LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 7/ UTLA PSC 2.0 PLAN

JUANITA TATE ELEMENTARY SCHOOL (SRES #6)

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1. EXECUTIVE SUMMARY

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

Mission: The fundamental purpose of Juanita Tate Elementary School is to promote and nurture life long leadership skills in self, school, and community so that students will engage in advocacy and public service. The students will develop leadership skills which will allow them to achieve personal and academic goals, communicate and interact effectively with others, and contribute to the well being of one's school and community through a rigorous, engaging, and meaningful standards-based instructional program and a leadership curriculum.

Vision:
Juanita Tate Elementary is a culturally and socially responsive school, with strong home and community partnerships, in which students are academically successful, fully literate, and develop leadership skills to become advocates for themselves, school, and community.

Core Beliefs: Juanita Tate Elementary School's core beliefs are:

- All students have the right to a viable and guaranteed standards-based core curriculum.
- All students will develop into responsible, respectful, and productive citizens of their community.
- All students will experience meaningful learning in a safe, clean, nurturing, and secure environment.
- All students will demonstrate skills related to achieving personal and academic goals.
- All students will use communication and social skills to interact effectively with others.
- All students will contribute to the well being of one's school and community.
- All students will develop an awareness of their own leadership potential while recognizing and appreciating diversity.

The school's mission and vision will be based on the needs of the community, the history of advocacy by the late Juanita Tate, and the work currently done by other political and community leaders servicing the area. The mission and vision of Juanita Tate Elementary School will focus on preparing the children of that community with the leadership skills necessary to be life long leaders so they can engage in public service and advocacy. By the time the 6th grade students culminate, they will be fully literate, have the academic skills, leadership skills, and experiences required to enhance the work of the late Juanita Tate. The school will be culturally and socially responsive to the students and parents residing in the community of Juanita Tate Elementary School.

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

Juanita Tate Elementary School located at 123 West 59th Street Los Angeles, CA 90003 is scheduled to open for the 2011-2012 school year to relieve the overcrowding at the following sending schools: 61std Street, 66th Street, and 68th Street Elementary Schools. Juanita Tate Elementary School will be a part of the Fremont and SRHS #2 School Family of Schools. There will be continuous communication, articulation, joint academic activities, community events and celebrations in these Families of Schools. The students attending Juanita Tate Elementary School will have access to services, resources and programs at their local middle and high schools.

Juanita Tate Elementary School a public school supported by public funds, will provide a free education to all children regardless of race, creed, religion, abilities, income, or national origin. In the process of developing a plan for Juanita Tate Elementary School, a partnership was developed among teachers and administrators from the three sending schools, Local District 7 staff, United Teachers of Los Angeles (UTLA), parents and community. Through this process the team developed a plan that will enable Juanita Tate Elementary to be a safe and student-

centered learning community, with a comprehensive curriculum and instructional program that will facilitate success for all students.

The projected enrollment for Juanita Tate Elementary School is 950 students in pre-kindergarten through sixth grade. Based upon the demographic history of the three schools from which students will be drawn, the anticipated student composition for Juanita Tate Elementary School will include:

- Approximately 14 % African American and 86% Hispanic students
- English Language Learners, with Spanish as the home language, is projected at 63%
- Based upon the September 9, 2010 Title I Rankings, 93% of students would qualify for free and reduced lunch
- Gifted and Talented students are projected at 5%
- Student transiency rate at 35 %
- During the 2009-2010 school year, 15% of the English Learners were reclassified in the three sending schools
- The average attendance rate for students attending the 3 sending schools during the 2009-2010 school year was 95.17%

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

Juanita Tate Elementary School will have an unwavering focus on academic achievement that provides quality classroom instruction, refinement of academic skills, development of each student's personal strengths, and leadership skills. The education plan will take each student through a defined spectrum of rigorous academic standards and leadership indicators in a classroom environment focused on content-based instructional conversations, clearly articulated student goals, and targeted assessments. In order to facilitate the education plan, Juanita Tate Elementary School will be organized into 3 Small Learning Communities (SLC) to provide personalized instruction.

These Small Learning Communities (SLC's) will range in size from 250 to 300 students. Small Learning Community I will include grades pre-kindergarten through 2nd grade with a primary special education class. The focus will be to build the primary academic skills and leadership characteristics that serve as the foundation for future success. Small Learning Community II will include 3rd and 4th grade students. The focus will be to develop the students' ability to reflect on their own learning and their responsibilities as individuals in their school community. Small Learning Communities III will include 5th and 6th grade and a special education class. The focus will be to synthesize the academic and leadership foundation set in the primary grades to become critical thinkers responsible for their own learning.

The structure of Small Learning Communities will facilitate the formation of Professional Learning Communities (PLC's). These PLC's will allow teachers opportunities to collectively plan the instructional program, share instructional best practices, review formative and summative data, create and implement short and long term instructional goals, select appropriate core and supplemental materials, and develop formative assessments. This collaboration enables teachers to learn from and be supportive of each other.

The education plan will incorporate the following District and State approved textbooks and instructional materials for language arts, mathematics, science, history-social science and English Language Development (ELD): Open Court Reading (OCR), enVision Math, Scott Foresman History/Social Science, FOSS Kits and California Visual and Performing Arts Content Standards, ELD Practicum. In addition, instruction in each core subject will be enhanced through the use of standards-based supplemental materials selected by the teachers in their PLC's. The utilization of these materials will help make instruction relevant, engaging and meaningful for the students.

Response to Instruction and Intervention (RtI2) will serve as a multi-tiered approach for the delivery of instruction to all students. Tier 1, good first teaching, is characterized by differentiation. Tier 2 includes additional in-class

support for student mastery of standards and essential skills and Tier 3 support provides intensive and individualized intervention for struggling students.

All students will receive grade level standards-based instruction in the core subject areas: language arts, mathematics, science, and history-social science. Leadership indicators will be aligned and embedded into the core subject areas. All other subject and curriculum areas (health, physical education, and technology) will be taught as prescribed by the State and District. To personalize the needs of the students, the Small Learning Communities will consider options such as, looping, gender based classes and/or ungraded classes.

Teachers will take part in a 5-day Prior to School Year Professional Development to prepare for the new school year. During the school year teachers will engage in professional development on an average of 10-11 hours per month. This includes the hours from banked time, staff meeting time and four additional hours paid monthly to the teachers from the school's budget. In addition, the Local Leadership Council will schedule minimum days (early student release days) throughout the year for additional professional development time. Teachers will be responsible for developing and implementing a strategic instructional plan characterized by goals, objectives and effective instructional strategies. Formative and summative data will drive, shape and inform instruction on an on-going basis.

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

The school culture at Juanita Tate Elementary will be characterized by the features below which will enable all stakeholders to collectively fulfill the mission, vision and core beliefs of the school.

Professional Learning Communities—Juanita Tate Elementary School will function as a Professional Learning Community (PLC). As a PLC, the school will be committed and focused on learning for **ALL** students. To achieve learning for each student, the staff will be composed of teams whose members work interdependently to achieve common goals-thus creating a culture of collaboration. Finally, Juanita Tate Elementary School will be a data driven and results oriented professional learning community. The PLC's will focus on the 3 big ideas: a focus on learning, a focus on collaboration and a focus on results. (DuFour, Dufour, Eaker Many, 2006)

Small Learning Communities – To facilitate effective implementation of PLC's Juanita Tate Elementary School will be organized into three Small Learning Communities (SLC's) designed to provide smaller learning environments in order to personalize instruction and provide collaboration opportunities for teachers. According to the National Education Association the benefits from small schools includes raised student achievement, increased attendance, elevated teacher satisfaction, improved school climate and opportunities for teacher to be able to address diverse learning styles. Small Learning Community I will include grades pre-kindergarten through second and primary special education classes. Small Learning Community II will include grades three and four and special education classes, and Small Learning Communities III will include grades five and six and special education classes. Each Small Learning Community will be autonomous in creating and implementing programs which may be unique and innovative for their community. Some configurations may include gender-based classes or un-graded classes with specialized trained personnel.

Leadership in Public Service and Advocacy- Juanita Tate Elementary School is named after Juanita Tate who instilled the value of public service in her children and headed the Concerned Citizens of South Central Los Angeles. According to the National Alliance for Secondary Education and Transition "Youth who participate in organizational leadership roles, planning activities, making presentations, and participating in extra-curricular activities show higher levels of self-efficacy, self-advocacy, and self-determination (Edelman et al., 2004; Larson, 2000, Sagawa, 2003)."

Students attending Juanita Tate Elementary School will engage in a rich and rigorous curriculum that includes leadership quality indicators embedded throughout all subject areas. The students will explore three leadership strands:

- Demonstrate skills related to achieving personal and academic goals

- Use communication and social skills to interact effectively with others
- Contribute to the well being of one's school and community

Each Small Learning Community will cover the strands through different themes. The K-2 Community will focus on Self and Classroom. The Grades 3-4 Community will focus on Family and School. The Grades 5-6 Community will focus on Local and Global Communities. Each Small Learning Community will participate in community projects appropriate to its area of focus.

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

District will have the template for the Accountability and Performance Goals in February 2011.

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

The school is located in South Los Angeles on Slauson and Main Street, This community is a mixture of residential and commercial property. The Los Angeles Unified School District (LAUSD) built a new school at this site to relieve overcrowding at the three sending schools. Local District 7 selected to apply for this school to continue the work done with the sending schools. Sixty-Sixth Street Elementary School will convert from a year round school calendar to a traditional calendar. Local District 7 held community meetings to fully engage the parents and community in the development of the plan for Juanita Tate Elementary School. In addition, Local District Directors met with the advisory councils of the three sending schools to provide information on the Public School Choice process and obtain parent input on the plan. There were over 100 parents contacted through the Local District 7 outreach process. Local District 7 will continue to hold community meetings to keep the parents and community updated on the progress and implementation of plans for Juanita Tate Elementary School. There will be community involvement in the selection of the principal and staff.

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

Juanita Tate Elementary School will adhere to LAUSD Collective Bargaining Agreement, Article XXVII – Shared Decision Making and School Based Management by establishing a Local School Leadership Council (LSLC). The LSLC will consist of the following: teachers, school administrators and other school staff, and parents, as defined in the Collective Bargaining Agreement. Parent representation on the LSLC will be reflective of all students in the school (English Language Learners, Standard English Learners, Students With Disabilities, and Gifted and Talented). Parents will be full partners in the decisions that affect their children's education.

The school governance team has the responsibility of making decisions that will support the mission, vision and educational plan for Juanita Tate Elementary School. The School Site Council (SSC) is the decision-making council at the school with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement (SPSA). The SSC will develop and approve school budgets and ensure that the expenditure of funds is aligned with the SPSA. The SSC, in consultation with all stakeholders, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted and Talented Education Program Advisory Committee, will develop and review the plan. The SSC will certify, update and revise the SPSA annually. A Home/School Compact will be developed by the School Site Council.

The Juanita Tate Leadership teams (LSLC, SSC, ELAC and CEAC) will be responsible for overseeing all components of operating a school. This includes: monitoring and supporting the instructional program, improving

school culture and climate, increasing parent/community involvement, budgeting and financing, safety and operational matters, and promoting students' well being, and higher education awareness. The leadership team will include the administrators, representatives from each Small Learning Community, coordinators, coaches, and health and human services personnel. The strength of the team will be based on their experiences, knowledge and a commitment to actively participate in the implementation of the school plan.

Teachers, parents, community, Local District 7 Directors and Superintendent will be involved in the selection of the principal of Juanita Tate Elementary School. Board Rules, District administrative regulations, Collective Bargaining Agreements and policies for the selection of the principal selection will be utilized The potential leader will possess the following qualifications: positive beliefs, attitudes and fairness; ability to communicate information in a timely fashion; capacity to build collective efficacy; ability to self-reflect, and celebrate successes.

h. School Governance Model. *Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?*

Juanita Tate Elementary School will operate using the traditional school model. The school will form partnerships with colleges, universities, community organizations and parents. These partnerships have been identified and described in section 8 and 9. In alignment with the vision and mission, the school will be organized into small learning communities which will offer personalized instruction as well as a variety of programs with a focus on leadership and community advocacy.

Direct oversight of Juanita Tate Elementary school will by the responsibility of Local District 7 under the leadership of Superintendent George J. McKenna, III. The school will be assigned to an Elementary Complex receiving direct support from the Director of Support Services (Principal Leader).

In Local District 7 many schools functioning under the traditional model have demonstrated to be successful. The track record of the three sending schools is an example of Local District 7's commitment to academic excellence and student achievement. All three schools have demonstrated academic success through their significant increase of test scores over the past 5 years. All three schools have an API of over 730 despite being severely overcrowded and operating on a year round calendar for many years. Local District 7 is committed to the implementation of this PSC plan at Juanita Tate Elementary School. The three elementary directors and the Local District Superintendent have successful opened three new elementary schools under Public School Choice. They have been successful in ensuring that the staff at the new schools implements the Public School Choice plan approved by the LAUSD Board of Education during the PSC 1.0 and 1.5 rounds.

2. CURRICULUM AND INSTRUCTION

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

The instructional program will be a defined spectrum of rigorous academic standards and leadership indicators in a classroom environment where content-based instructional conversations, clearly articulated student goals, and targeted assessments are prevalent.

District and State approved textbooks and instructional materials will be used for language arts, mathematics, science, history-social science, and English Language Development. The textbooks to be used are research based, have been field tested on students of all socio-economic levels, and are aligned with the California Standards. Each textbook has a systematic, explicit instructional plan and provides a variety of proven instructional strategies which will accommodate the individual and diverse needs of all students. California curriculum frameworks will guide the implementation of the content standards. Visual and performing arts, health and physical education curriculum will follow the California Standards. The curriculum will focus on the core subject areas of language arts, mathematics, science, history-social science, and English Language Development.

Response to Instruction and Intervention (RtI2) will be used to ensure that the core curriculum is implemented effectively through good first teaching. RtI2 will also be used to provide differentiation of instruction for students needing Tier 2 and Tier 3 support.

Local District 7 schools have used these instructional programs and related materials as part of core instruction. Considerable progress has been demonstrated by Local District 7 schools as reflected by the API and AYP data. Table 1 lists the feeder schools and the corresponding AYP and API growth, sustained over a five year period, as reflected on the California Standards Test.

Table 1: South Regions Elementary School #6

AYP-ELA	**61st Street**	**66th Street**	**68th Street**
2004	25.4%	20.6%	20.4%
2010	37.9%	40.5%	37.0%
Change	12.5%	19.9%	16.6%
AYP-Math			
2004	43.1%	39.5%	40.8%
2010	56.2%	49.9%	53.2%
Change	13.1%	10.4%	12.4%

API	**61st Street**	**66th Street**	**68th Street**
2004	684	656	651
2010	737	746	730
Change	53	90	79

b. **Core Academic Curriculum.** *Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards.*

The following District and State approved textbooks and instructional materials will be used for language arts-LAUSD Adopted Elementary Language Arts textbook, enVision for Math, FOSS kits for science, Scott Foresman for social science, and Into English for ELD Practicum. Leadership indicators will be embedded into the content

areas. Physical education, health education, and technology will also be integrated throughout the curriculum and driven by the California State Standards.

English Language Arts: The Los Angeles Unified School District is currently exploring the possibility of adopting a new language arts series. A committee of teachers, administrators and district staff are going to begin reviewing the different language arts program which will meet the needs of the students of Los Angeles. The reading series will be standards based, integrated with support for English Learners, rich in literature and a strong phonics component. Currently, the schools in Local District 7 are using the SRA Open Court (OCR) which will be used at the new school if the district does not purchase a new Language Arts program. Since we do not know which Language Arts program the District will select we are providing a description of the OCR program.

OCR is a research based language arts curriculum grounded in systematic and explicit instruction. OCR includes the following major components: phonemic awareness, phonics and vocabulary development (CA Standards 1.0), comprehension skills and strategies and literary response and analysis (CA Standards: 2.0 and 3.0), inquiry skills and strategies, writing and language arts skills and strategies (CA Writing Standards 1.0 and 2.0). To make instruction interesting and relevant to the students, instruction is organized in thematic units. These units present issues of universal interest and importance as well as many science and social studies concepts. The units are designed to help students construct schemata to enable them to learn in school, and for the rest of their lives. There are relationships among the selections within a unit, across units, and across grade levels. The program is enhanced through supplemental materials including an inquiry journal, writers' workbook, language arts handbook, science and social studies connection centers, decodable books, ELD workbook, Intervention Workbooks and Challenge Workbook. The program includes a teachers 'guide which provides for teachers second language acquisition strategies to enhance the Open Court Program.

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

Science: FOSS is a research-based science curriculum for grades K–6 developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn.

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

English Language Development: The Los Angeles Unified School District developed Task Based Language Teaching (TBLT) lessons to enhance the existing Into English program. TBLT refers to an approach based on the use of task as the core unit of planning and instruction in language teaching. TBLT consists of exposing students to Vocabulary, students practicing language forms, students orally composing sentences, and students writing.

TBLT involves the use of metacognitive strategies so that students may control their own learning processes by centering, planning, and evaluating their learning. TBLT also involves cognitive strategies to enable learners to learn, remember, and understand language input by practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. The effective lesson delivery involves 6 strategies: think pair share, vocalize reading, RASP (Repeat/Read/Recite by all, by some, and by one), backward build up, corrective recasting, pull out and talk/write. High Point will be used as an ELD curriculum for Sixth grade classes.

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

Leadership: South Region Elementary School # 6 was named after Ms. Juanita Tate because of her commitment and contribution to the surrounding community. Juanita Tate was a public servant who believed in empowering and organizing the community. Once the school opens and the staff is selected, the stakeholders will research various leadership curriculums and select one which is aligned to the school's mission, vision and core beliefs. The following Leadership Indicators will be used to select the leadership curriculum and will be taught throughout the school day and imbedded in the school's life and culture in the first year.

K – 6 Leadership Indicators

	K -2 (Self/Classroom)	3-4 (School)	5-6 (Community)
Demonstrate skills related to achieving personal and academic goals	▪ Describe things you do well. ▪ Describe values that help you make good choices. ▪ Describer a behavior you would like to change. ▪ Set a personal goal for yourself.	▪ Describe the personal qualities that successful learners demonstrate. (e.g. attention to task, responsibility) ▪ Describe ways in which you contribute to the school community. ▪ Describe the steps you have made towards achieving a goal. ▪ Monitor your progress toward achieving a personal or academic goal.	▪ Identify personal strengths and weaknesses and the effect that they have on your choices. (e.g. Gardner's Multiple Intelligences) ▪ Make a plan with action steps and timeframes to achieve your goal. (e.g. project planning arrow) ▪ Evaluate your successes and analyze what you might have done differently. ▪ Identify community members and resources that can help support student success. (e.g. community resource mapping).
Use communication and social skills to interact effectively with other	▪ Share feelings (e.g. through speaking, writing and drawing) ▪ Pay attention when someone else is speaking. ▪ Distinguish between constructive and destructive ways of resolving conflict. (e.g. use puppets to act out and resolve conflict situations)	▪ Explain how resolving a conflict could improve one's understanding of a situation. ▪ Demonstrate cooperative behaviors in a group. ▪ Practice reflective listening (e.g. I messages, paraphrasing) ▪ Able to perform basic presentation skills.	▪ Recognize conflict is a natural part of life. (e.g. team development model) ▪ Be able to mediate conflict of others. (e.g. conflict mediators at recess) ▪ Use verbal and non verbal strategies to resolve conflict. ▪ Able to debate and use persuasive arguments. ▪ Being able to facilitate a small group.
Contribute to the well being of one's school and community	▪ Participate in making and enforcing class rules. (e.g. group norms) ▪ Volunteer for various classroom task. (e.g. classroom jobs) ▪ Participate in one school wide act of community service.	▪ Identify a way you can help improve your school community. (e.g. school survey) ▪ Analyze your rights and responsibilities as a member of your school community. ▪ Community service project	▪ Identify a way you can help improve your local community. ▪ Develop a plan with your classmates to address a community issue or need. ▪ Small group community service projects.
Demonstrate the ability to make informed decisions for themselves	▪ Recognize that one has choices in how to respond to situations ▪ Describe calming strategies ▪ Brainstorm alternative solutions to problems posed in stories and cartoons ▪ Use I-statements in expressing feelings ▪ Implement stop, think, and act (plan) strategies in solving problems	▪ Describe the use of self-talk to calm down. ▪ Brainstorm alternative solutions to inter-personal problems in the classroom ▪ Analyze how your tone of voice influences how others respond to you ▪ Analyze the consequences of alternative choices.	▪ Demonstrate the steps of a decision-making process: ▪ Apply a decision-making model to solve an interpersonal problem ▪ Apply a decision-making model to academic challenges ▪ Evaluate strategies to promote school success ▪ Identify tools to manage time better

K-6 Leadership-Thematic Unit Correlation within Content Areas

Demonstrate skills related to achieving personal and academic goals	**Kindergarten** • Stick to It **1st Grade** • Let's Read • Keep Trying **2nd Grade** • Courage	**3rd Grade** • Money **4th Grade** • Risk and Consequences • Survival	**5th Grade** • Heritage **6th Grade** • Perseverance • A Question of Value
Use communication and social skills to interact effectively with others	**Kindergarten** • Finding Friends • Teamwork **1st Grade** • Things that Go • Games **2nd Grade** • Sharing Stories	**3rd Grade** • Friendship • Storytelling **4th Grade** • Communication	**5th Grade** • Cooperation and Competition **6th Grade** • Beyond the Notes
Contribute to the well being of one's school and community	**Kindergarten** • School • Red, White, and Blue **1st Grade** • Our Neighborhood at work **2nd Grade** • Kindness • Our Country and Its People	**3rd Grade** • City Wildlife **4th Grade** • Dollars and Sense • From Mystery to Medicine • A Changing America	**5th Grade** • Going West • Making a New Nation **6th Grade** • Taking a Stand

Supplemental Materials

Core subject areas will be augmented with supplemental materials and resources which are relevant to the instructional program, aligned with standards, appropriate for various student abilities and needs, and for students requiring intervention. These materials will be selected by the grade levels in each Small Learning Community. The following supplemental materials will be considered: Measuring Up, Building Academic Vocabulary, Pictorial Mathematics, LANGUAGE!, Lucy Calkins Writers Workshop, Mind Institute, Write from the Beginning, Voyager, GLAD, Read 180, and Nancy Fetzer.

Differentiation of Instruction

The most important step a school can take to improve its core program is to differentiate instruction through providing small and flexible groupings. The school must also ensure that the curriculum is delivered as intended. In the Small Learning Communities (SLC's) teachers will educate the whole child through an alignment of the standards to the instructional program, and implementation of strategies which address all student abilities and needs. Using the RtI2 model, good first teaching will take place through differentiation of instruction using small flexible grouping of students. To meet the needs of all students, RtI2 will also be used to implement in-class intervention for re-teaching (Tier 2), and more intensive intervention through pull-out for struggling students (Tier 3).

This will be accomplished through the RtI2 model which is the framework for the delivery of rigorous and relevant instruction. The five essential components of RtI2 are:

- *Multi-tiered Framework to Instruction and Intervention*: Instruction and intervention which is differentiated, culturally responsive, evidence-based and aligned to grade level and content standards
- *Problem Solving Process:* Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention
- *Data-Based Decision Making:* Instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures
- *Academic Engagement Time:* Effective use of the number of minutes each day/week in which students are engaged in instruction

- *Professional Development:* On-going professional development to ensure that teachers and all school staff are prepared and supported to meet the needs of all students

Small Learning Communities
Research conducted over the past 15 years has convincingly demonstrated that small schools are superior to large ones on many measures and equal to them on the rest (Raywid, 1996; Cotton 1996). Small school researcher Mary Anne Raywid has written that the superiority of small schools has been established "with clarity and at a level of confidence rare in the annals of education research." These findings, together with strong evidence that smaller schools can narrow the achievement gap between white/middle class/affluent students and ethnic minority and poor students has led to the creation of hundreds of small schools in large cities around the U.S.

Juanita Tate Elementary School will be divided into three Small Learning Communities, as stated in our mission, in order to provide a safe, personalized, and student-centered learning environment. Students, school staff and parent/community will select the name for each Small Learning Community. These SLC's will facilitate the utilization of strategies based upon the abilities and needs of all students, collaboration among teachers, accessibility and two-way engagement between teachers and parents/community. As students will be in a community for two or three years, the collective responsibility and accountability for the success of all students (academic, interpersonal, behavioral/social emotional, attendance, etc) will be shared by school staff, parents and the community.

