Local District 7 and UTLA Proposal
South Region Elementary School # 11

Table of Contents

E. APPENDICES
- Letter of Intent (Updated Version due 11/18/11)
- Commitments and Expectations (Updated Version due 11/18/11)
- Applicant History Data Sheet (Appendix F)
- Performance Plan (Appendix P)
- Assessment Development Timeline (Attachment T)
- School Calendar (Attachment U)
- Professional Development Schedule (Attachment V)
- Waiver Identification Form (Attachment 1)
- Waiver Request Forms (Attachment 2)

F. Assurance Form
- Signed Copy of the Assurances Form (Appendix D)

G. Service Plan for Special Education
- Service Plan for Special Education (Appendix E)

Other Documents
- Attachment   3: Information Summary – English
- Attachment   3: Information Summary - Spanish
- Attachment   4: Commitment Form
- Attachment   5: Daily Schedule
- Attachment   6: Policies for Retention, Graduation, and Student Behavior
- Attachment   7: Job Description for Principal

A. Summary Analysis

1. Mission and Vision

Mission: The mission of South Region Elementary School # 11 is to educate students in a nurturing environment that will prepare them to be successful in middle, high school and beyond, enabling them to be competitive in a 21st Century global economy. A college-prepared and career-ready focus will promote, foster, and enhance life-long learning through a rigorous, engaging, meaningful, and personalized standards-based instructional program. Our students will develop essential problem solving and critical thinking skills through mathematics, science, arts and technology.

Vision: SRES # 11 will establish a culturally and socially responsive, student-centered environment, with strong home and community partnerships. Upon culmination, the students will have mastered the K-6 core standards, acquiring the knowledge, skills, and habits of mind necessary for continuous academic success and social development which will enable them to be productive citizens of the 21st Century.

The vision of South Region Elementary School # 11 (SRES #11) will be realized through the following core beliefs:

● All students can learn and have a right to a viable and guaranteed standards-based core curriculum
● All students will develop into responsible, respectful, and productive citizens of our global community
● All students will experience meaningful learning in a safe, clean, nurturing, and secure environment
● All students will demonstrate skills and habits of mind to achieve personal and academic goals
● All students will communicate and use social skills to interact effectively while developing self confidence
● All students will realize their achievement goals through a positive, school culture and a climate that embraces the joys of learning, teamwork, and self-efficacy
● All teachers are leaders
● All parents are collaborative partners
● All stakeholders are committed to creating learning opportunities for each student

In order to implement the school's mission, vision, and core beliefs, the school will provide a Fundamental Core Academic program for all students in Kindergarten-6th grade. The goal for all students will be to achieve proficiency in reading and mathematics by the end of 3rd grade. This will take place through a personalized, differentiated, explicit and rigorous instructional program. A strong foundation established by the end of 3rd grade will allow for the effective implementation of Themed Houses (Small Learning Communities) in grade 4-6. The goal of these SLC's is to enhance the educational experiences of students in the areas of Health/Science, Math/Engineering and the Arts with a technology emphasis.

2. School Data Analysis

SRES # 11 will receive students from three sending schools. 68th Street School and Loren Miller Elementary Schools are in Local District 7 and Raymond Elementary School is part of Local District 8. 68th Street School is on a year round calendar and is scheduled to send over 200 students to SRES # 11 which will allow 68th Street School to convert to a traditional calendar for the 2012 – 2013 school year. The following table indicates student demographic data for the three sending schools:

Local District 7 and UTLA Proposal
South Region Elementary School # 11
Table 1: Demographics for Three Sending Schools

Sending School	African American	Latino	EL	SWD	Economically Disadvantaged	Gifted School Wide	Gifted AA	Gifted Latino
68th St. ES	19%	81%	45%	10%	100%	5%	3%	5%
Miller ES	19%	80%	40%	9%	100%	3%	1%	4%
Raymond ES	33%	67%	39%	11%	100%	4%	2%	5%

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

Table 2: South Region Elementary School #11 AYP

AYP-ELA	68th Street School	Miller ES	Raymond ES
2007	27.5%	32.2%	23.4%
2011	40.8%	41.6%	35.5%
Change	13.3%	9.4%	12.1%
AYP-Math			
2007	49.4%	46.1%	27.8%
2011	54.5%	49.4%	41.0
Change	5.1%	3.3%	13.2%

Table 3: South Region Elementary School #11 API

API	68th Street School	Miller ES	Raymond ES
2007	680	714	620
2011	747	727	688
Change	+67	+13	+68

Table 4: Science Data from Three Sending Schools

AYP-Science	68th Street School	Miller ES	Raymond ES
2007	11.0%	33.0%	6.0%
2011	35.3%	37.9%	29.2%
Change	24.3%	4.9%	23.2%

The following sources were used for data analysis:

- MyData
- School Experience Survey
- Data Summary Sheets   D
- Performance Meter
- CDE website

Since 68th Street School is sending the majority of the students, the following section contains a detailed data analysis of the school. The California Standards Test (CST) is given annually to student in 2nd through 11th grade. The scores from the CST are used to determine the Annual Yearly Progress (AYP).

Local District 7 and UTLA Proposal
South Region Elementary School # 11

The Federal government has established goals which are used under the No Child Left Behind (NCLB) law. Schools are held accountable for meeting these goals for all students and significant subgroups. For 2011 the AYP target for all schools was 67% of the students needed to scores proficient or advanced in ELA and 68.5% in math. Safe Harbor is another way by which schools can meet their AYP goals. Safe Harbor allows the schools to get AYP credit by moving 10% of the students with scores of basic and below to proficient or advanced.

Table 5:   AYP 5 Year Trend for 68ᵗʰ Street School

AYP-ELA	68ᵗʰ Street School
2007	27.5%
2011	40.8%
Change	13.3%

AYP-Math	
2007	49.4%
2011	54.5%
Change	5.1%

Over the past five years the school has experienced an increase of 13.3 percentage points in ELA and 5.1 percentage points in math. The current AYP for 68ᵗʰ Street School is 40.8% in ELA and 54.5% in Math. School wide data in ELA shows that the school did not meet the Federal AYP goal or the Safe Harbor AYP target of 43.3%. The school's subgroup data did not meet their Safe Harbor targets. 34.6% of the African American students at 68ᵗʰ Street scored proficient or advanced on the CST and their Safe Harbor target was 38.5%. The EL students scored 33.2% proficient or advanced and the Safe Harbor goal for EL learners was 37.5%. Also, school wide data in math shows that the school missed their AYP Safe Harbor target of 57.9% by 4.4 percentage points

Table 6 indicates that 32.6% of the students in ELA and 23.0% in Math scored Basic. The school has an opportunity to meet their Safe Harbor goals for the 2012 AYP by identifying the students in the basic performance band who scored high basic on the 2011 CST. In ELA, the school currently has 152 students in grades 3-6 who scored in the basic range (scaled score of 300-349). From these 152 students, 92 of them scored in the high basic range (scaled score of 325-349). In math, 112 students scored in the basic range with 52 students in the high basic range. This group of students needs first and foremost quality first teaching and strategic Tiered 2 intervention. The schools also needs to identify current 2ⁿᵈ graders, performing on grade level, in order to calculate their potential for reaching proficient or advanced levels on the 2012 CST. The school will be on target for meeting their goals if they are able to move these students, as well as maintain the current proficient and advanced students.

Table 6: CST Performance Band Data

68ᵗʰ Street School	CST ELA 2011	CST Math 2011
Advanced/Proficient	40.8%	54.5%
Basic	32.6%	23.0%
Below Basic	19.0%	18.6%
Far Below Basic	8.0%	5.8%

South Region Elementary School # 11

Table 7 demonstrates a 5 year growth trend in the number of students scoring proficient and advanced for all the grade levels in the area of ELA. The data indicates the following trends: A growth in the percent of students in the advanced and proficient performance bands and a decrease in the percent of students in the Below Basic and Far Below Basic performance bands. According to MyData, the 2006-2007 average scaled score for all 2nd graders was 314 which placed them as a group in the low basic category. This indicates that five years ago this group of students required rigorous first good teaching with Tier 2 and Tier 3 support. Five years later, the average scale score for second grade has increased to 352, indicative of a proficient group. Similar trends can be found in grades 3-5. In 2006-2007 the school had 285 in Below Basic and FBB and in 2010-2011 the school has 183 students. Due to the improvements in the school's CST data, the school has an opportunity to continue with the improvement trend by focusing on Tier 2 intervention support. The percent of basic students in grades 3-5 increased over the last five years. The school has an opportunity to meet Safe Harbor goals if they target Basic students throughout the school year with Tier 2 intervention.

Table 7: 5year CST ELA Grade Level Trend Data for 68th Street School

Year and Grade	Advanced Proficient	Basic	Below Basic	Far Below Basic
2007 Grade 2	32.0%	21.0%	23.0%	24.0%
2011 Grade 2	53.7%	17.25	17.9%	11.3%
2007 Grade 3	19.0%	35.0%	23.0%	23.0%
2011 Grade 3	31.9%	36.9%	22.9%	8.3%
2007 Grade 4	38.0%	30.0%	17.0%	15.0%
2011 Grade 4	45.7%	35.0%	12.1%	7.1%
2007 Grade 5	21.0%	34.0%	23.0%	22.0%
2011 Grade 5	33.8%	34.6%	24.1%	7.5%
2007 Grade 6	NA	NA	NA	NA
2011 Grade 6	37.8%	38.9%	17.8%	5.6%

Table 8 demonstrates a 5 year growth trend for all the grade levels in the area of Math. The data indicates the following trends: A growth in the percent of students in the advanced and proficient performance bands and a decrease in the percent of students in the Below Basic (BB) and Far Below Basic (FBB) performance bands. In 2006-2007 the school had 212 students in FBB/BB bands and in 2010-2011 the number has been reduced to 159. According to MyData, the 2006-2007 average scaled score for all 5th graders was 327 which placed them as a group in the basic category. This indicates, five years ago, this group of students required intensive Tier 2 and Tier 3 intervention and support. Five years later the average scale score for fifth grade has increased to 353, indicative of a proficient group of students.

Similar trends can be found in grades 2-4. Table 8 demonstrates the grade level movement of all the performance bands. Over 60% of students in 2nd-4th grade scored proficient or advanced. The scaled score for second grade for example, is now at 396, a score indicative of an advanced group. Due to the

improvements in the school's CST data, the school has an opportunity to continue with the improvement trend by focusing on Tier 2 intervention support.

Table 8: 5year CST Math Grade Level Trend Data for 68th Street ES

Year and Grade	Advanced Proficient	Basic	Below Basic	Far Below Basic
2007 Grade 2	55.0%	18.0	17.0%	10.0%
2011 Grade 2	61.2%	17.1%	18.4%	3.3%
2007 Grade 3	50.0%	19.0%	22.0%	9.0%
2011 Grade 3	65.0%	17.8%	13.4%	3.8%
2007 Grade 4	57.0%	21.0%	18.0%	4.0%
2011 Grade 4	61.2%	18.0%	17.3%	3.6%
2007 Grade 5	37.0%	18.0%	29.0%	17.0%
2011 Grade 5	45.5%	25.0%	23.5%	6.1%
2007 Grade 6	NA	NA	NA	NA
2011 Grade 6	28.6%	37.4%	22.0%	12.1%

The Academic Performance Index (API) is the State of California's measurement of the academic progress of schools. The API is based on an improvement model that measures and credits school growth. The school gains API points by moving students at least one performance band. Table 9 shows the API growth for the 68th Street School. The State goal for all schools is to reach an API of 800. The data in Table 10 demonstrates that the school gained 67 API points over the last five year. Tables 7 and 8 demonstrate the performance band movement by grade levels which has taken place over the last five year. The school has a high concentration of basic and below basic students in ELA and Math. By targeting, this group of students the school has an opportunity to meet the State goal of 800 API points.

Table 9: API Trends for 68th Street School

Data Point	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	*Performance Meter Goal
API	680	704	712	730	747	Goal 2

English Learner academic and language proficiency progress is a focus of the Los Angeles Unified School District. There are two measures that the District uses to determine academic and language acquisition success for English Learners. The District's expectation is that schools will meet the Federal Annual Measurable Objectives (AMAO) targets and that the rate of EL reclassification meets the established goals. The Federal Government's target goals consist of both academic and language proficiency targets. The AMAO measure the following: CELDT Annual Growth; AMAO 2: Attaining English Proficiency <5 years and attaining English Proficiency >5 years; AMAO 3: Proficiency in ELA CST and Proficiency in Math CST

Table 10: English Learners Data Points

Data Point	2008-2009	2009-2010	2010-2011	*Performance Meter Goal

Reclassification	19.6%	12.8%	12.7%	Goal 2
AMAO 1: CELDT Annual Growth		53.0%	48.6%	Goal 2
AMAO 2: Eng. Prof. <5yrs		26.8%	18.0%	Goal 2
AMAO 2: Eng. Prof. > 5yrs		30.2%	37.7%	Goal 2
AMAO 3: Proficiency in ELA		30.5%	33.2%	Goal 2
AMAO 3: Proficiency in Math		52.1%	52.3%	Goal 2

The 3 year trend data for reclassification for 68th Street School indicates a decrease of 6.9 percentage points. In addition, the school has met 1 out of the 5 AMAO targets over the past 2 years. In 2008-2009 the reclassification rate was 19.6%. The following year 2009-2010, the rate decreased to 12.8% indicating a decline of 6.8 percentage point from one year to the next. In addition, the school dropped .1 % in the reclassification rate from 2009-2010 to 2010-2011.

