix 2)

The Echo Park Community Partners include: Cal Arts will help the school develop music-training programs and broaden access to quality arts education. **The Harmony Project** will provide curriculum and training for Preschool teachers, consultation in developing and implementing a comprehensive, standards-based music curriculum for students in preK to 8th grade, and assistance in developing a CRES #14 after-school youth orchestra and band program. **Grand Avenue Partners** will meet with the school team to explore their needs and goals to help them achieve their vision. **The Academy of Creative Education** will help the school develop after-school arts programs. **The Los Angeles Chamber Orchestra** will provide teachers with music-based lesson plans, invite families to community concerts and students to concert halls to listen to the orchestra. **Central LA New High School #9** will plan collaboratively with CRES #14 to help develop effective art programs and invite students to their rehearsal and music and dance performance. **El Centro del Pueblo** will render assistance as described below. (Appendix 6)

The Design Team is in the process of forming more partnerships: with the Music Center, The Cathedral of our Lady of the Angels, the Center Theater Group, Grand Performances, the Los Angeles Central Library, the Los Angeles Master Chorale, the Los Angeles Opera, the Los Angeles Philharmonic, the Museum of Contemporary Art, Tree People, Eco Center, the California Institute of Technology, The Sierra Club, The Children's Institute, and the Echo Park community to support service learning and diversity projects. (Appendix 6)

Here are some detailed examples of how these partnerships will work: with the support of the Harmony Project, preschool and kindergarten parents will learn a music-based intervention program. Families will be given opportunities to learn to enjoy and feel the importance of classical music. With CRES#14's instrumental music teacher, the Harmony Project and GAP will help develop an after-school youth orchestra. Middle-school students will be selected for arts lessons with the support of the GAP, who will provide opportunities to use their facilities, equipment, and training. The Los Angeles Chamber Orchestra will invite students to concerts several times a year, and provide teachers with music-based lesson plans.

The Children's Institutes will help parents learn the importance of maintaining good health, social and emotional balance, and parenthood. The institutes will use parents' cultural backgrounds meaningfully to support parents.

El Centro del Pueblo will provide social services in an effort to improve the quality of life for the youth and families of Echo Park. The organization will respond to the needs expressed by the community or the needs evident to staff through their work with 'at-risk' populations. The organization will also provide job training, family preservation services, child abuse prevention training, intervention for neglected children, emergency services, youth counseling, behavior change outreach, and a family development network of services delivered in a culturally and linguistically appropriate manner that meets the needs of individual families.

United Teachers Los Angeles will provide the American Federation of Teachers, Educational Research and Dissemination Program: School Family Community, a course based on the work of Joyce Epstein, to staff, parents and community members in order to improve the school's programs of family involvement and community connections. They will also focus on the dynamics and effects of school leadership for partnerships, the organization and results of interactive homework in the elementary and middle grades, and antecedents and effects of parent social networks on family involvement and student learning and development.

Central L.A. High School #9, School for Visual and Performing Arts, will visit 6-8th graders as mentors, to show them how to be effective leaders in school. They will show the importance of discipline in developing skills, with the goal of improving performance in various arts, and teach younger students to draw, dance and paint. They will also show students how to outreach to the community for resources, how to speak in public, etc.

At CRES#14 Span School, students and parents will be expected to become active members of the local and global society, as they receive opportunities to grow. All PreK-8th students will be expected to work with the community and complete service projects in which they will participate during their unit of study. Numerous opportunities will be planned for family and community engagement through student exploration of the "self, local, national, and global" units, as family and community engagement is the foundational base of our curriculum. Some of the service learning may include planting trees and flowers in the neighborhood with the support of the Tree People. English Learners and parents with English as a second language will learn academic language as they learn the technical aspects of the process of horticulture. Simultaneously they will come to understand the importance of maintaining greenery in the neighborhood. All students, including English Learners and students with disabilities, will grasp the process of service learning more effectively through these types of hands-on activities.

9. Community Engagement Strategy (2 pages)

a. Engagement Plan (2 pages) *Explain the team's vision for engaging the community and the underlying theory that supports it.*

The vision of CRES #14 Span School is that every student will successfully complete high school and graduate career-ready and college prepared, in order to become a productive member of the local and global community. The community, and especially the parents, will have an active and important role in developing and realizing the school's vision. They will be active, not passive, contributors and team members, and their input and influence will affect every aspect of the school's functions and performance. They will be important members of the leadership team with defined roles in everything from school operations to staffing. There is a strong focus on creating a community among administration, faculty, staff, parents, partnership members, and students. With respect and communication among these participants, student performance will be the key focus. There will be a proposed leadership structure that will allow and expect all stakeholders of the school to share in leadership and decision-making that is focused on student achievement.

Staff and parents will have a variety of avenues in which to provide input for the decisions made for the benefit of the students. This model will promote a culture of shared responsibility and decision-making that will encourage parents to get actively involved through:

1. Multi-dimensional communications from home to school and school to home.
2. Monthly recognition of parent volunteers.
3. Monthly school newsletters, recognizing student, parent, community and partners' achievements.
4. Bulletin boards and posters throughout the school recognizing parent, community, and partners' engagements.

Our vision is aligned with philosopher Henry Giroux's critical pedagogy. Giroux "...believes that knowledge originates in social interaction...[and] that social relationships must be understood in the context of power." (Spring, Joel. (2002). *Conflict of Interests: Fourth Edition*). He believes that the purpose of education is to help students understand who constructs knowledge and how it is constructed. Giroux believes that we must give our students the critical tools they will need to participate in a democratic society. Teaching methods should include giving voice to all concerned, including parents and community members. The ultimate goal is to teach students and other shareholders to analyze and reflect.

Community and parent involvement becomes an integral part of the process of students' service learning. It also, by its nature, creates interaction between students, staff, parents, community members and partnership organizations. Service learning, therefore, fosters closer connections between the school and local community and contributes to positive perceptions of young people as re-

sourceful contributors. Service learning that is integrated helps students see connections between their actions and pressing global issues

b. Key Community Partnerships: *Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how responsible for managing the cultivation of these partnerships. For elementary school and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.*

CRES#14 Span School will be founded on a model of collaborative leadership, where all members of the school community share decision-making, and parents are an integral part of this community. The Organizational Team, which consists of a principal, elementary and middle Lead Teachers and a consulting retired administrator will meet with school staff and community partners to create strategic action plans that outline multiple ways to meaningfully engage parents. Parents and partnership members are selected to become members of the Governing Council, or may volunteer to serve in the Instructional leadership Team or a fundraising team. Some of the activities in which they will engage are:

1. Analyze school data, school culture, budget, and effectiveness of the council, and modify, if necessary
2. Become a part of the school community and the decision making process in governing and advisory groups.
3. Develop students' service learning schedules and events.
4. Develop community and partnership events schedules.
5. Develop a weekly, monthly, and yearly school calendar.
6. Determine the qualifications for selecting school staff that will include classified staff, teachers, and administration
7. Determine the qualification rubrics for observing hired staff, teachers, and administrators
8. Plan and implement professional developments/trainings for leadership skills among all governance council members.