If the school budget permits, over the next five years, the school will phase in the hiring of 3-5 non-register carrying teachers who would teach core subject areas and enrichment classes such as, history-social studies, science, technology, visual and performing arts, and foreign language. (Spanish and/or Mandarin) The rationale is to provide the classroom teachers an opportunity to focus on language arts, mathematics and English Language Development (ELD) so that delivery of instruction may be refined to the highest level. This structure would enrich the learning opportunities for students by providing them with specialist in these subject areas. Our hope is to fulfill our visions of making our students culturally aware, well educated, bilingual and civic minded citizens of the world. The first year of the five year plan for Juanita Tate Elementary School is to build effective Small Learning Communities in which teaching and learning will focus on standards based instruction in the core subject areas: language arts, mathematics, science, and history-social science. The school will partner with various foundations and organizations as well as aggressively pursue grants for funding of school programs and activities. These programs will be available to all students in the three Small Learning Communities.

Professional Learning Communities
Compelling evidence indicates that working collaboratively represents best practices. As a professional learning community, teachers and staff will engage in collaboration to analyze and improve their classroom 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 and/or use standardized student assessments which identify and determine achievement of all students. 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. The PLC's will focus on the 3 big ideas: a focus on learning, a focus on collaboration and a focus on results. (DuFour, Dufour, Eaker Many, 2006)

i. **Autonomy: Not applicable**
ii. **Curriculum Development: Not applicable**

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

In order to address the needs of all students including students, with disabilities, English Learners, Standard English Learners, students of poverty and gifted students, the school will implement a sound instructional core program where the focus will be on rigorous standards-based first teaching. In addition to first good teaching, push-in and pull-out intervention programs will be accessible to students. Response to Instruction and Intervention (RtI2) is the framework used for rigorous instruction. (See page 16 for the five essential components of RtI2)

In order to 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, social and emotional issues will be used in the screening process. Throughout the year assessments used to measure growth, monitor progress, and inform changes in instruction will be compiled and implemented.

In addition to meeting the academic needs, the school will also focus on the social and emotional development of all students. Juanita Tate Elementary School will develop and implement a school-wide Positive Behavior Support Plan (SWPBSP) to address the social and emotional needs of all students. This plan will be based on a 3 tier approach for social and emotional support. Tier I will provide all students with instruction that promotes a caring and positive learning environment. This will be done by the classroom teacher and support staff through programs such as Second Step, classroom management structures, and character building programs. Tier 1 will also be implemented school wide through structures and systems which promotes the students to be safe, responsible and respectful. Tier 2 support will include the following: behavioral contracts, weekly home- school reports, group counseling, parent education classes, and school based mentoring. Tier 3 support includes family focused intervention provided by the school psychologist and other outside agencies.

English Learners
Based on the demographics from the three sending schools, 61st, 66th and 68th Street Schools, Juanita Tate Elementary School is projected to have 55% of the students' population as English Learners. Therefore, a focus on meeting the academic needs of this group will be a priority for the teaching staff.

The school will follow the District's Master Plan for English Learners in the identification, placement, and redesignation process. As children enroll in the school, parents will be asked to complete a home language survey indicating a child's primary language. Based on the child's language and academic needs the Categorical Program Advisor and the principal will determine placement of the student in a Small Learning Community. The student will be assessed regularly and assigned to the appropriate class based on his/her immediate needs. The approved District Language Arts program provides specialized lessons for English learners. Teachers will be trained in the implementation of the ELD Practicum and SDAIE Strategies.

Students who are English Learners (EL) will be provided an instructional program which will meet their language needs. The students' language needs at Juanita Tate Elementary School will be met using a dual approach. First, in order for English Learners to make progress towards mastering the English language, they will be provided with the daily mandated 30 minutes of explicit English Language Development. In order for this to take place Juanita Tate Elementary School will use the District's Into English ELD Practicum as their prescribe curriculum. The English Learner will also be provided access to the State standards through the use of the Access Strategies including the use of SDAIE instruction.

Instructional Practices for English Learners
In order to accomplish these goals, instructional practices to be followed at Juanita Tate Elementary School include:

English Language Development (ELD)
The teachers at Tate Elementary School will teach the District's Into English ELD Practicum. The Los Angeles Unified School District developed Task Based Language Teaching (TBLT) lessons to enhance the existing Into English program. TBLT refers to an approach based on the use of task as the core unit of planning and instruction in language teaching. TBLT consists of exposing students to key vocabulary, students practicing language forms, students orally composing sentences and students writing. TBLT involves the use of metacognitive strategies so

that students may control their own learning. TBLT also involves cognitive strategies to enable learners to learn, remember, and understand language input by practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. The effective lesson delivery involves 6 strategies: think pair share, vocalize reading, RASP (Repeat/Read/Recite by all, by some, and by one), backward build up, corrective recasting, pull out and talk/write.

Access Strategies

The teachers at Juanita Tate Elementary School will also provide for the English Learner the Access Strategies that support student learning in the content areas. The Access Strategies include the following:

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

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

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

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

Response to Instruction and Intervention (RtI2) and English Learners

The most important step a school can take to meet the needs of the English Learner is to identify their language and academic needs and provide differentiated instruction in small and flexible groupings. This will be accomplished through the RtI2 model which is the District's framework for the delivery of rigorous and relevant instruction. Response to Instruction and Intervention (RtI2) is the framework used for the above mentioned rigorous curriculum. (See page 12 for the five components of RtI2)

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

The Tier I instruction/support for English Learners is characterized by the implementation of 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
- Learning centers

- Higher level thinking questions
- Independent study
- Preview, review, re-teach, and frontload

Tier 2 instruction for English Learners is characterized by the Tier 1 strategies listed above. 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.
- Use of the Open Court Intervention Guide, the Open Court ELD Guide, Voyager and/or ELD Practicum

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

- Frequent monitoring of assessments and student progress
- Cooperative leaning environment
- Academic language development
- Instructional conversations
- Use of stand alone intervention program, such as, Read 180, Language!(Version 3) to provide intensive, accelerated and small group intervention

Core subject areas will be augmented for the English Learner with supplemental materials which are relevant to the instructional program, aligned with standards and are appropriate for student language abilities and needs. These supplemental materials will primarily focus on vocabulary development and comprehension. These materials will be selected through the grade level and Small Learning Communities collaborations. The following supplemental materials may be selected for use: Measuring Up, Building Academic Vocabulary, Pictorial Mathematics, LANGUAGE!, Lucy Calkins Writers Workshop, and Write from the Beginning. The teachers will investigate resources such as these to ensure that they will enhance the core curriculum.

Standard English Learners (SEL's)

The teachers at Juanita Tate Elementary School will provide for the Standard English Learners (SEL's) the Access Strategies that support student learning in the content areas. (See page15 for the description of the Access Strategies)

The staff of Juanita Tate Elementary School will ensure that the core curriculum is delivered to the Standard English Learner as intended. The Standard English Learner will be provided with differentiated support which will be based on formative and summative assessment data. The results of the assessments will enable teachers and staff to identify on a continuous basis the language and academic needs of Standard English Language Learner. Based on these needs Tier 1, Tier 2 and Tier 3 instruction/support will be provided to all Standard English Language Learners.

The Tier I instruction/support for Standard 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
- Learning centers
- Higher level thinking questions
- Independent study
- Preview, review, re-teach, and frontload

Tier 2 instruction for Standard English Learners is characterized by the Tier 1 strategies listed above. 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.
- Use of the Open Court Intervention Guide, the Open Court ELD Guide, Voyager and/or ELD Practicum

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

- Frequent monitoring of assessments and student progress
- Cooperative leaning environment
- Academic language development
- Instructional conversations
- Use of stand alone intervention program, such as, Read 180, Language!(Version 3) to provide intensive, accelerated and small group intervention

Academic English Mastery Program (AEMP) which includes the Access Strategies will be utilized to assist the Standard English Language Learners. A debate club will be formed to encourage students to speak before large audiences. A teacher from each Small Learning Community will have the responsibility of coordinating AEMP activities, which include study groups, monthly meetings and coordinating attendance at the AEMP Conference.

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

- Presenting yourself to students as a good listener, asking questions that foster exploration rather than cutting off communication and a teacher that presents herself to students as open, accessible, and nonjudgmental will be better received by the students.
- Getting to know your students, establishing a comfortable environment, understanding the language needs and development, using a variety of strategies, using technology, involving others such as peer instruction, team teaching, cross age tutoring, parents, intergenerational tutoring, community resources, cultural exchanges, and examining classroom implication of Brain Research are areas of discussion that will be discussed at the daily professional development sessions.

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

Students with Special Needs K-6th and Young Children (ages 0-5)

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

At the Juanita Tate Elementary School, the students in the (5th-6th) Small Learning Community will take on a more active role in the development of their IEP in order to develop self-determination. " Self determination, the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior, has become an important part of special education and related services provided to individuals with disabilities (Abery & Stancliffe, 1996). Self determination skills include, self-advocacy, social skills, organizational skills, community and peer connection, and computer/technological competency. (Martin & Marshall, 1996; Wehmeyer, Kelchner, & Richards, 1996)

Response to Instruction and Intervention (RtI2), which is the District's framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for general education and special education students to receive Tier 3 targeted support. Implementing the small learning communities will allow for more flexibility such as mainstreaming and multi-graded classrooms.
Tier 3 instruction and support is characterized by good first teaching, and effective pull-out intensive intervention support using the following strategies:

- Academic Engagement Time (AET)
- Frequent monitoring of assessments and student progress
- Cooperative learning environment
- Academic language development
- Graphic organizers
- Instructional Conversations
- Use of Open Court Intervention Guide, the Open Court ELD Guide, Voyager and/or ELD Practicum, and/or Language!(Version 3)
- Use of stand alone intervention program, such as, Read 180 Language!(Version 3) to provide intensive, accelerated and small group intervention

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

Juanita Tate Elementary School will do the following to assist at-risk and struggling students:

- Implement and utilize the RtI2 model for all students
- Engage students effectively during instructional time
- Monitor assessment and student progress frequently
- Utilize the Access Strategies during instruction

Based upon the September 9, 2010 Title I Rankings, 93 % of students would be ranked as low income and eligible for free and reduced lunch. Students with frequent 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 the at-risk students. These students will be monitored and referred to the PSA Counselor for assistance. Issues of poverty, foster care, single parents, homes, homelessness, gang affiliation and other issues 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. These issues will be discussed during the daily professional sessions and teachers will be trained to identify students at-risk early.

Early Care and Education (ages 0-5)
Juanita Tate Elementary School will apply to obtain a Head Start Program at the school to provide services for children between the ages of 2-4 years old. (Refer to section 2 e on page 21 for description of the Early Care and Education ages 0-5)

Gifted and Talented Students
To substantially increase the number of Gifted and Talented students, a staff person will be assigned and designated to search, identify and refer all students who meet the Gifted and Talented Education (GATE) criteria. The staff person assigned this responsibility will be provided time throughout the school year to search for and make referrals for GATE. The designee will screen students by collecting data from existing sources, such as the cumulative record, STAR Test Data and information from the District's Student Information System's (SIS). Students whose abilities fall into one or more of the categories below will be screened to be considered for participation in the Gifted/Talented Programs.

- Intellectual Ability
- High Achievement Ability
- Specific Academic Ability
- Creative Ability
- Leadership Ability
- Ability in the Visual or Performing Arts

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

The differentiated instruction for GATE, and potential GATE students will include the four strategies established by the California Association for the Gifted:

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

Teachers who have GATE student clusters will receive professional development concerning the different needs of gifted learners. These additional professional developments will include, school sponsored, district sponsored and county sponsored conferences and workshops. The school will provide additional learning opportunities for students who are identified in the gifted category of leadership. Those additional learning opportunities will include but not be limited to referral to community organizations which provide instruction in the visual and performing arts, afterschool clubs, and increased opportunities to showcase their talents and skills.

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

Effective instructional strategies will be utilized to ensure that the instructional program is aligned to the mission and vision of the school. To promote leadership skills in self, school, and community the school will engage students in instruction that is rigorous, culturally relevant, and meaningful. Teachers and staff will receive training to enhance their practices and enable students to do the following:

- Use communication and social skills to interact effectively with each other
- Demonstrate skills related to achieving personal and academic goals

- Contribute to the well being of one's school and community
- Demonstrate the ability to make informed decisions for themselves

Multiple effective instructional strategies will be used in the implementation of the District's Response to Instruction and Intervention (RtI2). Kameenui and Carnine (1998), Bender and Shores (2007), Buffum, Mattos, Weber (2009) have identified strategies which have proven to work with diverse groups of learners and will be delivered by teachers. All students, and particularly those with disabilities, benefit when teachers incorporate these strategies into their instruction on a regular basis.

The instructional strategies (Kameenui and Carnine) listed below, when used in a lesson, will ensure that the sequence or delivery of instruction helps students learn.

- Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.
- Actively help students understand how key concepts across the curriculum relate to each other as you are teaching.
- Connect 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 a specific set of procedures to solve problems or use a process.
- Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.

The strategies mentioned above will also be used by teacher to integrate and embed the leadership curriculum through the content area.

One strategy utilized at Juanita Tate Elementary School is flexible grouping. Flexible grouping is defined by Radenchich and McKay (1995) as "grouping that is not static, where members of the reading group change frequently". Groups are formed and dissolved as needs change to allow for maximum flexibility avoiding the static nature of grouping patterns of the past (Ford 2005). Flexible groups allow teachers to personalize and differentiate instruction, evaluate the progress of students in a holistic manner, and adjust the student's instructional and academic program when necessary.
Some strategies and activities to personalize instruction for all students are listed below.

- Access Strategies (graphic organizers, academic vocabulary, cooperative grouping, instructional conversations)
- Reteaching
- Pre-teach
- Frontloading
- Scaffolding instruction
- Review and preview of instruction
- Independent Work Time (IWT)
- Group/Individual Instruction
- Heterogeneous grouping
- Flexible grouping
- Targeting students who are Far Below Basic and Below Basic
- Specially Designed Academic Instruction in English (SDAIE)
- ELD Practicum/Into English
- Academic English Mastery Program (AEMP) strategies
- Socratic Method
- Student led research
- Inquiry based learning
- Activities to assure mastery of numeracy
- Howard Gardner's Theory of Multiple Intelligences
- Learning Contracts with Students
- Technology

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

Juanita Tate Elementary School will apply to obtain a Head Start Program at the school. This program will provide services to children between the ages of 2-4 years old. The school will submit the request to the LAUSD as soon as the substantial completion is approved. The school is committed to meeting the diverse cultural and linguistic needs of all children and families. The instructional program will provide high quality, developmentally appropriate, pre-school education in all areas that address the social-emotional, physical, and cognitive needs of the population served. Juanita Tate Elementary school will provide research based pedagogy that will maximize school readiness in early literacy, math and science through developmentally appropriate activities.

Children who experience quality early education programs transition to elementary classes with a sense of confidence in their abilities to adapt to new situations and academic demands. For this reason Juanita Tate Elementary School supports giving young children a strong start and will apply to obtain an early education class. The proposed early education class will provide a developmentally appropriate curriculum for children ages 2 – 4 years old. The curriculum will promote cognitive, linguistic, physical and social-emotional learning through challenging and creative experiences while valuing and respecting the needs, languages, and cultures of all students and families it serves.

Juanita Tate Elementary school early education class will provide research based pedagogy utilizing core documents that are aligned to the California Standards for Language Arts and Mathematics. This will support an environmentally-based curriculum that will provide multiple best practices utilizing instructional strategies to help promote early literacy and math readiness through interest areas. The curriculum will promote the development of skills in oral language, problem solving, phonemic awareness, phonics, concepts about print, comprehension, critical thinking, vocabulary and pre-writing. Family involvement in education has been identified as a beneficial factor in young children's learning, therefore opportunities for family involvement will be provided through parent meetings with program staff as well as the involvement in classroom daily activities. Parent education shall also be provided to improve the parent-school communications and parental understanding of school structures and expectations. Parents and teachers becoming active partners in the education of children will foster a strong home/school connection and a two-way dialogue on a regular basis.

Community connections will be a part of the early education program. The program will cultivate a working relationship with public and community-based services (e.g. health, education, and social services). The program will develop and maintain a current list of community resources to link families with community-based services and to support families in navigating community resources, including advocacy. Community programs will be invited to share their areas of expertise with staff, parents and children (e.g. library, local artists, police, story tellers, etc.)

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

3. SCHOOL CULTURE AND CLIMATE

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

Juanita Tate Elementary School will have a school culture characterized by high academic achievement for all students through a standards based integrated curriculum with a focus on leadership development. Professional learning communities and small learning communities will help to personalize the academic and social needs of the students. The school will promote and nurture life long leadership skills so that students will engage in advocacy and public service for themselves, school and community. The parents, community and families are welcomed, respected, and recognized as an integral part of the students' success.

The school will ensure that the teachers who are part of the Juanita Tate School understand the expectations required at the school. Therefore, the teacher applicants will be informed of the expectation required for a teaching position at the school. Teachers from the sending schools will be advised to submit their names to become teachers of this school with the understanding of the requirements outlined in this proposal. In addition, the teachers will receive training and support to ensure that their knowledge of the community, the students their families and educational pedagogy is aligned to the needs of the students. The teachers will agree to become part of professional learning communities and participate in their small learning communities to ensure that students receive a personalized, quality education.

In order to accomplish this positive school culture the school community will develop a School-Wide Positive Behavior Support Plan (SWPBSP). This plan will include Local District 7's Student Standards of Conduct. The Student Standards of Conduct have been developed as a supplement to the District School-Wide Positive Behavior Support guidelines and the Coordinated Safe and Health School Plan. There will be clear expectation established for students, parents and staff regarding acceptable student behavior in the classroom and throughout the school campus. There will be school-wide expectation for safe, respectful and responsible behavior. The Small Learning Communities will determine how these expectations will be followed. Along with clear expectation there will be a system of accountability with shared responsibility by all stakeholders including students. The system of accountability will include incentives that promote positive behavior as well as consequences.

To establish a safe and orderly environment Juanita Tate Elementary School will establish organizational systems that involve routines and schedules. Examples of these systems include:

- Collaboration between home and school to establish and enforce appropriate standards of conduct for students
- Clear communication with students, parents and staff through newsletters, discipline assemblies etc.
- Schedules such as, play area schedules, assigned seating for lunch and breakfast, assigned dismissal gates, Auditorium seating schedules
- Expectations for student conduct displayed in classrooms, hallways, bathrooms, auditorium, cafeteria, library, etc.
- Procedures, such as, traffic patterns during dismissal, to and from the yard, to and from school
- Trained supervision staff which will be knowledgeable of the school-wide discipline behavior support plan
- The students will take ownership for maintaining a clean and safe campus as a part of their leadership development
- Service projects for students, staff and parents to engage in public service. (ex. Community and campus clean up, daily campus beautification, community walks, career day, outreach to the elderly and infirmed, participation in environmental issues, interfacing with political and community leaders regarding social issues, identifying community members and resources that can help support student success, (E.g. community resource mapping), develop a community service projects to present to their city council.)

These routines and schedules will be introduced to the parents before the opening of the school year. The parents will be asked to participate and abide by the safety requirements established by the school leadership. In addition, the students will have discipline assemblies at the beginning of the school year where expectation for student conduct will be

discussed. Subsequently each month the small learning communities will meet with the students and reward and recognize students with outstanding and improved student conduct and attendance.

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

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

RtI2 is a student centered, multi-tiered framework that maintains the focus on the academic and behavior needs of all students. Using the RtI2 model to promote a positive academic, behavioral and social environment, the school will use the following components: problem solving process, the data based decision-making, the academic engagement time, and professional development. The expectation of this model is academic and behavior progress for all students. Juanita Tate Elementary School will be comprised of three Small Learning Communities. Each Learning Community will range in size from 250 to 300 students and be organized by grade levels. Small Learning Community I will include pre-kindergarten through 2nd grade; Small Learning Community II will include grades 3rd and 4th; and Small Learning Community III will include 5th and 6th grade. Each SLC will develop their own motto, creed, chant, and college awareness theme which will promote integrity, ethics, and character. The entire school community (teachers, staff, parents and community) will share accountability for the success of all students (academic, interpersonal, behavioral/social emotional, attendance, etc).

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

Student success at Juanita Tate Elementary School is characterized by the academic achievement of students and their effort towards reaching grade level proficiency. The goal is for students to be successful in completing rigorous grade level work and reaching benchmark on their periodic assessment and proficiency or above on the CST. The school will have an unwavering focus on learning for all students. This will be carried out through close monitoring of each individual student's progress.

Students at Juanita Tate Elementary School will be motivated to come to school due to the personalized culture established by the small learning communities and professional learning communities. The teachers on the staff will know and recognize the students who are members of their SLC and will provide for them with an academic program appropriate for their success. In addition, Juanita Tate Elementary School will provide extra curricular activities and experiences which will enhance and enrich the core instructional program so that learning may take place at a deeper level. The Small Learning Communities will collaborate and develop extracurricular activities based on the social emotional and academic needs of the students. Examples of these extracurricular activities for students will be:

- Participation in leadership activities such as student council to provide an opportunity for building leadership among the students, empower the students to maintain an active role in school-wide programs, and foster a desire to encourage the student body to participate in programs that are devoted to civic education/responsibility
- Curricular and field trips throughout the Los Angeles community and neighborhood. Trips would be based on the thematic units in core subject areas with special emphasis on visiting certain sites which support the mission and vision of leadership development (ex. City Hall, Sacramento, Washington DC, community meetings)
- Participation in community projects sponsored by local community organizations (Heal the Bay, Concerned Citizens of South LA)

- Publishing of a student newspaper highlighting community events and concerns
- Walking field trips will be taken to the library, fire station, police station, Hubert H. Humphrey Health Center and to other local community business
- After school programs for students which would include tutoring and clubs such as sports**,** movie making, technology, culture, language, homework, drama, dance, chess, mathematics, and newspaper
- Teachers may choose to do their twenty (20) hours of volunteer time either after school or to sponsor student interest and leadership club
- Participating in LAUSD Beyond the Bell and LA's Best (before and after school and interventions) programs.
- Summer institutes for teachers which will enrich their instructional programs (examples: Getty Museum, LACMA, Freedom Foundation at Valley Forge programs)
- Parents will be encouraged to volunteer as chaperones on student curricular and field trips
- Service projects for students, staff and parents to engage in public service (ex. Community and campus clean up, daily campus beautification, community walks, career day, outreach to the elderly and infirmed, participation in environmental issues, interfacing with political and community leaders regarding social issues, identifying community members and resources that can help support student success (E.g. community resource mapping), develop a community service projects to present to their city council.)

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

The social and emotional needs of all students will be addressed through the systematic implementation of the RtI2 model. The three tiers which will address the students' social emotional needs include the following:

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

The school will establish a problem solving team which will meet and examine specific student data, brainstorm strategies and interventions, and develop a plan of action to address the social emotional needs of all students. The Problem Solving Team will be composed of the following: administrator, bridge coordinator, resource specialist teacher, intervention teacher, Categorical Program Advisor, general education and special education teachers and support staff such as psychologist and counselor. The problem solving process will be used throughout the school year to determine the appropriate level of intensity and service necessary for individual students to be successful. These wrap around services will allow the students' emotional and social issues to be addressed. The students will be identified through teacher/parent referral, peer or self referral or through a school support staff member.

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

Juanita Tate Elementary School will explore character building programs to establish a positive school climate for the students. The following programs will be researched for implementation: (Eunice Shriver, Character Counts, Project

Wisdom, and Pillars of Character). Teachers across grade levels and within the Small Learning Communities will team teach in order to enable teachers to better meet instructional and social emotional needs of each student. Authentic personal relationships between teachers and parents will be developed and maintained through home visits, daily or weekly communications, use of email, conferences, assemblies, classroom celebrations, etc.

