

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

Table of Contents

A. Summary Analysis	4
a. Mission and Vision	4
b. School Data Analysis	4
c. Applicant Team Analysis	13
d. Informational Summary	15
B. Instructional Plan-	15
<u>Category One : Unwavering Focus on Academic Achievement</u>	
B-1. Curriculum and Instruction	15
a. Instructional Program	15
Waiver # 6: School's Internal Organizational Plan	19
Waiver #2: Improve pedagogy and student achievement	23
b. Core Academic Curriculum	23
Waiver 3: Locally determined curriculum	23
c. WASC Accreditation	28
d. Addressing the Needs of All Students	29
e. Vertical Articulation	37
f. Early Care and Education	39
g. Service Plan for Special Education	41
B-2.-Professional Development	43
a. Professional Culture	43
b. Professional Development	45
Waiver #7: Local Professional Development Plan	45
c. Teacher Orientation	47
d. PD Program Evaluation	48
B-3. Assessments and School-Wide Data	49
a. Student Assessment Plan	49
Waiver # 4: Local Interim Benchmark Assessments:	50
b. Graduation Requirement	50
c. Data Collection and Monitoring	52
<u>Category Two: School Culture, Climate and Infrastructure</u>	
B-4. School Culture and Climate	53
a. Description of School Culture	53
b. Student Support and Success	56
c. Social and Emotional Needs	57
d. College and Career Readiness	58
e. School Calendar/Schedule	59
Waiver # 5: Local Instructional Schedules and Strategies	60
f. Policies	60

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

Waiver 13: School health/safety matters	60
Wavier 12: School’s student discipline guidelines	60
B-5. Parent and Community Engagement	60
a. Background	60
b. Strategies	62
c. Key Community Partnerships	68
<u>Category Three: Leadership that Supports High Achievement for Students and Staff</u>	
B-6. School Governance and Oversight	71
a. School Type	71
b. School Level Committees	71
c. Governing Council	72
B-7. School Leadership	72
a. Principal Selection	72
b. Leadership Team	74
Waiver # 11 Local Process/Methods for Selecting Teachers	74
B-8. Staffing Recruitment and Evaluation	75
a. Staffing Model	75
b. Recruitment and Selection of Teachers	77
Waiver # 9: A Requirement for “Mutual Consent”	78
c. Performance Reviews	78
B-9. Sharing a Campus	79
C. Internal Management	79
C-1. Waivers	79
Waiver # 15	79
C-2. Budget Development	79
D-1. Portfolio Development	82
a. Portfolio Growth	82
b. Operations	82
c. Portfolio Evaluation	82
D-2. Organizational Responsibilities and Goals	82
a. Core Functions	82
b. Leadership	82
E. Appendices	82
<b>Proposal Attachments</b>	
Attachment 4: Commitment Form	83

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

Attachment 5: Daily Schedule	84
Attachment 6: Policies for Retention, Graduation, and Student Behavior	85
Attachment 7: Job Description for Principal	86

**Appendix File**

Attachment A: Letter of Intent (Updated Version due 11/18/11)
Attachment B: PSC Commitments and Expectations Forms
Attachment C: Assurances
Attachment F: Applicant History Data Sheet
Attachment P: Performance Plan
Attachment U: School Calendar
Attachment V: Professional Development Schedule
Attachment 1: Waiver Identification Form
Attachment 2: LAUSD/UTLA Waiver-Side Letter Request Form

**Appendix Document**

Attachment D: Signed Copy of the Assurances Form
Attachment E: Service Plan for Special Education

**Appendix Parent Handout**

Attachment 3: Informational Summary - English
Attachment 3: Informational Summary – Spanish

**Tables**

Table 1: 107 <sup>th</sup> Street AYP 5 Year Trend	5,15
Table 2: 107 <sup>th</sup> Street Elementary/Magnet School API 5 Year Trend	5
Table 3: Performance Data for 107 <sup>th</sup> Street Elementary/Magnet School	6
Table 4: CST Performance Band Data	6
Table 5: CST AYP Subgroup 5 Year Trend	7
Table 6: 5 Year CST ELA Grade Level Trend Data	7
Table 7: 5 Year CST Math Grade Level Trend Data	7
Table 8: 5 Year CST Science Grade Level Trend Data	7
Table 9: 4 Year English Learner Trend Data	8
Table 10: AYP Ethnicity Subgroups 5 Year Trend	9
Table 11: AYP SWD Subgroup 5 Year Trend	10
Table 12: Students Scoring Proficient and Advanced 2010/2011 CST Disaggregated by Classroom	11
Table 13: High Basic Students Combined with Current AYP Students	12
Table 14: 2009-2010 Student Demographic Data	62
Table 15: 2010-2011 Student Attendance and Suspension/Expulsion Data	62

**A. SUMMARY ANALYSIS**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**a. Mission, Vision and Core Beliefs:**

**Mission:** The mission of 107th Street Elementary/Magnet School is to provide students with rigorous data driven instruction, with enrichment in the arts, by highly qualified, dedicated teachers who adhere to the National Board Certification Teacher approach and collaborate to ensure student mastery of grade-level standards, by delivering quality first teaching. The students of 107th Street Elementary/Magnet School will culminate having mastered K-5 state standards not only enabling them to be successful in middle, high school and beyond but ensuring that they will be college/career minded as well.

**Vision:** 107th Street Elementary/Magnet School provides a personalized learning environment including tiered instruction and interventions that address the individual, social, emotional, and academic needs of the whole child. The school will provide a safe clean environment, and will foster strong home and community partnerships which will support academic success and enrichment in the Arts for all students. Students will meet and exceed grade level state standards, become critical thinkers, and independent lifelong learners to be successful adults in the 21<sup>st</sup> Century.

The vision of 107th Street Elementary/Magnet School will be realized through the following core beliefs:

- All students have the right to a rigorous data driven standards-based core curriculum
- All students have strengths and interests that guide their learning
- All students are taught by highly qualified dedicated and committed teachers
- All students will develop into responsible, respectful, and productive citizens of their community
- All students will experience meaningful learning in a safe, clean, nurturing, and secure environment
- All students will demonstrate skills related to achieving personal and academic goals
- All students will be supported by strong school/home partnerships
- All students will be provided with tiered instruction and intervention to meet their individual needs
- All students will be given the opportunity through arts enrichment to build skills, knowledge, and abilities in dance, music, theater, media, and visual arts to assist in mastery of grade level standards
- All students will be given the opportunity through arts enrichment to draw upon their own experiences, imagination, original thoughts, and voices to create meaning and translate to success in school
- All parents are encouraged to support school policies and expectations and be active participants in their child's education
- All teachers think systematically about their practice, are reflective on their teaching practices, and learn from experience, to deliver quality first teaching

The school's mission, vision, and core beliefs will be realized through implementation of a strong academic instructional program enhanced through arts enrichment for all students. Teachers will participate in Professional Learning Communities (PLCs) and utilize the Peer Coaching Model (PCM) as a way of strengthening their teaching practices. In order to provide quality first teaching all teachers will engage in the teaching approach outlined by the National Board Certification for Teaching Standards (NBCTS).

## **2. School Data Analysis**

### ***Introduction***

107th Street Elementary/Magnet School is part of Local District 7. The school converted from a four track to a traditional calendar in the 2011-2012 school year. The school receives QEIA funds which allow the class sizes to remain at 20:1 for K-3<sup>rd</sup> grade and 23:1 for students in 4<sup>th</sup> -5<sup>th</sup> grade.

Table 1 and Table 2 include the AYP and API growth, sustained over a five-year period, as reflected on the California Standards Test.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**Table 1: 107<sup>th</sup> Street AYP 5 Year Trend**

<b>AYP-ELA</b>	<b>107<sup>th</sup> Street</b>
2007	16.5%
2011	30.2%
<b>Change</b>	+13.7%
<b>AYP-Math</b>	
2007	27.3%
2011	41.5%
<b>Change</b>	+14.2%

**Table 2: 107th Street Elementary/Magnet School API 5 Year Trend**

<b>API</b>	<b>107th Street Elementary/ Magnet School</b>
2007	601
2011	686
<b>Change</b>	+85

*Data Points (Report Card Data Sheets) and Trends*

The data points used to analyze the data are the following:

**School Experience Survey**

Student          Staff          Parent Response

**Summary Sheets**

AYP    API  
 Reclassification Rate    Suspension Rates    Parent Survey    Attendance    AMAO's for English Learner

**Table 3: Performance Data for 107<sup>th</sup> Street/Magnet Elementary School**

<b>Data Point</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>*Performance Meter Goal</b>
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**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

<b>API</b>	628	686	Goal 2
<b>AYP: ELA</b>	24.1%	30.2%	Goal 2
<b>AYP: Math</b>	30.7%	41.5%	Goal 2
<b>Reclassification</b>	14.6%	13.6%	Goal 2
<b>AMAO 1: CELDT Annual Growth</b>	55.1%	57.7%	Goal 2
<b>AMAO 2: Eng. Prof. &lt;5yrs</b>	19.2%	23.8%	Goal 2
<b>AMAO 2: Eng. Prof. &gt; 5yrs</b>	38.8%	37.1%	Goal 2
<b>AMAO 3: Proficiency in ELA</b>	22.7%	30.5%	Goal 2
<b>AMAO 3: Proficiency in Math</b>	32.7%	43.6%	Goal 2
<b>Attendance Rate: Staff</b>	92.2%	93.9%	Goal 3
<b>Attendance: Staff 96% +</b>	65.6%	60.6%	Goal 3
<b>Attendance Rate: Student</b>	93.9%	93.8%	Goal 3
<b>Attendance: Student 96% +</b>	45.0%	46.9%	Goal 3
<b>Parent Survey: % Responses</b>	32.3%	28.2%	Goal 4
<b>Parent Survey: Involvement</b>	88.6%	95.2%	Goal 4
<b>Parent Survey: Welcome at School</b>	82.3%	92.7%	Goal 4
<b>Parent Survey: Communication with Teacher</b>	58.8%	67.1%	Goal 4
<b>Student Survey: % Responses</b>	78.4%	80.2%	Goal 5
<b>Student Survey: Safety</b>	82.8%	81.4%	Goal 5
<b>Suspension Rate: School wide</b>	1.6%	3.8%	Goal 5
<b>Suspension Rate: African Amer.</b>	3.5%	11.3%	Goal 5
<b>Suspension Rate: Latino</b>	0.9%	1.4%	Goal 5
<b>Suspension Rate: SWD</b>	7.5%	11.3%	Goal 5

\*Los Angeles Unified School District Superintendent's Performance Meter:

- Goal 1 – Graduation Rate
- Goal 2-Proficiency for All
- Goal 3- 100% Attendance
- Goal 4-Parent and Community Engagement
- Goal 5-School Safety

***California Standards Test (CST)***

The California Standards Test (CST) is given annually to student in 2<sup>nd</sup> through 5<sup>th</sup> grade. The scores from the CST are used to determine the Annual Yearly Progress (AYP). The Federal government has established goals which are used under the No Child Left Behind (NCLB) law. Schools are held accountable for meeting these target goals for all students and significant subgroups. For 2011 the AYP target for all schools was 67% of the students needed to scores proficient or advanced in ELA and 68.5% in math. Safe Harbor is another way by which schools can meet their AYP goals. Safe Harbor allows the schools to get AYP credit for moving 10% of the students with scores of basic and below to proficient or advanced.

The change in proficiency across grade levels and subject areas are shown below:

**Table 4: CST Performance Band Data**

<b>107<sup>th</sup> Street/Magnet Elementary School</b>	<b>CST ELA 2011</b>	<b>CST Math 2011</b>
Advanced/Proficient	30.2%	41.5%
Basic	28%	24%
Below Basic	25%	25%
Far Below Basic	17%	9%

**Table 5: CST AYP Subgroup 5 Year Trend**

<b>107<sup>th</sup> Street</b>	<b>ELA</b>	<b>ELA</b>	<b>Math</b>	<b>Math</b>
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LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

Subgroup	2007	2011	2007	2011
African Americans	13.9%	27.1%	18.3%	31.9%
English Learner	10%	14.1%	23%	29.8%
Students with Disabilities	0%	7.7%	5.7%	15.4%
Latino	17.6%	30.6%	31.0%	44.4%

**Table 6: 5 year CST ELA Grade Level Trend Data**

Year and Grade	Advanced Proficient	Basic	Below Basic	Far Below Basic
<b>2007 Grade 2</b>	26.0%	31.0%	24.0%	20.0%
<b>2011 Grade 2</b>	27.7%	24.8%	29.8%	17.7%
<b>2007 Grade 3</b>	7.0%	28%	32.0%	32.0%
<b>2011 Grade 3</b>	22.4%	25.9%	33.6%	18.2%
<b>2007 Grade 4</b>	21.0%	33.0%	25.0%	20.0%
<b>2011 Grade 4</b>	47.6%	32.0%	13.3%	7.0%
<b>2007 Grade 5</b>	13.0%	34.0%	29.0%	35.0%
<b>2011 Grade 5</b>	24.8%	28.5%	24.1%	22.6%

**Table 7: 5 year CST Math Grade Level Trend Data**

Year and Grade	Advanced Proficient	Basic	Below Basic	Far Below Basic
<b>2007 Grade 2</b>	39.0%	25.0%	24.0%	12.0%
<b>2011 Grade 2</b>	35.5%	24.1%	31.2%	9.2%
<b>2007 Grade 3</b>	26.0%	19.0%	36.0%	20.0%
<b>2011 Grade 3</b>	42.0%	30.1%	19.6%	8.4%
<b>2007 Grade 4</b>	31.0%	27.0%	34.0%	9.0%
<b>2011 Grade 4</b>	51.6%	22.7%	21.9%	3.9%
<b>2007 Grade 5</b>	14.0%	16.0%	45.0%	24.0%
<b>2011 Grade 5</b>	38.0%	20.4%	27.0%	14.6%

**Table 8: 5 year CST Science Grade Level Trend Data**

Year and Grade	Advanced Proficient	Basic	Below Basic	Far Below Basic
<b>2007 Grade 5</b>	7 %	29 %	26 %	38 %
<b>2011 Grade 5</b>	41.1%	23.4%	16.8%	19.7%

***English Learner Progress and Accountabilities***

The English Learner academic and language proficiency rate is a focus of the Los Angeles Unified School District. There are two measures that the District uses to determine academic and language acquisition success for

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

English Learners. The District's expectation is that schools will meet the Federal AMAO targets and that the rate of EL reclassification rate meets the established target goals. The Federal government's Annual Measurable Objectives target goals consist of both academic and language proficiency targets. The AMAO measure the following:

- AMAO 1: CELDT Annual Growth
- AMAO 2: Attaining English Proficiency<5 years  
Attaining English Proficiency>5 years
- AMAO 3: Proficiency in ELA CST  
Proficiency in Math CST

**Table 9: Four Year English Learner Trend Data**

	2007-2008	2008-2009	2009-2010	2010-2011
<b>Reclassification Rates</b>	8%	11%	15%	14%
<b>AYP-ELA</b>	6.5%	12.4%	10.7%	14.1%
<b>AYP-Math</b>	20.1%	25.9%	20.2%	29.8%

The data on Table 9 shows that 107th Street Elementary/Magnet School had a drop of 1% in the reclassification rate last school year. However, from 2007-2011 the overall rate increased by 6%. There is a need to increase by 7 percentage points to meet the 2012 LAUSD annual reclassification target of 21%. Therefore, the reclassification and AMOA data for the last 5 years reflects 107th's emphasis on monitoring the academic and language proficiency progress of English Learners. Over the past four years there was a 7.5% increase in ELA and a 9.7% increase in Math proficiency. There is a need to increase both reclassification rates and proficiency in ELA and Math by strengthening quality first teaching through the implementation of rigorous access to core strategies in all grade levels.

***Attendance (Staff and Students)***

LAUSD monitors the attendance rate for students and staff. The District's Superintendent established the goal of having each school meet a target of 64% of the students and staff attending school 96% of the time. This rate and target goal is measured and monitored through the Performance Meter. 107th Street Elementary School's staff attendance rate improved by 2% last school year. The data indicates that the 61% of the staff have a 96% attendance rate. This is three points less than the District's goal of having 64% of the staff at 96%. The school's increased test scores have a positive correlation to the staff's sense of job satisfaction. In addition, staff indicated on the 2010-2011 School Report Card they feel safe and supported at the school.

***Student Attendance Data***

The data for 2010-2011 shows that 47% of students attended school at a 96% attendance rate meeting the district goal. Our data indicates that 17% of the students were below the district goal. This data dictates a need to improve student attendance and on-line attendance data sources reveal the need to decrease student tardiness.

***Parent Engagement***

Los Angeles Unified School District has developed a School Satisfaction Survey which includes feedback from parents, students and staff regarding their feeling about the school. The process developed by the District to obtain stakeholder opinions includes the following: Yearly collection of stakeholder surveys and publication of the Satisfaction Survey. The questions in the survey for parents includes whether or not they feel welcomed at the school, if they have opportunities to communicate with the teachers and if they feel there are opportunities for involvement. The District has established target goals for these areas. In addition, the percent of parents that participate in the survey is a factor which is reviewed for parent engagement.



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

The School Satisfaction Survey indicates that parents at 107th feel involved (95.2%) and welcomed (92.7%). This data demonstrates an increase within the last year of parents being provided opportunities for involvement and feeling welcomed at the school. Additionally, although the satisfaction survey indicates an increase from 58.1% to 67.1% of parents who feel that they can communicate with their child's teacher, the 67.1% rate is an area of opportunity to increase parent communication with teachers. Projects will be implemented to increase opportunities for parent-teacher communication.

107<sup>th</sup> will have a functional academic and culturally based Parent and Family Center. The Parent and Family Center will be staffed by two community representatives who reflect the student ethnic population. 107<sup>th</sup> will make a concerted effort to provide district- and/or site-based translation at all school events, workshops, and meetings, including during all parent-teacher conferences. Our own in-house data indicates there is a need, however, to increase the participation rate of parents at parent-teacher conferences. The school will implement a plan to motivate students to encourage their parents to participate in conferences by conducting student-led conferences and providing student incentives and recognition for parent participation.

***Suspension***

The schools in LAUSD consistently monitor the suspension data for their students, especially those from the school's significant subgroups. 107th Street Elementary/Magnet School has decreased their suspension rate over the last five years. The implementation of the SWPBSP will assist the school in providing clear expectations regarding student behavior. However, there is a need to reduce the disproportional number of African American male suspensions and continue to utilize alternatives for suspensions. There is a need to collaborate more with parents, provide focused professional development in classroom management, and develop expertise in Culturally Relevant and Responsive Education pedagogy to address the different student learning styles.

***Analysis of Data***

All subgroups showed growth, due to school-wide focus on identifying essential standards in ELA and Math as well as strategic Professional Development in the area of teaching power standards and monitoring student progress towards mastery of those standards. However, more strategic planning in the use of Access to Core and CRRE Strategies is needed specifically for our African American students.

The API growth pattern for 4 out of the last 5 years has shown a consistent increase. In 2006/2007 there was a 23 point growth, 2007/2008 there was a 22 point growth, and in 2008/2009 there was a 17 point growth. However after an unexpected decline of 9 points in 2009/2010, the school recommitted itself to a singular focus of rigorous standards based instruction, streamlined by meaningful discussions of data and instructional strategies in weekly PLCs, rewarding the school with a 58 point leap in 2010/2011. The gains can also be attributed to the implementation of PLCs, and the strategic focus on the components of RTI<sup>2</sup> - quality differentiated instruction, frequent monitoring of student progress and adjusting student instruction based on progress monitoring data. Our needs are for continued collaboration and collegiality with a unified approach to quality first teaching.

***Ethnicity***

**Table 10: AYP Ethnicity Subgroups 5 Year Trend**

<b>107<sup>th</sup> Street Subgroup</b>	<b>ELA 2007</b>	<b>ELA 2011</b>	<b>Math 2007</b>	<b>Math 2011</b>
African Americans	13.9%	27.1%	18.3%	31.9%
Latino	17.6%	30.6%	31.0%	44.4%

The African American students at 107<sup>th</sup> made some gains during the last 4 years as reflected in the AYP for this group of students. Unfortunately there is a significant achievement gap between the school wide data and the data

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

in ELA and Math for African American students. The school has reviewed the academic progress of this subgroup and developed an action plan to increase the percent of students scoring proficient or advanced.

Because our data demonstrates a need to accelerate the achievement levels of African-American students, each grade level will identify the students needed to reach Safe Harbor for the African-American subgroup, and develop a plan to meet the target. Targeted strategies will include mandatory: individualized learning plans, individual student conferences, targeted parent-teacher conferences, targeted instruction, and after-school tutoring.

The school's Latino subgroup has made significant gains during the last five years in ELA and in math. In ELA the Latino students surpassed the school wide AYP. The learning outcomes for Latino and African Americans are disproportionate. The Latino students surpassed the school wide AYP goal. There is still a need to continue to address the learning outcomes of African American students. There is a need for teacher professional development in Culturally Relevant and Responsive Education (CRRE), school wide Academic English Mastery Program (AEMP) strategies, quality first teaching, and universal access strategies.

The targeted professional development plan to address the needs of English Language Learners will be implemented school wide. Teachers of EL students will meet by grade level to review and discuss current ELD levels of their EL students, ELD portfolios, alignment of ELA and ELD standards, and strategies to reclassify EL students with the EL Coordinator before each reporting period.

In addition to professional in-service training in Access to Core Strategies, the school leadership team has identified six structured immersion classrooms whose teachers will receive intensive, on-going professional development on how to implement the four Access to Core Strategies (Content, Connections, Comprehensibility, and Interactions). Instructional Coaches will assist teachers with developing Individual Learning Plans for each student and monitoring student progress toward the established academic benchmarks.

***Students with Disabilities (SWD)***

**Table 11: AYP SWD Subgroup 5 Year Trend**

<b>107<sup>th</sup> Street Subgroup</b>	<b>ELA 2007</b>	<b>ELA 2011</b>	<b>Math 2007</b>	<b>Math 2011</b>
Students with Disabilities	0%	7.7%	5.7%	15.4%

The gains for SWD can be attributed to the screening, implementation of instructional IEP strategies, and continual progress monitoring data for each student and the assessment selection for the students with disabilities. Emphasis has been placed on hiring highly effective teachers. Also, eligible students were identified to take the CMA assessments.

***School Wide Strengths Strengths-ELA***

The successful implementation of Professional Learning Communities and RtI<sup>2</sup> accelerated the learning for all students. Factors impacting students progressing towards proficiency in ELA are: a culture of collaboration among instructional teams, utilizing outside support such as coaches, teachers, district experts, regular analysis of specific types of data and acceptance of data as signals for needed interventions, parental involvement, goal setting with a specific focus on strategic strategies and high expectations for all students.

***School Wide Strengths-Math***

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

The successful implementation of Professional Learning Communities and RtI<sup>2</sup> accelerated the learning for all students. Factors impacting students progressing towards proficiency in math were: a culture of collaboration among instructional teams, math planning days, peer-to-peer observations, enVision demo lessons addressing concept development and strategies used to address the needs of the students, targeted professional development based on power standards, and use of progress monitoring data for needed interventions.

***Fifth Grade Strengths-Science***

The successful implementation of Professional Learning Communities and RtI<sup>2</sup> accelerated learning for all students. Factors impacting students progressing towards proficiency in science were: a culture of collaboration among instructional teams, grade level planning days, FOSS demo lessons addressing concept development and strategies used to address the needs of the students, targeted professional development based on power standards, use of progress monitoring data for needed interventions, and student participation in the annual Science Fair.

**Table 12: Students Scoring Proficient and Advanced on 2010/2011 CST Disaggregated by Classroom**

<b>3<sup>rd</sup> Grade</b>	<b>ELA</b>	<b>MATH</b>	<b>4<sup>th</sup> Grade</b>	<b>ELA</b>	<b>MATH</b>	<b>5<sup>th</sup> Grade</b>	<b>ELA</b>	<b>MATH</b>
Classroom 1	0/19	2/19	Classroom 1	7/22	14/22	Classroom 1	12/22	16/22
Classroom 2	10/20	10/20	Classroom 2	0/19	2/19	Classroom 2	11/22	10/22
Classroom 3	7/19	9/19	Classroom 3	12/22	15/22	Classroom 3	2/24	6/24
Classroom 4	1/19	5/19	Classroom 4	1/21	8/21	Classroom 4	2/18	2/18
Classroom 5	7/20	4/20	Classroom 5	0/20	3/30	Classroom 5	16/22	13/22
Classroom 6	2/19	2/19	Classroom 6	1/20	4/20	Classroom 6	18/25	20/25
Classroom 7	10/14	8/14	Classroom 7	12/21	17/21			
Student Count	37/130	40/130	Student Count	33/145	63/145	Student Count	61/133	67/133
Grade Level AYP	28.5%	30.8%	Grade Level AYP	32%	59%	Grade Level AYP	45.9%	50.4%
Grade Level Safe Harbor Target	35.7%	37.7%	Grade Level Safe Harbor Target	38.8%	63.1%	Grade Level Safe Harbor Target	51.3%	55.3%
Potential AYP			Potential AYP			Potential AYP		
School Wide Safe Harbor Target	37.2%	47.5%	School Wide Safe Harbor Target	37.2%	47.5%	School Wide Safe Harbor Target	37.2%	47.5%

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

**Table 13: High Basic Students Combined with Current AYP Students**

<b>3<sup>rd</sup> Grade</b>	<b>ELA Proficient/ Advanced</b>	<b>MATH Proficient/ Advanced</b>	<b>4<sup>th</sup> Grade</b>	<b>ELA Proficient/ Advanced</b>	<b>MATH Proficient/A dvanced</b>	<b>5<sup>th</sup> Grade</b>	<b>ELA Proficient Advanced</b>	<b>MATH Proficient/ Advanced</b>
<b>Class 1</b>	<b>4/19</b>	<b>4/19</b>	<b>Class 1</b>	<b>13/22</b>	<b>16/22</b>	<b>Class 1</b>	<b>16/22</b>	<b>17/22</b>
<b>Class 2</b>	<b>13/20</b>	<b>15/20</b>	<b>Class 2</b>	<b>0/19</b>	<b>5/19</b>	<b>Class 2</b>	<b>17/22</b>	<b>14/22</b>
<b>Class 3</b>	<b>12/19</b>	<b>12/19</b>	<b>Class 3</b>	<b>19/22</b>	<b>15/22</b>	<b>Class 3</b>	<b>8/24</b>	<b>10/24</b>
<b>Class 4</b>	<b>4/19</b>	<b>8/19</b>	<b>Class 4</b>	<b>7/21</b>	<b>12/21</b>	<b>Class 4</b>	<b>3/18</b>	<b>4/18</b>
<b>Class 5</b>	<b>9/20</b>	<b>12/20</b>	<b>Class 5</b>	<b>1/20</b>	<b>8/20</b>	<b>Class 5</b>	<b>18/22</b>	<b>18/22</b>
<b>Class 6</b>	<b>3/19</b>	<b>6/19</b>	<b>Class 6</b>	<b>2/20</b>	<b>9/20</b>	<b>Class 6</b>	<b>19/25</b>	<b>21/25</b>
<b>Class 7</b>	<b>11/14</b>	<b>9/14</b>	<b>Class 7</b>	<b>18/21</b>	<b>20/21</b>			
<b>Student Count</b>	<b>35/130</b>	<b>43/130</b>	<b>Student Count</b>	<b>33/145</b>	<b>63/145</b>	<b>Student Count</b>	<b>61/133</b>	<b>67/133</b>
<b>Grade Level AYP</b>	<b>28.5%</b>	<b>30.8%</b>	<b>Grade Level AYP</b>	<b>32%</b>	<b>59%</b>	<b>Grade Level AYP</b>	<b>45.9%</b>	<b>50.4%</b>
<b>Safe Harbor Target</b>	<b>35.7%</b>	<b>37.7%</b>	<b>Safe Harbor Target</b>	<b>38.8%</b>	<b>63.1%</b>	<b>Safe Harbor Target</b>	<b>51.3%</b>	<b>55.3%</b>
<b>Potential AYP</b>	<b>56/130 45.1%</b>	<b>66/130 57.1%</b>	<b>Potential AYP</b>	<b>60/145 42.1%</b>	<b>85/145 65.1%</b>	<b>Potential AYP</b>	<b>81/133 62.1%</b>	<b>84/133 63.2%</b>
<b>School Wide Safe Harbor Target</b>	<b>37.2%</b>	<b>47.5%</b>	<b>School Wide Safe Harbor Target</b>	<b>37.2%</b>	<b>47.5%</b>	<b>School Wide Safe Harbor Target</b>	<b>37.2%</b>	<b>47.5%</b>

Based on analysis of classroom specific school wide CST data, there is a need to provide focused and strategic tiered intervention for all students through RtI<sup>2</sup> in order to provide Universal Access. During the second week of school, all teachers will analyze their current CST data to calculate their class AYP and identify target students currently in the Basic Band or below to move them to the Proficient Band or above. To move students from basic to proficient, teachers will utilize best classroom practices such as literature circles, Question & Response activities, targeted standards-based higher order Bloom's questions, reading logs and providing Tier 2/Tier 3 intervention strategies as needed. Moving this target group to proficiency or higher, coupled with students already proficient or advanced, will exceed the school's Safe Harbor Targets.

