



Forty-Second Street Elementary
School Falcons

Forty-Second Street Elementary School

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A. Summary Analysis

Education is like an eagle soaring. Where it goes, no one knows, but the continuous flight is all-important. – Merle Whaley

Educating the mind without educating the heart is like no education at all. - Aristotle

1. Mission and Vision

Mission

The mission of Forty-Second Street Elementary School is to prepare students to attend and to compete at the top colleges and universities in the nation; to provide all students with a first rate educational experience; and to cultivate a love for learning by developing each student's gifts and talents.

Vision Statement

Forty-Second Street Elementary School is a place where all stakeholders firmly believe that every student can learn and are committed to developing each student's potential through teacher collaboration, stakeholder communication and collegiality, professional growth opportunities, and a safe, nurturing, learning environment of high expectations, so that each student can become a critical thinker, problem solver, and cooperative learner that is academically prepared, culturally aware, respectful, and technologically advanced to meet the needs of a global society.

Values/Core Beliefs

- Start with students: Provide purposeful, student-centered instruction, focused on students' strengths;
- Families are partners: The school community will provide a welcoming environment and engage parents in a variety of participation opportunities;
- Success is in the classroom: Teachers will provide a first-rate, world class education for all students;
- Diversity is strength: Individuals are valued through a supportive and inclusive learning environment;
- Effective teaching, leadership, and accountability are the keys to success: Create a school-wide culture of collaborative planning and decision-making.

2. School Data Analysis

Based on Federal Government criteria, all students at Forty-Second Street Elementary are socio-economically disadvantaged. Approximately 40% of the student population is in foster care. Eight Percent of the students are homeless, while 33.9% of families were below the federal poverty line according to the 2000 Census. The teachers at Forty-Second Street Elementary School will address the academic needs of all students, including students with special needs, gifted students, English Learners (ELs), and Standard English Learners (SELs).

Performance Plan

In spite of alarming statistics, Forty-Second Street Elementary had a 21-point gain in CST scores during the 2010-11 school year. The students showed gains in all areas except in 4th grade English Language Arts for African American students, 5th Grade Math for African American students, Annual Measurable Achievement Objectives (AMAO) goals for English Language Learners, and Students with Disabilities in Mathematics. Forty-Second Street staff will use the following findings to build a strong student-centered instructional program:

- Based on California Standards Test (CST) English Language Arts (ELA) scores indicate that there was a decrease of 3.1% among African American students in 4th grade in 2010-11. Students have moved from Advanced and Proficient to Proficient and Basic in English Language Arts. The goal is to increase the percentage of students attaining Advanced and Proficient levels by 10% from Basic to Proficient and from Proficient to Advanced each year in grades 2-5. Through improved instructional practices, teachers will continue decrease the number of students who are Far Below Basic and Basic at a rate of 10% each year in grades 2-5. Student progress will be measured using CST, DIBELS, and ELA District Periodic Assessments.
- CST Math scores indicate that there was a decrease of 7.4% among African American students in 5th grade. There is a decline of Advanced and Proficient students in 5th grade Math. Teachers will increase the percentage of students in 5th grade in 2010-11. Many students have moved from Advanced and Proficient to Proficient and Basic in Mathematics. Through improved instructional practices, teachers will increase the percentage of students attaining Advanced and Proficient levels by 10% from Basic to Proficient and from Proficient to Advanced each year in grades 2-5. In addition, teachers will decrease the number of students who are Far Below Basic and Basic at a rate of 10% each year grades 2-5. Student progress will be measured using CST, ST Math, and Math District Periodic Assessments.
- Annual Measurable Achievement Objectives (AMAO) goals for AMAO 1 & AMAO 2 were not met for the Latino student population. AMAO 1-- CELDT growth has declined by 19% in 2010-11. Teachers will increase the percentage of students demonstrating CELDT growth by 25% each year. AMAO 2 – Students achieving English proficiency as demonstrated by CELDT has declined by 16%. Teachers will increase the percentage of students each year by 25%. Student progress will be measured using annual CELDT Scores.
- Math scores for Students with Disabilities (SWD) declined at a rate of 2.3% in 2010-2011. Through improved instructional practices teachers will increase the number of students attaining Advanced and Proficient levels by 10% from Basic to Proficient and from Proficient to Advanced in grades 2-5. Teachers will continue to decrease the number of students who are Far Below Basic and Basic at a rate of 10% grades 2-5. Student progress will be measured using CST, ST Math, and Math District Periodic Assessments.

Content and Curriculum, Instruction, Professional Development and Intervention are the cornerstones of a strong student centered instructional program.

While the members of the learning community agree that reading and math are fundamental, non-negotiable skills that must be acquired by all students, the rigor of the instructional program must be examined and redefined. Current California Standards Test results (2011) show that less than 50% of students in each grade level met (proficient) or exceeded (advanced) grade-level standards. To improve student outcomes and honor the different gifts and talents students bring to the curriculum teachers will further support learning.

3. Applicant Team Analysis

The design team consists of Forty-Second Street general education and special education teachers, Categorical Programs Advisor/English Learners Coordinator, the Instructional Coach, The Bridge Coordinator, the Gifted and Talented Coordinator, the Special Education Resource Teacher, Access to Core Coach, the Elementary Instructional Services Administrator (APEIS), and the Elementary School Principal, the Parent Community Representative, and the UTLA Chapter Chair.

With a combination of 80 plus years in education, the teachers of Forty-Second Street School share a wealth of experience in the following areas:

- Academic English Mastery Program
- English Language Development strategies that focus on an understanding and appreciation of students' home culture and language
- Arts education through Los Angeles Unified Arts Prototype Program
- Response to Instruction and Intervention used to address the various academic levels within the classroom to assist students to meet State and Common Core Standards
- Trainings for district mandated Language Arts Programs
 - California Treasures and Language
 - Mathematics with Envision Math
 - California Foss Kits for science

The Instructional team has worked with students of similar socio-economic backgrounds as those at Forty-Second Street. Three of them currently have Administrative Credentials. The instructional team demonstrates knowledge and an understanding of how to work with students and teachers of Standard English Language Learners and English Language Learners and students with disabilities.

Several of the current and retired teachers are residents of the Leimert Park community. They have a deep understanding of the community and the resources available to the school. The Parent Community Representative, also a resident of the neighborhood, has worked at Forty-Second Street for 6 years and has developed relationships with students and families. The Parent Representative attends meeting on behalf of Forty-Second Street to attain and disseminate District and State information to parents through parent workshops and meetings. The Parent Representative serves as an integral partner in setting up a Parent Teacher Association Chapter at Forty-Second Street.

The collective experiences and the breadth of knowledge that is represented at Forty-Second Street school gives the staff the capacity to address the challenges and create the change needed to improve teaching and student learning.

B. Instructional Plan

Category One: Unwavering Focus on Academic Achievement

B-1 Curriculum and Instruction

a. Instructional Program

Forty-Second Street Elementary School is a learning community that believes in the academic abilities of the students it serves. The community recognizes that there are students that demonstrate academic aptitude through a variety of intelligences as described by Howard Gardner. The members of this learning community believe that learning should be student-centered, relevant to student lives, and that the thirst for knowledge should be contagious. Students of the 21st century enter the campus as digital natives, intuitively able to navigate the newest of technologies. They also come with a great propensity to express themselves through Performing and Visual Arts. It is imperative that teachers, administration and parents challenge and expand student knowledge using these innate skills. The instructional program therefore will focus on a continuum of rigorous academic standards and measurable leadership goals that are evident in the classroom. It will be demonstrated through content-based instructional design and delivery, conversation, clearly articulated student goals and targeted assessments.

District and State approved textbooks and instructional materials will be used in all core subject areas. These materials are research based and aligned with the California Standards. The school is phasing in the use of Common Core Standards and was a pilot school for the English Language Arts Literacy Assessment that utilizes these standards. These assessments have been adopted District-wide. Each curricular content textbook program has systematic instructional plans. They are designed to give the classroom teacher the flexibility to meet the varying needs of all students. Historically students have not accessed the core curriculum because they are not actively engaged in the learning process through textbook/workbook instruction. Teachers use textbook strategies in addition to the California Framework to enhance the core program with Performing and Visual Arts to make connections to the standards and curriculum. Those connections lead to deeper understanding and mastery of core academic standards.

To ensure that all students receive a first rate educational experience, teachers and staff promote social skills in self, school, and community. Approximately two-thirds of the student population at Forty-Second Street Elementary School is African American, and the remaining one-third is Latino, from varying cultural groups. The student's cultural heritage is recognized, celebrated, and integrated into the curriculum throughout the year. The teachers engage students in instruction that is rigorous, culturally relevant, and meaningful. The integration of the Performing and Visual Arts across the curriculum; utilizing Eight Multiple Intelligences based on the work of Howard Gardner; develop and implement inquiry and project-based learning; and Implementing Professional Learning Communities will ensure that all students will begin to achieve and surpass their potential.

Gardner admonishes educators to recognize and nurture all of the varied human intelligences and all of the combinations of intelligences...*If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world.* (Gardner, Multiple Intelligences, pg.12)

The skills essential for success in college, workplace and life are critical thinking, problem solving, collaboration, leadership, initiative, effective oral and written communication, accessing and analyzing information. These skills will be integrated into the curriculum and utilized to ensure learning for all students.

Teachers and staff will receive training to enhance their practices and enable students to do the following:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- Use real world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- Work independently and collaboratively to solve problems and accomplish goals.
- Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- Demonstrate innovation, flexibility and adaptability in thinking patterns, working and learning conditions, work habits.
- Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.

The implementation of Response to Instruction and Intervention (RtI²) will employ multiple strategies to ensure effectiveness. Strategies identified by Bender and Shores (2007), Buffum, Mattos and Weber (2008) have proven effective with diverse groups of learners. All students, and particularly those with disabilities, benefit when teachers incorporate these strategies into their instruction on a regular basis.

- Identify the big ideas and key concepts throughout the curriculum that apply across all content areas.
- Actively guide students to understand how key concepts relate to each other throughout the curriculum.
- Build connections to new information or skills to what students have already learned. Provide additional instruction or support to students who lack necessary background knowledge.
- Provide support (scaffolding) while students are learning new knowledge and skills, gradually reducing the level of support as students move toward independence.
- Teach students to follow develop specific sets of procedures to solve problems.
- Give students multiple opportunities to demonstrate their learning and receive feedback on their presentations to ensure knowledge is retained over extended periods of time and that it can be applied to other situations.

Teachers will receive professional development on the sequence of lesson delivery in order to meet the needs of all students. Teachers will demonstrate their learning through the lesson study model.

Forty-Second Street Elementary will utilize flexible grouping strategies as described by Caldwell and Ford (2002) while playing on the strengths of each student based on Howard Gardner's Multiple Intelligences. 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.

The following strategies and activities will be employed to meet the needs of all students:

- Access Strategies (graphic organizers, academic vocabulary, cooperative groupings, instructional conversations)

- Pre-teach
- Re-teach
- Frontloading
- Scaffolding instruction
- Review and preview of instruction
- Small Group Instruction Time/Universal Access Time
- Heterogeneous grouping/Homogenous grouping
- Flexible grouping
- Targeting students who are Far Below Basic and Below Basic
- Specially Designed Academic Instruction in English (SDAIE)
- Academic English Mastery Program (AEMP) strategies
- Socratic Method
- Student led research
- Enhanced learning opportunity for advanced/gifted students
- Inquiry based learning
- Kinesthetic activities to assure mastery of numeracy and literacy
- Howard Gardner's Theory of Multiple Intelligences
- Learning Contracts with Students
- Technology
- Data analysis using formative and summative assessments
- Teacher observations
- Work samples
- Parent input
- Art projects
- Student performances
- Interactive field trips, assemblies and professional performances

Learning Outcomes

Based on California Standards Test (CST) English Language Arts (ELA) scores indicate that there was a decrease of 3.1% among African American students in 4th grade in 2010-11. Students have moved from Advanced and Proficient to Proficient and Basic in English Language Arts. The goal is to increase the percentage of students attaining Advanced and Proficient levels by 10% from Basic to Proficient and from Proficient to Advanced each year in grades 2-5. Through improved instructional practices, teachers will continue decrease the number of students who are Far Below Basic and Basic at a rate of 10% each year in grades 2-5. Student progress will be measured using CST, DIBELS, and ELA District Periodic Assessments.

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b. Core Academic Curriculum

In order to cultivate a love of learning, teachers recognize the need to develop each student's gifts and talents. Based on Howard Gardner's Multiple Intelligences, teachers will ensure that instruction is purposeful and student-centered. Teachers provide a first-rate, world-class education for all students where individuals are valued through a supportive and inclusive learning environment. The District and State adopted curriculum serves as the foundation of the Forty-Second Street Instructional program.

Curriculum:

- Treasures Language Arts and English Language Development Program (ELD)
- EnVision Mathematics Program
- FOSS Science Program
- Scott Foresman Social Science Program
- Macmillan/McGraw Hill Health Program
- Second Step: Violence Prevention Program
- ABC's of Character
- District Physical Education Program
- Arts Program

Reading/Language Arts

Literacy is the cornerstone for success. Students must be able to read and comprehend to employ other critical thinking skills. Los Angeles Unified School District has adopted California Treasures Reading Language Arts (RLA) as the language arts 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 instruction strategies and management resources for grades K-6. California Treasures aligns with the Forty-Second Street's mission and vision in the following manner:

- Collaborative
- Cohesive
- Theme-based
- California Standards
- Common Core Standards

Beginning in SRLDP and Kindergarten, students are introduced to the alphabetic principal, phonemic awareness, and phonics. As students matriculate through the grade levels, the demands and rigor of reading increase and students no longer learn to read, but read to learn. Teachers activate students' prior knowledge, internalization of content knowledge, self-knowledge or meta-cognition, and guided and independent applications that reinforce learning. Fourth and fifth grade students, who have not fluently mastered the art of reading, use the newly adopted *Language!* Program, which reinforces basic skills necessary for reading success.

The following table shows the California Treasures themes by grade level:

Grade K	Unit 1 Families Unit 6 Neighborhood	Unit 2 Friends Unit 7 Weather	Unit 3 Transportation Unit 8 Plants	Unit 4 Food Unit 9 Amazing Creatures	Unit 5 Animals Unit 10 I Know a Lot!	Spot-light on Grade _____
Grade 1	All About Us	Our Families, Our Neighborhoods	Have Fun!	Let's Team Up	Nature Watch	Adventures
Grade 2	Friends and Family	Community Heroes	Let's Create	Better Together	Growing and Changing	The World Around Us
Grade 3	Let's Learn	Neighborhoods and Communities	Express Yourself	Our Teams	Those Amazing Animals	Story- tellers
Grade 4	Growing Up	Making a Difference	The Power of Words	Working Together	Habitats	Problem Solving
Grade 5	Taking a Stand	The American West	Using Your Wits	Team Up to Survive	Investigation s	Changes

California Treasures provides the following materials:

- Digital Resources (Online theme launcher video
- CD-ROM, Interactive Student Works Plus).
- On-going assessment of each student's strength and needs to meet California standards;
- Unit diagnostic assessments (California Program Monitoring, Diagnostic, and CA Summative).
- 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.

Forty-Second Street is dedicated to the task of ensuring that by the end of grade three, all students attending the school become independent, fluent readers who are able to read to learn and for enjoyment. To reach this goal, students must develop strong word reading skills which are central to fluent, accurate reading. Fluent, accurate reading is crucial for good reading comprehension. Students who have not attained this goal by grade three continue to receive intensive interventions and appropriate accommodations in the classroom so that their vocabularies, subject matter knowledge, and conceptual development are not hindered due to their inability to read grade-level texts.

All students in grades K–1 are screened at the beginning of the school year to identify those at risk of early reading failure. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Treasures' progress monitoring assessments are the screening assessments implemented in grades K-5. These screening assessments are administered individually and cover such early reading skills as letter-name knowledge, phonemic segmentation and blending, matching phonemes, letter-sound knowledge, and vocabulary. At end of kindergarten and at the beginning of first grade, students are assessed on their abilities to read phonetically regular

words, and selected high frequency words. As reading instruction progresses in first grade and beyond, students are assessed on their oral reading fluency.

During the first two weeks of school students in grades 2 and 3 are screened using DIBELS oral reading fluency (DORF). The first passage read is from a grade level text. If the student cannot read with an accuracy of 90% correct words, lower level passages are used. In the process, teachers identify each student's instructional and independent reading levels. Diagnostic assessments are used when a student fails to read passages fluently or information on screening assessments is insufficient to plan focused interventions. In addition to skills assessments, teachers use ELD levels, attendance and additional student history to make instructional decisions.

All students receive strong core instruction. In the RTI² model, this is Tier one. Good first teaching is the foundation and premise of Tier 1. All students have equal access to this Tier. Screening and or diagnostic assessments are used to assign students at risk of failing or who have gaps in skills, to intervention groups. Students assigned to Tier 2 are generally not more than one year below grade level. Tier 2 provides for extra opportunities to practice what they are learning in Tier 1 using different instructional strategies. Some examples include:

- Pre-teaching to provide students a jump-start on skills soon to be instructed
- Re-teaching content that has already been taught, but not yet fully mastered
- Front-loading or early teaching of content vocabulary for English Learners and Standard English Learners

Teachers provide opportunities for students to deepen content knowledge and express themselves through the performing arts with Reader's Theater, Poetry Café, and Young Author's Fair. Students involved in a Poetry Café will have studied various forms of poetry and present them to an audience of their peers and parents. Students will be involved in a Young Author's Fair, showcasing what they have learned about the written word. They will generate their own original pieces, complete with illustrations.

Listening/Speaking

Speaking publicly is an art form that must also be taught, learned, and practiced with consistency. Learning to speak clearly, confidently, and with conviction are skills that are emphasized as students learn to justify their opinions, and prove their answers with evidence. At each grade level, students are required to prepare oral presentations based on reading/language arts themes of study. Each marking period, students prepare for a "Speech Meet" and give oral presentations, which align to both the California State and Common Core Standards.

Writing

The ability to communicate and express ideas in writing is essential for success in academia and beyond. Students must be able to express and support ideas, theories, and opinions, and share information. California Treasures has partnered with Writers' Express to incorporate a proven research-based model for writing instruction focused on first 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 links to students' interests and experiences so that students have a purpose for writing." In addition to Treasures' writing

component, each grade level will develop common writing assignments that correspond to the theme being studied; all aligned to the California State and Common Core Standards.

Performing and Visual Arts

Performing and Visual Arts will be integrated into curricular areas as students learn about various playwrights and how art comes to life on stage. Students will participate in the Young Author's Fair, which features students' original writing and illustrations. Students will be encouraged to collaborate and create screenplays, utilizing technology. Students will study how verses to poems can become song lyrics and create their own soundtracks.

Mathematics

As indicated on page 5 of this proposal, data indicates there is a need to improve mathematics instruction in grades K - 5. Mathematics trains the mind to be analytical, providing the foundation for precise thinking. It is the belief of the 42nd Street community as stated by EDThoughts, "All students can learn mathematics, and they deserve the opportunity to do so."¹ The California State and Common Core Standards stretch teachers and students to a higher degree of comprehension in mathematics, achieved through persistence, effort, and practice on the part of the student, and effective, engaging instruction on the part of the teacher. The standards establish what every student needs to learn and what every teacher needs to teach.