A positive school climate will be reflected as follows:

Behavioral Climate

- Development and implementation of a School-Wide Positive Behavior Support Plan (SWPBSP). Staff will be trained in District approved conflict management and anti-bullying programs
- Staff will be trained in a common classroom management course, such as Fred Jones' Positive Classroom Management, Dr. Mel Levine's Success for All or Harry Wong's First Days of School
- Peaceful Playgrounds will be investigated as an option in the design of recess and other school playtimes which build cooperation and physical skills
- A mandated standard of dress for all students will be developed and implemented through the School Site Council
- The leadership curriculum will allow students to practice self-management and responsible decision-making that reflects healthy choices
- The leadership curriculum will also allow students to demonstrate awareness, understanding, and knowledge of effective self- management skills and how to show respect for all people

Social Climate

- Second Step is a violence-prevention curriculum for Grades K–6 that teaches character education and helps students develop social emotional skills such as empathy, impulse control, problem solving, and anger management by using oral language, written communication, role-playing, and critical thinking.
- An alcohol, tobacco and other drugs prevention curriculum will be implemented using age-appropriate lessons to enhance and expand the skills, knowledge, and attitudes that promote a safe and drug-free life. Goal Setting, decision making, bonding with others, identifying and managing emotions, and communicating effectively are components that appear in the curriculum. The ten lessons include normative expectations, information on the harmful effects of drug-use, social skill development, diverse role play situations, cooperative learning, and parental involvement.

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

Standards based instruction (pre-kindergarten through sixth grade) will provide the knowledge and skills essential for college and career readiness. It will also prepare the students to become active, successful participants in the global community of the 21st Century. Students will participate in depth exploration to increase their awareness of college and careers. Activities that provide a college ready and career prepared culture include:

- Posting copies of teachers and staff degrees, credentials, pictures and/ names of colleges and universities attended, and share with students information regarding their college experience and careers
- Recognizing a college/university weekly
- Extending invitations to parents and community members to participate in Career Day activities
- Arranging visits to local college, universities, and trade schools
- Seeking on-going relationship with Southwest College, University of California at Los Angeles, California State University Dominguez Hills, University of Southern California, Los Angeles Trade and Technical College, Charles Drew University of Medicine and Science, and/or other local college and universities
- Forming a partnership with Fremont and SRHS # 2 to provide on site adult class for parents
- Building relationships with neighborhood businesses to work with and support school activities
- Planning Parent College Days to expose parents to opportunities at nearby colleges/universities
- Engaging students in writing essays expressing an interest in college career readiness. Participation in leadership activities such as student council to provide an opportunity for building leadership among the students, empower the students to maintain an active role in school-wide programs, and foster a desire to encourage the student body to participate in programs that are devoted to civic education/responsibility.

- Curricular and field trips throughout the Los Angeles community and neighborhood. Trips would be based on the thematic units in core subject areas with special emphasis on visiting certain sites which support the mission and vision of leadership development (ex. City Hall, Sacramento, Washington DC, community meetings)
- Participate in community projects sponsored by local community organizations (Heal the Bay, Concerned Citizens of South LA)
- Publishing of a student newspaper highlighting community events and concerns
- Walking field trips will be taken to the library, fire station, police station, Hubert H. Humphrey Health Center and to other local community business
- After school programs for students which would include tutoring and clubs such as sports**,** movie making, technology, culture, language, homework, drama, dance, chess, mathematics, and newspaper
- Service projects for parents, staff, and students to engage in public service. (ex. Community and campus clean up, daily campus beautification, community walks, career day, outreach to the elderly and infirmed, participation in environmental issues, interfacing with political and community leaders regarding social issues, identifying community members and resources that can help support student success. (e.g. community resource mapping), develop a community service projects to present to their city council

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

Parents are a critical component of the success of the children of Juanita Tate Elementary School**.** Joyce Epstein's *Framework of How Parents Can Become More Involved in Schools* (1997) will serve as a model for parent and family involvement at the school. Epstein (1997) identified the following 6 approaches to parental engagement:

1. Parenting to increase a families' understanding of their children's growth and development
2. Communicating activities which will include school to home and home to school communications about school and classroom programs and children's' progress
3. Volunteering opportunities to enable families to share their time and talents to support the school, teachers, and students
4. Learning at Home activities to provide information and ideas to families about the academic work that their children do in class, how to help their children with homework, and other curriculum-related activities and decisions
5. Decision-Making activities to enable families to participate in decisions about school programs that affect their own and other children
6. Collaborating with the Community activities to encourage the cooperation of schools, families, and community groups, organizations, agencies, and individuals

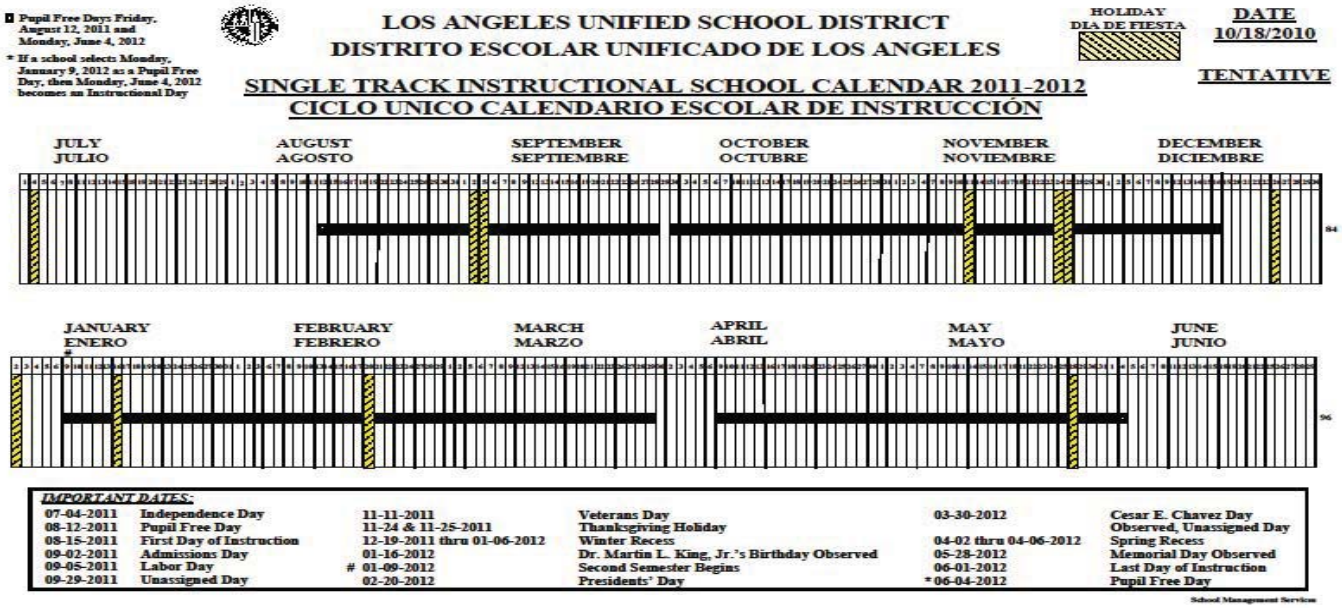
To strengthen family and school partnerships the following parent engagement activities will be a priority:

- Parent orientations will occur before the opening of the school to ensure that parents are familiar with the school's expectations, curricular program and student expectations. Clear communication with the parents regarding high academic achievement, standards based instruction and student conduct expectation will be shared with all the parents
- The school will partner with Fremont Adult School to provide on site adult class for parents
- Parents will share in decision making through participation on the School Site Council, Local School Leadership Council, Compensatory Education Advisory Council, and the English Language Advisory Council
- Parents will be encouraged to commit to a minimum of twenty (20) hours per year of participation/volunteer service to the school. Examples of participation will include but not limited to: attendance at or membership on the School Leadership Council and other school advisory councils, attendance at parent meetings and other school activities, participation in adult classes specifically designed for and by parents, reading to students, accompany classes on field/curricular trips, and working in a classroom or library, volunteering in the classroom and participating in family nights (Literacy, Math and Science), and painting murals. Parents and community will be provided incentives such as awards and recognition at school assemblies/events
- A Parent Center will be established. The center will serve as the hub for all parent activities and events where parents become more empowered to help their children and access the school and community. The parent center

will be a staffed by the Parent Resource Liaison. Duties of the Parent Resource Liaison will be in accordance with LAUSD Personnel Polices and Practices and in consultation with the school administrator

- Parents will be invited to celebrate student successes, accomplishments and culmination of learning projects through activities such as, family nights, programs, festivals, and award or recognition ceremonies
- A Home-School Compact will be developed by the School Site Council
- The school's parent handbook will be developed to provide information about the school's vision, mission, goals, policies and procedures, schedules, etc.
- Parents will receive a copy of the District's Parent Handbook which delineates all District, State and Federal educational mandates
- The school library hours will be extended beyond the students' day to enable the use of the library by students for completion of homework, check out and return books, parent use, etc.
- Teachers and staff will participate in community walks in order to inform the community of school programs, activities and events while creating a sense of ownership of the community towards the school

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



To facilitate effective implementation of Professional Learning Communities Juanita Tate Elementary School will be organized into three Small Learning Communities (SLC's) designed to provide smaller learning environments in order to personalize instruction and provide collaboration opportunities for teachers. According to the National Education Association the benefits of small schools includes raised student achievement, increased attendance, elevated teacher satisfaction, improved school climate and opportunities for teacher to be able to address diverse learning styles. Small Learning Community I will include grades pre-kindergarten through second and primary special education classes. Small Learning Community II will include grades three and four classes, and Small Learning Communities III will include grades five and six and special education classes. Each Small Learning Community will be autonomous in creating and implementing programs which may be unique and innovative for their community. Some configurations may include gender-based classes or un-graded classes with specialized trained personnel.

Juanita Tate Elementary School will be a single track school on a traditional school calendar (August-June).The school year will include 180 days of instruction with 55,100 minutes which is the minimum required time. The Principal will be responsible for ensuring the bell schedule complies with District policies and guidelines pertaining to the different types of school days (e.g. Professional Development Day, Minimum Day, etc.). Breakfast and lunch will be provided daily. The school day begins at 8:00 a.m. and ends at 2:30 p.m. The student teacher ratio will follow the district Norm chart. K-3 will have a ratio of 24:1 and grades 4-6 will have a ratio of 30.5:1.

Sample Daily Schedule
Juanita Tate Elementary School

7:55	Bell
8:00	Morning Opening
8:10	ELD/MELD (Option team teaching)
8:40	Language Arts*
9:40	Recess (Student and Teachers)
10:00	Language Arts*
11:30	Math
12:30	Lunch (Student and Teachers)
1:15	Social Studies/Science/Health (3 week cycle)
2:00	Art/Music
2:25	Evaluation of the Day/Homework Review
2:30	Dismissal (Students' dismissal

Teachers' Hours: 7:35 a.m. to 2:40 p.m.

After School

Monday:	Tutoring for Language Arts/Math
Thursday:	Student Council, Leadership Club, or student newspaper
After school:	Beyond the Bell After School Programs

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

The innovations include 1 additional hour of paid planning time for the teachers per week, the ability of each small learning community to have opportunities to adjust their daily schedule to include team teaching, flexible grouping and departmentalization. The Small Learning Communities will have opportunities to reduce the student teacher ratio through flexible groupings which will facilitate individualized and small group instruction.

Small Learning Community I will include grades pre-kindergarten through second and primary special education classes. Small Learning Community II will include grades three and four and special education classes, and Small Learning Communities III will include grades five and six and special education classes. Each Small Learning Community will be autonomous in creating and implementing programs which may be unique and innovative for their community. Some configurations may include gender-based classes or un-graded classes with specialized trained personnel.

4. ASSESSMENTS AND SCHOOL DATA

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

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

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

According to DuFour, DuFour, Eaker, and Many (2006), there are "common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. They (team members) also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning."

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

- Collect information of the student learning that will be helpful in planning instruction
- Determine whether the assessment provided 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 or Tier 3 support

The teachers at Juanita Tate Elementary school will use the results of the formative and summative assessments to evaluate the implementation of the school's instruction and curriculum.

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

Juanita Tate Elementary School plans to use summative and formative assessments as a measure of student progress and as an essential component to shape and inform instruction on an ongoing basis. Data from the California Standards Test (CST), California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), Standards Based Test in Spanish (STS), the California English Language Development Test (CELDT), ELD Portfolios, the district's periodic assessments, the CORE K-12 on-line standards based assessment, progress report cards, arts portfolios, and classroom observations will be used to determine student progress and to adjust the instructional practices in the classroom.

The District's CORE K-12 Comprehensive Assessment program will be a key instructional tool for the teachers at Juanita Tate Elementary School. These assessments will provide teachers with information to make important decision about student and learning. The CORE K-12 Assessments will include the following:

- **Diagnostic assessments-** Will identify students in need of intervention and assist the school administrator with program placement. This information can be gathered from student work, teacher observation, quizzes, prior test scores and teacher made test.

- **Periodic assessment**- Will provide data to inform teachers and administrators about the effectiveness of the instructional programs so that instruction can be changed to increase student achievement. Teachers will be able to identify areas of strengths and areas of weaknesses that need targeted instruction and reinforcement.
- **Progress monitoring**- Teachers will be able to determine if the students understand the content they are learning, provide information on critical skill areas, and provide information on the " next steps" teachers can use to help students overcome any difficulties. These assessments would be done frequently and take a variety of forms: mini-assessments focused on specific standards, assessments created from an item bank, quizzes, unit test, essays, project based learning, portfolios and teacher observations.
- **Summative assessments**- Will provide information on how well students can demonstrate knowledge of standards. The following are considered summative assessments: CST, end of course test, final exams, term papers, research projects, student-led conferencing, self and peer assessments and project based learning.

The comprehensive assessment program at Juanita Tate Elementary School will be done under the umbrella of Response to Intervention (RtI). Data will be used to refine core instruction, and to determine Tier 2 and Tier 3 intervention for students.

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

Formative and summative assessment will be used to determine student progress. Formative assessments, used to modify and validate instruction, will include observations, written assessments, performance assessments, graphic assessments, Open Court Reading and Mathematics Periodic Assessments, teacher-made assessments, and self assessments. Leadership indicators will be assessed through student portfolios. The portfolios would include but not be limited to a DVD of a performance, work samples, learning logs, audio recordings, art projects, interviews, journals, artifacts, etc.

Summative assessments are administered to determine if students have mastered specific competencies and to identify instructional areas that need additional attention as determined by the California Standards Tests, California Modified Assessment (CMA), California Achievement Tests, Sixth Edition (CAT/6) Survey, California Alternate Performance Assessment (CAPA), Standards Based Test in Spanish (STS), periodic assessments in reading and math, and science, end of the unit tests, and the California English Language Development Test (CELDT), ELD Portfolios, progress report cards, portfolios, and teacher observations to determine student progress and to adjust the instructional practices in the classroom.

Formative and Summative Assessments

Assessment	Grades Assessed	Formative	Summative	Frequency	Rational
California Standards Test	2-6		X	Annual	Measure student progress in relations to the CA standards.
California Modified Assessment	3-6		X	Annual	Per the IEP and the child' disability
California Alternate Performance Assessment	2-6		X	Annual	Per the IEP and the child' disability
Standards Based Test in Spanish	2-6		X	Annual	Measure student's progress in relations to the CA standards
CELDT	K-6		X	Annual	Measure language development progress for EL students.

ELD Portfolios	K-6	X	X	On-going	Measure language development progress for EL students.
Student Progress Report Cards	K-6	X	X	Quarterly	Measure student progress.
Teacher Observations	K-6	X		On-going	Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
Data Portfolios	K-6	X		On-going	Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
CORE K-12 Progress Monitoring	K-6	X		On-going	Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
Standards Based Periodic Assessments	K-6	X		3 Times per year	Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitor student progress towards achieving learning goals that will be measure at the end of the year on the CST
Mathematics Periodic Assessments	K-6	X		Quarterly	Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitor student progress towards achieving learning goals that will be measure at the end of the year on the CST
Science Periodic Assessments	K-6	X		Quarterly	Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitor student progress towards achieving learning goals that will be measure at the end of the year on the CST

d. Assessment Development

Not applicable

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

Teachers, administrators and other expert resource personnel will gather data from all assessments. Teachers and staff will have access to formative and summative data through the LAUSD MyData system. In reviewing and monitoring student data, group aggregated data, group disaggregated data and individually disaggregated data will be analyzed. Once the data has been gathered, administrators, teachers, and other staff will analyze the data to diagnose the areas of strength and weaknesses of individual students to monitor student achievement. The data will be used to group students appropriately for strategic or intensive instruction and intervention. The data will be used to make instructional decisions regarding delivery of first good teaching and to determine the need to review or re-teach a specific standard or skill. In addition, discussions within the Small Learning Communities will take place to determine whether goals and benchmarks are being met by individual teachers, grade levels and school-wide. The teachers will be given time to analyze formative and summative data during professional development time including Bank Tuesdays.

Data analyzed during PLC's or during professional development and by classroom teachers will be provided to parents to inform them of their child's academic progress. Data related to attendance and behavior will also be shared and discussed with parents. Data will also be presented and discussed at school governance councils and parent/community meetings.

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

- A consistent improvement of student achievement as evidenced by performance on local assessments and state standardized tests
- Increasing teacher capacity for making strategic instructional interventions based on student performance data
- A stronger connection between teacher professional development and student learning
- Teachers and administrators becoming more focused and self directed
- Student achievement, teacher development, and administrator development becoming closer linked to school improvement

Juanita Tate Elementary School is committed to fulfilling all requirements and indicators of the Modified Consent Decree and be in compliance withal federal laws as they relate to Students with Disabilities. The school will utilize the Integrated Student Information System to track student records and identify services. The plan will use the Modified Consent Decree Indicators to measure progress of Students with Disabilities.

Monitoring of student progress will involve looking at multiple assessment data for all students (RtI2). Additionally attendance, suspension, behavior (LAUSD on-line office referral system), language development (CELDT), gifted identification, parent engagement (LAUSD School Report Card, surveys) will be collected and monitored by teachers and school administrators. This data will be used within RtI2's Problem Solving Model to ensure that the academic and social-emotional needs of the students are meet.

f. Graduation Requirement

Not applicable

5. PROFESSIONAL DEVELOPMENT PROGRAM

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

Juanita Tate Elementary School will have a school culture characterized by high academic achievement for all students through a standards based integrated curriculum with a focus on leadership development. Professional learning communities and small learning communities will help to personalize the academic and social needs of the students. The school will promote and nurture life long leadership skills so that students and their teachers will engage in advocacy and public service for the school and community. The schools staff will welcome, respect, and recognize parents, community and families as an integral part of the school culture.

The school will ensure that the teachers and staff understand the expectations required at the school. Teacher applicants will be informed of the expectation required for a teaching position at the school. In addition, the teachers will receive training and support to ensure that their knowledge of the community, the students, and their families are aligned to the mission and vision of the school. The teachers will agree to become part of professional learning communities and participate in their small learning communities to ensure that students receive a personalized, quality education. Teachers will take part in a 5-day Prior to School Year Professional Development to prepare for the new school year and to gain an understanding of the professional learning communities.

The development of professional learning communities will allow the professional culture of the school to be focused on the three big ideas: a focus on learning, a focus on collaboration and a 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. These professional learning communities will foster a positive and nurturing culture that promotes and encourages teacher retention and continuous growth.

According to DuFour and Eaker (1998),"If schools are to be significantly more effective, they must break from the Industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. We prefer characterizing learning organizations as 'professional learning communities' for several vital reasons. While the term 'organization' suggest a partnership enhanced by efficiency, expediency, and mutual interest, community' places greater emphasis on relationships, shared ideals, and strong culture—all factors that are critical to school improvement."

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

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

- Teachers will assist with the selection of instructional materials, prepare and design of lesson plans appropriate for their assignment and Professional Learning Community.
- The primary review and evaluation of student work will be done by the teacher.
- Teachers and staff will communicate and confer with students and parents regularly. Communication will include formal and informal meeting/conferences with students and parents
- Participate in the development and implementation of professional development
- Attend Professional Learning Community and faculty meetings when scheduled

- Participate in school governance committees/councils
- Provide leadership in Professional Learning Communities and to the school
- Participate in parent/school activities
- Teachers will teach the State and District instructional standards

The teaching staff at Juanita Tate Elementary School will consist of teachers from the three sending schools. (61st Street School, 66th Street School and 68th Street School) A meeting will be held in the spring with all the teachers from the three sending schools to describe the expectations listed in this plan. The teachers will be asked to familiarize themselves with the requirements of this plan and the need to have a school culture characterized by the professional learning communities 3 big ideas: Focused on Learning, Focus on Collaboration and a Focus on Results. The teachers will be encouraged to submit their names for this school with the understanding of what will be required and expected of them. The school principal and members of the administrative team will also be expected to commit to the implementation of this school plan.

b. Professional Development. *Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?*

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

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

The professional development plan for the school will be established by the Local School Leadership Council which includes teachers, administrators, parents and community. This plan developed through the collaborative activities of the school leadership council will reflect the essentials of learning, establishment of professional learning communities, an analysis of student work, formative and summative data, and the goals of the district. The professional development plans will include:

- A written commitment to improve in the designated area by establishing an improvement objective that is based on student learning.
- Specific research-and standards-based indicators will show that students are making progress toward the objective.
- An action plan that describes what the teachers will do throughout the year for the students (RTI2) and what the teachers will do to increase their knowledge and instructional capacity.

The professional development for the teachers will include differentiated instruction characterized by Response to Instruction and Intervention (RTI2) as the framework for the delivery of instruction for Juanita Tate Elementary School with a focus on providing a standards-based program for all students. Professional development will be planned to meet the diverse needs of all students including the English Learner, Standard English Learner, and students with learning needs.

To measure the effectiveness of the professional development plan, pre and post assessment data will be used as a comparison to demonstrate clear and compelling evidence of professional growth over time. Teachers will need to know how to guide students toward improved achievement in the targeted area of learning. The professional development plan

will include a roadmap of what's to be done. The objective of each teacher will be based on student learning. Specific research and standards based indicators will be developed. A chronology of processes and outcomes stated in student-performance terms will be developed. Differentiated professional development will allow the teachers to have their unique professional growth areas addressed.

The goal for teachers is to be proficient in the areas in which they teach. Professional development meetings will include 5-day prior to School Year Professional Development and 10 to 11 hours of monthly regularly scheduled professional development to collaborate, plan, and share their knowledge on student improvement. On-going, consistent, and well planned professional development designed by teachers and school administrators allows teachers to examine the key components that embrace results and improvement in teaching, teamwork, goal setting and use of data. Using Stigler's model of principles for gradual measurable improvement of teaching and instruction, teachers will develop a plan to observe best instructional practices in the classrooms of colleagues. The principles for gradual measurable improvement of teaching and instruction are:

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

Professional Development to Meet the Needs of All Learners

The teachers at Juanita Tate Elementary School will receive additional ELD practicum training before and during the school year to ensure that that ELD instruction is implemented with fidelity. In addition, the teachers will receive ELD Access Strategies training to ensure that all students have access to the standards. For example, teachers will be provided opportunities to receive Thinking Map training if they have not been trained on the use of these graphic organizers.

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

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

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

Professional Development for Teacher Made Assessment

Teacher developed assessments plays a critical role in the total assessment of the academic progress of students. According to researchers, Gareis and Grant (2008), *Teacher Made Assessments*, classroom assessments can provide critical information:

- Tailored or unique: Teacher made assessments take into account the particular characteristics of students and the specific contextual factors of a classroom setting

- Timely assessment: Teacher made assessments are indicative of student learning over a particular instructional unit and progress toward mastery of either discrete or broad-reaching objectives
- Validity: Teacher made assessment are typically more responsive to the taught curriculum—that is, the objective that students actually had the opportunity to learn through instruction
- Greater authenticity: Classroom-based assessment often take the form of assignments that tap depth of content and breadth of skills—assignments such as extended writing and essays, individual projects, group-based projects, labs, demonstrations, and performances
- Formative assessments: The results of which may be used to provide timely feedback to students and to allow teachers to make instructional decisions to support continued learning
- Low-stakes: Teacher made assessments can be perceived as low-stakes and therefore can be used to communicate the degree and quality of learning to students, parents, teachers, and other education professionals

Professional Development time will be allocated to train the teachers in development of teacher-made assessments in the following areas:

<u>What Makes a Good Test?</u>

1) The Students Evaluation Standards- What makes a really good assessment? The Joint Committee on Standards for Educational Evaluation identified four attributes of what is described as a good assessment. The four attributes are propriety, utility, feasibility and accuracy.