ELD levels and STAR assessment results of fourth and fifth grade students will be analyzed to identify students in need of intensive language arts intervention. To meet the needs of these students, 107<sup>th</sup> St. will provide intensive instruction utilizing Language!, the District adopted, research-based, supplemental Tier III program. The goal of the Language! Program is to accelerate students' learning and reduce the number of special education referrals.

As an additional strategy to meet the needs of Tier 2 and Tier 3 students, fifth grade teachers will departmentalize and implement a teaming rotation schedule in which students receive core instruction in ELA-Reading, ELA-Writing, ELD, Math, and Science. The teaming schedule will enable fifth grade students to receive focused, in-depth instruction in all core areas and prepare students for middle school by infusing a semblance of the college-going culture at the school.

***School Wide Weaknesses Based on Data in ELA, Math, and Science***

Our summary analysis of the data shows a strong need to provide rigorous quality first teaching, implementation of Tier 2 and Tier 3 interventions, continued collaboration in Professional Learning Communities, improved student and staff attendance, and increased parent-teacher communication and collaboration. 107<sup>th</sup> Street Elementary/Magnet School looks forward to utilizing all of the strategies outlined in our plan as opportunities for improvement in student achievement.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**3. Applicant Team Analysis**

To be successful in a turnaround school takes passion, expertise, dedication, and persistence. It is also necessary for the people leading the effort to have experience in leading and creating successful schools. According to Kouzes and Posner, the five essential principles to turnaround a school, the leadership team must embody and embrace the following tenets:

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart

107<sup>th</sup> Street Elementary School/Magnet School team is well positioned to do this work because we have parental support, student, parent, staff and community buy-in, and established a new partnership with Best Start to address the early education needs of the children ages 0-5. 107<sup>th</sup> Elementary/Magnet School has facilitated the creation of a Best Start leadership group with stakeholder participation at various levels including parents, teachers, and members in the Broadway-Manchester community. Through this partnership, 107<sup>th</sup> Elementary/Magnet School facilitates aligning instruction between pre-school and kindergarten with an emphasis on early literacy.

The school's mission, vision, and core beliefs will be realized through implementation of a strong academic instructional program enhanced through arts enrichment for all students. Teachers will participate in Professional Learning Communities (PLCs) and utilize the Peer Coaching Model (PCM) as a way of strengthening their teaching practices. In order to provide quality first teaching all teachers will engage in the teaching approach outlined by the National Board Certification for Teaching Standards (NBCTS).

Although the API growth pattern for 4 out of the last 5 years has shown a consistent increase, the increase was not significant enough. In 2010/2011 107<sup>th</sup> Street Elementary/Magnet School met all of the AYP goals in except for one sub-group, African American students, who fell short of meeting the AYP goal. The school has reviewed the academic progress of this subgroup and developed an action plan to increase the percent of students scoring proficient or advanced. Because our data demonstrates a need to accelerate the achievement levels of African-American students, PLCs will identify the students needed to reach Safe Harbor for all subgroups with particular attention to the African-American subgroup, and develop a plan to meet the target. Targeted strategies will utilize RtI<sup>2</sup> interventions and include mandatory individualized learning plans, individual student conferences, targeted parent-teacher conferences, targeted instruction, and after-school tutoring.

Additionally, the school has recommitted itself to a singular focus of rigorous standards based instruction, streamlined by meaningful discussions of data and instructional strategies in weekly PLCs, rewarding the school with a significant 58 point API increase in 2010/2011. The gains can also be attributed to the implementation of PLCs, and the strategic focus on the components of RTI<sup>2</sup> quality differentiated instruction, frequent monitoring of student progress and adjusting student instruction based on progress monitoring data. Our needs are for continued collaboration and collegiality and Quality first teaching with a unified approach to instruction.

107<sup>th</sup> Street Elementary/Magnet School will realize our goals utilizing the instructional philosophy that children learn best when new learning is connected to prior knowledge, instruction builds on that knowledge and addresses learning needs, assessment informs instruction, change occurs from the inside out, professional growth takes time and cannot be rushed, demands personal energy and reflective practice, and that changes in teacher behavior lead to changes in teacher attitude, student attitude, and result in a positive school culture.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

Direct oversight of 107th Street Elementary School will be the responsibility of Local District 7 under the leadership of Superintendent George J. McKenna, III. The school will be assigned to an elementary complex receiving direct support from a Director/Principal Leader. Schools in Local District 7 successfully adopted and implemented the 3 Big Ideas of Professional Learning Community (PLC). (DuFour, DuFour, Eaker, Many, 2006). The 3 Big Ideas of a PLC are a Focus on Learning, a Focus on Collaboration and a Focus on Results. The implementation of these 3 Big Ideas has resulted in improved teaching and learning in Local District 7 schools. These professional learning communities foster a positive and nurturing culture that promotes and encourages teacher retention and continuous growth.

The schools in Local District 7, over the last five years, have experienced consistent growth as indicated by API and AYP data. Local District 7 has the following expectation for all schools:

- Academic excellence and student achievement for all students
- A safe, clean, welcoming, nurturing and culturally responsive environment
- Implementation of a rigorous standards based curriculum with fidelity
- Use of data by all stakeholders to drive instruction and targeted interventions through RtI2
- Explicit systems for school wide procedures and routines
- Development and implementation of School wide Positive Behavior Support Plan (SWPBSP)
- Highly qualified and committed teachers in every classroom
- Alignment of budget and resources to school needs in order to promote student achievement and employee's growth and development
- Meeting targets and goals per LAUSD's Performance Meter's in the areas of student achievement, attendance, parent engagement and suspensions
- Parents as equal partners in the education of their children

Local District 7 is committed to the implementation of this PSC plan at 107th Street Elementary School. The three elementary directors and the Local District Superintendent have successfully opened and operated three new elementary schools under Public School Choice. The elementary directors will have direct responsibility and oversight for the implementation of the proposed PSC plan at 107th Street Elementary/Magnet School.

Teachers, parents, and administrators participated in writing the Public School Choice 3.0 Proposal for 107th Street Elementary/Magnet School. The proposal reflects the breadth and depth of backgrounds, perspectives and experiences of the design team. The educators on the team have experience inside and outside of the classroom, ranging in experience from eight years with Los Angeles Unified School District to 40 years. The team worked with students of different cultural and economic backgrounds and students of varied strengths and weaknesses. Each of these experiences played an integral role in shaping the design. In addition to practical training and experience, the team also brought its collective and extensive academic training. Combined the team had:

- 9 Master's Degrees in Education
- 2 Doctoral Degrees in Education
- 2 Reading Specialists Credential
- 5 National Board Certified Teachers
- 5 National Board Certified Teacher Candidates
- 1 California Treasures Trainers
- 1 Administrative Credential

The members of the team have been actively involved at 107th Street Elementary/Magnet School in the following positions:

- School Site Council Chair

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

- Local Leadership Council
- Grade Level Chair
- UTLA Chair
- QEIA Chair
- Academic English Mastery Program (AEMP) Lead Facilitator
- CELDT Teacher

The Design team has been extremely committed, conducting extensive research to verify and document the proposed programs, and, meeting regularly since the beginning of July, each Friday and Sunday, to scrutinize ideas create the design and ensure only the best was part of the design that would affect the children of 107th Street Elementary/Magnet School.

#### 4. Informational Summary

See Attachment 1

### B. INSTRUCTIONAL PLAN

#### Category One: Unwavering Focus on Academic Achievement

#### B-1 Curriculum and Instruction

##### A. Instructional Program

The instructional framework for 107th Street Elementary/Magnet School is designed to meet the needs of the diverse student population and prepare them with 21<sup>st</sup> Century Skills. The school community is going to enhance the school's current instructional program through the strategic implementation of four key approaches: National Board Certified Teacher (NBCT) approach, Enrichment in Arts disciplines, Peer Coaching, and Professional Learning Communities (PLCs). During the past five years a few teachers at the school have successfully implemented one or more of these different approaches. In order to maximize on the success of these isolated experiences the school is going to implement these researched based approaches school wide.

The table below reflects the 2011 CST data for 107<sup>th</sup> Street Elementary School:

**Table: 1 107<sup>th</sup> Street AYP 5 Year Trend**

AYP-ELA	107 <sup>th</sup> Street
2007	16.5%
2011	30.2%
<b>Change</b>	13.7%
AYP-Math	
2007	27.3%
2011	41.5%
<b>Change</b>	14.2%

**Through the RtI2 framework and within PLCs the following will be implemented at 107<sup>th</sup>:**

Performance Band	Instructional Framework	Structural Frameworks
Advanced/Proficient	<u><b>RtI<sup>2</sup></b></u> Rigorous standards based instruction (Tier 1) Differentiation with enrichment activities	PLC: Reflective collaboration to improve Tier 1 instruction
Basic	<u><b>RtI<sup>2</sup></b></u> Rigorous standards based	PLC: Progress monitoring Reflective collaboration to improve

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

	instruction (Tier 1) Differentiated Small group instruction (Tier 2)	Tier 1 and Tier 2 instruction
Below Basic/Far Below Basic	<b><u>RI<sup>2</sup></u></b> Rigorous standards based instruction (Tier 1) Personalized and intensive small group intervention which may include a replacement curriculum (Tier 3)	PLC: Frequent monitoring Reflective collaboration to improve Tier 2, Tier 2 and Tier 3 instruction

***Instructional Philosophy***

107<sup>th</sup> Street Elementary School’s philosophy is that children learn best when new learning is connected to prior knowledge, instruction builds on that knowledge and addresses learning needs, assessment informs instruction, change occurs from the inside out, professional growth takes time and cannot be rushed, demands personal energy and reflective practice, and that changes in teacher behavior lead to changes in teacher attitude, student attitude, and result in a positive school culture.

**To realize this positive school culture, 107<sup>th</sup> Street Elementary/Magnet School is committed to the following Focus Areas:**

**National Board Certified Teacher Approach**

107th Street Elementary/Magnet School will use the approach outlined by the National Board for Professional Teaching Standards (NBPTS) to advance student learning by improving standards based lessons for all students. Teachers will participate in the NBCT approach as outlined by the NBPTS. The requirements include instructional context, planning and teaching analysis, analysis of student work and reflection on teaching practices. Teachers will video tape their lessons and analyze students’ comprehension on topics taught to determine effectiveness of lesson. Teachers may select not to apply for NBCT certification but all teachers will be expected to participate in the NBC teaching approach.

According to research conducted by the Alliance for Excellent Education, “the focus of National Board Certification into a systemic or systematic movement changes the culture of classrooms, schools and districts by leveraging NBCT’s to build human capital-especially in high need schools.” (2009) In addition, Research demonstrates that “students taught by NBC teachers make higher gains on achievement tests than students taught by non-NBCTs” and that the teachers who participate in this process “demonstrate leadership skills, influence curricular decisions, and take leadership roles at their school and districts. The teachers who participate in this process have met high standards through study, expert evaluation, self-assessment, and peer review.” NBC teachers “help students develop the necessary skills to thrive in schools, in the work place and in the 21<sup>st</sup> century global economy.” (National Research Council Report, 2008)

107<sup>th</sup> Street Elementary/Magnet School will propel the school’s Professional Learning Communities (PLCs) to a greater degree of collaboration through the implementation of the National Board Certified Teacher (NBCT) approach. We will transform the culture of the school and close the quality-teaching gap by engaging in rigorous self-reflection of the instructional practices using the NBCT Core Propositions. In essence, we want our conversations to change from “Why don’t they understand what I am teaching them?” to “How can we help every child understand what we teach them?”



LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

The NBCT Core Propositions provide a framework for teaching and learning as outlined below:

- Proposition 1: Teachers are Committed to Students and Their Learning
- Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
- Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
- Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
- Proposition 5: Teachers are Members of Learning Communities.

**Arts Enrichment**

*Champion of Change: The Impact of the Arts on Learning*, a research study, found that learners can attain higher levels of achievement through their engagement with the arts. James Catterall's analysis of the US Department of Education database of 2,000 students found clear evidence that sustained involvement in a particular art form, music and theater, are highly correlated with success in Mathematics and reading. "Moreover, one of the critical research findings is that the learning in and through the arts can help level the playing field for youngsters from disadvantaged circumstances."

107<sup>th</sup> Street Elementary/Magnet School theatrically performed the Broadway adapted musical productions of: Harriet Tubman, The Wiz, The Lion King, and Charlie and the Chocolate Factory. These musical performances provided the students with numerous opportunities to enhance their learning experiences at 107th Street Elementary/Magnet School. As Eric Jenson writes, in the Arts with the Brain in Mind, "Through the arts, our cognitive systems are enhanced, including visual, spatial, analytical, mathematical, and creative and our memory systems are activated through improved listening attention, concentration and recall. The emotional systems of students are positively affected, including endocrine, hormonal, social, personal skills, cultural and aesthetic appreciation."

In order to continue these learning opportunities for the children of 107th Street Elementary/Magnet School, the teacher will teach the arts bi-weekly by focusing on an overarching theme chosen by the PLCs which is distilled from the California Standards for Visual and Performing Arts. The PLCs will select an art discipline which will be taught bi-weekly. In addition, the PLCs will plan, organize and present a culminating arts activity to the school community twice a year. Teachers will provide arts discipline based instruction to enhance Howard Gardner's Theory of Multiple Intelligences.

The California Visual and Performing Arts Framework states "Arts education requires the use of all of the cognitive processes common to other academic disciplines. To those processes, the arts add feeling. Although the ability to express emotion through the arts is regarded as the essence of the arts, the power of the arts to train the mind should not be undervalued. When students learn by doing and exploring they experience the joy, exhilaration and thrill of creative accomplishments or full engagement" (2011) "The arts are powerful catalysts for learning and achieving: when students engage in creative problem solving and artistic expression they develop their own voice and sense of agency . . . . this isn't just a pathway, it is their right." (John Deasy Superintendent of Schools, 2011-2014 Arts Education Master Plan.)

The publication *Third Space* (Lauren Stevenson, AEP, 2005) offers a compelling rationale for art rich schools, "Because of the unique nature of working in the arts, a high presence of the arts changes the learning environment and school climate, transforms relationships between students and adults, and opens new possibilities for teaching, learning, and building a sense of community." According to the 2010 Otis Report on the Creative Economy of the Los Angeles Region, one in six jobs are in the creative economy sector. That said, all jobs in a dynamic and global economy require these skills for innovative problem-solving. The arts are particularly effective in releasing the imagination to open new perspectives and identify alternatives. The novel connections students make offer new lenses through which they can interpret, question, and create. When students view themselves as explorers and imagine new possibilities, more and more appears possible. As Emily Dickinson wrote, "The possible slow fuse is lit by the Imagination."

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

*Teacher Expectation at 107<sup>th</sup> Street Elementary School:*

- PLCs will choose an Arts discipline.
- All teachers will teach an Arts discipline during the school day bi-weekly, one hour each day-all year
- Grade levels will have the flexibility to choose an Arts discipline, time, and days to teach students
- Each grade level will commit to a culminating project that will be viewed by parents, students, and staff twice a year.
- Teachers will teach one class per semester, therefore teaching two different classes of students throughout the school year within their grade level.

*Student Expectations at 107th Street Elementary/Magnet School:*

- Students would have the flexibility to choose the Arts class that interests them within their grade level discipline.
- Students will choose two areas that interest them within their grade level discipline.
- Students will be placed in the class based on availability.
- Students will only be able to take a class once unless the teachers design them to build upon the next. For example: Ballet 1, Ballet 2, & Ballet 3.

Teachers and staff will receive professional development to enhance meaningful arts discipline lessons to enable students to:

- Use communication and social skills to interact effectively with each other
- Demonstrate skills related to achieving personal and academic goals
- Contribute to the well being of one's school and community
- Demonstrate the ability to make informed decisions for themselves
- Develop problem solving skills, improved concentration, and teamwork through additional Arts instruction

**Peer Coaching**

In order to continue providing professional development for the staff, teachers will participate in the peer coaching model. 107<sup>th</sup> Street Elementary/Magnet School will use the work of Easton, L (2004) *Powerful Designs for Professional Learning* Oxford, OH: National Staff Development Council. (186-188) to develop the school's peer coaching model.

*Peer coaching is professional development strategies for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students. In peer coaching, usually two teachers (though sometimes three or more) come together, share in conversations, and reflect on and refine their practice. Their relationship is built on confidentiality and trust in a non-threatening, secure environment in which they learn and grow together; therefore, peer coaching is usually not part of an evaluative system. (Association for Supervision and Curriculum Development, ASCD)*

Peer coaching is effective for the following reasons:

It allows teachers to work together professionally, thereby eliminating feelings of isolation.

- It encourages reflection and analysis of teaching practice.
- It promotes specific feedback over time.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

- It fosters collaboration amongst teachers throughout the school.

Mandatory formal and informal peer coaching models will be implemented to enhance teacher effectiveness. The teachers will be provided options to select peers, curricular area, schedules and modifications where needed.

***Instructional Framework***

**Response to Instruction and Intervention (RtI<sup>2</sup>)**

Embedding Robert Dufour's work in . . . Response to Instruction and Intervention (RtI<sup>2</sup>) will serve as a multi-tiered approach for the delivery of instruction to all students. Tier 1, Quality first teaching characterized by differentiation; Tier 2, additional support through push-in/pullout models for student mastery of standards and essential skills; and Tier 3, intensive intervention for struggling students. Tier 1 instruction will focus on a standards based core instructional program. Tier 2 intervention (when needed) will be enhanced with supplemental programs like the Florida Reading Center activities, Interventions for Reading Success, Words Their Way, and Lakeshore Phonics Readers. Additionally, students will have access to re-teaching with the California Treasures small group targeted lessons, Treasures Triumphs intervention program, and Treasures K-3 Intervention Support materials: Phonics/Word Study, Phonemic Awareness, Fluency, and Comprehension guides. Tier 3 support will be intensive pull-out through a replacement curriculum such as LANGUAGE!, Read 180 and Systems 44.

***Structures***

**Waiver # 6: School's Internal Organizational Plan**

According to Williams (1990) smaller learning environments are a condition for boosting student achievement. Also, smaller more personalized attention has a strong effect on learning in schools with a large concentration of poor and minority children (Cotton, 1996) School size has positive effects on student outcomes as evidenced by students' attendance rates, frequency of disciplinary actions, school loyalty, satisfaction with school and self-esteem. (Raywid, 1995). Research confirms that parents believe that smaller schools are more productive because students feel less alienated, more nurtured and more connected to caring adults. (Fowler & Walberg, 1991). Teachers that participate in small learning communities feel that they have more opportunity to engage and support their students. (Gregory, 1992).

107<sup>th</sup> Street/Magnet Elementary school will explore the possibility of creating small learning communities in year 2 based on student CST, CELDT, literacy, math, science, and attendance data. SLCs support student achievement by analyzing data for a smaller cohort of students with enrichment in the arts by dedicated teachers who follow the NBC Teacher approach by delivering quality first teaching. SLCs will be organized to address the individual, social, emotional, and academic needs of the whole child. For example, 107<sup>th</sup> Street Elementary/Magnet will explore the possibility of expanding the Magnet program by adding kindergarten, first, and second grades to the current 3-5 grade magnet school.

**Professional Learning Communities (PLC)**

107th Street Elementary/Magnet School has implemented Professional Learning Communities with a focus on DuFour's (2009) Three Big Ideas: A Focus on Learning, Collaboration and A Focus on Results. Compelling evidence indicates that working collaboratively supports best practices. (DuFour, DuFour, Eaker, Manny, 2008) In their professional learning communities, teachers at 107th Street Elementary/Magnet School engage in collaboration to analyze and improve their classroom practices. In addition, collaboration amongst teachers, on and across grade levels, enables teachers to collectively plan the instructional program, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, develop formative assessments to monitor student's mastery of standards and/or use standardized student assessments which identify and determine achievement of all students. The PLCs will also formulate their own daily schedules, choose their arts discipline, initiate peer observation opportunities, utilize the

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

National Board Certification approach, have access to student data on a timely on-going basis, explore availability of the resources needed to meet their students' needs, and have access to a professional resource library. Through PLCs teachers will develop lessons on cooperative learning strategies, character building, integrating technology, opportunities for virtual fieldtrips, the use of technology to communicate with all stakeholders, and art disciplined based lessons with a culminating performance or presentation twice a year. PLCs will be given opportunities or options to departmentalize in order to maximize teachers' strength and student success.

**Framework for Teaching and Learning**

The *Framework for Teaching*, (Charlotte Danielson) 2007, is a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Teachers will participate in strategic, ongoing professional development around the *Framework for Teaching* to develop an in-depth grounding in a constructivist view of learning and teaching. The instructional strategies listed below, when used in a lesson, will ensure that the sequence or delivery of instruction helps students learn. In addition, using the strategies listed below, teachers will receive professional development on the sequence of lesson delivery in all academic areas.

- Standards-based education is a process for planning, delivering, monitoring and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. Standards-Based Learning Activities are designed to engage students in cognitively challenging work that is aligned to the standards. These learning activities are highly suitable for diverse learners and directly support the instructional outcomes. They are designed to engage all students in high level cognitive activities that reflect 21<sup>st</sup> Century Skills and are differentiated as appropriate to meet the needs of individual learners.
- Instructional Materials and Technology are used as resources to promote higher levels of learning and student engagement in the classroom environment. The teacher's knowledge of resources for classroom use is extensive and comprehensive. Technology is used as a form of communication with students, parents and the community. All materials and resources selected for instruction are specifically designed for students, support instructional outcomes, and engage students in meaningful learning.
- Purposeful Instructional Groups are used to enhance student cognitive engagement. Flexible instructional groups are based on data, and designed to meet students' needs. Within instructional groups, students are provided the opportunity to interact with their peers and make choices.
- Lesson and Unit Structures are logically designed to allow students sufficient time to achieve the learning outcomes. The lesson and unit structure is clear and logical, allowing for different pathways according to diverse student needs, anticipating student misconceptions, and the needs of the 21<sup>st</sup> century learners. The progression of activities is highly coherent with appropriate time allocations.
- Value, Sequence Alignment, and Clarity are strategies teachers use to select and write clear outcomes that are relevant to the discipline, that follow a sequence of learning and are aligned to national, state, and or local standards. All instructional outcomes are clearly stated in terms of students' learning outcomes. Objectives that convey high expectations and rigor focus on key grade level standards, use academic language, and are analyzed by various methods of assessment. They are connected to a sequence of learning both in the discipline and across disciplines and aligned with 21<sup>st</sup> century skills.
- Suitability for Diverse Learners is a strategy whereby outcomes are planned so that they are appropriate and differentiated for all students in a class. Outcomes are based on a comprehensive assessment of student learning, recognizing the varying needs of individual students or groups.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

- Knowledge of Content and Structure of the Discipline and Pedagogy is a requirement for the teacher to know the discipline and its content and how they relate and integrate with one another. Teachers demonstrate extensive knowledge, application, and analysis of the concept in their lesson planning. A wide range of effective research-based pedagogical approaches will be used in the discipline including authentic application, use of appropriate media, and technology.
- Knowledge of Student's Skills and Language Proficiency is a strategy whereby teachers utilize multiple measures to analyze data to plan and meet the needs of students. Data folders are maintained and shared during PLCs, parent conferences, and vertical articulation meetings. The information in the data folders is maintained to determine student growth over time.
- Knowledge of Children is a strategy that requires teachers to demonstrate extensive understanding of how students learn, and to plan lessons based on current and proven research. Teachers apply this knowledge to individual students.
- Knowledge of Students' Academic, Social, Emotional, Physical and Cultural Needs is a requirement where teachers collect information from various sources including parents, to accommodate specific academic, social, emotional, and physical needs for each student. Instruction is designed based on the information collected to accommodate for those needs. Collecting such information empowers teachers to advocate on behalf of their students. Teachers recognize the value of understanding student's interests, family and cultural heritage. Teachers provide opportunities for students to appreciate diversity in all aspects of their lives.
- Aligning assessments with Instructional Outcomes is a strategy that makes assessment meaningful.
- All formal and informal assessments are purposefully selected and aligned with instructional outcomes, in both content and process. Assessment methodologies may be adapted for individual students as needed.
- Criteria and Standards for assessments are clear and reflect the standards and outcomes being taught. Criteria and standards are written in student friendly language. Students are given the opportunity to contribute to the development of criteria charts and rubrics for their assessments.
- Design of Formative Assessments is a strategy used by teachers to determine student strengths and gaps in content knowledge, skills and mastery of standards. These formative assessments are used as a resource for teachers and students to monitor progress.
- Analysis and Use of Assessment Data and Planning is a strategy used to determine the next steps in instruction in order to implement the RtI<sup>2</sup> model. Teachers consistently use multiple measures of student growth including both formative and summative data to monitor growth. Teachers desegregate and analyze assessment data to plan instruction for individual students.