68th Street School met one of the accountabilities for AMAO 2 which measures CELDT scores of students who have been identified as ELs for five years of more. To meet the state's target for the other 4 accountabilities the school needs to focus on preparing students for CELDT assessments, consistent English Language Development instruction, and progressing monitoring throughout the year to ensure CST success. The school needs to focus on having their EL students meet the District's Performance Meter target goals for 2011-2012. As an example in 2010-2011, 12.7% of students which reclassified translate into 58 students. In order to meet the 2011-2012 Performance Meter target for reclassification the school needs to reclassify approximately 105 students. Currently, MyData indicates that 68th Street School has 111 EL students that have met the criteria of scoring basic or above on the CST. The school needs to make sure that they monitor these students closely so they can meet the other two requirements of passing the CELDT and teacher recommendation as reflected in a grade of 3 or better on the progress report for ELA. The school has approximately 141 students that scored intermediate on the 2010-2011 CELDT. An opportunity exists to ensure that these students score Early Advanced/Advanced on the CELDT this school year.

The school has an opportunity to improve their EL data by putting in place consistent ELD instruction, explicit instruction to EL students using Access Strategies and targeting students for intervention program.

Table 11: AMAO 3 Proficiency in ELA Data/Math

68th Street School	CST ELA 2011	CST Math 2011
Proficiency	33.2%	52.3%

The school has 37% of the EL students in ELA and 25% in math scoring in the basic range. The school therefore, has an opportunity to provide these students with the academic instruction and support thereby enabling them to move into the proficiency band.

68th Street School has 100% of its students designated at socio-economically disadvantaged. The AYP data for this group of students is reflected in the school wide scores.

Table 12: Socio-Economically Disadvantaged

Sending School	Socio-Economically Disadvantaged
68th St. ES	100%

LAUSD monitors the attendance rate for students and staff. In addition, the District's Superintendent established the goal of having each school meet a target goal of 64% of the students and staff attending school 96% of the time. 68th Street School staff attendance rate improved 1.4% last school year. The data indicates that 80.3% of the staff had an attendance rate of 96% or higher during the 2010-2011. This exceeds the District's goal of having 64% of the staff at 96%. Despite a slight increase in the attendance rate for 2010-2011 school year, the students' attendance data over the past two years has not meet the District's attendance target goal.

Table 13:   Attendance for 68th Street School

Data Point	2009-2010	2010-2011	2010-2011 Performance Meter Target
Attendance Rate: Staff	95.8%	97.2%	96%
Attendance: Staff 96% +	77.9%	80.3%	64%
Attendance Rate: Student	93.7%	94.4%	96%
Attendance: Student 96 +	48.5%	50.7%	64%

The school needs to continue to monitor student attendance in order to meet the Superintendents targets. MyData shows that for the first five months of this school year, the attendance rate for students is 95.44% which indicates that the school is slightly below the target for meeting the overall District goal. Over the same time period, 62.4% of the students at 68th Street School have an attendance rate of 96% or higher. The only grade levels that are above the 66% target are 3rd, 4th and 6th grade. This provides an opportunity for the PLC's in grades in K, 1st, 2nd, and 5th to develop strategies towards improving attendance.

The Los Angeles Unified School District has developed an annual School Satisfaction Survey which includes feedback from parents, students and staff. The satisfaction survey gathers data from parents on feeling welcomed at school, opportunities for communication with teachers and opportunities for involvement. In addition, the percent of parents that participate in the survey is a factor which is reviewed to determine parent engagement. The performance meter target for parent participation in the survey for 2011-2012 is 35%.

Table 14: School Experience Survey 68th Street School

Data Point	2009-10	2010-11	Performance Meter Goal
Parent Survey: % Responses	46.9%	58.5%	Goal 4
Parent Survey: Involvement	92.9%	91.7%	Goal 4
Parent Survey: Welcome at School	91.8%	95.8%	Goal 4
Parent Survey: Communication with Teacher	64.4%	64.4%	Goal 4

The School Satisfaction Survey indicates that 95.8% of the parents at 68th Street School feel welcomed. The data also demonstrates a slight drop of 1.2 in the percentage of the parents who feel they have opportunities for involvement at the school. The drop may have occurred due to the increase in the percent of parents who responded to the survey. In 2010, 46.9% of the parents responded to the survey while in 2011 the parent responds increased by 11.6%. This increase in the participation rate makes the 2011 survey data more reliable. The District's goal for parents responding to the survey was 35% for 2011 and 40% for 2012. The school is going to need to establish opportunities for parents to fill out the surveys during the School Satisfaction Survey collection window. The satisfaction survey continues to

indicate that 64.4% of parents feel they can communicate with their child's teacher. The school needs to continue increasing opportunities for parents to be involved at the school.

The schools in LAUSD need to consistently monitor the suspension data for their students especially those from the school's significant subgroup. Last school year, 68th Street School decreased the school wide suspension rate by .2%. The rate of suspension for African American students is disproportionately higher. The school needs to continue monitoring closely the suspension rate for African American students and explore alternatives to suspension. The school should review the School Wide Positive Behavior Support Plan (SWPBSP) to ensure that the needs of African American students are being met. The suspension data for Latinos is at par with the school wide data.

Table 15: Suspension Data for 68th Street School

Data Point	2009-10	2010-11	Performance Meter Goal
Suspension Rate	1.7%	1.5%	Goal 5
Suspension Rate: African Amer.	4.5%	4.5%	Goal 5
Suspension Rate: Latino	1.1%	0.8%	Goal 5

Table 16: Ethnicity AYP Trend Data 68th Street School

Subgroup	ELA 2007	ELA 2011	Math 2007	Math 2011
School wide	27.5%	40.8%	49.4%	54.5%
African Americans	23.0%	34.1%	37.0%	37.5%
Latino	28.6%	42.5%	52.6%	58.7%

Table 16 indicates that African American students at 68th Street School have made some gains during the last 5 years as reflected in ELA AYP scores. Further analysis shows, there is an achievement gap between the school wide data and the data in ELA and Math for African American students. Additional monitoring and intervention is needed to ensure that the math scores for African American students meet the California State targets. The school's Latino subgroup has made significant gains during the last five years in ELA and in math as shown. In ELA, the Latino students are keeping in par with the school wide AYP but scored below the Safe Harbor targets. In math, the Hispanic student has slightly surpassed the school wide math AYP scores. The school has made an effort to improve the academic progress for the Hispanic students and should continue to provide tiered intervention services.

Table 17: 2011 Ethnicity Performance Bands Data 68th Street School

68th Street School	African American ELA	African American Math	Latino ELA	Latino Math
Advanced/Proficient	34.1%	37.0%	42.5%	58.7%
Basic	32.0%	26.0%	32.0%	21.0%
Below Basic/Far Below Basic	34.0%	37.0%	25.0%	21.0%

Table 17 shows that the percentage of students in BB/FBB performance bands remains high. However, the school has an opportunity to significantly reduce these numbers by strategically focusing on them through differentiated instruction and RtI[2] Tier 2 or Tier 3 interventions **(see page 32).**

Table 18: CST Trend Analysis for 68th Street ES

68th Street school	ELA 2007	ELA 2011	Math 2007	Math 2011
Students with Disabilities	2.7%	17.2%	14.9%	20.7%

The data for the school indicates a noteworthy increase in the AYP for students with disabilities during the past five year. The school needs to progress monitor weekly and implement the students' IEP instructional strategies to continue making academic progress. The school has about 29 students that participate in the CST. Currently, the school has six students in special education that scored basic on the CST. The school needs to monitor the progress of these students closely. If these students score proficient on the 2012 CST, the school's AYP for this subgroup will be at approximately 31% which would be an increase of more than 50% in ELA. The school needs to continue monitoring the IEP process to ensure that the goals and objective in the IEP's are aligned with student needs.

Table 19: Special Education Performance Bands

68th Street School	CST ELA 2011	CST Math 2011
Advanced/Proficient	17.2%	20.7%
Basic	14.0%	3.0%
Below Basic/Far Below Basic	69.0%	76.0%

3. Applicant Team Analysis

Local District 7 formed a partnership with United Teachers of Los Angles in order to apply for SRES # 11 during PSC 3.0. The applicant team for this proposal is Local District 7/UTLA. Creating a successful new school is a task that takes expertise, leadership, dedication, and persistence. In a successful school all stakeholders must have high expectations and a strong commitment as reflected below:

- Implementation of the mission, vision, and core beliefs
- A focus on academic excellence and achievement for all students
- A safe, clean, welcoming, nurturing and culturally responsive environment
- Implementation of a rigorous standards based curriculum with fidelity
- Use of data by all stakeholders to drive instruction and targeted interventions through RtI[2]
- Explicit systems for school wide procedures and routines
- Development and implementation of School Wide Positive Behavior Support Plan (SWPBSP)
- Highly qualified and committed teachers in every classroom
- Alignment of budget and resources to school needs in order to promote student achievement and employee's growth and development
- Meeting targets and goals per LAUSD's Performance Meter's in the areas of student achievement, attendance, parent engagement and suspensions
- A focus on engaging parents as equal partners in the education of their children

In a successful school high expectations and strong commitment is evident through the following:

- In every classroom, the daily instructional schedule is posted.

- In every classroom, teachers use focused standards-based instruction that includes:

  ✓ Learning Objectives posted in student-friendly language; taught at the beginning of the lesson.

  ✓ Check for Understanding throughout the lesson, using a variety of strategies to engage students.

  ✓ Guided Practice that aligns with the learning objectives.

- ✓ Differentiated strategies (including advanced graphic organizers and SDAIE strategies) to make content comprehensible and accessible to <u>all</u> students.

- During class and in every subject, students read, write, and solve problems regularly, using higher-level thinking skills to help them reach proficiency.

- Students can explain what they are learning and why, and how it connects to what they have already learned. They are able to talk about the quality of their own work and what they must do to improve it.

- Students are reading, writing, numerating, and engaged in high-level questioning and discussions evidenced by their reflective responses.

- The teacher and students are engaged in a high-level discourse that goes beyond right/wrong and yes/no answers to an emphasis on evidence.

- Teachers give prompt and specific feedback to students on their work, based on standards. In conferences, both the teacher and students talk about the work.

- Classroom walls display <u>current</u> student work reflecting the content they are studying, standards for exemplary work, posted learning objectives, daily schedule, and class rules.

- Evidence-based and best practices (e.g., direct instruction, advanced graphic organizers, differentiation, SDAIE strategies) throughout the lesson as they check for understanding and re-teach concepts to provide in-class interventions when students don't learn.

- Teachers are instructional guides to focus instruction and to ensure timely delivery of content.

- Teachers establish standards for behavior that focus on responsibility, respect, and safety.

Schools in Local District 7 successfully adopted and implemented the Three Big Ideas of Professional Learning Community (PLC). (DuFour, DuFour, Eaker, Many, 2006). The Three Big Ideas of a PLC are a Focus on Learning, a Focus on Collaboration and a Focus on Results. The implementation of these Big Ideas has resulted in improved teaching and learning in Local District 7 schools. These professional learning communities foster a positive and nurturing culture that promotes and encourages teacher retention and continuous growth. Direct oversight of SRES # 11 will be the responsibility of Local District 7 under the leadership of Superintendent George J. McKenna, III. The school will receive direct support from an experienced Director/Principal Leader.

Local District 7 (LD7) is committed to ensuring the implementation of this PSC plan at SRES # 11. The three elementary directors and the Local District Superintendent have successful opened and operated three new elementary schools under Public School Choice. The elementary directors will have direct responsibility and oversight for the implementation of the proposed PSC plan at SRES #11. The CST trend data for the past five years indicates that LD7 is well-positioned to operate SRES # 11. The Local District Superintendent, directors, principals, teachers and parents are proud of the significant growth of our schools. However, LD7 still faces some challenges that must be addressed in closing the achievement gap. We are continually implementing systems to address those areas with a sense of urgency knowing that all students must achieve grade level standards.

Local District 7 improvement data for the last five years:
- In 2006-2007 there were 8,451 students who scored proficient and advanced in ELA. In 2010-2011 there are 11,880 students scoring proficient and advanced ELA.

- In 2006-2007 there were 10,560 students who scored proficient and advanced in math. In 2010-2011 there are 13,490 students scoring proficient and advanced in math.
- In 2006-2007 there were 17,963 students who scored BB and FBB in ELA. In 2010-2011 there are 11,278 students scoring BB and FBB in ELA.
- In 2006-2007 there were 19,283 students who scored BB and FBB in Math. In 2010-2011 there are 12,671 students scoring BB and FBB in math.
- In 2006-2007 there were 10,937 English Learners (EL) who scored BB and FBB in ELA. In 2010-2011 there are 6,361 students scoring BB and FBB in ELA.
- In 2006-2007 there were 9,574 EL students who scored BB and FBB in Math. In 2010-2011 there are 5,356 students scoring BB and FBB in math.
- In 2006-2007 there were 3,635 African American students who scored BB and FBB in ELA. In 2010-2011 there are 2,200 students scoring BB and FBB in ELA.
- In 2006-2007 there were 4,400 African American students who scored BB and FBB in math. In 2010-2011 there are 2,836 students scoring BB and FBB in math.