- The propriety standard helps ensure that student evaluations are conducted legally, ethically, and with due regard for the well-being of the students being evaluated and other people affected by the evaluation results
- The utility standard help ensure that student evaluations are useful. Useful student evaluations are informative, timely, and influential
- The feasibility standard helps ensure that student evaluations can be implemented as planned. Feasibility evaluations are practical diplomatic, and adequately supported
- The accuracy standard helps ensure that a student evaluation produces sound information about a student's learning and performance. Sound information leads to valid interpretations, justifiable conclusions, and appropriate follow-up

2) Validity and Reliability – Validity and reliability are the core principles of good assessment practices. They are central and also largely comprise the accuracy standard.

Validity is the extent to which inference drawn from assessment results are appropriate. Reliability is the consistency or dependability of the results of an assessment.

<u>How Do I create a Good Test?</u>

- Review of the standards
- Clarify why, when and where to assess students' learning
- Construct a scoring key or rubric
- Score test and analyze the results

<u>Providing Feedback from Tests to Support Student Learning</u>

- Grading
- Formative feedback
- Fostering students' ability to self-assess

<u>How Can I Constructively Influence Professional Practice at My School</u>

- Teacher leadership
- Collaboration
- Critically review assessments used by school district

Through the use of Teacher–Made Assessments, the staff at Juanita Tate Elementary School will be able to draw more valid and reliable inferences about their students' learning; and therefore, make better instructional decisions about what to teach and how to teach, resulting in improved student learning. Through improved assessment practices in the classrooms, teachers are better able to link curriculum and instruction in the service of student learning. In addition, these assessments would assist the teachers with making informed decision regarding Tier 2 and Tier 3 intervention support.

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

In Japan and Korea, the law requires that new teachers spend about 20 days during their first year learning the art of teaching from a mentor teacher. (Stigler) In the United States "supervised induction to teaching is ad hoc or nonexistent" (Darling-Hammond and Goodwin 1993). Juanita Tate Elementary School will provide new teachers with structured, on-going and nurturing support. In addition to the 5 Days Prior to the School Year workshops, the Banked Time Tuesday, staff meetings, and the weekly 1 hour of paid professional development time, new teachers will be allocated 5 days of substitute release time. The instructional coaches and teacher mentor will facilitate opportunities for new teachers to observe lesson delivery from exemplary teachers. The new teachers will be provided release time to attend appropriate conferences, workshops, and specialized professional development. The new teachers will be assigned a mentor and given the opportunity to observe exemplary teachers and reflect with instructional coaches their observations. The coaches will observe the new teachers to provide feedback on the implementation of new learned skills and strategies. The Professional Learning Communities (PLC's) will provide new teachers opportunities to collaborate and learn from experienced peers.

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

The professional development calendar is aligned with the vision, mission, goals and instructional plan of the school (See Appendix A: Professional Development Calendar). The plan provides for an average of 130 hours of professional development per teacher for the school year. The 5-day Prior to School Year Professional Development will be 30 hours and the professional development will be the remaining 100 hours distributed throughout the school year.

Proposed Professional Development Schedule
5 Days before the beginning of the School Year
To Be Approved by Local Leadership Council

Days	Topics	Staff Responsible
Day 1	Introduction to Professional Learning Communities • Pillars of Effective School: Vision, Mission, Values and Goals • The 8 Characteristics of Effective Schools	LD7 Staff Administrator Instructional Coaches
Day 2	Professional Learning Community/Big Idea # 1: Focus on Learning • Learning for All is a fundamental purpose of a PLC • Everyone works together with a Focus on Learning for all students • What should be happening at schools to ensure students learn? • Staff collaboration as opposed to working in isolation • There's a clarity regarding essential knowledge and skills students have to acquire • Systematic interventions and enrichment • Staff uses data to inform and improve their practice • Staff uses data to actively diagnose where students are doing well and where they need help • Evidence of what students know and don't know drives a PLC	LD7 Staff Administrator Instructional Coaches
Day 3	Professional Learning Community/Big Idea # 2: A Collaborative Culture • Teachers work interdependently to achieve common goals • Collaborative teams build shared knowledge and understanding about essential learning • Collaboration focuses on issues and questions that most impact student	LD7 Staff Administrator Instructional Coaches

	achievement • Steps to Collaboration: ➢ Embed collaboration into the routine practices of the school ➢ Create protected time to collaborate on a weekly basis ➢ Use Learning Questions to engage in Collective Inquiry ➢ Monitor the work of collaborative teams through their products	
Day 4	Professional Learning Community/Big Idea # 3: A Focus on Results • Teams take collective responsibility for results—Are the students learning and how do we know? • Constantly gather and seek evidence to respond to students who are struggling and also to inform teachers of their own instructional practices • Shift of focus in the use of assessment data from measuring and reporting student performance to diagnosing and improving student performance • Data (common assessment, periodic assessment, state assessments, etc) triggers reflection and improvement cycles	LD7 Staff Administrator Instructional Coaches
Day 5	Professional Learning Community Cultural Shifts: Adopting the three big ideas requires a cultural shift: • From teacher centered to learning centered • From teachers individually determine what and how to teach student to teams collaborating to build shared knowledge and understanding of essential learning • From teachers taking responsibility for teaching to teachers taking responsibility for student learning • In PLC's teachers have time and resources to reflect on their own practices	LD7 Staff Administrator Instructional Coaches

Professional Development Calendar
1st Semester

Week	**Banked Time Tuesday's (1 hour)**	**Staff Meetings (1 hour after Banked Tuesday PD)**	**1 Hour after School**	**Other professional development for targeted audience**
1		Review professional development plan Review Opening of School procedures.	Protocols and Norms for Effective Collaboration for the PLC's	**1st Monday of the Month: New Teachers' Support:** Classroom management strategies
2		Identification of essential standards and unpacking of the standards. Introduction to RtI2 "good first teaching"	Review and analyze District wide, school, and class CST data using the MyData system. Determine instructional priorities based on school data and class data Align data with school and district priorities	
3	PLC's develop instructional action plans and pacing plans from data analysis	PLC's develop instructional action plans and pacing plans from data analysis (Continuation from Banked Tuesday) for next 8 weeks	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards.	**3rd Monday of the Month:** New Teachers' Support: Stull Evaluation Process

4	Identification of essential standards, unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards.	Identification of essential standards. Integration of the Leadership Curriculum /Indicators into content area. Revision of action plans to ensure they unpack the standards Develop Common Assessments through CORE K-12 Assessment system for progress monitor	Identification of essential standards and unpacking of the standards. Revision of action plans to ensure teachers unpack the standards Develop Common Assessments through CORE K-12 Assessment system for progress monitor	**PLC/SLC Planning Day/RtI2 Data Day:** Focus on Results: Topic: Using Data protocols to guide teaching and learning
5	RtI2 for Tier 2 support /supplemental intervention	Select and plan appropriate support based on most recent data to implement RtI2 Tier 2 strategies.	Select and plan appropriate support based on most recent data to implement RtI2 Tier 2 strategies.	**Monday of the Month:** New Teachers' Support: Handling Behavior Problems
6	RtI2 for Tier 2 support /supplemental intervention	Select and plan appropriate strategies based on most recent data to implement RtI2 Tier 2 support	Select and plan appropriate support based on most recent data to implement RtI2 Tier 2 strategies.	**Monday of the Month**: New Teachers' Support: Interacting and collaborating with students: Homework through the eyes of students. Peer interaction Teaching children to work cooperatively
7	RtI2 Tier 3 strategies known as Intensive Intervention.	*Plan implementation of RtI2 Tier 3 strategies which include more frequent monitoring, collect more in-depth information about student's instructional needs and strategically identify academic problems.	Reflect past week Review current data Modify strategies(Writing) Develop Rubrics for writing	
8	RtI2 Tier 3 strategies known as Intensive Intervention.	*Plan implementation of RtI2 Tier 3 strategies which include more frequent monitoring, collect more in-depth information about student's instructional needs and strategically identify academic problems.	Reflect past week Review current data Modify strategies(Writing) Develop Rubrics for writing	**Monday of the Month: New Teachers' Support:** Assessments: CORE K-12 Improving students' performance with precise teacher feedback using data to address the needs of students needing Tier 2 and Tier 3 support
9	PLC's develop instructional action plans and pacing plans from data	PLC's develop instructional action plans and pacing plans from data analysis for next 8 weeks	Identification of essential standards and unpacking of the standards. Power Standards and	**PLC Planning Day by Grade Level/RtI2 Data Day:**

	analysis		unwrapping of the ELA and Mathematics power standards.	Focus on Results: Topic: Using Data protocols to guide teaching and learning
10	Identification of essential standards, unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Focus on Action Strategies to strengthen Tier 1 Support	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Revision of action plans to ensure they unpack the standards Action Strategies to strengthen Tier 1 Support	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Revision of action plans to ensure they unpack the standards Action Strategies to strengthen Tier 1 Support	**Monday of the Month** New Teachers' Support: Working with Special Needs students. IEP's MCD outcomes
11	Identification of essential standards, unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards.	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Revision of action plans to ensure they unpack the standards Develop Common Assessments through CORE K-12 Assessment system for progress monitor	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Revision of action plans to ensure they unpack the standards Develop Common Assessments through CORE K-12 Assessment system for progress monitor	
12	Review RtI2 for Tier 2 support /supplemental intervention Using Access Strategies and SDAIE	Select and plan appropriate support based on most recent data to implement RtI2 Tier 2 strategies. Using Access Strategies and SDAIE	Select and plan appropriate support based on most recent data to implement RtI2 Tier 2 strategies. Using Access Strategies and SDAIE	**Preparing for Teacher parent communication:** Parent conferences Helping parents understand their child's progress
13	Review RtI2 for Tier 2 support /supplemental intervention Using Access Strategies and SDAIE	Select and plan appropriate strategies based on most recent data to implement RtI2 Tier 2 support Using Access Strategies and SDAIE	Select and plan appropriate support based on most recent data to implement RtI2 Tier 2 strategies. Using Access Strategies and SDAIE	
14	Review RtI2 Tier 3 strategies known as Intensive Intervention. Using Access Strategies and SDAIE	*Plan implementation of RtI2 Tier 3 strategies which include more frequent monitoring, collect more in-depth information about student's instructional needs and strategically identify academic problems.	Reflect past week Review current data Modify strategies(Writing) Develop Rubrics for writing Using Access Strategies	

		Using Access Strategies and SDAIE	and SDAIE	
15	RtI2 Tier 3 strategies known as Intensive Intervention. Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	
16	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	
17	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	
18	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	

The Public School Choice Review Process will provide the school with additional data and information that will shape the professional development plan.

Professional Development Calendar
2nd Semester
(To Be Developed by School Site in December after feedback from the PD for 1st Semester)

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

The professional development program has the objective of guiding and modifying teaching and learning in the classroom. Therefore, the following instruments will be used to evaluate the professional development program on an on-going basis: teacher surveys, staff observations, end of a PD evaluation, interviews, and analysis of records such as minutes of meetings. Ultimately, the effectiveness of the professional development will be the evidence found in student performance as reflective in the summative and formative assessment data. Parent input will be sought quarterly. Formative assessments will be utilized quarterly to assess the effectiveness of the professional development program. The summative assessments and the results of standardized testing will provide the end of year evaluation of the school's program. Clear communication to teachers, students, parents, administrators, of the findings helps ensure that the results are used to guide school improvement efforts and subsequent professional development activities. The results of the professional development evaluations will be used to adjust future professional development activities in order to meet the diverse needs of the teachers and students.

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

The development of professional learning communities will allow the professional culture of the school to be focused on three big ideas: A Focus on Learning, A Focus on Collaboration and a 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 of the school through a reflection process. These professional learning communities will assist the school with teacher retention and continuous growth and reflection on professional practice.

Collaboration will be a fundamental part of professional development. Teachers will be expected to work together interdependently to achieve common goals for which they are mutually accountable. The following learning questions will enable teachers to engage in collective inquiry: What do we want all students to learn? How do we know that all students are learning? How will we respond when students don't learn? How do we respond when students already know? During the school year teachers will engage in professional development on an average of 10-11 hours per month. This includes the hours from banked time, staff meeting time and four additional hours paid monthly to the teachers from the school's budget. In addition, the Local Leadership Council will schedule minimum days (early student release days) throughout the year for additional professional development time. Teachers and staff will engage in collaboration to analyze and improve classroom practices. Collaboration among teachers in each PLC will enable them to collectively plan the instructional program, review formative and summative data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, plan instruction, develop formative assessments to monitor student's mastery of standards and/or use standardized student assessments which identify and determine achievement of all students. This collaboration enables teachers to learn from and be supportive of each other.

There will be opportunities for the teacher in their professional learning communities to lead the professional development. Teachers will be encouraged to participate in on-line professional development through the District's Learning Zone as well as other web sites. A component of the professional development will involve differentiated support based on teacher needs. Time will be built-in for teachers in the Small Learning Communities and administrator to have rich conversations around common formative assessments. Teachers will target specific standards and develop SMART goals to improve student learning and monitor their progress. A plan which represents a commitment to improving student performance will serve as an important tool to target interventions that the teacher and administrator believe will most effectively improve student learning. Collegiality among teachers as measured by the frequency of communication, mutual support, and help is a strong indicator of success. Virtually every research study on the topic of work-focused teacher and supportive teams found this to be the case. (Fullan 1991)

The proposed professional development calendar will focus on differentiation based on teacher tenure, professional learning communities and small learning communities. All teachers will be assigned to a professional learning community which will meet weekly on the assigned topics. The first 4 weeks of the school year will include unwrapping of the English Language Arts and Mathematics standards with a focus on Good First teaching. The next two weeks will focus on Tier 2 support following with two weeks of Tier 3 support professional development. The staff will analyze the results of the standards based assessments and develop action plans to meet the needs of the struggling students. Once this is completed the professional development cycle will repeat itself.

6. SERVING SPECIALIZED POPULATIONS

In order to address the needs of all students including, students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students, the school will implement a sound instructional core program where the focus will be on rigorous standards based instruction. In addition to good first teaching, push-in and pull- out intervention programs will be accessible to students. Response to Instruction and Intervention (RtI2) is the framework used for rigorous instruction.

To further enhance the educational experience of the students, the on-going professional development, collaboration, daily schedule, staffing plans and scope and sequence will be flexible and adjusted based on student need and formative and summative assessments. Refer to Section 2 for additional information.

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

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

At the Juanita Tate Elementary School, the students in the 5th-6th Small Learning Community will take on a more active role in the development of their IEP in order to develop self-determination. " Self determination, the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior, has become an important part of special education and related services provided to individuals with disabilities (Abery & Stancliffe, 1996). Self determination skills include, self-advocacy, social skills, organizational skills, community and peer connection, computer/technological competency. (Martin & Marshall, 1996; Wehmeyer, Kelchner, & Richards, 1996)

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

Response to Instruction and Intervention (RtI2), the District's framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for general education and special education students to receive Tier 3 targeted support. Implementing the small learning communities will allow for more flexibility such as mainstreaming and multi-graded classrooms.
Tier 3 instruction and support is characterized by good first teaching, and effective pull-out intensive intervention support using the strategies found in Section 2 c.

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

A Bridge Coordinator will be budgeted by the School Site Council. The responsibilities of the Bridge Coordinator will include the following: support the instructional and compliance activities involved in working with students with disabilities; monitors professional development for special and general education teachers on effective strategies, accommodations, and/or modifications; monitors the intervention for ELA and math; and coordinates the integration of special and general education. The position will require the person to have success in the classroom and experience with Special Education Programs. The Assistant Principal-EIS and the Bridge Coordinator will be responsible for keeping parents informed, holding meetings with parents and writing and distributing newsletters to parents of children with identified learning disabilities.

The social, emotional, and academic needs of all students will be addressed through the systematic implementation of the RtI2 model. The three tiers which will address the students' special education needs as following:

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

The school will establish a problem solving team which will meet and exam specific student data, brainstorm strategies and interventions, and develop a plan of action to address the social emotional needs of all students. The Problem Solving Team will be composed of the following: administrator, bridge coordinator, resource specialist teacher, intervention teacher, EL coordinator, general education and special education teachers and support staff such as psychologist and counselor. The problem solving process will be used throughout the school year to determine the appropriate level of intensity and service necessary for individual students to be successful. These wrap around services will allow the students emotional and social issues to be addressed. The students will be identified through teacher/parent referral, peer or self referral or through a school support staff.

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

Physical Needs

Juanita Tate Elementary School is committed to providing a climate, culture and environment where good mental and physical health is promoted for students and adults. In order to grow into healthy adults, students will be provided instruction and opportunities to make healthy, responsible, choices for lifelong health. Topical health issues, such as obesity, diabetes, drug and alcohol and tobacco awareness, depression and asthma will be included in the health instructional program.

- Students will participate daily in a wide variety of physical activities during recess and lunch. Students will participate in 200 minutes of physical education instruction in a two week period. Teachers will use the State's Physical Education Model Content Standards to develop age appropriate physical education activities. The Fitnessgram physical performance test will be trained for and administered in grade 5.
- A support system will be provided to students with health issues.
- Students will have access to a nurse, counselor, and psychologist.
- Students will be provided a nutritional breakfast and lunch.
- Guest speakers with expertise in health issues will present health related topics to the students.

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

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

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

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

Nutritional Needs
Students at Juanita Tate Elementary School will receive breakfast and lunch through the district's Food Services Program. The teachers will incorporate into their instructional day, health, nutrition, and physical education to promote a health life style. The school will adhere to the district's sale of junk food. Clear expectations will be established regarding the type of healthy snacks students bring to school. Recognizing the current health issues which affect the surrounding community, the school will partner up with outside agencies, local businesses, and governmental agencies to foster a healthy life style.

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

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

7. Performance Management

a. Performance Goals and Metrics:

District is developing this section

b. Rationale

District is developing this section

8. Community Analysis and Context

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

The school is named after Juanita Tate, a "community mother" who helped her neighbors when they had any needs by forming a community organization which empowered members of the surrounding areas through public advocacy. The school will develop leadership skills in students who will ultimately use these skills to bring about a positive influence in their own community. The community surrounding Juanita Tate Elementary School is mixed small business, single family dwellings, multi-unit housing and industrial businesses. This mix creates a unique setting for leadership development in the areas of tenant rights, environmental justice, recycling, childhood lead poisoning prevention, storm drain protection, industrial studies, entrepreneurship and other issues that adversely affect the quality of ones life.

According to the City of Los Angeles website the following information was reported from the US 2000 Census:

- 61% of the adults 25 years and older do not have high school diplomas
- 20% of the adults 25 years and older have high school diplomas
- 13% of adults 25 years and older have had some college experience
- Median household income of $22,346
- Median price for homes $199,000.00
- Total population is 92,653
- 72% of the population is Hispanic
- 26% of the population is African American

The area surrounding Juanita Tate Elementary School lacks grocery stores, sit down restaurants offering health eating choices, and businesses that enhance the quality of life for the adults and children living in the community. The proliferation of fast food restaurants in south Los Angeles has created concerns regarding obesity, high blood pressure, diabetes and other health factors among residents in the area. Councilwoman Perry spearheaded a one-year moratorium on new fast food outlets in South Los Angeles. This measure, together with a grocery store and sit-down restaurant incentive package, will provide opportunities for new businesses to invest and create jobs for members living in the South Los Angeles Area.

Other areas of concern in this community have been focused on environmental issues. The Councilwoman established the Green Building Team which was signed by the Mayor on Earth Day, April 22, 2008. This program established the Green Building Team to hold public meetings and address technical issues, to review and suggest modification to the municipal code, to oversee the Standards of Sustainability and Sustainable Excellence, and to establish and maintain city staff education and an educational public outreach program. Additionally, the team will provide an annual Green Building report card for the residents in Los Angeles.

The community surrounding the Juanita Tate Elementary School has numerous assets which the community and political leaders have implemented. The Augustus Hawkins Wetland is an asset to the South Los Angeles area. This wetland was initiated by City Council Member Jan Perry. It is the nation's first man-made wetland in a highly urban area. The project is an ecological wonder in its own right, and it also serves as a demonstration project for Councilwomen Perry's proposed 9-acre South Los Angeles Wetlands Park that will simultaneously improve water quality and provide much needed park and recreation space to the South Los Angeles community.

Juanita Tate Elementary School will open for the 2011-2012 school year to relieve the overcrowding at 61st Street, 66th Street, and 68th Street Elementary Schools. Local District 7 applied for this school to continue working with the sending schools and their communities. In addition, the track record of the sending schools has demonstrated Local District 7's commitments to academic excellence and student achievement. Local District 7's motto: "College Ready and Career Prepared" is the district's expectation for all students. The 3 sending schools have demonstrated academic success through their increase of test scores over the past 5 years. All three schools have an API of over 730 points despite being severely overcrowded and operating on a year round calendar for many years.

The sending schools have a history of partnering with many community agencies and business. These relationships will be extended to the new school and maintained.

The school's mission and vision will be based on the needs of the community, the history of advocacy by the late Juanita Tate, and the work currently done by other political and community leaders servicing the area. The mission and vision of Juanita Tate Elementary School will focus on preparing the children of that community with the leadership skills necessary to be life long leaders so they can engage in public service and advocacy. By the time the 6th grade students culminate, they will be fully literate, have the academic skills, leadership skills, and experiences required to enhance the work of the late Juanita Tate. The school will be culturally and socially responsive to the students and parents residing in the community of Juanita Tate Elementary School.

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

Juanita Tate Elementary School will open to relieve three schools that recently celebrated their centennial anniversaries. Generations of community members have been educated in and made a connection with the schools. The community and staff members have developed and maintained a strong relationship over the decades. The team writing this plan is a perfect example of this strong school community bond which will be continued at Juanita Tate Elementary School. One team member is an alumnus of the sending school, 61st Street Elementary School. Another team member is a teacher at 66th Street School because her father was a teacher at this school for decades. Like many other teachers and staff at all three sending school, another writing team member has her children attending 68th Street School. (See section 10 for a description of the writing team's leadership history, experiences and successes in working with this community)

All three sending schools have strong ties to the 77th Street Precinct of the Los Angeles Police Department, two local city libraries, non-profit medical clinics, and other small community based organizations and businesses. Team members have approached potential partners such as Hubert Humphries Medical Center and Concerned Citizens of South Central Los Angeles and are looking forward to expanding these relationships to support the education of the students at Juanita Tate Elementary.

Contact has been made with two important community groups in the surrounding community of Juanita Tate Elementary school. One was the Hubert H. Humphrey Comprehensive Health Center, and the other was the Concerned Citizens of South Center Los Angeles. The following are some of the areas of partnership discussed:

Humphrey Comprehensive Health Center: The Humphrey Comprehensive Health Center is directly across the street from Juanita Tate Elementary School. A member of the Writing Team for Juanita Tate Elementary School met with representatives of the Humphrey Comprehensive health Center, Cynthia Nalls, Administrator, Paula Wauls, Assistant Administrator and Marion White, Nurse Manager. They explored some of the following ideas as ways of partnering with the medical center: health related assemblies for students, career day assemblies for students, flu shot and immunization fairs at the school, parenting classes, informational workshops for parents, and continued involvement with the parent center

In addition they discussed the possibility of providing for the school a Mobile Outreach program between King/Drew Medical Center and Watts Charter High School. Some of the students from the high school volunteer at the medical center. One of the ideas explored was the possibility of having the student high school volunteers as speaker at the Juanita Tate Elementary school to share their volunteer experiences at the medical center. In addition, during this

meeting member of the Humphrey Comprehensive Health Center shared concerns regarding community issues surrounding the new school. A partnership will benefit both the new school and the medical center.

Concerned Citizens of South Central Los Angeles: Members of the writing team met with the children of Juanita Tate who continue advocating for the South Central area around work place, housing, and environmental rights. Mr. Mark Williams, and Ms. Noreen McClendon, Vice President/Executive Director have continued the work that their mother stated through the organization which she founded, the Concerned Citizens of South Central Los Angeles (CCSCLA). A discussion was held with them regarding their mother's work in the community, the new school's vision and mission, and potential partnership with their organization. They both stated their commitment to making sure the new school represented their mother's desire for a quality education for all children insuring that all students who graduate form Juanita Tate Elementary School are able to read and write at grade level. They stated their desire to make sure the children were exposed to the arts, sports, soccer and other area of interest. They are committed to making sure the new school has a community focus and expect to have a conditional-use-permit with the school so that the community can benefit from the playground on weekends.