**Additional Instructional Strategies**

The teachers at 107<sup>th</sup> Elementary/Magnet School will use the following strategies to deal with the students' diverse needs:

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

Systematic and explicit instruction, is a detailed instructional approach in which teachers guide students through a defined instructional sequence taking into consideration the three phases of instruction; into, through, beyond. Within systematic and explicit instruction teachers regularly apply strategies as a fundamental part of mastering concepts. Teachers use practices such as: modeling, direct instruction, small group instruction, scaffolding, brainstorming, differentiating, monitoring, conferencing, assessing, self reflection, and collaboration. Instruction will be given in questioning techniques, thinking skills activities: classifying, abstracting, and error analysis. Arts discipline based lessons are used as enrichment tools to support learning in all curricular content areas.

Through systematic and explicit instruction students learn to regularly apply practices that effective learners use as a fundamental part of mastering concepts. Examples of these practices include:

- Reading authentic resources to collect information to answer an open-ended question or to make a decision
- Read for a variety of purposes and to apply what is read every day
- Use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations
- Apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, self-monitoring, and supporting ideas with evidence of the Problem Solving model
- Students will self assess using teacher and/or student generated scoring tools or rubrics

Self-instruction is an instructional approach through which students learn to manage their own learning with specific prompting or solution-oriented questions. Self-instruction refers to a variety of self-regulation strategies that students can use to manage themselves as learners and direct their own behavior, including their attention (Graham, Harris, & Reid, 1992). Learning is essentially broken down into elements that contribute to success: setting goals, keeping on task, checking your work as you go, remembering to use a specific strategy, monitoring your own progress, being alert to confusion or distraction and taking corrective action, and checking answers to make sure it makes sense.

Flexible grouping is one strategy utilized at 107th Street Elementary/Magnet School. Flexible grouping is defined by Radenchich and McKay (1995) as “grouping that is not static, where members of the group change frequently”. Groups are formed and dissolved as needs change to allow for maximum flexibility avoiding the static nature of grouping patterns of the past (Ford 2005). Flexible groups allow teachers to personalize and differentiate instruction, evaluate the progress of students in a holistic manner, and adjust the student’s instructional and academic program when necessary.

Reciprocal Teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of five strategies: summarizing, question generating, clarifying, visualizing, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue. The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

Some additional strategies to personalize instruction for all students are listed below:

- Access Strategies (graphic organizers, academic vocabulary, cooperative grouping, instructional conversations)
- Group/Individual Instruction
- Targeting students who are Far Below Basic, Below Basic and Basic
- Specially Designed Academic Instruction in English (SDAIE)
- SDAIE Access to Core
- Academic English Mastery Program (AEMP) strategies
- Student led research

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

- Inquiry based learning
- Howard Gardner's Theory of Multiple Intelligences
- Learning contracts with students
- Technology
- Enhanced learning opportunities for Proficient/Advanced/gifted students
- Kinesthetic activities to assure mastery of numeracy and literacy

***Learning Outcomes***

**Waiver 2-School Determined methods to improve pedagogy and student achievement:**

Beginning the 2012-2013 school year, 107<sup>th</sup> Street Elementary would like to use the following school-determined methods to improve teaching pedagogy and student achievement: National Board Approach, Peer coaching, vertical articulation, reciprocal teaching, flexible grouping, PLC's, Arts Enrichment, and RTI2.

The autonomy to use the above school-determined methods to improve teaching pedagogy and student achievement is necessary for the success of 107<sup>th</sup> Street Elementary because they require teachers to approach improving pedagogy with the goal of delivering quality first teaching and improving student achievement from a variety of avenues that are collaborative, engaging, and in line with the mission and vision of the school.

**21<sup>st</sup> Century Skills**

107th Street Elementary/Magnet School will prepare students for the global economy by teaching them problem solving strategies, critical thinking, teamwork, how to be innovative, how to draw upon their own experiences. Students will utilize their imagination, original thought, and voice to create meaning which will translate to success in school. President Obama made particular note that students must possess 21<sup>st</sup> century skills like problem solving, critical thinking, entrepreneurship, and creativity. The teachers will use the NBCT approach, PLCs, arts enrichment and the peer coaching model to enhance the student's skills in order for them to comprehend and master the standards. In addition, the teachers will integrate technology into lessons in order to prepare the students with 21<sup>st</sup> Century skills. 107<sup>th</sup> Street Elementary/Magnet School will foster a college going culture by providing opportunities to visit different colleges/universities, and the development of lessons to motivate students to increase their awareness of college and careers.

**b. Core Academic Curriculum**

**Waiver 3: Locally determined curriculum**

107<sup>th</sup> Street Elementary/Magnet is requesting the ability to explore the use of a locally determined curriculum for school year 2 for implementation in school year 3. This will allow the staff the opportunity to review and evaluate curriculum, instructional programs and materials (including those assigned by the District) to determine if they meet the instructional needs of our student population. The school staff will explore other options and if appropriate, select an alternative curriculum or program for implementation in year 3. The alternative curriculum must meet all State approved guidelines.

District and State approved textbooks and instructional materials will be used in all core subjects. The textbooks to be used are research based, have been field tested on students of all socio-economic levels, and are aligned with the California Standards. The school will transition towards the use of Common Cores Standards following the District's timeline. Each textbook will include a systematic and explicit instructional plan. A variety of proven instructional strategies will be used to accommodate individual and diverse needs of all students. The California curriculum frameworks will guide the implementation of the visual and performing arts, health, and physical

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

education with the California content standards being a driving force. The curriculum will focus on the core subject areas of language arts, mathematics, science, history-social science, and English Language Development.

The following District and State approved textbooks and instructional materials will be used at 107<sup>th</sup> Street Elementary/Magnet School language arts- Treasures, enVision for Math, FOSS kits for science, Scott Foresman for social science, and Treasures ELD curriculum. The focus of 107<sup>th</sup> Street Elementary/Magnet School will be provide students with rigorous data driven instruction by highly qualified, dedicated teachers who adhere to the National Board Certification Teacher approach to increase student achievement. Arts enrichment will be provided bi-weekly and driven by the Visual and Performing Arts Standards.

**English Language Arts:** The Los Angeles Unified School District has adopted California Treasures Reading Language Arts (RLA) as our new language arts curricular program. California Treasures is a researched based comprehensive Reading Language Arts program that includes differentiated instruction, an English language development program with Universal Access, writing instructional strategies, and classroom and management resources for grades K-6. The program content is aligned to national and state standards and it is customized to both California language arts and English language development standards.

California Treasures RLA units are organized around common themes across all grade levels with the purpose of building a deeper understanding of common ideas and concepts as students progress throughout the grades. California Treasures RLA incorporates the following components: phonemic awareness, phonics, fluency, vocabulary/word study, reading comprehension, and writing and English language development. The reading comprehension section offers high quality literature that addresses California science and history/social science standards that are culturally diverse, engaging, and designed for the inclusion of all students (English learners, approaching level, on level, and beyond level) with ample practice for students to grow as life-long readers and writers. California Treasures has partnered with Writers' Express to incorporate a proven research-based model for writing instruction focused on building foundational skills such as strong sentences and paragraphs. To accelerate reading and writing growth, the program aligns phonics and spelling instruction and links phonics and vocabulary opportunities to build writing fluency needed to succeed on the California Standards Test. According to Donald Bear, Ph.D., Director of the E.L. Cord Foundation Center of Learning Literacy, "Writing assignments focus on building basic skills at all grade levels and linking to student's interests and experiences so that students have a purpose for their writing".

California Treasures RLA is enhanced through supplemental materials including various resources for educators such as Digital Resources (Online theme launcher video, CD-ROM, Interactive Student Works Plus). Lessons are informed by ongoing assessment of each student's strengths and needs to meet California standards. Educators can use various unit diagnostic assessments (California Program Monitoring, Diagnostic, and CA Summative). The program includes Teacher's Edition (10 TE's for Grade K and 6 TE's for grades 1-6), Teachers Resource Book (which includes decodable passages, graphic organizers, word study and additional literacy support), Teaching Charts, Student Practice Book, Home-School Connection activities, Literacy Workstation Flip Charts, Classroom Management Tools with weekly contracts and rotation charts, Differentiated Resources (EL Resource Book, and New Comer Resources) which provide teachers with second language acquisition support for English Learners. CA Treasures RLA also has a comprehensive Intervention Program (Triumphs) that provides appropriate reading materials along with Teacher's Editions, student anthologies, and diagnostic and prescriptive tools to determine student needs.

**English Language Development:** The Los Angeles Unified School District adopted CA Treasures English Language Development (ELD) as an instructional support curriculum correlated with CA Treasures RLA program to ensure mastery of English and California language arts content standards. The program also incorporates the state-required English language development components (Listening, Speaking, Reading and



LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

Writing) to assist student's transition from their primary language and ensure access to the acquisition of the English language.

The goal of CA Treasures ELD is for English learners at all English proficiency levels to learn and use academic language as rapidly as possible to access the grade level content standards and advance one proficiency level per year. The program explicitly reinforces academic language during language arts, reading, social studies, and science to give students the opportunity to practice and apply academic language in speaking, listening, reading, and writing activities.

CA Treasures ELD is connected to CA Treasures by using the same themes, same instructional routines and same lessons. By correlating the unit themes students are able to systematically make connections, create context, and build meaning with English language arts standards based lessons. Daily opportunities are provided for whole group and small group instruction with strategies that provide access to core to all language proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). Research based strategies used within each lesson include Dr. Jana Echeverria's SIOP Model for comprehensible input, Interactive Question-Response Techniques Visual Vocabulary Routines, scaffolds, sentence frames and corrective feedback that offer students' support for participation and growth into the next language proficiency level.

CA Treasures ELD offers weekly oral language assessments that allow teachers to informally assess the students' language acquisition focusing on vocabulary, academic language, language conventions in speaking, and general comprehension of topics read and discussed during the week. Progress monitoring assessments are also provided at the end of each unit. The outcome of the unit tests can assist teachers in identifying the focus of instruction for the following weeks. Student performance on the test identifies those areas in the curriculum where students are progressing or having difficulty in English language arts content standards. Teachers can use the unit test results to determine the focus of small group instruction for individual students. The Progress Monitoring Assessment book also includes checklists to informally monitor student's progress in listening, speaking, and use of social language in classroom conversation with peers.

**Mathematics:** The enVision math program is based on scientific research on how children learn mathematics as well as classroom-based evidence that validates proven reliability. The program includes interactive and visual learning to develop conceptual understanding. It also provides differentiated instruction and activities to give all students access to the same content through leveled instruction. Vocabulary will be scaffolded to give students access to math as a language and problem solving process. The enVision program contains English Language (EL) strategies used to enhance reading, writing, speaking and listening opportunities for students with second language needs. Some of these include sentence stems, modeling thinking aloud, rephrasing, and cooperative learning structures such as partner talk and report back. The program contains enrichment digital resources to promote teaching and learning (examples: on-line assessment and instruction). Engaging literature is used to help children have a better grasp of math concepts. The program involves conceptual development and algebra readiness. The primary curriculum will be supplemented with cognitively demanding mathematics task in which students construct their own learning and build conceptual understanding.

***Alignment to the Mission***

California Treasures and enVision are aligned with 107<sup>th</sup> Street Elementary/Magnet School's mission of students having "culminate having mastered K-5 state standards not only enabling them to be successful in middle, high school and beyond but ensuring that they will be college/career minded as well." The school data indicates that approximately 70% of the students in RLA and 50% in Mathematics are not meeting the proficiency targets required by Federal and State guidelines. Additionally, reclassification and AMAO data indicate the need for a greater percentage of students to meet the targeted benchmarks. In order to accelerate the rate of student

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

achievement the expectations at 107<sup>th</sup> Street Elementary/Magnet School will be that the adopted RLA, ELD, and math programs will be implemented with fidelity and rigor.

**Science:** The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn.

107th Street Elementary School is dedicated to providing conditions for student creativity and collaborations to flourish while developing students' communication and critical thinking skills. Cultivating an atmosphere conducive for students participating in and exhibiting these 21<sup>st</sup> Century skills is a top priority of 107<sup>th</sup> Street Elementary School. The Full Options Science Systems (FOSS) is the state adopted, researched-based science curriculum that teachers at 107th Street Elementary/Magnet School will use to address all K-5 California Science Standards and the 21<sup>st</sup> Century skills mentioned above.

The FOSS program affords students a myriad of opportunities to develop science content knowledge and process skills through the use of hands-on investigations. Students work cooperatively to explore familiar and/or unfamiliar ideas through an inquiry-based process. This inquiry process is initiated by a question, problem, or scenario. Students collect evidence, interpret the evidence, and formulate an explanation to the question, problem, or scenario based on the evidence collected. The information is recorded through the use of a science notebook. Students in cooperative groups communicate their findings with the class/school community using multimedia applications. The opportunity for students to communicate their findings with the school community at large adds motivation and causes students to defend or explain their thinking, which is an important 21<sup>st</sup> Century skill assisting students in being *College Prepared and Career Ready*.

The FOSS program promotes the use of interdisciplinary instruction by identifying math standards/connections that can be addressed during investigations. Also included in the FOSS program is a language arts component that encourages the use of trade books to reinforce concepts developed during hands-on investigations. In addition, FOSS highly recommends using the Science Notebook section and the Reading and Writing in Science section to increase students' scientific literacy. FOSS contains ideas for supporting English Learners, Students with Disabilities, and GATE students. It provides various access strategies for increasing vocabulary and reading comprehension. It also includes a technological component (FOSSweb) in which teachers can receive professional development online by watching a lesson video. Students can receive enrichment on FOSSweb by participating in interactive games that reinforce science concepts learned.

**Social Science:** Scott Foresman History/Social Science provides an innovative and enrichment approach to standards driven and focus instruction using an interactive text, teacher developed activities and rich technology capabilities. This program provides comprehensive coverage of the standards. All instruction is organized by and focused on standards. The California History Social Science standard content is taught through three instructional paths: the core text path to deliver in-depths content, a rich media digital path and active path. All three instructional paths provide universal access, English Learner support, and intervention. The support for English Learners includes visuals on the website and other forms of language support. Each path will allow teachers to accommodate student learning styles as well as their own teaching preferences. The flexibility of the instructional paths allows them to be used as enrichment whole or as individual teaching tools to meet students' specific needs.

**Arts Instructional Guide (LAUSD) and California Visual and Performing Arts Content Standards:** The District Arts Instructional Guide (AIG) and California Visual and Performing Arts Content Standards will serve as the guide and framework for instruction of the arts. In addition, the school will use Silver Burdett Making Music, SRA McGraw Hills Theater Connection and Arts Connection. Each Professional Learning Community (PLC) will choose an Arts discipline from the AIG and the California Visual and Performing Arts Content

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

Standards. PLCs will plan, organize and present a culminating arts activity to the school community twice a year. The students will be provided opportunities for exposure to the various arts disciplines based on their unique interest, abilities and age appropriateness. The defining goal for Arts Instruction in LAUSD is to make standards-based arts instruction systemic and to provide comprehensive, sequential, quality instruction in the arts for all students. The goal of 107<sup>th</sup> Street Elementary/Magnet School will be to teach the visual and performing arts curriculum as a discrete subject. Research has shown that art education is a critical component in supporting ELLs with vocabulary development, oral and written expression, and accessing cross-curricular content. The District Arts Instructional Guide (AIG) and California Visual and Performing Arts (VAPA) Content Standards will serve as the guide and framework for instruction of the arts.

The overview of AIG states, “Through the problem solving processes of project based learning, the arts offer self-discovery, values clarification, critical thinking, collaboration and organizational skills.” The AIG, which was created using the backwards planning design, is standards-based and aligned across all grade level content areas with an enduring understanding as the guiding concept and can be utilized either sequentially or by interchangeable modules. It is collaborative in structure, with delivery of instruction provided by the classroom teacher, arts specialist or a community arts partner. Significant components of the AIG include: benchmarks at 2<sup>nd</sup> and 5<sup>th</sup> grade, performance tasks for each module, sample lesson plans, student prompts, and student journaling. 107<sup>th</sup> Street Elementary/Magnet School will use the AIG for lesson planning and designing standards based culminating tasks. In addition, the content subject area textbooks and supplemental materials (*Silver Burdett Making Music*, *SRA McGraw Hills Theater Connection* and *Arts Connection*) will provide extensions of learning through visual and performing arts connections. Technology in the form of graphic design, looking at art online, using art computer software programs such as Adobe Photoshop and Illustrator will be used as additional tools in meeting the VAPA standards. Reader’s Theatre will be a strategy used to incorporate Language Arts Standards with Performing Arts Standards.

**Arts Support:** Each of the arts disciplines encompasses a rich body of knowledge that enables students to understand their world in ways that support and enhance their learning in other subjects. Students learn to see what they look at, hear what they listen to, feel what they touch, and understand more clearly what they integrate into their own experience.

Study of the arts helps all students exercise their cognitive reasoning and makes their experiences more joyful. Students’ cognitive skills, such as language fluency and reading comprehension, are enhanced as they talk and write about works of art they have viewed, created, and performed. When students talk about works of art and performances, they engage in the process of analysis. When they discuss relationships between works of art, they synthesize perceptions and information about those works and their own experiences.

Of equal importance is how the arts help students gain insights into other cultures. Through the arts, students are able to discern their own lives and cultures more clearly. The arts help us to communicate with one another across language and cultural barriers. Community partnerships will be established with local art entities in order to expose students to a variety of art forms. Teachers will be provided with professional development on arts discipline based lessons. Furthermore, students will be able to visit the worksites of partnering organizations in order to gain a deeper understanding of art and its real world application. Some local art partnerships will include:

- Inner-City Arts provides learner-centered, research-based instruction in the visual arts, music, dance, drama, ceramics, digital photography and animation, to elementary, middle and high school students. Inner-City Arts programs, taught by professional teaching artists, are designed to strengthen language development, develop critical thinking skills, promote literacy and improve learning outcomes overall. Most importantly, children and youth who participate in Inner-City Arts programs see themselves as capable of setting and reaching goals.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

- Diavolo Dance Theater Company's educational and community outreach goals are to generate a deeper understanding and appreciation of the art of dance and to use the kinesthetic power of dance to develop trust, teamwork and collaborative skills, to encourage creative thinking and personal growth. Diavolo has developed numerous educational workshops, residencies, and interactive school concert performances that have reached communities nationwide and in the Los Angeles Area. The workshops and residencies use specific techniques and exercises to develop trust and teamwork skills. In school settings, students can learn to apply these skills towards curricula based goals.
- Museum of Contemporary Art (MOCA) offers Contemporary Art Start (CAS), a year-long art education program designed to introduce 3<sup>rd</sup> -12<sup>th</sup> grade teachers and students to the forms, content, and concepts of contemporary art. Conceived to provide sustained, multi-layered support and resources, Contemporary Art Start includes professional development, the CAS Curriculum Guide, multiple museum visits for students, and family involvement throughout the year of enrollment.

The three fundamental philosophical principles for arts education at 107<sup>th</sup> Street Elementary/Magnet School are:

- The visual and performing arts have an intrinsic value that makes them indispensable in every student's education. They inspire self-confidence and help keep students interested in school;
- The arts assist students in learning other subjects and disciplines and can improve student performance in other subject areas. The arts engage a wide variety of students, including those who may be more difficult to reach;
- Through their exposure and knowledge of art forms, students can experience and enjoy the arts throughout their lives.

Our arts enrichment program consists of arts instruction in the disciplines of visual, literary, and performing arts. Students need to understand the essential elements, knowledge, and skills of the arts disciplines. In addition, the arts and other core subjects strengthen the achievement of instructional goals. Building connections through the arts gives students opportunities to understand and discover relationships between and across the disciplines. Enrichment of the arts provides opportunities for thinking, feeling, and doing that enable students to perceive ideas or concepts through different lenses.

### **Supplemental Materials**

Core subject areas will be augmented with supplemental materials and resources which are relevant to the instructional program, aligned with standards, appropriate for various student abilities and needs, and for students requiring intervention. These materials will be selected by the grade levels in PLCs. The following supplemental materials will be considered: Buckle down, Pictorial Mathematics, LANGUAGE!, Mountain Math, Voyager, Guided Language Acquisition Design (GLAD), Thinking Maps, Accelerated Reader, Lucy Calkins Writers Workshop, Mavis Beacon Typing, and Read 180. Thinking Maps will be used school-wide and across all subject areas as a "common visual language" for organizing thinking processes, integrating learning, and continually assessing progress. Thinking Maps are eight visual learning graphic organizing tools that define key thought processes (define, describe, classify, cause/effect, sequence, compare/contrast, define analogies, and identify part-to-whole and whole-to-part relationships. Thinking Maps scaffold the learning for SELs and ELLs to make sense of and organize information.

**i. Curriculum Development  
Not Applicable**

**ii. Management of Multiple Schools  
Not Applicable**

**c. WASC Accreditation  
Not Applicable**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**d. Addressing the Needs of All Students:**

In order to address the needs of all students including students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students, the school will implement a sound instructional core program where the focus will be on rigorous standards-based Quality first teaching. In addition to a highly effective teaching program, the students will have access to personalized intervention programs. Response to Instruction and Intervention (RtI<sup>2</sup>) is the framework used for rigorous instruction with tiered intervention support. (See page 14 for the five essential components of RtI<sup>2</sup>)

In order to provide targeted instruction and services to students, summative and formative data will be used at the beginning of the year to universally screen students. Additional data related to behavior, attendance, transiency rate, social and emotional issues will be used in the screening process. Throughout the year data from ongoing assessments will be used to measure growth, monitor progress, and inform changes in instruction.

In addition to meeting the academic needs, the school will also focus on the social and emotional development of all students. 107th Street Elementary/Magnet School will develop and implement a School-Wide Positive Behavior Support Plan (SWPBSP) to address the social and emotional needs of all students. This plan will be based on a three tiered approach for social and emotional support. Tier I will provide all students with instruction that promotes a caring and positive learning environment. This will be done by the classroom teacher and support staff through programs such as Second Step, Caring School Communities, classroom management structures, and character building programs. Tier 1 will also be implemented school wide through structures and systems which promotes the students to be safe, responsible and respectful. Tier 2 supports will include the following: behavioral contracts, weekly home- school reports, group counseling, parent education classes, and school based mentoring. Tier 3 supports include family focused intervention provided by the school psychologist and other outside agencies. The school psychologist, PSA counselor, psychiatric social worker and nurse will provide support for all the students as described in the school's RtI<sup>2</sup> framework.

The students of 107th Street Elementary/Magnet School will be the primary focus for the implementation of all programs, practices and procedures. In order to assess the needs of the students, progress monitoring will take place throughout the year. In the beginning of the year students' performance levels and needs will be determined by administering the following diagnostics: DIBELS (K-3), Kindergarten checklist, Pre LAS (Pre-K-K), LAS Link (Spanish) 2<sup>nd</sup> -5<sup>th</sup>; CELDT scores; ELD Portfolios (K-5); envision Placement/math facts (K-5); California Treasures Placement Test (Spelling, Comprehension, Grammar, Fluency, writing K-5); Science Pretest/Diagnostic (K-5); Progress Monitoring using MyData and Core K-12 Assessments (K-5)

The following classroom and school wide practices will be implemented at 107th Street Elementary/Magnet School to ensure the learning needs of all students are met:

**Classroom Practices and Programs:** Practices and programs will include:

- Quality first teaching
- Consistent use of instructional routines
- Second Step
- Tutoring (peer & teacher)
- Student led conference
- Progress monitoring
- Differentiated instruction
- SDAIE strategies
- Scaffolding support
- Flexible grouping

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

- Data analysis
- Consistent use of behavior routines
- Buddy readers
- Behavior support plans
- Academic English Mastery Program (AEMP)
- Depth and Complexity (Gifted and Talented)
- Buckle Down
- Study Island
- Accelerated Reader
- Discovery Learning
- Drop Everything And Read
- Mountain Math
- Universal grade level behavior management systems
- Cornell Note Taking Systems
- Student use of daily planners
- Use of technology in instruction via LCD projectors, smart boards, laptops, document readers, iPads, iPod touches, mobile listening centers, Arts Prototype program,.

**School wide Practices, Programs, and Services:**

- All personnel working with students will adhere to the 5 core principles of NBCT
- All personnel working with students will implement RtI<sup>2</sup> strategies
- All personnel working with students will implement the School Wide Positive Behavior Support intervention & referrals for services
- The school will implement class size reduction through the Quality Education Investment Act (QEIA)
- All personnel will implement early referrals to the Student Study Team (SST) & Language Appraisal Team (LAT)
- All personnel working with students will participate in Data Analysis Review Team (DART)
- The school will establish a COST intervention and Resource Coordinating Team (RCT)
- All personnel working with students will use the Online Discipline Referral Data (ODR)
- The school will use the School Attendance Review Board (SARB) to assist with Tier 3 attendance issues
- All personnel will teach an anti-bullying curriculum, establish clear learning, and behavioral expectations

**English Learners**

107th Street Elementary/Magnet School 's student body consist of 45% English Learners. Therefore, meeting the academic needs of these students is a priority for the staff of the school.

The school will follow the District's Master Plan for English Learners in the identification, placement, and redesignation process. As children enroll in the school, parents will be asked to complete a home language survey indicating a child's primary language. Based on the child's language and academic needs, the Categorical Program Advisor and the principal will determine classroom assignment. The student will be assessed regularly using the California Treasures ELD assessments and CELDT. Using this data students will be assigned to the appropriate class based on his/her immediate needs. The approved District Language Arts program provides specialized lessons for English Learners. Teachers will be trained in the implementation of the second language acquisition strategies, Thinking Maps, Access to Core strategies, and SDAIE strategies.

Students who are English Learners (EL) will be provided an instructional program which will meet their language needs. In order for English Learners to make progress towards mastering the English language, they will be provided with the daily mandated 30 minutes of explicit English Language Development. 107th Street

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

Elementary/Magnet School will use the District's adopted CA Treasures ELD components enhanced by the TBLT strategies developed by LAUSD. The English Learner will also be provided access to the State standards through the use of the Access Strategies including the use of SDAIE instruction and Culturally Relevant and Responsive Education (CRRE).

**Instructional Practices for English Learners**

The following instructional practices will be provided to all English Learners at 107<sup>th</sup> Street Elementary/Magnet School:

**English Language Development (SDAIE Access to Core)**

**Access Strategies**

The teachers at 107th Street Elementary/Magnet School will support learning for English Learners with Quality first teaching, Universal Access, and Access Strategies that support student learning in all content areas. The Access Strategies include the following:

***Instructional Conversations:*** Discussion based activities between students in a classroom setting to assist the English Learner to arrive at a deeper understanding of the academic content being taught by the teacher. Instructional conversations develop critical thinking, language and linguistic skills by making connections between academic content, the student's prior knowledge and cultural experiences.

***Cooperative and Communal Learning Environment:*** Learning environments that are supportive and motivating, promote language acquisition by providing comprehensible input in appropriate ways. When students are allowed opportunities to work collaboratively in small groups with individually assigned roles and targeted instructional goals, the students learn language faster and more efficiently and have greater retention of materials and standards taught. In addition, working collaboratively provides more positive feeling and approach to the learning experience.

***Academic Language Development:*** Academic English is taught by connecting it to the conceptual knowledge and vocabulary students bring from their home and community. This academic language development promotes increased ability in students to communicate their ideas orally and in writing using academic English skills.