Local District 7 continued its upward trajectory in 2011:
• Proficiency rates increased for every grade level and nearly all tested subjects on the CST
  Proficiency in Mathematics, grades 2 through 5, increased by 3 percentage points, from 51% to 54%
• Proficiency in Mathematics in middle schools increased by 6 percentage points, from 26% to 32%
• Edison MS posted the highest gains among LD7 middle schools with a 17% increase of proficient students in Mathematics. Edison MS decreased the percentage of FBB/ BB students by 17%
• In ELA proficiency rates in 6th grade increased by 7%, well above the district average of 3%
• In mathematics, 116th St. School increased proficiency from 41% in 2008 to 71% in 2011
• In mathematics, Menlo Ave ES, increased proficiency from 40% in 2010 to 65% in 2011
• Local district 7's had the highest increase in proficiency since 2006 in Grade 5 Science with a 29 point percentage gain. LAUSD's percentage gain is 28 percentage points

Challenges in Increasing CST Data:
• In mathematics, Local District 7 African-American students have increased proficiency rates from 15 to 28 percent. However, the achievement gap between LD7 African-American students and LAUSD White students has increased since 2006. And while the achievement gap between LD7 Latino students and LAUSD White students has decreased by 2 points since 2006, a gap of 30 points still exists.
• In ELD, the achievement gap between LD7 African-American students and LAUSD White students decreased 4 points since 2006. However, the achievement gap remains at 39 points. For LD7 Latino students and LAUSD White students, the gap remains at 43 points, only a 1 point decrease since 2006.
• Proficiency rates in English language Arts for males is consistently behind the proficiency rates of females for the past 6 years.
- There has been significant improvement in reducing the number of EL and African American students scoring in the BB and FBB bands since 2007. However there is a need to ensure that the percentage of students scoring proficient and advanced increases at a higher pace.

Teachers, parents, and administrators participated in writing the SRES # 11 PSC 3.0 proposal for the Local District 7/UTLA applicant team. The proposal reflects the breadth and depth of backgrounds, perspectives and experiences of the design team. The educators on the team have a wealth of knowledge from inside and outside of the classroom, their educational experience ranges from 6 years to 30 years, working with students of different backgrounds and of varied proficiency levels. Each of these experiences played an integral role in shaping this proposal to a level of excellence and led to their successful teaching of students' from different cultural and economic backgrounds.

The Design team has been extremely committed, conducting extensive research to verify and document the proposed programs and meeting regularly since last spring to scrutinize ideas, create the design and ensure the ultimate quality of education for the SRES #11 school family.

<div style="background:blue;color:white">B.   Instructional Plan</div>

Category One: Unwavering Focus on Academic Achievement
 B-1. Curriculum and Instruction
      a.   Instructional Program
The instructional framework for SRES # 11 is designed specifically to meet the needs of our diverse student body. It will include a spectrum of rigorous academic standards and a classroom environment where clearly articulated student goals, content-based, instructional conversations, and targeted assessments are prevalent.

The projected demographics for SRES # 11 consists of 23% African American and 77% Hispanic students. The instructional program at SRES# 11 will provide a differentiated theme based, personalized learning environment that addresses the social needs, diverse learning modalities, and academic requirements of students. SRES #11 will provide a focused, fundamental, core instructional base for students in Kindergarten through 6th grade with the goal of having all students reading proficiently by the end of 3rd grade. Students in grades K-3 will be given intensive academic support to ensure that content l standards are mastered at each grade level. Moreover, all students in grades 4-6 will participate in an enhanced theme based approach to instruction.

To personalize the interest and enrichment goals of the students beyond the core grades, students will participate in growth development activities in the community and through career-based partnerships. The plan will be enhanced through student access to project-based activities, exploration and interfacing with community organizations, and education programs such as: JPL, John Hopkins, Umma Health Clinic, Colburn Music School, the California Science Center, and the Los Angeles Philharmonic. Additionally, teachers and staff will participate in Professional Learning Communities to enhance their teaching practices. The table below reflects the 2011 CST data for 68th Street School which is sending the majority of the students to SRES # 11.

Table 20: Ethnicity AYP Data 68th Street School

68th Street	CST ELA 2011	CST Math 2011
Advanced/Proficient	41%	55%
Basic	33%	23%
Below Basic	19%	19%
Far Below Basic	8%	6%

Through the RtI[2] framework and within the context of SLC and PLC's, the following will be implemented at SRES # 11:

Table 21: Instructional Framework SRES # 11

Performance Band	Instructional Framework	Structural Frameworks
Advanced/Proficient	***RtI2*** Rigorous standards based instruction (Tier 1)	SLC: Teaming PLC: Reflective collaboration to improve Tier 1 instruction

	Differentiation with enrichment activities	
Basic	**_RtI2_** Rigorous standards based instruction (Tier 1) Differentiated Small group instruction (Tier 2)	SLC: Teaming /Pull out/Push in PLC: Progress monitoring Reflective collaboration to improve Tier 1 and Tier 2 instruction
Below Basic/Far Below Basic	**_RtI2_** Rigorous standards based instruction (Tier 1) Personalized and intensive small group intervention which may include a replacement curriculum (Tier 3)	SLC: Teaming /Pull out/Push in PLC: Frequent monitoring Reflective collaboration to improve Tier 2, Tier 2 and Tier 3 instruction

Local Initiative School Waiver # 2: *"Teachers will work a seven hour on-site two days week instead of six hour on-site day in order to provide intervention and enrichment for students."*

The plan for SRES # 11's includes a structured, on-site 7 hour day, two days per week, in lieu of a 6 hour day. These additional on-site hours will be used to provide opportunities for enrichment & intervention activities for students as well as vertical and horizontal articulation for staff.
(See page 39 for additional description on vertical and horizontal articulation.)

The staff of SRES #11 will develop a comprehensive after school program to take place during the extra on-site hours. This additional time is necessary to ensure that students' receive the support and guidance needed for academic success. For many of our students, the regular school day does not allow time for in depth instructional opportunities as well as enrichment and articulation activities. A great many of our Tier 2 and 3 students promote through each grade level without mastering essential grade level standards. Moreover, supplemental enrichment opportunities have become a low priority for many of our Tier 1 and gifted students. Moreover, the community where the school is located lacks sufficient, affordable resources where these types of activities could take place. The added hours of afterschool activities will provide students the additional support for academic success and the families more freedom to select supplemental programs and activities for their children based on interest and need. It will allow the school stakeholders opportunities to implement the school's mission of fostering a "college prepared and career ready focus the cognitive, emotional, social, and physical needs of each child in a safe and caring environment. Schools in our community are vital in providing the students with exposure to these types of after school programs.

Examples of after-school programs and activities for staff and students:

Homework Club	After School Library	Mathematician Club	Lesson Study & Design
Computer Lab	Tutoring	Science Club	Grade Level Mtgs.
Health Club	Parent Literacy Class	Grief/Victim Recovery Group	Data Analysis
Art Club	Book Club	Student Success Team	Parent Conferences
Sports Club	Robotics	Vertical &Horizontal Articulation	Standards-Based Instruction

The data from the three sending schools supports the need to focus in the area of math and science since the students are scoring below the benchmark as set forth by NCLB. The goal of the thematic houses (SLC) will be to enhance student learning in these areas through a strong concentration from 4th through 6th grade.

Table 22: Science and Math Data 68th Street School

68th Street School	Raymond Elementary School	Loren Miller Elementary School
Proficient & Advanced 35%	Proficient & Advanced 29%	Proficient & Advanced 38%

Math

68th Street School	Raymond Elementary School	Loren Miller Elementary School
% Proficient & Advanced 55%	% Proficient & Advanced 41.0%	% Proficient & Advanced 49.4%

Our philosophy is that a Fundamental Core Academic program at SRES # 11 will prepare students to be successful in middle, high school and beyond, enabling them to be competitive in a 21st Century global economy. Our foundational core at K-3 will ensure that all students will read by age nine, utilizing an early prevention model that includes initial diagnosis of foundational gaps using the District's DIBELS and CORE K-12 assessments.

Response to Instruction and Intervention (RtI[2]) will serve as a multi-tiered approach for the delivery of instruction to all students. Tier 1, good first teaching characterized by differentiation; Tier 2, additional support through push-in/pullout models for student mastery of standards and essential skills; and Tier 3, intensive intervention for struggling students. Tier 1 instruction will focus on standards based core instructional program. Tier 2 intervention (when needed) will be enhanced with supplemental program like the Florida Reading Center activities, Interventions for Reading Success, Words Their Way, and Lakeshore Phonics Readers. Additionally, students will have access to re-teaching with the California Treasures small group targeted lessons, Treasures Triumphs intervention program, and Treasures K-3 Intervention Support materials: Phonics/Word Study, Phonemic Awareness, Fluency, and Comprehension

guides. Tier 3 support is for those students scoring BB/FBB on the California CST. These students will be intensive pull-out through a replacement curriculum such as LANGUAGE!, Read 18 and Systems 44.

Professional Learning Communities (PLC): SRES # 11 will implement Professional Learning Communities with a focus on DuFour's (2009) *three big ideas*: A Focus on Learning, A Cultural of Collaboration, and a Focus on Results. Compelling evidence indicate that working collaboratively supports best practices. (DuFour, DuFour, Eaker, Many, 2008) In their professional learning communities, teachers at SRES # 11 will engage in collaboration to analyze and improve their classroom practices. In addition, collaboration among teachers, on and across grade levels, enables teachers to collectively plan the instructional program, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, develop formative assessments to monitor students' mastery of standards and/or use of standardized student assessments which identify and determine achievement of all students. Through PLC's, teachers will be empowered to develop lessons on cooperative learning strategies, character building, integrating technology, opportunities for virtual fieldtrips, and the use of technology to communicate with all stakeholders.

Small Learning Communities (SLC's): 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/ poor students, has led to the creation of hundreds of small schools in large cities around the U.S. SRES # 11 will implement Theme Houses (Small Learning Communities) in grade 4-6 which will focus on three areas: Science/Medicine, Math/Engineering and the Arts.

Theme Houses (Small Learning Communities): According to the Committee for Economic Development, "average achievement will not produce scientists and engineers, and the 3 or 4 percent of Black and Hispanic students now reaching the proficient level on the NAEP assessment will not move us toward equality of representation in science and engineering occupations. To raise achievement and promote completion to degree, the following are critical: starting early, ensuring high quality teaching in all academic areas and every grade level as well as providing enrichment opportunities and 21st Century skills.

SRES # 11 will utilize the Fundamentalist Approach for all students in grades K – 3. This "Fundamental" Themed House will provide an enriched content based Program in order to build within each child a solid foundational knowledge and skills, a sense of responsibility, confidence, pride in accomplishment, and a positive self-image needed to be successful in the rigorous inquiry based curriculum found in grades 4-6th. Our foundational core at K-3 will ensure that all students will read by age nine and are technologically literate. The "fundamental" themed house is based on the belief that learning takes place best in a carefully structured, well-disciplined educational environment. The major emphasis is on the acquisition of basic academic skills in all subject matters, fostering good study habits, mastery of the California Content Standards and technology literacy.

SRES # 11 will have provide 3 additional thematic houses for students in grade 4-6 that will offer core instruction as well as thematic units in the areas of Science/Medicine, Math/Engineering and Arts, all with a Technology emphasis. The objective will be to build the college readiness skills and career readiness skills that serve as the foundation for future success. As our mission states, the fundamental purpose of SRES #11 is to promote and nurture life - long learning skills through a rigorous, engaging, and meaningful standards-based instructional program, augmented by a college-prepared and career-ready curriculum. The SLC's will provide a bridge to college and career readiness through the interdisciplinary study Science/Medicine; Math/Engineering and the Arts. SRES # 11 will offer a Science Laboratory program which will provide students and opportunity to develop their science literacy and inquiry skills through experimentation. Lessons in the lab will be an extension and will reinforce daily lessons. SRES # 11 is committed to providing students with a strong foundation in technology. SRES #11 will bring the most current digital technologies into the classroom. Classrooms will be equipped with computers, tablets, smart boards, high-speed wireless internet and document readers. The Computer Lab will be equipped with a minimum of 32 computers and a smart-board. Teachers will use the lab to integrate technology with regular classroom activities. Digital camcorders and cameras will be available for projects and activities. The school will build a strong technology infrastructure that includes technical and pedagogical personnel such as a Technology Coordinator. The goal is to develop every student's ability to discuss and reflect on their own learning and responsibility as an individual in their school community. This creates a synthesis of the academic foundation set in the primary grades with students transitioning to critical thinkers responsible for their own learning.