Potential Community Partnerships

The school is located at the intersection of Slauson and Main Street in Southeast Los Angeles. Some of the governmental agencies and facilities, non-profit agencies, organizations and business near and around the school are the following:

- United States Postal Services in Los Angeles
- Births to Teen (CCSCLA)
- South Central Family Health Center
- Community Economic Development Corporation
- Los Angeles Metropolitan Churches
- Los Angeles County (Kenyon) Juvenile Justice Center
- Salvation Army South Los Angeles Youth and Community Center
- Local Banks (Wells Fargo, Bank of America and Chase)
- Augustus Hawkins Natural Park
- Los Angeles County Sheriff's Department.
- South Park Tennis Court
- Mt. Carmel Park
- Hoover Gage Park
- Kedren Mental Health
- On Time Printing and Computer Training Center
- Slauson/Central Plaza
- Challengers Boys and Girls Club
- Los Angeles County Office of Education
- Weingart YMCA, Coalition of Mental Health Professionals
- Community Build
- Los Angeles County Fire Department

These business, non-profit organizations, governmental agencies will be contacted to serve as resources for the school, students and families.

Joyce Epstein's (from the Center on School, Family and Community Partnerships) *Framework of How Parents Can Become More Involved in Schools (1997)* will serve as a model for parent and family involvement. The six types of parent involvement strategies identified in Epstein's framework are Parenting Skills, Communication, and Volunteering, Learning at Home, School Decision-Making and Advocacy and Collaboration with the Community. This process will be facilitated by the school principal in conjunction with key staff at the school, members of the school advisory committees, and establishment of a Parent Center. The center will serve as the hub for all parent activities and events. The parents will also be given strategies and insights on how to help their children, and how to gain access to community resources. The parent center will be staffed by Parent Resource Liaison. Duties of the Parent Resource Liaison will be in accordance with LAUSD Personnel Policies and Practices and in consultation with the school administrator. A Home/School Compact will be developed by the School Site Council.

9. Key Community Strategy

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

Local District 7 is committed to fully engaging parents and community members in all aspects of school life. The home-school connection for Juanita Tate Elementary School will include meetings with parent and community members sponsored by Local District 7 at the three sending schools. The engagement plan includes contact with the community before the school is finished being built. The Local District 7 staff will meet with the sending schools' advisory councils to discuss the progress towards the completion and opening of the school. These community meetings will fully engage the parents and community in the opening of Juanita Tate Elementary School.

Once the school is completed the parents of the sending schools will be invited to summer Open Houses where they will be introduced to the teachers and principal of the school. These open houses will allow the parents to view the new school with ownership and pride. Students will be welcomed and encouraged to visit their new school.

The school will have a Parent Center which will serve as the hub for all parent activities and events where parents become more empowered to help their children and access the school and community. Workshops will be offered based on parent and community needs /choices. The parent center will be a staffed by Parent Resource Liaison. Duties of the Parent Resource Liaison will be in accordance with LAUSD Personnel Polices and Practices and in consultation with the school administrator. A Home/School Compact will be developed by the School Site Council.
Parents will be welcomed and encouraged to assume ownership over the school and the educational outcomes and priories.

A partnership will be developed with the Concerned Citizens of South Central Los Angels around issues of joint interest. The mission of the Concerned Citizens is "The purpose for this organization shall be the fostering of interest among its members and community in social, economic and environmental conditions and growth of their community. Additionally, to assist in the development of low income housing in Southern California communities by providing technical and other assistance to nonprofit housing development corporations" The Concerned Citizens for South Central Los Angeles will enter a joint use agreement to allow sports activities for the community.

b. Key Community Partnerships. *Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants* and *toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.*

The establishment of partnership between the school and community is the task of the school administrator(s) and/or his/her designee and the local school leadership council. The initial partnerships and collaborations would be with agencies and organizations which can provide services and resources to children and parents. Partnerships will be formed with Family Source Center agencies such as, the Community Mental Health Professionals, Inc., 1736 Family Crisis Center, Community Build, Bradley Milken FSC, and Watts Labor Community Action Center. Partnership will also be formed with Concerned Citizens of Los Angeles, Brotherhood Crusade, and Department of Sanitation focusing on "Reduce, Reuse, Recycle", and the Hubert Humphrey's Comprehensive Health Center. Successful partnerships that existed with the sending schools will be continued and maintained by Tate Elementary School.

Contact has been made with two important community groups in the surrounding community of Juanita Tate Elementary school. One has been the Humber H. Humphrey Comprehensive Health Center and the Concerned Citizens of South Los Angeles. The following are some of the areas of partnership which were discussed:

Humphrey Comprehensive Health Center: The Humphrey Comprehensive Health Center is directly across the street from Juanita Tate Elementary School. A member of the Writing Team for Juanita Tate Elementary School met with representatives of the Humphrey Comprehensive health Center, Cynthia Nalls, Administrator, Paula Wauls, Assistant Administrator and Marion White, Nurse Managers. They explored some of the following ideas as a way of partnering

with the medical center: health related assemblies for students; career day assemblies for students; flu shot and immunization fairs at the school; parenting classes; informational workshops for parents; continued involvement with the parent center. In addition they discussed the possibility of providing for the school a Mobile Outreach program between King/Drew Medical Center and Watts Charter High School. Some of the students from the high school volunteer at the medical center. One of the ideas explored was the possibility of having the student high school volunteers as speaker at the Juanita Tate Elementary school to share their experience at the medical center. In addition, during this meeting member of the Humphrey Comprehensive Health Center shared concerns regarding community issues surrounding the new school. A partnership will benefit both the new school and the medical center.

Concerned Citizens of South Central Los Angeles: Members of the writing team met with the children of Juanita Tate who continue advocating for the South Central area around work place, housing, and environmental rights. Mr. Mark Williams, and Ms. Noreen McClendon, Vice President/Executive Director have continued the work that their mother stated through the organization which she founded, the Concerned Citizens of South Central Los Angeles (CCSCLA). A discussion was held with them regarding their mother's work in the community, the new school's vision and mission, and potential partnership with their organization. They both stated their commitment to making sure the new school represented their mother's desire for a quality education for all children insuring that all students who graduate form Juanita Tate Elementary School are able to read and write at grade level. They stated their desire to make sure the children were exposed to the arts, sports, soccer and other area of interest. They are committed to making sure the new school has a community focus and expect to have a conditional-use-permit with the school so that the community can benefit from the playground on weekends.

Community Forms: Juanita Tate Elementary School will organize quarterly Community Forums for parents. The Community Forums will bring together the parents of Juanita Tate Elementary School, governmental agencies, elected representatives, organizations, businesses, etc. in a forum which will allow for interaction between the school and the community. Feeder school parents and other interested community persons will be invited to participate in the Community Forums. These community forms will be similar to the 52 community block forums organized by the late Juanita Tate as a way of securing feedback on critical community issues.

Other Groups: Community groups, governmental agencies, individuals, cultural organizations, volunteer organizations, businesses, senior groups, and religious organizations will be sought to provide cultural, recreational, and extracurricular opportunities which will enrich the lives of Juanita Tate Elementary School students. Students and parents will be encouraged to utilize and/or be referred to community programs (within the school neighborhood) such as Challengers Boys and Girls Club, Salvation Army, South Los Angeles Youth and Community Center, Weingart YMCA.

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

Middle and High Schools: Juanita Tate Elementary School will partner with Bethune and Edison Middle School, Fremont High Schools and South Region High School 3 to provide the high school and middle school students' opportunities to volunteer and complete required community service hours for graduation.

Colleges/Universities: Colleges and university with whom Juanita Tate Elementary School will establish partnership and utilize their resources include, but is not limited to, Southwest College, University of California at Los Angeles, California Institute of the Arts, University of Southern California, Los Angeles Trade and Technical College, and Charles Drew University of Medicine and Science.

Outreach Committee: An effort will be made to form a school outreach committee which will assist in coordinating these activities and partnership. The principal will be responsible for cultivating and maintaining all school/community partnerships. The school will seek to have a joint use policy with the community and the City of Los Angeles.

10. SCHOOL GOVERNANCE AND OVERSIGHT

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

Juanita Tate Elementary School will operate using the traditional school model. The school will form partnerships with colleges, universities, community organizations and parents. These partnerships have been identified and described in section 8 and 9. In alignment with the vision and mission, the school will be organized into small learning communities which will offer personalized instruction as well as a variety of programs with a focus on leadership and community advocacy.

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

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

In Local District 7, many schools functioning under the traditional model have demonstrated to be successful. The track record of the three sending schools is an example of Local District 7's commitment to academic excellence and student achievement. All three schools have demonstrated academic success through their significant increase of test scores over the past 5 years. All three schools have an API of over 700 points despite being severely overcrowded and operating on a year round calendar for many years. Local District 7 is committed to the implementation of this PSC plan at Juanita Tate Elementary School. The three elementary directors and the Local District Superintendent have successful opened three new elementary schools under Public School Choice. They have been successful in ensuring that the staff at the new schools implements the Public School Choice plan approved by the LAUSD Board of Education during the PSC 1.0 and 1.5 rounds.

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

Local District 7 and the United Teachers of Los Angeles (UTLA) formed a Writing Team consisting of school administrators, teachers from the sending school and Local District 7 administrators and the UTLA Area Representative. The writing team met over a course of several months to identify the content of this plan. The writing team discussed the three main ideas of a PLC and identified instructional, operational activities for this school. The writing team for the Juanita Tate Elementary School included the following team members:

School Writing Team Roster

Local District 7	Superintendent	George J McKenna, III
Local District 7	School Services Director	Francisco Gonzalez
Local District 7	School Services Director	Rosalinda Lugo
Local District 7	School Services Director	Nanetta Arceneaux
Local District 7	Early Education Director	Iadrana Williams
UTLA	Area Representative	Christopher Arellano
61st Street School	Principal	Jose Macias
61st Street School	Teacher	Juan Lopez
66th Street School	Principal	Lisa Jeffery
66th Street School	Teacher	Traci Ausby

66th Street School	Teacher	Poppy Gee
66th Street School	Teacher	Jennifer Cooley
68th Street School	Principal	JoAnne Doram
68th Street School	Teacher	Josefina Aguilera
68th Street School	Teacher	Manuel Nava
68th Street School	Teacher	Dyshon Smith
68th Street School	Teacher	Patricia Anderson

The writing team is committed to seeing the implementation of this plan at Juanita Tate Elementary School. The three elementary directors and the superintendent have successfully opened three new elementary schools this last school year. They have been successful in insuring that the staff at the new school implements the Public School Choice plan approved by the LAUSD Board of Education during the PSC 1.0 and 1.5 rounds.

Writing Team Members

Local District 7 (LD7) Superintendent: Dr. George J. McKenna III-The Superintendent has a history of providing the necessary leadership for schools to improve as evident by his past experiences as the Local Superintendent of LAUSD, Inglewood, Compton and Assistant Superintendent in Pasadena. Dr. McKenna has been a principal, assistant superintendent, and a deputy superintendent. Dr. McKenna has directly impacted the educational outcome of thousands of student in the Southern California area. He was the subject of an award winning movie, *The George McKenna Story*, based on his tenure as an exemplary principal of George Washington Preparatory High School. In 1979 when he took over Washington High School it was one of the most notorious and violent school in Los Angeles, replete with gangs, drug dealings and gun fights. Dr. McKenna in his reform tactics turned the school around, transforming it from a failing institution to one where nearly 80% of its graduates went off to college. He is a well known writer for magazines, newspapers and professional journals. He has been an educational consultant and a motivational speaker. Dr. McKenna has received over 400 citations, and awards from civic, legislative and professional organizations.

LD7 School Service Director: Nanetta Arceneaux- Local District 7 School Services Director for Complex II has served the children of Local District 7 for over 16 years. She worked as a classroom teacher, coordinator and assistant principal in various part of the Los Angeles Unified School District. Ms. Arceneaux was the principal of 109th Street School and 92nd Street School. While at 92nd street school she successfully led the school toward an impressive increase in test scores and in the school exiting program improvement status. The schools' API went from 624 to 781. Since November 2009, Ms. Arceneaux has provided leadership and support to over 15 schools in Local District 7.

LD 7 School Service Director: Francisco Gonzalez- Local District 7 School Service Director for Complex I has served the children of Local District 7 for over 24 years. He worked as a classroom teacher, coordinator and assistant principal in the South Los Angeles area. Mr. Gonzalez was principal of 118th Street School and King Elementary School. During his tenure as the principal of 118th Street School the school experienced unprecedented growth as indicated in the API data. The school's API score increased form 357 in 1999 to 650 in 2004. Since that time he has worked as School Services Director for Local District 7 and has provided leadership and support to 45 principals.

LD 7 School Service Director: Rosalinda Lugo- Local District 7 School Service Director for Complex III has served the children of Local District 7 since 2000. She worked as a classroom teacher, Assistant Principal and Principal in South and East Los Angeles. Ms. Lugo was the principal of 68th Street School from 2000 until 2009. During her tenure as principal of 68th Street School, the school experienced unprecedented growth as indicated in the school's API data. The school's API score increased from 444 points in 2000 to 712 point in 2009. Ms. Lugo was selected in 2009 to work as Local District 7 School Service Director and is currently supervising 15 schools.

UTLA Area Representative: Christopher Arellano-UTLA Area Representative has worked for UTLA for over 6 years in various capacities. In his position at UTLA he has represented over 6000 members at 120 school sites. He has organized to build leadership capacity of teachers who are empowered to be union leaders. He has a history of working with community based non-profit organizations. Mr. Arellano is well known for developing partnerships among diverse groups of people and bridging the communication between the various groups he has worked with in his tenure at UTLA. He has positive relationship with the Local District 7 staff and the schools that he serves.

c. School Governance and Oversight

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

The school governance team has the responsibility of making decisions that will support the mission, vision and educational plan for Tate Elementary School. The School Site Council (SSC) is the decision-making council at the school with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement (SPSA). The SSC will develop and approve school budgets and ensure that the expenditure of funds is aligned with the SPSA. This plan will be developed in consultation with all stakeholders with the review, certification and advice of any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted and Talented Education Program Advisory Committee. The SSC will update and revise the SPSA annually. The SSC responsibilities shall be those prescribed by policy as well as working jointly/collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan. The major responsibilities for the SSC will include:

- Determining participation and coordination of all categorical serves and funds
- Developing a list of suggested activities which fulfills the 20 hours commitment/volunteering by school staff and parents
- Advising on the uniform dress standards for students
- Developing a pool of resources from governmental agencies, businesses, non-profit and community based organizations who can provide expertise to the governing board as well as serve as a resource for student, staff and parent activities, events, needs, and interest
- Conducting monthly meetings
- Monitoring through quarterly and annual evaluations the effectiveness of the delivery of the instructional program and share the results and information with, school staff, parents/community
- Establishing committees which will interview and select teachers, other certificated staff, coaches/coordinators, classified staff and administrators
- Assisting administrators in organizing the school for effective instruction
- Developing roles and functions of committee members
- Providing advice on the Professional Dress Standards for staff. In order for staff to comply with a Professional Dress Standard, waivers/Memorandums of Understanding with LAUSD, Associated Administrators of Los Angeles (AALA), and United Teachers Los Angeles (UTLA) will be sought
- Developing a Home/School Compact

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

The governance councils include: Compensatory Education Advisory Council (CEAC), English Language Advisory Council (ELAC), School Site Council (SSC) and Local School Leadership Council (LSLC). Meeting will be scheduled and held for parents of Gifted and Talented Education Program students and Students with Disabilities. The governance of Juanita Tate Elementary School will adhere to Article XXVII – Shared Decision Making and School Based Management though the Local School Leadership Council (LSLC). The LSLC responsibilities shall be those prescribe by policy as well as working jointly/collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan. (See Appendix K: Organizational Chart for Tate Elementary School)

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

Juanita Tate Elementary School will comply with the requirements of the Education Code, District Bulletin 4148, and Collective Bargaining Agreements in the operation, composition and process for membership selection of all school governance councils in accordance to State, federal and District policies and guidelines.

11. School Leadership

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

In order to ensure that the plans outlined in this proposal are carried out with fidelity, and to ensure the students of this school are led by a highly effective principal, the requirements for the principal of Juanita Tate Elementary School includes the following:

- Evidence of being a successful instructional leadership
- Evidence of being inclusive and collaborative style of leadership
- Commit to fulfilling the schools vision, mission, philosophy and goals
- Implement the school's professional development model and the District's Response to Intervention (RtI2) and Standards based Instructional Program
- Explain experiences in using data to drive and inform instruction
- Express desire to be inclusive, collaborative and a team player
- Provide a portfolio of achievements
- Commit to support and implement on-going professional development
- Show evidence of continuous professional growth
- Minimum of five year of successful leadership experience as a principal/assistant principal.

Teachers, parents, community, Local District 7 Directors and Superintendent will be involved in the selection of the principal of Juanita Tate Elementary School. A selection committee will be formed consisting of teachers and parents from the three sending schools and the Local District 7 Director of School Services. Board Rules, District administrative regulations, Collective Bargaining Agreements and policies for the selection of the principal selection will be utilized. This requirement is in alignment with the school's vision, mission, goal and No Child Left Behind. No Child Left Behind requires a school to have highly qualified staff.

The interview process for the principal at Juanita Tate Elementary School will be rigorous. It will measure the depth and breathe of leadership experiences in the following dimensions:

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

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

The position will be advertised within and outside of the LAUSD. The selection process will begin in February 2011 with the principal selected in March 2011. Upon selection, the new principal will begin recruitment of teachers and staff following procedures as outlined in the LAUSD Bargaining Agreement.

b. Leadership Team. *Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.*

The Leadership Team will be the guiding force behind the implementation of a school wide professional learning community through which the mission and vision of the school will be carried out. The primary purpose of the leadership team will be to establish a collaborative process which will facilitate effective implementation of the instructional program. The Leadership Team will hold each other accountable for meeting their specific duties and responsibilities through a weekly collaborative team meeting. During these meetings the leadership team will share information regarding their areas of responsibility, review formative and summative data, review and discuss classroom observations, plan professional development and differentiated support for teachers, plan and modified short and long term goals to meet the mission and vision of the school. The Leadership Team will meet with the teachers and staff to set goals, implement the curriculum set forth in this plan and assess the progress of the students. The Leadership Team will be responsible for overseeing the instructional program and school operations. This would include the following: school culture and climate, professional development, common assessments, parent and community involvement, budgeting and finance, safety and operational matters, and the welfare of students.

Principal: The principal must be a transformational leader In order for the school's mission and vision, philosophy and goals to be carried out. His/hers roles and responsibilities will: ensure that core instruction (Tier 1) is implemented effectively in all classrooms; ensure that the needs of students are being met through the effective implementation of Tier 2 and Tier 3 supports; facilitate systems for collaboration to take place; ensure that the academic progress of all students is being monitored closely by teachers and staff using MyData and CORE K-12 assessments; analyze data to drive and inform instruction; provide teachers with formative feedback in order to build capacity; and supportive of the needs of all students; ensure that appropriate services are being provided to gifted, EL's and SEL's and special needs students; ensure that the school is reflective of a clean, safe, orderly and organized environment.

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

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

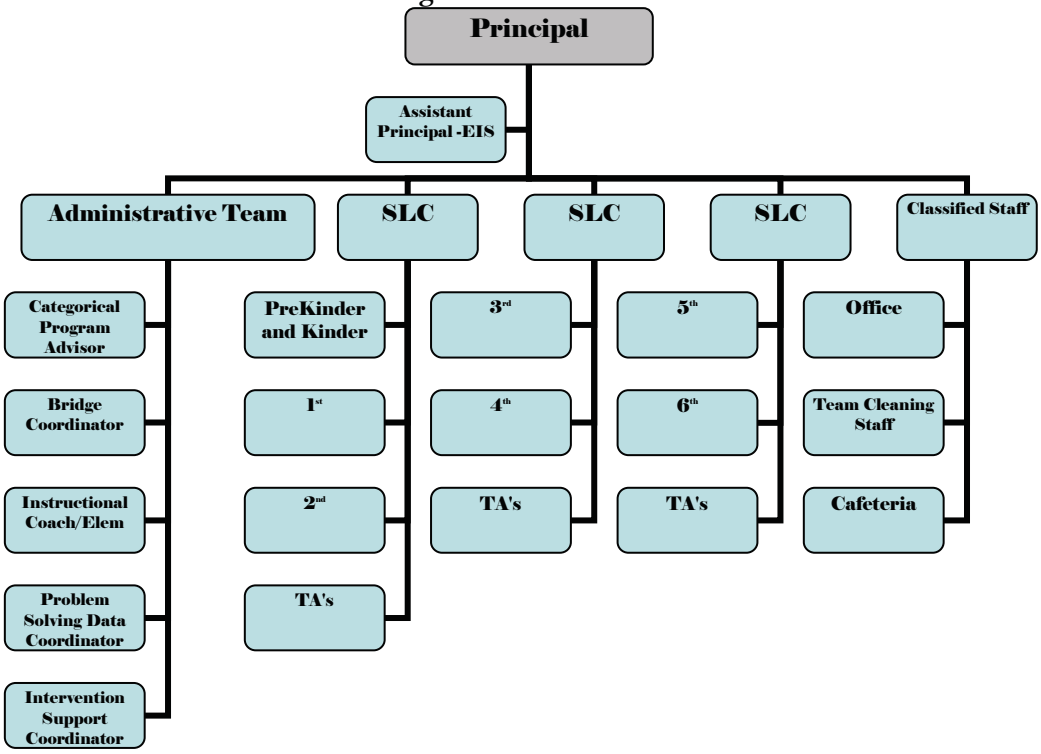
Categorical Program Advisor: The categorical program advisor is position will be multi-funded to provide direct services to English Learners and Standard English Learners (SEL's). The categorical program advisor will provide professional development to assist teachers in the identification and placement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

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

Problem Solving/Data Coordinator: This Problem Solving/Data Coordinator will work closely with Local District Leadership Team using a multi-tiered approach to high quality instruction and evidence based intervention. The duties and responsibility will focus on the core components of RtI2 that include evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff development and collaboration, and parent involvement. The coordinator will use the Districts' data based problem solving models and appropriate evidence based strategies to help teacher provide access to core instruction and intervention.

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

Juanita Tate Elementary School
Organizational Chart



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

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

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

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

12. Staffing

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

The staff model for the first year of the five year plan for Juanita Tate Elementary School is to build effective Small Learning Communities whereby all students will receive grade level standards based instruction in the core subject areas: language arts, mathematics, science, history-social science with leadership curriculum integrated into the core subjects. Staffing for the next five years will include the following:

Position	**Year of Implementation**
Principal	2011-2012
Assistant Principal -EIS	2011-2012 (part time)
30-35 Norm generated teachers	2011-2012
1 Pre-kindergarten teacher	2012-2013 (or before)
1-3 Special Education teacher(s)	2011-2012
1 Categorical Program Advisor	2011-2012
1 Bridge Coordinator	2011-2012
1 Intervention Coordinator	2011-2012
1 Instructional Coach	2011-2012
1 Library Aide	2011-2012
8-12 Paraprofessionals/Teacher Assistants	2011-2012 (phased in depending on budget)
3 class size reduction teachers	2012-2013 (phased in depending on budget)
1 Psychologist	2011-2012
1 School Nurse	2011-2012
1 PSA Counselor	2011-2012
1 Elementary School Counselor	2012-2013 (phased in depending on budget)
3-5 Instructional Specialist	2013-2014 (phased in depending on budget)
1 Campus Aide	2012-2013 (phased in depending on budget)
4-6 Noon Duty Supervisors	2011-2012 (phased in depending on budget)
1-2 Community Representative(s)	2011-2012 (phased in depending on budget)
Cafeteria Manager and staff	2011-2012
Plant Manger and Team Cleaning Staff	2011-2012
School Administrative Assistant and office technicians	2011-2012

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

The school will follow the norm chart for LAUSD with a student teacher ratio of 24:1 for grades K-3 and 30:1 for grades 4th-6th. The school site council will attempt to identify categorical funds and hire class size reduction teachers in order to lower the student teacher ratio. The model of flexible grouping, team teaching and departmentalization will further ensure that small group instruction takes place.