The enVision math program is scientific research-based program that was developed based on how children learn mathematics. 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 is scaffolded to give students access to the language of math and the 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. This includes sentence stems, modeling thinking aloud, rephrasing, and cooperative learning structures such as Think-pair-share. The program contains integrated digital resources to enhance teaching and learning (examples: on-line assessment and instructional videos). Math Start literature is used to help engage children for another opportunity to grasp math concepts. The program involves conceptual development and algebra readiness.

Working collaboratively at and across grade levels, teachers utilize the program to develop lessons that are anchored in the context of the learner's world, providing context that gives facts meaning; teach concepts that matter, and frame lessons as complex problems. The goal in mathematics education is to:

- Develop fluency in basic computational skills
- Develop an understanding of mathematical concepts
- Become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses
- Make connections among mathematical ideas and between mathematics and other disciplines

In addition to enVision, the teachers employ supplemental resources to assess, differentiate

¹ *EDThoughts: What We Know about Mathematics Teaching and Learning, 1*

teaching, and address the learning needs of all students through the use of:

- Graphic organizers
- Thinking maps
- Word Walls
- SDAIE strategies
- AEMP strategies
- Math journals
- District's Periodic Assessments
- Teacher created assessments which are aligned with Periodic Assessments

ST Math is currently utilized by Forty-Second Street teachers and students as a supplemental resource to enhance math instruction. Developed out of decades of breakthrough neuroscience and education research, MIND's Education Division deploys its distinctive visual approach through innovative instructional software, textbooks, and professional development for K-12 math. MIND's unique math education process engages the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems. ST Math is currently aligned to the California State Standards.

- Innovative visual approach teaches math concepts
- Comprehensive courseware aligns to state standards
- Increases state standardized test scores for students, classes, and schools
- Game metaphor engages students who have struggled with conventional approaches in math and learning
- Language-independent software lessons reduce the language barrier to learning math
- Instructional design reaches students at every level of academic proficiency
- Innovative games train students in multi-step problem-solving
- Self-paced courseware makes teaching easier and more productive

Social Studies

As students in the learning community engage in social studies they acquire key, core-knowledge in history, geography, civics, and economics. Students develop and employ critical thinking skills. Scott Foresman History/Social Science is standards-driven and utilizes focused instruction with interactive text, teacher developed activities and rich technology capabilities. This program provides thorough coverage of the standards. The content is taught through three instructional paths: the core text path providing in-depth content, a multi-media digital path and activity path. All three instructional paths provide universal access, English Learner support, and intervention. Each path allows 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 integrated whole or as individual teaching tools to meet students' specific needs. Teachers collaborate in grade-level teams to assess instructional practices, plan using student achievement data, and revise and design intervention for student success. Teachers utilize this program to ensure students become active, involved and informed citizens in the 21st Century.

Students will apply the language and tools of historians, sociologists, and anthropologists. They will identify common and complex themes, and make connections between their own lives, those of their ancestors and the implications for the future and a global society. "Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life and participating as members of a global community." – National Council for Social Studies

In addition to the adopted Social Studies program, teachers will visit and work with local museums and cultural centers to provide rich experiences for all students. Teachers will also utilize online resources as well as other technologies to give students experiences with a variety of virtual collections, primary and secondary sources.

To integrate the arts, students will investigate how art was and is used to express or share opinions or ideas and influence people. Students will also use art as a way to showcase what they have learned and the connections they have made from their learning to their own lives. For example students may present a monologue as a “living” legend, collaborate and create a movie as an excerpt from history, or create a podcast or short documentary, complete with interviews. Not only will the arts will be integrated, but students will also have first-hand experience with utilizing technology to demonstrate their learning.

Science

CST data for 5th grade students in science shows only 15% of the students scored proficient and advanced. There is need for teachers to consistently and authentically implement the FOSS program with fidelity. This will allow students to move from hands-on experimentation to an inquiry based process. This will result in improved student achievement in science.

Children have a natural curiosity about the world in which they live. The California State and Common Core Standards provide foundational skills for students to learn core concepts, principles, and theories. FOSS, The Full Options Science Systems (FOSS) is the state adopted, researched-based science curriculum that is employed by the teachers of 42nd Street Elementary.

The FOSS program promotes the use of interdisciplinary instruction by identifying math standards/connections that can be addressed during investigations. The FOSS program includes a language arts component that encourages the use of trade books to reinforce concepts developed during hands-on investigations. FOSS encourages the use of the Science Notebook section and the Reading and Writing in Science section to increase students’ scientific literacy. FOSS contains ideas for supporting and differentiating instruction for English Learners, Students with Disabilities, and Gifted and Talented students. The program provides teachers with various access strategies for increasing vocabulary and reading comprehension. It also includes (FOSSweb), a technology component for teachers and students. Teachers utilize the online resource by receiving specific professional development for each lesson through an online video. Students can receive enrichment on FOSSweb by participating in interactive games that reinforce science concepts learned.

The FOSS program affords students numerous opportunities to develop science content knowledge and process skills through 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 in a science notebook for students to communicate their findings with the class/school community. They will also demonstrate their learning through multi-media presentations that will culminate with a science fair. These opportunities for students to share their findings with the school community motivates them to defend or explain their thinking and showcase their understanding and application of the scientific process and concepts they have learned, which is an important 21st Century skill assisting students in being College Prepared and Career Ready.

Using one of the classrooms, the learning community will be equipped with a science lab that teachers and students visit to conduct experiments and investigations. The rotation schedule

will be the result of teaming and collaboration. Using other technologies (Internet, YouTube, Skype) students will have access to the world at large, including experts in various fields of study who can assist teachers and students with investigations and experiments.

Health and Nutrition

At Forty-Second Street School the community has determined that in order for students to succeed academically the students must also develop and grow in a healthy and sound environment. In line with the mission, vision and core beliefs there is a strong sense that health and nutrition, when taught in a consistent and thoughtful manner, enhances the lives of all students.

One-third of young people in the United States are overweight or obese, and one-third will suffer from diabetes at some point in their lives. In the Latino and African American community, those numbers go up to almost 50 percent. According to a study by the Kaiser Family Foundation, children today spend seven hours a day using some kind of media device. At the same time, school lunches are fattier, school gym classes are shorter or nonexistent, and the erosion of 1950s “neighborhood” culture means the days of playing outside until supper are long gone.²

School data indicates that 92% of the students are Economically Disadvantaged. Therefore, students may be predisposed for developing diabetes, obesity and respiratory illnesses. The goal of the health curriculum is to have the students value a healthy lifestyle, understand the human body, and know the role that exercise and nutrition play in healthy living. The health and nutrition curriculum is based on the California State Standards. The Pre-K-5th grade materials used in the instruction of health and nutrition is the Macmillan and McGraw-Hill series.

All teachers have the opportunity to participate in the Network for a Healthy California-LAUSD collaborative. Components of this network include:

- Harvest of the Month
- Nutrition Education School Gardens
- Farm Programs
- Chefs in the Classroom
- Parent Education and Family Events
- Resources for Teachers

The Network is a collaborative effort involving students, teachers, school nurses, administrators, food service professionals, parents, corporate partners and community members. The Network is able to provide effective learning experiences for the students at Forty-Second Street School.

In addition to the textbook, teachers use *Second Step: A Violence Prevention Program*, Socratic Seminar, role-playing, the newspaper, YouTube, and Time Magazine to lift the learning off the page and make it more relevant to their lives. To further build a sense of community among students, and to strengthen students’ ability to make and maintain friendships, students have buddies that lend support and friendship and learning experiences throughout the school year.

The teachers and staff utilize Red Ribbon Week an anti-drug program. Red Ribbon Week is a weeklong event dedicated to drug awareness and refusal skills. Teachers provide student-centered activities, school-wide activities, videos and daily spirit activities to encourage students to be drug free and to embrace a healthy, safe living style.

² “Michelle Obama’s Healthy Eating Campaign,” **The Root**, 4 February 2010.

Working with community partners, such as Nestle Foods, students of this learning community participate in a healthy living campaign and participate in a community health fair, complete with booths, student and professional led presentations, and health screenings. A Nutrition Club sponsored by OASIS will continue to be implemented. The goal of the program is to improve the health, literacy, nutrition, and physical activity of older adults and children. This club is designed to teach students the importance of physical activity, better food choices and a healthy diet through fun games, exercises and the preparing and sharing of healthy snacks. Additionally, a partnership with the Los Angeles Clippers includes a Clipper Fit Clinic, to further encourage students to lead active, healthy lives.

Physical Education (P.E.)

Teachers across grade levels will work collaboratively to ensure that students receive a proper physical education utilizing the CA state Physical Education (P.E) Standards as their guides. All 5th grade students are required to take the Fitness Gram. Students begin their preparation for the assessment in Kindergarten. Students learn sportsmanship, cooperation, and teamwork in addition to the rules of various playground appropriate games. Students also learn, in conjunction with their health studies, how their bodies function and the effects that proper diet, exercise, and benefits of living stress-free life. Many of the physical education and health lessons, activities, and exercises will be integrated. The teachers will collaborate and plan a school-wide Olympics in the Spring prior to the Fitness Gram.

Art

The study of the arts contributes to student achievement and success. Its multiple benefits are academic, basic, and comprehensive. Study of the arts in its many forms – whether as a stand-alone subject or integrated into the school curriculum – is increasingly accepted as an essential part of success in school, work, and life. (NASAA, Sandra Rupert, 2006)

The learning community has chosen to focus on art as an additional vehicle for students to demonstrate meaning, knowledge, and understanding. The four domains of art, music, dance, visual arts, and performing arts, will be integrated into other curricular areas. 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. Students will take part in culturally relevant performances, musicals, art shows, and poetry cafes.

Arts instruction will be supported through the following activities:

- Kindergarten and first grade students will be introduced to a variety of rhythm instruments
- 2nd and 3rd grade students will be introduced to the keyboard and a variety of other instruments
- 4th and 5th grade students will have an opportunity to participate in band, strings, or choir and will continue to receive general music instruction
- All students at Forty-Second Street Elementary will have an opportunity to perform for their peers, parents, and the community
- Visual arts will be introduced and taught to all K-5th grade students
- Instruction will include a study of art history and art appreciation
- Students will learn and apply art techniques

Involvement and integration of the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills.

Arts education enables students from a financially challenged background to have a more level playing field with children who have had enrichment experiences. (Eric Cooper, National Urban

Alliance for Effective Education)

Art connects people more deeply to the world and opens them to new ways of seeing. (Rand Corporation, *A Portrait of the Visual Arts*, 2005)

Technology and Multi-Media

All students at Forty-Second Street Elementary will expand their proficiency in technology through relevant, real world projects that include the use of computers, document readers, and evolving technologies appropriate for various academic achievement levels. Multimedia tools will be used throughout the curriculum to publish research and learning projects and inquiry activities. Internet technology allows our students to access information immediately and connects with students around the world. Technology can facilitate differentiated instruction and can be used to engage students, especially if they are having difficulty with a concept. The Computer Lab, classroom computers, document readers, and Wii technology to create Smart board ready classrooms will support these goals.

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. The teachers, by grade level, will select these materials. The following supplemental materials will be considered: Measuring Up, Building Academic Vocabulary, Pictorial Mathematics, Marylyn Burns, LANGUAGE, Lucy Calkins Writers Workshop, Write from the Beginning, Voyager, and GLAD.

i. Curriculum Development

As an internal applicant, Forty-Second Street Elementary will implement all LAUSD adopted instructional materials.

ii. Management of Multiple Schools

Forty-Second Street Elementary is an internal applicant. This section is not applicable to the application process.

c. WASC Accreditation

Forty-Second Street is an Elementary School Site. This section is not applicable to the application process.

d. Address the Needs Of All Students

Forty-Second Street did not attain safe harbor status for 2010 – 2011. The school only met 14 out of the 17 criteria needed for AYP. To address the needs of all students including students, with disabilities, English Learners, Standard English Learners, socio-economically disadvantaged students and gifted students, the teachers will implement good first teaching that utilizes a rigorous standards-based instructional program. Teachers will ensure that all students receive good first teaching at the Tier 1 and Tier 2 phases. Push-in and pullout intervention programs will be accessible to students with flexibility to move into and out of groups throughout the year.

Response to Instruction and Intervention (RtI²) is the framework used for rigorous instruction. Teachers will provide targeted instruction and services to students through RtI². 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, and social and emotional issues will be used to address the needs of the whole child. Throughout the year assessments such as DIBELS, ST Math and Periodic Assessments are used to measure growth, monitor progress, and inform changes in instruction.

In addition to meeting the academic needs, the school will focus on the social/emotional development and welfare of all students. Forty-Second Street Elementary will develop and implement a school-wide Positive Behavior Support Plan (SWPBSP) to address the social, physical and emotional needs of all students. This plan is based on a 3-Tier approach for social and emotional support. Through Tier 1, teachers will provide all students with instruction that promotes a caring and positive learning environment. Students will learn to be safe, responsible and respectful. Tier 2 will include the following: behavioral contracts, weekly home/school reports, group counseling, parent education classes, and school based mentoring. Tier 3 will include family focused intervention provided by the school psychologist and other outside agencies. The classroom teacher and support staff through programs such as Second Step, ABCs of Character, and uniform classroom management structures will implement this 3 Tier approach.

English Learners

Forty-Second Street Elementary serves a population of that is comprised of 75% African American students and 23 % Latino students and less than 2% White and American Indian. Of the 23% Latino students 55% are English Learners (ELs). This is about 15% of the total student population.

The District (through The Language Acquisition Branch) has developed a variety of instructional programs to best meet the needs of English Language Learners. These programs are designed to close the achievement gap between English learners and native English speaking students. Research conducted by the District's Research and Evaluation Branch has shown that students in classrooms where effective ELD strategies and curriculum are implemented perform significantly higher on the CELDT and the ELA section of CST than students of teachers who do not consistently implement the identified ELD strategies and curriculum. The goals of the District's Master Plan for English Learners are designed to assist this group to:

- Achieve academic proficiency in all dimensions of the English language
- Attain proficient academic achievement in all content areas
- Develop a positive self-image by acknowledging the linguistic and cultural gifts English learners and their families contribute to the school community
- Function effectively and harmoniously in a multicultural society

As students 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, EL level and academic needs the Categorical Program Advisor and the principal will determine placement of the student. New students (based on their grade level) will take the BINL, Pre-Las, Pre-Las Español and or California English Language Development Test (CELDT). The approved Treasures, the District Language Arts program, provide specialized lessons for English Learners. Teachers will receive training in the implementation of the ELD Practicum, the use of SDAIE Strategies and Culturally Relevant and Responsive Education (CRRE). The school follows the District's Master Plan for English Learners in the identification, placement, and reclassification process.

Forty-Second Street ensures that English Learners (ELs) achieve English proficiency as soon as possible by faithfully implementing the following Task-Based Language Teaching (TBLT) instructional strategies:

- Sixty minutes of ELD instruction per day using the LAUSD adopted Treasures ELD curriculum and the Task-Based Language Teaching Approach
- Ensure that ELs are clustered by no more than two ELD levels during ELD through grade-level teaming
- Implement ELD instructional strategies during ELD instruction including:

- Think-Pair-Share
- Pull Out and Talk/Write
- Backward Build-Up
- Vocalized Reading/Read with Expression
- Corrective Recasting
- RASP (Repeat by All, Some, and by One Person)
- Thinking Maps®
- Use the ELD instructional Tool and/or other classroom observation tools to monitor the implementation of ELD
- Monitor student ELD and CELDT level progress by using the ELD Assessment Portfolio and Treasures ELD Assessments and Progress Monitoring
- Provide targeted intervention to ELs not making adequate progress in ELD

Additionally, to ensure that ELs have access to core content and to accelerate academic performance in English Language Arts (ELA) and Math, teachers implement the following instructional strategies:

- Design and deliver standards-based lessons that incorporate both content and language standards/objectives
- Provide specially designed academic instruction in English (SDAIE) for ELs incorporating the following research-based Access Strategies:
 - Academic Language Development
 - Cooperative and Communal Learning
 - Advanced Graphic Organizers/Thinking Maps®
 - Instructional Conversations
- Use the Access to Core Instructional Tool and the Sheltered Instruction Observation Protocol (SIOP) for grade-level planning, lesson study and classroom observations
- Monitor student progress frequently using MyData and benchmark assessments
- Provide targeted, small group intervention to ELs not making adequate progress in ELA and Math
- Refer struggling students to the Language Appraisal Team (LAT)

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

- Academic Engagement Time (AET)
- Differentiated instruction
- Add depth and complexity to curriculum
- Scaffold 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

The Tier 1 strategies listed above characterizes Tier 2 instruction for English Learners. In addition, the following in-class intervention strategies will be utilized:

- Explicit instruction in vocabulary, comprehension strategies and skills

- Effective student engagement in instruction
- Strategic or supplemental intervention
- Scaffold lessons
- Additional time to for in-class intervention (i.e. Pre-teach and re-teach)
- More intensive vocabulary and comprehension skills and strategic instruction

Good first teaching and effective pullout intensive intervention support using the following strategies also characterize Tier 3 instruction/support for English Learners:

- Frequent monitoring of assessments and student progress
- Cooperative leaning environment
- Academic language development
- Instructional conversations

Standard English Learners (SEL's)

Seventy-five percent (75%) of the students are African American. The data indicates that African American students are the lowest performing subgroup in every strand on CST. They are also over represented in Special Education and in the number of suspensions. The Academic English Mastery Program (AEMP) will be utilized to meet the needs of this subgroup. AEMP is a comprehensive, research-based program designed to address the language needs of African American, Mexican American, Hawaiian American, and Native American students for whom Standard English is not native. The primary goal of the program is for students to proficiently learn Standard Academic English, and in the process experience increased literacy acquisition and greater academic achievement. Teachers incorporate AMEP strategies into the curriculum that facilitate the acquisition of Standard Academic English in an instructional environment that accepts, affirms, and accommodates the home language and culture of all students.

Key instructional strategies for accelerating the achievement of SELs includes:

- Training teacher-facilitators (K-1, 2-3, & 4-5) at monthly professional development meetings on the protocols used in the Academic English Mastery Program (AEMP)
- Conducting professional development on Culturally Relevant and Responsive Education (CRRE) including:
 - Grade-Level Collaborative
 - Fall Educational Seminars on CRRE
- AEMP's Annual Professional Development Conference
- Implementing the following six research-based Access Strategies:
 - Cultural Connections
 - Cooperative/Communal Learning Environments
 - Contrastive Analysis
 - Instructional Conversations
 - Academic Language Development
 - Advanced Graphic Organizers
- Embedding culturally responsive pedagogy throughout the content areas through the use of the Mainstream English Language Development (MELD) Instructional Guide
- Acquiring culturally relevant literature and other instructional materials

Teachers recognize the pivotal role of parents as partners in the education of their children and work closely with Compensatory Education Advisory Committee (CEAC) to provide essential information, education, and involvement activities. Recommendations from this committee are regularly communicated to the School Site Council (SSC).