Local Initiative School Waiver # 6: *"Establishment of 4 SLC's: Grades K-3 The Fundamental House and Grade 4 -6 Themed Houses (Science/Medicine, Mathematics/Engineering, and Arts)"*

Ensuring academic proficiency of students within South Los Angeles continues to be a challenge as measured by the annual California Standards Test. The internal organization plan of SRES # 11 will create high interest high quality academic program and to encourage students to stay in school and achieve. The organizational structure of SRES # 11 is characterized by Themed Houses that will function as Small Learning Communities (SLC's). There will be 4 SLC's: grades K-3 (Fundamental Themed House) and 3 additional "Themed" SLC's for grades 4-6. All students in grades K-3 will be provided a rigorous standards-based educational program where students are able to master content standards at each grade level. This foundational SLC will ensure that students are provided the expertise and fundamental knowledge so that students will successful master subsequent grade levels. SRES # 11 will offer students in grades 4-6, the core curriculum coupled with thematic units in one of three areas: Science/Medicine, Mathematics/Engineering and the Arts. The SLC's will allow the students to have a personalized educational setting and all teachers within each SLC will be expected to be familiar with the educational need of all students within their SLC. They will meet frequently to discuss the cognitive, emotional, social, physical and academic needs of all the students within their SLC's. These discussions will lead to personalized programs and curriculum design tailored to the students' individual and unique needs. The teachers and staff of each SLC's will plan the one hour after school enrichment and intervention programs. The SLC's will be semi-autonomous developing 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. Peer collaboration, collegiality and commitment to high expectations will be fostered throughout the SLC's.

The structure of the thematic houses will facilitate the formation of Professional Learning Communities (PLC's). This collaboration enables teachers to learn from and be supportive of each other.

These PLC's will allow teachers opportunities to:

- Collectively plan the instructional program
- Share instructional best practices
- Team teaching
- Review formative and summative data
- Create and implement short and long term instructional goals
- Select appropriate core, and supplemental materials
- Develop formative assessments

The following instructional strategies will be utilized to support the instructional program:

Standards-Based Education is a process for planning, delivering, monitoring and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. Standards-Based Learning Activities are activities are designed to engage students in cognitively challenging work that is aligned to the standards. These learning activities are highly suitable for diverse learners and directly support the instructional outcomes. They are designed to engage all students in high level cognitive activities that reflect 21st Century Skills and are differentiated as appropriate to meet the needs of individual learners.

Purposeful Instructional Groups are used to enhance student cognitive engagement. Flexible instructional groups are based on data, and designed to meet student's needs. Within instructional groups, students are provided the opportunity to interact with their peers and make choices.

Aligning Assessments with Instructional Outcomes is a strategy that makes assessment meaningful. All formal and informal assessments are purposefully selected and aligned with instructional outcomes, in both content and process. Assessment methodologies may be adapted for individual students as needed.

Design of Formative Assessments is a strategy used by teachers to determine student strengths and gaps in content knowledge, skills and mastery of standards. These formative assessments are used as a resource for teachers and students to monitor progress.

Analysis and Use of Assessment Data and Planning is a strategy used to determine the next steps in instruction in order to implement the RTI2 model. Teachers consistently use multiple measures of student growth including both formative and summative data to monitor growth. Teachers desegregate and analyze assessment data to plan instruction for individual students.

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.

Knowledge of Students' Social, Emotional, Physical and Cultural Needs is a requirement that teachers collect information from various sources including parents, to accommodate specific, social, emotional, and physical needs for each student. Instruction is designed based on the information collected to accommodate for those needs. Collecting such information empowers teachers to advocate on behalf of their students. Teachers recognize the value of understanding student's interests, family and cultural heritage. Teachers provide opportunities for students to appreciate diversity in all aspects of their lives.

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

- Access Strategies (graphic organizers, academic vocabulary, cooperative groups, instructional conversations
- Group/Individual Instruction & Common Practices across all grade levels
- Monitor and Tracking of all students
- Specially Designed Academic Instruction in English (SDAIE)
- SDAIE Access to Core & Academic English Mastery Program (AEMP) strategies
- Inquiry based learning and Use of visuals and manipulatives
- Howard Gardner's Theory of Multiple Intelligences
- Enhanced learning opportunities for Proficient/Advanced/gifted students

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

Within systematic and explicit instruction students learn to regularly apply practices that effective learners use as a fundamental part of mastering concepts, such as; Reading authentic resources to collect information to answer an open-ended question or to make a decision, read for a variety of purposes and to apply what is read every day, use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations, apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring. Supporting ideas with evidence of the Problem Solving Model will allow the staff to identify area of student need. In addition, students will self assess using their teacher and/or student generated scoring tools or rubrics.

SRES#11 will use these additional best practices to prepare students to be successful in middle and high school, and also to be college prepared and career ready:

- Engage students in active learning experiences
- Set high, meaningful expectations
- Provide, receive, and use regular, timely, and specific feedback
- Become aware of values, beliefs, preconceptions; unlearn if necessary
- Recognize and stretch student styles and developmental levels
- Seek and present real-world applications
- Understand and value criteria and methods for student assessment
- Create opportunities for student-faculty interactions
- Create opportunities for student-student interactions
- Promote student involvement through engaged time and quality effort

To personalize the interest and enrichment goals of the students beyond the core grades, students will participate in growth development activities in the community and through career-based partnerships.

b. Core Academic Curriculum:

District and State approved textbooks and instructional materials will be used in all core subjects. The textbooks to be used are research based, have been field tested on students of all socio-economic levels, and are aligned with the California Standards. The school will transition towards the use of Common Cores Standards in collaboration with the other LAUSD schools. Each textbook will include a systematic and explicit instructional plan. A variety of proven instructional strategies will be used to accommodate individual and diverse needs of all students. The California curriculum frameworks will guide the implementation of the visual and performing arts, health, and physical education with the California content standards being a driving force. The curriculum will focus on the core subject areas of language arts, mathematics, science, history-social science, and English Language Development.

The following District and State approved textbooks and instructional materials will be used for language arts- California Treasures, enVision for Math, FOSS kits for science, Scott Foresman /California Treasures Wonders and Time for Kids texts for social science, California Treasures English Development instructional guide, and the Los Angeles Unified School District MELD instructional guide. College-readiness and career ready themes 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. The Arts curriculum will be enhanced with the District's Arts Prototype program.

English Language Arts: The reading series, **California Treasures** is standards based, and rich in literature with a strong phonics component. "Treasures" incorporates research based strategies based on research such as the National Literacy Panel, Words Their Way (Dr. Donald Bear), Isabel Beck's Vocabulary Instruction, Oral Reading Fluency Norms (Dr. Jan Hasbrouck), and Dr. Jane Echevarria's SIOP Model. This RLA program emphasizes the importance of Universal Access to Core with support for English Learners and students at the Strategic, Benchmark and Beyond academic levels.

California Treasures is a research based language arts curriculum grounded in systematic and explicit instruction. California Treasures 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). California Treasures includes a content reader and Time for Kids magazine which are content-based resources that support instruction of the Social Studies and Health standards. 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. California Treasures contains components which teach the foundational core: sounds, letters, phonemic awareness, phonics, fluency and word knowledge. Furthermore, the program focuses on reading comprehension skills and strategies, and literary elements utilizing key elements of strategy instruction like the gradual release strategy; I do, we do, you do; QAR (Question Answer Relationship), and thinking frames; all designed to improve comprehension instruction and core access for all student levels especially struggling readers.

The writing program is a scaffold process from kinder through sixth that includes genre study, teaching of writing process strategies, English language conventions, and the writing traits. On demand writing tasks are provided weekly and at the unit end to support student attainment of writing application standards. California Treasures has partnered with Writer's Express to incorporate a proven research-based model for writing instruction that is focused on first building foundational skills, such as strong sentences and paragraphs. The use of this methodology will lead to an increase in student performance on the writing

strategies standards. To accelerate reading and writing growth, the program aligns phonics and spelling instruction and links phonics and vocabulary opportunities to build writing fluency needed to succeed on the California Standards Test. According to Donald Bear, Ph.D., Director of the E.L. Cord Foundation Center of Learning Literacy, "Writing assignments focus on building basic skills at all grade levels and linking to student's interest and experiences so that students have a purpose for their writing".

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

English Language Development: The teachers at SRES # 11 will teach ELD using the newly adopted Treasures program. The Treasures program incorporates research-based effective strategies for English Learners such as the SIOP Model for comprehensible input, interactive question-response techniques and visual vocabulary. The Los Angeles Unified School District adopted CA Treasures English Language Development (ELD) as an instructional support curriculum correlated with CA Treasures RLA program to ensure mastery of English and California language arts content standards. The program also incorporates the state-required English language development components (Listening, Speaking, Reading and Writing) to assist student's transition from their primary language and ensure access to the acquisition of the English language. The goal of CA Treasures ELD is for English learners at all English proficiency levels learn and use academic language as rapidly as possible to access the grade level content standards and advance one proficiency level per year. The program explicitly reinforces academic language during language arts, reading, social studies, and science to give students the opportunity to practice and apply academic language in speaking, listening, reading, and writing activities.CA Treasures ELD is connected to CA Treasures by using the same themes, same instructional routine and same lessons. By correlating the unit themes, students are able to systematically make connections, create context, and build meaning with English language arts standards instructional lessons. Daily opportunities are provided for whole group and small group instruction with strategies that provide access to core to all language proficiency levels (beginning, Early Intermediate, Intermediate, Early advance, Advance).   Researched based strategies used within each lesson include Dr. Jana Echeverria's Sheltered Instruction Observation Protocol (SIOP) Model for comprehensible input, Interactive Question-Response Techniques Visual Vocabulary Routines, scaffolds, sentence frames and corrective feedback that offer students' support for participation and growth into the next language proficiency level. CA Treasures ELD offers weekly oral language assessments that allow teachers to informally assess the students' language acquisition, focusing on vocabulary, academic language, language conventions in speaking, and general comprehension of topics read and discussed during the week. Progress monitoring assessments are also provided at the end of each unit. The outcome of the unit tests can assist teachers in identifying the focus of instruction for

the following weeks. Student performance on the test identifies those areas in the grade level English language arts content standards in which students are progressing or having difficulty. Teachers can use the unit test results to determine the focus of small group instruction for individual students. The Progress Monitoring Assessment book also includes checklists to informally monitor student's progress in listening, speaking, and use of social language in classroom conversation with peers.

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

Mathematics: The Envision program is based on scientific research on how children learn mathematics as well as classroom based evidence that validates proven reliability. The program's philosophical beliefs are derived from Piaget, Bruner and Dewey in that we view children as naturally curious and motivated learners, capable of integrating and categorizing experiences in order to add to their understanding of the world around them. enVision contains integrated digital resources to promote teaching and learning. We believe that students are motivated by their interests, and, through developmentally appropriate practices, are guided in their ability to construct conceptual understandings from meaningful experiences. Through the use of a thematic and integrated curriculum, the teachers will facilitate these experiences for their students, using current research and materials to guide their practice. As did John Dewey, we believe that learning happens best in context. Context enables students to recall, reuse, and connect what is learned to new experiences. A context driven mathematics curriculum builds student interest and enthusiasm, while also providing focal points for the infusion of standards. The teaching of basic skills then becomes a tool for student learning rather than an end in itself.

The guiding principles of the mathematics program will be:
1. Learning mathematics should be fun, interactive, and meaningful
2. Learning is a social process that happens best in a dynamic and effective community
3. We need to recognize and meet the needs of individual learners
4. Not all learning is classroom-based
5. Pursuing in-depth experiences leads to meaningful and lasting learning
6. A holistic approach to gaining knowledge that integrates subjective and objective experiences and learning in mathematics and science is more effective than teaching information in isolation.
7. Students need opportunities to explore, verbalize, think, create, and discover answers to their questions
8. Students need the opportunity to succeed and fail, take risks, and learn from their own mistakes
9. Allowing students to make meaningful choices within a curricular context creates ownership of learning

The enVision Math program is built on scientific research on how children learn mathematics as well as classroom-based evidence that validates proven reliability. The enVision Math program supports the State and District math goals, as set forth by the California Mathematics Framework which focuses on conceptual understanding, computational and procedural skills, and problem solving. 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. Math vocabulary is presented in a way that connects to everyday language, and provides students access to math as a language, thus solidifying their understanding of math terms, and therefore facilitating problem solving as a process. The enVision Math program contains Universal Access features and strategies for all students including English Learners (EL). The Visual Learning Bridge helps students "visualize" the concept, while the Interactive Learning feature allows students the opportunity to demonstrate their understanding of mathematics through methods such as: drawings, role playing, partner talk and report back, and graphic organizers. These instructional strategies help enhance reading, writing, speaking and listening opportunities for students with second language needs. Reading comprehensions is an integral part of problem solving in math, and envision Math provides strategies along with questions to guide comprehension using a Problem Solving Recording Sheet. Engaging literature is used to help children have a better grasp of math concepts. EnVision Math provides Math Start readers, readers that teach math concepts, and WorldScapes, content readers that link mathematical concepts to real-world math. The program contains integrated digital resources that include Visual Learning Animations, Animated Glossaries, eTools, as well as on-line assessment and instructional opportunities that promote teaching and learning. The program also provides a strong foundation in algebraic concepts and reinforcement of algebraic thinking. enVision Math is authored by the nation's top math experts and educators. Additionally, students interested in the Math/Technology center will explore mathematics through project- based learning math challenges, like Math Matters competitions, and career application programs.