In order to provide primary language support to students' bilingual paraprofessionals will be hired. To reduce the adult to student ratio additional paraprofessionals will be placed in classrooms. Classroom assignment and number of daily paraprofessional hours per classroom will be determined by the principal and the Small Learning Community teams. 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 student with special needs the school will purchase a Bridge Coordinator whose responsibility will be to support the instructional and compliance activities involved in working with students with disabilities. The position will require the person to have successful classroom experience and knowledge of Special Education programs and policies. Professional development and training for the Bridge Coordinator will be provided by the LAUSD. The Assistant Principal-EIS and the Bridge Coordinator will be responsible for keeping parents informed, holding monthly meetings and writing and distributing a monthly newsletter to parents of children with identified learning disabilities.

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

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

The teaching staff at Juanita Tate Elementary School will consist of teachers from the three sending schools. (61st Street School, 66th Street School and 68th Street School) A series of meetings will be held in the spring with teachers from the three sending schools to describe the expectations and accountabilities listed in this plan. The teachers will be asked to familiarize themselves with the vision, mission and core beliefs stated in the PSC plan. Another requirement of this plan which will be emphasized with teachers is the need to have a school culture characterized by the 3 big ideas of a professional learning community. Interested teachers will be encouraged to submit their names to LAUSD's Human Resources placement office with the clear understanding of what will be required and expected of them. The school principal and members of the administrative team will also be expected to commit to the implementation of this school plan.

The selection and recruitment of all staff (certificated and classified) will follow the LAUSD Bargaining Agreement, Board Rules and District policies. In addition, all teachers will be considered Highly Qualified and meet the certification to teach English Language Learners. Along with the State and District requirements, teachers expressing an interest in teaching at Juanita Tate Elementary School must have the following qualities:

- Ability to communicate
- Willingness to work as a team member
- Ability to collaborate
- Experience in the use of data analysis
- Commitment to follow the Standard of Professional Dress as developed by the staff
- Understanding the needs of a diverse student population and community
- A history of successful teaching practices
- Experience working with English Learners, students with special needs, Standard English Language Learners and students of poverty

In addition, once selected teachers will receive training and support to ensure that their knowledge of the community, the students, and their families are aligned to the mission and vision of the school. The teachers will agree to become part of professional learning communities and participate in their small learning communities to ensure that students receive a personalized, quality education. Teachers will take part in a 5-day Prior to School Year Professional Development to prepare for the new school year and to gain an understanding of the professional learning communities.

The teachers at Juanita Tate Elementary School will adopt the professional culture of the school and be focused on the PLC's three big ideas in their instructional practice: A Focus on Learning, A Focus on Collaboration and a Focus on Results. The implementation of these 3 big ideas will result in improved teaching and learning and guide

the work of the teachers of the school. This professional culture will assist the school with teacher retention and continuous growth.

The professional culture at Juanita Tate Elementary School will be one which promotes continuous growth for experienced and new teachers, frequent reciprocal and interdependent interaction among all staff, provides mentors/peer coaches for new teachers, and develops shared responsibility among teachers for the school and students. This professional culture of collaboration will foster an atmosphere where teachers can critique and review the implementation of lessons planned and taught. Peer support will be provided to teachers from peers, coaches, coordinators and subject matter teachers. Additionally, the professional culture for teachers and other certificated staff is defined through the *California Standards for the Teaching Profession.*
The six standards are:

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

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

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

c. Autonomy. *How will you use staffing autonomy to create optimal learning-centered cultures for students?*

Local District 7 and UTLA will follow the bargaining agreement regarding teacher selection and staffing for the new school. In order to ensure the success of this PSC plan, the partnership will establish clear and timely communications with the teachers of the three sending schools with regards to the expectations related to the vision, mission and core beliefs of the school. A series of meetings will be held in the spring with teachers from the three sending schools to describe the expectations and accountabilities listed in this plan. Teachers who are willing to make a commitment to the plan will be encouraged to submit their names to LAUSD's Human Resources placement office.

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

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

The Los Angeles Unified School District in response to the need for having an effective teacher evaluation process formed a Teacher Effectiveness Task Force whose final report was submitted in April 2010. The Task Force

recommended the following areas of focus: Data Based Instruction, Supporting All Employees, Transparent Budgeting, and Quality Schools. In the area of Supporting All Employees, the Task Force emphasized that the current teacher evaluation system be improved. The following four recommendations for teacher evaluation are:

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

Juanita Tate Elementary School will implement this new teacher evaluation process once the school district designs a process, in collaboration with UTLA, and the school board adopts it.

13. FINANCES

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

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

The school will make decision 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 Juanita Tate Elementary School is approximately $2.800.00.00. These funds will be allocated to purchase the District's recommended staffing ratios and resources. All funds (District, State and Federal) allocated to the school will be expended in accordance with District, State and Federal budgetary guidelines, regulations, and policies. The appropriate school governance council will provide the approvals on budgetary matters.

In the first year these funds will be used to purchase classroom teachers, the principal, office and custodial staff, supervision staff, and the instructional materials required for the new school. Since 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 for the first year of implementation using categorical funds. Additional categorical funds will be used to purchase the other academic and non-academic positions mentioned in Section 10.

Juanita Tate Elementary will use the District's BTS system to pay the certificated and classified staff. In addition, the school will use the IFS system to manage the integrated financial system.

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

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

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

The following additional positions will be purchased using categorical funds: Bridge Coordinator, instructional coach, intervention coach, categorical program advisors, health and human services staff, (nurse, psychologist, PSA counselor, elementary school counselor) parent training/activities, professional development, student activities, supplies and equipment, technology, additional time for library aide, additional time for teachers to collaborate, intervention programs, tutoring, books/literature for classrooms and the school library, etc.

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

The school will have the following budget priorities:

Position	Budget Priority
Principal	Year 1
Assistant Principal -EIS	Year 1
30-35 Norm generated teachers	Year 1
1 Pre-kindergarten teacher	Year 1
1-3 Special Education teacher(s)	Year 1
1 Categorical Program Advisor	Year 1 Categorical Funds
1 Bridge Coordinator	Year 1
1 Intervention Coordinator	Year 1 Categorical Funds
1 Instructional Coach	Year 1 Per Pupil Funds
1 Library Aide	2011-2012
8-12 Paraprofessionals/Teacher Assistants	2011-2012(phased in depending on budget)
3 class size reduction teachers	2012-2013(phased in depending on budget)
1 Psychologist	Year 2 Categorical Funds
1 School Nurse	Year 1 Categorical Funds
1 PSA Counselor	Year 2 Categorical Funds
1 Elementary School Counselor	Year 3 Categorical Funds
3-5 Instructional Specialist	Year 4 Per Pupil and Categorical Funds
1 Campus Aide	Year 1 Categorical Funds
4-6 Noon Duty Supervisors	Year 1 Per Pupil Funds
1-2 Community Representative	Year 1 Categorical Funds
Cafeteria Manager and staff	Year 1 Categorical Funds
Plant Manger and Team Cleaning Staff	Year 1 Categorical Funds
School Administrative Assistant and office technicians	Year 1 Categorical Funds

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

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

Per federal and district guidelines, before categorical funds are spent, the parents and staff of the school must select the members who will form the School Site Council (SSC). The parents and teachers must hold separate elections to identify their representatives on the council. The principal of Juanita Tate Elementary School will schedule a parent orientation meeting during the first two weeks of school and two weeks later, the school will conduct parent election for advisory and school site council. As the parents are selecting their representatives the teachers will also elected 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. Once the School Site Council officers are selected, the school can hire members of the leadership team. The administrative team will then proceed to write the Single Plan for Student Achievement based on the school's mission, vision and core values. In addition, the school's data from the 3 sending school will be analyzed and used as a means of identifying the additional support required by the students of the new school. These academic and social needs and strategies will be identified in the Single Plan for Student Achievement (SPSA).

14. Implementation

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

The various elements of the implementation plan for Juanita Tate Elementary School will be phased in over a five year period. To establish a positive culture as described in the plan, during the first year, the focus will be on having a school that is safe, clean and orderly in which parents are actively engaged and supportive of the school. In order for quality teaching and learning to take place the three big ideas of a professional learning community will be implemented. Juanita Tate Elementary School will have an unwavering focus on academic achievement that provides quality classroom instruction, refinement of academic skills, development of each student's personal strengths, and leadership skills. Once the school opens and the staff is selected, the stakeholders will research various leadership curriculums and select one which is aligned to the school's mission, vision and core beliefs. The leadership indicators will be used to select the leadership curriculum and will be taught throughout the school day and imbedded in the school's life and culture in the first year.

Appendix G explicitly delineates the implementation process for all of the key elements that will make Juanita Tate Elementary School successful for the children.

b. Waivers

Local District 7 and UTLA Partnership will not seek any waivers.

LETTER OF INTENT

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

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

APPLICANT TEAM INFORMATION	
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.)* Local District 7 and United Teachers of Los Angeles (UTLA)	
Address: **10616 South Western Ave** **Los Angeles, CA 90047**	**Phone Number:**
Website *(if applicable)*	**Email Address:**
School site for which your team is submitting a Letter of Intent	**Juanita Tate Elementary School (SRES #6)**
School type for which your team is applying	**Traditional**

List the name and contact information of your design team members below:

Name:	Phone:	Email address:	School/Affiliation
1.Dr. George J. McKenna		george.mckenna@lausd.net	Local District 7
2. Francisco Gonzalez		francisco.gonzalez@lausd.net	Local District 7
3. Nanetta Arceneaux		nanetta.arceneaux@lausd.net	Local District 7
4. Christopher Arellano		carellano@utla.net	UTLA
5. Iadrana Williams		Iadrana.williams@lausd.net	Local District 7
6. Manuel Nava		Mnava20@lausd.net	68th Street School
7. Josefina Aguilera		Jogui21@lausd.net	68th Street School
8. Rosalinda Lugo		Rlugo6@lausd.net	Local District 7
9. Jose Macias		Jmaci11@lausd.net	61st Street School
10. Juan Lopez		Jgl8189@lausd.net	61st Street School
11. Lisa Jeffery		Lisa.jeffery@lausd.net	66th Street School
12. Traci Ausby		tausby@aol.com	66th Street School

13. Poppy Gee		**Pgee14@msn.com**	**66th Street School**
14. Jennifer Cooley		**Jennifer.cooley@gmail.com**	**66th Street School**
15. Joanne Doram		**Joanne.doram@lausd.net**	**68th Street School**
16. Dyshon Smith		**Dms4392@lausd.net**	**68th Street School**
17. Patricia Anderson		**pschwart@lausd.net**	**68th Street School**

Local District 7

Job Description
Elementary Principal

Juanita Tate Elementary School (SRES # 6)
School Opening in September 2011

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

B. Responsible to
Local District Superintendent or designee

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

D. Functions
Essential Functions

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

Other Functions

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

E. Qualifications

Education

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

Experience

Required

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

Desirable

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

Knowledge, Skills, Abilities, and Personal Characteristics

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

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

Health

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

Credentials

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

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

NOTE: This is a Master Salary Table class

Appendix A

Writing Team Resumes

Attachment A

Josefina Aguilera

EXPERIENCE

Instructional Coach, 2008- present — 68th Street School

- Led meetings and professional development sessions
- Involved in yearly budget planning process
- Support English Language development for students classified as English Learners.
- Provide instructional feedback to teachers to ensure equitable access to core standards for English Learners
- Communicate with parents regarding student achievement

Teacher, 1998 – present — 68th Street School

- Classroom experience in all grade spans
- Co-Chair, Local Leadership Council
- Chairperson for various committees
- ELD Practicum Trainer and Demonstration Teacher
- Drafted major portions of Single Plan for Student Achievement (NCLB)

Health Education, 1993 – 1998 — Oscar Romero Free Clinic, AIDS Project Los Angeles

- Led Health Education Team
- Oversaw grant spending and billing
- Conducted presentations to community groups
- Assisted persons in crisis to diffuse situations
- Presented at National Conferences
- Chair Committee for Statewide Clearinghouse on Bilingual Educational Materials

COMMUNITY

68th Street School Parent

- One child current 5th Grade (enrolled since Pre-K)
- One child, culminated in 2008 (attended Pre-K – 5th Grade)

Volunteer Experience

- Grant writing for several literacy groups
- Facilitated leadership training workshops
- Union leadership positions, familiar with Collective Bargaining Agreements

EDUCATION

California State University, Northridge

- (enrolled) Master's in Education Leadership

Los Angeles Unified School District

- BCLAD/Multiple Subject Teaching Credential

California State University, Fullerton

- Bachelor's of Science, Human Services
- Emphasis Public Administration

Attachment A

Nanetta V. Arceneaux

nanetta.arceneaux@lausd.net

Summary of Qualifications

Fifteen years in elementary administration including current role as Elementary Director, and previous duties as Principal, Assistant Principal, and Coordinator. Effective instructional leader with the ability to supervise staff, emphasize teamwork and motivate stakeholders to accomplish school and District goals. Successful track record of developing strategic plans for student progress and achieving significant, measurable results.

Professional Experience

Director, Elementary Support Services ***September 2009 - Present***

- Responsible for the supervision of 14 elementary schools, to make certain the Superintendent's four core strategies are communicated and actualized.
- Coached and monitored the achievement and instructional goals to ensure schools provided a high quality instructional program for all students.
- Provided coaching and support to help principals increase the effectiveness of their performance.
- Observed the delivery of language arts and mathematics instruction to see evidence of quality first teaching and principals' expectation of a student centered environment, differentiated and cooperative learning, and teachers checking for understanding. Debriefed observations with the principal and instructional support team. Discussed conversations principals should have with the teachers and what the Director will look for during the next visit.
- Reviewed OCR and math unit assessments with principals and coaches. Determined next steps for teachers who fail to provide quality first instruction. Discussed intervention plans for students in these classrooms.
- Observed professional development at schools needing increased and intensive support from the Director.
- Monitored principals' and instructional support staff's implementation of the Single Plan for Student Achievement. Reviewed the restructuring plan written by Program Improvement 5+ schools. Discussed and observed evidence of progress with the principal.
- Monthly Principals' Complex meeting provided instructional strategies and sharing of best practices observed at schools during the Director's visit.
- Ensured resources are allocated for personnel needs and services to achieve desired learning outcomes.
- Evaluated the performance of principals.
- Resolved complaints and concerns of teachers and parents.

Attachment A

Principal 92nd Street Elementary School ***July 2003 - August 2009***

- Responsible for the overall leadership and management of a campus with 110 employees.
- Changed the school's culture to ensure the learning environment fostered positive relationships among students, among school staff, and between the school and home/community.
- Weekly meetings with Administrative Team (AP generic, APEIS, RLA Administrator, Literacy and Math Coach, Categorical Coordinator) to engage in conversations that focused attention on best practices and strategies that deepened teacher's knowledge and positively impacted student learning, and to build leadership capacity in others.
- Facilitated professional development in the areas of data analysis to evaluate student learning for all subgroups.
- Supported and modeled collaborative work behavior and professional inquiry to improve teaching and sustain competent teachers.
- Monitored and observed classes to ensure teachers made use of strategies learned during professional development (Title III ELD Practicum, culturally relevant and responsive pedagogy, scaffolding, Thinking Maps, ELD access strategies, culminating/performance tasks) provided feedback and evaluated teacher performance to ensure improvements in student outcomes.
- Guided teaching staff in using data to monitor student achievement, to identify instructional areas that needed school-wide improvement, to improve classroom instructional practice and to determine appropriate interventions for students.
- Supported parent involvement in school governance councils and school planning for improvement; established norms for parent and teacher engagement and provided opportunities for parents to support learning.
- Mentor Principal for the Leadership Excellence through Administrator Development Academy (LEAD).

Selected Accomplishments

- School recognized for the highest increase in AYP in the subject English Language Arts and the second highest gain in API score in all LAUSD. (Spring 2005)
- API scores exceed LAUSD and the State of California. (Spring 2006, 2007, 2008)
- One of 13 schools in the State of California to exit PI5 status. (Spring 2007)
- Recognized by the California Business for Education Excellence as a Just for the Kids-California Honor Roll School for raising student achievement and getting students to grade level proficiency. (Fall 2008)
- API 781; 40% of students scored proficient or advanced in English Language Arts; 70% of students scored proficient or advanced in mathematics. (Spring 2008)
- Increased the percentage of English Learners annually reclassified as Fluent English speakers to 25%.

Attachment A

Principal 109th Street Elementary School ***January 2000 - June 2003***

- Responsible for the overall leadership and management of the school site with 83 employees.
- Developed mission and vision statements to ensure common purpose and direction.
- Facilitated professional development based on analyses of achievement and instruction; differentiated professional development according to teacher needs and subject areas data results targeted for instructional improvement.
- Coordinated and implemented Safe School and School-wide Positive Behavior Support Plan.
- Facilitated grade level lesson study, in collaboration with the instructional team, to provide opportunities for teachers to share ideas, learn with and from each other and build the knowledge skills and teaching strategies needed to continuously improve student outcomes.
- Supervised and evaluated certificated and classified staff.
- Monitored and managed school budgets to ensure the equitable distribution of resources to support the learning of all subgroups of students.
- Integrated community services with school programs to ensure student success.

Selected Accomplishments

- School API growth – 50+ points. (Spring 2000)
- API growth target – 15 points; API growth 72 points (Spring 2002)
- API growth target – 11 points; API growth 79 points. (Spring 2003)

Assistant Principal 92nd Street Elementary School ***November 1996 - December 1999***

- Member of the school leadership team, assisting with the overall leadership and management of the school.
- Assisted with the supervision of the School-wide Discipline Program, including counseling of students, parents, and staff.
- Ensured resource allocations were aligned to achieve vision, missions and school-wide goals that support student needs and interventions.
- Coordinated the School Uniform and Student and Staff Attendance Incentive Awards Program.
- Evaluated the job performance of teachers and classified staff.
- Facilitated the Student Success Team, School Safety, and Crisis Team Meetings.
- Assisted with the monitoring of plant operations: maintenance, alterations and improvements, and safety issues.
- Facilitated parent workshops focusing on parent involvement in preparing students for standardized test.

Education and Credentials

Masters of Science, Administration
Pepperdine University 1994
Administrative Services Credentials

Bachelors of Arts, Education
California State University, Los Angeles

Attachment A

Christopher Bianco Arellano

EXPERIENCE

United Teachers Los Angeles
Area Representative and Organizer **2003 – present**

- represent approximately 6,000 members at over 120 sites.
- organize and strengthen a UTLA chapter at each location.
- negotiate, mediate disputes, grievances and interventions.
- organize and build capacity at all school site and clusters.
- coordinate and organize political campaigns.
- participate in Get Out The Vote (GOTV) and lobby legislators

Trainer

- School Site Councils/SB1133, Shared Decision Making-Article XXVII, Classroom Bill of Rights, The New Stull Evaluation, How to Conference with a Principal, Matrix 101.
- CTA Survive and Thrive Program (2004- 2005).
- New Chapter Chair programs

City of Los Angeles, Community Action Agency, Community Action Board (CAB)
Private Sector Representative **2001 – present**

- counsel the operation of the City of Los Angeles Community Action Agency.
- monitor policy and program administration, finance, personnel, program evaluation, and community input and outreach.
- prepare/participate in CIPA-3 community meetings.

City of Los Angeles, Council District Thirteen, Council Member Eric Garcetti
Field Deputy **2002 – 2003**

- coordinated with the communities of the Council District.
- responsible for: constituent services, representing the Council Member in the community, assisting in land-use planning and decisions, initiating and participating in larger community-wide projects.
- interfaced with city, county and federal offices,
- researched special projects and government issues.
- planned for special events.
- trained community in: Government 101, Organizing for Power.

El Proyecto del Barrio
Case Manager /Clinician. **2000 – 2002**

- conducted individual and group therapy.
- provided comprehensive case management services to low-income individuals and families.
- taught in the Youth Advocate Program, National Youth Program, Electronic Arts Academies, and The After School Tutoring program.
- trained Parenting, Domestic Violence, and Anger Management classes.
- assessed, planned, and linked resources and services for clients.
- maintained and developed client case files, spreadsheets, statistical analysis and budgeting for youth programming.
- interfaced with community leadership and city officials.
- outreached to community, schools, non-profit organizations and law enforcement agencies.

Attachment A

UCLA Early Academic Outreach Program
Prospective Student Advisor **1999 – 2000**

- directed student outreach.
- developed curriculum on youth empowerment.
- student counselor for prospective applicants.
- conducted workshops and seminars on college requirements and financial aid.

City of Los Angeles, Community Arts Division, Cultural Affairs Department
Coordinator of Electronic Arts Academies (EAA) **1999 – 2000**

- developed and maintained records on all incoming applications for EAA.
- prepared correspondence for 15 sites throughout the city.
- conducted site visits to ensure proper student/teacher ratio.
- served as liaison with supervisory staff and instructors to coordinate itineraries.
- assisted in processing payroll for all instructors and supervisors.

City of Los Angeles, Performing Arts Division, Cultural Affairs Department
Special Events Coordinator **1999 – 2001**

- responsible for event logistics and scheduling.
- interfaced with all talent, city authorities and vendors.
- coordinated electrical, musical, and stage technicians during the stage performance.

East Los Angeles Mental Health and Research Systems, Inc
Psychotherapy Intern **2001- 2002**

- conducted individual and group therapy.
- performed client assessment, evaluation, diagnosis, intervention, implementation and disposition with psychiatrists.

Political Campaigns **2001-2008**
Organizer/Coordinator for:
Art Goldberg for City Council, Eric Garcetti for City Council, James Hahn for Mayor, Antonio Villaraigosa for Mayor, Jackie Goldberg for State Assembly, Marguerite LaMotte for School Board, Jon Lauritzen for School Board, John Edwards for President 2004, Howard Dean for President 2004, and Barack Obama for President 2008

EDUCATION

University of Southern California
Masters Degree, Social Work. Concentration: Community Organizing/ Planning/ Administration, 2006.
Masters Degree, Urban Planning. Policy, Planning and Development, 2006.

University of California, Los Angeles
Bachelors of Arts, Theater Arts, 1998.