Students With Disabilities

Forty-Second Street Elementary will comply with all the conditions of the Modified Consent Decree using the guidelines found in the District's Special Education Policies and Procedures Manual. The Welligent system is used to monitor for compliance. The monthly MCD reports will be reviewed by the staff to ensure that the outcome goals are met. 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.

Response to Instruction and Intervention (RtI²), which is the District's framework for the delivery of rigorous and relevant instruction, will be utilized with students with disabilities. Tier 3 supports will be used specifically with special education students who need intensive intervention. The Learning Center will be an 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 intensive intervention support using the following strategies:

- Academic Engagement Time (AET)
- Frequent monitoring of assessments and student progress
- Cooperative learning environment
- Academic language development
- Graphic organizers
- Oral language development
- TBLT strategies
- Instructional Conversations
- Use of Treasures Intervention Guide, the Treasures ELD Guide, Voyager and/or ELD TBLT, and/or LANGUAGE!

For more detailed information about Forty-Second Street's Special Education Program see Appendix E.

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 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 tardies, 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.

Forty-Second Street Elementary will assist at-risk and struggling students through: Implementing and utilizing the RtI² model for all students; Engaging students effectively during instructional time; Monitoring assessment and student progress frequently; Utilizing the Access Strategies during instruction.

Forty-Second Street Elementary is a school-wide Title I Program, where all students are considered low income and eligible for free and reduced lunch. Students with frequent Public School Choice 3.0

absences, irregular behavior, a history of changing schools, uncooperative parents, absent parents, or physically abusive parents are some of the indicators that will be used to identify at-risk students. These students will be monitored and referred to the Pupil Services for assistance. Issues of poverty, foster care, single parents, homelessness, gang affiliation and other factors, which affect children at risk, will be addressed during professional development. 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. Students and families will be referred to community organizations such as Los Angeles Child Guidance and School Mental Health Unit.

Gifted and Talented Students

To substantially increase the number of Gifted and Talented students, a certificated staff member will be the GATE coordinator that will assign and designate the search to identify and refer all students who meet the Gifted and Talented Education (GATE) criteria. The Coordinator will be provided time throughout the school year to search, screen and make referrals for GATE. Students will be screened by collecting data from existing sources, such as the cumulative records, STAR Test Data and information from the District's Student Information System's (SIS). In addition, teacher referrals for GATE will be accepted throughout the year. Students whose abilities fall into one or more of the following categories 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.

The administration and the Professional Learning Community will determine the clustering and/or placement of GATE students. Identified and potential GATE students will be provided differentiated instruction including: clustering 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:

- **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:** Students are encouraged 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 of GATE student clusters will engage in professional development targeting the needs of gifted learners. The additional professional development will include, school sponsored,

district sponsored and county sponsored conferences and workshops. The staff will provide additional learning opportunities for students who are identified in the gifted category of leadership. The additional learning opportunities will include but will not be limited to referrals to community organizations which provide instruction in the visual and performing arts, after school clubs, and increased opportunities to showcase their talents and skills.

e. Vertical Articulation

Vertical teaming asks representatives from each grade level to participate in the establishment of a common purpose, create performance goals, and develop accountability systems. Teachers will develop vertical teams as part of a Professional Learning Community (PLC). Each team of teachers will work to ensure that all students learn in an environment that encourages collaboration and where the focus is on student achievement and results. The purpose of vertical teaming is to develop transitional vertical teams of teachers Pre-K thru 5th, including Special Ed, to help the students increase retention of content knowledge. After district mandated periodic assessments, teachers will evaluate student progress to ensure all students are accessing the key standards necessary to successfully advance through the grade levels.

The expected outcomes of vertical teaming are:

- Navigate the transition between grade levels from an academic and social stand point
- Facilitate the exchange of information among teachers that are at different grade levels
- Establish a continuous flow of information
- Create opportunities to be proactive and provide remediation for struggling students

After articulation in PLC's, the staff will reconvene in their grade levels and share information and strategies learned. Vertical teams will meet every 6-8 weeks to discuss and aid in creating flexible student groupings to implement differentiated instruction. The teams will utilize their expertise in their grade level to identify strategies for students to receive remediation, enrichment, and acceleration based on their individual academic needs. Teachers will use State and District assessments as well as progress monitoring, to assist them in making decisions. The vertical teams will review pacing schedules, assessments and standards to ensure the most advantageous alignments across grade levels. The vertical teams will carry over to the larger K-12 clusters to include the Crenshaw/Dorsey family of schools. Forty-Street Elementary will continue to foster the relationship with Audubon and Mann middle schools and Dorsey and Crenshaw high schools to continue the vertical teamwork.

f. Early Care and Education

Forty-Second Street Elementary currently participates in the School Readiness Language Development Program (SRLDP). The SRLDP 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 Language 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 pre-kindergarten child's developmental potential.

HOURS AND DAYS OF OPERATION: Monday through Thursday, Two sessions daily (am/pm), Single track is 2 hrs. 20 minutes, Fridays are pupil free days for professional development, parent conferences, planning, and preparation.

ELIGIBILITY: 4 years old by December 2nd, Resident at a PHBAO school, Parent or substitute must volunteer monthly, attend monthly parent meetings, and attend parent education sessions

CURRICULA AND LITERATURE: 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 Open Court Kindergarten Reading Program. A variety of carefully selected books of various genres 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.

PROFESSIONAL DEVELOPMENT: The professional development for all teachers and Para educators are in alignment with the California's Pre-kindergarten Learning and Development Guidelines and the Early Childhood Education Division's Early Education Improvement Plan approved by the Board of Education in February 2001, New Teacher Orientation for each track is 4days and 2 additional specialized training days, Experienced Teachers 2 days, Para educators one day, Local District and school site professional development.

PARENT EDUCATION AND OUTREACH: Parents are required to attend a 10-week session sponsored by DACE, participate in monthly meetings with the teacher and aide, and volunteer monthly in the classroom.

g. Service plan for Special Education

This is a stand-alone document included in the application but not part of the P.S.C 3.0 RFP. Refer to Appendix E.

B-2 Professional Development

a. Professional Culture

The Forty-Second Street School Community core beliefs reflect an understanding that students come first. The instruction and the culture of the school are student-centered, personalized and focused on student strengths. The professional development at Forty-Second Street Elementary will mirror the philosophy that the teachers' professional growth will be based on their strengths and individual needs. Learning occurs in a safe, nurturing environment where there are high expectations. Teachers continue to be critical thinkers, problem solvers and cooperative learners in a culturally responsive and respectful community. The teachers will use this vision to guide their professional development.

Professional Learning Communities

Professional Learning Communities, PLC's, is a research-based professional development model with a proven track record of success. Teachers and administrators engage in PLC's to continuously seek and share learning then act on what they have learned to enhance their effectiveness as professionals. The goal is to advance student learning. As an organizational arrangement, the Professional Learning Community is seen as a powerful staff development approach and a potent strategy for school change and improvement.³ This model supports the belief that teachers will engage in a supportive environment of shared leadership, creativity, values and vision, personal practice and supportive conditions for success. The culture of a PLC is supported by the administration through modeling and feedback. The process of questioning and investigating ideas, as well as seeking solutions to problems as a Professional Learning Community provides the administrator the opportunity guide the community implementing the principles of distributive leadership.

Evidence indicates that working collaboratively represents an effective best practice for school improvement. In a Professional Learning Community, teachers engage in collaboration to analyze and improve their pedagogical practices. Collaboration among teachers in each community, 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

This collaboration enables teachers to learn from, and be supported by each other. Teachers will be given opportunities to observe best practices in the classrooms of colleagues. Forty-Second Street Elementary will focus on the PLC's 3 Big Ideas:

1. Focus on Learning
2. Focus on Collaboration
3. Focus on Results (DuFour, DuFour, Eaker Many, 2006)

The implementation of these 3 Big Ideas will result in improved teaching and learning and guide the work of the teachers. The Professional Learning Community will foster a positive and nurturing culture that promotes and encourages teacher retention and continuous growth.

³ Professional Learning Communities: What Are They and Why Are They Important?: Issues About Change,

This model, described further in Shirley Hord's paper: Professional Learning Communities: What Are They and Why Are They Important?, uses data to drive this professional development model. As teachers reflect on their practice with student samples, projects, teacher assessments, periodic assessments and state assessments, they will make modifications and adjustments to the curriculum and pedagogy on a weekly and daily basis.

Accountability and autonomy are challenges that will be met with consistent support from the Principal and out of classroom personnel. Time will be given to reflect and plan at each professional development session as well as during minimum and pupil free days. Teacher created feedback sheets and prompts will be used and collected for archival at each meeting.

b. Professional Development

The Model in Action

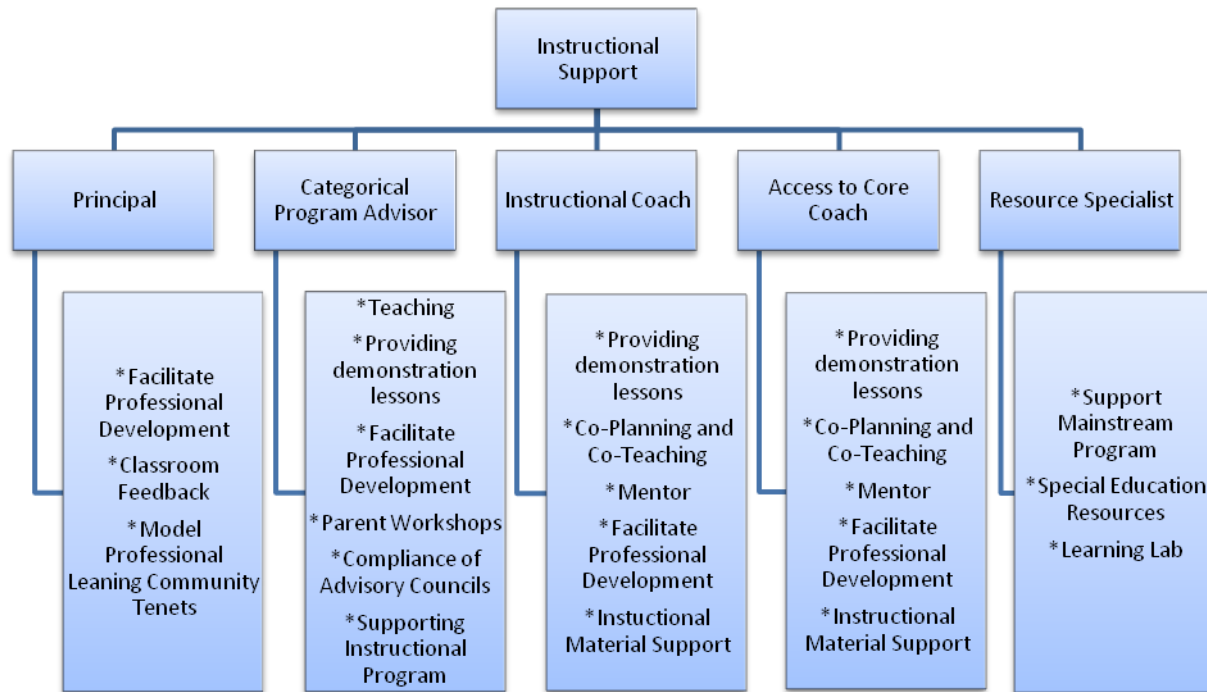
The professional development cycle will be a rotation of Instructional Leadership Team (ILT), Staff Development and grade-level meetings. On the first Monday of the month, the instructional team comprised of the principal, out-of-classroom personnel, and grade-level representatives will meet to discuss the instructional program, assessments, district mandates and grade-level needs. The Monday Instructional Leadership Team (ILT) meeting is a time for teachers and administrators to examine data and student work samples to determine next steps for professional development.



In the first year of implementation, teachers and staff will begin the work of exploring and developing the model of a Professional Learning Community. Professional development will be planned utilizing the resources of DeFour, Senge, and Hord. Research-based books, articles and videos will enhance and support teacher learning. Teachers will read, reflect and discuss their learning in a safe and nurturing environment. These resources serve as a description of learning communities and how to increase organizational capacity, creativity, and shared ideas to effect positive change in an educational environment. The principal and support staff will lead the work and model the tenets of a Professional Learning Community.

The instructional focus of professional development/grade level meeting will be determined by the Instructional Leadership Team. Data gathered from district and classroom assessments will be used as diagnostic tools to plan lessons, differentiate instruction and group students for intervention. The program assessments which are aligned to the standards will be used to assess student performance and growth, diagnose needs and assist teachers in making modifications and adjustments to their instructional practice.

Each grade-level will determine what type of support they need. For example, the Principal will guide the work of establishing a Professional Learning Community through modeling and feedback; the Access to Core Coach will support the teachers with a review of SDAIE Strategies; the Instructional Coach will help the teachers plan small group instruction; the Title I/Bilingual Coordinator will plan parent workshops with teachers to support attendance and homework policies; and the Resource Teacher will support teachers who receive mainstream students from special day classrooms to general education classrooms.



c. Teacher Orientation

Forty-Second Street will provide all teachers with structured, on-going and nurturing support. The instructional coach will facilitate opportunities for teachers to observe lesson delivery from their peers. Teachers will be provided release time to attend appropriate conferences, workshops, and specialized professional development. New teachers will be assigned a mentor and given the opportunity to observe exemplary teachers and reflect with a coach regarding their observations. The administrator and coaches will observe teachers to provide feedback on the implementation of newly learned skills and strategies. The PLC's will provide all teachers opportunities to collaborate and learn from peers. New teachers will receive on-going support through the Beginning Teachers Support and Assessment (BTSA) program or National Board Certified (NBC) teachers on staff.

Professional Development Calendar

To ensure cohesive professional development, parent involvement, school events, school governance, and assessment deadlines, the school keeps a master calendar with all dates. In addition to the school calendar, an IEP and SST calendar is created to ensure compliance. These calendars are cross-referenced to mitigate as much conflict as possible. See Appendix I for a detailed professional development calendar.

d. Professional Development Program Evaluation

The evaluation of the PD program will utilize the following tools to measure effectiveness:

- Teacher surveys on professional development
- Weekly professional development evaluation forms
- Assessment data

- Student work samples
- Parent input

The Governing Board will evaluate the results from these measures to determine the effectiveness of the PD for future topics. These adjustments will ensure that the PD is meeting the diverse needs of the teachers and students.

B-3 Assessments and School-wide Data

a. Student Assessment Plan

Instructional Philosophy

The Forty-Second Street School community believes that the use of traditional, standardized multiple-choice tests is not the only way to measure student achievement. Teachers want to develop an authentic, complete picture of student learning and achievement using:

1. Performance-based assessments
2. Criterion-referenced tests
3. Norm-referenced tests

The performance measures will be used in all curricular areas (language arts, mathematics, science, and social studies). Assessment of student progress is an essential component of the curriculum and will shape and inform instruction on an on-going basis. Forty-Second Street School operates on a three grading period schedule, in which data is collected, analyzed and presented to parents and students. Benchmark assessments take place at least every 6 - 8 weeks in language arts and mathematics.

Culture of Continuous Improvement

Formative and summative data are used to plan for and monitor student outcomes, diagnose students' needs, and ensure that students achieve proficiency. Program assessments, aligned with state standards, are used to assess student performance, diagnose students' needs, and help teachers to revise instructional strategies. Formative classroom assessments aligned to the state standards are used to plan standards-based lessons, differentiate instruction, and group students according to their need for intervention. Intervention is provided during school, after school, and on Saturdays in language arts and mathematics. This comprehensive assessment system will be implemented under the umbrella of Response to Instruction and Intervention (RtI²). Throughout this continuous cycle, teachers are becoming data-driven and results oriented while creating a school-wide culture of continuous instructional improvement and accountability.

Assessment Development Timeline

Teachers regularly use data to plan for instruction and for Professional Development. During grade-level meetings, teachers use assessment data to inform instruction. Teachers evaluate the effectiveness of classroom instruction by looking at lesson design and the adequacy of instructional resources as they collaborate to make adjustments in their lessons designed to meet students' academic needs. Assessment results serve as data for the school to continually reshape the Professional Development plan so as to provide teachers and staff with differentiated support.

Forty-Second Street School will participate in the District's on-line CORE K-12 assessment process. This process will allow teachers and staff to do the following:

- Collect information of the student learning that will assist with planning instruction
- Determine whether the assessment is helping students achieve grade-level standards
- Identify at-risk students not meeting grade-level standards
- Monitor the progress of students who need additional Tier 2/3 support

Data from Welligent and Student Information Systems (SIS) are reviewed and used to address Public School Choice 3.0

student learning goals and record/report the progress of students with disabilities, English learners, and Standard English learners. The information collected from the Annual Evaluation of Program Effectiveness and the Monitoring of Pupil Progress will be used to satisfy any necessary reviews, such as a Coordinated Compliance Review. The information is also used as part of the needs assessment to revise the Single Plan for Student Achievement Plan from year to year. Teachers make use of external review data to ensure that the school community is measuring up to the stated goals and State standards. Use of disaggregated external test data will provide teachers with specific information on students' strengths and weaknesses. Teachers will be able to compare this data with data from assessments and identify any contradictions.

Forty-Second Street School will utilize a Program Evaluation Committee (comprised of parents, teachers, administrator, and classified staff) to evaluate the success of the program. This committee will convene every March to design and disseminate the Program Evaluation Questionnaires. Changes will be made to the evaluation questionnaires, if necessary, based on the previous year's feedback. The evaluation results will be turned over to the Instructional Leadership Team to determine if any changes are to be made to the program for the coming year.

Forty-Second Street School uses multiple assessments to measure academic skills. These multiple assessments are reviewed to ensure that they are standards-based and are effective with the student population.

Federal, State and District Assessments

Grade Level	Assessment	Progress Monitoring	Formative	Summative	Frequency	Purpose
K-5	ELD Portfolios		X		Quarterly	To determine progress attained on the ELD standards for each ELD level.
K-5	CELDT			X		
2-5	STAR CST			X		
2-5 as indicated on IEP	STAR CMA			X		
4 th gr.	California Writing Standards Test			X		
5 th gr.	STAR CST Science			X		

Language Arts Assessment Schedule

Grade Level	Progress Monitoring	Formative	Summative	Frequency	Purpose
K-5		K checklist 1 st Treasures 2 nd -5 th CST Released Test Questions		Three times a year: beginning, middle and end of year	To determine students' present performance level.
K-5		DIBELS		Three times a year: beginning, middle and end of year	To identify students who may be at risk for reading difficulties
K-5	DIBELS			As needed	To monitor student progress in phonemic awareness, phonics, accurate and fluent reading of connected text, vocabulary and language skills and reading comprehension.
2-5		English Language Arts Assessment		Every 6 weeks	To monitor student progress from Treasure Reading Program.
2-5			California Standards Test (CST)	Once a year	To ensure standards were taught with fidelity.

Mathematics Assessment Schedule

Grade Level	Progress Monitoring	Formative	Summative	Frequency	Purpose
K-5		K checklist 1 st enVision 2 nd -5 th CST Released Test Questions		Three times a year: beginning, middle and end of year	To determine students' present performance level.
K-5	Daily Spiral Review			Daily	To review foundational math skills.
K-5	Quick Check			As needed	To assess daily or weekly understanding. To write in mathematics.
K-5		Topic Test Free Response Test		After each topic	To determine students needs. To write in mathematics.
K-5		Core K-12 Quarterly Assessment		Three times a year	To determine students performance level.
2-5			California Achievement Test (CST)		Once a year.