YEAR 1:

1. The school staff and members of partnership organizations will decide monthly meeting dates, and develop a meeting procedure, norms, and agenda building.
2. The school, community, and partnership organizations will develop a five-year student achievement plan, instructional strategies, and professional development.
3. Specific collaborative projects will be planned which are doable on the first year, that may include visiting local senior citizen facilities to perform music, display student art, art lessons, and to share stories about each other's family histories and the history of Echo Park.
4. Some partnership organizations will start after-school programs, such as parent training, and bringing local artists, musicians, and volunteer scientists to the school.
5. Lead Teachers and a consulting retired administrator will oversee and monitor the teaming of teachers and community partners, ensuring that if teachers or contacts leave, new teachers/partners are brought together to keep those community connections alive.
6. To aid school-wide communication, a large master calendar with writing, drawings, and photos will be installed in the school's main hallway to inform everyone of community visits, walkabouts, fieldtrips, student performances, and exhibitions that are taking place and to share each activity afterwards through photos and writing. This is an immediate, concrete way for all stakeholders to see the importance of their participation in the life of the school community.

YEAR 2:

1. Items from year one will continue to be refined, developed, and subjected to a regime of contin-

ual improvement.

2. The school staff, community, and partners will analyze student surveys, academic achievement data and parent/community involvement surveys.
3. They will create further action plans which may include: how to raise money, how to write grants, how to obtain art supplies, musical instruments, costumes, compost, garden supplies, flowers and trees, and how to fund professional development and conference expense.
4. Partnership organizations such as the visual and performing arts partners GAP, the Harmony Project, the Academy of Creative Education, and artists from the Echo Park neighborhood will search for ways to provide mentorships, after-school arts communities on campus, workplace visits to discuss projects, hands-on workshops, student and professional performances, and art displays.
5. Students and community organizations will collaborate on developing meaningful service-learning projects that address the students' ideas for community improvement. The students will learn how to effect change in their immediate environment through inquiry, critical thinking, and social interaction with "real world" professionals.

YEARS 3-5:

1. Items from years one and two will continue to be refined, developed, and subjected to a regime of continual improvement.
2. Every teacher and administrator along with student and parent representatives at CRES #14 will share responsibility for developing and cultivating further partnerships within the community. Based on strengths, interests, and student needs, teachers will form partnership teams with a variety of organizations throughout the school year.
3. School staff and community partners will meet on a quarterly basis to monitor and evaluate the progress of the collaborations to continually improve and refine the quality of the students' learning.

Teen Parents:

The community of Echo Park has an amazing human resource for teen parents and their children: Ruth Beaglehole, founder and director of the Eco Center (formerly the Center for Non-violent Education and Parenting.) She will conduct an ongoing series of workshops for both parents and teachers. The Eco Center's philosophy is that children are complete human beings who thrive and grow through respect, healing, and connection. Ms. Beaglehole is understanding, compassionate, and has many years of experience serving teen parents in the Echo Park community. She teaches teen parents how to set limits for their child, how to keep them safe, develop social skills, and values. All of her workshops and written information is Bilingual Spanish.

GOVERNANCE, OVERSIGHT AND LEADERSHIP

The Leadership, Governance and Oversight section of the proposal should present an overview of the proposed school's leadership, governance and oversight model. Your responses should include ample evidence that the team is equipped to handle the start-up of a new school or the transformation/turnaround of an existing school.

10. School Governance and Oversight (3 pages+ attachments)

a. School Type: *Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter School?*

CRES#14 Span School will operate under the Pilot School reform model. The school community will be governed by a democratic system where all stakeholders take part in the leadership and decision-making process, supporting the academy's vision of creating high achievement and well-rounded citizens. The autonomy allowed under the Pilot School model allows for effective communication, purposeful planning, fair evaluation, and accountability among all stakeholders (administrators, teachers, parents, students, classified staff, community members, and partners) in addressing high achievement among all students. All stakeholders will have input on school policies, evaluations, elections, and other relevant issues. CRES #14 Span School's autonomy encourages members of the community, parents, and students to become part of the school network and the decision-making process. It allows for selecting highly qualified and dedicated teachers and staff members, thereby allowing members of the Instructional Leadership Team to actively recruit faculty and observe potential hires in teaching positions. It gives CRES#14 the ability to make adjustments quickly in response to educational data, modifying staff development, allocating resources, and revising instruction and intervention techniques as needed. This autonomy allows for the staff to determine the daily, weekly, monthly, and yearly schedule and extra-curricular events.

CRES #14 Span School seeks autonomy in the following areas: budget, schedules, staffing, curriculum, assessment, professional development, and governance. In addition, the multi-age group settings, project-based, concept-driven curriculum, and flexible scheduling require that non-traditional reform measures be locally designed and implemented. The interdisciplinary/integrated nature of the curriculum and the extended hours of instruction and professional development call for greater flexibility in establishing daily and weekly schedules for students, teachers, and parents.

Extended hours for teaching and learning are necessary to provide students with longer instructional blocks to address differentiated academic needs for all students. Teachers require additional professional development sessions to enhance their understanding of effective instructional strategies. Professional development sessions are developed to support the CRES#14 mission, vision, educational philosophy, and core instructional strategies and activities. Time is also allotted to provide for team planning, data analysis and teacher-to-teacher observations. The budget will be aligned to support the vision and to ensure that all data-driven instructional goals are achieved.

b. Application Team Capacity: *List the members of applicant team filling this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.*

Since this is a brand new school, there are no existing staff members at CRES #14 Span School. The Echo Park Community Partners Design Team is submitting the plan on behalf of CRES #14 Span School future staff. The Design Team members are:

1. Clara Argueta, Teacher Assistant and Parent at La Fayette Primary Center
2. Rene Alvarez, Bilingual coordinator, Commonwealth Elementary School
3. Evaristo Barrett, Principal at Rosemont Elementary School

4. Anne Barry, Principal at Lake St. Primary Center
5. Alicia Broussy de Dios, UTLA Representative at MacArthur Park Primary Center
6. Erika Canal, Coordinator at La Fayette Primary Center
7. Katie Carver, parent and teacher in Echo Park/Elysian Heights area
8. Vivian Chen, Teacher, Nationally Board Certified at Multnomah Highly Gifted Magnet
9. Shannon Corbett, Director, Local District 4
10. Janet Davis, Professional Development Salary Point Credit Advisor and UTLA Representative
11. Walasse Der, Teacher, Nationally Board Certified at La Fayette Primary Center
12. Irma Flores, Parent, Union Avenue School
13. Gregory Jackson, Data Coordinator at Virgil Middle School
14. Scott Johnson, Teacher and parent in Echo Park/Elysian Heights area
15. Arthur Kwan, Special Education teacher at La Fayette Primary Center
16. Kamille Maslon, M.Ed, teacher of Rosemont Elementary School
17. Elsie Akita Myers, UTLA Area Representative-North Area
18. Cheryl Ortega, Greater Echo Park Elysian Neighborhood Council and UTLA Representative
19. Maria Rodriguez, Bilingual Coordinator, Rosemont Street School
20. Chieko Rupp, Retired administrator and point person of the Design Team
21. Mark Shrager, Retired budget director
22. Maria Silva, Bilingual coordinator, Union Avenue School
23. Ronni Solman, Retired Educator and community resident
24. Dean Tagawa, Principal at La Fayette Primary Center
25. Julie Van Winkle, Teacher, Nightingale Middle School, UTLA Representative
26. Noelle Wakasa, Literacy Coach, Multnomah Elementary School

As the list indicates, the members of the design team include community members, UTLA representatives, administrators, teachers, and parents. What the list does not specifically show is that the group of educators, parents, and specialists who comprise the team are exceptionally fitted to the job at hand. A large proportion of them are bilingual in Spanish, and their experience is in the Echo Park area or in areas that are demographically very similar, and geographically nearby. The list includes four principals, but the Director and the retired administrator are also both ex-principals of East Los Angeles schools. Several reside or teach in the Echo Park area itself, and most live and work within a few miles of Echo Park. As such, this group has many decades of varied experience that is applicable and related to CRES#14 Span School and its vision, location, and student mix.