ORGANIZATIONS / AFFILIATIONS

Los Angeles County Democratic Party: County Central Committee member
Lincoln Heights Neighborhood Council: board member
Stonewall Democratic Club: former Community Affairs Vice President
North East Democratic Club: former 1st Vice President
California Democratic Party: State Central Committee member
Los Angeles County Federation of Labor: former delegate

Attachment A

Francisco Gonzalez
W: (323) 242-1315
francisco.gonzalez@lausd.net

Qualifications

- Ability to provide mentoring, modeling, and guidance to insure that school administrators possess the qualities and tools necessary to be effective instructional leaders
- Ability to provided mentoring, modeling, and guidance to school administrators to insure that they possess the qualities and tools necessary to be effective organizational and operational leaders
- Ability to set clear expectations and establish accountabilities for the implementation of the district's core instructional initiatives
- In-depth knowledge of the California Content Standards and research-based practices designed to add rigor to instruction in the classroom
- In-depth knowledge of elementary core curriculum
- In-depth knowledge in the use of student data to monitor student academic progress
- In-depth knowledge in the use of formative data to drive professional development and shape teacher practice
- Fully bilingual (Spanish)
- Computer literacy

Education

- M.A., Educational Administration, California State University, Dominguez Hills, 1996
- B.A., Psychology, College of Honors, University of California, Los Angeles, 1984

Experiences/Employment

2006-2010 -- Director of School Support Services, Local District 7

- Ensured that in each school, the Single Plan for Student Achievement (SPSA) guides and drives the instructional program and implementation of the District's core initiatives
- Focused on the Accountability Matrix of the SPSA to establish instructional priorities at each school
- Worked closely with each school to ensure that budget allocations are closely aligned to the accountabilities established in the SPSA
- Worked closely with each school to ensure that the professional development program is designed to address the school needs as indicated by data in the SPSA's Accountability Matrix
- Facilitated the implementation of professional learning communities at LD7 schools
- Provided support, guidance, and training to schools in the development of Response to Instruction and Intervention (RTI2) as the multi-tiered system of instruction used to address the academic and behavioral needs of all students
- Provided support, guidance, and training to schools with process of unwrapping the standards as the initial step in implementing rigorous instruction
- Worked closely with school teams in aligning core curriculum with standards so that instruction may be refined – Good First Teaching
- Established a systematic approach for Principals and Assistant Principals to make daily visits to classrooms, collect observational data, and provide teachers with formative feedback
- Established a process at each school for analyzing formative and summative data so that it may be used to shape teacher practice and monitor student progress
- Used multiple assessment data to determine performance levels of students and establish feasible and reasonable achievement goals for individual students at each school
- Used multiple assessment data to determine initial performance levels and set individual, grade level, and schoolwide AYP and API goals

Attachment A

Francisco Gonzalez
W: (323) 242-1315
francisco.gonzalez@lausd.net

- Worked closely with school staff to ensure that a functional parent center is well established in all campuses
- Worked closely with school staff to ensure that parent survey data is used as feedback for making improvements in each school
- Worked closely with district 7 schools in the development and implementation of functional Positive Behavior Support Plans to ensure that all schools are reflective of safe, secure, clean, inviting, and nurturing environments for students, staff, and parents
- Public School Choice Process -- Mobilized staff and resources to ensure that plans for new schools and focus school are developed effectively and submitted in a timely fashion
- Work closely with Interim Principals in new schools (SRES#1, 2, and 7) to ensure that they'll be ready to open in September of 2010
- Work closely with 15 schools in the K-5 to K-6 reconfiguration process

2004-2006 -- Elementary School Principal, Martin Luther King, Jr. Elementary School, LAUSD

- Planned and carried out the operational, organizational, and instructional systems for the entire school
- Managed all budgets and allocated resources according to school needs
- Supervised, monitored, and provided differentiated support to teachers
- Used data strategically to help shape teacher practice and monitor student progress

1999-2004 -- Elementary School Principal, 118th Street School, Local District I, LAUSD

- Planned and carried out the operational, organizational, and instructional systems for the entire school.
- Managed all budgets and allocated resources according to school needs.
- Supervised, monitored, and provided differentiated support to teachers.
- Used data strategically to help shape teacher practice and monitor student progress

1996-1999 -- Assistant Principal, 93rd Street School, Fremont Cluster, LAUSD

- Collaborated in the planning and implementation of the school's organizational and instructional programs
- Managed all budgets and allocated resources according to school needs
- Supervised, monitored, and provided differentiated support to teachers

1994-1996 – ELD Instructional Coordinator, Charles W. Barrett Elementary School, Locke Cluster, LAUSD

1986-1994 -- Elementary School Teacher, Grades 2, 3, and 4, Charles W. Barrett Elementary School

References

- Dr. George J. McKenna III, Superintendent, Local District 7
- Prescious Robinson, Principal, Charles W. Barrett Elementary School
- Antonio Jose Camacho, Principal, 135th Street School

Attachment A

Rosalinda Lugo

Rlugo6@lausd.net

Professional Experience

EXPERIENCE:

2009 – Present

Director, School Services- Local District 7, Los Angeles Unified School District

- Supervised 14 principals in the areas of instruction, budget, operation and evaluation of staff
- Mentored and guided 14 principals on effective, research-based school practices with a focus on student achievement
- Analyzed formative and summative school data with principals and their administrative team to identify students' instructional needs
- Recommended multi-tiered systems of instructional support for students based on formative data and the teachers' instructional strengths
- Guided the principals in operational changes to establish safe and orderly campuses
- Recommended instructional changes to 14 schools to insure standards-based, rigorous instructional programs
- Reviewed the schools' instructional programs in the area of literacy and numeracy for all students and the subgroups (English Learners, Standard English Learners, GATE, Students with Disabilities)
- Ensured that the 14 schools were aligned with the vision established by the Local District
- Established clear expectations and accountabilities for the implementation of the District's Core instructional initiatives
- Established a partnership with the United Teachers of Los Angeles Area representative and Local District 7 in the Public School Choice process
- Developed and implemented a process for the writing of Local District 7's Public School Choice plan for South Region Elementary School # 1 and South Region Elementary School # 7
- Responded to the concerns by parents and community for the 14 elementary schools
- Assisted the principals in the area of conflict resolution to deal with concerns identified by parents, staff and community
- Supervised 2 interim principals as they work to open 2 new schools in Local District 7

2000 – Present

Principal - Sixty-Eighth Street Elementary School
Los Angeles Unified District, Los Angeles, California

- Organize the expenditure of the school's budget.
- Supervise and evaluate certificated and classified personnel.
- Plan and implement standards-based staff development.

- Implement the District's Reading and Math program.
- Supervise the school's safety plan
- Supervise the work of the school's managers: Administrative Assistant, Plant Manager and Cafeteria Manager.
- Organized the opening of the school's first parent center
- Maintained positive working relationships with parents.
- Established the school's Hall of Fame to recognize classified and certificated staff contributions.
- Facilitated the staff's data analysis in both summative and formative assessments.
- Maintained a positive working relationship with UTLA Chapter Chair

1997 – 2000 **Assistant Principal** – West Athens Elementary School
Los Angeles Unified School District, Los Angeles, California

- Organize school's safety program
- Supervise and evaluate certificated and classified personnel
- Plan and implement teachers' staff development
- Develop and implement school-wide discipline plan.
- Coordinate school's special education program

1996 – 1997 **Bilingual Teacher, 3rd Grade** – Murchison Elementary School
Los Angeles Unified School District, Los Angeles, California.

1995 – 1996 **Citizenship Organizer** - Active Citizenship Campaign, Pasadena, CA.

1993 – 1995 **Associate Director** – Hope In Youth, Los Angeles, California

1992 – 1993 **Bilingual Teacher, 5th/6th Grade** – Rowan Ave. Elementary School
Los Angeles Unified School District, Los Angeles, California

1990 – 1992 **Bilingual Advisor** – Recruitment and Selection
Los Angeles Unified School District, Los Angeles, California

1982 – 1990 **Bilingual Teacher, 6th Grade** – 92nd Street Elementary School
Los Angeles Unified School District, Los Angeles, California

1981 – 1982 **Teacher, 3rd Grade** – Our Lady of Lourdes School, Los Angeles, CA.

EDUCATION:

University of Southern California, Los Angeles, California

Degrees:

Doctor of Education	Education	2010
Masters of Science	Education	1984
Bachelors of Science	Education	1981

Credentials:

Multiple-Subject	1981
Bilingual Cross Cultural Specialist	1984
Preliminary Administrative Service	1997

Dyshon Smith

Certification:
California Clear Multiple Subject Teaching Credential, 2004

Administrative Credential (Certificate of Eligibility), 2006

Experience:
Elementary School Teacher (1996- Present)
Sixty-Eighth Street School, Los Angeles, California

- Taught grades 1st through 5th in all curricular areas
- Assessed, diagnosed, planned, and implemented in- class intervention
- Created an engaging, student-centered learning environment
- Coordinated and taught after- school and Saturday intervention classes
- Collaborated with my colleagues to improve instructional practices
- Trained in Open Court Reading, Write From The Beginning, Thinking Maps, Harcourt Brace Math, as well as En Vision Math. Trained as ELD Practicum Demonstration teacher
- Experienced in Depth and Complexity strategies
- Trained as a Support Provider for beginning teachers
- School Site Council member, Chair Person (2009-10)
- Participated in professional developments for specific grade levels (math/ writing)
- Grade Level Chair 2000-2001, 2003-2004, 2005-2006
- Conducted parent conferences
- Maintained good rapport with the staff

Intervention Coordinator *(2009-2010)*
Sixty-Eighth Street School, Los Angeles, California

- Coordinated in-class and pull-out intervention programs for each grade level with research and standards based instruction
- Well-trained in the implementation of Response To Intervention and Instruction (RTI^2) Model
- Planned and led teacher-centered planning/ data days to assist teachers in maintaining pacing of instruction and utilized data to determine next steps to improve student achievement
- Serve as a resource to identify appropriate instructional strategies for Tiers 2 and 3 students
- Created and administered diagnostics target students' needs
- Adjunct duties as assigned

Instructional Coach *(2010-Present)*
Sixty-Eighth Street School, Los Angeles, California

- Provide support and assistance to all classroom teachers in the implementation of the District's reading program
- Conduct demonstration lessons and assist with curriculum and pacing of programs to ensure that adopted reading materials are used as designed
- Assist classroom teachers in diagnosing reading difficulties and planning appropriate intervention strategies
- Provide formal and informal feedback and professional development for teachers on instructional strategies and classroom practices aligned to research and standards based instruction
- Participation in writing the plan for the Juanita Tate Elementary School

Education:
B.A., Liberal Studies, 1996
California State University at Dominguez Hills, Carson, CA

M.A., Administration, 2006
California State University at Dominguez Hills, Carson, CA

Appendix D

Service Plan for Special Education

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Local District 7 and UTLA

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	**Search and Serve**	Juanita Tate Elementary School personnel will comply with the requirements of the Individuals with Disabilities Act, the Federal law, California Law, District policies including the conditions of the Modified Consent Decree to ensure that "A free appropriate public education is available to children with disabilities residing in the State between the ages of three and 21, inclusive, including children with disabilities who have been suspended or expelled from school." Juanita Tate Elementary School will implement the Individuals with Disabilities Act with efficacy using the guidelines found in the District's Special Education Policies and Procedures Manual. In order to identify students with disabilities the school will implement the following search and serve procedures: 1. Distribute the *Are You Puzzled by Your Child's Special Needs?* Brochure to every student (in the appropriate language) to take home at the beginning of each school year. 2. Students with disabilities, requiring special services, enrolling in the school are identified and promptly provided the appropriate services. The mechanism for implementing the procedure is the District's *Student Enrollment Form* that must be completed by parents at the time they are enrolling their child. Section 10- Special Services on the *Student Enrollment* asks five questions: If all questions in Section 10 are answered NO, further follow-up is not required, other then checking NO on question A(1) on the Special Services Follow-up Section of the form. If any question in Section 10 is answered YES, the Special Services Follow-up Section of the form must be completed to ensure that the student who requires special services is identified and promptly provided appropriate school programs and services. 3. The school staff will have knowledge of the process and procedures for referring students who may require special services. School staff will participate in professional development designed to inform them of special education policies and procedures. 4. Designated staff will be knowledgeable about developing an assessment plan and steps to take when

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SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Local District 7 and UTLA

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		a signed assessment plan is or is not returned. In addition to the distribution of *Are Your Puzzled by Your Childs's Special Needs? bro*chure the following publications and forms will be maintained in the school office and made available to parents and staff (upon request): • Student Enrollment Form • Request for Special Education Assessment Form • *Student Information Questionnaire for Parents and Guardians* • *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)* • Parent Request/Reasonable Accommodations Form. The form will be maintained in the student's special education folder. • *Request for a Special Education Assessment Form* Any person (school staff and parent/guardian) who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing and entered on the Request for a Special Education Assessment Form. Once a written request for a special education assessment has been received, the administrator/designee has 15 calendar days of receipt of the written request to develop and provide the parents with a special education assessment plan. Administrator/designees will take the following actions to ensure that requests for a special education assessment are handled properly: 1. Copies of the Request for A Special Education Assessment Form and the Student Information Questionnaire for Parents and Guardians Form are kept by the administrator/designee. The administrator/designee and the school staff will be knowledgeable about the referral process and how to access the forms. 2. The appropriate forms will be provided to parents, staff and others upon request. They may also be

Los Angeles Unified School District
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APPENDIX D

Applicant Team Name: Local District 7 and UTLA

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		provided when a parent/guardian responds affirmatively to questions A, B, or D in Section 10 of the Student Enrollment Form. Information on the form will be placed into the Welligent IEP system. The school will prominently display the Parent Resource Network poster that provides parents information about where to call if they have questions or complaints concerning special education. School staff will assist parents in completing forms and answering questions they may have. When appropriate, refer the parent to the District's Parent Resource Network.
Outcome 2	**Intervention Programs**	Response to Instruction and Intervention (RtI2) the District's multi-tiered framework and approach for the delivery of rigorous and relevant instruction will be utilized with students with disabilities. The five essential components of RtI2 are: • *Multi-tiered Framework to Instruction and Intervention*: Instruction and intervention which is differentiated, culturally responsive, evidence based and aligned to grade level and content standards • *Problem Solving Progress:* Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention • *Data-based Decision Making:* Instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures • *Academic Engaged Time:* Effective use of the number of minutes each day/week in which students are engaged in instruction • *Professional Development:* On-going professional development to ensure that teachers and all school staff are prepared and supported to meet the needs of all students The three tiers of RtI2 include: 1. Tier 1 which is good first teaching characterized by differentiation. 2. Tier 2 includes additional in-class support for student mastery of standards and essential skills. 3. Tier 3 includes intensive intervention for struggling students.

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APPENDIX D

Applicant Team Name: Local District 7 and UTLA

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		The Tier 1 instruction/support 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 • Learning centers • Higher level thinking questions • Independent study • Preview, review, re-teach, and frontload The Tier 2 instruction/support is characterized by Good First teaching and effective in-class intervention using the following strategies: • Explicit instruction in vocabulary, comprehension strategies and skills • Academic Engagement Time (AET) • Effective student engagement in instruction • Strategic or supplemental intervention • SDAIE strategies • Graphic Organizers • Scaffold lessons • Additional time to learn using core instructional strategies or a different instructional pedagogy • More intensive vocabulary and comprehension skills and strategic instruction. • Use of the Open Court Intervention Guide, the Open Court ELD Guide, Voyager and/or ELD

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Local District 7 and UTLA

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Practicum Tier 3 instruction/support is characterized by Good First teaching and effective pull-out intensive intervention support using the following strategies: • Academic Engagement Time (AET) • Frequent monitoring of assessments and student progress • Cooperative leaning environment • Academic language development • Graphic organizers • Instructional Conversations • Use of Open Court Intervention Guide, the Open Court ELD Guide, Voyager and/or ELD Practicum, and/or Language!(Version 3) • Use of stand alone intervention program, such as, Read 180 Language!(Version 3) to provide intensive, accelerated and small group intervention Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for the general education and special education students to receive Tier 3 targeted support. Implementing the Small Learning Communities will allow for more flexibility such as *mainstreaming* and multi-graded classrooms. In order to provide targeted instruction and services to students with disabilities 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, social and emotional issues will be used in the screening process. Throughout the year assessments used to measure growth, monitor progress, and inform changes in instruction will be compiled and implemented.

Los Angeles Unified School District
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		Core subject areas will be augmented for the student with disabilities who are English Learners with supplemental materials which are relevant to the instructional program, aligned with standards and are appropriate for student language abilities and needs. These supplemental materials will primarily focus on vocabulary development and comprehension. These materials will be selected through the grade level and Small Learning Community collaboration. The following supplemental materials may be selected for use: Building Academic Vocabulary, Pictorial Mathematics, and LANGUAGE!, Lucy Calkins Writers Workshop, and Write from the Beginning. The teachers will investigate resources such as these to insure that they will enhance the core. Juanita Tate Elementary School will be organized into 3 Small Learning Communities (SLC): Small Learning Community I, Small Learning Community II, and Small Learning Community III. Small Learning Community I will include grades pre-kindergarten through 2nd grade with a primary special education class. Small Learning Community II will include 3rd and 4th grade. Small Learning Communities III will include 5th and 6th grade and a special education class. These Small Learning Communities will range in size from 250 to 300 students. The entire school community will have shared responsibility and accountability for student academic progress and conduct. The Small Learning Communities will facilitate a personalized instructional program through the use of strategies to meet the academic needs of all students. The structure of Small Learning Communities will facilitate the formation of Professional Learning Communities (PLC's). These PLC's will allow teachers opportunities to collectively plan the instructional program, share instructional best practices, review formative and summative data, create and implement short and long term instructional goals, select appropriate core and supplemental materials, and develop formative assessments. This collaboration enables teachers to learn from, and be supportive of each other. Each Small Learning Community will be autonomous in creating and implementing programs which may be unique and innovative for their community.

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Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	RtI2 is a student centered, multi-tiered framework that maintains the focus on the academic and behavior needs of all students. With this in mind and to promote a positive academic, behavioral and social environment, the school will use the following components: problem solving process, the data based decision-making, the academic engagement time, and professional development. It is expected that with this approach there will be academic, as well as behavioral progress, in all students. Juanita Tate Elementary School will create a School-Wide Positive Behavior Support Plan (SWPBSP) to insure that all students and staff are respectful, safe and responsible. A school Student Standards of Conduct will be developed by staff, parents and community as a supplement to the District School-Wide Positive Behavior Support guidelines and the Coordinated Safe and Health School Plan. There will be clear expectations established for students, parents and staff regarding acceptable student behavior in the classroom and throughout the school campus. There will be school-wide expectation for safe, respectful and responsible behavior. The Small Learning Communities and the administrator will determine how these expectations will be followed. Along with clear expectations there will be a system of accountability with shared responsibility by all stakeholders including students. The system of accountability will include incentives that promote positive behavior as well as consequences. To maintain a safe and orderly environment, where students and adults will be expected to be safe, respectful and responsible, the school will establish organizational systems that involve routines and schedules. Examples of these systems include: • Collaboration between home and school to establish and enforce appropriate standards of conduct for students • Clear communication with students, parents and staff through newsletters, discipline assemblies etc. • Schedules such as play area schedules, assigned seating for lunch and breakfast, assigned dismissal gates, and auditorium seating, etc.

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		• Expectations for student conduct displayed in classrooms, hallways, bathrooms, auditorium, cafeteria, library, etc. (Student assemblies will be held where a power point presentation will clearly indicate the expectation for being safe, respectful and responsible) • Procedures, such as traffic patterns during dismissal, to and from the yard, to and from school • Trained supervision staff which will be knowledgeable of the school-wide discipline behavior support plan For students with disabilities a Behavior Support Plans (BSP) will be developed if the student has behavior impeding the learning of the student or his/her peers. Strategies, including positive behavioral interventions, strategies and supports will be considered in the plan. If a particular support is required and a description is contained in the IEP all necessary staff will be informed of their specific responsibility. This includes proactive action planning to address behavior(s) impeding learning. The BSP will include positive behavioral interventions, strategies and supports. The BSP will focus on understanding 'why' the behavior occurred then focus on teaching an alternative behavior that meets the student's need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies and effective communication. The Behavior Support Plan form will assist the IEP team in analyzing the behavior, developing alternative behaviors, establishing reinforcement strategies, making recommendations for accommodations, modifications, and supports and identifying communication systems for all team members. It is understood that there would be considerable data collection and review of the data as part of the preparatory activities prior to the IEP. Assessment activities may include communication with all community resources and agencies serving the student and family.

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		For students with serious behavior problems, a Functional Analysis Assessment (FAA) will be requested when: • There is a serious behavior problem that is self-injurious, assaultive, or causes serious property damage or is pervasive and maladaptive for which instructional/behavioral approaches specified in the student's IEP are found to be ineffective. • There is a behavioral emergency (the demonstration of a serious behavior problem which has not been exhibited previously but poses a clear and present danger for serious bodily harm to the individual or others, and cannot be immediately prevented by a less restrictive response than the use of an emergency intervention). • When it is determined that the student is exhibiting a serious behavior problem and more information is needed, an assessment plan requesting a Functional Analysis Assessment (FAA) must be developed and implemented by the school site designated Behavior Intervention Case Manager (BICM) after parental consent is given. The designated BICM will receive training in behavior analysis with an emphasis on positive behavior interventions. The BICM will develop a proposed Behavior Intervention Plan or BSP. A BIP is based on a Functional Analysis Assessment (FAA) and designed to support students whose serious behaviors interfere with his/her learning or the learning of others; interfere with the implementation of IEP goals and objectives; are self injurious, assaultive, or cause serious property damage; are severe, pervasive, and maladaptive; and require frequent and systematic behavioral interventions. The purpose of the BIP will be to enable the student to achieve a better quality of life through improved self-determination and self-control. It is also to be used to guide the on-going professional development for new team members who join the student's collaborative team. An effective BIP will delineate: Evaluation procedures that include planned documentation, criteria for measuring success and for modifying the plan, and dates for periodic review, no later than one year.

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Necessary for Planning, will be provided	Description of Student Population	A Specific Learning Disability, Autism and a Resource Specialist Class have been designated for Juanita Tate Elementary School. The number of students and the disabilities of those students have not been identified (as May 31, 2010). Juanita Tate Elementary School personnel will comply with the requirements of the Individuals with Disabilities Act, the Federal law, California Law, District policies including the conditions of the Modified Consent Decree to ensure that "A free appropriate public education is available to children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." Juanita Tate Elementary School will be organized into 3 Small Learning Communities (SLC). Each Small Learning will include students with special needs. The Small Learning Communities will facilitate a personalized instructional program through the use of strategies to meet the academic needs of all students. In the Small Learning Communities, teachers will educate the whole child through an alignment of the standards to the instructional program, and implementation of strategies which address all students' (Students with Disabilities, English Language Learners, Standard English Learners, and at-risk students) abilities and needs. Using the RtI2 model, excellent teaching will take place through differentiation of instruction using small flexible grouping of students. Flexible grouping is defined by Radenchich and McKay (1995) as "grouping that is not static, where members of the reading group change frequently". Groups are formed and dissolved, as needs change to allow for maximum flexibility avoiding the static nature of grouping patterns of the past (Ford 2005). Flexible groups allow teachers to personalize and differentiate instruction, evaluate the progress of students in a holistic manner, and adjust the student's instructional, academic program and behavioral needs when necessary. Per IEP, special education students will be mainstreamed into grade level general education classrooms, where teachers will group students for IWT using response to instruction and intervention (RtI2). Based on the RtI2 model, all special education students will receive good first teaching using the direct instruction model

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		followed by IWT. Special education students will receive Tier 2 instruction based on formative assessment data, where they will be placed in flexible groups (teachers will meet by Small Learning Communities to determine instructional strategies and grouping of students based on data).
Outcome 2	**Special Education Program Description**	The Special Education Program is specially designed instruction, at no cost to parents, to meet the unique needs of the child. In order for a child who has one or more disabilities to be eligible for special education, they must have a unique educational need that requires specially designed instruction. A unique educational need is one that stems from the disability of the child and is significantly different from the educational needs of the student's typical peers. Specially designed instruction consists of adapting the content, methodology, or delivery of instruction to address the unique educational needs of the child so that he/she can access the general curriculum and meet State and District educational standards.