Forty-Second Street School will promote high expectations for all students, ensuring that the 5th grade students are well prepared to transition to middle school. There is a school-wide culture

that cultivates and provides students with the idea of being college bound. This is seen in the classrooms, the cafeteria, and in the auditorium.

Performance-Based Assessments

Teachers will keep portfolios to show a collection of work samples over the course of the school year. Portfolios will be kept for language arts, mathematics, social studies and science. Student work in the portfolio will be rubric scored and selected with both teacher and student input. Writing samples in the portfolio will show that students are being taught the complete writing process (thinking map, draft, revised draft and finished product).

Criterion-Referenced Assessments

Screening/Pre-assessment - Students will be given a pre-test at the beginning of the school year to determine their reading and mathematics levels. This same test will be given in the middle of the year and then again at the end of the school year to measure growth over time.

Grade Level Assessments - Teachers will administer the topic tests for mathematics, and the selection and unit tests for language arts.

District Periodic Assessments - Teachers will administer the District Periodic Assessments for language arts, mathematics and science (grades 4 & 5).

Daily Monitoring - Teachers will monitor students daily to ensure they are reaching mastery.

State Mandated Tests

California Achievement Test (CST) - Students in grades 2 through 5.

California English Language Development Test (CELDT) - when applicable

Data Analysis

Teachers will collaborate to analyze data to promote student achievement. Teachers will use information collected to plan effective lessons and utilize necessary strategies to promote rigor and mastery.

b. Graduation Requirements

Forty-Second Street is an Elementary School Site. This section is not applicable to the application process.

c. Data Collection and Monitoring

Teachers, administrators and the Instructional Leadership Team gather data from all assessments. Teachers and staff have access to formative and summative data through the LAUSD *MyData* system. Teachers will analyze group aggregated, group disaggregated, and individually disaggregated data. Teachers, administrators and other instructional staff will diagnose areas of strength and weakness for individual students. The data will also be used to group students appropriately for strategic or intensive instruction and intervention. 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 will take place with the Instructional Leadership Team to determine whether individual teachers, grade-levels or school-wide goals and benchmarks are met. Finally, the teachers are given time to analyze formative and summative data during professional development time.

Category Two: School Culture and Infrastructure

B-4 School Culture and Climate

a. Description of School Culture

The mission of Forty-Second Street Elementary School is to ensure a world-class education for all students, pursue excellence in academic knowledge, develop skills, and reinforce positive behavior for each student, resulting in measured social/academic improvement. Students are provided with an enriched, challenging curriculum with high expectations for academic achievement. The school culture focuses on a healthy, safe and secure environment, an instructional program which will academically challenge and prepare students with 21st Century skills and support systems which create a feeling of well-being and value. The PLC personalizes the academic and social needs of the students. The school promotes and nurtures life-long skills (health, social and emotional), which assist students to become successful in middle school, high school and beyond. The parents, community and families are welcomed, respected, and recognized as an integral part of the students' success.

Forty-Second Street Elementary provides a safe and structured school environment. The systems that involve routines and schedules are:

- Collaboration between home and school to establish and reinforce the code of conduct for students
- Distribute and collect signed Parent-School Compact/ Three-Way Pledge(Appendix C)
- Clear communication with students, parents, and staff through newsletters, positive behavior assemblies, parent conferences, Back-to-School Night, Open House, Board Meetings, Council Meetings, Committee Meetings and parent workshops
- Play area schedules, assigned seating for lunch and breakfast, assigned dismissal gates, assigned auditorium seating, and line orders for each classroom
- Monthly review of emergency procedures
- Assemblies and lessons on how to live a healthy lifestyle
- Routine screening for immunization, vision, hearing and dental issues
- Access to a caring adult (teachers, paraprofessionals and staff) which allows the student to have a personalized learning environment
- Expectations for student conduct displayed in classrooms, hallways, bathrooms, auditorium, cafeteria, and library
- Supervision staff is routinely updated of the School-Wide Discipline Behavior Support Plan
- Assemblies, lessons and information regarding physical and emotional fitness are regularly held
- Celebration and information assemblies regarding health awareness will be held throughout the year
- Positive affirmation regarding a child's emotional well being will be acknowledged

Public service projects for students, staff and parents are routinely supported. Projects include but are not limited to:

- Community and campus clean up
- Daily campus beautification
- Community walks
- Career Day

- Outreach to the elderly
- Food and blanket drives/donations
- Recycling
- Interface with political and community leaders regarding social issues
- Identify community members and resources that can help support student success

During Back-to-School Night, the above routines and schedules are introduced to the parents. Parents are asked to participate and abide by the safety requirements established by the school. In addition, the students attend discipline assemblies at the beginning of the school year where expectations for student conduct are discussed. Each month during the Awards Assembly, teachers recognize students with outstanding and improved student academic achievement, attendance and behavior.

In collaboration with parents, law enforcement, teachers, staff, and community agencies, Forty-Second Street School has developed a Safe School Plan that includes the following:

- Standards Emergency Management System (SEMS)
- Emergency procedures
- Violence prevention
- Emergency preparedness
- Traffic safety
- 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 secure permission to be on campus from the principal. The campus is monitored continually by staff to ensure safety. The community surrounding the school is engaged and sought as partners in maintaining a safe campus. The phone numbers for the school and the Los Angeles Unified School District Police are provided to all homes in the surrounding area, with instructions to call in case of emergencies on campus, vandalism, break-ins, and intruders after school hours. Parents are notified through the school's Connect Ed system in the event of an emergency.

Rtl² is a student centered, multi-tiered framework that maintains the focus on the academic and behavior needs of all students. Using the Rtl² model to promote a positive academic, behavioral and social environment, the school uses the following components:

- Problem-solving process
- Data based decision-making
- Academic engagement time
- Professional development

b. Student Support and Success

Forty-Second Street School continuously monitors students to ensure that students are achieving and progressing. Teachers immediately refer students to be tested for the Gifted and Talented Program (GATE), as well as, the Student Success Team (SST) to make sure that the academic and social-emotional needs of all students are addressed. Additionally, English Language Learners (EL) are identified, assessed, and monitored within the District timeline.

Administration ensures the development and maintenance of a global culture that is characterized by staff collaboration and trust. All staff nurtures and supports the traditions, ceremonies, rituals and symbols that express and reinforce the students' culture and promotes a positive school climate. The administrator fosters a shared vision rooted in the school's

history, values, and beliefs. Additionally, the administrator promotes a culturally sensitive school environment, focusing on customer service to ensure a positive interaction with both the school community and the staff.

Teachers are equipped with the skills and knowledge that reflect the highest teaching standards. Teachers use the Professional Teaching Standards to maintain the level of professionalism needed to provide all students with excellent first instruction, and attend on-going Professional Development and trainings to remain current. Teachers embrace students' learning modalities by using differentiation and scaffolding within each lesson. Based on students' prior knowledge, teachers make instructional decisions to accommodate student learning. Realia and supplemental materials are used to enrich the learning experience for all students.

Parents are expected to become actively involved in the school, attend meetings and make significant contributions to each child's education. At the beginning of each academic year, each parent signs a pledge to do the following:

- Bring your child to school on time
- Maintain regular attendance
- Participate in Back to School Night, Open House, Parent/Teacher Conferences, Monthly Parent Trainings and other school related activities and functions
- Attend or become a member of School Site Council (SSC), Compensatory Education Advisory Council (CEAC), English Language Learners Advisory Council (ELAC), Parent Teacher Advisory Board (PTA), or Booster Club

Students actively engage in an environment that is socially, emotionally and physically safe. Students are taught to recognize, understand, and communicate diverse perspectives, through Second Step lessons, in conjunction with social emotional lessons embedded in the daily lessons. Students learn to appreciate and respect the cultural, linguistic, and ethnic diversity of others as well as prepare them to succeed in a global society. The school environment offers all students new learning opportunities to master key competencies, taking account of their talents and linking it to their prior knowledge. The overall objective is to instill in the students a strong belief in self and the ability to see the connection of what they are learning to the world around them and the years of schooling ahead of them.

c. Social and Emotional Needs

Forty-Second Street teachers and staff will address the social and emotional needs of all students through the systematic implementation of the School-Wide Positive Behavior Support Plan on an on-going basis. The plan aligns with the expected needs of the students as identified through the Student Success Team process, office referrals, and low academic achievement.

Supplementary programs and services include:

- Los Angeles Child Guidance
- School Psychologist
- Parent Representative Led Workshops
- Health Screening
- Academic Intervention
- School Nurse

To strengthen the core program, a School-Wide Positive Behavior Support Plan will be developed and implemented by all teachers to address the social and emotional needs of students. This plan will provide the structure for all students to receive instruction in a caring and

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positive learning environment. Lessons designed for students to appreciate and respect the cultural, linguistic, and ethnic diversity of others will be part of the instructional program. Students will attain the skills needed to succeed in a safe nurturing environment at Forty-Second Street School and will be prepared to live in a global society. Teachers and support staff will model and support the development of these skills through programs such as Second Step, classroom management structures, and character building programs.

Activities and service supporting students social and emotional needs include:

- Daily, school-wide implement of supplementary programs: Second Step-Violence Prevention Program, Forty-Second Street School Code of Conduct, ABC's of Character
- Monthly positive behavior, attendance and academic awards
- Teachers continue to build a trusting relationship with students and a safe learning environment
- Positive communication with parents
- Implementation of the School-Wide Positive Behavior Plan
- Parents and students read and sign Student/Teacher/Parent Compact
- Spirit Days to ensure a safe and clean campus
- Adults model positive interactions
- Regular on-going communication with families
- Creating a welcoming environment
- A student council will be developed to reinforce leadership skills

Through the aforementioned activities, good first teaching and consistent student engagement, positive behavior will be significantly enhanced. Continued authentic personal relationships among teachers, students and parents, will encourage students to focus on academic achievement.

d. College and Career Readiness

The goal of the education is to develop an enthusiastic student, with social and global awareness that fosters a lifetime of learning. To achieve this success, the school community must begin to introduce students to college and career readiness in pre-kindergarten. Teachers and students participate in the following:

- Classroom adopts a college or university
- Visit college and university campuses (e.g. BruinCorps!)
- Community walks that promote entrepreneurialism, career and skill specific interests (e.g. visits to the library, fire stations, police stations, other local business)
- Career Day

In addition to the aforementioned school sponsored activities, the Forty-Second Street School community participates with Susan Dorsey High School parents, students, and staff in Parent and Community Workshops on Saturdays throughout the school year. These weekly workshops focus on Career Goals and College Exposure for the students in the Local District.

e. School Calendar/Schedule

Forty-Second Street School follows the traditional school calendar provided by the Los Angeles Unified School District. The daily schedule meets the California Department of Education's minimum requirement of 180 days and instructional minutes as provided in the California Educational Code Section 46201 (a)(3).

The completion of the 180 day school calendar is contingent upon state revenue allocated to LAUSD and implementation of furlough days.

See Appendix J for Daily Bell Schedule and Sample Daily Schedule.

f. Policies

Retention

Forty-Second Street School abides by the Los Angeles Unified School district's guidelines as stated in BUL 2332.4, Elementary School Progress Report Making Practices and Procedures, issued July 31, 2008. The Standards-Based promotion (SBP) guidelines state that before a student is retained, there must be appropriate and documented interventions throughout the year. These may include: Student Success Team, Language Appraisal Team, and parent/teacher conferences. The decision to retain must be agreed upon by both the teacher and the parent/guardian, and documentation must be in the student's cumulative folder.

See Appendix K for Retention Policy.

Discipline

Staff expectations: Be firm, caring, positive, and consistent with the students. Everyone has the responsibility for all students following the rules. Teachers must contact the parent and continuously teach Second Step lessons before using the online referral forms for discipline issues. Teachers are also expected to implement a classroom discipline plan that is aligned with the School-Wide Positive Behavior Support Plan expectations. The plan will be communicated to both the students and parents. There will be collaboration and communication throughout the school year, where the parent is made aware of their child's behavior in the classroom.

Suspensions

Suspension is permitted after all proper procedures have been followed and must conform to the Education Code guidelines as well as the Board of Education policy. A teacher may suspend a student from his/her classroom the day of the offense and the following day. Teachers must fill out a Student Suspension Information form and contact the parent/guardian. The Student Suspension Information form should be given to the Principal or the SAA, so that a Pupil Attendance Reporting form (PAR) can be generated before the end of the day.

B-5 Parent and Community Engagement

a. Background

Forty-Second Street Elementary School is located in the historic community of Leimert Park in Los Angeles. Leimert Park, developed in 1928, by Walter H. Leimert, was one of the first comprehensive planned communities in Southern California designed for upper and middle-income families. Walter Leimert envisioned a self-sufficient community, with a town square, theatre and retail shopping. Today, Leimert Park is considered the center of the African-American arts scene in Los Angeles, with a flourishing performing/visual arts community. Leimert Park's district center, adjoined by shops and a theater, is a popular place for performances and gatherings.

The Leimert Park community is predominately African American. According to the United States Census of 2010, Leimert Park has a population of 97.1 % African-Americans, the highest percentage of African-American residents of any census tract in the entire Western United States. The median household income is \$21,443, median family income is \$36,709, and 36.1% of individuals and 33.9% of families are below the federal poverty line. Single parent households comprise 27.7% of the families in the Leimert Park community. Of this subgroup, 36% commute more than 30 minutes to their place of employment.

These statistics reflect a unique setting for the students of Forty-Second Street School. The students are faced with several challenges such as poverty, single-family headed households, and absent parents. Working parents that commute long distances may find it difficult to attend school functions and/or volunteer in the classroom.

In redesigning Forty-Second Street School, the staff will incorporate the rich history of the Leimert Park community. The art scene provides the school a distinctive opportunity to draw upon the resources of the community to showcase how the arts convey ideas and concepts about the world. This demonstrates to students how they can express themselves through the arts using Multiple Intelligences to demonstrate their learning. It is important to share with the students all that the community has to offer such as The Lucy Florence Coffee House and Cultural Center, The World Stage, The Vision Theatre, and 5th Street Dick's Coffee and Jazz Emporium.

While the Leimert Park community is largely African-American, the demographics at Forty-Second Street School reflect a more diverse population. The African-American students make up about 75% of the school population and 24% of the students are Latino. Based on current and past CST scores, students at Forty-Second Street School need a rigorous, standards-based curriculum that addresses individual learning styles. Academic English Mastery Program (AEMP), a research-based LAUSD program where the goal is to develop Standard English Language Learners, suggests that both African-American and Latino students learn best when learning is hands-on, interactive, collaborative, and the lessons address all learning modalities. Teachers plan lessons which include AEMP strategies as well as strategies to address the needs of English Learners and Students with Disabilities. PLC's will collaborate to design project-based assessments that provide students with the opportunity to demonstrate their learning using their personal learning strengths (see Section B-d).

Students lack access to resources that families may not be able to provide. Through partnerships with local businesses and corporations such as Nestle USA and NBC Universal, additional resources are provided to the school as well as to families. Resources include backpacks, books, school supplies, and incentives.

Students lack support mechanisms to assist in the development of the family structure. Students from single-family households need safe havens. After school programs such as L.A.'s Best and Youth Services help to bridge the gap and add an additional layer of support for the students.

b. Strategies

The design team consists of Forty-Second Street general education and special education teachers, Categorical Programs Advisor/English Learners Coordinator, the Instructional Coach, The Bridge Coordinator, the Gifted and Talented Coordinator, the Special Education Resource Teacher, Access to Core Coach, the Elementary Instructional Services Administrator (APEIS), and the Elementary School Principal, the Parent Community Representative, and the UTLA Chapter Chair.

With a combination of 80 plus years in education, the teachers of Forty-Second Street School share a wealth of experience in the following areas:

- Academic English Mastery Program
- English Language Development strategies that focus on an understanding and appreciation of students' home culture and language
- Arts education through Los Angeles Unified Arts Prototype Program
- Response to Instruction and Intervention used to address the various academic levels within the classroom to assist students to meet State and Common Core Standards
- Trainings for district mandated Language Arts Programs
 - California Treasures and Language
 - Mathematics with enVision Math
 - California Foss Kits for science

The Instructional Leadership Team has several years of experience working with students of similar socio-economic backgrounds as those of Forty-Second Street. Three ILT members currently have Administrative Credentials. The ILT demonstrates knowledge and an understanding of how to work with students and teachers of Standard English Language Learners and English Language Learners and Students with Disabilities.

Several of the current and retired teachers are residents of the Leimert Park community. They have a deep understanding of the community and the resources available to the school. The Parent Community Representative, also a resident of the neighborhood, has worked at Forty-Second Street for 6 years and has developed relationships with students and families. The Parent Representative attends meeting on behalf of Forty-Second Street to attain and disseminate District and State information to parents through parent workshops and meetings. The Parent Representative serves as an integral partner in setting up a Parent Teacher Association Chapter at Forty-Second Street.

Parents serve on committees to provide critical information to address the needs and concerns of the families and the community surrounding Forty-Second Street School. Many of the parents volunteer at Forty-Second Street and provide connections to local businesses and shops in the Leimert Park community.

United States Department of Education's Family Involvement Partnership for Learning Program concluded that when the community includes parents and family members and they take time and effort to get involved in their children's education, students get better grades and test scores, graduate from high school at a higher rate, are more likely to go on to higher education, and are better behaved and have more positive attitudes. Family and community involvement is

also one of the best investments a family and/or community can make. Students who graduate from high school earn, on average, \$200,000 more in their lifetime than students who drop out. College graduates make almost \$1 million more. This important fact ties directly with Forty-Second Street's mission and vision to prepare student to be college ready, empowering them to become a productive member of society.

Family and Community engagement is an essential component of Forty-Second Street mission and vision. Forty-Second Street supports parents empowering each of them with numerous opportunities to become involved at the school. Empowering parents to be strong partners acknowledges that they are a vital link in the school community and empowers them to play a key role in the education of the students.

Opportunities for involvement include:

Community Outreach:

- The Parent Information Center (PIC) provides a comfortable space for parents when they visit the school campus and to give information about the school's academic services offered on campus and in the community.
- Parent Representative led workshops.
- Community Fairs
 - Health screening
 - Nutrition Network Farmer Fair
 - Job Fair
- Science Fair
- Math and Literacy Nights
- Career Day
- Food Drives
- Blanket Drives
- Governing Board
- Advisory Committees (CEAC and ELAC)
- School Site Council
- Back-to-School Picnic
- Spirit Day
- Awards Assemblies
- Monday Morning Assemblies
- Black History Program
- Latino Heritage Festival

Communication:

Forty-Second Street engages in effective school-to-home communications regarding school programs and children's programs that build and enhance learning by:

- Parent/Teacher Conferences 6 weeks prior to each reporting period
- Back-to-School Night
- Interpreters for parents who speak languages other than English
- Use of fliers, monthly parent bulletins, memos, newsletters, school website, message cents, school marquee, school email, phone calls and Connect Ed.
- Orientation meeting at the beginning and/or prior to the new school year
- Student/Parent Handbook

Volunteering:

Parents are recruited and organized to provide support on campus. Volunteers can assist the school with special events, tutoring or mentoring. Opportunities include:

- Classroom Parents provide school and classroom volunteer services
- Valet Services
- The PIC provides a space for volunteer work, meetings, and resources for families
- Parents and community members volunteer in school-wide events and activities
- PTA
- Governing Board, Council, and Committees
- Volunteer as a Career Day participant

Decision-Making:

Families of Forty-Second Street and members of the community have an opportunity and access to authentic decision-making opportunities by joining one of the following: Governance Board, School Site Council (SSC), English Learner Advisory Committee (ELAC), or Compensatory Education Advisory Committee (CEAC).