c. School Governance and Oversight:

I. Autonomy: *How will you use governance autonomy to create a culture of a shared leadership and decision-making focused on high student performance?*

CRES#14 Span School will use governance autonomy to create a school-wide culture of collaborative planning and decision-making. Top-down hierarchical governance worked with reasonable effectiveness in times and places when student populations were homogenous, social and technological change was slower-paced, and the curricula were accordingly basic and foundational. In order for curricula, professional development, assessment, and instruction to react and adapt nimbly, autonomy will be used to allow the school decision-making process to be a far more self-governing one, in which, to quote from 10a: *The school community will be governed by a democratic system where all stakeholders take part in the leadership and decision-making process, supporting the academy's vision of creating high achievement and well-rounded citizens.* The pilot model allows teachers to be selected based on their abilities and compatibility with this governance model. As importantly, it allows them to be retained based upon their achievement and contributions to the school and its community. The Instructional Leadership Team can actively seek out recruits for teaching and staff posi-

tions, rather than passively accept new personnel and attempt to adapt them to the school climate and culture after the fact.

The Instructional Leadership Team, the Organizational Team, and community organizations, including community members and parents, will meet weekly and discuss and act upon all facets of CRES#14 Span School's operation, accepting input from teachers, parents, community members, partnership organizations, and various experts. Improvement and maximization of student achievement, including behavioral as well as academic progress and performance will be the focus and goal of this governance structure. Instructional methods and curricula, scheduling, staff development, intervention, professional development, and all the other variables that will affect the educational process at CRES#14 will be altered, adjusted, changed, or fine-tuned rapidly and effectively, using the transparency, shared decision-making, and communication afforded by a governance structure which will owe its effectiveness to the autonomy granted the Pilot school model.

ii. School Level Committees: *Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholders group into decisions.*

CRES#14 Span School will be democratically governed in a structure that facilitates feedback in all directions and allows stakeholders not only to voice their concerns, but also to vote on them as members of the Governing School Site Council and as leaders and committee members of several advisory councils. Teachers, students, parents, partnership organizations, and non-teaching school staff all have the opportunity to contribute their knowledge and insight towards CRES#14 Span School's shared vision of continual improvement.

The Governance Board: CRES #14 Span School will be governed by the **Governing School Site Council**. It will comply with the School Site Council Model as described in the California Education Code, Section 52012. It will be comprised of 12 members: 1 principal, 4 teachers, 1 staff, 3 students, and 3 community members/parents. The Governing School Site Council will be in charge of maintaining the vision and mission of CRES #14 Span School, annually reviewing and approving items such as: Elect to Work Agreement, annual budget, school policies and procedures, school calendar, and selection and evaluation of the principal and teachers. The Governing School Site Council will review performance indicators to ensure the school is in compliance with state and federal guidelines and making consistent academic progress. Two professional partners will serve as advisory members. The school will have advisory committees that report to the Governing School Site Council:

Advisory Councils

The Instructional Leadership Team: The primary responsibility of this team will be to maintain the mission and vision of CRES#14 Span School and to oversee the creation, implementation, and evaluation of the curriculum and professional development. They will make modifications, refine the curriculum, and analyze data to support its development. They will make recommendations to the governance board when needed. The team will be comprised of the principal and two Lead Teachers (the Organizational Team), teachers representing each grade level, and partnership organization representatives. The team will meet weekly or as needed.

The Organizational Team: This team will coordinate scheduling, provide assistance and guidance to teachers, help resolve special issues, and to meet district mandates. This team will be comprised of the principal, a consulting part-time retired administrator, and one elementary and one middle-level Lead Teacher. They will meet weekly.

The Intervention Team: This team will communicate and collaborate to identify at-risk students using a protocol to provide targeted services and monitor students' progress. It will develop and

oversee the implementation of the school discipline policy and the Best Behavior program. The team will be comprised of the Principal, one elementary-level and one middle-level teacher, a Resource Specialist, a school nurse, a psychologist, and parents and partnership organization representatives. Members will work collaboratively to support the intervention programs, Student Success Team (SST) and Language Appraisal Team (LAT). The team will meet weekly or as needed.

CEAC and ELAC Councils: These councils will discuss and advise The Governing School Site Council on issues and needs of Title I or English Language Learners to help raise student achievement. These groups will be comprised of elected parents of students in the Title I or ELL categories and the groups will meet monthly. (These councils will be created after the approval of the District CEAC and ELAC during the start-up year.)

The Operations Team: The primary responsibilities of the team will be to create a school-wide safety/emergency plan, coordinate scheduling and review the budget pertaining to facilities. The team will be comprised of the Principal, one teacher from elementary and another from middle level, school administrative assistant, plant manager, and parents. The team will make recommendations to the Governance Board and meet quarterly or as needed.

Academy Affiliates: This group's primary purpose is to establish alliances with higher-educational institutions and to help build and support a college-conscious culture (i.e. Spirit Week, College Pride Week, and career-related events). This group will be comprised of staff, parents, professional partners, and community members. They will meet monthly and report to the Governance Board.

Student Leadership Council: The primary purpose of this council is to provide students with opportunities to develop leadership skills and prepare them to be responsible members of our community and society. This team will organize and promote real-life experiences and project-based learning activities that support our school vision and mission, in order to motivate students to become global, critical thinkers and socially just scholars (i.e. Summer Leadership Camp, Food Drive, and Pennies for Peace). The group, comprised of two teachers, a parent, and elected student representatives from grades fourth through eighth grades, will meet monthly.

Parent Partnership Community Alliance: The purpose of this team is to facilitate communication between parents, partners and staff. This group will also find community resources and advise the Governance Board of parent and teacher needs. It will be led by a parent liaison and comprised of parents and community and partnership members. The team will coordinate weekly workshops at the Parent Center and meet monthly or as needed.

The above groups will meet at their individual meeting times, during which times, decision topics will be discussed. When needed, the advisory councils will make recommendations to the governing board. These advisory councils will provide agendas and minutes via email to The Governing School Site Council and faculty. If a school-wide decision needs to be made, all groups will discuss the issue at hand and will provide input. The Governing School Site Council will reference their input when making decisions.

The Governing School Site Council and advisory councils will communicate with each other through representatives attending monthly meetings (per agenda) and as needed to ensure all members are working on common goals. They will also contribute to a summary of their work in a monthly electronic newsletter. CRES #14 Span School's governance structure allows for distributed leadership where all stakeholders are held equally accountable to carry out the vision of the school. This governance structure is supported by James P. Spillane and John B. Diamond's theory of distributed leadership where an "organization development includes developing and maintaining a school culture in which norms of trust, collaboration, and collective responsibility for student learning support ongoing conversations about instruction and its improvement" (Spillane and Diamond, 2007).

III. Governing Council: *Describe the composition of the Governing Council and the process for membership selection.*

The Governing Council will be comprised of 12 members: 1 principal, 4 teachers, 1 staff, 3 students, and 3 community members/parents. It will comply with the School Site Council Model as described in the California Education Code, Section 52012. The principal or designee will coordinate the election for parent and community members, and for students. The term of office is two years. The process of election is staggered to maintain continuity. As new members are elected to the council, experienced members will serve as models. This will allow the council to continue its critical work without the interruption of bringing an entirely new set of personnel "up to speed" every two years.