California Treasures and enVision are aligned with SRES #11's mission of students having the fundamental knowledge, skills, and habits of mind necessary for continuous academic success and social development through middle, high school and beyond. The data from the three sending schools indicate that approximately 60% of the students in RLA and 55% in Mathematics are not meeting the proficiency targets required by Federal and State guidelines. Additionally, reclassification and AMAO data indicate the need for a greater percentage of students to meet the targeted benchmarks. In order to accelerate the rate of student achievement, the expectations at SRES # 11 that the adopted RLA, ELD, and math programs will be implemented consistently on a daily basis, with fidelity and rigor.

Science: South Regional Elementary School #11 is dedicated to providing conditions for student creativity and for collaboration to flourish while developing student communication and critical thinking skills. Cultivating an atmosphere conducive for students participating in and exhibiting these 21st Century skills is a top priority of South Region Elementary School #11. The Full Options Science Systems (FOSS) is the state adopted, researched-based science curriculum that teachers at South Region Elementary School #11 will use to address all K-5 California Science Standards and the 21st Century skills mentioned above. The FOSS program affords students a myriad of opportunities to develop science content knowledge and process skills through the use of hands-on investigations. Students work cooperatively to explore familiar and/or unfamiliar ideas through an inquiry-based process. This inquiry process is initiated by a question, problem, or scenario. Students collect evidence, interpret the evidence, and formulate an explanation to the question, problem, or scenario based on the evidence collected. The information is recorded through the use of a science notebook. Students in cooperative groups communicate their findings with the class/school community using multimedia applications. The opportunity for students to communicate their findings with the school community at large adds motivation and causes students to defend or explain their thinking, which is an important 21st Century skill assisting students in being college prepared and career ready.

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

Grade 6: Holt California Earth Science is the researched-based science curriculum for students in grade 6. The Holt Earth Science textbook addresses all 6th grade California Science Standards; the focus for 6th grade science is Earth Science. Students use the textbook to assist in developing science content knowledge and process skills through readings, hands-on experiences, and demonstrations by the teacher. The textbook provides teachers with instructional strategies for English Learners, Students with disabilities, and gifted and talented learners, which assist teachers in differentiating their instruction. In addition to Holt, LAUSD, in collaboration with university partners and Systemic Change for All Learners and Educators (SCALE), has developed an Immersion Unit and Model Lessons for 6th grade teachers and students. These 6-10 week supplemental units allow students to participate in hands-on, inquiry-based units to develop science content and to process skills similar to how a scientist would. Teachers can use the Holt textbook in conjunction with the Plate Tectonics Immersion Unit and the E-Motion and Connection Convection Model Lessons. The units assist in making the transition from concrete experiential based learning in K-6 to more abstract hypothetical thinking required in grades 6 and beyond. Holt, the Immersion Unit, and Model Lessons encourage the use of an Interactive Science Notebook. In the Interactive Science Notebook students write a focus question, collect evidence/observations, and reflect on their thinking. 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. Student study of the science standards are further enhanced through the study of California Wonders content reader and the Time for Kids study units. Students selecting the Health/Science center will have an experience with community-based learning, by working with the Umma Health Clinic, as well as, attending enrichment activities through the California Science center. (See Appendix R: FOSS Scope and Sequence)

Social Science (K-5th): 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 prepares students to become responsible members of a diverse democratic society because it provides them with opportunities to think critically, develop informed opinions, research topics effectively, and to express their ideas orally and in writing and listen to other with different perspectives. It 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.

Social Science (6th Grade): The sixth grade students at SRES #11 will use *History Alive! The Ancient World* as the base of their social studies program. *History Alive! The Ancient World* is published by Teacher's Curriculum Institute (TCI). TCI is a K-12 publishing company created by teachers, for teachers. "TCI uses a variety of proven instructional practices that allow students of all ability to master key concepts at every grade level." (Teachers' Curriculum Institute, 2011) The lessons in *History Alive!* will provide teaching strategies that are research-based and address multiple intelligences. This introduction to the human story will have students explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome and discover the secrets of these ancient cultures that continue to influence the modern world.

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 to enhance the AIG where needed. Students of SRES # 11 will benefit from instruction in the arts strategies as a new pathway to achievement in reading and writing having access to standards, skills, knowledge vocabulary, and lessons identified in the District AIG through such programs as Adobe photoshop and illustrator. Teacher professional development on the AIG will lead to student achievement of the arts standards. Teaching in and through the arts enriches the experience of teachers as well, giving them additional tools to motivate and engage their students and themselves, thus making positive contributions to school-wide achievement. (District AIG guide) Students in the Arts Themed House will benefit from the Arts Prototype program along with opportunities to participate in the Districts arts conservatory, the Colburn School of music's resources and the L.A Philharmonic.

The goal of SRES # 11 will be to teach the **visual and performing arts curriculum** as a discrete subject, as well as to integrate it throughout the core subjects as often as possible. Research has shown that art education is a critical component in supporting ELs with vocabulary development, oral and written expression, and accessing cross-curricular content. The District Arts Instructional Guide (AIG) and California Visual and Performing Arts (VAPA) Content Standards will serve as the guide and framework for instruction of the arts. The overview of AIG states, "Through the problem solving processes of project based learning, the arts offer self-discovery, values clarification, critical thinking, collaboration and organizational skills." The AIG, which was created using the backwards planning design, is standards-based and aligned across all grade level content areas with an enduring understanding as the guiding concept and can be utilized either sequentially or by interchangeable modules. It is collaborative in structure, with delivery of instruction provided by the classroom teacher, arts specialist or a community arts partner. Significant components of the AIG include: benchmarks at 2nd and 5th grade, performance tasks for each module, sample lesson plans, student prompts, and student journaling. In addition, the content subject area textbooks and supplemental materials (*Silver Burdett Making Music*, *SRA McGraw Hills Theater Connection* and *Arts Connection*) will provide extensions of learning through visual and performing arts connections. Reader's Theatre will be a strategy used to incorporate Language Arts Standards with Performing Arts Standards. Students will also be provided extra curricular activities such as Dance, Theatre, and Art during after-school enrichment.

Waiver #3: *"The School Staff will review and evaluate all instructional materials, (including those recommended by the District), to determine if they meet the needs of our student population. The School Staff will have the opportunity to purchase instructional materials that meet the California State Curriculum Standards with textbook funds."*

We are requesting waiver #3 to be implemented in year 2 to allow the staff the opportunity to review and evaluate curriculum, instructional programs and materials, including those assigned by the District to enable the staff the ability to acquire the necessary core and supplemental curricular materials needed for a quality instructional program within each of the SLC's. During year 1, the staff of SRES #11 will identify the curriculum materials best needed for their student population (i.e. ELD/MELD). The supplemental and alternative curriculum must meet all State approved guidelines. The school will be given the opportunity to purchase these textbooks using Textbook Funds.

Study of the arts helps all students exercise their cognitive reasoning and makes their experiences more joyful. Students' cognitive skills, such as language fluency and reading comprehension, are enhanced as they talk and write about works of art they have viewed, created, and performed. When students talk about works of art and performances, they engage in the process of analysis. When they discuss relationships between works of art, they synthesize perceptions and information about those works and their own experiences. Of equal importance is how the arts help students gain insights into other cultures. Through the arts, students are able to discern their own lives and cultures more clearly. The arts help us to communicate with one another across language and cultural barriers. Community partnerships will be established with local art entities in order to expose students to a variety of art forms. Teachers will be provided with professional development on how to integrate arts throughout the curriculum. Furthermore, students will be able to visit the worksites of partnering organizations in order to gain a deeper understanding of art and its real world application. Some local art partnerships will include:

- Inner-City Arts provides learner-centered, research-based instruction in the visual arts, music, dance, drama, ceramics, digital photography and animation, to elementary, middle and high school students.
- Diavolo Dance Theater Company's educational and community outreach goals are to generate a deeper understanding and appreciation of the art of dance and to use the kinesthetic power of dance to develop trust, teamwork and collaborative skills, to encourage creative thinking and personal growth.

The three fundamental philosophical principles for arts education at SRES # 11 are:

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

Our comprehensive arts education program has two components: (1) subject specific arts instruction in visual arts, drama, music, and dance; and (2) instruction integrating arts with other core subjects. The visual and performing arts need to be well integrated into the curriculum. Students need to be exposed to specialists skilled in the arts. Students need to understand the essential elements, knowledge,

and skills of the arts disciplines. In addition, integrating the arts and other core subjects strengthens the achievement of instructional goals. Building connections through the arts gives students opportunities to understand and discover relationships between and across the disciplines. Integration of the arts provides opportunities for thinking, feeling, and doing that enable students to perceive ideas or concepts through different lenses. By discovering and using authentic connections between subjects, students can gain deeper understandings; they learn that various disciplines may look at similar issues, ideas, concepts, or events from distinct perspectives and apply different methodologies to that analysis.

Supplemental Materials: Core subject areas will be augmented with supplemental resources which are relevant to the instructional program, aligned to the content standards, appropriate for various student abilities and needs, and for students requiring intervention and enrichment. These materials will be selected through the grade level in each Themed houses. 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, Words Their Way, Intervention Reading Success, Treasures online resources, cds, Phonics for Reading ,Lakeshore phonics readers, culturally relevant literature titles and signature literature titles that correlate to the Treasure unit themes as well as the Treasure's Beyond Materials: leveled readers, literacy workstation(extensions), and Classroom library trade books. Moreover, students will be provided daily information about students reading and makes it easy for the student and teacher to continuously monitor comprehension.

Differentiation of Instruction: The most important step a school can take to improve its core program is to differentiate instruction, and provide small and flexible groupings. The school must also insure that the curriculum is delivered as intended. SRES # 11 teachers will educate the whole child through an alignment of the standards to the instructional program; implementation of strategies which address all student abilities and needs; and collaboration with community agencies. Using the RtI^2 model, good first 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 students' instructional and academic program when necessary. To meet the needs of all students, RtI^2 will also be used to implement in-class intervention for re-teaching (Tier 1) and more intensive intervention through push in or pull-out for struggling students (Tier 2). Through this approach and collaboration of the Student Study Team (SST), students learning needs will be closely monitored, adjusted, and refined leading to literacy.

This will be accomplished through the RtI^2 model which is the framework for the delivery of rigorous and relevant instruction. The five essential components of RtI^2 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

Themed Academic Houses: 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. Based on this research SRES#11 students will benefit from an interest based study plan within their themed house.

SRES # 11 will create Academies to enhance, develop, and cultivate student interests in Health/Science, the Arts and/or Math/Engineering. College and career readiness will be developed as the students' progress through the themed houses. The first year of the five year plan for SRES # 11 Elementary School is to build an effective engaging environment 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 phasing in of the academies will begin in year 2. At the completion of 3rd grade students will enter a themed house considering their interest and strengths. These Themed Houses will facilitate the utilization of strategies based on the abilities and needs of all students through the collaboration among teachers, parent, students, and partnerships. As students will be in a themed house 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 and parents.

Through the implementation of these SLC's, SRES #11 will create a positive learning experience that optimizes the learning process. Students will be provided opportunities to utilize community resources such as UMMA, local Universities and community based organizations to explore career options in the areas of medicine, engineering, technology and the arts. This experience will afford students with a variety of learning options that will give them the opportunity to contextualize "real-world" experiences.

   i. Curriculum Development – Not Applicable
   ii. Management of Multiple School – Not Applicable

  c. WASC – Not Applicable
  d. Addressing the Needs of All Students:

In order to address the needs of all students including, students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students, the school will implement a sound instructional core program where the focus will be on rigorous standards based instruction. In addition to good first teaching, push-in and pull- out intervention programs will be accessible to students. Response to Instruction and Intervention (RtI^2) 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.

Response to Instruction and Intervention (RtI^2) will be the framework that sets that supports the core instructional program. The five essential components of RtI^2 are:

- Multi-tiered Framework to Instruction and Intervention will ensure that good first teaching will be found in all classrooms. Teachers at SRES #11 will plan and den is differentiated, culturally responsive, evidence based and aligned to grade level and content standards.RtI2 demands that all students receive a rigorous instructional lessons to meet the needs of individual students as they work to master grade level standards. Teachers at SRES #11 will employ specific strategies detailed below to make content accessible to students, as a crucial component of Tier I. At SRES #11, instruction will be differentiated based on identified needs of students. Consequently, during the first teaching, it is expected that 80% of students will master skills or concepts taught.