The Governing Board will be the primary decision-making body for the school. The proposed Governing Board supports the mission, vision and values of the school, which reflect the importance of all stakeholders as active and engaged participants in the education process. The primary goal is to transform the vision and mission from theory to reality. Authentic shared leadership is developed in this model.

The Governing Board is responsible for all decisions regarding:

- The instructional program
- Operations of the school
- Budget development
- Purchase of materials
- Develops the professional development plan and the staffing and hiring process

Advisory Council and Committees

Forty-Second Street Elementary staff conducts all parent and stakeholder elections, per District identified timelines, to ensure the required six meetings per year of each committee/council. Following the election of members and officers, the school conducts trainings for all committee members and the School Site Council (SSC) to ensure that parents serve as equal partners in the school governance process.

The SSC, in conjunction with the Governing Board, will be the decision making body for all compensatory funds allocated to the school. The Compensatory Education Advisory Committee (CEAC) and the English Learner Advisory Committee (ELAC) make recommendations to the council regarding the Single Plan for Student Achievement, matters regarding the budget, and data. All decisions will be aligned to the school's vision, mission, and core beliefs.

Members of CEAC work in partnership with school staff to conduct the Annual Title I Parent Meeting. Committee parents 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. The CEAC provides advisory recommendations to the decision-making SSC on the completion of a Title I Parent Policy and a School-Parent Compact. In subsequent years, the CEAC annually reviews the Policy and Compact and make recommendations for improvements to the SSC as necessary.

The English Learner Advisory Committee (ELAC) members 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

Staff and Stakeholder Support

The school funds a Categorical Program Adviser and Parent Representative responsible for the implementation of meaningful family and community engagement. These staff members ensure that the council and advisory committees are in compliance with District and Federal Mandates. They provide ongoing workshops, meetings and forums to engage parents in the decision-making process.

Accountability

The school measures 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.
- Increase parent participation and ratings on School Experience Surveys

The school integrates accountability for meeting Performance Meter (Goal 4) into the evaluation of the categorical program advisor and community representative in addition to conducting ongoing administrative visitations and monitoring of the Parent Information Center.

- The applicant presents a thoughtful and strategic vision for engaging the broader community in the life of the school; integrating and establishing a presence in the community; and garnering the support of community partners.
- Roles and service provided by key community partners are clearly defined and strategically aligned to further the vision and mission of the school.
- The timeline for development and establishment of relationships is detailed and clearly articulated.
- The plan identifies structures that foster ongoing relationships among the school, the community, and personnel responsible for cultivating and maintaining these relationships.

Community members contribute to the ongoing success of the school through their participation in community forums, donations, volunteering, and supporting and advertising school events.

c. Key Community Partnerships

Forty-Second Street partners with the community to provide all students with a first-rate educational experience and to prepare students for a college ready future. These relationships foster and promote the concept of life-long learning.

Community Partnerships at Forty-Second Street School include:

- Nestle USA adopted Forty-Second Street Elementary in 1992 following the 1992 Los Angeles Uprising. Forty-Second Street School is Nestle USA's first adopted school. This 20-year partnership with Nestle USA has served the students of Forty-Second Street in numerous ways.
- Reading Is Fundamental (RIF) a national literacy program whose primary mission is to bring reading motivation to all children, especially those in disadvantaged households. RIF achieves this goal by putting new books into the hands of children along with fun literacy activities. Children select the books according to their interests. They feel empowered and renewed, and they begin to see new possibilities. Forty-Second Street students past and current receive books three times per school year helping to create a community of readers and learners.
- Wildlife On Wheels is a highly entertaining and informative program that teaches students and the community to respect and care for animals, their habitats and the world at large.
- ABC's of Character helps reinforce the districts emphasis of anti-bullying and character development, from Attentiveness to Zeal for the past 3 years every 42nd student has had the opportunity to learn, study, and put into practice good character traits that lead to a successful future.
- Take Your Child to Work Day at Nestle headquarters in Glendale California
- Career/Speaker Bureaus at Forty-Second Street
- Pen Friends and Class Pals writing program
- Sponsors and judges for our 5th Grade Talent Shows and Science Fairs, and hosting and chaperoning fieldtrips.
- Fitness Clinic with Nestle USA and the Los Angeles Clippers featuring Blake Griffin. One hundred students participated in fitness drills, discussed the importance of leading a healthy lifestyle and creating goals to be more active in their daily lives.

Los Angeles Clippers

In 2009, Forty-Second Street formed a new partnership with the Los Angeles Clippers. This partnership enables Forty-Second Street students to participate:

- Read to Achieve Reading Minutes Challenge and Story Book Challenge
- Fitness Day
- Teacher Appreciation Nights
- Fit Campus Program designed to enhance the quality of students' lives by reinforcing the importance of a healthy lifestyle through exercise and nutrition

OASIS Institute

Forty-Second Street has participated in the OASIS program for the past three years. The OASIS volunteers have the time, patience and life experience to make a profound difference in the lives of children. Working with elementary schools, OASIS matches volunteers with children in grades K and 4 to work one-on-one on a weekly basis as tutors, mentors, and friends.

UCLA BruinCorps

Forty Second Street has participated in the BruinsCorps program for the past six years. The Bruin Corps is a community service-learning program with the goal of providing equal access to

educational opportunities in under-resourced communities in East, West, South Los Angeles and the San Fernando Valley. UCLA students tutor children in grades 3rd – 5th in Language Arts and Mathematics that are performing Below Basic. The goal of the BruinCorps is to move these students to the level of Proficient in one school year.

NBC Universal

Forty Second Street has shared a partnership with NBC Universal for the past six years. Through this partnership NBC Universal has prepared our students for the academic school year by providing each student with a backpack filled with school supplies. NBC Universal also provides various rewards and recognition programs for the students and families of Forty-Second Street.

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6 School Governance and Oversight

a. School Type

In an effort to re-energize and reinvigorate teaching and learning at Forty-Second Street School, the Expanded School-Based Management Model (ESBMM) was selected by the stakeholders at Forty-Second Street School. This governance model focuses on aligning all resources to support the vision, mission and values /core beliefs with the goal of improving achievement for all students. ESBMM allows teachers and parents to build specialized programs: the design and implementation of an innovative, arts-infused, project-based learning curriculum, and performance-based strategies to prepare students for higher education and success in life.

ESBMM was selected in order to:

- Improve student achievement, allow greater flexibility, accountability, and local control
- Support professional learning communities within the school
- Establish and sustain accountabilities for essential instructional strategies of instruction and project-based learning

Challenges related to implementing the ESBMM are transitioning teachers, staff and parents toward a more consistent, collaborative decision-making process where everyone has a voice. An additional challenge is developing strong grade-level teams to identify, create and implement effective teaching practices and how the curriculum is implemented on a daily basis. These teams are the backbone of a strong instructional program. The strength in collaboration is the foundation for all students and teachers to be successful. Teachers, staff, parents, and community will receive training in the following areas:

- Roles and responsibilities of members
- Roberts rules of order for the Governing Board
- 7 norms of collaboration for decision making
- Problem-solving process to reach consensus
- School Budgeting
- Hiring and selecting staff
- Internal and external professional development
- Adaptive Schools
- Professional Learning Communities/Project-Based Learning/Visual and Performing Arts Curriculum

The policies and procedures for decision-making at Forty-Second Street School, will be developed by the school community and aligned to support the school's vision, mission and values/core beliefs. Staff, parents, and community members have opportunities to provide meaningful input on matters that affect the quality of the school program, the allocation of resources, and school protocols that impact student behavior and performance.

School governance is developed collaboratively with the goal of designing unique and innovative responses to challenges at the school. The proposed governance structure is developed along the guidelines of the ESBMM. This model allows the school greater flexibility in making local decisions over instruction, assessment, and fiscal matters. As an Internal Applicant, the school governance adheres to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements except for specific waivers that are requested. The Governing Board will be co-chaired by the Principal and Chapter Chair.

The School Site Council is formed following Education Code 62002.5 and 52852. The council shall be composed of: the principal; classroom teachers; other school personnel elected by their peers; parents of pupils attending the school and community members elected by parents. Classroom teachers are a majority of the staff side. In addition, the English Learner Advisory Committee (ELAC) and the Compensatory Education Advisory Committee (CEAC) is formed based on the appropriate composition guidelines for each Committee.

The implementation of the ESBMM will allow greater autonomy and opportunity to create a teaching and learning environment conducive to greater student achievement. Input from teachers and parents indicate a greater need to provide students with extended learning opportunities. In addition, under this governance model teachers are provided professional development hours, beyond current practices, to focus on data and to target learning gaps.

The process for acquiring teacher input and decision making include, but are not limited to the following:

- Governing board
- Grade-level chairs
- Faculty meetings
- Use of technology
- Common planning time

b. School-Level Committees

The Governing Board will be the primary decision-making body at Forty-Second Street School. It will be comprised of 50% teachers and staff and 50% parents and community members. Monthly meetings will support the mission, vision and values of the school, which reflect the importance of stakeholders as active and engaged participants in the education process. The primary goal is to transform the vision and mission from theory to reality. The Governing Board is responsible for all decisions regarding:

- The instructional program
- Operation of the school
- Budget development
- Purchase of materials
- Develops professional plan and the staffing and hiring process

Advisory Council and Committees

School Site Council

The School Site Council is formed following Education Code 62002.5 and 52852. The council shall be composed of: the principal; classroom teachers; other school personnel elected by their peers; parents of pupils attending the school and community members elected by parents. Classroom teachers are a majority of the staff side. In addition, the English Learners Advisory Committee and the Compensatory Education Advisory Committee is formed based on the appropriate composition guidelines for each council/committee.

The SSC is the decision-making council for Consolidated Application Programs operated at the school to improve student achievement.

Functions of the School Site Council (SSC) LOS ANGELES UNIFIED SCHOOL DISTRICT
Policy Bulletin BUL-4148.1 March 27, 2009 Office of the Chief Academic Officer Page 2.

The SSC shall develop and approve the Single Plan for Student Achievement (SPSA) in consultation with stakeholders with the review, certification and advice of any applicable school advisory committee, including (CEAC), (ELAC) and the Gifted & Talented Education Program Advisory Committee (Education Code 64001).

The SSC shall annually update and revise the Single Plan for Student Achievement, including proposed expenditures of funds allocated to schools that receive categorical funding. It is recommended that categorical budgets be reviewed with the SSC on a quarterly basis.

The SSC shall receive the necessary training (recommended at least once per semester) to enable it to carry out its responsibilities to develop, monitor, and modify the plan and the budget.

The SSC must meet at least eight (8) times per year, to carry out its responsibilities and it is strongly recommended that each meeting last a minimum of 60 minutes or the time needed. Council meetings should be arranged at a time convenient for all members. It is recommended that meeting time does not interfere with the educational time spent with the students.

ADVISORY COMMITTEES

The council/committees discuss and advise the Governing Board on issues and needs of Title 1 or English Learners to help raise student achievement. These groups meet monthly and are comprised of elected parents of students that participate in the Title 1 or EL programs.

Roles and Responsibilities Compensatory Education Advisory Committee (CEAC)

Committee members shall receive training so they may advise and make written recommendations to the Principal and the SSC on the development of an effective educational program and plan that raises the achievement of disadvantaged students.

Additionally, the Committee shall participate in the following (Board Rule 1370):

- Assessment of educational needs
- Establishment of priorities
- Planning of the educational program and budget resources
- Evaluation of the school and its academic effectiveness

Roles and Responsibilities of English Learner Advisory Committee (ELAC)

Each school with more than 21 or more English Learner students (including Special Education schools) shall establish an elected ELAC.

ELAC must advise and make recommendations on the following four (4) legally required topics:

- Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English learners (EC 64001 [a])
- Assist in the development of the school's Needs Assessment
- Review and make recommendations on the school's Language census (R-30)
- Efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176 [c])⁴

c. Governing Council

Forty-Second Street Elementary is an internal applicant. This section is not applicable to the application process.

⁴ Bulletin 4148.1 3/27/09

B-7 School Leadership

a. Principal Selection

Forty-Second Street Elementary School shall adhere to all State and Federal Laws, District and Personnel Commission policies, and collective bargaining agreements with regard to recommending for selection administrative staff and shall not discriminate on the basis of ethnicity, national origin, religion gender, age, disability, or sexual orientation. When a principal is needed, an Interview/Selection Committee shall be selected and approved by the Forty-Second Street Governing Board. The committee may include, but is not limited to, the UTLA Chapter Chair, 2 teachers with at least three years experience at Forty-Second Street, 3 parents of current students, and 1 classified representative whose primary duties are school-based operations and the Local District 3 Principal Leader.

The application for a new administrator will be filed in accordance to District and Personnel Commission policies. The applicant(s) will be interviewed by the selection committee and the selection committee will be authorized, by consensus or at least 75% majority vote, which applicant will be recommended for employment to the Local District Superintendent. Upon employment, all administrative candidates will be subject to LAUSD evaluation procedures from Local District personnel.

In the event that LAUSD reassigns an administrative employee of Forty-Second Street Elementary School, the Forty-Second Street Governing Board shall be notified as soon as possible. The selection committee will begin the selection process to fill the vacant position according to the process identified above and consistent with District policies. The committee will utilize the Principal Interview Questions in Appendix G.

The desired characteristics of a prospective principal include, but are not limited to, the following leadership experiences:

- Communication: Effective oral and written communication skills
- 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 current principal, based on the following job description, is expected to:

- Provide assistance, guidance and supervision in instructional practices and curriculum development
- Visit classrooms regularly and provide timely feedback on instructional practices
- Provide leadership for identifying goals for student achievement based on data and to monitor and share progress of student's identified "at risk"
- Develop relationships among students, parents, community members, teachers, and support staff
- Provide timely information to teachers, parents and the school community about school affairs
- Oversee the instructional program
- Implement and monitor tiered instruction under RTI² to ensure good first teaching practices, differentiated instruction in Tiers 2 and 3, and provide teacher professional development support.
- Utilize a shared decision-making format with the Governing Board and respective committees
- Provide opportunities for professional growth

- Assist with student discipline
- Attract new resources to the school
- Oversee business practices of the school
- Monitor the expenditures of all school funds in accordance with Federal, State and District guidelines
- Maintain regular, punctual attendance
- Maintain professional appearance and attitude
- Evaluate performance of certificated and classified personnel in alignment with collective bargaining agreements
- Maintain a school climate that ensures the safety, health and welfare of students and personnel
- Attend all Governing Board meetings

b. Leadership Team: Roles and Responsibilities

AP-EIS – Assistant Principal

Assist the Principal in developing collaborative general and Special Education instructional programs and meeting Special Education obligations, including ensuring that the legal requirements for Individualized Education Plan (IEP) process are met, IEP mandated services are delivered and monitored, Chanda Smith Implementation Plans are addressed at the school site, appropriate instruction and service are provided to students with disabilities in the least restrictive environment and parent involvement and active participation is facilitated. Implement and monitor tiered instruction under RTI² to ensure good first teaching practices, differentiated instruction in Tiers 2 and 3, and provide teacher professional development support.

Categorical Program Adviser

During the regular school day (six hours), the duties performed must be **direct services** to the students.

Direct services include:

- Teach
- Provide demonstration lessons
- Conduct professional development activities, including the facilitation of effective instructional programs
- Conduct program/student evaluation activities
- Coordinate and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee
- Coordinate the identification of eligible students in a Targeted Assistance School Program
- Categorical Program Advisers (CPAs) **are not** assistant principals nor are they responsible for testing. These personnel should support the instructional and program needs of participants
- CPAs must hold a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs of professional development or curricular development at a school site.

As vacancies occur, the hiring committee will interview qualified candidates. The qualifications and requirements for the CPA/EL Coordinator are listed in the Federal Programs and Budget Handbook.

Bridge Coordinator

The Bridge Coordinator position is designed to support the instructional and compliance activities involved in working with students with disabilities. This position is not to supplant current school responsibilities but should support and enhance the instructional activities in all special education programs. Based on an analysis of student achievement data, a school may choose to use site-based categorical resources to fund a Bridge Coordinator position to support effective instruction, intervention, and transition support for students with disabilities.

The Bridge Coordinator is part of the school staff and works under the direction of the school-site administrator. The Bridge Coordinator works a six-hour on-site day, and is funded based on the school's calendar.

Bridge Coordinator duties include:

- Provide support and monitor supplemental special education activities
- Provide professional development for special and general education teachers on effective strategies, accommodations and/or modifications, and in the use of evidence-based interventions for ELA and/or math
- Provide support and direction related to the integration of special and general education at the school site
- Support for parent trainings on strategies that foster learning at home
- Establish a coaching model to support effective evidence-based instruction for students with disabilities
- Participate on the Student Success Team (SST) committees and support the interventions resulting from SST or Coordination of Services Teams
- Collaborate with staff, students, and families to implement effective positive behavior strategies and alternatives to suspension
- Use of multi-tiered framework of instruction and problem-solving process to identify database needs for all students, across all content areas and grade levels. Schools participating in categorically funded programs are subject to process evaluation and audit

The Bridge Coordinator is involved in the implementation of the *Single Plan for Student Achievement (SPSA)* to assist with the closing of the achievement gap for students with disabilities. The duties of the Bridge Coordinator are articulated in the SPSA and should list the activities necessary to reach the objectives. Activities in the categorically funded programs are designed to supplement district services. Schools are reminded that Special Education remains a shortage field in both the District and state. A direct service to students is the first obligation. If a school makes the decision to hire a Special Education teacher in a Bridge Coordinator position, the school must:

1. Ensure an appropriately credentialed and qualified teacher is available to fill the vacant teaching position, and
2. Ensure the school site budget has adequate funds to pay the full salary and benefits for the teacher assuming the Bridge Coordinator position.

As vacancies occur, the hiring committee will interview qualified candidates. The qualifications and requirements for the Bridge Coordinator are listed in the Federal Programs and Budget Handbook.

Instructional Coach

The District's Local Education Agency Corrective Action Plan identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Response to Instruction and Intervention (RtI²). The role of the Instructional Coach, Elementary is to build teacher capacity and provide support to both teachers and administrators. Under the direction

of the principal, the Instructional Coach works collaboratively with General and Special Education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas. Using a multi-tiered approach to instruction, including the problem solving model, and appropriate evidence-based strategies, the coach will provide access to core instruction and intervention for all students. This includes students who are ELs, SELs, GATE, socio-economically disadvantaged, and students with disabilities. The content area focus for the Elementary Instructional Coach is based on student data and the academic goals identified by the teachers.

The Instructional Coach, Elementary is a support position and does not include the evaluation of teachers.

As vacancies occur, the hiring committee will interview qualified candidates. The qualifications and requirements for the Instructional Coach are listed in the Federal Programs and Budget Handbook.