The Design Team, with the collaboration of community members, will select the members of the original Governing Council. After the first year, new Governing Council members will be designated through a selection process, which will be held in the month of May to be in place for the following school year. This process will be developed by the Board and the School Site Council early in the 2010-11 school year. In establishing the details of the voting procedure, all reasonable efforts will be made to include parents, community organizations, and students, so that all stakeholders will feel that they have a voice in the selection of members and the direction of the school's administration and policies.

11. School leadership (3 pages)

a. Principal Selection: *Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.*

The following steps will be implemented to recruit and select the principal:

The Criteria for selecting a leader consists of the following:

1. Establish clear priorities in the job description.
2. List desirable candidate's character traits, attitudes, skills, and philosophy, and establish that these are clearly aligned with the school vision, mission, and philosophy.
3. Develop interview questions clearly, making sure interviewers and interviewees commonly understand them.
4. Establish a cohesive and comprehensive four-point scale rubric to assess interviewee's response.
5. Post the open position through LAUSD's website, AALA newsletter and by word of mouth.
6. The selection of the administrator will be done through interviews by panels composed of relevant parties directly or indirectly involved in working with the position at hand, who are: parents, L.D. 4 Director, and selected members of the Design Team.

Desirable Characteristics:

1. Leads in accordance with a strong personal ideology aligned with the CRES #14 vision, mission and philosophy.
2. Has a track record of demonstrating the capacity to be an instructional, transformational and cultural leader.
3. Has a passionate interest in arts and understands the value and processes of arts education.
4. Has personal experience and/or interest in environmental issues.
5. Has personal experience in conceptual learning and project-based learning.
6. Has a track record of accelerating student achievement with a similar population of students and generating good results in CST, attendance, resources, and communication.
7. Is usually sympathetic to people's personal problems.
8. Is hands-on, involved in the details.

Job Description:

1. Align all resources including time, people and money with the mission, vision, and educational goals established by the school community.
2. Model high levels of professional and ethical behavior.
3. Establish and foster a climate of high expectations for academic performance and positive behavior for all students, staff, parents, and partners.
4. Nurture a climate of collaboration among all members of the school community.
5. Serve as an instructional leader by fostering and modeling a love of teaching and learning.

b. Leadership Team: *Identify any leadership positions beyond the principal position. Discuss the role of the leadership team will play in the development*

CRES#14 Span School will not have a leadership structure composed of a head administrator and a group of sub-administrators, but will instead be governed by collaborative councils and teams. **The Governing School Site Council** will be in charge of promoting and maintaining the vision and mission of CRES #14 Span School, annually reviewing and approving items such as: Elect to Work Agreement, annual budget, school policies and procedures, school calendar, and selecting and evaluating the principal and teachers. The Governing School Site Council will review performance indicators to ensure the school is in compliance with state and federal guidelines and making consistent academic progress. The ideal member will meet most or all of the following listed criteria. Members will:

1. Possess a variety of skill sets and have track records that indicate ability to successfully lead or transform the school.
2. Engage and collaborate with all stakeholders in setting and articulating the goals for students and adult learning.
3. Hold each other accountable for meeting such goals.
4. Have a passionate interest in arts and understand the value and processes of arts education.
5. Have personal experience, or strong interest, in environmental issues.

The Instructional Leadership Team: The primary responsibility of this team will be to promote and maintain the mission and vision of CRES#14 Span School and to oversee the creation, implementation, and evaluation of the curriculum and professional development. They will make modifications, refine the curriculum, and analyze data to support its development. They will make recommendations to the governance board when needed. The team will be comprised of the principal and two Lead Teachers (the Organizational Team), teachers representing each grade-level, and partnership organization representatives. To serve on this team members must meet some or all of the listed criteria. Members will:

1. Demonstrate a variety of skill sets and track record to demonstrate ability to successfully lead or transform the school.
2. Hold each other accountable for meeting such goals.
3. Have a passionate interest in arts and understands the value and processes at arts education.
4. Have personal experience or interest in environmental issues.
5. Have personal experience in conceptual learning and project-based learning.

c. Principal Evaluation: *Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.*

A Local District Administrator along with the Governing Board will evaluate the principal using the performance indicators in the state and federal guidelines (Appendix 13), using the following criteria:

1. A school administrator is an educational leader who promotes the success of all students by fa-

cilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

12. Staffing (5 pages)

a. Staffing Model: *Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

Staffing autonomy will allow CRES #14 Span School to recruit a passionate and diverse group of life-long educators who will impart their own love of learning to their students and community. Every member of the staff, certificated and classified, will embody the vision of the school and act as models for students of CRES #14 Span School. As the school converts to the LA Pilot Model, CRES #14 Span School will use the Election to Work Agreement to clearly outline the roles and responsibilities of the teachers. This document, which will be revisited on a yearly basis and signed by all teachers who are in agreement, embodies the mission and vision of CRES #14 Span School.

Classroom Setting:

(PreK teacher will be funded by the state)

Multi-age Grouping Level	# of students per class	Total # of classes	Total # of students	# of Teachers per Multi-Age setting	Total # of teachers
PreK/K	(24)/24	2	48 (-24preK)	(1-PreK)/1	1 (2)
K/1	24/24	2	48	2	2
1 st /2 nd	24/24	2	48	2	4
2 nd /3 rd	24/24	2	48	2	4
3 rd /4 th	24/30	2	54	2	4
4 th /5 th	30/30	2	60	2	4
5 th /6 th	30/30	2	60	2	4
6 th /7 th	30/30	4	120	4	4
7 th /8 th	30/30	4	120	4	4

ARTS Special Ed & Learning Center		6	48	6	6 (2RSP & sped, 2 arts, 2 Lead Teachers)
TOTAL		33 classes	650 students		38 teachers

1 state-funded Preschool teacher

15 multi-subject teachers (1 foreign language/elementary, 1 science/elementary) with CLAD or BCLAD credentials

6 middle school teachers (1 science, 2 math, 1 P.E., 2 English/social studies) with CLAD or BCLAD credentials

1 visual arts teacher with CLAD or BCLAD credentials

1 instrumental music teacher with CLAD or BCLAD credentials

2 special education/RSP teacher with CLAD or BCLAD credentials

2 Lead Teachers (1 elementary, 1 middle) with CLAD or BCLAD credentials

1 principal

.5 consulting retired principal (first three years)

.5 consulting retired budget director (first three years)

1 school psychologist preferably bilingual in Spanish

.5 nurse preferably bilingual in Spanish

.5 tech-based librarian preferably bilingual in Spanish

Due to the unique design of the instructional program, CRES#14 will require a non-traditional staffing model. Staffing at CRES#14 Span School will include multi-subject teachers to facilitate the instructional goals of the interdisciplinary approach. The large proportion of Bilingual and Cross-culturally certified teachers will ensure that the English Learner's needs are met. Full-time visual arts and instrumental music teachers serve the strong emphasis on the arts at CRES #14 Span School that is aligned with the mission and vision of the school. Note that a retired administrator and a retired budget director are on hand part-time so that the school will benefit from the advice of highly experienced experts as the administrative tasks, and the budgetary challenges, evolve as the school itself evolves.