***Advanced Graphic Organizers:*** Graphic organizers are visual tools and/or representation of information that show the structure of concepts and the relationships between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, and visualize abstract concepts.

**Response to Instruction and Intervention (RtI<sup>2</sup>) and English Learners**

The most important step a school can take to meet the needs of the English Learner is to identify their language and academic needs and provide differentiated instruction in small and flexible groupings. This will be accomplished through the RtI<sup>2</sup> model which is the District's framework for the delivery of rigorous and relevant instruction. Response to Instruction and Intervention (RtI<sup>2</sup>) is the framework used for the above mentioned rigorous curriculum. (See page 14 for the five components of RtI<sup>2</sup>)

The staff of 107th Street Elementary/Magnet School will ensure that the core curriculum is delivered to English Learners with fidelity. English Learners will be provided with differentiated support which will be based on formative and summative assessment data. The results of the assessments will enable teachers and staff to identify on a continuous basis the language and academic needs of English Learners. Based on these needs, Tier 1, Tier 2 and/or Tier 3 instruction/support will be provided to all English Learners.

The Tier I instruction/support for English Learners is characterized by the implementation of Quality first teaching and effective in-class intervention using the following strategies:

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

- Academic Engagement Time
- Differentiated instruction
- Added depth and complexity to curriculum
- Scaffolded lessons
- Explicit instruction in vocabulary, fluency, comprehension strategies and skills
- Flexible groupings
- SDAIE strategies
- Graphic Organizers
- Oral language development
- Communal learning
- Learning centers
- Higher level thinking questions
- Independent study
- Preview, review, re-teach, and frontload

EL students will receive the following in class Tier 2 intervention strategies in addition to the Tier 1 strategies mentioned above:

- Explicit instruction in vocabulary, comprehension strategies and skills
- Effective student engagement in instruction
- Strategic or supplemental intervention
- Scaffolded lessons
- Additional time to for in-class intervention (i.e. pre-teach and re-teach)
- More intensive vocabulary and comprehension skills and strategic instruction.
- Use of the Triumphs Intervention Triumphs, the Treasures ELD Guide, Voyager and or ELD TBLT

Tier 3 instruction/support for English Learners is also characterized by Quality first teaching and effective pull-out intensive intervention support using the following strategies:

- Use of problem solving model to determine the student's specific academic needs and plan instructional strategies accordingly
- Frequent assessments and monitoring of student progress
- Use of charts, illustrations, graphic organizers, manipulatives, diagrams and realia
- Academic language development
- Use of stand-alone intervention program or replacement curriculum, such as, Read 180, Language! (Version 3) to provide intensive, accelerated and small group intervention

Core subject areas will be augmented for the English Learner with supplemental materials relevant to the instructional program, aligned with standards appropriate for student language abilities and needs. These supplemental materials will primarily focus on vocabulary development and comprehension. Materials will be selected through the PLCs collaborations. The following supplemental materials may be selected for use: Buckle Down, Measuring Up, Study Island, Discovery, Mountain Math, Building Academic Vocabulary, Pictorial Mathematics, Language!, Lucy Calkins Writers Workshop, and Write from the Beginning. The teachers will investigate resources such as these, to enhance the core curriculum.

**Standard English Learners (SEL's)**

The teachers at 107th Street Elementary/Magnet School will provide for the Standard English Learners (SEL's) strategies that support student learning in the content areas. The staff of 107th Street Elementary/Magnet School will ensure that the core curriculum is delivered to the Standard English Learner with fidelity. The Standard English Learner will be provided with differentiated support which will be based on formative and summative



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

assessment data. The results of the assessments will enable teachers and staff to identify on a continuous basis the language and academic needs of Standard English Learner. Based on these needs Tier 1, Tier 2 and Tier 3 instruction/support will be provided to all Standard English Learners.

The Tier I instruction/support for Standard English Learners is characterized by the implementation of Quality first teaching and effective in-class intervention using the following strategies:

- Academic Engagement Time (AET)
- Differentiated instruction
- Added depth and complexity to curriculum
- Scaffolded lessons
- Explicit instruction in vocabulary, fluency, comprehension strategies and skills
- Flexible groupings
- SDAIE strategies
- Graphic Organizers
- Oral language development
- Communal learning
- Learning centers
- Higher level thinking questions
- Independent study
- Preview, review, re-teach, and frontload

In addition to the Tier 1 strategies mentioned above Standard English Learner will receive the following in class Tier 2 intervention strategies

- Explicit instruction in vocabulary, comprehension strategies and skills
- Effective student engagement in instruction
- Strategic or supplemental intervention
- Scaffolded lessons
- Additional time to for in-class intervention (i.e. Pre-teach and re-teach)
- More intensive vocabulary and comprehension skills and strategic instruction.
- Use of the Treasures Intervention Guide, SDAIE Access to Core Guide, Voyager and/or SDAIE Access to Core Practicum

Tier 3 instruction/support for Standard English Learners is also characterized by Quality first teaching and effective pull-out intensive intervention support using the following strategies: .

- Use of problem solving model to determine the student's specific academic needs and plan instructional strategies accordingly
- Frequent assessments and monitoring of student progress
- Use of charts, illustrations, graphic organizers, manipulatives, diagrams and realia
- Academic language development
- Use of stand-alone intervention program or replacement curriculum, such as, Read 180, Language!(Version 3) to provide intensive, accelerated and small group intervention

Core subject areas will be augmented for the Standard English Learner with supplemental materials relevant to the instructional program, aligned with standards appropriate for student language abilities and needs. These supplemental materials will primarily focus on vocabulary development and comprehension. Materials will be selected through the PLCs collaborations. The following supplemental materials may be selected for use: Buckle Down, Measuring Up, Study Island, Discovery, Mountain Math, Building Academic Vocabulary, Pictorial

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

Mathematics, Language!, Lucy Calkins Writers Workshop, and Write from the Beginning. The teachers will investigate resources such as these, to enhance the core curriculum.

Academic English Mastery Program (AEMP) which includes the Access Strategies will be utilized to assist the Standard English Learners. An AEMP Facilitator will have the responsibility of coordinating AEMP activities, which include study groups, monthly meetings and coordinating attendance at the AEMP Conference. Building and encouraging relationship with English Learners (EL's) and Standards English Learners (SEL's) and their parents will have an impact on the school's culture, climate, and community.

The teachers will receive training on being culturally responsive to all students. Engagement with their students will help to increase their achievement level. Language acquisition and proficiency are directly related to a student's cultural proficiency and the ability to adapt to the classroom and school environment in such a way that individual needs are recognized and responded to effectively (Lindsey, Nuri Robins, & Terrell, 1999). Strategies effective in building collaboration and deepening relationships will include, but are not limited to the following:

- Teacher presenting self to students as a good listener, asking questions that foster exploration rather than cutting off communication. Appearing as open, accessible, and nonjudgmental will be better received by the students.
- Getting to know students, establishing a comfortable environment, understanding the language needs and development, using a variety of strategies, using technology, involving others such as peer instruction, team teaching, cross age tutoring, parents, intergenerational tutoring, community resources, cultural exchanges, and examining classroom implication of Brain Research.

Building and encouraging relationship with English Learners (EL's) and Standards English Learners (SEL's) and their parents will have an impact on the school's culture, climate, and community.

**Students with Special Needs Pre-5<sup>th</sup> Grade**

107th Street Elementary/Magnet School will comply with all the conditions of the Modified Consent Decree and implement it with fidelity using the guidelines found in the District's Special Education Policies and Procedures Manual. The Welligent system will be used to monitor for compliance. The monthly MCD reports will be reviewed by the staff to ensure that the outcome goals are being met. Teachers of special education students will be included in all professional development which will include co-planning and collaboration. Special Education classrooms will participate in all activities.

The 5<sup>th</sup> grade special needs students at 107<sup>th</sup> Street Elementary/Magnet School will take on a more active role in the development of their IEP in order to develop self-determination. "Self determination, the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior, has become an important part of special education and related services provided to individuals with disabilities (Abery & Stancliffe, 1996). Self determination skills include, self-advocacy, social skills, organizational skills, community and peer connection, and computer/technological competency. (Martin & Marshall, 1996; Wehmeyer, Kelchner, & Richards, 1996)

Response to Instruction and Intervention (RtI<sup>2</sup>), the District's framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for general education and special education students to receive Tier 3 targeted support. Implementing the PLCs will allow for more flexibility such as mainstreaming and multi-graded classrooms.

Tier 3 instruction and support is characterized by good first teaching, and effective pull-out intensive intervention support using the following:

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

- Academic Engagement Time (AET)
- Use of problem solving model to determine the student's specific academic needs and plan instructional strategies accordingly
- Frequent assessments and monitoring of student progress
- Use of charts, illustrations, graphic organizers, manipulatives, diagrams and realia
- Academic language development
- Use of stand-alone intervention program or replacement curriculum, such as, Read 180, Language!(Version 3) to provide intensive, accelerated and small group intervention
- Use of California Treasures Intervention Guide, the California Treasures ELD Guide, Voyager and/or ELD Practicum, and/or Language!(Version 3)
- Use of stand-alone intervention program, such as, Read 180 Language!(Version 3) to provide intensive, accelerated and small group intervention

Core subject areas will be augmented for the students with special needs using supplemental materials relevant to the instructional program, aligned with standards appropriate for student language abilities and needs. These supplemental materials will primarily focus on vocabulary development and comprehension. Materials will be selected through the PLCs collaborations. The following supplemental materials may be selected for use: Buckle Down, Measuring Up, Study Island, Discovery, Mountain Math, Building Academic Vocabulary, Pictorial Mathematics, Language!, Lucy Calkins Writers Workshop, and Write from the Beginning. The teachers will investigate resources such as these, to enhance the core curriculum.

#### **At-Risk Students**

LAUSD has determined that factors and criteria to identify students most at-risk of failing to meet grade-level standards may vary from student to student and must be determined by each school. The academic record of a student with at-risk factor(s) will clearly indicate that the student is at risk of failing to meet the state standards in reading/language arts and/or mathematics. There should be a clear link between the student's at-risk factor(s) and the student's academic achievement. The following at-risk factors may impede academic achievement in students: excessive absences or tardiness, frequent change of residence, inability to tolerate structure, grade retention, low self-esteem, poor peer relationships, immature and easily influenced, disruptive behavior, frequent suspension/expulsions, and frequent health problems. Refer to Section 2, curriculum, for additional information.

107th Street Elementary/Magnet School will do the following to assist at-risk and struggling students:

- Implement and utilize the RtI<sup>2</sup> model for all students
- Utilize the Problem solving model to determine the student's specific academic needs and plan instructional strategies accordingly
- Increase academic engagement time
- Monitor assessment and student progress frequently
- Utilize the Access Strategies during instruction

Based upon the September 9, 2010 Title I Rankings, 100 % of students at 107<sup>th</sup> Street Elementary/Magnet School are ranked as low income and eligible for free and reduced lunch. Low income is one factor for being at-risk as well as students with frequent absences, irregular behavior, a history of changing schools, parents who are not active in their child's education, absent parents, or physically abusive parents. These are some of the indicators that will be used to identify at-risk students. Issues of poverty, foster care, single parent homes, homelessness, gang affiliation and other issues which affect children at-risk will be addressed as needed. These students will be monitored and referred to the Psychiatric Social Worker, School Psychologist, and PSA Counselor for assistance. Experts and representatives from private and governmental agencies from the local community will be invited to become a School Community Partner and share their expertise with the staff during professional development and teachers will be trained to identify students at-risk early.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**Early Care and Education (ages 0-5)**

107th Street Elementary/Magnet School has a very successful School Readiness Language Development Program (SRLDP) program which serves over 38 students ages 4-5 years old. The program provides them research based proved strategies for school readiness. The school also has a Pre-School Intensive (PSI) program which serves 20 students ages, 2-5 with various disabilities. The students are in class every day for 3 hours where they receive DIS counseling, Occupational Theory and Speech (LAS) and APE (Adaptive PE) services. The students are presented with an instructional program to get them ready for kindergarten.

**Gifted and Talented Students Depth and Complexity**

All teachers will identify potential GATE students and refer all students who meet the Gifted and Talented Education (GATE) criteria. A staff person will be assigned this responsibility and will be provided time throughout the school year to process referrals for GATE. The designee will screen students by collecting data from existing sources, such as the cumulative record, STAR Test Data and information from the District's Student Information System's (SIS). Students who have been identified by the school staff for screening but did not meet the District requirements for GATE identification will be provided an instructional program with appropriate strategies to reach their academic potential and learning styles. . Students whose abilities fall into one or more of the categories below will be screened to be considered for participation in the Gifted/Talented Programs: intellectual ability; high achievement ability; specific academic ability; creative ability; leadership ability; ability in the visual or performing arts.

In consultation with the school administrators, teachers in the PLCs will determine the placement of GATE students. Identified and potential GATE students will be provided differentiated instruction which will include clustering students to meet their academic needs, providing alternative learning opportunities, recognizing their unique patterns of interests, characteristics and curiosity, and based upon their needs adjusting their learning goals. Students who have been identified by the school staff for screening but did not meet the District requirements for GATE identification will be provided an instructional program with appropriate strategies to reach their academic potential and learning styles.

The differentiated instruction for GATE and potential GATE students will include the four strategies established by the California Association for the Gifted including *Acceleration/Pacing; Depth; Complexity; and Novelty*:

- Acceleration/Pacing: The student moves faster than the pieces of the curriculum through self pacing or material geared for a higher grade. This component is most frequently utilized in mathematics. The student investigates big ideas and universal concepts using both inductive/deductive approaches.
- Depth: Students become true experts in a given area by delving into certain subjects with greater detail or elaboration. The student examines a topic by analyzing the patterns, trends, rules or ethics of an idea.
- Complexity: The student explores the connections and relationships between ideas by relating concepts and ideas at a more sophisticated level. The student may analyze multiple solutions to problems and evaluate solutions from several points of view.
- Novelty: By allowing students to exhibit creativity by initiating original projects, teachers challenge the students' thinking in new and unusual ways. The student approaches areas of study in a personalized and non-traditional manner.

Teachers who have GATE student clusters will receive professional development concerning the different needs of gifted learners. These additional professional developments will include school sponsored, district sponsored, and county sponsored conferences and workshops. The school will provide additional learning opportunities for students who are identified gifted.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107<sup>th</sup> Street Elementary/Magnet School**

**e. Vertical Articulation**

107<sup>th</sup> Street Elementary/Magnet School will maintain a constant working relationship with community agencies and schools that provide educational services to the youth residing in the surrounding community.

***Early Education***

At the primary level, 107<sup>th</sup> Street Elementary/Magnet School will engage with early childhood education providers, such as Head Start centers and LAUSD's School Readiness Language Development Program (SRLDP), in order to ensure successful student outcomes. The following is a list of the local providers that will be included: Best Start, Ethel Bradley Early Education Center, Locke Early Education Center, LA Urban Head Start. The articulation process at the early childhood education level will focus on aligning standards, curriculum, instruction, and assessments across the schools. In the matriculation process the student specific data will be used to determine appropriate placement and services. Key components of the articulation process will include joint professional development between early education providers and 107<sup>th</sup> Street Elementary/Magnet School educators. The focus of these meetings will be to gather data, discuss student's academic needs, share best practices, and develop a schedule of parent orientation meetings for students who will be attending 107<sup>th</sup> Street Elementary/Magnet School.

***Secondary***

At the secondary level, 107<sup>th</sup> Street Elementary/Magnet School will establish a relationship with Gompers Middle School to ensure that incoming middle school students have mastered K-5 standards, recognize the rigor expected in middle school, and understand the social, academic, and citizenship skills needed for success. 107<sup>th</sup> Street Elementary/Magnet School will allot adequate time for coordinators and educators from each school to discuss student needs, examine data, share best practices, and map orientation meetings. The principal will coordinate articulation activities among school staff members and between schools. 107<sup>th</sup> Street Elementary/Magnet School teachers will meet with middle school teachers from content teams (departments) to ensure that texts and curriculum planning prepare students to move from one level to the next. Coordinators will examine intervention, ELD, and GATE data to ensure proper placement of students in classes. Counselors from each school will meet to plan articulation activities that will help prepare students for the transition to the next grade level. Upper elementary teachers will be provided with content standards and sample course work to become familiarized with the academic expectations of middle school grade levels. Additionally, teachers and counselors from the middle school will meet with elementary teachers to administer and review the results of end-of-year assessments, such as the Diagnosis and Placement Inventory (DPI) for EL students and the MAZE Measures Diagnostic Assessment for all outgoing 5<sup>th</sup> graders. The data gathered from these assessments will be used to assist the middle school in placing students in summer bridge classes and English language development (ELD), reading, and mathematic classes.

***Adult Education***

107<sup>th</sup> Street Elementary/Magnet School will seek to establish articulation with the LAUSD Adult School Division to provide training for parents on strategies to support the students' transition from pre-school to kindergarten and from elementary school to middle school, high school and beyond. The Adult Education division will also provide classes such as, ESL, Technology, and Spanish as a Second Language (SSL). The staff from the adult school will also provide professional development to teachers on available resources within LAUSD and the surrounding community for parents to support the academic achievement of children. Staff will also be given the opportunities to facilitate adult education classes.

***Articulation within the School***

The definition of vertical teaming is "a small number of people from different levels within an organization who are committed to a common purpose, performance goals, and approach for which they hold themselves

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

accountable. The team has a definite structure and tasks and that the members know what the group aspires to accomplish, what specific outcomes are to be produced” (Bertrand, Roberts & Buchanan 2006).

The purpose of vertical teaming at 107th Street Elementary/Magnet School is to develop fluid vertical teams of teachers to help the students increase retention of content. Vertical teaming will consist of all teachers, school wide. Each vertical team will be clustered by content area and will consist of at least one teacher from each grade level, including special education, as a learning community within our school. Each team of teachers will work to ensure that all students learn in an environment that fosters a culture of collaboration and where the focus is on student achievement and results. Content clusters will meet simultaneously to analyze data in order to strengthen the opportunities for all students to have access to, and be successful in, mastering standards based grade level coursework. The expected outcomes of vertical teaming are to help navigate the transition between grade levels from an academic and social stand point. Vertical teaming will facilitate the exchange of information amongst teachers that are at different grade levels, establish a continuous flow of information, create opportunities to be proactive, and provide remediation strategies for struggling students. After the articulation in PLCs, the staff will reconvene in the auditorium and share content and strategies discussed during the articulation. Vertical articulation will also occur amongst teachers pursuing like National Board Certification.

A major component of vertical teaming is teacher collaboration. According to the study conducted by Bertrand, Roberts, and Buchanan teachers reported that “collegiality had improved due to the focused effort of vertical teaming. The study also reported that teachers were able to build on each other strengths as they shared ideas and strategies that they were using in the classroom. Vertical teaming at 107<sup>th</sup> will offer a vehicle for creating a new school culture that connects the staff and teachers, so that the common purpose of helping students learn and succeed in a standard based academic content will be met. Vertical teaming will establish a process in which all teachers within the school can relate to each other in a safe and meaningful manner in order to explore and work toward the end goal of student success. Teachers at 107th Street Elementary/Magnet School will meet to discuss and aid in creating flexible groupings of students in order to implement differentiated instruction. This will create a unique opportunity for students to receive remediation, enrichment, and acceleration based on their individual academic needs rather than their particular grade level. Teachers will use state, district, and a variety of teacher developed on-going assessments to assist them in making these decisions.

In a study conducted by Bertrand, Roberts, & Buchanan, at the beginning of the 2002-2003 school years, vertical teams met to address student needs. These teams researched instructional strategies, analyzed previous test data and worked together to develop instruction curriculum that aligned with state and district mandates. At 107th Street Elementary/Magnet School teachers will come together and have opportunities to explore and discuss the concepts of curriculum alignment. As a result, increased communication between grade levels teachers will bridge the gaps between grade level curriculums. Therefore, continuous progress monitoring of students is increased because teachers know exactly what is being taught by their colleagues within each vertical team. It will also provide an opportunity for continuous monitoring of students that are not meeting core standards. The sharing and discussion of student assessment data will help teachers plan and adjust instructional strategies based on the students’ needs over the course of the students’ academic years at 107<sup>th</sup> Street Elementary School.

Successful teaming requires continued administrative support, on-going staff development, thorough planning and organization. Teachers will receive direction and guidance on how to establish and maintain effective teams in which they work collaboratively to focus on student achievement. In order for vertical teaming to be effective team planning/ collaboration meetings require structure. To develop a structure within the vertical team, teachers will establish team roles and norms. Each team will develop a set of measurable goals relevant to student achievement. Each vertical team will address the areas of data analysis, planning and pacing, student issues, and curriculum/instructional issues during their planning sessions. The planning sessions will be documented in a

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

team log and submitted to the principal. Maintaining effective teams requires a commitment from teachers and administration.

**f. Early Care and Education:**

Children who experience quality early education programs transition to elementary classes with a sense of confidence in their abilities to adapt to new situations and academic demands. The early education class will provide a developmentally appropriate curriculum for children ages 3 – 4 years old. The curriculum will promote cognitive, linguistic, physical and social-emotional learning, through challenging and creative experiences while valuing and respecting the needs, languages, and cultures of all students and families it serves.

***Strategies and Best Practices to reach out to Families of Children***

107<sup>th</sup> Street Elementary/Magnet will engage in out-reach to families of children in the community ages 0 – 5 by providing quality pre-school programs, community resource fairs, early education articulation with community-based providers, targeted parent workshops, in-home case management through a provider for children not enrolled in a preschool program, parent and family support groups, and opportunities to participate in a parent leadership cadre.

The school is committed to meeting the diverse cultural and linguistic needs of all children and families. The early education instructional program will provide high quality, developmentally appropriate, pre-school education in all areas that address the social-emotional, physical, and cognitive needs of the population served. 107th Street Elementary/Magnet School will provide research-based pedagogy that will maximize school readiness in early literacy, math, and science through developmentally appropriate activities.

There is a need to provide parent training in the areas of: promoting early literacy, developmental milestones, awareness of early intervention services, adult ESL classes, building awareness of community resources, home-school communication, social and emotional development, general and education rights, and creating a safe home environment. The community's early care needs will be met by utilizing community outreach workers, marshalling the Family and Community Center, and site based resources to implement the above strategies and best practices.

Partnerships with community-based organizations will be a part of the early education program. 107<sup>th</sup> Street Elementary/Magnet will develop and maintain a current list of community resources to link families with community-based services and to support families in navigating community resources, including advocacy. Community programs will be invited to share their areas of expertise with staff, parents and children (e.g. library, local artists, police, story tellers, health, education, and social services).

Best Start, a program of First Five LA, has initiated a working partnership with 107<sup>th</sup> Elementary/Magnet School. Through this partnership, 107<sup>th</sup> Elementary/Magnet School has facilitated the creation of a Best Start leadership group with stakeholder participation at various levels including parents, teachers, and community members. Based on the preliminary Best Start needs assessment, the leadership group meets regularly to strategize on how to meet the needs of families and children ages 0-5 in the Broadway-Manchester community.

The Best Start goals are:

- Babies are born healthy
- Children maintain a healthy weight
- Children are safe from abuse and neglect
- Children are ready for kindergarten

107<sup>th</sup> Street Elementary/Magnet School partners with Locke Early Education Center. This long standing partnership has enabled the school to provide seamless articulation with early education teachers and incoming

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

pre-school and kindergarten students. Through this partnership, 107<sup>th</sup> Elementary/Magnet School facilitates aligning instruction between pre-school and kindergarten with an emphasis on early literacy.

107th Street Elementary/Magnet School's early education class will provide research-based pedagogy utilizing core documents that are aligned to the California Standards and the California Preschool Learning Foundations. This will support a developmentally based curriculum that will provide multiple best practices utilizing instructional strategies to help promote early literacy and math readiness through interest areas. The curriculum will promote the Developmental Learning Materials (DLM) which encompasses a wide range of subjects including literacy, math, science, social studies, fine arts, health/safety, social and emotional development, music, physical movement, and technology. Family involvement in education has been identified as a beneficial factor in young children's learning, therefore opportunities for family involvement will be provided through parent meetings with staff as well as the involvement of parents in daily classroom activities. Parent education shall also be provided to improve the parent-school communications and parental understanding of school structures and expectations. Parents and teachers becoming active partners in the education of children will foster a strong home/school connection and two-way communication on a regular basis.

A strong foundation for collaboration and articulation between pre-K and kindergarten staff will be created, supporting successful transitions for pre-K students into kindergarten. Desired Results Developmental Profile (DRDP) assessment tool documents the progress made by children and families in achieving desired results. The sharing of the Desired Results Developmental Profile assessment data will provide kindergarten teachers with information as to the skill level of the students.

In Year I, 107th Street Elementary/Magnet School will provide parents with referrals, information, and resources for Early Childhood Education and initiate process to obtain a State Preschool or Head Start Program. 107th Street Elementary/Magnet School will apply to obtain a Head Start Program at the school in Year II. This program will provide services to children between the ages of 2-4 years old. The school is committed to meeting the diverse cultural and linguistic needs of all children and families. The instructional program will provide high quality, developmentally appropriate, pre-school education in all areas that address the social-emotional, physical, and cognitive needs of the population served. 107th Street Elementary/Magnet School will provide research based pedagogy that will maximize school readiness in early literacy, math and science through developmentally appropriate activities.

School Readiness Language Development Program is an oral language program intended to prepare students for kindergarten. It provides students, including the child who is an English Language Learner (ELL) and needs primary-language instruction; and the child who is a Standard English Learner (SELL), who will be four-years old by December 2nd of the year of enrollment, the opportunity to increase the ability to listen, to speak effectively, to use vocabulary appropriately, and to develop academic readiness skills. It provides a parent involvement and education program that helps meet the needs of parents to positively facilitate the prekindergarten child's developmental potential.

The core and essential documents of the Early Childhood Education Division are explicit and intentional in supporting improved student achievement. These documents are aligned to the California Kindergarten Standards in Language Arts and Mathematics. The Early Literacy Program, adopted by the District in March 2004, is DLM Express. DLM Express is aligned to the California State Standards. A variety of carefully selected books of various disciplines are consistently available to children. Criteria for selection of books include attention to positive depictions of cultural diversity. Teachers use a variety of strategies to encompass the diverse needs of children.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**g. Service Plan for Special Education**

107<sup>th</sup> Street Elementary/Magnet School will comply with all the conditions of the Modified Consent Decree and implement it with efficacy using the guidelines found in the District's Special Education Policies and Procedures Manual. The Welligent system will be used to monitor for compliance. The monthly MCD reports will be reviewed by the staff to ensure that the outcome goals are being met.

***Strategies to Support Students with Special Needs***

Response to Instruction and Intervention (RtI<sup>2</sup>), the District's framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for general education and special education students to receive Tier 3 targeted support. Tier 3 instruction and support is characterized by good first teaching, and effective pullout intensive intervention support using the strategies found in Section 2 c.