Access to Core Curriculum Coach

The District's LEA Corrective Action Plan identifies instructional coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Response to Instruction and Intervention (RTI²). The role of the Title III Access to Core Instructional Coach (Elementary/Secondary) is to build teacher capacity and provide support to teachers and administrators. Under the direction of the Language Acquisition Branch and the school-site principal, the Title III Access to Core Instructional Coach works collaboratively with general and special education administrators and teachers, program coordinators, other content area instructional coaches and staff to promote standards-based literacy and numeracy instruction across the content areas using a multi-tiered approach to instruction, including the problem solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for ELs.

This position is designed to support effective ELD instruction and use of Specially Designed Academic Instruction in English (SDAIE) and access to core strategies to ensure that ELs have equitable access to a standards-based instructional program. This person supports the consistent implementation of the District's Title III initiatives, including the ELD Practicum (Elementary), English Language Skills (ELS) and the Access to Core professional development and instructional planning.

The Title III Access to Core Instructional Coach must provide direct instructional support to ELs in the areas of ELD, SDAIE and Access to Core and works directly with teachers to develop effective and consistent implementation of ELD, SDAIE and access to core instructional strategies. The coach provides direct intervention services to assist ELs to meet the Annual Measureable Achievement Objectives (AMAOs 1, 2, and 3) performance targets. Participation in Language Acquisition Branch Title III professional development sessions is a requisite for support of the District's Title III initiatives.

The Title III Access to Core Instructional Coach is a support position and does not include the evaluation of teachers.

As vacancies occur, the hiring committee will interview qualified candidates. The qualifications and requirements for the Access to Core Curriculum Coach are listed in the Federal Programs and Budget Handbook.

Mentor Teacher

- Provide opportunities for teachers to reflect on their teaching practice, including the utilization of CRRE strategies to address the needs of our diverse student population
- Assist and support teachers in the implementation of the District's Title III initiatives including the ELD Practicum, ESL, ELS, and SDAIE/Universal Access lesson design
- Promote standards-based literacy and numeracy instruction for EL students across the content areas through: demonstration lessons including modeling collaboration and co-teaching to support effective ELD, SDAIE, and access to standards-based instructional strategies.

Grade-Level Chair

The Grade Level Chairperson is an important member of the instructional team. In addition to teaching responsibilities, the Grade Level Chairperson serves in a leadership role of a grade level(s) in an elementary school and assists the principal in coordinating the organization and implementation of the instructional program and activities of the grade level(s).⁵

UTLA Chapter Chair

At each work location to which employees are assigned, UTLA shall have the right to designate, pursuant to its own procedures, one employee to serve as the UTLA Chapter Chair (see also Section 8.3). To facilitate communication, they shall meet together with the site administrator whenever reasonably possible. At the school sites the UTLA Chapter Chair is the exclusive local representative of the faculty in matters relating to enforcement and administration of the Agreement between UTLA and the District. The Chapter Chair shall also be the official on-site representative of UTLA in contract enforcement matters.⁶

c. Governing Council

Forty-Second Street Elementary is an internal applicant. This section is not applicable to the application process.

⁵ LAUSD BUL-3810

⁶ UTLA 2008-2011 Bargaining Agreement, Article IV 8.0-12.0

B-8 Staff Recruitment and Evaluation

a. Staffing Model

The school will follow the norm chart for LAUSD with a student teacher ratio of 24:1 for grades K-3 and 32:1 for grades 4th-5th. The model of flexible grouping, team teaching and departmentalization will further ensure that small group instruction takes place.

In an effort to reduce the adult to student ratio instructional aides will be placed in classrooms. The principal and the PLC will determine classroom assignment and number of daily instructional aide hours per classroom. Priority will be given to primary classrooms (K-1), classrooms with predominantly ELD Levels 1-3 and classrooms with struggling students.

To meet the needs of students with disabilities 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.

The staff that is selected to work with the children at 42nd Street will have a strong background in working with students who are English Learners and students who are Standard English Learners. The staff will work together to ensure the success of all students.

Proposed Staffing Forty-Second Street Elementary 2012-2013

Kindergarten Transition	24			ELD	18
Kindergarten	24				17
1 st	29			ELD 2	20
1 st	29			ELD 1	21
2 nd	29			GATE	22
2 nd	29				23
3 rd	20			ELD	10
3 rd	17			GATE	24
4 th	32			ELD	6
4 th /5 th	12	22		GATE	11
5 th	34			ELD	14
RSP					8
SLD					3
EE					15
PSM					16

b. Recruitment and Selection of Teachers

Forty Second Street Elementary School will participate in the selection of teaching staff consistent with District policies and procedures and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. All full-time classroom teaching positions will be filled by NCLB highly qualified credentialed employees. Upon employment, teacher candidates will be subject to the evaluation procedures as determined by the UTLA/LAUSD contractual agreement. Interested teacher candidates will be

asked to apply in accordance with District and personnel commission policies. Candidates will submit a resume and letters of recommendation from former supervisors. The interview team will consist of one office staff, two teachers one being a grade level specific teacher, parent, and administrator. Hiring would be based on a tiered process where candidates move from potential candidate to selected candidate. The Tiers are as follows:

- Application
- Interview
- Classroom Observation in candidates classroom
- Classroom Observation at Forty-Second Street Elementary
- Selection

Selected candidates are expected to demonstrate that they have information and knowledge about the school from the website and are familiar with the mission, vision and core beliefs of Forty-Second Street Elementary. Each applicant will be notified of the decision in writing within 24 working hours. Once a candidate is selected as a potential teacher at Forty-Second Street Elementary they will be asked to read and sign the Commitment to the Public School Choice Plan.

Upon employment at Forty-Second Street Elementary, the teacher will be expected to:

- Work to achieve school-wide attendance and achievement goals as set by Los Angeles Unified School District
- Actively participate on an adjunct committee to support the vision, mission, and core beliefs of the school
- Develop and teach at least one interdisciplinary lesson or unit during the course of each semester as part of the evaluation process
- Plan, schedule and participate in community building activities (e.g. Picnic, ice cream social, orientation, family nights)
- Plan, schedule and participate in the annual Science Fair
- Plan and participate in the peer observation process (teach, plan, reflect) as part of a collaborative, professional culture
- Participate in an “open door” approach to teaching and learning in which other teachers and staff are always welcome in the classroom
- Participate in summer professional development retreat (workshops) - dates to be determined by the staff as resources become available
- Welcome teacher-to-teacher visits as part of building a Professional Learning Community
- Support and implement the School-Wide Positive Behavior Support Plan
- Participate in Individualized Education Plan, Student Success Team and intervention meetings as needed to support student achievement
- Adhere to district guidelines referenced in BUL – 4748.0 regarding professional and ethical behavior
- Embrace the adoption of new teaching strategies and professional development opportunities
- Perform other duties as assigned by the administrator

All classroom teachers will be highly qualified and have the appropriate credential issued by the State Commission on Teacher Credentialing for his/her teaching assignment. LAUSD will monitor and hold all teaching credentials and notify administration of any impending renewal requirements in a timely manner.

c. Performance Reviews

As required, the Forty-Second Street Elementary School will use the established District/UTLA performance evaluating forms for all UTLA employees as well as the appropriate forms for certificated staff.

B-9 Sharing a Campus

a. Sharing a Campus

Forty-Second Street Elementary is an internal applicant. This section is not applicable to the application process.

C. Internal Management

C-1 Waivers

Forty-Second Street Elementary is an internal applicant. There are no waivers requested at this time. The collective bargaining agreement between LAUSD and UTLA guarantees the rights of all teachers.

C-2 Budget Development

Per Federal and District guidelines, before categorical funds are spent, the parents and staff of the school must elect the members who form the School Site Council (SSC), Compensatory Education Advisory Committee (CEAC) and the English Learner Advisory Committee (ELAC). The parents and teachers must hold separate elections to vote for their representatives on the council and committees. The principal of Forty-Second Street Elementary School will schedule a parent orientation meeting during the first two weeks of school. The election will be held 10 days later for committees and school site council. As the parents are electing 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 leadership team will review the school's mission, vision, core values and current achievement data to align the compensatory resources to the Single Plan for Student Achievement (SPSA).

Forty-Second Street Elementary 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. Forty Second Street 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 Governing Board (see section B-6) will make decisions regarding 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 will make budget recommendations and decisions based on the Public School Choice plan and the implementation plan identified in this proposal. The projected per pupil funding for Forty-Second Street is approximately \$2,800. 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 school governance council will provide the approvals on budgetary matters.

These funds will be used to purchase classroom teachers, the principal, office and custodial staff, supervision staff, and the instructional materials. The vision and mission of the school is to provide the students a rigorous, engaging, and meaningful standards-based instructional program and a leadership curriculum so that students are academically successful, fully literate, the school will purchase an Instructional Coach/Bridge Coordinator using categorical funds. Additional categorical funds will be used to purchase the Categorical Programs Advisor/English Learner Coordinator, Bilingual Teacher's Assistant, Instructional Aides, Parent Community Representative, professional development, general supplies, conferences for parents and staff and non-capital equipment.

Forty-Second Street uses the District's BTS system to pay the certificated and classified staff. In addition, the school uses the IFS system to manage the integrated financial system.

The school continues to partner with various foundations and organizations and aggressively pursue grants for funding of school programs and activities (see section B-5).

The school will receive categorical funds based on the number of students who qualify for free or reduced meal program and the number of English Learners enrolled on Norm Day. The school will receive some of the following categorical funds: Federal Title I funds, Title I-PI, State Economic Impact Aid-Limited English Proficient (EIA-LEP), Federal Title III, Economic Impact Aid-State Compensatory Economic funds (EIA-SCE), T2A-TQ, and Title I Parent Involvement. These funds will be used to provide additional resources for the students of the school. These funds enrich and supplement the core instructional program provided to all students. The categorical funds do not supplant the school's general per pupil funding. These funds are spent based on the Single Plan for Student Achievement (SPSA), which is written by the school stakeholders. The SPSA is aligned to the vision, mission, and core beliefs of the school. The school's School Site Council (SSC) approves the SPSA. The school budget is 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).

All funds (District, State and Federal) allocated to the school are expended in accordance with District, State and Federal budgetary guidelines, regulations, and policies. The Governing Board 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 and then to the Governing Board for final approval.

The school's Per Pupil Funds will allow the stakeholders the ability to make decisions based on the PSC plan. The goal is to provide all students with a rigorous, standards-based education, which will enable them to become literate, gain leadership skills and become advocates for their community. These are the priorities when the school leaders make budget decisions. The principal and the stakeholders will hold regular budget meetings where data is examined to determine that the budget is spent on the priorities based on student need.

D. Operational Management

Forty-Second Street Elementary is an internal applicant. This section is not applicable to the application process.

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Appendix A

Forty-Second Street Elementary School

Appendix A

LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION**FINAL LETTER OF INTENT**

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person): 42nd Street Elementary – Contact - Lataska Pittman-Ridgeway, Principal				
Address: 4231 4th Ave. Los Angeles, CA 90008		Phone Number: 323-296-7550		
Website (if applicable) http://42street-laUSD-ca.schoolloop.com/		Email Address: lpitt1@lausd.net		
School site for which your team is submitting a Letter of Intent:		42nd Street Elementary School		
Grade configuration of your school:		Pre-K– 5th		
School model for which you are applying:		<input type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input checked="" type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter		
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?		1. No 2. 3.		
School calendar– please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates		1. August 13, 2012 – June 5, 2013 2. December 17, 2012 – January 4, 2013 3. March 25, 2013 – March 29, 2013		
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Lataska Pittman	<i>Lataska Pittman</i>	323-296-7550	lpitt1@lausd.net	42 nd Street Elementary
2. Maria Topete	<i>Maria Topete</i>	(213) 399-2872	mjt3210@lausd.net	42nd Street Elementary
3. Nikysha D. Gilliam	<i>Nikysha D. Gilliam</i>	323-620-2905	ndg3552@lausd.net	42nd Street Elementary
4. Raychelle Cade	<i>Raychelle Cade</i>	(323) 296-7550	rlm56700@lausd.net	42nd Street Elementary

(Please add lines and pages as necessary)



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person): 42nd Street Elementary – Contact - Lataska Pittman-Ridgeway, Principal	
Address: 4231 4th Ave. Los Angeles, CA 90008	Phone Number: 323-296-7550
Website (if applicable) http://42street-laUSD-ca.schoolloop.com/	Email Address: lpitt1@lausd.net
School site for which your team is submitting a Letter of Intent:	
42nd Street Elementary School	
Grade configuration of your school:	
Pre-K– 5th	
School model for which you are applying:	
<input type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input checked="" type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter	
Please respond:	
1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?	
1. No 2. 3.	
School calendar— please provide the following dates:	
1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	
1. August 13, 2012 – June 5, 2013 2. December 17, 2012 – January 4, 2013 3. March 25, 2013 – March 29, 2013	

List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
5. Natam Laurent	<i>Natam Laurent</i>	(323) 246-7550	NWESLEY@LAUSD.NET	42nd Street School
6. Carlotta Keaton	<i>Carlotta Keaton</i>	(323) 246-7550	cmk1425@lausd.net	42nd St.
7.				
8.				
9.				
10.				
11.				
12.				

Appendix B

42nd Street Elementary Parent-School Compact Three-Way Pledge

TEACHER PLEDGE:

I understand the importance of the school experience for every student and my role as a teacher and model. I understand the importance of ongoing communication between teachers and parents. Therefore, I agree to carry on the following responsibilities to the best of my ability:

- ☐ I will provide high quality curriculum and instruction to address the grade level standards.
- ☐ I will teach all the necessary concepts to your child before regular homework is assigned.
- ☐ I will strive to be aware of the individual needs of your child.
- ☐ I will regularly communicate with you regarding your child's progress, including conferences, report cards, and phone calls.
- ☐ I will provide a positive class atmosphere for all students.
- ☐ I will be accessible and do my best to provide opportunities for parents to volunteer and observe the educational program.

Teacher Signature: _____ Date: _____

STUDENT PLEDGE:

I realize that my education is important to me. It helps me develop tools I need to become happy and productive person. I also understand my parent(s) want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- ☐ I will become aware of the standards I need to learn and work to achieve these standards.
- ☐ I will return completed homework on time.
- ☐ I will read at least 30 minutes everyday with my parents.
- ☐ I will arrive at school on time every day unless I am ill.
- ☐ I will be responsible for my own behavior.
- ☐ I will be a cooperative learner.
- ☐ I will be a positive learner.

Student Signature: _____ Date: _____

PARENT PLEDGE:

I realize that my child's educational years are very important and I understand that my participation in my child's education will help his or her achievement and attitude. I understand the importance of ongoing communication between parents and teachers. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- ☐ I will support my child's learning by becoming informed about the standards my child needs to learn.
- ☐ I will encourage my child to achieve the standards.
- ☐ I will provide a quiet place for my child to study.
- ☐ I will ensure my child completes his/her homework.
- ☐ I will ensure my child gets an adequate night's sleep.
- ☐ I will see that my child arrives at school on time everyday and attends school daily.
- ☐ I will spend at least 30 minutes per day reading with my child.
- ☐ I will attend Back to School Night, Parent conferences, and Open House.
- ☐ I will encourage my child to be positive in his/her learning.
- ☐ I will support the school's discipline policy.

Parent Signature: _____ Date: _____

Forty-Second Street Elementary
TRES PROMESAS A SEGUIR

LAS PROMESAS DE LOS MAESTROS:

Yo entiendo la importancia que tiene la experiencia en la escuela para cada estudiante y mi papel como maestro/a y modelo a seguir. Yo consiento a seguir las siguientes responsabilidades lo mejor que puedo:

- ☐ Proporcionare un plan de instrucción de alta calidad para dirigir los estándares de el nivel de grado.
- ☐ Yo voy a enseñar todos los conceptos necesarios a su niño/a antes de su tarea regular que se le ha asignado.
- ☐ Yo me empeñaré a enseñarle individualmente en todo lo que necesita su niño/a.
- ☐ Comunicare regularmente con usted acerca del progreso de su niño/a incluyendo conferencias, reportes de progreso, y llamadas telefónicas.

Firma del Maestro/a: _____ Fecha: _____

LAS PROMESAS DE LOS ESTUDIANTES:

Yo se que mi educación es importante para mi. Me ayuda a desarrollar y necesito venir contento/a y ser una persona productiva. Yo entiendo a mis padres y se que me quieren ayudar a ser el/la mejor en la escuela. Yo se que tengo una responsabilidad para mi futuro:

- ☐ Me enterare de los estándares que debo aprender y trabajar para lograr estos estándares.
- ☐ Yo regresare mi tarea a tiempo y completa.
- ☐ Yo voy a leer 30 minutos diarios con mis padres.
- ☐ Yo llegare a tiempo a la escuela todos los días a menos que este enfermo/a.
- ☐ Yo voy a ser responsable sobre mi propio comportamiento.
- ☐ Yo voy a ser un principiante cooperativo/a.
- ☐ Seré un estudiante positivo.

Firma Del Estudiante: _____ Fecha: _____

LAS PROMESAS DE LOS PADRES:

Yo voy a realizar para que los años educacionales sean los más importantes para mi niño/a, y entiendo que mi participación en la educación de mi niño/a le ayudara a tener una mejor actitud. Yo entiendo la importancia de la comunicación entre maestros y padres. Yo estoy de acuerdo a llevar las responsabilidades lo mejor que puedo.

- ☐ Apoyare el aprendizaje de mi hijo/a por informarme de los estándares que mi hijo/a tiene que aprender.
- ☐ Le daré ánimo a mi hijo/a para lograr los estándares.
- ☐ Proporcionare un espacio callado para que mi hijo/a pueda estudiar.
- ☐ Yo me voy a asegurar que mi hijo/a complete su tarea.
- ☐ Yo voy a ver que mi niño/a duerma el tiempo adecuado durante la noche.
- ☐ Yo estaré seguro/a que mi niño/a llegue a tiempo a la escuela y que asista diariamente.
- ☐ Yo tomare al menos 30 minutos al día para leer con mi niño/a.
- ☐ Yo asistiré a las Conferencias de Padres, Casa Abierta, y Noche de Regreso a La Escuela.
- ☐ Yo animare a mi niño/a a ser positivo/a en el aprendizaje.
- ☐ Yo apoyare la póliza de disciplina de la escuela.

Firma Del Padre: _____ Fecha: _____

LOS ANGELES UNIFIED SCHOOL DISTRICT

Forty-Second Street Elementary School

4231 4th Avenue, Los Angeles, CA 90008 Phone: (323) 296-7550 Fax: (323) 292-7680

John Deasy, PhD.
Superintendent of Schools
Dr. Brenda Manuel
Local District 3 Superintendent
Lataska Ridgeway
Principal
Glendy Marin
Assistant Principal

Forty-Second Street Elementary Parental Involvement Policy

Part I: General Expectations

Forty-Second Street Elementary agrees to implement the following statutory requirements regarding our School Parental Involvement /Title I Parental Involvement Policies:

- ☐ The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy (SPIP) that the school and parents of participating children agree upon.
- ☐ The school will notify parents about the SPIP in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- ☐ The school will make the SPIP available to the local community.
- ☐ The school will annually update the SPIP to meet the changing needs of parents and the school.
- ☐ The school will adopt the school's school-parent compact as a component of its SPIP.
- ☐ The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means that participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-

- a. that parents play an integral role in assisting their child's learning;
- b. that parents are encouraged to be actively involved in their child's education at school;
- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and advisory committees to assist in the education of their child;
- d. the carrying out of other activities, such as those described in section 1118 of the ESEA.