Teachers with CLAD or BCLAD will team with monolingual teachers to meet the instructional needs of all students including English Learners, Gifted and talented, and students with special needs. This team approach will include monolingual, bilingual and special education teachers. They will engage these students in acquiring the knowledge base, skill sets, and academic language needed to access the core instructional program and to become global, critical thinkers. Additionally, students may participate in partnership programs or service learning during their electives.

b. Recruitment and Selection of Teachers: *Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the school's planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.*

Open positions will be announced in the UTLA newspaper and the LAUSD Human Resources website. The Instructional Leadership Team (ILT) will review candidates' portfolios, standardized test scores, writing samples, lesson plans, and a videotape of a sample lesson plan demonstration. They will conduct initial interviews and observe candidates in current teaching positions when possible in order to evaluate their teaching practice as well as their collaborative nature. The ILT will interview students, candidates' colleagues and their principals in their schools. The ILT will make recommendations to the Governance Board, which will make the final decision in selecting staff. The Governance Board will submit the names of selected teachers to Human Resources to

check requirements under state and federal law. Teachers and principals will be selected based not only on their passion and commitment to the teaching profession, but also on their commitment to being life-long learners in a collaborative environment. They must be willing to share the responsibility not only of educating our students, but also of educating their peers as they continue to grow and develop as educators. Finally, they must agree to all of their roles and obligations as outlined in the CRES #14 Span School Elect to Work Agreement.

The following criteria will be used to select teachers that are aligned with the school's vision, mission, philosophy, and instructional plan:

- Experience in designing and implementing project-based curriculum.
- Experience in team-teaching and collaborative planning
- Experience in parent engagement
- Knowledge of effective teaching strategies for English Learners
- Willingness to engage with partnership organizations
- Open to new ideas and learning
- Flexibility in daily schedule and student grouping
- Passionate interest in arts and understands the value and processes of arts education
- Personal experience/interest in environmental issues
- Willingness to serve as mentor and co-teacher

We will follow guidelines listed under the UTLA/District Contract under the Pilot school section to determine the mix of experienced/new teachers. Differentiated and school-wide professional development will be provided during summer and ongoing during the school year. Lead teachers and a principal will assist new teachers, using differentiated approach to professional development. Teachers will have the choice to select topics and conferences they want to attend. Teachers will bring ideas to share with colleagues. Peer-coaching will be conducted on an ongoing basis.

c. Autonomy: *How will you use staffing autonomy to create optimal learning-centered cultures for students? For pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.*

Staffing autonomy will allow CRES #14 Span School to assemble a passionate and diverse group of life-long learners who will impart their own love of learning on their students and community. Every member of the staff, certificated and classified, will embody the vision of CRES #14 Span School and act as models for our students. As the school converts to the LA Pilot Model, CRES #14 Span School will use the Election to Work Agreement to clearly outline the roles and responsibilities of our teachers. This document, which will be revisited on a yearly basis and signed by all teachers who are in agreement, embodies the mission and vision of CRES #14 Span School.

Response 12a discusses in some detail how the ability to follow a non-traditional staffing model will align with the school's vision. CRES#14 Span School will focus on producing students who "...will become well-rounded, intellectually curious...life-long learners." The ability to select highly qualified teachers, holding multiple credentials (including a high proportion of BCLAD and CLAD credentialed teachers), will be a critical ingredient required to produce these students. Multi-age groupings, team teaching strategies, cross-discipline instruction, and the other facets of CRES#14's mission can only be implemented effectively with the staffing autonomy granted under the Pilot School model.

d. Evaluation: *Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.*

During the first month of the school year each teacher will complete a pre-observation form

listing his/her goal(s) for the year. The goals are taken from the California Teaching Standards. Each teacher will then meet with the principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration and by teachers observing other teachers. The support mechanism will focus on augmenting early teacher support and intervention facilitated by Lead Teachers. The evaluation process will include a performance management framework, including multiple measures of effectiveness, which may include but not limited to student data, parent and student input, students' portfolios, writing samples, standardized test scores, lesson plans and a videotape of a sample lesson demonstration. A post-observation meeting between the teacher and administrator will follow the formal observation. Lead Teachers, peers, and external organizations will support teachers who need additional assistance and guidance. The above evaluation includes some of the recommendations from the District's Teacher Effectiveness Task Force. (Appendix 14)

FINANCES

The finances section should provide an overview of the projected budget for the proposed school, including additional resources that may be needed. Note that all internal applicant teams will receive funding via the District's Transparent Budgeting process, which is based on student ADA, while independent charter schools will receive funding via the charter funding formulas. Please reference Appendix F for a brief overview of transparent budgeting.

13. Finances (3 pages)

a. Financial Sustainability: *Discuss how your school will sustain its vision, mission, and goals relying only on regular District funding or charter funding.*

CRES #14 Span School will develop its budget with maximum input from the governance and advisory committees. This budget will reflect our philosophy, vision, and mission, and will be based on the areas of need, through analysis of ongoing school data. This data will be presented to each committee and they will discuss the areas of most need. A budget needs assessment survey will be given out to each school community group and partnership organization, including all members of the school community. This information will then be tabulated by the Instructional Leadership Team and reported back to the Governance Board, which will make the final budget decisions based on a variety of factors: needs recognized by school management, teachers, and other employees, opinions expressed from the school stakeholders, and such other sources as may seem appropriate.

The following is a high-level summary of the budget and how the budget reflects the vision, mission, instructional plan, and goals of the school:

1. Sources identified in The Per Pupil Funding Model, based on potential General Fund sources, federal money the school might be entitled to, and other funds such as lottery funds, will become the major funding sources. We recognize that the school will be expected to operate within its existing funds, without dependence on District support. The 5-year plan, to be developed by the school in advance of the first year of operation, will therefore attempt to balance available revenues to projected expenditures in all five years, creating a revenue and expenditure plan that will be demonstrably sustainable over that period. In any year reflecting an imbalance between revenues and expenditures, a plan will be created to eliminate the imbalance. The school recognizes that federal funds are typically restricted in nature, and will utilize these funds in accordance with programmatic guidelines to supplement the educational experiences of our students.
2. The major expenditures therefore will be within limits of the funding described in item 1, which may include:
 - a) Hiring certificated/credentialed lead teachers (1 elementary, 1 middle).
 - b) Hiring educators who are specialists in their field to contribute to students' learning of subject.
 - c) Maintaining "small" class sizes to maximize student learning.
 - d) Providing real-world educational opportunities on- and off-campus (examples include possible curricular field trips to concerts, theatrical plays, museums, tree planting.
 - e) Employing a campus aide to maintain a safe environment for students, teachers, and faculty.
 - f) Employing teacher assistants to differentiate instruction.
 - g) Providing technology (i.e. computers, LCD projectors) as additional resources.
 - h) Providing staff retreats and conferences.
 - i) Hiring skilled field experts during professional development to train faculty.
 - j) Establishing intervention programs.
 - k) Purchasing resources to build our curriculum such as arts and music equipment.
 - l) Purchasing textbooks and/or other educational materials.

- m) Purchasing a part-time retired administrator and financial director to enhance our ability to meet the school's financial needs without dependence on District financial support.

b. Additional Funding: *To the extent that the implementation of your proposal requires additional resources beyond the existing District or charter funding, please specify how the school plans to raise additional funds.*

CRES #14 Span School will actively recruit parents, teachers, community, partnership organizations and national organizations, who will help raise funds by holding community events, art exhibits, theatrical performances, instrumental music performances, and parent-run fundraisers. Organizational tactics to support fundraising efforts are as follows:

1. Recruit volunteers who are expert in nation-wide fundraising through partnership organizations.
2. Reach out to Cal Arts, Grand Avenue Partners, Los Angeles Chamber Orchestra, the Harmony Project, Apple, the Tree People, Los Angeles Chamber Orchestra and California Institute of Technology.
3. Parent Partnership Community Alliance will lead fundraising efforts within the school and seek resources from community and partnership organizations.
4. The Student Council group will participate in raising funds as a part of the service-learning program.
5. The School Governance Board will seek outside organizations for donations, services, and fundraising efforts.
6. The Instructional Leadership Team will aggressively pursue and seek proposals for grants at the local, state, and federal level. The school will immediately apply for CA grants specifically designated to fund the process to become an IB school. Grant-funded programs will comply with all programmatic guidelines, including the requirement that grant funds supplement rather than supplant basic District effort.
7. Parent Partnership Community Alliance will take a role as a non-profit 501c3 organization, run by parents, to create, organize, and facilitate fundraising events.