The students in 5th grade at 107<sup>th</sup> Street Elementary/Magnet School will take on a more active role in the development of their IEP in order to develop self-determination. "Self determination, the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior, has become an important part of special education and related services provided to individuals with disabilities (Abery & Stancliffe, 1996). Self-determination skills include, self-advocacy, social skills, organizational skills, community and peer connection, and computer/technological competency. (Martin & Marshall, 1996; Wehmeyer, Kelchner, & Richards, 1996)

To assist the students with the self determination process, research demonstrates the following: "Izzo and Lamb (2002) suggested that schools seeking to encourage self determination and positive post-school outcomes for students with disabilities should: (a) empower parents as partners in promoting self-determination and career development skills; (b) facilitate student-centered IEP meetings and self-directed learning models; (c) increase students' awareness of their disability and needed accommodations; (d) offer credit-bearing classes in self-determination and careers; (e) teach and reinforce students' internal focus of control; (f) develop self-advocacy skills and support student application of these skills; (g) infuse self-determination and career development skills into the general education curriculum; and (h) develop and implement work-based learning programs for all students.

***Responsible Personnel***

The Los Angeles Unified School District allocates a part time Assistant Principal-EIS who is responsible for ensuring the following: the legal requirements for the Individualized Education Plan (IEP) process are met, the services in the IEP are delivered and monitored, the Modified Consent Degree implementation plans are addressed, appropriate instruction and services are addressed and provided to students with disabilities in the least restrictive environment, and parents are active participants and involved in the IEP process.

A Bridge Coordinator will be budgeted by the School Site Council if the budget permits. If the school does not have the funds for Bridge Coordinator the responsibilities will be assigned to another staff member. The responsibilities of the Bridge Coordinator will include the following: support the instructional and compliance activities involved in working with students with disabilities; monitors professional development for special and general education teachers on effective strategies, accommodations, and/or modifications; monitors the intervention for ELA and math; and coordinates the integration of special and general education. The position will require the person to have success in the classroom and experience with Special Education Programs. The Assistant Principal-EIS and the Bridge Coordinator will be responsible for keeping parents informed, holding meetings with parents and writing and distributing newsletters to parents of children with identified learning disabilities.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

***Development for Students in Special Education***

To strengthen the core program a School-Wide Positive Behavior Support Plan (SWPBSP) will be implemented to address the social and emotional needs of all students. This plan will provide all students with instruction that promotes a caring and positive learning environment. The classroom teacher and support staff through programs such as Second Step, classroom management structures, and character building programs will do this.

***Staff***

Teachers of special education students will be included in all professional development, which will include co-planning and collaboration. Special Education classrooms will be integrated within the school, and students will participate in all activities. Special Education students will have access to teachers that are Highly Qualified and that know how to differentiate instruction and follow the goals in the student's IEP.

***Students with 504 Plans***

A Section 504 team will be organized to identify, and provide for any student accommodations. The 504 team will conduct an evaluation to determine which student meets the criteria to qualify for a 504 plan under the federal law. The criteria are:

1. Determining if the student has a potentially limiting mental or physical disability
2. Determining if the student's disability impairs a major life activity
3. Determining if the student's physical or mental impairment substantially limits the major life activity.

Parents will be informed through written notification of any decisions concerning the identification, evaluation, and/or accommodations required by a 504 plan. Appeal procedures and the process for the examination of relevant records will be provided to parents.

***Students with IEP's***

Students identified with special needs through the special education process will have access to a well-trained nurse. The nurse's office will be well equipped and supplied, which could include locked cabinets, an examination table, a refrigerator with a lock, a wheel chair, a stretcher, and a cabinet to keep the students' health records. The students with an IEP will also have access to counseling and other resources.

***FAPE-Free Appropriate Public Education***

The United Nations Educational, Scientific and Cultural Organization (UNESCO) states that the inclusion of children who would otherwise be perceived as "different" means "changing the attitudes and practices of individuals, organizations and associations so that they can fully and equally participate in and contribute to the life of community and culture. Inclusion is not the same as "integration", which implies bringing children with disabilities into a "normal" mainstream or helping them to adapt to "normal standards." In the context of schooling, integration means the placement of children with disabilities in regular schools without necessarily making any adjustments to the school organization or teaching methods. Students with disabilities will be provided the Least Restrictive Environment and will be included in the instructional program to ensure that all students work, play, and learn together.

***Extended School Year***

District programs and resources for extended school year services will be provided to all eligible students. The special education students will participate in all intervention programs available to the general education population. Also, through partnering with community organization the school facility will be utilized to house activities that will enrich and enhance the students' instructional program.

Additional information on Service Plan for Special Education can be found on Appendix E

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

**B-2 Professional Development**

**a. Professional Culture**

The staff at 107th Street Elementary/Magnet School will strive to cultivate a culture of trust, mutual respect and collaboration. Through the NBCT approach, PLCs, Arts enrichment, and peer coaching (described on page 15) the staff will create a professional culture of encouragement and growth, high expectations and characterized by an unwavering commitment to high academic achievement for all students. A culture in which the staff welcomes, respects, and recognizes parents, community members and families is an integral part of the school community.

To initiate and develop the envisioned culture, the staff of 107th Street Elementary/Magnet School will collaborate in PLCs. PLCs will give teachers an opportunity to provide and receive input in regard to classroom best practices. These PLCs will provide a vehicle through which teachers and staff will share effective instructional practices to meet the needs of the student population and provide quality first teaching. These PLCs will help to personalize the academic and social needs of the students.

The school will ensure that the teachers and staff understand the expectations required at the school through the review and signing of a Commitment to Work Agreement. In order to work effectively, the staff will commit to decisions and plans of action, collaborate with one another, and hold one another accountable for delivering effective instructional strategies created by the PLC. The teachers will agree to participate in the selection of the arts discipline in their PLCs and commit to implementing and teaching the lessons for that discipline. In addition, the teachers will agree to plan, organize and present a culminating arts activity to the school community twice a year. Peer coaching will allow certificated personnel to view implementation of strategies delineated in Professional Learning Communities. The teachers will agree to participate in PLCs to ensure that students receive a personalized, quality education. Prior to the start of the each school year, certificated staff will take part in five-day professional development to develop PLC meeting norms, prepare for the new school year , collaborate, make and renew partnerships, and to gain an understanding of PLCs. During the five-day professional development, staff will receive in-service training in the implementation of the NBCT approach, PLCs, Arts enrichment, and peer coaching. In addition, the teachers will receive training and support to ensure that their knowledge of the community, the students, and their families are aligned to the mission and vision of the school.

The development of PLCs will allow the professional culture of the school to be focused on the Three Big Ideas integral to the PLC process: a Focus on Learning, Collaboration and a Focus on Results. (Dufour, Dufour, Eaker, Many, 2006) The implementation of these Three Big Ideas will result in improved teaching and learning and guide the work of the teachers. These PLCs will foster a positive and nurturing culture that promotes and encourages teacher retention and continuous growth using the NBCT approach to enhance and improve student achievement.

According to DuFour and Eaker (1998), "If schools are to be significantly more effective, they must break from the Industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. We prefer characterizing learning organizations as PLCs for several vital reasons. While the term 'organization' suggests a partnership enhanced by efficiency, expediency, and mutual interest, community' places greater emphasis on relationships, shared ideals, and strong culture—all factors that are critical to school improvement." Within PLCs a reflective cycle model will be emphasized where goals will be set based on data, student work samples will analyzed and rubric scored to guarantee inter-rater reliability. Instruction will be collaboratively planned, and teacher will use the NBCT approach to reflect upon the quality of

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

their instruction. PLCs will be responsible to provide and engage in professional development with the goal of improving student performance and developing professional expertise.

The professional culture at 107th Street Elementary/Magnet School will be one that promotes continuous growth for teachers, and frequent reciprocal and interdependent interaction among all staff, provides peer coaches for new teachers, and develops shared responsibility among teachers for the school and students. This professional culture of collaboration will foster an atmosphere where teachers can critique and reflect on the implementation of lessons planned and taught. Support will be provided to teachers from peers, coaches, and coordinators. Additionally, the professional culture for teachers and other certificated staff is defined through the *California Standards for the Teaching Profession*.

In order to provide relevant and meaningful professional development for the staff, teachers will participate in three forms of peer coaching models to enhance teacher effectiveness. The school will use the work of Easton, L (2004) *Powerful Designs for Professional Learning* Oxford, OH: National Staff Development Council (186-188).

107th Street Elementary/Magnet School will implement the following peer coaching models to provide targeted and differentiated support:

1. Directive coaching will offer the teachers at 107<sup>th</sup> the opportunity to ask for specific guidance on how to implement new strategies in their classrooms.
2. Collaborative coaching will offer the opportunity for PLCs to brainstorm strategies to address student needs. Collaborative coaching requires a high-level of trust, expertise in the subject matter.
3. Nondirective coaching will offer the teacher the ability to gain clarity, uncover options and develop solutions through skillful questioning. Non-directive coaching will allow participants to view the situation from a different perspective and allow the participants to take full ownership of their solutions. Through this approach the teacher will feel a sense of empowerment to make changes to their classroom practices and bolster their teaching expertise level.

The teacher's duties and responsibilities will adhere to the LAUSD Collective Bargaining Agreements Article IX-Hours, Duties and Work Year, Article X-Evaluation and Discipline and Article XXVII Shared Decision Making and School Based Management. Teacher norms and values will be carried out in the following duties and responsibilities:

- Teachers will assist with the selection of instructional materials, prepare and design of lesson plans appropriate for their assignment and Professional Learning Community.
- The primary analysis and scoring of student work will be done by the teacher.
- Teachers and staff will communicate and confer with students and parents regularly. Communication will include formal and informal meeting/conferences with students and parents (including student led conferences)
- Participate in the development and implementation of professional development
- Participate in Professional Learning Community and faculty meetings
- Participate in school governance committees/councils
- Provide leadership in PLCs and to the school
- Participate in school wide activities
- Teachers will teach the State content standards

Feedback from staff will be analyzed in making key decisions via bi-annual comprehensive needs assessments and weekly grade level cohort meetings. Grade level chairs will articulate to the leadership team PLC successes, needs, and concerns based on data analyzed. Monthly reports and updates will be provided to the School Site

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

Council, Local Leadership Council, CEAC, and ELAC to inform and seek feedback from all stakeholder groups. Leadership will utilize the feedback from staff in making key decisions.

All staff will be expected to be familiar with the requirements of this plan and the need to have a school culture characterized by norms and values of the PLCs Three Big Ideas: Focus on Learning, Focus on Collaboration and a Focus on Results. All staff will also be expected to commit to the implementation of this school plan.

**b. Professional Development:**

**Waiver #7: Local Professional Development Plan**

107th Street Elementary/Magnet school will form a professional development committee in year two, which will be responsible to plan, supervise and evaluate all staff development for the year. The committee will consist of elected grade level representatives. The PD committee would conduct needs assessments relevant to grade levels and relevant to the staff as a whole. As the year progresses, evaluative data will determine the other PD's to be implemented on flexible ongoing basis. The ability to have a locally designed professional development plan enables teachers to receive professional development based on teacher needs, student needs, assessment results, and teacher input which will enable the staff to fully realize the mission and vision of the school which includes NBCT approach, arts enrichment, and the peer coaching model.

The professional development plan will be based on the following assumptions: (Aseltine, Faryniarz, and Rigazio-DiGilio)

- Children learn best when new learning is connected to prior knowledge, instruction builds on that knowledge and addresses the learning needs, and assessment informs instruction
- Change occurs from the inside out, meaning that professional growth takes time, cannot be rushed, and demands personal energy and reflective practice
- Changes in teacher behavior lead to changes in teacher attitude (DuFour & Eaker, 1998)
- What teachers learn by working on a strategically chosen skill can be generalized to their broader teacher responsibilities
- Although each teacher's Professional Development Plan is unique and grounded in their own analysis of student performance data, all professional development plans share some common characteristics

Specific professional development activities to support the envisioned professional culture include: teambuilding, how to foster trust, collaboration, diversity and sensitivity training, intergroup relation building, peer coaching, training on how to establish consensus within grade levels, how to collaboratively analyze data for student needs, fostering collegiality, and in-services to develop an appreciation and understanding of the student's and community's culture.

The structures to support the envisioned school professional culture are PLCs that meet weekly for 60 to 120 minutes, 10 full days a year of common grade level planning time, lessons studies using the NBCT approach, peer coaching, vertical articulations between contiguous grade levels 3 times a year, whole group staff professional developments, minimum school day common planning time 4 times a year, pupil free days for common planning time.

Analysis of school data shows an urgent need to focus professional development on Quality first teaching, differentiated instruction, and strategic tiered interventions to reduce the disproportionate number of students scoring basic, below basic, and far below basic. In order to improve the quality of instruction, the teacher's ability to differentiate and reflect on instruction, and the development of tiered interventions the professional

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

development plan includes the NBCT approach, peer coaching, and PLCs. The professional development plan is aligned to the instructional program using data and the RtI<sup>2</sup> framework to make instructional decisions.

Teachers will be supported in implementation of instructional strategies across different grade levels through targeted and focused feedback from observations, peer coaching, mentoring, and demonstration lessons. Key to this process is pre and post observation reflections with a colleague regarding observed or video recorded lessons. Support will also be provided in the form of access to the latest educational research via professional books, journals, articles conferences, and seminars. Additionally, the professional development plan provides for a minimum of 35 days of 1 to 2 hours of planning time, during the school day.

The Professional development plan specifically addresses teachers seeking leadership/career advancement opportunities by providing them with structures to obtain National Board Certification, opportunities to become leadership within the grade through grade level chair and peer coaching, participation on site based leadership and decision making councils, by encouraging teachers to seek leadership positions in professional organizations, and providing opportunities to organize school wide events and coordinate programs to engage parents in their child's education. Teachers are given opportunities to assume quasi administrative responsibilities and to be innovative through the creation and implementation of school programs and policies.

Professional Development will be differentiated to support teachers at different stages of their career through providing opportunities for teacher participation on content specific vertical teams. Teachers will also be given opportunities to attend professional developments provided by the local districts, the Los Angeles County Office of Education, online courses, local colleges and universities, and professional associations.

***Autonomy***

Through effective implementation of PLCs, grade levels will maintain PD autonomy by developing unique and grade level specific professional development activities based on data and student needs. The rationale for the autonomy given PLCs in their professional development is based on the work of Dufour and the 5 Core Propositions of the NBCT approach. Autonomy in professional development will impact student achievement by allowing teachers to exercise their professional judgments in making instructional decisions based on data. The professional development imbeds the NBCT Core Propositions:

- Proposition 1: Teachers are Committed to Students and Their Learning
- Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
- Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
- Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
- Proposition 5: Teachers are Members of Learning Communities.

On-going, consistent, and well planned professional development designed by teachers and school administrators, allows teachers to examine the key components that embrace results and improvement in teaching: teamwork, goal setting and the use of data.

Professional development for teachers will include differentiated instructional strategies using the RtI<sup>2</sup> framework for the delivery of tiered instruction. Professional development will be planned to meet the diverse needs of all subgroups including English Learners, African Americans, Latinos, and students with special needs. Teachers will collaborate in PLCs to establish benchmarks, analyze data, design interventions and enrichment, and to use the NBCT approach to strengthen Quality first teaching in order to continue to grow as professionals. Teachers will also receive professional development on the various forms of art disciplines to implement standards based arts enrichment lessons.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

Using Stigler's model of principles for gradual measurable improvement of teaching and instruction, teachers will develop a plan to observe best instructional practices in the classrooms of colleagues. The principles for gradual measurable improvement of teaching and instruction are:

- Expect improvement to be continual, gradual and incremental
- Maintain a constant focus on Student Learning Goals
- Focus on Teaching
- Make improvement in the work of the teacher
- Build a system that learns from its own experience.

***Professional Development to Meet the Needs of All Learners includes: Data analysis, error analysis, questioning strategies, critical thinking strategies, Bloom's taxonomy, designing of tiered interventions***

The teachers at 107th Street Elementary/Magnet School will receive in-depth SDAIE Access to Core training before and during the school year to meet the needs of EL students to ensure that students access the standards.

Teachers will receive culturally responsive training so their students' primary language, home life and community are accepted and appreciated at the school. Language acquisition and proficiency are directly related to a student's cultural proficiency and the ability to adapt to the classroom and school environment in such a way that individual needs are recognized and responded to effectively (Lindsey, Nuri Robins, & Terrell, 1999). Strategies effective in building collaboration and deepening relationships will include:

- Presenting yourself to students as a good listener
- Asking questions that foster exploration rather than cutting off communication
- Teachers that present themselves to students as open, accessible, and nonjudgmental will be better received by the students.
- Getting to know your students establishing a comfortable environment
- Understanding the language needs of English Learners and using a variety of strategies
- Using technology
- Involving others such as peer instruction, team teaching, cross age tutoring, parents, intergenerational tutoring
- Exploring community resources and possible cultural exchanges

Building and encouraging a relationship with the parents and community of the EL's and SEL's will have an impact on their academic success. Tremendous effort will be made to include parents of the EL's and SEL's in all aspects of the school's culture.

***Professional Development on Teacher Created Assessments***

Through the use of Teacher-Created Assessments using core K-12 resources, the staff at 107th Street Elementary/Magnet School will be able to draw valid and reliable inferences about their students' learning to drive instructional decisions about what to teach and how to teach, resulting in improved student learning. Through improved assessment practices in the classrooms, teachers are better able to link curriculum by attending prior to the School Year workshops, the Banked Time Tuesday, staff meetings, and the weekly 1 hour of paid professional development time.

**c. Teacher Orientation**

107th Street Elementary/Magnet School's professional development plan will prepare teachers to embrace and execute the unique aspects of the plan (e.g., NBCT approach, arts enrichment, PLCs, and the peer coaching model) through specific professional development activities and strategies that nurture teambuilding, trust, collaboration, collegiality, diversity, sensitivity training, intergroup relation building, peer coaching, training on how to establish consensus within grade levels, how to collaboratively analyze data for student needs, and in-services to develop an appreciation and understanding of the student's and community's culture. Additionally,

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

teachers can receive support in applying the NBCT approach to instruction in their PLCs and Vertical Teams, as well as with their peer coaches.

During the teacher orientation program, professional development will focus on establishing buy-in to the school's mission and vision, creating a professional culture, and providing the groundwork for establishing the framework for implementing the NBCT approach to instruction, Arts enrichment, establishing collaborative PLCs, and facilitating peer coaching models.

Over the summer, preparations will take place to plan and coordinate the professional development plan by aligning the human capital and resources needed to execute the plan. Grade levels will be allotted time to analyze end-of-the year periodic assessment results, collaborate in planning units of instruction, create a standards-based learning environment, streamline grade level classroom management and other classroom routines. Additionally, trainings will be provided to support the core instruction such as FOSS Science, enVision Math, and California Treasures, Depth and Complexity, and Culturally Relevant and Responsive Education Pedagogy.

107<sup>th</sup> Street Elementary/Magnet School will provide teachers with structured, on-going and nurturing support. In addition to the four days prior to the School Year PD, the Banked Time Tuesday staff meetings, and the weekly 1 to 2 hours of professional development in PLCs, teachers will be allocated four days of substitute release time for lesson study. The instructional coaches and teacher mentors will facilitate opportunities for new teachers to observe lesson delivery from exemplary teachers. Teachers will be provided release time to attend appropriate conferences, workshops, and specialized professional development. The teachers will be assigned a mentor and given the opportunity to observe exemplary teachers and reflect with instructional coaches their observations. Administration, teacher peers, and coaches will provide focused reflections on observations to provide constructive feedback on the implementation of strategic instructional strategies. The PLCs will provide teachers opportunities to collaborate and learn from experienced peers. Some teachers will be supported by the BTSA program and coached by the Nationally Board Certified teachers on staff.

**d. PD Program Evaluation**

To measure the effectiveness of the professional development plan, pre and post assessment data will be compared to demonstrate clear and compelling evidence of professional and student growth over time. Teachers will reflect upon their teaching practices to guide students toward improved achievement on the California standards. The standards and data driven professional development program has the objective of guiding and modifying teaching and learning in the classroom. Therefore, the following instruments will be used to evaluate the professional development program on an on-going basis: teacher surveys, staff observations, end of a PD evaluation, interviews, and analysis of records such as agendas of PLCs. Ultimately, the effectiveness of the professional development will be the evidence found in student performance as reflective in the summative and formative assessment data. Formative assessments will be utilized quarterly to assess the effectiveness of the professional development program in light of the established grade level benchmarks. The summative assessments and the results of standardized testing will provide the end of year evaluation of the school's program. Clear communication to teachers, students, parents, administrators, of the findings helps ensure that the results are used to guide school improvement efforts and subsequent professional development activities. The results of the professional development evaluations will be used to adjust future professional development activities in order to meet the diverse needs of the teachers and students. In addition, these assessments will assist the teachers with making informed decision regarding Tier 2 and Tier 3 intervention support.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**B-3 Assessments and School-wide Data**

**a. Student Assessment Plan**

107<sup>th</sup> Street Elementary/Magnet School will follow the district assessment plan and schedule. The California Blue Print for Standards will define the instructional program and curriculum at 107th Street Elementary School. Assessing student progress is an essential component of the curriculum and will shape and inform instruction on an ongoing basis. Assessments provide teachers with the data and information needed to understand the level and nature of their understanding of concepts presented, and how well children use inquiry skills. The teacher will use assessment data to monitor individual and groups of students' development and progress, make appropriate adjustments to their teaching, and share the results of the assessments with parents, administrators and other staff. Assessment results will serve as data for the school to continually re-shape their professional development plan so as to provide teachers with differentiated support. The discussion and activities in PLCs will be data driven and focused on results. The continuous use of formative and summative assessments will assist teachers in becoming data driven and results oriented in order to answer the following four key questions:

- 1 What is it we want our students to learn?
- 2 How will we know when each student has learned it?
- 3 How will we respond when students don't learn?
- 4 How will we respond when students already know?

107th Street Elementary/Magnet School will participate in the District's on-line CORE K-12 Assessment Process. This assessment process will enable teachers and staff to do the following:

- Collect data on student learning that will be drive planning and instruction
- Determine whether the assessment provided is measuring students mastery of grade level standards
- Identify students at-risk of not meeting grade level standards for Tier 2 and Tier 3 intervention
- Monitor the progress of students who are receiving Tier 2 and Tier 3 support

The teachers at 107th Street Elementary/Magnet School will use the results of the formative and summative assessments to evaluate the implementation of the school's instructional program and curriculum. Analysis of student assessment data will enable teachers to plan, organize, and evaluate and reflect upon instruction using the NBCT approach to guide their analysis. Teachers will collaborate to identify best teaching practices in order to deliver quality first teaching and optimize student successes.

The District's CORE K-12 Comprehensive Assessment program will be a key instructional tool for the teachers at 107th Street Elementary School. These assessments will provide teachers with data necessary to make important decisions about student learning needs and instructional strategies to implement strategic interventions. The CORE K-12 Assessments will include the following progress monitoring:

- **Diagnostic assessments-** will provide teachers with information about student's prior knowledge and misconceptions before beginning a learning activity. They also provide a baseline for understanding how much learning has taken place after the learning activity is completed.
- **Periodic assessment-** are standards-based and aligned to grade-level, content-specific instructional guides. They are designed to guide and focus professional development and instruction, identify areas for re-teaching and/or intervention, and to familiarize students with the content and format of such standardized assessments as the CST and.
- **Summative assessments-** refer to the assessment of the learning and summarize the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment. The following are considered summative assessments: CST, end of course test, final exams, term papers, research projects, student-led conferencing, self and peer assessments and project based learning.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

The comprehensive assessment program at 107th Street Elementary/Magnet School will be done under the umbrella of Response to Intervention (RtI<sup>2</sup>). Data will be used to refine core instruction, and to determine Tier 2 and Tier 3 intervention for students.

**Waiver # 4: Local Interim Benchmark Assessments:**

Starting year 1, the grade level PLC's at 107<sup>th</sup> Street Elementary/Magnet will work to develop an assessment process for students using valid summative and formative assessments such as DIBELS, Treasures, enVision, FOSS, CORE K12, Kinder Checklist and/or other research and standards based assessments that are aligned with grade level pacing of standards taught. As a data driven school, 107th Street Elementary/Magnet will administer, and create as necessary, assessments that will allow teachers to monitor students periodically (eg. weekly and end of units). Starting year 2, the grade levels will implement the predetermined assessments at their scheduled times. RLA, math, science, and art assessments and pacing plans will be developed with input from grade level PLC's in order to ensure that students are being assessed on standards taught, and to allow for teaching to mastery of grade level standards.

**b. Graduation Requirements**

Not Applicable

**Table 4 Formative and Summative Assessments**

<b>Assessment</b>	<b>Grades Assessed</b>	<b>Formative</b>	<b>Summative</b>	<b>Frequency</b>	<b>Rational</b>
California Standards Test	2-6		X	Annual	Measures student progress in relation to the CA standards.
California Modified Assessment	3-6		X	Annual	Per the IEP and the child's disability / Measures student progress in relation to the CA standards in a modified manner
California Alternate Performance Assessment	2-6		X	Annual	Per the IEP and the child's disability
Standards Based Test in Spanish	2-6		X	Annual	Measures student's progress in relation to the CA standards for students in the U.S. less than 12 months.
CELDT	K-6		X	Annual	Measures initial levels and language development progress for EL students.
ELD Portfolios	K-6	X	X	On-going	Measures language development progress based on ELD standards for EL students
Student Progress Report Cards	K-6	X	X	Quarterly	Measures student progress.
Teacher Observations	K-6	X		On-going	Monitors student progress toward achieving learning goals and determines how to improve

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

					future student performance. It provides the teacher with formative feedback to modify instruction.
Data Portfolios	K-6	X		On-going	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
CORE K-12 Progress Monitoring	K-6	X		On-going	Monitors student progress towards achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
Language Arts Periodic Assessments	2-6	X		3 Times per year	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
Mathematics Periodic Assessments	K-6	X		Quarterly	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
Science Periodic Assessments	4-6	X		Quarterly	Monitors student progress towards achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
DIBELS		X		3 Times	Screening instrument

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

				Per Year	and early identification of reading difficulties. Individualized lessons are prescribed.
Common Formative Assessments (PLC Created)	K-6	X			Guided by clear expectations and parameters as PLCs develop assessments that verify the proficiency of each student is each skill.
Desired Results Developmental Profile (DRDP)	Pre-K	X		Twice a year Fall & Spring	To gather information on the child's progress for the purpose of program improvement and to provide teachers with information that will be useful for teaching individual students.

**c. Data Collection and Monitoring**

Teachers, administrators and other expert resource personnel will gather data from all assessments. Teachers and staff will have access to formative and summative data through the LAUSD, MyData system. Once the data has been gathered, PLCs, teachers, administrators, and other staff will analyze the data to identify individual student strengths and needs. In addition, PLCs will identify grade level trends and use the problem solving process to design appropriate interventions. The data will be used to group students appropriately for strategic or intensive instruction and intervention. The data will be used to make instructional decisions regarding delivery of first good teaching and to determine the need to review or re-teach a specific standard or skill. In addition, discussions within the PLCs will take place to determine whether goals and benchmarks are being met by individual teachers, grade levels and school-wide. Data will be used to drive the discussions in PLCs and professional development. Data analyzed during PLCs or during professional development and by classroom teachers will be provided to parents to inform them of their child's academic progress. Data related to attendance and behavior will also be shared and discussed with parents. Data will also be presented and discussed at school governance councils and parent/community meetings.