Part II: Description of how the school will implement required school parental involvement policy component

1. Forty-Second Street Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- ☐ Communiqués and planning meetings regarding District wide Parental Involvement Policy
- ☐ Communiqués and planning meetings regarding the school-parent compact

- ☐ During planned parent meetings, parents will participate orally and assist in the written component of the policy and compact and maintain ongoing consensus building activities until the policy is agreed upon.

2. Forty-Second Street Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- ☐ School wide communiqués to parents
- ☐ Back to School Night and Parent Conference Activities
- ☐ Parent Meetings

3. Forty-Second Street Elementary will annually update its School Parental Involvement Policy to meet the changing needs of parents and the school:

- ☐ New Students and parents to Forty-Second Street Elementary School
- ☐ New Staff members to Forty-Second Street Elementary School
- ☐ Single Plan for Student Achievement updates
- ☐ Title I School wide Plan
- ☐ Safety Issues
- ☐ Reorganization/Restructuring of Programs and or Instructional Activities
- ☐ Parent/Teacher/Student Compact (Three-way Pledge)

4. Forty-Second Street Elementary School will convene an annual meeting to inform parents of the following:

- ☐ That their child's school participates in Title I
- ☐ About the requirements of Title I
- ☐ Of their rights to be involved – (Parental Involvement Non-Regulatory Guidance Title I)
- ☐ About their school's participation in Title I

5. Forty-Second Street Elementary School will hold a flexible number of meetings at various times, and provide transportation, child care, and/or home visits, paid with Title I funding as long as these services relate to parental involvement:

- ☐ Needs Assessment/surveys for meeting dates and activities
- ☐ Needs assessment/surveys for child care
- ☐ Needs assessment/surveys regarding transportation
- ☐ Planning Meetings for agenda items with council members and administration

6. Forty-Second Street Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:

- ☐ School wide communiqués such as newsletters, phone calls to parents/Connect Ed, the marquee
- ☐ Communication in the student agenda books
- ☐ Leadership Meetings to determine dates and timelines

7. Forty-Second Street Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress.

- ☐ Professional Development Activities for parents sponsored by our Instructional Coach
- ☐ Communiqués to parents/Newsletters
- ☐ Back-to-School Night
- ☐ Parent Conferences
- ☐ Teacher Access/Phone calls/Additional conferences
- ☐ Report Cards
- ☐ District Assessment Data
- ☐ Mid-semester progress reports

8. Forty-Second Street Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- ☐ Local School Leadership Meetings
- ☐ School Site Council/Advisory Meetings
- ☐ General Parent Meetings
- ☐ Parent Suggestion Box
- ☐ Parent/Administrative Conferences

9. Forty-Second Street Elementary School will submit to the district any parent comments of the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- ☐ Uniform Complaints Procedure
- ☐ Administrative/Local District Conferencing

Part III: Shared Responsibilities for High School Academic Achievement

1. Forty-Second Street Elementary School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

It is our goal to help parents develop the necessary skills to meet the basic obligations of family life and foster conditions at home, which emphasize the importance of education and learning. It is our continued belief that education is a shared responsibility:

- ☐ Professional Development Activities for Parents led by administration and coaches
- ☐ Volunteer Participation Activities
- ☐ Parents to participate in classroom observations with administration and coaches.

2. Forty-Second Street Elementary School will incorporate the school-parent compact (three-way pledge) as a component of its School Parental Involvement Policy:
see Appendix B

3. Forty-Second Street Elementary School will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:

- ☐ The State's academic content standards
- ☐ The State's student academic achievement standards

- ☐ The State and local academic assessments including alternate assessments
- ☐ The requirements of Title I
- ☐ How to monitor their child's progress, and
- ☐ How to work with educators, which would include workshops/conferences, inclusion of translation services, professional development for parents with our teachers and paraprofessionals

4. Forty-Second Street Elementary School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- ☐ Professional Development by coaches
- ☐ District workshops or trainings for technology
- ☐ Informational meetings by administration

5. Forty-Second Street Elementary School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- ☐ District and site PSA to provide professional development/informational meetings
- ☐ Communiqués to parents
- ☐ Professional Development by administration

6. Forty-Second Street Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and Public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- ☐ Discussions at Parent Conferences and Back to School Night
- ☐ Discussions at General Parent Meetings
- ☐ On Site Parent Center Activities

7. Forty-Second Street Elementary School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

- ☐ Discussions at Parent Conferences and Back-To-School Night
- ☐ Discussion at General Parent Meetings
- ☐ On site Parent Center activities

Lataska Pittman-Ridgeway
Principal

Appendix D:

Version 1.0

ASSURANCES FORM

Please check the school model you have selected for your proposal:			
<input type="checkbox"/> Traditional	<input type="checkbox"/> Pilot	<input type="checkbox"/> Network Partner	<input checked="" type="checkbox"/> X ESBMM
		<input type="checkbox"/> Independent Charter	<input type="checkbox"/> Affiliated Charter
Name of School <u>42nd Street</u>	Name of Applicant Group/Applicant Team <u>42nd Street School</u>		
Lead Applicant <u>Lataska Rigdeway</u>	Title of Lead Applicant <u>Principal</u>		
Mailing Address <u>4231 4th Ave., Los Angeles, CA 90008</u>	Phone Number <u>323-296-7550</u>		
	Email Address <u>lpitt1@lausd.net</u>	Website (if available) _____	
Fax Number <u>323-292-7680</u>			

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity. Check one of the following statements:

- ☐ The Applicant Organization/Applicant Team listed above is a NOT-FOR-PROFIT entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- ☒ X The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with the Public School Choice Request for Proposals. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes but is not limited to: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS and other systems contained within ISIS, operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with the District's Discipline Foundation Policy, all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, the Applicant Group/Applicant Team agrees to participate in the Los Angeles Unified School District's Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

5. **Assurance that Independent Charter School Operators will sign and execute the Facilities Use and Service Use Agreements**
(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement and the Service Use Agreement as provided by the District. The two agreements must be signed before the applicant team gains access to the campus.

6. **Resident Enrollment and Attendance Boundary Compliance**
(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's opt-out processes outlined in the "Opt-Out and Enrollment Process for Charter Schools Operating Campuses via Public School Choice" document. See the Public School Choice Request for Proposal Appendix for a copy of the "PSC Opt-Out Form."

7. **Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education**

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Lataska Ridgeway Title of Lead Applicant Principal
 Signature of Lead Applicant *Lataska Ridgeway* Date 11-18-11
 Name of Board President* N/A
 Signature of Board President* N/A Date _____

*The additional name and signature of the Board President is only applicable to organizations with a Board.

Appendix F:



42ND STREET ELEMENTARY

GOAL 1: 100% GRADUATION	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate								60%	63%	70%
B. Students On-Track for Meeting A-G Requirements								38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. English Language Arts, Elementary:	28%	31%	26%	29%				60%	67%	74%
B. English Language Arts, Secondary:								45%	50%	54%
C. Mathematics, Elementary: Proficient & Advanced	42%	38%	34%	40%				69%	75%	82%
D. Mathematics, Secondary: Proficient & Advanced								36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts	16%	28%	12%	22%				49%	55%	62%
F. Proficiency in Algebra								38%	47%	55%
G. Reclassification Rates	9%	9%	9%	15%				21%	24%	27%
GOAL 3: 100% ATTENDANCE	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	51%	52%	42%	46%				66%	71%	76%
B. Percentage of staff with 96% or higher attendance	62%	60%	57%	64%				69%	74%	79%
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork			64%	70%						
B. Parent participation on School Experience Surveys		0%	29%	20%				35%	40%	50%
GOAL 5: SCHOOL SAFETY	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	15	3	42	44				43,506	41,006	38,506
B. % of students who feel safe on school grounds (agree or strongly agree)			84%	75%				86%	88%	90%

PERFORMANCE METER - DATA SUMMARY SHEET

42ND STREET ELEMENTARY
4231 FOURTH AVE LOS ANGELES 90008

Student Demographics (2010-11)

Total Students Enrolled: 346						
African American	89%	English Learners	14%			
American Indian	1%	Reclassified ELs (RFEP)	3%			
Asian	0%	Students with Disabilities	15%			
Fileino	0%	Economically disadvantaged	100%			
Latino	29%	Identified Gifted - All	3%			
Pacific Islander	0%	Identified Gifted - African Amer	2%			
White (not Latino)	0%	Identified Gifted - Latino	5%			

API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2006-07:	647	632	-15	No	1	3
2007-08:	628	678	50	Yes	1	2
2008-09:	679	665	-14	No	1	5
2009-10:	665	638	-27	No	1	3
2010-11:	638	659	21	Yes	1	1

AYP

Met AYP 2010-11	No
Criteria Met	14
Criteria Possible	17
PI Year	5
Year Entered PI	2006-2007

GOAL 3: 100% Attendance

Attendance Rate	2009-10	2010-11	Chg
Staff	91.8%	95.4%	3.6
Student	92.9%	94.0%	1.1
Student transiency	29.3%	32.6%	3.3

Percentage with 96% or Higher Attendance

	2009-10	2010-11	Chg
Staff	57.1%	63.9%	6.8
Student	42.4%	46.0%	3.6

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11
% of Parents that responded	29.1%	20.4%
% Strong Agree or Agree	92.7%	88.1%
Opportunities for Involvement	91.8%	95.2%
Feel Welcome at school	64.2%	69.8%
Talk with Teacher About Child's Schoolwork		

GOAL 5: School Safety

Student Suspensions	2009-10	2010-11	Chg
% Students Suspended:			
All	3.4%	4.7%	1.3
African American:	4.5%	6.4%	1.9
Latino:	0.8%	0.9%	0.1
SWD:	1.8%	9.6%	7.8
Instructional Days Lost to Suspensions	42	44	2

Student Survey

	2009-10	2010-11	Chg
% of Students that responded	75.8%	92.8%	17.0
% Strong Agree or Agree:			
Feel safe on school grounds	84.4%	75.5%	-8.9

GOAL 2: Proficiency For All

English Learner Progress

		2009-10	2010-11
Scoring Proficient on CELDT		57.7%	39.5%
Scoring Basic or Above on CST ELA		57.1%	58.8%
Passing English with a "3" or "4"		67.6%	66.2%
	2008-09	2009-10	2010-11
Reclassification Rate Trend:	8.9%	9.3%	15.3%

English Learner Accountabilities

	MET	2009-10	2010-11
AMAO 1 - CELDT Annual Growth	No	57.7%	39.5%
AMAO 2 - Attaining Eng Prof. < 5 Yrs > 5 yrs	No	28.8%	13.3%
AMAO 3 - Proficiency in ELA	--	24.4%	28.2%
Proficiency in MATH	--	35.6%	48.7%

Students With Disabilities (SWD)

% Basic and Above	2009-10	2010-11	Chg
CST ELA	25.7%	25.0%	-0.7
CST Math	17.1%	25.0%	7.9

Students With Disabilities (SWD)

% Basic and Above	2009-10	2010-11	Chg
CMA ELA	0.0%	44.4%	44.4
CMA Math	0.0%	27.8%	27.8

CMA Results included when > 10 students tested

CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	363	341	324	278	221	19.3%	27.5%	30.6%	25.9%	29.4%	3.5	10.1	2.5
African American	265	251	242	203	149	16.6%	26.7%	30.6%	26.6%	26.8%	0.2	10.2	2.6
Latino	95	87	76	72	66	27.4%	31.0%	28.9%	25.0%	34.8%	9.8	7.4	1.8
White													
English Learner	56	39	40	42	33	10.7%	5.1%	17.5%	21.4%	21.2%	-0.2	10.5	2.6
SWD	38	33	39	35	16	2.6%	3.0%	2.6%	2.9%	12.5%	9.6	9.9	2.5
Socio-Eco Disadv	340	324	300	278	221	19.4%	27.8%	30.3%	25.9%	29.4%	3.5	10.0	2.5

CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	363	339	323	278	220	31.1%	41.6%	37.5%	33.5%	40.0%	6.5	8.9	2.2
African American	265	251	241	203	148	26.8%	37.8%	33.6%	30.5%	35.1%	4.6	8.3	2.1
Latino	95	85	76	72	66	43.2%	51.8%	51.3%	43.1%	51.5%	8.4	8.3	2.1
White													
English Learner	56	38	40	42	33	30.4%	39.5%	37.5%	33.3%	45.5%	12.2	15.1	3.8
SWD	38	33	39	35	16	10.5%	3.0%	7.7%	8.6%	6.3%	-2.3	-4.2	-1.0
Socio-Eco Disadv	340	322	299	278	220	31.5%	41.0%	38.5%	33.5%	40.0%	6.5	8.5	2.1

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	2009-10	2010-11	Chg	2009-10	2010-11	Chg
ELA Gr 2	52	7.7%	25.0%	26.9%	23.1%	17.3%	28.4%	32.7%	4.3	50.8%	40.4%	-10.4
ELA Gr 3	54	1.9%	20.4%	35.2%	11.1%	31.5%	11.6%	22.2%	10.6	56.5%	42.6%	-13.9
ELA Gr 4	61	11.5%	21.3%	34.4%	24.6%	8.2%	35.9%	32.8%	-3.1	39.0%	32.8%	-6.2
ELA Gr 5	54	5.6%	24.1%	31.5%	20.4%	18.5%	28.2%	29.6%	1.4	33.3%	38.9%	5.6
Math Gr 2	52	23.1%	23.1%	9.6%	30.8%	13.5%	37.3%	46.2%	8.9	41.8%	44.3%	2.5
Math Gr 3	54	18.5%	25.9%	24.1%	18.5%	13.0%	23.2%	44.4%	21.2	43.4%	31.5%	-11.9
Math Gr 4	40	13.3%	30.8%	23.3%	28.3%	5.0%	40.6%	43.3%	2.7	37.5%	33.3%	-4.2
Math Gr 5	54	1.9%	24.1%	29.6%	14.8%	14.8%	33.3%	25.9%	-7.4	35.9%	44.4%	8.5
Science Gr 5	54	1.9%	13.0%	37.0%	29.6%	18.5%	19.2%	14.8%	-4.4	46.2%	48.1%	1.9

Appendix G:

LOS ANGELES UNIFIED SCHOOL DISTRICT Human Resources Division

Class Description **PRINCIPAL, ELEMENTARY SCHOOL**

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.

Responsible to

Local District Superintendent or designee

Subordinates

Assistant Principal, Elementary School and/or 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

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 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.

FEBRUARY 2011

PRINCIPAL, ELEMENTARY SCHOOL

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Appendix H:

Leadership

Administrator - Interview Questions & Approaches

Opening statement – Candidate should prepare a statement describing who they are, their instructional philosophy and their leadership style.

What characteristics do you look for in a teacher candidate for your building?

What three expectations do you have of your staff?

Explain your experience in running meetings and leading groups.

How have you worked with regular education teachers to ensure the success of integrating kids with special needs in regular education classrooms?

What are the characteristics of a successful school for young adolescents?

Describe your knowledge and experience in using data to inform decisions.

Leadership - Instruction/Curriculum

Describe a curriculum project that you have led in your building as an administrator and your role in the process.

Describe your experience working with special education programs and students.

Describe your experience working with English Learners.

Describe what you consider good assessments.

What do you consider to be the key components of an effective elementary program?

How do you see your role as the instructional leader's role in working with your staff?

When you walk into a classroom, how can you know if learning is taking place?

What do you expect to see in quality lesson plans?

Leadership - Staff development

How do you tell someone he or she is not doing a good job?

How do you decide what staff development is necessary?

How do you determine what to do on staff development day?

How do you evaluate the effectiveness of staff development?

What does staff development look like in your school?

Situations

Have you had to develop a shared vision where there had been no vision or differing visions?

Describe that experience.

How do you work with a teacher who repeatedly sends students to the office?

How do you work with a parent who is upset or angry with a teacher?

Describe the toughest student(s) you have dealt with and how you resolved the situation.

What steps would you follow if a teacher did not comply with your recommendations after a classroom visit?

How do you react when a parent calls and is upset with something one of your teachers has done?

How do you react when a parent calls and is upset with something you have done?

School Climate and Community

Describe ways you contribute to or facilitate collegial support and staff morale.

When dealing with a discipline problem with a student, what is your major concern?

How much and what type of input do you solicit from a teacher in dealing with referrals and discipline problems with a student?

What kind of discipline plan do you expect from the teachers?

When a teacher sends a student to you for discipline, what process do you follow?

How have you helped others develop discipline, intervention, or behavior plans?

Tell us about a time when you had to make a difficult decision, and you knew that whatever you decided, some people would be unhappy.

Define "learning community" and describe what that looks like in your school.

How do you go about creating and nurturing a safe, supportive, encouraging school environment?

What role do parents and adult family members have in the school?

What do you expect of students' parents and adult family members?

Professional identity, care, and development

What makes you well suited to work with students in this capacity?

What is your greatest strength? Weakness?

What three words would your staff use to describe you?

What three words would your students use to describe you?

What do you read to stay current in your field?

What are your long-term professional goals?

What do you do to combat stress?

What kinds of things are important to you and would definitely be part of your daily schedule?

Recruitment and Staffing of Teachers

Teacher Interview Questions

Instruction

How do you organize an effective lesson (planning, sequence, support, appropriate, engaging, etc.)?

Tell us more about your instructional style. How do you teach? What would we see in your classroom?

What are the key components of a successful Language Arts Program for _____ grade?

How do you incorporate technology into your instruction?

How do you incorporate critical thinking skills into your class?

When kids forget all the details of a content area, what are the main concepts you want them to remember in Language Arts? Mathematics?

How do you use different teaching strategies to best provide for the learning needs of English Learners (EL) and Standard English Learners (SEL) students?

Discuss ways you assess student learning. (How do you measure student learning and check for understanding?)

What is the purpose of homework?

Describe a typical homework assignment.

How do you select resources supplemental resources?

You are teaching a unit on measurement. How will you relate this to another content area?

What is the goal of your instruction?

How do you motivate the unmotivated?

What is unique about your approach to teaching?

Classroom management

Explain how you structure your day.

How do you begin class?

Discuss your classroom discipline plan.

How do you include parents in your discipline plan?

Tell us how you have handled a student that was repeatedly disruptive in the classroom.

Classroom and School Community

How do you promote acceptance, tolerance, and diversity in your classroom?

What are some ways you involve parents in your instruction?

Whether on a team or in a special area, it is important that colleagues reflect a sense of teamwork. Describe ways you contribute to collegial support and staff morale.

Aside from the instructional delivery of the curriculum in the classroom, how have you had (or how do you see yourself having) a positive influence on the lives of your students?

How do you show you care and are interested in your students' lives?

Situations

Think of a time when a student did not understand a concept or a student was capable of performing well beyond the academic expectations of the class. How did you respond?

How would you approach a parent who was upset or angry?