- Problem Solving Process ensures that curriculum; pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention. SRES #11 will engage in the Problem Solving Process at regular intervals throughout the school year to identify areas of concern, plan interventions, take action, and reflect on progress. The Problem Solving Process will be applied to individual classrooms, for specific grade levels, and for school wide issues. The problem solving process will be the formal vehicle through which SRES #11 is able to make data-based decisions

- Data-based Decision Making is a recursive process that allows for decisions on instructional practices and interventions based on on-going assessments. Targeted instruction and services to students through RtI^2, District benchmark assessments like DIBELS and the Core Assessments 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 will be obtained through the District My Data portal. The District's recursive data process will be implemented to monitor growth: 1) Use data to define the issue, 2) Analyze student data to target issue, 3) Develop action steps, 4) Implement action steps, and 5) Reflect on the response to instruction. Using this data model analysis of year assessments will be used to measure growth, monitor progress, and inform changes in instruction .The Data systems such as MyData, CoreK12, DIBELS, and ISIS will be used to track student progress and to guide the instructional program. Action plans will be created identifying core instructional lessons and activities based on the analysis of data and identified areas of need. These action plans will be reviewed, revised, and enhanced as each data point is reached throughout the year leading to improved student proficiency levels.

- Academic Engagement Time is an effective use of the number of minutes each day/week in which students are engaged in instruction. Making data-based decisions will maximize instructional time in terms of content and delivery of content. SRES #11 will take steps to increase the time that students are engaged in academic lessons and activities.

- 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

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.

Based on the demographics from the three sending schools, Loren Miller, Raymond, and 68th Street Elementary Schools, SRES #11 may have approximately 40% 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. As children enroll in the school, parents will be asked to complete a home language survey

indicating the child's language designation. The approved District Language Arts program provides specialized lessons for limited English Speaking students. Teachers will be trained in Access and SDAIE Strategies. English Learners will be provided with the daily mandated 60 minutes of explicit English Language Development in flexible groupings based on the current English Language Development Levels. Core Content Curriculum will be delivered through either the Structured English Immersion program or the Mainstream English program based on individual student need and parent request. Primary Language Support will be provided to access the core content.

Instruction during ELD will be based on the English Language Development program of California Treasures. California Treasures English Language Development program incorporates many instructional strategies for teachers of English Learners. For example, the Sheltered Instruction Observation Protocol (SIOP) to make content comprehensible for English Learners as defined by Dr. Jana Echevarria. California Treasures English Language Development Program also incorporates strategies for the acquisition of academic vocabulary based on the work of Josefina Tinajero of the University of Texas.

At SRES #11, selected California Treasures ELD lessons will be enhanced through the Tasked Based Language Teaching (TBLT) pedagogical approach that requires students to construct meaning through an instructional task. Through this approach students communicate key vocabulary, practice specific language forms, compose sentences and write to incorporate language learning. TBLT also involves the use of metacognitive and 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. Through the use of TBLT to enhance California Treasures ELD lessons students at SRES#11 will meet the Annual Measurable Academic Objectives for English Learners under No Child Left Behind. English Learners will be provided with the daily mandated 60 minutes of explicit English Language Development in flexible groupings based on the current English Language Development Levels using the teaming model. Students will be grouped based on language and proficiency levels to receive instruction during this block across the grade level. English Learners require language support in all content areas. English Learners in Beginning Level (ELD 1) and Early Intermediate (ELD 2) will receive Content Based ELD throughout the instructional day in a Structured English Immersion Program. Content Based ELD enables English Learners to acquire basic academic vocabulary in English in core content areas such as, Science, Social Studies, and Health.

English Learners who are at least at the Intermediate Level (ELD 3) receive instruction in content areas with supportive strategies such as SDAIE and the Access Strategies that support student learning in the content areas. The Access Strategies include the following:

<u>Instructional Conversations:</u> 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.

<u>Cooperative and Communal Learning Environment:</u> 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.

<u>Academic Language Development:</u>

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.

The most important step a school can take to meet the needs of the English Learner is to identify their language and academic needs and provide differentiated instruction in small and flexible groupings. This will be accomplished through the RtI^2 model which is the District's framework for the delivery of rigorous and relevant instruction. Response to Instruction and Intervention (RtI^2) is the framework used for the above mentioned rigorous curriculum. The five essential components of RtI^2 are: As described above, the five essential components of RtI^2 are: *Multi-tiered Framework to Instruction and Intervention*, *Problem Solving Progress, Data-based Decision Making, Academic Engagement Time, Professional Development,*

The staff of SRES #11 will insure that the core curriculum is delivered to the English Learners as intended. The 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. SRES #11 will determine individual needs of English Learners in advancing at least one performance band in the California English Language Development Test, in progressing in a timely manner through English Language Development levels to be able to reclassify as English Proficient, and in meeting other benchmarks established for English Learners.

Tier I instruction/support for English Learners, at all ELD levels, is characterized by the implementation of good first teaching and effective in-class intervention throughout the core curriculum using the following strategies:

- Primary Language Support
- Differentiated instruction
- Regular parent communication regarding student progress
- Scaffold lessons
- Explicit instruction in vocabulary, fluency, comprehension strategies and skills
- Flexible groupings
- Learning centers
- Higher level thinking questions
- Universal Access/Sm. group instruction
- Preview, review, re-teach, & frontloading
- Progress monitoring

Tier 2 instruction/support for English Learners, with an identified instructional need, is characterized by individualized targeted instruction and effective in-class intervention using the following strategies:

- Monitored student engagement in instruction
- Immediate and on-going parent communication regarding student progress and at home skills practice
- Frequent progress monitoring
- Strategic or supplemental intervention
- Graphic Organizers (specific to student need)
- Extended language modified lessons based on student need of specific skill or concept

- Additional time to learn using core instructional strategies or a different instructional pedagogy
- Intensive and strategic vocabulary and comprehension skills instruction.

Tier 3 instruction/support for English Learners, with identified intensive needs, is characterized by targeted and effective pull-out intensive intervention support:

- Frequent monitoring of assessments and student progress
- Immediate on-going parent communication regarding student progress and at home skills practice
- Language Appraisal Team (LAT) evaluation and support
- "One skill - one cycle" intervention focused on one skill intensively for a three week interval of time designed during LAT with parent, teacher, and LAT team members.
- Additional Instruction during the school and outside of the school day

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. The following supplemental materials may be selected for use: Measuring Up, Building Academic Vocabulary, Pictorial Mathematics, and LANGUAGE!, Lucy Calkins Writers Workshop, Write from the Beginning. The teachers will investigate resources such as these to insure that they will enhance the core curriculum.

Standard English Learners (SEL's): SEL's are students for whom Standard English is not native and whose native language differs in structure and form from Academic English. These students are generally classified as "English Only" because their home language uses English vocabulary. SEL's can be African American, Mexican American, or Hawaiian American. However, their home language differs in phonology, syntax, and grammar. The teachers at SRES #11 will seek to meet the Los Angeles District goal set forth under the Language Acquisition Branches' Academic English Mastery Program (AEMP). The Standard English Learners (SEL's) will have a dedicated block of instructional time to explicitly address components of Mainstream Academic Language as outlined in the Los Angeles Unified School District's MELD Instructional Handbook and the Linguistic Features Matrix which can be accessed through the district's website. The use of Contrastive Analysis, the explicit comparison of native language and Academic English will be used on a consistent basis school wide. The teachers will also utilize MELD lesson resources found in California Treasures to facilitate MELD instruction, and additional AEMP strategies such as the use of personal thesaurus to increase the use of academic vocabulary, the use of supplementary culturally relevant literature, and the implementation of classroom protocols. All classrooms will promote a Culturally Relevant and Responsive environment that reflects the home culture of the students and addresses their individual learning styles.

In addition to using the district mandated curriculum and RtI^2 to optimize the academic achievement of SEL's, the teachers at SRES #11 will utilize the Access Strategies that support students as outlined by AEMP. The Access Strategies include the following *(see page 32 for further information)*:

 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.

Through the use of established and research based classroom protocols for whole group and small group responding, teachers will increase culturally responsive learning and student engagement. Incorporating non-mainstream protocols both validates and builds upon repertoires of practice (learning styles) that students bring to school. Suppressing these repertoires can lead to disengagement and classroom management issues. Protocols should be used throughout the entire day and not just during the MELD time block of instruction (Coventry, Center for Culturally Responsive Teaching and Learning). The following are examples of the classroom protocols that will be implemented:

- **Call and Response** is a protocol which allows all students to respond either verbally or non verbally
- **Pick a Stick** is a protocol which allows for random sampling
- **Give a Shout Out** allows for students to quietly give answers in unison while the teacher records answers from the group
- **Give One, Get One** allows students to move around the classroom to share and idea and then to receive an idea from a classmate

Teachers at SRES # 11 will receive the handbook and on going training on the implementation of additional protocols which will be phased in over the first two years.

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

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

The Standard English Language 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 will be provided to all Standard English Language Learners.

Tier I instruction/support for Standard English Learners is characterized by the implementation of good first teaching and effective in-class intervention throughout the core curriculum using the Tier 1 strategies. *(See page 30)*

Tier 2 instruction/support for Standard English Learners, with an identified instructional need, is characterized by individualized targeted instruction and effective in-class intervention Tier 2 strategies. (See page 30)

Tier 3 instruction/support for Standard English Learners, with identified intensive needs, is characterized by targeted and effective pull-out intensive intervention support. (See page 30)

Academic English Mastery Program (AEMP): Standard English Learners will have a 60 minute instructional block for the development of Mainstream English Language Development taught through the principles of the Academic English Mastery Program (AEMP) using the teaming model. Students will be grouped based on language and proficiency levels to receive instruction during this block across the grade level. With at least a projected population of 25% SELS, it will be the goal of SRES #11 to become

a full model AEMP school with three teacher facilitators who will attend monthly district meetings and then present a series of eight Grade Level Collaborative (GLC's) at the school site. Additionally, teachers will receive training on how to use the components of Treasures which support the instruction of SEL's during the Mainstream English Language Development instructional block.

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 designed to deepen 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.

Students with Special Needs K-6: SRES #11 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 insure 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 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.

SRES # 11 Elementary School will implement and utilize Response to Instruction and Intervention (RtI[2]), which is the District's framework for the delivery of rigorous and relevant instruction and intervention to assist at-risk and struggling students:

● Monitor assessment and student progress frequently
● Communicate regularly with parents and with increased frequency as student need dictates
● Individualize intervention based on specific student needs
● Create "one skill - one cycle" intervention for students with intense needs

Social, Emotional, and Non-Academic Needs: Based upon the July 20, 2009, Title I Rankings, 94% 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 or absent parents, or physically abusive are some of the indicators that will be used to identify the at risk students. These students will be tracked, 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 and person for 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. If through the problem solving process, it is determined that student behavior is interfering with academic engagement time or academic achievement, SRES #11 will convene parents, student, and teachers to develop an individual plan for the student. The plan will be based on a 3 tier approach for social and emotional support. Tier I will provides instruction that promotes a caring and positive learning environment to all students. SRES #11 classroom teachers and support staff will employ strategies and programs such as Second Step, classroom management structures, and character building programs. Tier 1 of SWPBSP will be implemented school wide through structures and systems that motivate students to be safe, responsible and respectful. Tier 2 supports will include the following: behavioral contracts, weekly home- school reports, group counseling, parent education classes, and school based mentoring. Tier 3 supports include family focused intervention provided by the school psychologist and other outside agencies.

Academic Needs
- The Tier 2 instruction/support for At Risk Students, with an identified instructional need, is characterized by individualized targeted instruction and effective in-class intervention
- Monitored student engagement in instruction
- Strategic or supplemental intervention
- Graphic Organizers (specific to student need)
- Extended and modified lessons based on student need of specific skill or concept
- Additional time to learn using core instructional strategies or a different instructional pedagogy
- Intensive vocabulary and comprehension skills and strategic instruction.
- Immediate and on-going parent communication regarding student progress and at home skills practice

Tier 3 instruction/support for At Risk Students, with identified intensive needs, is characterized by targeted and effective pull-out intensive intervention support:
- Frequent monitoring of assessments and student progress
- Immediate and on-going parent communication regarding student progress and at home skills practice
- Student Success Team (SST) evaluation and support
- "One skill - one cycle" intervention focused on one skill intensively for a three week interval of time designed during SST with parent, teacher, and SST team members
- Intervention (at, by) Learning Center

Gifted and Talented Students: Students whose abilities fall into one or more of the categories below will be screened 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

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). Teachers will identify potential GATE students throughout the school year.

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

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

- **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. 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, after school clubs, and increased opportunities to showcase their talents and skills. The following are strategies for Gifted & Talented Students:

- Socratic Method
- Student led research
- Inquiry based learning
- Research Strategies using technology
- Readers Theatre (Student Choice/Ddesign)
- Classic Literature Sets
- Literature Circles & Reciprocal Teaching

e. Vertical Articulation:
SRES # 11 will maintain a constant working relationship with community agencies and schools that provide educational services to the youth residing in the surrounding community. At the primary level, SRES # 11 will engage with early childhood education providers, such as Head Start centers and LAUSD's School Readiness Language Development Program (SRLDP), in order to ensure successful student outcomes. The following is a list of the local providers that will be included: LA Urban League Head Start School, Wanda Mikes Early Education Center, and the SRLDP at 68th Street School. The articulation process at the early childhood education level will focus on aligning standards, curriculum, instruction, and assessments across the schools. In the matriculation process the student specific data will be used to determine appropriate placement and services. Key components of the articulation process will

include joint professional development and mapping and pacing schedule meetings between early education providers and SRES # 11 educators. The focus of these meetings will be to gather data, discuss student's academic needs, share best practices, and develop a schedule of parent orientation meetings for students who will be attending SRES #11.