The techniques associated with the model Performance-Based Supervision and Evaluation (Aseltine, Faryniarz and Rigazio-DiGilio) will help professionalize the work of teachers and provide efficient strategies to analyze data and increase the educational capacity of the school. Using this model will result in:

- A consistent improvement of student achievement as evidenced by performance on local assessments and state standardized tests
- Increasing teacher capacity for making strategic instructional interventions based on student performance data increases the ability to utilize best teaching practices and deliver quality first teaching
- A stronger connection between teacher professional development and student learning
- Teachers, PLCs, and administrators becoming more focused and self directed

107th Street Elementary/Magnet School is committed to fulfilling all requirements and indicators of the Modified Consent Decree to be in compliance with all federal laws as they relate to Students with Disabilities. The school will utilize the Enrichment Student Information System to track student records and identify services. The plan will use the Modified Consent Decree Indicators to ensure compliance.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

Monitoring of student progress will involve looking at multiple assessment data for all students. Additionally, attendance, suspension, behavior, language development, gifted identification, and parent engagement will be monitored by teachers and school administrators. This data will be used within RtI<sup>2</sup>'s Problem Solving Model to ensure that the academic and social-emotional needs of the students are met. The assessment plan will support a culture of accountability for student learning because assessments are on-going and the data is analyzed to reflect on teaching, determine student strengths and needs, develop tiered interventions, guide professional development, and to select best instructional practices for the purpose of delivering Quality first teaching.

**Category TWO: School Culture, Climate, and Infrastructure**

**B-4. School Culture and Climate**

**a. Description of School Culture**

107th Street Elementary/Magnet School will have a school culture characterized by data driven decision making amongst highly qualified staff that collaborate within PLCs, with parents, and with community members. The school culture is exemplified by the belief that all students are capable of learning, will develop into responsible, respectful and productive citizens, and will experience meaningful learning in a safe, clean, nurturing, and secure environment. The parents, community and families are welcomed, respected, and recognized as an integral part of the students' success. The school culture is characterized by clear behavioral and academic expectations for all staff and students that foster trust, and builds capacity for school improvement. A school culture in which the pursuit of excellence is upheld through high ethical standards, a high degree of professionalism, collaboration, innovation, respect for diversity, and preparation of students to be middle school ready and college/career minded will enable teachers and students to reach their potential.

An annual orientation will occur before the start of the school year to allow parents and students to meet the child's teacher, parents to meet parents, students to meet their classmates. This orientation will provide parents and students with an opportunity to sign up for volunteer opportunities, review their class schedule, discuss grade level benchmarks and expectations for student success, and discuss expectations of the SWPBS plan. Parent orientations will occur before the opening of the school year to ensure that parents are familiar with the school's expectations, curricular program and student expectations. Clear communication with the parents regarding high academic achievement, standards based instruction and student conduct expectations will be shared with all the parents.

***Behavioral Expectations Structures***

The culture of 107th Street Elementary/Magnet School will both support high achievement and alleviate negative behaviors by setting clear expectations, setting and sharing common and individual goals, maintaining clear communication with all stakeholders, reflecting upon highly effective practices, and using SWPDS (see page ) to manage, alleviate, and discourage negative behaviors. Given the unique demographic of our students, 107th Street Elementary/Magnet School will manage and sustain its culture by creating confident student, teacher, administrative, parent, and community leaders to help support and implement school wide practices through an ongoing cycle of problem solving, collaborative opportunities, vision building, data analysis, differentiated instruction, Quality first teaching, implementation of RtI<sup>2</sup> framework, and focusing on the strengths and needs of the whole child.

The school will ensure that the teachers who are part of the 107th Street Elementary/Magnet School understand the expectations required at the school. Therefore, the teacher applicants will be informed of the expectation required for a teaching position at the school. In addition, the teachers will receive training and support to ensure that their knowledge of the community, the students their families and educational pedagogy is aligned to the needs of the students. The teachers will agree to become part of PLCs and participate in PLCs to ensure that students receive a personalized, quality education.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

***Routines and Schedules Practices***

To establish a safe and orderly environment 107th Street Elementary/Magnet School will establish organizational systems that involve routines and schedules. Examples of these systems include:

- Collaboration between home and school to inform parents of appropriate standards of conduct for students
- Clear communication with students, parents and staff through newsletters, discipline assemblies etc.
- Schedules such as, play area schedules, assigned seating for lunch and breakfast, assigned dismissal gates
- Seating arrangement for lunch area and auditorium
- Expectations for student conduct displayed in classrooms, hallways, bathrooms, auditorium, cafeteria, library, etc.
- Procedures, such as, traffic patterns during dismissal, to and from the yard, to and from school , and for emergency procedures
- Trained supervision staff which will be knowledgeable of the school-wide discipline behavior support plan
- The students will take ownership for maintaining a clean and safe campus
- Back to school nights within the first 2 weeks school, monthly family learning nights, Open House, bi-yearly grade level art culminating performance/presentations, home visits, Million Father March, and CST Breakfast. In addition, there will be an education of teachers and school personnel on the value that parents contribute to the school

These routines and schedules will be introduced to the parents before the opening of the school year. The parents will be asked to participate and abide by the safety requirements established by the school leadership. In addition, the students will have discipline assemblies at the beginning of the school year where expectation for student conduct will be discussed. Subsequently each month the PLCs will meet with the students and reward and recognize students with outstanding and improved student conduct and attendance.

The school leadership team will implement a school wide comprehensive character behavior education program such as the Eunice Kennedy Shriver's Community of Caring program or Second Step. These types of programs will be implemented to build school climate and culture which is respectful of all students, staff, and parents/community.

***School Safety Practices***

In collaboration with parents, law enforcement, teachers, staff, and community agencies, 107th Street Elementary/Magnet School will develop a Safe School Plan that will include the following: Standards Emergency Management System (SEMS), emergency procedures, violence prevention, emergency preparedness, traffic safety and crisis intervention. The school will adhere to the district's policy of maintaining a closed campus. Visitors to the campus must enter through the main office and obtain permission from the principal. The campus will be monitored continually by staff to ensure that the campus is safe. The community surrounding the school will be engaged and sought as partners in maintaining a safe campus. The phone numbers for the school and the Los Angeles Unified School District Police will be provided to all homes in the surrounding area, with instructions to call in case of emergencies on campus, vandalism, break-in, and intruders after school hours. Parents will be notified through the school's Connect-Ed system in the event of an emergency.

***Grade Level Collaboration Structures***

Grade level collaboration at 107th Street Elementary/Magnet School will consist of weekly 60-120 minutes of PLCs. There will be monthly grade level data analysis meetings where the teachers will review the current and previous formative and summative assessment. There will be opportunities for the PLCs to have 2 full day

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

substitute release days for the PLCs to collaborate. Once a month, there will be opportunities for vertical articulation and peer coaching on topics discussed from the PLCs throughout the month. In addition, 4 minimum days will be scheduled for the PLCs to meet yearly. During the PLCs the teachers will be given the opportunities to do the following: analyze and desegregate data, share strategies and instructional practices, plan grade level activities and standards based lessons, reflect on instructional practices and delivery, implement NBCT approach, problem solving for behavior modification, plan professional development, set individual goal setting for teachers and students, set school wide common goals, training about managing and organizing classrooms, utilizing online professional development i.e. Learning Zone, differentiating teacher professional development, define curricular and instructional components. (DuFour, 2010; Marzano, 2003; Ainsworth, 2003; Perna and Davis, 2007; Fullan, 2011; RtI<sup>2</sup>)

In order to build collegiality among the staff the school year will begin with team building activities which will allow the staff to focus on student success. In addition, each PLC and staff meeting will begin with team building activities. These ice breakers will allow the staff opportunities to build trust and professional relationships with each other. The staff will also participate in diversity training, peer mediation, peer coaching, special event recognitions, school wide committees, and NBCT cohorts.

***Recognition Programs Practices***

The SWPBS includes weekly student assemblies to recognize the students who are “caught being good”. There will be student assemblies throughout the year where the student expectations are communicated regarding playground and classroom rules. There will be student recognition programs monthly for student of the month and perfect attendance. In addition, there will be academic awards for Annual CST results, honor roll per each grading period, reclassification, art gallery, drama productions, science fair, literacy and math nights, and GATE identification. fifth grade culmination, monthly student of the month, and classroom student of the week, Teachers will also be recognized monthly for perfect attendance, employee of the year, volunteer recognition, grant writing, reclassification, and obtaining professional achievements.

These practices, routines, and structures will maximize student and staff attendance by building community, collegiality, and collaboration resulting in improved job satisfaction and quality first teaching to meet student needs and enable students to access the core content and be successful in school. The school culture will support high achievement and alleviate negative behaviors, through meeting the professional development needs of students. The culture will support high achievement and alleviate negative behaviors because students, teachers, families, and community members respect and understand what is expected of them and are working together to meet student needs. The culture will be managed and sustained through buy in to the mission and vision from staff, parents, families, and community members.

**i. Management of Multiple Schools**

The schools in Local District 7, over the last five years, have experienced consistent growth as indicated by API and AYP data. Local District 7 has the following expectations for all schools:

- Academic excellence and student achievement for all students
- A safe, clean, welcoming, nurturing and culturally responsive environment
- Implementation of a rigorous standards based curriculum with fidelity
- Use of data by all stakeholders to drive instruction and targeted interventions through RtI<sup>2</sup>
- Explicit systems for school wide procedures and routines
- Development and implementation of a School Wide Positive Behavior Support Plan (SWPBSP)
- Highly qualified and committed teachers in every classroom
- Alignment of budget and resources to school needs in order to promote student achievement and employee's growth and development

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

- Meeting targets and goals per LAUSD's Performance Meter's in the areas of student achievement, attendance, parent engagement, and suspensions
- Parents as equal partners in the education of their children

These same expectations will apply to 107<sup>th</sup> street Elementary/Magnet School. To ensure that these expectations are realized, the Local District will engage prospective staff in a process of transition for establishing a positive culture at the new school. This process will include engaging perspective teachers through the communication of the mission, vision, values, core beliefs and goals, promoting ownership of the plan, conducting professional development on the instructional framework, NBCT approach, PLCs, arts enrichment, and peer coaching. This process was successfully implemented in the 2010-2011 school year with the three PSC 1.0 schools awarded to Local District 7/UTLA. In addition, Local District 7 will facilitate support to the new schools in the areas of staffing, instruction, budgets, compliance, professional development, operations, and facilities. A Local District 7 Elementary Principal Leader will work closely with the principal and school staff to monitor implementation of this PSC plan and to ensure that the school receives the necessary resources and services

**b. Student Support and Success**

107th Street Elementary/Magnet School provides a personalized learning environment including tiered instruction and interventions that address the individual, social, emotional, and academic needs of the whole child. The teachers will be provided with professional development on the NBCT approach in order ensure high expectations and student outcomes for all students. The school will provide a safe clean environment, fostering strong home and community partnerships which will support academic success and enrichment in the arts for all students. Students will meet and exceed grade level state standards, become critical thinkers, and independent lifelong learners to be successful adults in the 21<sup>st</sup> century. Student success at 107th Street Elementary/Magnet School is measured by students' average growth over time, supported with quality first teaching with art enrichment instruction. Students will work towards their highest potential, set and work towards individual short and long-term goals, become critical thinkers, use effective problem-solving strategies, thereby empowering themselves to be active and responsible learners while progressing toward mastery of grade level standards.

Student success at 107th Street Elementary/Magnet School is characterized by the students' emotional, social and academic well being. The goal is for students to be successful in meeting rigorous grade level standards and high behavioral expectations. The school will have an unwavering focus on learning for all students by monitoring each individual student's progress. Students at 107th Street Elementary/Magnet School will be motivated to come to school due to the personalized culture established by the PLCs. The teachers on the staff will know and recognize the students who are members of their PLCs and will provide for them an academic program appropriate for their success. In addition, 107th Street Elementary/Magnet School will provide extracurricular activities and experiences which will enhance and enrich the core instructional program by developing the depth and complexity of the lessons taught. In addition, each classroom will adopt a college or university and maintain a college door to promote a college/career culture. PLCs will plan and coordinate college going student assemblies. The PLCs will collaborate and develop extracurricular activities based on the social emotional and academic interests and needs of the students.

Examples of these extracurricular activities for students will be:

- Art enrichment activities which will draw upon their own experience, imagination, original thought, and voice to create meaning and translate to success in school
- Curricular and virtual field trips throughout the Los Angeles community and neighborhood and local colleges and universities
- Walking field trips such as trips to the local library, fire station, police station, and to other community businesses. Trips would be based on the thematic units in core subject areas with special emphasis on visiting certain sites which support the mission and vision of the school



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

- Participate in community projects sponsored by local community organizations
- Participate in school assemblies which would focus on topics regarding positive emotional and social skills
- Participate in publishing of a student newspaper highlighting school and community events and concerns
- Participate in after school programs that include tutoring and clubs, such as sports, movie making, technology, culture, language, homework, drama, dance, chess, mathematics, and newspaper
- Participate after school participate in LAUSD Beyond the Bell

**c. Social and Emotional Needs**

Each year 107<sup>th</sup> Street Elementary/Magnet School will establish a problem solving team which will meet and examine specific student data, brainstorm strategies and interventions, and develop a plan of action to address the social emotional needs of all students. The Problem Solving Team will be composed of the following: administrator, bridge coordinator, resource specialist teacher, intervention teacher, Categorical Program Advisor, general education and special education teachers and support staff such as psychologist and counselor. The problem solving process will be used throughout the school year to determine the appropriate level of intensity and service necessary for individual students to be successful. These wrap around services will allow the students' emotional and social issues to be addressed. The students will be identified through teacher/parent referral, peer or self referral or through a school support staff member. To strengthen the core program, a School-Wide Positive Behavior Support Plan (SWPBSP) will address the social and emotional needs of all students. Teachers and support staff will utilize programs such as Second Step, Caring School Communities, classroom management structures, individualized instruction, reward systems, behavior modification plans, character building, anti-bullying lessons, and incentive programs to reinforce positive behaviors, and support character building programs to promote a caring and positive learning environment. Teachers will maintain communication with parents/guardians and will refer students to administration and/or support staff for additional support

The social and emotional needs of all students will be addressed through the systematic implementation of the RtI<sup>2</sup> model. The three tiers which will address the students' social emotional needs include the following:

- Tier 1- Core- Universal preventative, proactive, and positive school-wide discipline practices that include: established expectations, explicitly taught expectations, reinforcement and acknowledgement of following expectations, and systematic correction and re-teaching of behavioral errors
- Tier 2 Strategic- Supplemental targeted interventions for students who are in need of behavioral support in addition to a school-wide positive and proactive system. Targeted behavioral interventions include matching of students with intervention based on need in an efficient system of delivery (ex. behavioral contracts, weekly home-school reports, group counseling, parent education classes, and school based mentoring)
- Tier 3-Intensive- Intensive individual interventions for students who have not responded to a school-wide positive and proactive system and targeted intervention. This level of intervention, wrap-around services, often requires collaboration with family, community agencies, and juvenile justice officials (ex. Family focused intervention provided by the school psychologist and other outside agencies)

To address the academic, social, and emotional needs of students, classroom teachers will: provide instruction using Second Step, and Caring School Communities. To address the academic, social, emotional needs of students administration and/or support staff will: provide health, dental, and hygiene referrals, counseling, crisis intervention, student, parent, and teacher support through workshops, assemblies and professional developments, provide SWPBS, school wide incentive programs: caught being good, CST awards, arts presentation awards, student of the month, and perfect attendance.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

107th Street Elementary/Magnet School will explore character building programs to establish a positive school climate for the students. The following programs will be researched for implementation: (Eunice Shriver, Character Counts, Project Wisdom, and Pillars of Character). Teachers across grade levels and within the PLCs will have the option team teach in order to enable teachers to better meet instructional and social emotional needs of each student. Authentic personal relationships between teachers and parents will be developed and maintained through home visits, daily or weekly communications, use of email, text, school web-site, conferences, assemblies, classroom celebrations, etc. Students will be provided with arts based disciplines within the school day and have the option to participate in after school clubs such as : book club, girls club, boys club, cheerleading, drama club, etc.

***Behavioral Climate***

The behavioral climate of 107<sup>th</sup> Street Elementary/Magnet School will be established and implemented utilizing the structure of SWPBS. This includes:

- Development and implementation of a School-Wide Positive Behavior Support Plan (SWPBSP).
- Staff trained in District approved conflict management and anti-bullying programs
- Staff trained in a common classroom management course, such as Fred Jones' Positive Classroom Management, Dr. Mel Levine's Success for All or Harry Wong's First Days of School
- Peaceful Playgrounds will be investigated as an option in the design of recess and other school playtimes which build cooperation and physical skills
- A standard of dress for all students will be developed and implemented

***Social Climate***

- Second Step is a violence-prevention curriculum for Grades K–5 that teaches character education and helps students develop social-emotional skills such as empathy, impulse control, problem solving, and anger management by using oral language, written communication, role-playing, and critical thinking.
- Too Good for Drugs, an alcohol, tobacco and other drugs prevention curriculum, will be implemented using age-appropriate lessons to enhance and expand the skills, knowledge, and attitudes that promote a safe and drug-free life. Goal Setting, decision making, bonding with others, identifying and managing emotions, and communicating effectively are components that appear in the curriculum. The ten lessons include normative expectations, information on the harmful effects of drug-use, social skill development, diverse role play situations, cooperative learning, and parental involvement.
- Caring School Community is a curriculum that focuses on strengthening students' connectedness to school—an important element for increasing academic motivation and achievement and for reducing drug use, violence, and delinquency. The U.S. Department of Education has recently highlighted the Caring School Community program's research base and effectiveness

**d. College and Career Readiness**

At each grade level, students will be taught core standards and skills to mastery and clear expectations of what students should know and be able to do will be established. Short and long term goals will be discussed and set with the students throughout their educational experience at 107th Street Elementary/Magnet School . The expectation of higher learning and career building develops student work ethic, instills pride, encourages intrinsic motivation, teaches students to explore, plan, and take action to help them prepare for their future, teaches students to make their visions of success a reality, and build cultural confidence and creates global awareness. Rigorous standards based instruction and clear learning goals (pre-K through fifth grade) will provide the knowledge and skills essential for college and career readiness.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

107<sup>th</sup> Street Elementary/Magnet School will also prepare the students to become active, successful participants in the global community of the 21<sup>st</sup> Century. Students will participate in in-depth exploration to increase their awareness of college and careers. Activities that provide a college ready and career prepared culture include:

- Posting copies of teachers and staff degrees, credentials, pictures and/ names of colleges and universities attended, and share with students information regarding their college experience and careers
- Extending invitations to parents and community members to participate in Career Day activities
- Arranging visits to local colleges, universities, and trade schools
- Forging an on-going relationship with Southwest College, California State University Dominguez Hills, Los Angeles Trade and Technical College and/or other local college and universities
- Building relationships with neighborhood businesses to work with and support school activities
- Planning Parent College Days to expose parents to opportunities at nearby colleges/universities
- Engaging students in writing essays expressing an interest in college career readiness.
- Taking curricular field trips to tour a college campus in each grade level, visiting up to 6 colleges through their educational experience at 107<sup>th</sup> Street Elementary/Magnet School.
- Walking field trips will be taken to the fire station, police station, and to other local community business
- Holding Parent Education workshops on college/career and the A-G requirement

**e. School Calendar/Schedule**

107th Street Elementary/Magnet School will be a single track school on an early start school calendar (August-June). The school year will include 180 days of instruction with 55,100 minutes which is the minimum required time. The Principal will be responsible for ensuring the bell schedule complies with District policies and guidelines pertaining to the different types of school days (e.g. Professional Development Day, Minimum Day, etc.). Breakfast and lunch will be provided daily. Each grade level will be assigned a specific time period for lunch and recess. The school day begins at 8:00 a.m. and ends at 2:19 p.m. The student teacher ratio will follow the QEIA Norm chart /K-3 will have a ratio of 20.44:1 and grades 4<sup>th</sup> 22.4:1 and 5<sup>th</sup> 23.9:1.

The California Visual and Performing Arts Framework states “Arts education requires the use of all of the cognitive processes common to other academic disciplines. To those processes, the arts add feeling. Although the ability to express emotion through the arts is regarded as the essence of the arts, the power of the arts to train the mind should not be undervalued. When students learn by doing and exploring they experience the joy, exhilaration and thrill of creative accomplishments or full engagement” (2011) “The arts are powerful catalysts for learning and achieving: when students engage in creative problem solving and artistic expression they develop their own voice and sense of agency ..... this isn’t just a pathway, it is their right.” (John Deasy Superintendent of Schools, 2011-2014 Arts Education Master Plan.)

In order to implement arts learning opportunities for the students of 107th Street Elementary/Magnet School , the teacher will teach the arts bi-weekly by focusing on an overarching theme chosen by PLCs which is distilled from the California Standards for Visual and Performing Arts. PLCs will select an art discipline which will be taught bi-weekly. In addition, the PLCs will plan, organize and present a culminating arts activity to the school community twice a year. Teachers will provide arts discipline based enrichment to enhance Howard Gardner’s Theory of Multiple Intelligences.

***Schedule***

107<sup>th</sup> Street will follow the districts early start calendar

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

**Waiver # 5: Local Instructional Schedules and Strategies**

In year 1, the stakeholders will explore the option of modifying the school schedule and calendar to allow for flexibility in order to enhance the school program for year 2. The stakeholders will also explore various options for banked time while complying with district and state mandates.

Weekly common planning time is a necessary component of transforming the culture of a school into a learning organization. PLC's (DuFour) provide time for teachers to collaborate on the instructional program and plan rigorous standards-based lessons. The current District banked-time allows only for 60 minutes of professional development time 26 times a year. DuFour recommends that PLC's meet at least 90 minutes a week for common planning time. Additional time is needed to provide the optimal conditions for teachers to embed common planning time into the weekly schedule. We also need to strategically add a pupil-free day after the first and second quarterly assessments for data analysis, common planning, inter-rater reliability training, and planning for differentiation of instruction in Math and ELA. Strategically incorporating two pupil-free days into the school calendar would reduce the number of days teachers are away from their students, students attendance would improve because some parents keep their children home away from school when they find out that their child's teacher will be away at training.

**F: Policies**

107th Street Elementary/Magnet School will follow LAUSD's policies regarding retention using the District Grading and Marking Guidelines rubrics, scoring guides and standards based promotion and retention bulletin. The school will apply for the districts transitional kindergarten. Suspensions and expulsions will be in compliance with district protocols. The school will commit, through its SWPBS, and the teaching of Second Step, and Too Good For Drugs, Caring School Communities, and implementation of the District anti-bullying program to provide tiered positive behavior interventions, and seek alternatives to suspensions.

**Waiver 13: School health/safety matters**

Research indicates that when schools work together with families to support learning, children tend to succeed throughout their lives. Effective partnerships are based on understanding the needs of the child and their families. Those students who experience health disparities also experience educational disparities. 107<sup>th</sup> Street Elementary/Magnet can meet these needs by offering on-site access to school-based health services by establishing a health care partnership to maximize access to care. School health services will include vision, dental, prevention counseling, and other health screening.

**Wavier 12: School's student discipline guidelines**

In year 1 the school stakeholders will explore the development and implementation of a discipline plan that is reflective of the needs of student's and is aligned to state guidelines and regulations. The discipline system will focus on a tiered approach on specific behaviors and a school wide policy for all students to ensure the health, safety, and optimal learning environment for all children. The discipline plan will be re-evaluated at the end of the school year to ensure the needs of the school and students are being met.

**B-5 Parent and Community Engagement**

**a. Background**

The following demographic information was reported in the 2010 Census for the local community in 90003:

- 57.63% of the adults 25 years and older do not have high school diplomas
- 22.2% of the adults 25 years and older have high school diplomas
- 12.76% of adults 25 years and older have had some college experience

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

- Median household income of \$28,443 and Median price for homes \$177,740.00
- Population is 66,395, 78.7% of the population is Hispanic, 27.27% African American, 16.26% White.
- Murder, Robbery, and Motor vehicle theft is three times the national average.
- 42,911 civilians ages 16+, only 22.61% males are employed and only 16.67% females are employed
- Male household no wife with children under 18 is 15.68%
- Female household no husband children under 18 is 52.68%
- 2% of 107<sup>th</sup> Street students are homeless

The community surrounding the 107th Street Elementary/Magnet School has numerous assets and strengths which the community and political leaders have implemented. For instance the community has a local police and fire station, numerous churches and small businesses within walking distance to the school. These assets help create community based connections to the school community. In addition, historical Watts Towers, Watts Art Center, and Watts Star Theater provide exposure to the Arts. The Cultural Affairs Department, through the Watts Towers Arts Center, provides diverse cultural enrichment programming through tours, lectures, changing exhibits and studio workshops for both teachers and school children. Each year, thousands of people are attracted to the Towers' site for the Watts Tower Jazz and Drum Festival. The Watts Star Theater was the first movie theater in 42 years. The theater combines education and cultural enhancement providing job training and placement, computer technology, and creates a niche for business.

The critical needs surrounding 107th Street Elementary/Magnet School include providing safe places for children to interact with each other (recreational/community centers, community pool, libraries, and parks), job training and placement centers, and affordable housing. In addition the community lacks local grocery stores, local farmers markets, bookstores, sit down restaurants offering healthy eating choices, theaters, art galleries, museums, bike paths and businesses that enhance the quality of life for the adults and children living in the community. The proliferation of fast food restaurants and liquor stores in south Los Angeles has created concerns, high risk behaviors, drug dependency, juvenile delinquency, increased crime, regarding obesity, high blood pressure, diabetes and other health factors among residents in the area.

107th Street Elementary/Magnet School will align with the community's needs by providing classes for non-native speakers and native speakers, basic computer skills for parents, Spanish classes for non Spanish speakers, assistance in math and reading skills to help pass GED for college readiness, financial management, health and nutrition classes and parenting classes and partner with the local Adult School to provide course credit for parents who attend classes.

In alignment with the mission and vision, the school will provide students with educational experiences that will enable them to develop an in-depth knowledge, awareness, and sensitivity about the community. This will establish a strong foundation in their path to becoming successful proactive members in the community. This will be accomplished through the following:

- School activities that will promote healthy, physical, social and emotion development
- School activities that celebrate culture and community customs
- Systematic parent education/empowerment programs
- Partnerships with community organizations, agencies, and universities
- Outreach to the community
- A school culture that promotes college/career awareness

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

**b. Strategies**

***Introduction***

The theory behind the vision of family and community engagement is evidence and/or research-based and clearly aligns with the vision.

107th Street Elementary/Magnet School has generations of community members that have been educated in and made a connection with the school. The community and staff members have developed and maintained a strong relationship over the decades by hosting community meetings, scheduling fieldtrips to local organizations, and allowing local organizations to use school facilities. The cohesiveness of the team writing this plan is a perfect example of this strong school community bond that will be continued at 107<sup>th</sup> Street Elementary School.

The school has a clear and strategic plan that outlines multiple ways to consistently and meaningfully engage parents in the educational experience of their children. Parents have access to authentic decision making roles with a voice. This plan has taken into consideration and has incorporated suggestions offered by parent/community members.