Describe the toughest students you have had to deal with, and how you resolved the situation.

Tell me about a lesson or unit you developed for this grade or subject and how you implemented it.

Describe a lesson you taught that was particularly successful or unsuccessful. What did you do as a result of evaluating the lesson?

Professional identity, care, and development

What do you read to stay current in your field?

What are your long-term professional goals?

What did you learn this year that will make you a better teacher next year?

What do you do to combat stress?

Think of your best teachers. What positive characteristics do you believe these teachers demonstrated? Which of these characteristics do you believe you have?

What three words would your students use to describe you?

What do you feel is your greatest strength? Weakness?

Why do you feel you are the best candidate for the position?

Background

Please explain experience you have had as it relates to this position.

Tell us about yourself. (Include information about high school, college, activities, honors, student teaching assignment, administrative experience, etc.)

Appendix I:

5 Year Professional Development Calendar		
School Year	Instructional Focus	Activities
2012-2013	Professional Learning Communities Working collaboratively to understand what is a professional learning community and why are PLC's important. Working with works from Dr. Richard Dufour to examine schools as learning communities, teachers coming together and how to have a cultural shift.	<ul style="list-style-type: none"> • Professional Readings • Professional Articles • Whole Group and Break Out Grade Level Group Discussions • Sharing of Ideas and Student Work
2013-2014	Professional Learning Communities Continuing the Work	<ul style="list-style-type: none"> • Professional Readings • Professional Articles • Whole Group and Break Out Grade Level Group Discussions • Sharing of Ideas and Student Work
2014-2015	Multiple Intelligences Working collaboratively we will read about and discuss Howard Gardner's Multiple Intelligences The Intelligence types are: <ol style="list-style-type: none"> 1. Linguistic and verbal intelligence 2. Logical intelligence 3. Spatial intelligence 4. Body/movement intelligence 5. Musical intelligence 6. Interpersonal intelligence 7. Intrapersonal intelligence 8. Naturalist intelligence 	<ul style="list-style-type: none"> • Professional Readings • Professional Articles • Whole Group and Break Out Grade Level Group Discussions • Sharing of Ideas and Student Work
2015-2016	Project Based Learning Learning in depth will allow students to work on authentic learning activities. Working towards a project based learning principal will engage students, peak the interest of students and motivate students to work on projects collaboratively	<ul style="list-style-type: none"> • Professional Readings • Professional Articles • Whole Group and Break Out Grade Level Group Discussions • Sharing of Ideas and Student Work
2016-2017	Visual and Performing Arts The Arts will be infused into all curricular areas in an attempt to tap into the strengths of our student community.	<ul style="list-style-type: none"> • Professional Readings • Professional Articles • Whole Group and Break Out Grade Level Group Discussions • Sharing of Ideas and Student Work

Professional Development Calendar 2012-2013			
Date/Time	Instructional Focus	Activities	Location
Tuesday August 20, 2012 2:45-3:45	Professional Learning Communities *Reading: <u>Who Moved My Cheese?</u> by Spencer Johnson, MD	Analyze Data (weekly, periodic, attendance and progress monitoring) and choose focus for the following areas: Differentiated Instruction, GATE, ELD, RTI ² , Special ED, and Core K-12 -Grade Level Report -Determine focus for the following week	Room 9
Tuesday August 27, 2012 2:45-3:45	Professional Learning Communities *Reading: <u>Who Moved My Cheese?</u> by Spencer Johnson, MD	Grade Level Meeting Plan for focus of the week	Room 9
Sep. 4, 2012 Tuesday 1:45-2:45	Professional Learning Communities *Video: <u>Who Moved My Cheese?</u> by Spencer Johnson, MD Watch video and discuss book	Grade Level Meeting Plan for focus of the week	Room 9
Sep. 11, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Sep. 18, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9

Date/Time	Instructional Focus	Activities	Location
Sep. 25, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Oct. 2, 2012 Tuesday 1:45-2:45	Professional Learning Communities *Reading: <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9

Oct. 9, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Oct. 16, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Oct. 23, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9

Date/Time	Instructional Focus	Activities	Location
Oct. 30, 2012 Tuesday 1:45-2:45	Professional Learning Communities *Reading: <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Nov. 6, 2012 Tuesday 1:45-2:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Nov. 13, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Nov. 20, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Nov. 27, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Dec. 4, 2012 Tuesday 1:45-2:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9

Date/Time	Instructional Focus	Activities	Location
Dec. 11, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Dec. 18, 2012 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Jan. 8, 2013 Tuesday 1:45-2:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Jan. 15, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Jan. 22, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Getting Started: Reculturing Schools to become PLC's</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Jan. 29, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9

Date/Time	Instructional Focus	Activities	Location
Feb. 5, 2013 Tuesday 1:45-2:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Feb. 12, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9

Feb. 19, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Feb. 26, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Mar. 5, 2013 Tuesday 1:45-2:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9

Mar. 12, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
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Date/Time	Instructional Focus	Activities	Location
Mar. 19, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Apr. 2, 2013 Tuesday 1:45-2:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Apr. 9, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Apr. 16, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9
Apr. 23, 2013 Tuesday 1:45-3:45	Professional Learning Communities *Reading: <u>Learning by Doing: A Handbook for Professional Communities at Work</u> by: Dr. Richard Dufour	Grade Level Meeting Plan for focus of the week	Room 9

Apr. 30, 2013 Tuesday 1:45-2:45	Year 2 Focus – Next Steps of Professional Learning Communities Selecting Literature	Grade Level Meeting Plan for focus of the week	Room 9
May 7, 2013 Tuesday 1:45-2:45	Year 2 Focus – Next Steps of Professional Learning Communities Selecting Literature	Grade Level Planning in new Grade Levels	Room 9

Date/Time	Instructional Focus	Activities	Location
May 14, 2013 Tuesday 1:45-3:45	Year 3 Focus – Multiple Intelligences	Grade Level Planning in new Grade Levels	Room 9
May 21, 2013 Tuesday 1:45-3:45	Year 3 Focus – Multiple Intelligences	Grade Level Planning in new Grade Levels	Room 9
May 28, 2013 Tuesday 1:45-3:45	Year 4 Focus – Discussion of Project Based Learning	Grade Level Planning in new Grade Levels	Room 9
Jun. 4, 2013 Tuesday 1:45-2:45	Year 5 Focus – Discussion of Art	Grade Level Planning in new Grade Levels	Room 9

Appendix J:

http://bell.lausd.net/

1/31/12 10:40 AM

Return to Main Menu (Warning: clicking this link will NOT save any changes made.)

2011-2012 ELEMENTARY SCHOOL BELL SCHEDULES
Single Track

School Information	
School Name: 42ND ST EL	Location Code: 3959

Regular Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	-- : -- :					-- : -- :		200	
P.M. Kindergarten	-- : -- :					-- : -- :		200	
Full Day Kindergarten	08 : 16 :	10 : 00 :	10 : 20 :	11 : 30 :	12 : 10 :	02 : 35 :	319	319	0
Gr: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 4 <input type="checkbox"/> 5 6	08 : 16 :	10 : 00 :	10 : 20 :	11 : 30 :	12 : 10 :	02 : 35 :	319	319	0
Gr: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input type="checkbox"/> 5 6	08 : 16 :	10 : 00 :	10 : 20 :	11 : 30 :	12 : 10 :	02 : 35 :	319	319	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 6	08 : 16 :	10 : 30 :	10 : 50 :	12 : 00 :	12 : 40 :	02 : 35 :	319	319	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 6	08 : 16 :	10 : 30 :	10 : 50 :	12 : 00 :	12 : 40 :	02 : 35 :	319	319	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	08 : 16 :	10 : 30 :	10 : 50 :	12 : 00 :	12 : 40 :	02 : 35 :	319	319	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 4 <input type="checkbox"/> 5 6	-- : -- :	-- : -- :	-- : -- :	-- : -- :	-- : -- :	-- : -- :		319	

Calculate Minutes

Professional Development Banked Days

No. of Days: 26

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	-- : -- : -- :					-- : -- : -- :		200	
P.M. Kindergarten	-- : -- : -- :					-- : -- : -- :		200	
Full Day Kindergarten	08 : 16 :	10 : 00 :	10 : 20 :	11 : 30 :	12 : 10 :	01 : 35 :	259	259	0
Gr: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 00 :	10 : 20 :	11 : 30 :	12 : 10 :	01 : 35 :	259	259	0
Gr: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 00 :	10 : 20 :	11 : 30 :	12 : 10 :	01 : 35 :	259	259	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 30 :	10 : 50 :	12 : 00 :	12 : 40 :	01 : 35 :	259	259	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 30 :	10 : 50 :	12 : 00 :	12 : 40 :	01 : 35 :	259	259	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 30 :	10 : 50 :	12 : 00 :	12 : 40 :	01 : 35 :	259	259	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	-- : -- : -- :	-- : -- : -- :	-- : -- : -- :	-- : -- : -- :	-- : -- : -- :	-- : -- : -- :		259	
Calculate Minutes									

Minimum Days

No. of Days:

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	-- : --					-- : --		200	
P.M. Kindergarten	-- : --					-- : --		200	
Full Day Kindergarten	08 : 16	10 : 00	10 : 20	11 : 30	12 : 10	01 : 25	249	249	0
Gr: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16	10 : 00	10 : 20	11 : 30	12 : 10	01 : 25	249	249	0
Gr: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16	10 : 00	10 : 20	11 : 30	12 : 10	01 : 25	249	249	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16	10 : 30	10 : 50	12 : 00	12 : 40	01 : 25	249	249	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16	10 : 30	10 : 50	12 : 00	12 : 40	01 : 25	249	249	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>	08 : 16	10 : 30	10 : 50	12 : 00	12 : 40	01 : 25	249	249	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	-- : --	-- : --	-- : --	-- : --	-- : --	-- : --		249	
Calculate Minutes									

Shortened Days

No. of Days:

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M.	-- : --					-- : --			

Kindergarten	-- : --					-- : --		200	
P.M. Kindergarten	-- : -- -- : --					-- : -- -- : --		200	
Full Day Kindergarten	08 : 16 -- : --	10 : 00 -- : --	10 : 20 -- : --	11 : 30 -- : --	12 : 10 -- : --	02 : 00 -- : --	284	284	0
Gr: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 -- : --	10 : 00 -- : --	10 : 20 -- : --	11 : 30 -- : --	12 : 10 -- : --	02 : 00 -- : --	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 -- : --	10 : 00 -- : --	10 : 20 -- : --	11 : 30 -- : --	12 : 10 -- : --	02 : 00 -- : --	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 -- : --	10 : 30 -- : --	10 : 50 -- : --	12 : 00 -- : --	12 : 40 -- : --	02 : 00 -- : --	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 -- : --	10 : 30 -- : --	10 : 50 -- : --	12 : 00 -- : --	12 : 40 -- : --	02 : 00 -- : --	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 -- : --	10 : 30 -- : --	10 : 50 -- : --	12 : 00 -- : --	12 : 40 -- : --	02 : 00 -- : --	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	-- : -- -- : --	-- : -- -- : --	-- : -- -- : --	-- : -- -- : --	-- : -- -- : --	-- : -- -- : --		284	
								Calculate Minutes	

Hot Weather Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	-- : -- -- : --					-- : -- -- : --		200	
P.M. Kindergarten	-- : -- -- : --					-- : -- -- : --		200	

Full Day Kindergarten	08 : 16 :	10 : 00 :	10 : 20 :	11 : 30 :	12 : 10 :	02 : 00 :	284	284	0
Gr: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 00 :	10 : 20 :	11 : 30 :	12 : 10 :	02 : 00 :	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 00 :	10 : 20 :	11 : 30 :	12 : 10 :	02 : 00 :	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 30 :	10 : 50 :	12 : 00 :	12 : 40 :	02 : 00 :	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 30 :	10 : 50 :	12 : 00 :	12 : 40 :	02 : 00 :	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>	08 : 16 :	10 : 30 :	10 : 50 :	12 : 00 :	12 : 40 :	02 : 00 :	284	284	0
Gr: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	-- : -- :	-- : -- :	-- : -- :	-- : -- :	-- : -- :	-- : -- :		284	
							Calculate Minutes		

Total Annual Minutes (AM and PM Kindergarten)

The Total Annual Minutes for this Bell Schedule can only be displayed if the Total Minutes for Regular Days, PD Days, Minimum Days and Shortened Days have all been submitted correctly.

N/A

Required Minutes: 36,000

Total Annual Minutes (Full Day Kindergarten and Grades 1-5 or 1-6)

The Total Annual Minutes for this Bell Schedule can only be displayed if the Total Minutes for Regular Days, PD Days, Minimum Days and Shortened Days have all been submitted correctly.

55,860

Required Minutes: 55,100

Calendar or Bell Schedule Change

Has the school calendar or bell schedule changed from last year, or are there plans to change it during the the current school Year?

☐ Yes ☐ No ☒ Does Not Apply

If yes, please describe in the **Exceptions and Special Situations** section.

Overlapping Kindergarten Hours

If the school has overlapping Kindergarten hours on minimum/shortened days, is there a Certificate of CSR Compliance (space planning memo) on file? (Attachment B, Bulletin 1357, 10/20/2004)

☐ Yes ☐ No ☒ Does Not Apply

Exceptions and Special Situations

Do you have a special situation that cannot be addressed by the Online Bell Schedule in its current format?

Please describe your situation below. A representative from the Budget Services & Financial Planning Division will contact you via phone or email to further assist you. Please be sure to include your name, phone number and email address.

Provide the name, title, and contact phone number of the person who completed this form.

Name of Person Completing this Form

Position Title of Person Completing this Form

Contact Telephone Number (Including Area Code)

Finalize

Click "Save and Exit" to save the information you have provided and return to the main menu.
Click "Certify" to save this information and attempt to certify for all tracks.

Save and Exit

Certify

Certification of the online bell schedule is temporarily disabled pending final determination of the furlough days' impact on the instructional days and minutes.

42nd Street Daily Schedule (K-2)

8:16 am – 9:15 am	English Language Development (ELD)/Mainstream English Language Development (MELD)
9:15 am – 10:00 am	English Language Arts
10:00 am – 10:20 am	Recess
10:20 am - 11:30 am	English Language Arts
11:30 am – 12:10 pm	Lunch
12:10 pm – 1:10 pm	Mathematics
1:10 pm – 1:40 pm	Social Studies
1:40 pm – 2:10 pm	Science
2:10 pm – 2:36 pm	Physical Education

42nd Street Daily Schedule (3-5)

8:16 am – 9:15 am	English Language Development (ELD)/Mainstream English Language Development (MELD)
9:15 am – 10:30 am	English Language Arts
10:30 am – 10:50 am	Recess
10:50 am - 11:35 am	English Language Arts
11:35 am – 12:00 pm	Mathematics
12:00 pm – 12:40	Lunch
12:40 pm – 1:05 pm	Mathematics
1:05 pm – 1:35 pm	Social Studies
1:35 pm – 2:05 pm	Science
2:00 pm – 2:36 pm	Physical Education

Appendix K:

Retention

Forty-Second Street School abides by the Los Angeles Unified School district's guidelines as stated in BUL 2332.4, Elementary School Progress Report Making Practices and Procedures, issued July 31, 2008. The Standards-Based promotion (SBP) guidelines state that before a student is retained, there must be appropriate and documented interventions throughout the year. These may include: Student Success Team, Language Appraisal Team, and parent/teacher conferences. The decision to retain must be agreed upon by both the teacher and the parent/guardian, and documentation must be in the student's cumulative folder.

Discipline

Staff is expected: Be firm, caring, positive, and consistent with the students. Everyone has the responsibility for all students following the rules. Teachers must contact the parent and continuously teach Second Step before using the online referral forms for discipline issues. Teachers are also expected to implement a classroom discipline plan that is aligned with the school-wide discipline expectations. The plan should be communicated to both the students and the parents. There should be collaboration and communication throughout the school year, where the parent is aware of the behaviors in the classroom.

Suspensions

Suspension is permitted after all proper procedures have been followed and must conform to the Education Code guidelines as well as the Board of Education policy. A teacher may suspend a student from his/her class for the day of the offense and the following day. Teachers must fill out a Student Suspension Information form and contact the parent/guardian. The Student Suspension Information form should be given to the Principal or the SAA, so that a Pupil Attendance Reporting form (PAR) can be generated before the end of the day.

Appendix I:

MEMBERS OF THE BOARD

MONICA GARCIA, PRESIDENT
TAMAR GALATZAN
BENNETT KAYSER
MARGUERITE POINDEXTER LAMOTTE
NURY MARTINEZ
RICHARD A. VLADOVIC
STEVEN ZIMMER



LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

JOHN E. DEASY, Ph.D.
SUPERINTENDENT OF SCHOOLS

September 19, 2011

Dear Parents and Guardians of LAUSD Students,

On September 13, 2011, the Board of Education decided to proceed with implementation of a District-wide Early Start Instructional Calendar for the 2012-13 school year. Only two schools, Del Olmo Elementary and Cahuenga Elementary, will remain on the Multi-Track Calendar for the 2012-13 school year.

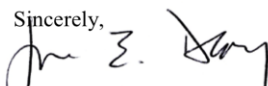
All students in grades K-12 will continue to be on a two-semester instructional calendar. Under the District-wide Early Start Instructional Calendar, the first day of instruction for students will be August 14, 2012 and the last day of instruction will be June 4, 2013. Summer school information will be forthcoming. Other important holidays to note include:

Admission Day observed on August 31, 2012
Labor Day observed on September 3, 2012
Veterans Day observed on November 12, 2012
Thanksgiving observed on November 22, 2012 and November 23, 2012
Winter Recess from December 17, 2012 through January 6, 2013
Dr. Martin Luther King, Jr. Day observed on January 21, 2013
Presidents' Day observed on February 18, 2013
Spring Break from March 25, 2013 through March 29, 2013
Memorial Day observed on May 27, 2013.

For the first time in decades, virtually the entire school district will be on one academic calendar. This consistency across all schools will hopefully be appreciated by the families of LAUSD students. However, it is critical to know that the 2012-13 school year will begin three weeks earlier. It is our hope that, with this ample notice, families will be able to make plans accordingly and will be prepared for the start of an earlier school year in 2012-13.

LAUSD appreciates all our families for partnering with us to ensure the vision of all youth achieving. We thank you for your cooperation and your attention. Please call your school office if you have any questions.

Sincerely,



Dr. John E. Deasy

Appendix M:



Forty-Second Street Elementary School Certificated Staff Roster

<u>Name</u>	<u>Grade</u>
Lataska Pittman-Ridgeway	Principal
Martha McLellan	Pre-K
Harry Cannon	K
Natam Laurent	TK
Patrecia Best	K/1
Raychelle Cade	1
Nikysha Gilliam	1
Charles Dupee (Did Not Submit)	1/2
Donna Massenburg	2
Judy Matsumoto	2
Ruth Gentle	3
Marjorie Smith	3
Kim Bankole	4
Thomas Ennison	4
Susan Jonte'	5
Harry LaMotte	5
Daniel Bagby	Access to Core Coach
Tyna Diaz	RSP
Eric Hopson	CPA
Carlotta Keaton	Instructional Coach and Bridge Coordinator

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2011-2012 Forty-Second Street Handbook

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