For Traditional, ESBMM, Pilot, and Network Partner School only

c. Autonomy: *Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.*

As was discussed previously, CRES #14 Span School is committed to increase our efficiency and effectiveness by developing a five-year action plan to ensure implementation of the best financial management practices. These practices cover efficient use of limited resources, compliance with applicable State law, program guidelines, generally accepted accounting principles, performance accountability, and cost control. A retired LAUSD financial administrator will oversee budget development and maintenance with the Instructional Leadership Team and the Governing School Site Council, and advise them on how to plan and implement long-term and short-term financial plans. He will also train school members to better understand the budget process, in order that they may become more confident in effective use and control of our funds. The retired financial administrator's position will be on a temporary basis, and will phase out after the first start-up year. The retired financial administrator will remain available after the first start-up year to deal with specific financial issues as they arise, but this will be on an ad hoc basis and at a much-reduced level from Year 1.

Training in finance and budget development will also be provided to selected stakeholders and the faculty in order to improve their understanding of the school finance process and to enhance their ability to provide meaningful input into budget development and review. This training will be developed and provided by the retired financial administrator described above, with assistance from

District staff. All stakeholders will be meaningfully engaged and involved in the shared decision-making process.

Year 1: The first start-up year will focus on professional development of teachers and administrators. In order to implement team building, unified vision, mission and educational philosophy, conceptual learning, and project-based and service learning, a 10-day summer professional development will be provided to teachers and an administrator. In response to the emphasis on project-based learning and the interdisciplinary approach, teachers will acquire various skills, such as developing peer-coaching techniques, team teaching, and differentiated instruction. International Baccalaureate Program training will be provided during Summer 2011 when funding becomes available. During this time, school staff will also be trained in school finance, with the aim of providing a knowledge base that will make school-based stakeholders able to participate fully in financial decisions affecting the school. During this time, school staff will also be trained in school finance, with the aim of providing a knowledge base that will make school-based stakeholders able to participate fully in financial decisions affecting the school.

During the first start-up year teachers will be provided with training in music, theater, dance and visual arts education using the interdisciplinary approach. The Grand Avenue Partners, Cal Arts, the Harmony Project, the Los Angeles Chamber Orchestra organization, and Central LA New High School #9 will facilitate this training. Some of the partnership organizations will provide teachers with standards-based music lesson plans, volunteer musicians, high school mentors, and after-school arts activities and equipment. The California Institute of Technology and the Tree People will also provide teachers for ecology and environmental education on weekends. Teachers, administrators, parents, and community organizations will also have learning opportunities that will help them develop empathy toward the people around them, animals, and the planet, through these partnership organizations and the California International Studies Project.

Also during the first start-up year outside stakeholders will receive financial training to enable them to provide meaningful input into school financial decisions. A 5-year financial plan will be developed prior to Year 1 that will attempt to balance available revenues with expenditure needs in each of the five years, creating a model of full sustainability. In any fiscal year in which revenues and expenditures cannot be balanced, a plan will be created to resolve the difference and balance the budget.

Year 2-5: The second-year focus will be on the acquisition of resources, such as multi-media equipment, laptops, arts resources and science equipment. IB materials, library books, DVD's, and CD's are also essential resources we will purchase. The second year through the fifth year budgets will be developed based on data that will include projected enrollment increases/decreases, available federal, State, and local funds, amounts carried forward from the start-up year, and resources raised by the partnership organizations. Staff, through attendance at state funding conferences and through contacts in the school finance community, will closely track the availability of state funds, which comprise the largest single element of California school funding.

Emphasis will be placed on effective, efficient, and transparent use of financial resources, community partnerships, aggressive grant-writing efforts, and creating staff know-how in financial areas, through training in budget development and financial analysis. We will analyze financial data on an ongoing basis, not only to fine-tune budgeting on the instructional strategies, but also to ensure the availability of funds to meet short- and long-term aims, and to avoid situations in which plans must be re-evaluated due to unanticipated funding shortfalls. At year's end, all stakeholders will review in detail the expenditures, how well they followed our budget plan, and the growth our students accomplished through the use of these funds. Subsequent years' budgets may be adjusted to reflect financial experiences from prior years.

d. Budget Development: *Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.*

CRES#14 Span School is planning to develop and annually update its five-year forecast for the school with input from teachers, administrators, parents, school governance, partnership organizations, and the Echo Park Community. This should include a detailed discussion of the baseline and the assumptions upon which the forecast is based. This will be done with the understanding that a forecast is a financial tool, not a defining document of future spending needs. It provides insight into how decisions today will impact the school's ability to meet the needs of tomorrow. In addition, it will provide an excellent communication tool with the school community, partnership organizations, the Echo Park Community, and the District. There is no question it will be difficult to translate some of the school's needs and demands into accurate funding predictions, but we believe that doing so is a necessity, in an environment in which the needs are great and the funds limited. A forecast will provide everyone with a benchmark that can be used to discuss future needs, as well as compare performance to forecasted budgets. We believe that the transparency of our budget to the stakeholders will increase collaborative teamwork toward the effective and efficient use of our budget. This process of bringing stakeholders into the conversation about the budget will be as outlined in section "a", with regular meetings and review of input by the school leadership team and the governance council.

IMPLEMENTATION

3. Implementation (2 pages + attachments)

a. Implementation Plan: *What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach Appendix G.*

The first year, the school and staff together will make a commitment that all students will be welcomed into the school, and that teachers and other staff will work to have inclusive classes, heterogeneously grouped. This means that the student who is Gifted and the student who is severely disabled, the student from Mexico and the student from the Philippines, will all learn, play, and work together.

For this to occur and become part of the culture of the school, multi-age grouping and team teacher planning will become the first priority for implementation. The entire staff must be committed to this and believe in its value for students, and be able to articulate the reasons for this belief and be willing to defend this practice against detractors. This means being willing to struggle, learn, and seek answers when it doesn't seem to be working for a particular student. During the 10-day summer professional development, teachers will focus on team building, team planning and analyzing students' data to establish successful multi-age grouping and teaming structures.

Conceptual learning and project-based instruction will be implemented during the first year. Within the multi-age grouping, teachers and staff will embrace the diversity of ability and cultural backgrounds, and make them part of the design of instruction. Teachers will learn to design multi-level lessons, challenge students at their own level, provide support and scaffolding so students can push ahead to their own next level, and help students get involved in collaborative, pair, or group work, where they can draw on each other's strengths. Teachers will collaboratively select themes and key standards from State, national and international standards. They will develop authentic teaching strategies that engage students in learning through activities, projects that relate to their own lives at home and in the community, and that connect to the real world.