The school vision necessitates that 107th Street Elementary/Magnet School provides “a safe clean environment, fostering strong home and community partnerships which will support academic success and enrichment in the arts for all students.” This vision embodies the concept that parents must become a critical component of the success of the children of 107<sup>th</sup> Street Elementary School. All stakeholders engage parents through Epstein’s Framework of six types of family and community involvement. All stakeholders employ the research-based practices outlined in Ms. Epstein’s *School, Family and Community Partnerships: Preparing Educators and Improving schools*. However; we will also build our engagement program on the more recent work of Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence* and *Beyond the Bake Sale*. The following charts illustrate the diversity of the student population, the high percentage of students qualifying for free and reduced lunch because of their parents impacted economic status and the very high transiency rate due to student mobility:

**Table 14: 2009-2010 Student Demographic Data**

<b>2009-2010 Student Demographic Data</b>								
AI-Alaskan %	Asian %	Filipino %	Pac Isl %	Black %	Hispanic %	White %	Reclassification %	2010-2011 Percentage of Low Income Students
0.2	0.2	0	0	28.1	71.3	0.2	6.78	94.19%

**Table 15: 2010-2011 Student Attendance and Suspension/Expulsion Data**

<b>2010-2011 Student Attendance and Suspension/Expulsion Data</b>							
Attendance Stability Rate	Transiency Rate %	Attendance Rate %	Suspension Total	Suspension Average # of Days	Suspension Rate	Expulsion Total	Expulsion Rate
36.47	143.81	93.74	55	1.49	5.5	2	0.2

We are fully aware that this research body has been proven highly effective in addressing the type of diverse student population that comprises 107th Street Elementary/Magnet School. Both bodies of research clearly

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

demonstrate that students whose families are involved in their learning earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education.

By modeling the engagement of our parents on the work of Joyce Epstein's *Framework of How Parents Can Become More Involved in Schools* (1997) we have identified specific actions that will help us establish and maintain a model of implementation for parent and family involvement at the school. We will build a "Partnership School" from the ground up that builds relationships, connects academics, meets diverse needs, supports advocacy and shares power. Our plan identifies the actions we will take to implement meaningful engagement of our parents and families based on Joyce Epstein's six types of involvement.

**Our plan of engagement for parent and community involvement is as follows:**

- 1. PARENTING**—providing strategies for all families to establish and strengthen home environments that support children as students:

***Surveys***

Parent and community surveys will allow the school to identify assets, interests, and needs of family members. Analysis of the data will allow the school to develop trainings for parent leadership, parent education, on-site school support, workshops, and volunteer opportunities.

***Parent & Family Center***

To ensure that the needs of families are met, 107th Street Elementary/Magnet School will operate a Parent & Family Center that will serve to break down barriers, address issues of parent self-esteem, provide family support networks, promote parenting classes, and provide knowledge and information to parents in their home language. Research has shown that Parent and Family Centers are a critical and essential link toward creating an enriching and inclusive school environment.

Our definition of parents includes guardians and caregivers who will receive equal consideration and partnership. The center will serve as a hub for parent activities and events where parents become more empowered to help their children and access the school and community. The Parent & Family Center will be staffed equally between one African American and one Latino parent to reflect our diverse community. Each Parent Resource Liaison will work 3 ½ hours with a half hour overlap for common planning time. Duties of the Parent Resource Liaisons will be in accordance with LAUSD Personnel Policies and Practices and in consultation with the school administrator. Their duties will also include the promotion of school wide events and leadership meetings.

The Parent & Family Center will serve as the hub for school volunteer opportunities and provide a platform for staff members to provide direct support for the implementation of school parent activities. The center will afford parents the opportunity to become more empowered on helping their children and accessing the school and community. The school will fund a categorical program adviser and community representative who will work together to survey all teachers and identify specific activities that parents can participate in to support the school's instructional program. All parents and families will be welcomed and engaged as full partners in their children's education and receive the assistance they need to support improved academic outcomes for their children. The Parent Center will offer workshops in English as a Second Language, citizenship, strategies for math and literacy, nutrition, women's and men's support groups, and Planned Parenthood. Parents will be further empowered through the school's partnerships with the following external organizations: Best Start a program of First Five of Los Angeles, Los Angeles Education Partnership (LAEP), which will provide childcare for parents attending functions in the Parent Center; the Parent Institute for Quality Education (PIQE) and the Latino Family Literacy Project, which will offer training in preparing children for college; and Mexican American Legal Defense and Education Fund (MALDEF), which will offer a twelve-week program to promote parent involvement in college preparation. The school will also use the Parent Engagement Toolkit to enhance our parent opportunities.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

The Parent & Family Center will provide a platform for staff members to design, participate in and support the implementation of school parent activities. The school will fund a categorical program adviser and community representative who will work together to survey all teachers and identify specific activities that parents can participate in to support the school's instructional program. All parents and families will be welcomed and engaged as full partners in their children's education and receive the assistance they need to support improved academic outcomes for their children.

The school leadership team will encourage parent and community engagement in all planning meetings to coordinate internal and external services for families that will be integrated for full and equal access. The Parent & Family Center will provide access to community-based organizations and other community resources to maximize the provision of wrap around support for parents including:

- Services for families that are universally available, easily accessed and based on community needs
- Parent services will be culturally and linguistically appropriate and meet the needs of parents
- All parents will be provided the opportunity to participate in their child's education and learning
- When necessary, support will be provided through Fremont High School, which houses a Wellness Center and provide free medical and social services for students and parents
- Community partnerships will provide Asthma mobile, full range of dental services, and vision screening.

**2. COMMUNICATING**—Designing effective forms of two way communications between staff and families about school programs and their children's progress.

***Student Led Conferences***

Student-led conferences provide students with an opportunity to talk with significant adults about their educational progress. Each student invites his or her parents and teacher(s) to attend a meeting concerning the student's educational goals and progress in meeting those goals. The meetings are facilitated by the student and follow an agenda that the student has developed prior to the meeting. During the meeting, the student shares his or her educational goals and examples of his or her work (portfolio). The student also analyzes his or her strengths and weaknesses, and reflects upon the educational consequences of choices the student has made. Together, the student, teacher(s) and parents determine what each will do to help the student move closer to the student's educational goals. Once students have learned how to prepare for and conduct a student-led conference, students can be asked to conduct conferences with their parents at home on a regular basis. Student-led conferencing engages parents. Many schools report doubling parent participation at parent conferences with this approach. (American Student Achievement Institute, 2011)

***Two Way Communication Log***

Communication logs will be sent home for teachers and parents to address issues or concerns about their child's progress.

***Neighborhood Walks***

Walks will occur before the school year begins and during the school year to inform parents and community members about the new school, invite them to participate on campus and provide helpful tips on to support and be involved in school programs.

***Professional Development***

Annual professional development for all school staff on creating and implementing a welcoming environment will be aligned with the "Beyond the Bake Sale" research which provides data to support the concept that a welcoming process creates a sense of belonging for parents and families.

***Technology Tools and Resources***

Newsletters, calendars, the school marquee, and the school website will provide frequent communications to parents and access different modalities and access points. ConnectED will be used to update parents on school



LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

activities, and provide timely and pertinent information. A specific designated bulletin board, with easy access to parents, will provide them with school information, notices, upcoming community activities and resources.

***Home Visitations***

Title I and EL funds will be used to support a Parent/Teacher Home Visitation Project which will facilitate positive home visits connected to improving academic achievement. This project will take place periodically by all teachers for all students to partner families in support of improved learning. The visitations will allow teachers to connect with parents and families in their home environment and to demonstrate to parents that the school is committed to each family.

**3. VOLUNTEERING**—Recruiting and organizing parents to help and support the school.

***Welcome Night for Parent and Families***

An annual orientation will occur before the start of the school year to allow parents to meet their child's teacher, review their schedule and discuss expectations for student success. Parent orientations will occur before the opening of the school year to ensure that parents are familiar with the school's expectations, curricular program and student expectations. Clear communication with the parents regarding high academic achievement, standards based instruction and student conduct expectations will be shared with all the parents.

***School, Family Action Team***

Schools will select/elect parents, teachers, support staff, and an administrator to serve on the School Family Action Team (SFAT) and these representatives will participate in ongoing professional development from the Local District 7 Parent Engagement Unit. All SFAT stakeholder representatives will be responsible for sharing new knowledge with their peers, at the school, and ensuring that the Parent & Family Center support staff implement ongoing parent training. The School Family Action Team will also provide periodic updates to the School Site Council on the school's parent engagement activities and provide input on the Single Plan for Student Achievement goals.

***School Classroom Volunteer Program***

We will require families and staff to volunteer for at least 20 hours per year with a menu of options to validate parent skills and assets and to maximize support for each classroom. Examples of participation will include but not be limited to participation in parent trainings; reading to students; chaperoning field trips/curricular journeys; working in a classroom or the school library; participating in family night (Literacy, Math and Science) activities; painting murals; and/or assisting staff with supervision during recess or lunch periods.

***Support for School Volunteers***

The categorical program advisor will ensure that there are frequent communications offering parents the opportunity to become a school volunteer. The communications will outline identified areas of needed support as indicated through teacher surveys and data analysis. We will hold regularly scheduled parent volunteer meetings to inform, recruit, and organize parent volunteers to support their children's education, and to provide training on district policies and procedures. Per LAUSD policy volunteers will submit the results of a TB test; receive a Megan's Law screening; and will be processed by the central Parent Community Services Branch (PCSB) in order to receive a volunteer identification badge. Meetings coordinated by Parent & Family Center liaisons and the categorical program advisor will be held in the Parent & Family Center to clearly communicate school priorities and to channel volunteers for student, classroom, and school support. The school will promote teacher recognition of classroom volunteers during student assemblies to provide ongoing and immediate recognition. The school will request volunteer recognition certificates and pins from PCSB and conduct a year-end recognition event that honors and validates their volunteer service. The School, Family Action Team will

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

provide recommendations to improve this process and assist the School Site Council in identifying appropriate recognition opportunities and strategies to improve recruitment.

**4. LEARNING AT HOME**—Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

The Parent & Family Center staff will conduct monthly trainings to empower parents in the support of the academic achievement of their children. The trainings topics will include but not limited to:

- RtI<sup>2</sup>-What a Parent Needs To Know , Early Signs of At-Risk Behaviors in Youth, Positive Behavior Support At Home
- A-G requirements ,College Awareness/Preparation Program
- Math and Literacy Workshops, Family Story Time
- Science and Technology Workshops
- How to Interpret Summative and Formative Data
- How to Identify a High Quality School
- Healthy Lifestyle for Families
- Understanding the standards your child should know and grade level benchmarks

***Student Work Portfolios***

Work Portfolios will be available in the classroom for parent review and comments. Students will lead the conversation, as they share and explain their work to their families in support of learning at home. During ongoing teacher-parent meetings and Back to School Night, teachers will update parents on student progress and share information on concepts and skills required for meeting grade level standards in all grades.

***Parent-Student-Teacher Classroom Compacts***

Each PLC will create a grade level specific compact in order to bring students, parents and teachers together in discussing how they can work together more effectively to improve students' skills. These compacts will be aligned to standards, the SWPBS program, and the goal of providing a personalized learning environment for each child. These compacts are above and beyond the compliance driven School-Parent Compact that 107th Street Elementary/Magnet School will annually revise with the advisory committees and School Site Council. A School Handbook will be developed to provide information about the school vision, mission, goals, policies and procedures, schedules, etc. Each parent will receive a copy of the District's Parent Handbook which will delineate all District, State and Federal Educational Mandates.

***Teachers Involving Parents in Schools (TIPS)***

Interactive standards-based homework and rigorous daily instruction will increase students' concepts connected to home cultures and every day activities, e.g. shopping, cooking, yard work, cleaning, etc. 107th Street Elementary/Magnet School will provide each student with Curricular Backpacks and TIPS strategies. Our Backpack and TIPS strategies will encompass all subject areas but always incorporate reading or writing activities.

**5. DECISION-MAKING**—Including parents in school decisions, and developing parent leaders.

***Advisory Committees/School Site Council***

107th Street Elementary/Magnet School staff will conduct all parent and stakeholder elections, per District identified timelines, to ensure the required six meetings per year of each committee/council. Following the

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

election of members and officers, the school and/or district will conduct trainings for all committees and the SSC to ensure that parents serve as equal partners in the school governance process.

The Compensatory Education Advisory Committee (CEAC) members will work in partnership with school staff to conduct the Annual Title I Parent Meeting. Committee parents will receive meaningful opportunities to share information about the school's Title I program and assist in the training of other parents and the community at large. CEAC will also provide advisory recommendations to the decision making SSC on the completion of a Title I Parent Policy and a School-Parent Compact. CEAC will annually review the policy and compact and make recommendations for improvements to the SSC as necessary.

The English Learner Advisory Committee (ELAC) members will work in partnership with the school staff to advise and make recommendations on four (4) legally required topics, including:

- Advising the SSC on the development of the Single Plan for Student Achievement, especially those sections related to English learners
- Assisting in the development of the school's needs assessment.
- Assisting in the development of the school's language census (R-30).
- Assisting in the development of the school's efforts to make parents aware of the importance of regular school attendance.

The school will ensure that the advisory committees and the SSC review student data and receive presentations from instructional staff to align all actions to data determined student needs.

**6. COLLABORATING WITH THE COMMUNITY**—identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

***Implementation of a Strategic Plan for Community Engagement***

Implementation of community engagement strategies and plans will be monitored by the SSC through reports by the School Family Action Team, Parent & Family Center staff, and categorical program adviser. Consistent reporting and feedback from the SSC will allow the alignment of categorical resources to better support the school vision of parents as equal partners.

***Leverage Existing Expertise***

The school staff will work closely with the Local District 7 Parent Engagement Unit and community organizations to build site expertise and promote successful partnerships with non-profits and CBO's. These internal and external entities will help implement ongoing comprehensive training for the school's staff to support and empower parents.

***Communication with All Stakeholders***

The school will create and maintain structures for multiple pathways of effective communication with stakeholders that connect families and the community with the mission and vision of the school. These pathways will include, but not limited to ConnectED, school website, parent newsletters, regular updates on School-Wide Positive Behavior Support, activities such as Coffee with the Principal, and frequent teacher communications. The newsletter and all school communications will be shared with community partners.

**7. CELEBRATIONS HONORING OUR COMMUNITY**—creating opportunities to celebrate our home-school-community partnerships. The school's governing councils will select from the following activities which will celebrate and honor the community:

***Annual Events***

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

- Welcome to 107th Street Elementary/Magnet School Picnic/Potluck (sponsored by donations from community partners)
- Healthy Harvest Festival: Literature themed Costume Parade, Thanksgiving craft workshop and potluck
- Community Recognition Awards (awarded to recognize outstanding community partners)
- Parent Volunteer Awards (end of the year activity to celebrate all school volunteers)
- Mother's Day craft workshop, Donuts for Dads/Million Father March, Women's History presentations
- Family Learning Nights, Career Day
- Black History Month programs, Cinco de Mayo program, Annual Hispanic Heritage breakfast
- Monthly Attendance and Academic Achievement Awards for students and teachers
- Earth Day and Community beautification
- Dr. Martin Luther King's program, Cesar Chavez student presentations, Winter Holidays Program
- Bi-Annual Arts culminating performances/presentations
- Saturday Multi-Cultural Fair , Saturday Scholastic Book Fair, Saturday Community Health Resource Fair

***Staff and Stakeholder Support***

The school will fund a Categorical Program Advisor and Parent Resource Liaison to be responsible for the implementation of meaningful family and community engagement. These staff members will also support the implementation of the School Family Action Team (SFAT) that will include parents, teachers, parent support staff, and an administrator. The SFAT will participate in ongoing professional development from the Local District 7 Parent Engagement Unit and will assist the administrative team in ensuring that the Parent & Family Center support staff implement ongoing parent training. The School Family Action Team will also provide periodic updates to the School Site Council on the school's parent engagement activities.

***Accountability***

The school will measure progress toward the engagement of parents by meeting/exceeding the annual Superintendent's Performance Meter—Goal 4 that provides annual targets as follows:

- Increase percentage of parents attending parent/teacher conferences as indicated by the School Experience Survey and improve parent participation and ratings on School Experience Surveys

One of the major responsibilities of the principal, categorical program advisor and the community representative will be to ensure that the school meets the targets established in Performance Meter Goal 4.

**a. Key Community Partnerships**

***Introduction***

In order to realize the school's vision of providing "strong home and community partnerships" 107<sup>th</sup> Street Elementary/Magnet School will outreach to the broader community and engage local agencies and organization that can provide services and resources to children and parents. The school will be proactive in establishing and gathering the support of community partners.

***Potential Community Partnerships***

The school is located on 107<sup>th</sup> Street (one block east of Main Street) in South Los Angeles. The school will explore partnerships with the local community assets in order to realize the school's vision and mission. The school's focus on the development of highly qualified teachers and the arts focus requires additional support. In order to align the vision and mission with the existing resources, the school will seek partnerships to fund enrichment programs in the arts, funding for the NBCT process, and professional developments to meet the needs of students, and additional health and human services to meet the needs of students. In order to extend beyond existing school and district resources the school will partner with community, governmental and cultural business

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

and other entities. Currently, there is a working relationship with Best Start, Superior Markets, and True Church. 107th Street Elementary/Magnet School will continue to strengthen these partnerships and will also seek additional partnerships to fulfill the vision and mission of the school.

***Early Education Partners***

Community connections will be a part of the early education program. The school will cultivate a working relationship with public and community-based services (e.g. health, education, and social services). The school will develop and maintain a current list of community resources to link families with community-based services and to support families in navigating community resources, including advocacy. Community programs will be invited to share their areas of expertise with staff, parents and children (e.g. library, local artists, police, story tellers, etc.) Contact with community Head Start programs and other early childhood support programs will be made to enhance the lives of children from ages 0-4. Community head start providers will be invited to kindergarten PLCs to allow vertical articulation regarding expectations for entering kindergartners.

***Middle and High Schools***

107th Street Elementary/Magnet School will partner with Gompers Middle School and Locke High Schools to provide the high school and middle school students' opportunities to volunteer and complete required community service hours for graduation. The ROTC from Locke High School and the Gompers Middle School Band and drill team will perform at school events.

***Colleges/Universities***

Colleges and university with whom 107th Street Elementary/Magnet School will establish partnership and utilize their resources include, but is not limited to, Southwest College, California State University Dominguez Hills, UCLA, and California Institute of the Arts. Collegiate sororities, fraternities, and other student organizations from local area colleges will be explored for future partnerships. 107th Street Elementary/Magnet School will form partnership with community organization that will increase the capacity of teachers through the NBCT process, peer coaching and enrichment in the arts.

<b>Organizations</b>	<b>Roles/Services</b>	<b>Personnel Responsible</b>	<b>Supporting Vision</b>	<b>Time Line</b>
CSUDH	Professional development in the arts	Categorical Program Advisor Principal Teachers	Arts enrichment	Year 1
Kendren Community Mental Health	Mental illness recovery, Problem Identification, Family Focus Models, Early Head Start Program, Healthy Outcome for Family Functions	Psychologist Bridge Coordinator Principal Nurse Teachers	Emotional	Year 1
Superior Markets	Provide funds/resources to support the arts enrichment programs	Categorical Program Advisor Principal Teachers	Arts enrichment	Year 1

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

Best Start/First 5 LA	Early education support and parent engagement	Categorical Program Advisor Principal Teachers	Parent Engagement Kindergarten readiness	Year 1
Little Company of Mary	Health Services Asthma mobile	School Nurse	Health and Wellness	Year 1
<b>Organizations</b>	<b>Roles/Services</b>	<b>Personnel Responsible</b>	<b>Supporting Vision</b>	<b>Time Line</b>
LA Philharmonic	Educational Program	Categorical Program Advisor Principal Teachers	Arts Enrichment	Year 2
Expo Center	Cultural activities (art exhibits, concerts) Gang prevention, Youth orchestra (YOLA), computer training	Categorical Program Advisor Grade Level Chairs Principal Teachers	Arts Enrichment	Year 2
NBCT	Implementation of NBCT process by providing Cohort Groups Technical Assistance	Categorical Program Advisor Principal Teachers	UTLA- The Support Network	Year 2

**Structures to Foster and Maintain Community Relationships**

***School Outreach Committee***

The school will form an Outreach Committee which will assist in coordinating community partnership activities and efforts. The principal and outreach committee will be responsible for cultivating and maintaining all school/community partnerships. The Outreach Committee will consist of key stakeholders from the school community. Businesses, non-profit organizations, and governmental agencies will be contacted to serve as resources for the school, students and families.

***Community Forums***

107th Street Elementary/Magnet School will organize quarterly Community Forums for parents. Community Forums will bring together parents, governmental agencies, elected representatives, organizations, and businesses to discuss and advocate for school, family, and community needs.

***Donations***

Partnerships will be asked to give donations of time, money, goods, services, resources, advertising, school beautification and volunteering. Donations will be used as incentives for student success, school projects, and parent involvement.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

***Volunteering***

Community groups, governmental agencies, individuals, cultural organizations, volunteer organizations, businesses, senior groups, and religious organizations will be sought to provide cultural, recreational, and extracurricular opportunities which will enrich the lives of 107th Street Elementary/Magnet School students. Partnership involvement will be based on data and students academic and behavioral needs.

***Supporting and Advertising School Events***

Partnerships will be asked to sponsor, support and provide access to enrichment opportunities, advertise school events, encourage parent and community involvement, promote school community interest, and aid in the success of such events. Partnerships will be asked to provide support with family nights, holiday programs, science fair, career day, annual school theatrical productions, after school clubs, Boy Scouts, etc.

**B-6 SCHOOL GOVERNANCE AND OVERSIGHT**

**a. School Type**

107th Street Elementary/Magnet School will operate using the traditional school model. The school will follow the federal, state, and district guidelines regarding funding, governance, staffing, instruction and operations. The school will receive instructional and operational support from Local District 7 and the Central Offices of the Los Angeles Unified School District. The school will be operated by the Los Angeles Unified School District's superintendent and the Board of Education. Services such as facilities, maintenance, material procurement and food services will be provided centrally. The enrollment of students will be based on school attendance boundaries established by the District. All collective bargaining agreements will be followed at 107th Street Elementary School.

Direct oversight of 107th Street Elementary will be the responsibility of Local District 7, under the leadership of Superintendent George J. McKenna, III. The school will be assigned to an elementary complex within Local District 7 receiving direct support from a Director of Support Services (Principal Leader).

In Local District 7, many schools functioning under the traditional model have demonstrated success due to Local District 7's commitment to academic excellence and student achievement. Local District 7 is committed to the implementation of this PSC plan at 107th Street Elementary School. The three elementary directors and the Local District Superintendent have successfully opened three new elementary schools under Public School Choice. Local District 7 has been successful in ensuring that the three new schools implement the Public School Choice plans approved by the LAUSD Board of Education during the PSC 1.0 and 1.5 rounds.

**b. School Level Committees**

The governance councils include: Compensatory Education Advisory Council (CEAC), English Language Advisory Council (ELAC), School Site Council (SSC) and Local Leadership Council (LLC). Meetings will be scheduled and held for parents of Gifted and Talented Education Program students and Students with Disabilities. The governance of 107th Street Elementary School will adhere to Article XXVII – Shared Decision Making and School Based Management through the Local School Leadership Council. The LLC responsibilities shall be those prescribed by policy as well as working collaboratively with other school governance councils to ensure the implementation of the school vision, mission and Single Plan for Student Achievement (SPSA).

***Roles and Responsibilities***

The school governance team has the responsibility of making decisions that will support the mission, vision and educational plan for 107th Street Elementary/Magnet School. The School Site Council (SSC) is the decision-making council at the school with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement. The SSC will develop and approve school budgets and ensure that the expenditure of

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

funds is aligned with the SPSA. This plan will be developed in consultation with all stakeholders with the review, certification and advice of any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC), School Wide Positive Behavior Support Plan (SWPBSP) and the Gifted and Talented Education Program Advisory Committee. The SSC will update and revise the SPSA annually. The SSC responsibilities shall be those prescribed by policy as well as working collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan. The major responsibility of the ELAC and CEAC will be to make recommendations to SSC on how to best allocate categorical program resources to meet the needs of Title I and English Learners based on a timely evaluation or analysis of student data. All councils must establish a quorum in order to vote on motions made by its members. Officers and members will receive orientation training on parliamentary procedures and Roberts Rule of Order. Officer positions are elected by members on the council.

The major responsibilities of the SSC include:

- Aid in the development and approval of SPSA and school categorical budgets
- Conduct teacher needs assessments based on analysis of data
- Evaluate the effectiveness of the instructional program for all significant sub-groups
- Determining participation and coordination of all categorical services and funds
- Monitoring through quarterly and annual evaluations the effectiveness of the delivery of the instructional program and sharing the results and information with, school staff, parents/community
- Assisting administrators in organizing the school for effective instruction
- Develop and approve a Home/School Compact

The major responsibilities of the LLC

- Develop and approve the professional development plan
- Schedule and approve all school wide events
- Develop policies regarding the use of school equipment
- Develop and approve general fund budgets
- Select and approve textbooks

***Relationship with Principal***

The principal is a part of the School Site Council and will work in collaboration with all the school committees to ensure that the mission and vision of the school is implemented. The principal will work with the chair person of the SSC and establish open communication in terms of school needs based on data analysis , the implementation of the SPSA.

**c. GOVERNING COUNCIL**

Not applicable

**B-7 School Leadership**

**a. Principal Selection**

The principal of 107th Street Elementary/Magnet School will exemplify Elaine McKwan's *10 Traits of Highly Effective Principals, 2003* as a model for effective school leadership.

**Trait Number 1:** The highly effective principal is a Communicator – a genuine and open human being with the capacity to listen, empathize, interact, and connect with individual students, parents, and teachers in productive, helping, and healing ways, as well as the ability to teach, present, and motivate people in larger group settings.

**Trait Number 2:** The Educator is a self-directed instructional leader with a strong intellect and personal depth of knowledge regarding research-based curriculum, instruction, and learning that motivates and facilitates the intellectual growth and development of self, students, teachers, and parents.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**Trait Number 3:** The highly effectively principal is an Envisioner- an individual who is motivated by a sense of calling and purpose, focused on a vision of what schools can be, a guided by a mission that has the best interest of all students as its core.

**Trait Number 4:** The highly effective principal is a facilitator- a leader with outstanding human relations skills that include the abilities to build individual relationships with parents, teachers, and students; collaborative teams with staff members and parents; and a school wide community of leaders.

**Trait Number 5:** The highly effective principal is a Change Master- a flexible, futuristic, and realistic individual who is able to motivate as well as manage change in an organized, positive, and enduring fashion.

**Trait Number 6:** The highly effective principal is a Culture Builder- an individual who communicates (talks) and models (walks) a strong and viable vision based on achievement, character, personal responsibility, and accountability.

**Trait Number 7:** The highly effective principal is an Activator- an individual with gumption (e.g. drive, motivation, enthusiasm, energy, spunk, and humor) enough to spare and share with staff, parents, and students.