At the secondary level, SRES # 11 will establish a relationship with Muir Middle School to ensure that incoming middle school students have achieved grade-level standards, recognize the rigor expected in middle school, and understand the social, academic, and citizenship skills needed for success in middle school. SRES # 11 will allot adequate time for coordinators and educators from each school to discuss student needs, examine data, share best practices, and map orientation meetings. The principal will coordinate articulation activities among school staff members and between schools. SRES # 11 teachers will meet with middle school teachers from content teams (departments) to ensure that texts and curriculum planning prepare students to move from one level to the next. Coordinators will examine intervention, ELD, and GATE data to ensure proper placement of students in classes. Counselors from each school will meet to plan articulation activities that will help prepare students for the transition to the next grade level. Upper elementary grade teachers will be provided with content standards and sample course work to become familiarized with the academic expectations of middle school grade levels. Additionally, teachers and counselors from the middle school will meet with elementary teachers to administer and review the results of end-of-year assessments, such as the Diagnosis and Placement Inventory (DPI) for EL students and the Maze Measures Diagnostic Assessment, which has replaced the Degrees of Reading Power (DRP) test, for all outgoing 6th graders. The data gathered from these assessments will be used to assist the middle school in placing students in summer bridge classes and English language development (ELD), reading, and mathematic classes.

SRES # 11 will seek to establish articulation with the LAUSD Adult School Division to provide training for parents on strategies to support the students' transition from pre-school to kindergarten and from elementary school to middle school, high school and beyond. The Adult Education division will also provide classes such as, ESL, Technology, and Spanish as a Second Language (SSL). The staff from the adult school will also provide professional development to teachers on available resources within LAUSD and the surrounding community for parents to support the academic achievement of children. In addition, articulation will occur within the school through vertical teaming at SRES# 11. Pre-K through 6th grade teachers, including Special Education staff, will participate in vertical articulation. Teachers will plan and discuss data after district mandated periodic assessments in order to strengthen the opportunities for all students to have access to and be successful in standard and grade level coursework. The expected outcomes of vertical teaming is to help navigate the transition between grade levels from an academic and social stand point, to facilitate the exchange of information among teachers that are at different grade levels, to establish a continuous flow of information, in order to create opportunity for students to receive remediation, enrichment, and acceleration based on their individual academic needs.

f. Early Care and Education (ages 0-5)

In Year I, SRES #11 will provide parents with referrals, information, and resources for Early Childhood Education and initiate process to obtain a State Preschool or Head Start Program. SRES #11 will apply to obtain a Head Start Program at the school in Year II. This program will provide services to children between the ages of 2-4 years old. The school is committed to meeting the diverse cultural and linguistic needs of all children and families. The instructional program will provide high quality, developmentally

appropriate, pre-school education in all areas that address the social-emotional, physical, and cognitive needs of the population served. SRES #11 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. 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.

SRES # 11 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, and 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.

g. Service Plan for Special Education:

SRES #11 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.

Response to Instruction and Intervention (RtI[2]), 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 pullout intensive intervention support using the strategies found in Section 2 c. The students in 5th and 6th grades at SRES # 11 will be encouraged to take on a more active role in the development of their IEP in order to develop self-determination. " Self determination, the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior, has become an important part of special education and related services provided to individuals with disabilities (Abery & Stancliffe, 1996). Self-determination skills include, self-advocacy, social skills, organizational skills, community and peer connection, and computer/technological competency. (Martin & Marshall, 1996; Wehmeyer, Kelchner, & Richards, 1996)

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

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

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

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

In alignment with the mission and vision the 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, violence prevention, 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 Fitness-gram physical performance test will be trained for and administered in grade 5.
- A support system will be provided to students with health issues
- Routine screening for immunizations, vision, hearing, dental and orthopedic concerns
- 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.

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:

○ Determining if the student has a potentially limiting mental or physical disability
○ Determining if the student's disability impairs a major life activity
○ 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 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.

SRES # 11 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 policy on the 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. The school site council will explore the possibility of establishing a 'junk food free' policy to be enforced, before, during and after school.

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.

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.

B-2 Professional Development (PD)
a. Professional Culture
SRES #11 will have a school culture characterized by high academic achievement for all students through a standard based integrated curriculum with a focus on providing all students with a fundamental core academic program which will prepare them to be successful in the 21st Century. 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 the cognitive, social and emotional needs of the whole child as a way to prepare them to obtain 21st Century skills. The schools staff will welcome, respect, and recognize parents, community and families as an integral part of the school culture.

SRES #11 will have a school culture characterized by high academic achievement for all students through standards based integrated curriculum with a focus on the whole child through the Small Learning Communities. Professional learning communities and small learning communities will help to personalize the academic and social needs of the students and teachers. The school will promote and nurture the cognitive, social and emotional needs of the whole child as a way to prepare them to obtain 21st Century skills. The school's staff will welcome, respect, and recognize parents, community and families as an integral part of the school culture.

The school community will engage in a process of developing a set of values and norms that will be aligned to the mission and vision around the core beliefs stated on page 3 of this plan. The purpose of establishing values and norms is to ensure that the entire community understands the fundamental

purpose of the school. The norms and values will include certain commitments that every stakeholder will make in order to meet the targeted goals for the school. In order to accomplish sharing the

Compelling evidence indicates that working collaboratively represents an effective best practice for school improvement. In a professional learning community, teachers engage in collaboration to analyze and improve their 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. SRES # 11 will focus on the Three Big Ideas of a PLC: 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."
In PLC teachers, have a razor sharp focus on how they teach but also on student learning. They are going to continuous be in assessment and evaluation of how they teach to ensure that quality learning is taking place during each lesson. Then teachers will collective quantities and qualitative data to engage in a process of reflective collaboration with their colleagues with the purpose of carefully analyzing student data, understanding the curriculum and refine instructional practices. Another purpose of the collaboration will be to strategically monitor the progress of students. During their culture that will be developed through PLC's is that of transparency, inter-dependency and mutual accountability.

The four pillars of a PLC are the mission, vision, norms, values and goals. The mission is the why, the vision is the what, the values refer to how all stakeholder will behave to achieve the vision, and the goals is related to establishing priority, setting targets and timelines, and marking of progress. The mission and vision of the school are closely tied to the Three Big Ideas of a PLC. In order to accomplish the mission and vision, the commitments and values that the school will be developed will all be related to how everyone will behave to ensure that there is priority and focus on teaching and learning, collaboration, and a focus on student data and school results.

Prior to the school opening, prospective teachers and staff from the three sending schools will be informed of the mission and vision of the school and the expectations for the values and commitments that will be required in order to carry out a professional learning community. Teachers and staff will participate in professional development 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 small learning communities to ensure that students receive a personalized, quality education. Teachers will take part in a 5-day Prior to the School Year Professional Development in preparation for the new school year and to gain an understanding of the professional learning communities. The school principal and members of the administrative team will also be expected to enhance the school's professional culture by the implementation of the PSC 3.0 plan.

The professional culture at SRES # 11 will is 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 of trust where, through a peer coaching model, teachers will engage in self-reflection and receive constructive feedback to improve lesson design and delivery. Peer support will be provided to teachers from, peers, coaches, and coordinators. Additionally, the professional culture for teachers and other certificated staff is defined through the *California Standards for the Teaching Profession.* This support will enhance the relationship among the staff which will ensure staff performance and retention.

b. Professional Development

Local Initiative School Waiver #7: *"Establish a Staff Development Committee to plan, supervise and evaluate all staff development sessions for the school year. This committee will be a part of the Leadership Council."*

SRES # 11 will establish a professional development committee consisting of grade level representatives, a member of the administrative and other key stakeholders. The school is requesting this waiver in order to provide targeted - professional development aligned with the mission, vision and core beliefs of SRES #11 as well as data driven determined needs. The Professional Development Committee will plan, supervise, evaluate and make recommendations all of the annual staff developments ensuring that it aligns to the Single Plan for Student Achievement (SPSA), the PSC 3.0 plan, and has a positive impact on student achievement. The Professional Development Committee will ensure that all Professional Development (PD) includes the process of inquiry and problem solving through collaboration and reflection. The Professional Development Committee will also take into consideration the school's calendars, assessment windows, daily schedules, and access and equity in the classroom when planning professional development. The staff needs to become familiar with research and pedagogical approaches of meeting the needs of the Whole Child. The Professional Development Committee would have in-depth knowledge of the needs of the staff and the children to better plan, implement and monitor the professional development for the school. Surveys, assessment data, and other tools will be used to determine the PD needs of the stakeholders. PD will be scheduled prior to the beginning of the school year, during the day, after school and at the close of the school year.

The professional development plan for SRES # 11will 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

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 and making improvement in the work of the teacher
- Build a system that learns from its own experience.

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. PD planning will be based on the core beliefs of the school, PD surveys, classroom observations, and analysis of data from formative and summative assessments and as well as District mandates.

The professional development plan will be based on student data. Initially however, the data from 68th Street School will be used. Appendix E, Performance Plan, indicates the following data trends:

1) a need to continue with the reduction of students scoring BB/FBB in ELA and math
2) a need to continue increasing the percentage of students scoring proficient or above in ELA & Math
3) a need to continue increasing the number of students that reclassify each year and increase the number of EL students passing the CELDT
4) a need to reduce the disproportionate high numbers of EL and SWD students scoring in the BB and FBB bands in ELA
5) a need to reduce the disproportionate high numbers of SWD, EL, and African American students scoring in the BB and FBB bands in Math.
6) a need to increase the disproportionate low numbers of SWD and African American students scoring in the proficient and advanced bands in ELA and in Math.

RtI^2 will be the framework by which the instructional program and the professional development at SRES #11 will be developed and implemented. The instructional program will be characterized by quality first good teaching, differentiation and targeted intervention. A PD focus will be refining teacher practice within Tier 1 instruction and Tier 2 and 3 interventions. Student data will be the driving force of the professional development plan. This plan will reflect the essentials of learning, establishment of professional learning communities, formative and summative data analysis, and will aligned with the goals of the Local and 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 (RTI[2]) and what the teachers will do to increase their knowledge and instructional capacity.
- Differentiated professional development will be provided for teachers to increase their effectiveness

Professional development will be planned based on the data to meet the diverse needs of all students including the English Learner, Standard English Learners, students with learning needs, and students with disabilities. Parent input will be sought through parent councils regarding professional development needs.

In order for EL, African American and SWD, to make language and academic progress, there is a need for explicit language development and for content to be comprehensible and accessible. The professional development will focus on providing teachers with differentiated training by grade level, across grade levels and, based on teacher need, for the effective implementation of ELD/MELD, ELA, math and instruction in the other content area.

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

PD on culturally relevant and responsive pedagogy is also needed so the students' culture, background and language, are valued and appreciated. 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
- Presenting themselves to students as open, accessible, and nonjudgmental.
- Getting to know your students by establishing a comfortable environment
- Understanding the language needs of English Learners and using a variety of strategies
- Using technology
- Involving others in peer instruction, team teaching, cross age tutoring, parents, intergenerational tutoring
- Exploring community resources and possible cultural exchanges
- Examining classroom implication of brain research

It will be imperative that teachers at SRES # 11 receive ongoing professional development on Culturally Responsive and Relevant Education (CRRE). District wide, only 34.1 % of the African American subgroup scored proficient on CSTs (ELA). The African American subgroup at the three feeder schools did not meet their AYP target. However, the feeder school with the largest population of African American SELS showed significant gains increasing 85 points on their API score over the past five years due to the implementation of CRRE and MELD strategies. Teachers at SRES # 11will receive ongoing professional development for SELS to support identified growth targets through specified professional development on the following:
- Utilizing the components of Treasures which address African American Vernacular (AAV)

- Using AEMP Access strategies, classroom checklists, and classroom protocols
- Utilizing MELD diagnostic tools, and the use of MELD instructional guides
- Incorporating culturally relevant literature to supplement core curriculum

Teachers will receive differentiated professional development from the instructional coaches and designated teachers who will attend AEMP district presented workshops a trainings. It will be the goal of SRES # 11 to moves these teachers into role of AEMP facilitators so that they will be able to attend monthly professional development and training on how to present strategies to the staff. Additionally, AEMP provides a multitude of resources online through the Language Acquisition Branches' website.

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 referrals to community organizations which provide instruction in the visual and performing arts, afterschool clubs, and increased opportunities to showcase their talents and skills.

The teachers at the school will receive PD on identifying the following at-risk factors which may impede academic achievement in students: excessive absences or tardies, frequent change of residence, inability to tolerate structure, grade retention, low self-esteem, poor peer relationships, immature and easily influenced, disruptive behavior, frequent suspension/expulsions, and frequent health problems. Strategies will be presented to assist the students' at risk. Multiple data indicators in the MyData reports for 2011-2012 indentify 225 at-risk students at West Vernon Elementary School.

Differentiated support and PD will be provided according to teacher experience, subject matter, roles and responsibilities, grade levels. This support will allow the teachers to have their unique professional growth areas addressed.