The next priority during the first year is to build community in the school. For student's minds to work well so that they can learn, they must feel safe, secure, and cared for. This involves many dimensions that are listed in the Implementation Plan Template:

1. Collaborative, supportive, respectful relationships among staff, parents, and the community. There will be varied programs supporting this: literature reading on weekends, the Student Success Team, parent training by UTLA to implement Joyce Epstein's framework, team teaching strategies, and implementation of Best Behavior practices.
2. Building structures in the classroom among students so that they know one another, and help one another. This could include peer partners, circles of support, peacemakers (a program for conflict resolution where students are taught to resolve their conflicts, under teacher supervision and guidance), and sharing of lives and feelings in talk, the arts, and during class meetings.
3. Giving students choices and teaching them to take responsibility for those choices.' Behavior Problems' will be much less frequent once the school builds a community where students feel cared for, and are taught responsibility in the process.

Another program that will be implemented during the first year is creating structures to support teachers. During the process of implementing conceptual learning and project-based instruction, the school community will build a support team including varied teachers, such as general education teachers, special education teachers, arts teachers, etc. During the morning planning time or on Friday afternoon, they will meet to talk about students with special problems and brainstorm ways to deal with the issues.

Building community with parents and partnership organizations is also essential for the first year. Parents and partnership organizations will be invited to the classrooms immediately. Teachers

will learn to use services provided by parents and partnership organizations during Tuesday PD meetings. Teachers will learn to insure that parents and partnership organizations are involved in the full life of the school. Using service learning as a tool, teachers, students, parents, and partnership organizations will develop positive relationships.

Building a shared decision-making process is another element that needs to take place in the first year. The school community will build leadership based on the school's vision of what is good for students. Selecting an effective principal and creating an effective governing board is the highest priority. All school staff, parents, and students must have the opportunity to have a voice in creating a positive school culture.

The creation of various assessment tools must start the first year. Teachers who are teaming will create project-based assessments, rubric criteria for projects, and written reports and portfolios as they start a new unit. Grade-level meetings will be used to develop school-wide assessment tools. Some of the District's assessment tools will be used and refined as lessons develop. Authentic assessment is changeable depending on students' outcomes and expectations. This will be refined and changed every year and teachers will be continuously trained in use of and in development of authentic assessment.

By the second year, teachers and staff will have more understanding of what went well, and what needs to be refined. The school community and partnership organizations will continue to review various data to set goals for the 2nd year. Students' formative and summative assessment data will be carefully analyzed to set realistic goals and establish accountability for all the school community members. Based on the annual evaluation results of teachers, principal, and clerical staff, staff structure may change or the Elect-to-Work Agreement may be modified. The Lead Teachers and the principal will be trained in the International Baccalaureate program so that they may in turn help train school staff during the 2nd year. The program is scheduled to be fully implemented by the beginning of the third year for elementary and by the beginning of the 4th year for middle level.

The school will start planning the dual language program during the second semester of the first year. The first year of operation will be a planning year during which the administration, staff (including classified), and parents will receive information, orientation and training from the Asian Pacific and Other Languages Office (APOLO) in preparation for beginning the DLP in the 2nd year. During that planning year all EO students pre-k through 5/6 will participate in the Foreign Language in Elementary School (FLES) program. EO students will be taught Spanish as a foreign language on a regular basis. EL students will participate in the Heritage Language Program, expanding their native Spanish skills. The following is our schedule for a long-term implementation of DLP and FLES:

1st year of implementation – K in DLP - PreK and 1-8 in FLES

2nd year – K and 1 in DLP - PreK and 2-8 in FLES

3rd year – K,1,2 in DLP - PreK and 3-8 in FLES

4th year – K,1,2,3 in DLP - PreK and 4-8 in FLES

One more grade-level will be added to the DLP each year until, by the 9th year:

9th year – K- 8 in Dual language Program and PreK in FLES

Other programs mentioned during the first year will continue and be refined as the school evaluates the effectiveness of these programs. Using the vision, mission and philosophy of the school as a base, the school will continue to deepen the staff's understanding of the programs and refine the application of them based on the students' data they analyze.

b. Waivers: For Internal Applicant Teams Only

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring a waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year. The form will be available on the Public School Choice website in the coming weeks.

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Federal Requirement, District publications and forms are available	Search and Serve	<p>CRES 14 will follow special education protocols required by the Individuals with Disabilities Act, the Federal law governing special education. The staff will ensure that "a free appropriate public education is available to children with disabilities residing in the State between the ages of three and 21, including children with disabilities who have been suspended or expelled from school." Since it is the commitment and obligation of the school and the LAUSD and its staff to ensure that students with disabilities have available to them a free appropriate public education (FAPE), the following system will be placed at CRES #14 Span School to implement and monitor the compliance, instruction, assessment and the Individualized Educational Programs (IEP).</p> <p>Search and Serve: The mechanism for implementing the procedure is the District's Student Enrollment Form that must be completed by parents at the time they are enrolling their child. This will help identify and serve students, who require or may need special services, when they enroll in the school. Section 10 the District's Student Enrollment Form asks the following questions:</p> <ol style="list-style-type: none"> 1. Did the student receive special education services at his/her previous school? 2. Did the student have an Individualized Education Program (IEP) at his/her previous school? 3. Did the student have a Section 504 Plan at his/her previous school? 4. Does the student have difficulties that interfere with his/her ability to go to school? 5. Has the student been identified for Gifted and Talented Education services (GATE)? <p>The office personnel have the responsibility to assist parents, if necessary, answer the questions and ensure that all questions are answered.</p> <p>If all questions in Section 10 are answered NO, further follow-up is not required, other than checking NO on Question A(1) on the Special Services Follow-up Section of the form.</p> <p>If any question in Section 10 is answered YES, the Special Service Follow-up Section of the form must be completed.</p> <p>It is important that the office staff and administrator/designees familiarize themselves with the form and their duties to ensure that the students who require special services are identified and promptly provided appropriate school programs and services. In so doing, they</p>

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		<p>will view the student's active IEP in the Welligent system when the student has an IEP from a previous school.</p> <p>If a student transfers into LAUSD from another state, the school will provide comparable services in consultation with Support Unit East and parents until a new evaluation is conducted. The school will provide the parent with the Parent Request/Reasonable Accommodations form and maintain the completed form in the student's special education folder. Administration/Design will also review the IEP and provide the student with the programs and services specified.</p> <p>If a student transfers from another state, the school will provide comparable services in consultation of Support Unit East and the parent until the new evaluation is conducted. The school will provide the parent with the Parent Request/ Reasonable Accommodations form and maintain the complete form in the special education folder. The staff will review the IEP and provide the student with the programs and services specified.</p> <p>If the IEP is out of date or no longer appropriate, the school will still implement it but hold an IEP within 30 days.</p> <p>Assessment: Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for special education assessment. The request must be processed in a timely manner so that the assessment plan will be developed, signed by parent, and assessment will be conducted by a school psychologist.</p> <p>The following publications will be maintained in the school:</p> <ol style="list-style-type: none"> 1. Are You Puzzled by Your Child's Special Needs? Brochure 2. Student Enrollment Form 3. Request for Special Education Assessment Form 4. Student Information Questionnaire for Parents and Guardians 5. A Parent's Guide to Special Education Services <p>The school will be prepared to assist parents in completing forms and answering questions they may have. When appropriate, the school will refer the parent to the District's Parent Resource Network at (800) 913-8133.</p>