**Trait Number 8:** The highly effective principal is a Producer- a results-oriented individual with a strong sense of accountability to taxpayers, parents, students, and teachers who translates high expectations into intellectual development and academic achievement for all students.

**Trait Number 9:** The highly effective principal is a Character Builder- a role model whose values, words, and deed are marked by trustworthiness, integrity, authenticity, respect, generosity, and humility.

**Trait Number 10:** The highly effective principal is a Contributor- a servant-leader, encourager, and enabler whose utmost priority is making a contribution to the success of others.

The principal who embodies these traits will be able to collaboratively and effectively carry out the tenants of our mission and vision in order to successfully accelerate student achievement outcomes engage parents and community members to create a school culture focused on learning, collaboration, and results.

***Principal Selection Process***

Teachers, parents, community, Local District 7 Directors and Superintendent will be involved in the selection of the principal of 107<sup>th</sup> Street Elementary/Magnet School, A selection committee will be formed consisting of teachers and parents and the Local District 7 Director of School Services. Board Rules, District administrative regulations, Collective Bargaining Agreements and policies for the selection of the principal selection will be utilized. Adherence to the bargaining agreements is in alignment with the school's vision, mission, and core beliefs. The principal will be primarily responsible for the successful implementation of the NBCT approach, PLCs, arts enrichment programs, and the peer coaching model.

The interview process for the principal at 107<sup>th</sup> Street Elementary/Magnet School will measure the depth and breadth of leadership experiences in the following dimensions:

- Communication: Effective oral and written communication
- Decision Making: Analysis, judgment and decisiveness, extra-organizational sensitivity
- Management Dimension: Planning and organizing, delegating and follow through
- Interpersonal Dimension: Development of staff members, leadership and influence, instructional leadership
- Personal Dimension: Demonstrate initiative and innovativeness

The committee will be trained using the LAUSD interview procedure: Situation, Task, Action and Results (STAR). After the completion of the interview process, three candidates will be recommended to the Local District 7 Superintendent for the final selection.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

The position will be advertised within and outside LAUSD. The selection process will begin in accordance with CBA guidelines. Upon selection, the principal will follow procedures as outlined in the LAUSD Bargaining Agreements to staff the school.

**b. Leadership Team**

**Waiver # 11 Local Process/Methods for Selecting Teachers**

107<sup>th</sup> Street Elementary/Magnet will form a staff selection committee to select coordinators and out-of-classroom staff from the most qualified candidates after a district wide search. This waiver is needed in order to have out-of-classroom personnel selected based on their unique abilities, qualifications and the needs of the students. The school would like to establish a method by which out-of-classroom personnel are placed in specific positions based on their training and background. The committee will be comprised of campus shareholders (for example – 2 certificated, 2 classified, and the administrator) each member will have an equal percentage in the decision making process, majority rules.

***Introduction***

The Leadership Team will be the guiding force behind the implementation of professional learning communities through which the mission and vision of the school will be carried out. The primary purpose of the leadership team will be to establish a collaborative process, which will facilitate effective implementation of the instructional program. 107<sup>th</sup> Street Elementary/Magnet School Leadership Team will consist of the following: Principal, AP-EIS, Bridge Coordinator, Categorical Program Advisor, Instructional Coach, Intervention Support, Coordinator, Grade Level Chairs, and an Access to Core Coach

***Structures***

The Leadership Team will hold each other accountable for meeting their specific duties and responsibilities through weekly collaborative team meetings. During these meetings the leadership team will share information regarding their areas of responsibility, review formative and summative data, review and discuss classroom observations, plan and coordinate professional development based on data analysis within each PLC, and differentiated support for teachers, plan and modified short and long term goals to meet the mission and vision of the school. The leadership team members will provide valuable input during SSC and LLC meetings to ensure members make informed data based decisions.

***Strategies for Collaboration***

The Leadership Team will meet with the teachers and staff to set goals, implement the curriculum set forth in this plan and assess the progress of students. The Leadership Team members will meet with the school's advisory councils to review progress on the goals of the SPSA, the school's mission, vision, and progress toward the implementation of the plan.

***Roles and Responsibilities of Leadership Team***

The Leadership Team will assist in monitoring the instructional program and school operations. This would include the following: school culture and climate, professional development, common assessments, parent and community involvement, budgeting and finance, safety and operational matters, and the welfare of students, SWPBS. Depending on the school's budget positions will be allocated to the school.

**Assistant Principal EIS (AP-EIS):** The District will assign an Assistant Principal EIS based on the number of children identified with special needs. The AP-EIS will ensure the school's compliance and implementation of the Modified Consent Degree (MSD). The position will require the person to have success in the classroom and experience with Special Education Programs. The Local District 7, and the Support Unit Central division will provide professional development and training for the AP-EIS. The AP-EIS will work in collaboration with the Bridge Coordinator to ensure appropriate instructional practices are provided to children with special needs.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**K-12 Bridge Coordinator:** A Bridge Coordinator will be budgeted to support the instructional and compliance activities involved in working with students with disabilities. The position will require the person to have a master's degree, success in the classroom, and experience with the Special Education Programs. Professional development and training for the Bridge Coordinator will be provided by the LAUSD. The Bridge Coordinator will be responsible for keeping parents informed by holding monthly meeting with parents and teachers and writing and distributing a monthly newsletter to parents of children with identified learning disabilities.

**Categorical Program Advisors:** The categorical program advisor position will be multi-funded to provide direct services to English Learners and Standard English Learners (SEL's). The categorical program advisor will provide professional development to assist teachers in the identification and placement of English Learners, effective instruction and intervention for EL's and Access to Core methodology. The coordinator will collaborate with teachers and administrators to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement and addresses the linguistic and academic needs of EL's and SEL's. The coordinator will facilitate peer coaching by collaborating with teachers to plan, deliver, and analyze lessons appropriate for EL's and SEL's. They will attend district and related professional development.

**Instructional /Access to Core Coach:** Coaching will be a critical component of the RtI2 multi-tiered approach to teaching and learning. The role of the instructional coach will be to build teacher capacity and provide support to both teachers and administrators. Under the direction of the school site principal, the instructional coach will work collaboratively with all teachers to promote standards based literacy and numeracy across the content areas, with targeted assistance in using SDAIE strategies.

**Intervention Support Coordinator:** Implementation of RtI2 will be based upon a program of high quality instruction and interventions. The intervention support coordinator will work under the direction of the school's site administrator to perform the following duties: use of data (multiple measure) to identify areas of strength and need for instruction and behavior; Implementation of multi-tiered instruction and intervention services and resources; delivery of professional development in RtI2 framework, problem-solving model; analyzes of data; differentiated instruction and strategies, and progress monitoring; trainings and workshops for parents/guardians on the RtI2 intervention models and how to support students at home; development and monitoring of student intervention plan utilizing the District's MyData and CORE K-12 assessment systems.

**Grade Level Chairs:** Will provide leadership in grade level data analysis, facilitate PLCs , work with the leadership team to develop priorities for academic improvement, assist in designing intervention and enrichment instruction, assist in staff development activities, in-service and trainings for newcomers to the grade level. Chairs are also liaisons between the grade level and faculty. They ensure effective articulation among grade levels, provide PLC meetings summaries to administration, and assist in the hiring of personnel.

**B-8 Staff Recruitment and Evaluation**

**a. Staffing Model**

The academic and non-academic staffing needs of 107<sup>th</sup> Street Elementary/Magnet are based on data and the needs of the students as outlined in the SPSA. According to school level data, the academic needs are language support, quality first teaching, rigorous tiered instruction and interventions that address the individual, social, emotion, and academic needs of the whole child.

Staffing needed for start up through year three will include the following positions. The funds for many of these positions are contingent upon categorical funds and therefore must be approved by the SSC and reflected in the school's SPSA. The chart below lists the academic and non academic needs of 107<sup>th</sup> Street School. Staffing for the next three years will include the following:

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

<b>Position</b>	<b>Year of Implementation</b>	<b>Mission and Vision</b>	<b>Academic/non-academic</b>
Principal	Year 1	Cognitive, social, emotional, physical	academic
Assistant Principal –EIS	Year 1	Cognitive, social, emotional, physical	academic
40-45 Norm generated teachers	Year 1	Cognitive, social, emotional, physical	academic
1 SRLDP teacher	Year 1	Cognitive, social, emotional, physical	academic
4 Special Education teacher(s)	Year 1	Cognitive, social, emotional, physical	academic
1 Title I Coordinator	Year 1	Cognitive, social, emotional, physical	academic
1 EL Coordinator	Year 1	Cognitive, social, emotional, physical	academic
1 Intervention Coordinator	Year 1	Cognitive, social, emotional, physical	academic
1 Library Aide	Year 1	Cognitive	academic
8-12 Paraprofessionals/Teacher Assistants	Year 1	Cognitive, social, emotional, physical	academic
6 class size reduction teachers	Year 1	Cognitive, social, emotional, physical	academic
1 Psychologist	Year 1	Cognitive, social, emotional	academic
1 School Nurse	Year 1	physical	non-academic
1 PSA Counselor	Year 1	social, emotional,	academic
1 Elementary School Counselor	Year 2	social, emotional,	academic
3-5 Instructional Specialist/Coach	Year 3	Cognitive, social, emotional, physical	academic
3 Campus Aides	Year 2	physical	non-academic
8-10 Supervision Staff	Year 1	social, emotional, physical	non-academic
2 Community Representative(s)	Year 1	social, emotional, physical	non-academic
4 Cafeteria Manager and staff	Year 1	physical	non-academic
3 Plant Manger and Team Cleaning Staff	Year 1	physical	non- academic
3 School Administrative Assistant and office technicians	Year 1	Cognitive, social, emotional, physical	non-academic
1 Title III access to core	Year 1 (funded by LAUSD)	Cognitive, social, emotional, physical	academic
1 Bridge coordinator	Year 3	Cognitive, social, emotional, physical	academic

The funds for many of these positions are contingent upon categorical funds and therefore must be approved by the School Site Council and reflected in the school's Single Plan for Student Achievement.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

***Meeting Students Needs***

The school's core beliefs call for providing all students with meaningful learning experiences in a safe, clean, nurturing and secure environment. Therefore, key non-academic position will be filled with committed and qualified staff. This includes the cafeteria manager and her staff, plant manager and staff, school Administrative Assistant and clerical staff, supervision staff, campus security staff, parent community representatives, school nurse, school psychologist, and PSA Counselor.

The school will follow the QEIA norm charts for LAUSD with a student teacher ratio of 20.44:1 for grades K-3 and 22.4:1 for grades 4<sup>th</sup>- 23.9: 1 for 5<sup>th</sup>. The model of flexible grouping, team teaching and departmentalization will further ensure that small group instruction takes place.

The proposed staffing model aligns with the mission, vision, and instructional program by being data driven, emphasizing tiered, standards based instruction, and funding positions based on the academic and nonacademic needs of the school and community.

The above staffing model ensures adequate instruction and services to special education and EL students by addressing their academic and nonacademic needs based on data. This staffing model provides primary language support for EL students through the hiring of bilingual paraprofessionals. Priority will be given to primary classrooms (K-1), classrooms with predominantly ELD Levels 1-3 and classrooms with struggling students. . Paraprofessional hours per classroom will be determined by the School Site Council with recommendations from other school councils. All special Education classes have full time aides

To meet the needs of student with special needs the school will purchase a Bridge Coordinator whose responsibility will be to support the instructional and compliance activities involved in working with students with disabilities. The position will require the person to have successful classroom experience and knowledge of Special Education programs and policies. Professional development and training for the Bridge Coordinator will be provided by the LAUSD. The Assistant Principal-EIS and the Bridge Coordinator will be responsible for keeping parents informed, holding monthly meetings and writing and distributing a monthly newsletter to parents of children with identified learning disabilities.

**b. Recruitment and Selection of Teachers**

The selection and recruitment of all staff (certificated and classified) will follow the LAUSD Bargaining Agreement, Board Rules and District policies. In addition, all teachers will be considered Highly Qualified and meet the certification to teach English Language Learners. A panel consisting of grade level chairs and administrative staff will observe a planned lesson in the grade level they are applying for from the applicant followed by an interview. Along with the State and District requirements, teachers expressing an interest in teaching at 107th Street Elementary/Magnet School must have the following qualities:

- Willingness to participate in the NBCT approach, PLCs, arts enrichment, and peer coaching
- Ability to analyze data, communicate effectively, work as a team member, and collaborate
- Commitment to follow business casual dress with criteria as developed by the staff
- Understanding and respect for the needs of a diverse student population and community
- Experience working with English Learners, students with special needs, Standard English Learners and students of poverty
- Open to try new and innovative things, willingness to take on leadership roles, willingness to reach out to parents and community
- Sign the LAUSD/UTLA commitment to work agreement

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

In addition, once selected, teachers will receive training and support to ensure that their knowledge of the community, the students, and their families are aligned to the mission and vision of the school. The teachers will agree to become part of PLCs to ensure that students receive a personalized, quality education. Teachers will take part in a 4-day Prior to School Year Professional Development to prepare for the new school year and to gain an understanding of the NBCT approach, PLCs, arts enrichment, and peer coaching.

The *California Standards for the Teaching Professional* guides our recruitment and selection of teachers. The six standards are:

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing student learning
6. Developing as a professional educator

The teacher's duties and responsibilities will adhere to the LAUSD Collective Bargaining Agreements Article IX-Hours, Duties and Work Year, Article X-Evaluation and Discipline and Article XXVII Shared Decision Making and School Based Management. Those duties and responsibilities include:

- Teachers will assist with the selection of instructional materials, prepare and design of lesson plans appropriate for their assignment and Professional Learning Community.
- The primary review and evaluation of student work will be done by the teacher.
- Teachers and staff will communicate and confer with students and parents regularly. Communication will include formal and informal meeting/conferences with students and parents
- Teachers will participate in the development and implementation of professional development
- Teachers will attend Professional Learning Community and faculty meetings when scheduled
- Teachers will participate in school governance committees/councils
- Teachers will provide leadership in PLCs and to the school
- Teachers will participate in parent/school activities
- Teachers will teach the State and District instructional standards

**Waiver # 9: A Requirement for “Mutual Consent”**

Beginning the 2012-2013 school year, the school will utilize “mutual consent” to fill site based openings. The interview committee will discuss and come to a mutual consent in the selection of 100% of the staff prior to any staff being invited to work at 107<sup>th</sup> Street Elementary/Magnet. The use of mutual consent would allow an interview panel to interview the prospective employee and to ensure that the new staff member has buy in to the mission, vision, and core beliefs of the school. The flexibility to use an interview panel to place prospective employees would enable the panel to select and place staff based on student needs. The use of “mutual consent” will allow school leaders, who are held accountable for achievement results to have more input in hiring their staff.

**c. Performance Review**

***Evaluation of Teachers***

The California Standards for the Teaching Professions (CSTP) will guide the teacher evaluation process at 107th Street Elementary School. The six standards represent a developmental and holistic approach by which teaching can be thoroughly evaluated. In alignment with the school's vision and mission the teacher evaluation process will use qualitative and quantitative data to measure teacher effectiveness, provide differentiated support and influence the professional development activities of the school.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

The Los Angeles Unified School District in response to the need for having an effective teacher evaluation process formed a Teacher Effectiveness Task Force whose final report was submitted in April 2010. The Task Force recommended the following areas of focus: Data Based Instruction, Supporting All Employees, Transparent Budgeting, and Quality Schools. In the area of Supporting All Employees, the Task Force emphasized that the current teacher evaluation system be improved. The following four recommendations for teacher evaluation are:

1. Teacher evaluations should include multiple measures or data points.
2. Increase the number of rating categories available
3. Evaluations should have real ramifications
4. Professional development and support must be tied to feedback and evaluation.

107th Street Elementary/Magnet School will implement this teacher evaluation process once the school district designs a process, in collaboration with UTLA, and the school board adopts it.

***Evaluation of Principal***

107th Street Elementary/Magnet School will follow the evaluation process for administrators established by the Los Angeles Unified school District and the Association of Administrators of Los Angeles (AALA). This process dedicates that the principal be evaluated on the following dimensions:

- Communication: Effective oral and written communication
- Decision Making: Analysis, judgment and decisiveness, extra-organizational sensitivity
- Management: Planning and organizing, delegating and following up
- Inter-personal: Development of staff members, leadership and influence, instructional leadership
- Personal: Initiative and innovativeness

The principal will establish goals and objectives aligned to the mission and vision of the school at the beginning of the school year. The assigned Local District 7 Director of School of Services and the principal will engage in a reflective process to assess and evaluate the level of competencies in the leadership dimensions of communication, decision making, management, inter-personal and personal dimensions.

**B-9 Sharing a Campus**

Not applicable

**C. Internal Management**

**C-1 Waivers**

**Waiver # 15 Additional Waivers**

1. Waiver # 11: Local process/method for selecting teachers as grade level chairs, coordinators, instructional coaches and other out of classroom certificated staff.
2. Waiver 15: Requesting

**C-2 Budget Development**

**Waiver # 8: General Fund Budget Control**

**Rationale for deferral for per-pupil budgeting**

Per-pupil budgeting provides an opportunity for more site-based decision-making and local control of the Budget. Currently, as a large elementary school with a staff of one hundred, we are making a concerted school wide effort to improve attendance. With the superintendent's attendance goals, our school has made significant strides in improving student attendance.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

Currently, we successfully manage our QEIA program budget and our multiple categorical program budgets. With the budget cuts in services and personnel, together with the process to implement our PSC 3.0 school plan, we respectfully request to defer implementation of per-pupil funding for one year. This would allow us to have our key staff receive training in per-pupil budgeting so that all stakeholders groups are aware of the Budgeting for Student Achievement Model (BSA) process. The stakeholder groups include School Site Council, Local Leadership Council, Grade Level Chairs, PD committee, UTLA Chair, and Title I and ELAC Committees.

Many key members of our current school staff are familiar with, and successfully develop and monitor budgets. Staff and parents would receive per-pupil budget training during 2012-2013 by the District. This would allow us a year to establish and sustain student and staff attendance at high levels during the 2012-2013 school year in preparation for transitioning into per-pupil budgeting for the 2013-2014 school year, the same year the QEIA Grant is expected to sunset.

Per federal and district guidelines, before categorical funds are spent, the parents and staff of the school must select the members who will form the School Site Council (SSC). The parents and teachers must hold separate elections to identify their representatives on the council. The principal of 107th Street Elementary/Magnet School will schedule a parent orientation meeting during the first two weeks of school and two weeks later, the school will conduct parent election for advisory and school site council. As the parents are selecting their representatives the teachers will also elect their representatives on the SSC. After the parents and teachers on the School Site Council have been selected, the school will conduct the elections for officers of School Site Council.

The School Site Council will hold its monthly meetings and solicit input from the public regarding the school budget. The SSC responsibilities shall be those prescribed by policy as well as working collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan. The major responsibility of the ELAC and CEAC will be to make recommendations to SSC on how to best allocate categorical program resources to meet the needs of Title I and English Learners based on a timely evaluation or analysis of student data. All councils must establish a quorum in order to vote on motions made by its members. Officers and members will receive orientation training on parliamentary procedures and Roberts Rule of Order. Officer positions are elected by members on the council.

The school is committed to fund additional class size reduction teacher positions in order to meet QEIA benchmarks. The school will follow the QEIA norm charts for LAUSD with a student teacher ratio of 20.44:1 for grades K-3 and 22.4:1 for grades 4<sup>th</sup>- 23.9: 1 for 5<sup>th</sup>. The model of flexible grouping, team teaching and departmentalization will further ensure that small group instruction takes place.

107th Street Elementary/Magnet School will receive its funding via the District's transparent budgeting process based on student enrollment. The transparent budgeting process will allow all the stakeholders to have input and access into the decision making budgeting process. These funds will be based on a Per Pupil Funding (PPF) model which will be distributed centrally to the school. These funds are unrestricted funds allocated to the school based on the students' Average Daily Attendance (ADA). This Per Pupil Funding will allow the school community flexibility in terms of budgeting so that the school may develop a budget which meets the needs of the students. 107th Street Elementary/Magnet School will follow all federal and state mandates regarding budgeting and follow all court mandates, consent decrees, and collective bargaining agreements in making decisions regarding how Per Pupil Funds are spent.

The school will decide the use of the Per Pupil funds based on the school's mission, vision and core beliefs outlined in this plan. In addition, the school principal and all councils will make budget recommendations and decisions based on the Public School Choice plan and the implementation plan identified in this proposal. The



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

projected per pupil funding for 107th Street Elementary/Magnet School is approximately \$2,800.00. These funds will be allocated to purchase the District's recommended staffing ratios and resources. All funds (District, State and Federal) allocated to the school will be expended in accordance with District, State and Federal budgetary guidelines, regulations, and policies. The appropriate school governance council will provide the approvals on budgetary matters.

In the first year of Per Pupil funding these funds will be used to purchase classroom teachers, the principal, office and custodial staff, supervision staff, and the instructional materials required for the school. Since the vision and mission of the school is to provide the students a rigorous, engaging, and meaningful standards-based instructional program with enrichment in the arts so that students are academically successful, and fully literate, the school will purchase an instructional coach for the first year of implementation using categorical funds. Additional categorical funds will be used to purchase the other academic and non-academic positions mentioned in Section 10.

107th Street Elementary will use the District's BTS system to pay the certificated and classified staff. In addition, the school will use the IFS system to manage the enrichment financial system.

The school will make every effort to partner with various foundations and organizations as well as aggressively pursue grants for funding of school programs and activities.

The school will be provided categorical funds based on the number of students who qualify for free or reduced meal program. The school will receive some of the following categorical funds: federal Title I funds, State Economic Impact Aid-Limited English Proficient (EIA-LEP), federal Title III, QEIA, and Economic Impact Aid-State Compensatory Economic funds (EIA-SCE). These funds will be used to provide additional resources for the students of the school. These funds will enrich and supplement the core instructional program provided to all students. The categorical funds will not supplant the school's general per pupil funding. These funds will be spent based on the overall School Plan for Student Achievement (SPSA) which will be written by the school stakeholders. The SPSA will be aligned to the vision, mission, and core beliefs of the school. The SPSA will be approved by the school's School Site Council (SSC). The school budget will be based on the assessed needs of participating students as determined by the school conducting a comprehensive needs assessment and as described in the Single Plan for Student Achievement (SPSA). The appropriate school governance council will provide the approvals on budgetary matters. The budgets will be developed with recommendations from the appropriate parent committees (CEAC and ELAC). Their written recommendations will be brought to the School Site Council (SSC) for review and approval.

The school's Per Pupil Funds will allow the school stakeholders the ability to make decision based on this PSC plan. The priority of providing the students with a standard based education which will allow them to be literate and able to gain leadership skills and become advocates for their community will be a priority through which budget decisions will be made by the school leaders. The principal and the school's stakeholders will hold regular budget meetings to ensure that the budget is spent on the priorities outlined in this PSC plan.

The BSA model includes the following four key elements: Transparency, Flexibility, Accountability and Support and Equity. 107<sup>th</sup> Street Elementary/Magnet School will implement these four elements in the following manner:

**Transparency:** Formation of parent councils; clear communication regarding budgets to all stakeholders; building stakeholder capacity and understanding revenue and cost; budget needs assessments to determine priorities; the academic and social needs of the whole child (cognitive, emotional and social) will be used to identify and fund effective practices and programs as stated in the SPSA.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

***Flexibility:*** The school will use multiple data points to determine the services, resources, and support required for success in student outcomes.

***Accountability and Support:*** The school will use District budget systems and receive support from trained knowledgeable budget staff. These systems will allow the school to manage and monitor their budgets and allow the District to hold the school site accountable. The school will monitor attendance closely in order to generate funding; SSC will establish the SPSA based on students' data

***Equity:*** The school will use the data to determine budget priorities for expenditures for all students including students with disabilities, EL, SEL, gifted and socio-disadvantaged.

## **D. Operational Management**

### **D-1. Portfolio Development**

#### **a. Portfolio Growth**

Not applicable

#### **b. Operations**

Not applicable

#### **c. Portfolio Evaluation**

Not Applicable

### **D-2. Organizational Responsibilities and Goals**

#### **a. Core Functions**

Not applicable

#### **b. Leadership**

Not applicable

## **D. Appendices**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**Attachment 4: Commitment Form**

**Commitment to the 107<sup>th</sup> Street Elementary/Magnet School Plan**

Our school's design plan outlines a coherent and consistent academic program based on best practices, common vision, clear expectations, careful planning, evaluation of teaching goals and a supportive professional environment.

By my signature below, I acknowledge the following:

- I have received and read the approved professional development and instructional plan for 107<sup>th</sup> Street Elementary/Magnet School.
- I understand and commit to support the expectations, goals and vision embedded in the approved 107<sup>th</sup> Street Elementary/Magnet School.
- I understand and acknowledge that my commitment to this plan and the performance of duties required by the plan are a condition for my continued assignment at 107<sup>th</sup> Street Elementary/Magnet School.

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Teacher Signature

Date

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

**Attachment 5: Daily Schedule**

**Sample Daily Schedule**  
**107<sup>th</sup> Street Elementary/Magnet School**

7:55 Bell (5 minutes)  
8:00 Language Arts (150 minutes)  
10:30 Recess (20 minutes)  
10:50 Math (60 minutes)  
11:50 ELD/MELD (30 minutes)  
12:20 Lunch (40 minutes)  
1:00 Social Studies/Science/Health (M,T, W),  
Arts Discipline (TH, F) (54 minutes)  
1:54 Physical Education (25 minutes)  
2:19 Dismissal

Teachers' Hours: 7:35 a.m. to 2:24 p.m.

**Before School**

Before School: Beyond the Bell Ready Set Go

**After School**

After school: Beyond the Bell Y.D.P. After School Programs, Boys Club, Girls Club, after school tutoring, Good News Club, Arts Club, Cheerleading, Book Club, Math Club, Science Club

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

**Attachment 6: Policies for Retention, Graduation, and Student Behavior**

**107<sup>th</sup> Street Elementary/Magnet School will follow the Los Angeles Unified School District' policies on retention and graduation.**

**107<sup>th</sup> Street Elementary/Magnet School is seeking a waiver as part of the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011.**

**Waiver #12: School's Student Discipline Guidelines**

In year 1 the school stakeholders will explore the development and implementation of a discipline plan that is reflective of the needs of student's and is aligned to state guidelines and regulations. The discipline system will focus on specific behaviors and a school wide policy for all students to ensure the health, safety, and optimal learning environment for all children. The discipline plan will be re-evaluated at the end of the school year to ensure the needs of the school and students are being met.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
107th Street Elementary/Magnet School

**Attachment 7: Job Description of Principal**

A. Job Purpose

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

B. Responsible to

Local District Superintendent or designee

C. Subordinates

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

D. Functions

Essential Functions

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

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN**  
**107th Street Elementary/Magnet School**

Other Functions

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

**E. Qualifications**

Education

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

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

Experience

Required

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

Desirable

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

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

Knowledge, Skills, Abilities, and Personal Characteristics

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

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
LOCAL DISTRICT 7/ UTLA PSC 3.0 PLAN  
107th Street Elementary/Magnet School**

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

Health

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

Credentials

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

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

NOTE: This is a Master Salary Table class