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Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	The Individualized Education Program meeting will take place at Juanita Tate Elementary School in a room which will ensure the confidentiality of the process. An Individualized Education Program (IEP) Team will meet whenever any of the following occurs: • A student has been assessed pursuant to an assessment plan. This includes initial assessments, triennial assessments, or other assessments. • At least annually, to review the student's progress and eligibility and make necessary revisions. • A student demonstrates a lack of anticipated progress. • The parent or District staff member requests a meeting to review the IEP. There is a proposal to change the student's eligibility, services, or placement. • There is student misconduct that results in a second suspension. • The student reaches eight cumulative days of suspension. • A student with an IEP transfers into the LAUSD from another school district. IEP meetings will be held within the following timelines: • 60 calendar days from receiving the signed assessment plan from the parent. • 30 calendar days from the time that a parent or teacher requests a meeting to review the IEP. The following persons are required at IEP team meetings: • One or both parents of the student. The term parent means a person having legal custody of a child. • A person acting in place of a parent, such as a grandparent or stepparent with whom the child lives. • An individual designated by the parent to represent the interests of the student. • The administrator/administrative designee who is qualified to provide or supervise the provision of special education, knowledgeable about the general curriculum and linguistically appropriate goals, objectives and programs and knowledgeable about the availability of the resources of the District, including program

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		options available to address the needs of the student. Have the authority to commit District resources and be able to ensure (by such means as administratively directing, coordinating, monitoring, reporting on, etc.) that the delivery of services that are described in the student's IEP will actually be provided. • At least one special education teacher or special education provider of the student. If the only special education service the student is or may be receiving is language and speech related services, the speech-language pathologist may be the special education provider. At an initial IEP meeting, the special education teacher should be the special education teacher who may be serving the student or a special education teacher with the appropriate qualifications. • At least one general education teacher of the student, if the student is or may be participating in general education. • A person knowledgeable about the assessment procedures used to assess the student, familiar with the results of the assessment and qualified to interpret the instructional implications of the results. This may be one of the teachers listed above, the psychologists and related services providers. • The student when appropriate or with the approval or at the discretion of the parent. • For a student who is being considered for eligibility as a student with learning disabilities one person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, speech-language therapist, or reading teacher should attend the meeting. At least one person, other than the student's general education teacher, who observed the student's academic performance in the general classroom setting, for example a special education teacher, psychologist, administrator, or another general education teacher. • When a transition plan is being developed for a student age 16, or younger at the discretion of the IEP team, representatives of the agencies, other than the District, that are likely to provide or pay for the provision of transition services are to be invited. • For a student who is being considered for dual placement (placement in a nonpublic and public school), representative(s) from the nonpublic school and the public school where the student will be dually

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		enrolled, including general education teachers, special education teachers and administrators and a representative from the student's school of residence if the public school in which the student will be dually enrolled is not the school of residence. • Representatives from County Mental Health or other agencies as appropriate. • District staff that have responsibilities for behavior intervention, as appropriate. • For a student who has been placed in a group home by a juvenile court, a representative of the group home must be invited. The District's Welligent IEP system will provide a master calendar of the dates by which all annual reviews and three year IEP reviews must be held. Using the Welligent IEP system, will allow Juanita Tate Elementary School to schedule IEP meetings far enough in advance to coordinate and facilitate team member preparation and participation. Parents will receive written notification of their child's IEP meeting at least 10 calendar days prior to the meeting using the *LAUSD Notification to Participate in An Individualized Education Program (IEP) Meeting* form. The notice will be in the parent's primary language. The Welligent IEP system will be used to generate the notice in the parent's primary language. With the notification, a copy of A P*arent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*, *The IEP and You*, and T*he ITP and You* (when an individualized transition plan will be developed or reviewed at the IEP meeting) in the parent's primary language will be attached. Records will be kept as to attempts to convince the parents to participate in the IEP meeting. The school will show an effort to arrange a mutually agreed upon time and place for the IEP meeting. If a parent requests, the school will hold an IEP meeting via video or audio conferencing or other alternative means. The school's documentation of attempts to contact parents will be through detailed records of telephone calls made or

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		attempted and the results of those calls, copies of correspondence sent to the parents and any responses received, records of visits made to the parents' home or place of employment and the results of those visits and written or verbal confirmation provided by the parents that they do not wish to attend the meeting. Staff will be notified at least 10 calendar days prior to the meeting using the Welligent IEP system. If an ITP is being developed for a student that involves the participation of representatives from outside agencies, they will be notified of the meeting. Before the meeting, the administrator/administrator's designee will review the completed *Parent Request/Reasonable Accommodations* form, signed Notification or the Welligent IEP system to determine if the parent has requested any accommodations at the meeting and arrange that they be provided. The Welligent IEP system will inform the school if an interpreter is required. If required, arrange for an interpreter to be present. The school will make arrangements for any equipment (including someone knowledgeable about its operation), materials, forms etc. that will be needed at the meeting. Parents intending to audio tape record the meeting must give notice to the administrator/designee at least 24 hours prior to the meeting. If the parent tape records the meeting, the school will also tape record the meeting without parental approval. If school/District staff want to audio tape record the meeting, parents will be notified in writing at least 24 hours prior to the meeting and informed that they have the right to refuse to have the meeting recorded. Any recording made by the District is subject to the Federal Family Educational Rights and Privacy Act (FERPA) and thus subject to confidentiality requirements. The school will determine the individual who shall have a responsibility for the writing IEP during the meeting. Students identified with special needs through the special education process will have access to a well-trained nurse. The nurse's office will be well equipped and supplied, which could include locked cabinets, an examination table, a refrigerator, a wheel chair, a stretcher, and a cabinet to keep the students' health records.

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		The students with an IEP will also have access to counseling and other resources.
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	Parents or guardians may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for assessment. Within fifteen (15) days, not counting school vacations greater than five (5) days, of the receipt of a referral for assessment, the parent will receive a written response from the District. If the District determines that an assessment of the child is not appropriate, the parent will receive a written notice of this decision. If the District determines that an assessment is appropriate, the parent will receive an Assessment Plan. An Assessment Plan describes the types and purposes of the assessments which may be used to determine the child's eligibility for special education services. Before a child can be assessed, a parent or guardian must consent to the assessment by signing the Assessment Plan. The parent has at least fifteen (15) days from the receipt of the Assessment Plan to consent to and sign it. The school has sixty (60) days, not counting school vacations greater than five (5) days, of the receipt of the signed Assessment Plan to complete the assessment and hold an Individualized Education Program (IEP) meeting.

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		An assessment involves gathering information about a child to determine whether the child has a disability and, if he or she is eligible, the nature and extent of special education services that the child may need. Assessments may include individual testing, observation of the child at school, interviews with the child and school personnel who work with the child, and review of school records, reports and work samples. After a child has been assessed, an INDIVIDUALIZED EDUCATION PROGRAM (IEP) meeting will be held. The IEP meeting must be held at a time and place convenient for both the parent and the school's representatives. At this meeting, the IEP team will discuss the assessment results and determine whether the child is eligible for special education services. If the child is eligible, then an IEP will also be developed during the meeting. If the child is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting his or her needs. In addition, every three years, the child will be reassessed and his or her IEP reviewed as part of an overall comprehensive reevaluation of the child's progress.
Outcome 2	**Instructional Plan for students using grade level standards**	In order to address the needs of all students including, students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students, the school will implement a sound instructional core program where the focus will be on rigorous standards based first teaching. In addition to first good teaching, push in and pull out intervention programs will be accessible to students. Response to Instruction and Intervention (RtI2) is the framework used for rigorous instruction. To further enhance the educational experience of the students, the on-going professional development, collaboration, daily schedule, staffing plans and scope and sequence will be flexible and adjusted based on student need and formative and summative assessment.

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	Should our school receive students who will be instructed by using the Alternate Standards, the IEP Team will refer to the extensive plan cited on the special education website. The IEP Team will identify the current level of performance using assessment measures appropriate for alternate standards. For students instructed in the alternate curriculum, the IEP Team will identify the alternate achievement standard that needs to be mastered based on the need identified in the present level of performance. Alternate standards for reading, English language arts and math can be assessed through the goal bank on the Welligent IEP system. For students in an alternate curriculum, the IEP Team will select the appropriate annual goal from the goal bank, based on student need and on expected level of achievement in one year. The team will use the conditions and mastery level to personalize the goal. The Team will develop at least two measurable objectives connected to the goal that will lead to goal achievement.
Outcome 13	Plan to provide Supports & Services	All support services required for students will be documented in the Welligent system. The administrator will have access to and will review the administrator's report on a regular basis to monitor all support services for all special education students. Welligent logs will be monitored by the AP-EIS, Bridge Coordinator and principal on a monthly basis. Meeting updates will be held to ensure compliance with what is written in the IEP with regards to special services.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	**Not applicable**

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Federal requirement	Access to Extra-Curricular/Non academic activities:	To the maximum extent appropriate to the child's needs, each child with a disability participates with nondisabled children in nonacademic and extracurricular services and activities (§300.553).Teachers will meet in SLC including Special Education teachers and plan for the year. All activities will include the Special Education Students. A schedule will be developed to outline the activities for the year i.e. field trips, programs, and the playground schedule and any other extra-curricular /non-academic activity. The school is ADA approved so all students have access to all areas of the campus. There is a wheel chair lift in the multipurpose room to accommodate wheel chair bound students' access to the stage for programs. Teachers have been requested to volunteer 20 hours a year at SRES # 1. Clubs will be formed according to the teachers' expertise. The afterschool clubs will include but not be limited to a Library club, music club, dance club, drama club, technology club and gardening club. All students in the school will be encouraged to participate in at least one after school club. No student will be denied access to these after school activities. Additional activities may include a student council, student helpers, and play leaders/safeties during recess and noontime, and volunteers to assist kindergarten students just to name a few. The Special Education students will be given equal access to all activities.
Federal requirement	Providing Extended School Year	Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. The decision to provide ESY services must be based on student need as indicated on the IEP. ESY services are limited to those services provided during the school year; however, all services need not be included during ESY. When determining the need for ESY, IEP teams should pay particular attention to: severity of the disabling condition; areas of learning critical to maintaining IEP skills; extent of regression caused by interruption in educational programming; rate of recoupment following interruption of instruction and the availability of alternative resources such as intervention programs and general education summer school. A Regression-Recoupment Criterion will be

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		applied. To consider the regression-recoupment criterion the IEP team must: 1. Determine which skills or behaviors may be at risk of regression during the summer/intersession period. Note: They must be skills or behaviors that have been taught during the implementation of the student's current IEP goals and objectives. 2. Review data and other documentation that predict the level of regression and the time that it would take the student to regain the skills or behaviors. 3. Determine which skills and behaviors, if any, will require a recoupment period in excess of what might be expected from typical students. 4. Determine whether the skills or behaviors can be maintained through activities, the student can do without ESY services. 5. Determine the skills and behaviors to be maintained during the ESY, the corresponding IEP goals and objectives, and the services that would be required to maintain the skills or behaviors during the summer/intersession period. The annual budget provided by the state and LAUSD will include an allocation for personnel and resources to provide ESY services.
Federal Court requirement	**MCD Outcomes (to be woven among others)**	1. Since 1997, the Individuals with Disabilities Education Act (IDEA) required that "children with disabilities are included in general State and District-wide assessment programs, with appropriate accommodations or modifications in administration, if necessary." The No Child Left Behind Act also requires that students with disabilities be included in State accountability systems. Students with disabilities in the State identified grades are required to participate in the Statewide assessment, Standardized Testing and Reporting (STAR) program. IEP teams cannot exempt students with disabilities from testing, but can recommend accommodations and modifications. Students with disabilities who are participating in the District curriculum or the District curriculum with accommodations or modifications are required to participate in the District assessment program for their age appropriate grade level. 2. This would include periodic assessments for: language arts, math and science. 5. Federal and State laws generally require schools to be pro-active and to implement interventions at the earliest sign that a student's behavior is impeding his/her ability to learn. Students who receive special education services may be suspended only when other means of correction have failed to bring about proper

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		conduct. Out of school suspension typically has little relationship to the misconduct and does not support behavioral change. 6. & 7. LRE is required by Federal and State law. • Where students with disabilities attend schools that are as close to their home as possible. • An individualized determination of the appropriate placement for educating a student with a disability which is made by a team, including the student's parents and, when appropriate, the student. • Consideration of the full continuum of educational options to meet individual student needs. • Placement of students with disabilities with peers who are at or near the same chronological age. • Bringing supports and services to students where students need them. • Providing access to the general education curriculum. • Collaboration and shared responsibility between general and special education educators, administrators, parents, and students with disabilities. • Providing special education programs and services at all schools in the District, maximizing opportunities for interaction between students with and without disabilities 10. Section 300.343(b) requires each public agency to ensure that within a reasonable period of time following the agency's receipt of parent consent to an initial evaluation of a child, the child is evaluated and, if determined eligible, special education and related services are made available to the child in accordance with an IEP. The section further requires the agency to conduct a meeting to develop an IEP for the child within 30 days of determining that the child needs special education and related services. 11. The District's Informal Dispute Resolution (IDR) process is an optional process where parents identify their issues and concerns and the District attempts to work with the parent to quickly and informally resolve the issues and concerns identified. The process is completed within 20 business days in most cases. 13. Federal and State laws require that specific documents become part of the school records for a student with a disability. The District requires schools to maintain the following mandated records in the green folder: • Access log (front outside cover). • Student Success Team notes or other pre-referral intervention information.

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		• Request for Special Education Assessment. • Student Information Questionnaire for Parents and Guardians, if applicable. • Special Education Assessment Plan. • Assessment reports, with the following exceptions: o Assessment reports developed by District Psychological Services, as well as those psychological reports in the form of an independent educational assessment report, are maintained by the Psychological Services field offices o Health reports are maintained by the Health office at the school of attendance. • Parent Consent for Release of Information, if applicable. • Parent Notification of Meeting and Intent to Participate. • Individualized Education Program 14. The Congressional Committee Reports on the IDEA Amendments of 1997 express the view that the Amendments provide an opportunity for strengthening the role of parents, and emphasize that one of the purposes of the Amendments is to expand opportunities for parents and key public agency staff (e.g., special education, related services, regular education, and early intervention service providers, and other personnel) to work in new partnerships at both the State and local levels (H. Rep. 105-95, p. 82 (1997); S. Rep. No. 105-17, p. 4 and 5 (1997)). Accordingly, the IDEA Amendments of 1997 require that parents have an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child. (§300.501(a)(2)). Thus, parents must now be part of: (1) the group that determines what additional data are needed as part of an evaluation of their child (§300.533(a) (1)); (2) the team that determines their child's eligibility (§300.534(a)(1)); and (3) the group that makes decisions on the educational placement of their child (§300.501(c)). In addition, the concerns of parents and the information that they provide regarding their children must be considered in developing and reviewing their children's IEPs (§§300.343(c) (iii) and 300.346(a) (1) (i) and (b)); and the requirements for keeping parents informed about the educational progress of their children, particularly as it relates to their progress in the general curriculum, have been strengthened (§300.347(a) (7)).

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		15. The school is responsible to provide appropriate written linguistic translations of any of these documents in the language requested by the parent as long as it is feasible to do so. If the school does not have the translation resources necessary to address the parent's request, the school may request such services from the District's Translation Unit. 17. Once school starts, determinations for Behavioral Support Plans will be made. 18. At least 90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.
All	**Professional Development**	Special Education Teachers will participate in all Professional Development. Special Education teachers will review each student's Individualized Education Plan (IEP) and Section 504 Plans and share the information with teachers in the Learning Communities where students will be placed based on the grade and age of the students.

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Outcomes 6, 8, 16	Staffing/Operations	The Assistant Principal-EIS/designee is responsible for the following: ensuring the legal requirements for the Individualized Education Plan (IEP) process are met, that the services in the IEP are delivered and monitored, that the Modified Consent Degree implementation plans are addressed, that appropriate instruction and services are addressed and provided to students with disabilities in the least restrictive environment, and that parents are active participants and involved in the IEP process. A Bridge Coordinator will be budgeted by the School Site Council. The responsibilities of the Bridge Coordinator will include the following: support the instructional and compliance activities involved in working with students with disabilities; monitor professional development for special and general education teachers on effective strategies, accommodations, and/or modifications; monitors the intervention for ELA and math; and coordinates the integration of special and general education. The position will require the person to have a master's degree, success in the classroom, an administrative credential and experience with special education programs. The Assistant Principal-EIS and the Bridge Coordinator will be responsible for keeping parents informed, holding meetings, writing, and distributing newsletters to parents of children with identified learning disabilities. A Bridge Coordinator's 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 a master's degree, success in the classroom, an administrative credential and experience with special education programs. Professional development and training for the Bridge Coordinator will be provided by the LAUSD. The Assistant Principal., EIS/Bridge Coordinator will be responsible for keeping parents informed, holding meetings and writing and distributing a newsletters to parents of children with identified learning disabilities.

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APPENDIX D

Applicant Team Name: Local District 7 and UTLA

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	The school will follow a per-pupil funding model and will also qualify for categorical funds. These funds will be spent for all qualifying children including students with special needs.
Outcome 14	**Parent Participation**	Standard District special education forms, notices, and procedural guides including the Are You Puzzled by Your Child's Special Needs? Brochure and A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards), are available in the predominant languages of the District and may be ordered from the District School Supplies and Equipment Warehouse at no charge to the school. The principal/designee at each school should maintain an adequate supply of these forms to annually address the linguistic needs of parents. Parents are entitled to request a written translation of an assessment report in order to be fully informed regarding the assessment results. Such requests are to be met, unless clearly not feasible to do so. If the school does not have the necessary resources to provide the written translation, the principal/designee may request a written translation by the District's Translation Unit. The Congressional Committee Reports on the IDEA Amendments of 1997 express the view that the Amendments provide an opportunity for strengthening the role of parents, and emphasize that one of the purposes of the Amendments is to expand opportunities for parents and key public agency staff (e.g., special education, related services, regular education, and early intervention service providers, and other personnel) to work in new partnerships at both the State and local levels (H. Rep. 105-95, p. 82 (1997); S. Rep. No. 105-17, p. 4 and 5 (1997)). Accordingly,

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APPENDIX D

Applicant Team Name: Local District 7 and UTLA

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		the IDEA Amendments of 1997 require that parents have an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child. (§300.501(a)(2))The District's Informal Dispute Resolution (IDR) process is an optional process where parents identify their issues and concerns and the District attempts to work with the parent to quickly and informally resolve the issues and concerns identified. The process is completed within 20 business days in most cases. A parent does not have to go through the IDR process before initiating Due Process Proceedings. However, the IDR process is often a better process for resolving disputes because it is faster and less formal than Mediation Only and Due Process proceedings. As such, when disputes arise, school sites should provide parents with the IDR pamphlet and explain the advantages of using the IDR process. Mediation Only is an optional state-administered process that parents may choose where a mediator assigned by the California Office of Administrative Hearings (OAH) assists a parent and the school district in discussing possible resolutions to their disagreement. The State-assigned mediators are trained in the mediation process, are not employees of the school district, and do not have a personal or professional interest in the dispute. At a mediation conference, the mediator facilitates communication between the parent and the school district so that all perspectives are clarified. The mediator may also suggest options for resolving the dispute. No attorneys or advocates may participate in the mediation. In addition, communications exchanged in a mediation conference are confidential and may not be used in any subsequent due process hearing or civil proceeding. The goal of the mediation is to reach an agreement on how to resolve the dispute. If the parties reach an agreement, it will be documented in a settlement agreement and provided to the parent and District for approval and execution. Once it is executed, a mediation settlement agreement is enforceable under State and Federal law. If an agreement cannot be reached through the Mediation Only process, either party may request a due process hearing to resolve the disagreement. Mediation Only can be an effective process when the parties are open to communicating with each other and finding a mutually agreed upon solution. It is less threatening and costly to the parties than the due process hearing process described below, since it does not include witnesses, exhibits, cross examination, attorneys or paid advocates. Due Process Proceedings are the most formal option for resolving a disagreement regarding an IEP Due Process Proceedings include among other things, a resolution period, an optional pre-

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APPENDIX D

Applicant Team Name: Local District 7 and UTLA

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		hearing mediation, and a formal hearing with documentary evidence, witness testimony and arguments presented by each side. Special education laws and regulations set forth specific procedures and timelines that apply to Due Process Proceedings. Due process hearings are frequently stressful, time consuming, and costly for both sides. While school District personnel should never counsel a parent against requesting a due process hearing, it is important to advise parents of the various options for resolving disagreements, what each option entails and that utilizing an informal dispute resolution process or mediation does not preclude the parent from requesting a due process hearing at a later date.

Appendix G

Implementation Plan Template

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*
Professional Learning Communities	2011-2012	Principal and LD7 Director	Funds for 5 days of PD before the beginning of the school year Funds for 4 hours a month for teacher collaboration time throughout the year	Agendas for PLC meetings and qualitative data as indicated through classroom observations	Class observations conducted by the teaches and administrators
Small Learning Communities SLC # 1- K-2nd Grade SLC # 2- 3rd-4th Grade SLC # 3- 5th-6th Grade	2012-2013	Principal and Grade Level Chairs	Funds for 5 days of PD before the beginning of the school year Funds for 4 hours a month for teacher collaboration time throughout the year	Agendas for SLC meetings. Each SLC will develop their individual mission, vision and values Implementation of the SLC goals	The mission, vision and values will be displayed throughout their rooms.
Leadership Curriculum Planning Phase Training Phase Implementation by Small Learning Communities 5th/6th 3rd /4th K-2nd	 2011-2012 2012-2013 2013-2016 2013-2014 2014-2015 2015-2016	Principal, Grade Level Chairs, SLC leaders Principal, Grade Level Chairs, SLC leaders	Funding for training on student leadership curriculum Partnerships with community based organizations that promote leadership and advocacy	Formation of student leadership groups. (Student Council, Peacemakers, Student Monitors) Each small learning community will cover the three leadership strands in the classroom	Classroom observations Agendas from student leadership groups Culminating task from each SLC Formative assessments developed by the teachers

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PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*
Standards Based Instruction	2011-2012	Principal, teachers and PLC's	Funds for 5 days of PD before the beginning of the school year Funds for 4 hours a month for teacher collaboration time throughout the year Bank Time Staff Meeting Instruction Support staff District approved curriculum and materials	Student progress Full implementation of standards based curriculum in all classrooms	Formative and Summative assessment (CST, periodic assessment data) Authentic student work Classroom observations feedback

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PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*
RtI Tier I "Good First Teaching"	2011-2012 (1st Semester)	Principal Teachers Support Staff	Funds for 5 days of PD before the beginning of the school year Funds for 4 hours a month for teacher collaboration time throughout the year Bank Time Staff Meeting Instruction Support staff District approved curriculum and materials	Student progress Full implementation of standards based curriculum in all classrooms	Formative and summative assessment (CST, periodic assessment data) Authentic student work Classroom observations feedback

PUBLIC SCHOOL CHOICE 2.0:
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PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*
RtI 2 Tier 2 and 3 Intervention	2011-2012 (2nd Semester)	Principal Teachers Support Staff	Funds for 5 days of PD before the beginning of the school year Funds for 4 hours a month for teacher collaboration time throughout the year Bank Time Staff Meeting Instruction Support staff District approved curriculum and materials	Student progress Full implementation of standards based curriculum in all classrooms Implementation of IWT in the classroom (Tier 2) Implementation of pull out intervention program (Tier 3)	Formative and summative assessment (CST, periodic assessment data) Authentic student work Classroom observations feedback Monitoring tool data and diagnostic tools to monitor student progress.

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PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*
Parent Engagement Formation of Councils (Leadership training for parents on Councils-yearly) Community Forums for parents	2011-2010 2011-2010 2013-2014	Principal Principal and Categorical Program Advisor	Funds for parent center Funds for parent trainings Community Partnerships/City Council offices	Daily parent center activities Timely parent communication Parent Activities and events (Literacy nights, Back to School, etc) Full formation and implementation of advisory and school site councils (CEAC, ELAC and SSC) Agendas, number of community forums and number of parent/community participants	Sign-In at Parent Center Sign-In and agendas at parent activities Parent Satisfaction Surveys School Report Card Evaluation from parents and participants in community/school forums

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PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*
Safe, clean and orderly campus	2011-2012	Principal, teachers	Custodial support Funds for custodial materials Campus Security and student supervision assistance Professional development for the implementation of a school-wide positive behavior support plan	Clean, safe and inviting campus High staff and student attendance Low student suspension rate Office referral date is low	School wide Positive Behavior Support plan Save School Plan Safety Inspections Williams Facilities Report
Special Education: Implementation of program to meet MCD outcomes	2011-2012	Principal and teachers	AP-EIS Bridge Coordinator Training for staff on IEP development and MCD outcomes	Implementation of IEP's for all students IEP Calendar for initial, annual and 3 year review	Welligient system MCD Outcomes monthly reports Self-Assessment Checklist

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PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*
Leadership Activities for students					
Student Councils	2011-2012	Teacher Leader	Student Body	Agenda's of Student Council meetings	Student Survey and results on School Report Card
Community Projects	2013-2014	Leaders of SLC's and grade level	Community resources	Completion of projects initiated	Student Survey and results on School Report Card
Participation in community forums	2014-2015	Leaders of SLC's and grade level	City resources	Participants in community forums	Student Survey and results on School Report Card

Appendix H

Assurances Form

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REQUEST FOR PROPOSALS

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

☒ Traditional ☐ Pilot ☐ Network Partner ☐ ESBMM

☐ Independent Charter ☐ Affiliated Charter

Name of School **Juanita Tate Elementary School**

Name of Applicant Group/Applicant Team **Local District 7 and UTLA**

Lead Applicant Dr. George McKenna

Title of Lead Applicant Local District Superintendent

Mailing Address 10616 Western Ave

Phone Number Fax Number _____

Email Address george.mckenna@lausd.net

Website (if available) _____

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

Please check one of the following statements.

☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.

☐ 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.*

☒ 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 this RFP. 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: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), 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 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 children 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.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(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 as provided by the District.

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 "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

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 Dr. George J. McKenna

Title of Lead Applicant Local District Superintendent

Signature of Lead Applicant George J. McKenna III Date 11-30-10

Name of Board President* _____

Signature of Board President* _____ Date _____

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