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Outcome 2	Intervention Programs	<p>CRIS #14 Span School will implement a systematic intervention program with a multifaceted model. (Appendix 12) The staff will use a part of the 10-day summer professional development to analyze data, using ISIS, My Data system, CST results and other formative assessment tools to determine a list of students who are at-risk in tier 1, 2 and 3. Teachers and staff will focus on data related to literacy skills first to identify at-risk students in tier 1, 2 and 3 groups.</p> <p>Based on the data, the school will implement the following procedure :</p> <p>All academically at-risk students will be provided with structured, systematic academic intervention programs.</p> <p>Tier 1: "good first teaching" is provided for all students in the form of highly effective teaching, which introduces and reinforces concepts and skills during interdisciplinary periods. Team teachers will pull out certain students for specific intervention strategies. The students' progress toward specific skills will be monitored and evaluated.</p> <p>Tier 2: is provided to students who have not responded to the good first teaching strategies. These students will go to the learning center for a period of time to participate in DIBELS (K-2nd) and Read 180 (3rd-5th) to improve specific targeted skills. The interventions are to be provided for the period of time recommended in DIBELS and Read 180. Each student's progress is monitored through the use of assessment tools provided in each of the intervention programs noted above.</p> <p>Tier 3: The intensive intervention programs using DIBELS and Read 180 will be used at the learning center to focus on the specific processing skills required for literacy.</p>

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MCD OUT-COME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>Through the adoption and implementation of a consistent school-wide positive behavior support plan/Best Behavior, CRES #14 will ensure that every student, pre-school through 8th, has the right to be educated in a safe, respectful and welcoming environment. All school level discipline plans will be consistent with the <i>Culture of Discipline: Guiding Principles for the School Community</i> and <i>Culture of Discipline: Student Expectations</i> as set forth in BUL-3638 and Board Policy). This will include a plan that includes all student: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. Before consequences are given, all students will first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. In the event of misconduct, there is to be the appropriate use of consequences. Ongoing monitoring through SSTs, observations, and parent input will be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner and in accordance, with IDEA.</p>
Necessary for Planning, will be provided	Description of Student Population	<p>CRES #14 Span School is scheduled to have two special day classrooms. No specific information regarding the student population has been provided. General and special education teachers, however, will be trained in co-teaching, and in steps to create an inclusive school for children who are mild to moderate, or moderate to severe. With the support of Support Unit East and the part-time retired administrator (who spear-headed the inclusive model while she was a director of Special Education), the school will successfully implement the inclusive model. The progress of the inclusive model will be carefully monitored and teachers will be supported, so that they will believe that that this model will work effectively for all children and will have the expertise to make it happen.</p>

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MCD-OUT-COME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	<p>The goal of the CRES #14 Span School is to provide students with disabilities with equal access to FAPE regardless of severity of their disabilities. The school will provide a variety of instructional settings such as team teaching, co-teaching, differentiated instruction, an inclusive model, accommodations and modifications to meet the needs of students with disabilities. Some of the program descriptions include:</p> <ul style="list-style-type: none"> • Designing lessons at multiple levels that challenge students at their own level (zone of proximal development). • Providing support and scaffolding so children can push ahead to their own next level of learning. • Using authentic teaching strategies that engage children in learning via activities that relate to their lives at home and in the community, that connect to the real world. • Engaging the multiple intelligences and learning styles of children so that multiple pathways for learning and demonstrating achievement are available. • Involving students in collaborative, pair or group work where they draw on each other's strengths.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>CRES #14 Span School will conduct internal monitoring of its special education process in addition to the current computer system, Welligent. At the beginning of each school year, a school-wide IEP Master Plan Schedule will be developed that includes every child that receives special education support services. This schedule will help ensure that important mandates legislated by the Modified Consent Decree are met. The master calendar will include IEP Due Dates, Types of IEPs such as Annuals, Initials, Amendments, 30-Day, Reviews, or Transitions. The master calendar also includes specific information about individual eligibilities, itinerant services, and placement information. All of the information is used to schedule, inform and guide IEP Team members as they work to support the student.</p> <p>If the child is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year for an annual review. In addition, every three years, the child will be reassessed and his or her IEP reviewed as part of a comprehensive reassessment of progress.</p>

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MCD OUT- COME	COMPONENT	SCHOOL PLAN
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Using multiple measures, such as Woodcock-Johnson, Brigance, Kaufman Test Educational Achievement, Cognitive Assessment System, Test of Auditory Processing Skills, Test of Visual Perception, and Behavior Assessment System for Children, appropriate staff will determine eligibility for special education and related services that meet federal and state mandates. If determined to be eligible, the Individualized Education Program (IEP) team, which includes parents, will develop an IEP based on student academic and social needs. IEPs will be implemented, monitored, and evaluated for all students identified with special education needs. They will be reviewed annually or as needed to determine progress towards goals. Students will be re-evaluated at least once every three years to determine their progress and eligibility for continued special education programming and services. Clear communication to parents of procedural rights, involvement, participation and cooperation will expand the potential for successful implementation of the child's IEP.</p> <p>For children with a current IEP or no IEP, parents or guardians may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for assessment. Within fifteen (15) days, not counting school vacations greater than five (5) days, of the receipt of a referral for assessment, parents will receive a written response from the District. If the District determines that an assessment of their child is not appropriate, they will receive a written notice of this decision. If the District determines that an assessment is appropriate, then they will receive an Assessment Plan. An Assessment Plan describes the types and purposes of the assessments which may be used to determine the child's eligibility for special education services. Before the child can be assessed, parents must consent to the assessment by signing the Assessment Plan. They have at least fifteen (15) days from the receipt of the Assessment Plan to consent to and sign it. The school has sixty (60) days, not counting school vacations greater than five (5) days, of the receipt of the signed Assessment Plan to complete the assessment and hold an Individualized Education Program (IEP) meeting.</p>

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Outcome 2	Instructional Plan for students using grade level standards	Students with disabilities will receive accommodations and modifications documented in their Individualized Education Program (IEP) in order to acquire their grade-level standards. The Resource Specialist Program (RSP) Teacher, Special Day Program Teacher, School Psychologist, and general education teachers will collaborate to develop a variety of scaffolding techniques to support the students' instruction in the classroom.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Students will be provided with a variety of accommodations and modifications tailored and research-based to meet their goals written in their IEP. Alternate standards will be used for students with severe cognitive difficulties. The instructional programs will focus on age appropriate activities to maximize independence and integrity.</p> <p>Ongoing informal and formal assessment will be analyzed to tailor students' instructional settings and instructional materials to needs. Appropriate use of accommodations and modifications will be also monitored and tailored to students' needs, and IEP will be amended as needed.</p> <p>Whenever possible students with alternate standards will be instructed with general education students in multi-age settings.</p> <p>Continuous differentiation and scaffolding techniques will be used and reviewed to see their effectiveness.</p>

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Outcome 13	Plan to provide Supports & Services	CRCS #14 Span School is committed to follow the guidelines described in the Modified Consent Decree that 93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disabilities will show evidence of service provision and that 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision. We will monitor the provision of services using the Wellpoint Tracking Log.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	CRCS #14 Span School is committed to implement and monitor the following requirements: Students 14 years and older have a completed Individual Transition Plan with activities aligned with Education/Training, Employment, and Daily Living Skills. All students who are 14 years old and older, have a completed commercially produced transition assessment evident in their IEP prior to their 16 th birthday. Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post-secondary outcomes
Federal requirement	Access to Extra-Curricular/Non academic activities:	Students with disabilities will participate in extra-curricular/non-academic activities with appropriate accommodations and modifications written in their IEP's. Specific accommodations will be written in students' IEP's so that the students with disabilities will be able to participate in extra-curricular/non-academic activities. Before the IEP meeting, electives and student's interests will be carefully examined so that the student will be able to select the most appropriate electives to pursue his/her goal. A variety of clubs will be available for students with disabilities and general education students. It all depends on the child's disabilities. Students with disabilities will participate in various service learning activities to serve in the community.