There will be embedded opportunities for the professional learning communities to be involved in professional development. 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 goal for each student will be clearly defined and explained by the teachers to the parents and students so everyone is held accountable.

Teachers will be given opportunities to seek leadership and career advancements acting as a teacher-leader representing a grade-level. The responsibility of the teacher-leader will be to work closely with the leadership team to support curriculum development, instructional delivery, and professional development. The teacher-leader will receive ongoing leadership development and will have opportunities to work within their PLC team to ensure a commitment to school-wide norms and practices. All teachers will be

given the opportunity to demonstrate leadership by serving as experts and may present a professional development to the staff or conduct after-school trainings that support the proposed instructional program or offers the staff innovative and effective teaching practices that augment classroom pedagogy.

Professional Development and the Common Core Standards

Teachers and staff at SRES#11 will receive ongoing in depth professional development on the State Common Core Standards in order to prepare students for college and career readiness. The Principal at SRES#11 will serve as an instructional leader and help to facilitate the transition to the Common Core Standards and ensures that all teaching staff receives appropriate and effective training. In year 2, instructional staff will work with individual teachers, grade levels, and themed house staff to ensure that the standards are being taught. The Common Core Standards are intended to transform the way we practice teaching by establishing a consistent expectation across the country about what our students will need to know at every grade and course of study. The teachers at SRES#11 will receive professional development on aligning these standards to rigorous classroom instruction. Additionally, the staff at SRES #11 will utilize the District, State and other available resources dedicated to supporting educators in the implementation of the Common Core Standards.

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 on Teacher Made Assessments

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

What Makes a Good Test?

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.

How Do I create a Good Test?
- 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

Providing Feedback from Tests to Support Student Learning
- Grading
- Formative feedback
- Fostering students' ability to self-assess

How Can I Constructively Influence Professional Practice at My School
- Teacher leadership
- Collaboration
- Critically review assessments used by school district

Through the use of Teacher–Made Assessments, the staff at SRES # 11will 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 decisions regarding Tier 2 and Tier 3 intervention support.

The professional development plan for the school will be established by the Local School Leadership Council taking into consideration the school's calendars, assessments windows, daily schedules and staffing plans.

i. Management of Multiple Schools

Under the new organizational plan, the Educational Service Center will have content experts that provide personalized PD to schools based on student data, school requests, and District mandates. The support includes, professional development in the areas of new initiatives, data analysis, subject matter competency, curriculum implementation, supervision of instruction, instructional school reviews, compliance requirements, support staff services, and resources availability. The PD is offered annually at school sites and at the Local District

c. Teacher Orientation

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). SRES #11 will provide teachers with structured, ongoing and nurturing support. In addition to the Five Days Prior to the School Year workshops, Banked Time Tuesdays, staff meetings, the weekly 1 hour of paid professional development time will be provided. Teachers will be allocated 5 days of substitute release time, a mentor, and release time to attend appropriate conferences, workshops, and specialized professional development based on need. The instructional coaches and teacher leaders will facilitate opportunities for teachers to observe lesson delivery from exemplary teachers. The Professional Learning Communities will provide teachers the opportunity to collaborate and learn from experienced peers.

Prior to the school opening, teachers and staff will participate in professional development to ensure that their knowledge of the community, the students, and their families are aligned to the mission and vision of the school.

d. PD Program Evaluation

The following instruments will be used to evaluate the professional development program on an on-going basis: end of semester teacher satisfaction and needs assessment, classroom observations of the implementation of the content presented, an evaluation at the conclusion of the PD session, formative and summative assessments results, as well as the implementation of District mandates. 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.

B-3. Assessments and School-Wide Data

a. Student Assessment Plan

The California Blue Print for Standards will define the instructional program and curriculum at South SRES #11. Assessing student progress is an essential component of the curriculum and will shape and inform instruction on an ongoing basis for continuous improvements. Assessments provide teachers with the data and information needed to understand the level and nature of student understanding of concepts presented, and how well they 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 the school in maintaining high academic standards. This will promote a process for PLC's to be data driven and results oriented in order to answer the following four key questions:

- What is it we want our students to learn?
- How will we know when each student has learned it?
- How will we respond when students don't learn?
- 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."

The comprehensive assessment program at SRES # 11 will be done under the umbrella of Response to Intervention (RtI^2). In PLC's the school will use formative and summative assessments to evaluate the school's instruction and curricular programs as well as their implementation. The evaluation process will provide the school with feedback on how to refine instruction and enhance the curriculum. Formative assessments, used to modify and validate instruction, will include observations, written assessments, performance assessments, graphic assessments, RLA and mathematics periodic assessments, teacher-made assessments, and self-assessments. The school will use the following summative assessments: 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), and ELD Portfolios. The data from the formative and summative assessments will be used to refine lesson delivery, identify achievement gaps, determine needed Tier 2 and Tier 3 intervention, and inform on student progress. 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. Formative and summative assessments will be used to generate data by district, school, subgroups, grade levels, classrooms, and individual students.

SRES #11 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
- Provide enrichment and accelerated learning opportunities

The District's CORE K-12 Comprehensive Assessment program will be a key instructional tool for the teachers at SRES #11. 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.

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), 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, and teacher observations to determine student progress and to adjust the instructional practices in the classroom.

Table: 23 Summative and Formative Assessments

Assessment	Grades Assessed	Formative	Summative	Frequency	Rational
CST	2-6		X	Annual	Measures student progress
CMA	3-6		X	Annual	Per the IEP and the child's disability / Measures student progress in relation to the CA standards in a modified manner
CAPA	2-6		X	Annual	Per the IEP and the child's disability
STS	2-6		X	Annual	Measures student's progress in relation to the CA standards for students in the U.S. less than 12 months.
CELDT	K-6		X	Annual	Measures initial levels and language development progress for EL students.
ELD Portfolios	K-6	X	X	On-going	Measures language development progress based on ELD standards for EL students
Progress Report Cards	K-6	X	X	Quarterly	Measures student progress.
Teacher Observations	K-6	X		On-going	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
Data Portfolios	K-6	X		On-going	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
CORE K-12	K-6	X		On-going	Monitors student progress towards achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
RLA Assessments	2-6	X		3 Times per year	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
Mathematics Assessments	K-6	X		Quarterly	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
Science Assessments	4-6	X		Quarterly	Monitors student progress towards achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of

					the year on the CST.
DIBELS	K-3	X		3 Times Per Year	Screening instrument and early identification of reading difficulties. Individualized lessons are prescribed.
Common Formative Assessments (PLC Created)	K-6	X			Guided by clear expectations and parameters as PLCs develop assessments that verify the proficiency of each student is each skill.

Multiple assessment data will be used to review the history of young learner. This screening process will enable the school to provide the appropriate placement and services to students in Pre-K – Kindergarten.

Local Initiative School Waiver #4: *"The School Staff will review and evaluate all assessments and select those that meet the*
After year 1, the staff of SRES # 11 will have the opportunity to collaboratively develop an assessment process for using valid holistic assessments such as DIBELS, Treasures, CORE K-12, Kinder Checklist, and/or other research based assessments. The staff will select and implement assessments that are most beneficial in providing data to analyze and monitor student growth and progress. Professional Development time will be allocated to provide the staff an opportunity for critical analysis of the data and to determine instructional strategies for improved student outcomes. Teachers will utilize the current District RLA and Math pacing plans as to guide towards creating unique placing plans that includes interim benchmark assessment timelines and identifies core and specific supplemental resources that best meet the needs of the student population. .

---

b. Graduation Requirements - Not applicable

c. Data Collection and Monitoring

Teachers, administrators and other expert resource personnel will gather data from all assessments. Teachers and staff will have access to formative and summative data through the LAUSD MyData and the Integrated Student Information System (ISIS). 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 PLC's 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. In order to determine if the school is making progress on the indicators listed in the Performance Plan the PLC's will review the data frequently and make adjustments in practice. Upon receipt of the CST result data will be analyzed. Based on the data objectives and goals will be established for the school year. District periodic assessments will be administered, scored, and analyzed according to the District's timeline.

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

SRES #11 is committed to fulfilling all requirements and indicators of the Modified Consent Decree and is in compliance withal federal laws as they relate to Students with Disabilities. The school will utilize the Welligent and 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 (RtI^2). Additionally attendance, suspension, behavior, Office Discipline Referral (ODR), language development (CELDT), gifted identification, parent engagement (LAUSD School Report Card, surveys) will be collected, analyzed and monitored by teachers and school administrators. This data will be used within RtI^2 Problem Solving Model to ensure that the academic and social-emotional needs of the students are met.

i. Management of Multiple Schools

Local District 7's focus is aligned to the Performance Meter and Single Plan for Student Achievement. The Local District uses the MyData system to collect and analyze school site formative and summative data. This data is used to establish improvement targets, identify needs and provide differentiated PD and support for each school in Local District 7. The data will reviewed and analyzed as follows:

- Local District Superintendent and directors –to monitor school progress and determine support
- Local District Instructional Team-identify strengths and weaknesses and provide support
- Directors and the Principals-monitor school progress, provide guidance and differentiated support, and celebrate success
- Directors and School Staff-monitor progress, align District expectations to school site goals and objectives, and provide support

Category Two: School Culture, Climate, and Infrastructure
 B-4 School Culture and Climate
      a. Description of School Culture

SRES #11 will have a culture characterized by high academic achievement for all students through a standards based integrated curriculum with a focus on Fundamental education and an emphasis on science/medicine, math/engineering and the arts. The school will have a culture which focuses on a healthy, safe and secure environment for the students, an instructional program which will academically challenge and prepare them with 21st Century skills. Established support systems and a caring climate will ensure that students feel safe and valued. The school will promote and nurture life long skills, which will assist them to become successful in middle school, high school and college. The parents, community and families will be welcomed, respected, and recognized as an integral part of the students' success. RtI^2 is a student centered, multi-tiered framework that maintains the focus on the academic and behavior needs of all students. Using the RtI^2 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 to attain high academic and behavior outcomes for all students.

Professional learning communities and small learning communities will help to personalize the academic and social needs of the students. SRES #11 will be comprised of four Small Learning Communities. SRES # 11 will be comprised of Fundamental Primary (K-3) and Themed Houses (4th-6th grades). Beginning with grade 4, students have a choice of one of the three focus areas: Science/Medicine/Technology, Math/Engineering/Technology, or the Arts/Technology. The school community (teachers, staff, parents and community) will share accountability for the success of all students (academic, interpersonal, behavioral/social emotional, & attendance). Each SLC will develop their own motto, creed, chant, and college awareness theme which will promote integrity, ethics, and character.

SRES # 11 will implement Professional Learning Communities with a focus on DuFour's (2009) *three big ideas*: A Focus on Learning, A Cultural of Collaboration, and A Focus on Results. Compelling evidence indicate that working collaboratively supports best practices. (DuFour, DuFour, Eaker, Many, 2008) In their professional learning communities, teachers at SRES # 11 will engage in collaboration to analyze and improve their classroom practices.

The school will ensure that the teachers 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 meet the needs of the whole child. 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 and climate 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 expectations established for students, parents and staff regarding acceptable student behavior in the classroom and throughout the school campus. There will be school-wide expectations for safe, respectful and responsible behavior. The Small Learning Communities will determine how the implementation of the positive behavior support plan. 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 leveled and appropriate consequences.

To establish a safe and orderly environment, SRES #11 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
- Clear communication with students, parents, and staff through newsletters, assemblies, etc.
- Schedules such as, play area schedules, assigned seating for lunch and breakfast, assigned dismissal gates, Auditorium seating schedules, etc
- Assemblies and lessons on how to practice and have a healthy lifestyle.
- Routine screenings for immunization, vision, hearing and dental issues
- Healthy food choices will be available at the school (before, during and afterschool)
- Access to a caring adult which will allow the student to have a personalized learning environment
- 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
- Student ownership for maintaining a clean and safe campus
- Assemblies, lessons and information regarding physical and emotional fitness
- Celebration and information regarding health awareness throughout the year
- Positive affirmation regarding a child's emotional well being in the classroom and school wide
- 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 and health issues, identifying community members and resources that can help support student success, (e.g. community resource mapping), develop 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 expectations 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 citizenship, academics 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, SRES #11 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.

RtI^2 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. SRES # 11 will be comprised of Fundamental Education (K-3) and Themed Houses (4th-6th grades). The school community (teachers, staff, parents and community) will share accountability for the success of all students (academic, interpersonal, behavioral/social emotional, attendance, etc).

i. Management of Multiple Schools

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

- Academic excellence and student achievement for all students
- A safe, clean, welcoming, nurturing and culturally responsive environment
- Implementation of a rigorous standards based curriculum with fidelity
- Use of data by all stakeholders to drive instruction and targeted interventions through RtI^2
- Explicit systems for school wide procedures and routines
- Development and implementation of School wide Positive Behavior Support Plan (SWPBSP)
- Highly qualified and committed teachers in every classroom
- Alignment of budget and resources to school needs in order to promote student achievement and employee's growth and development
- Meeting targets and goals per LAUSD's Performance Meter's in the areas of student achievement, attendance, parent engagement and suspensions
- Parents as equal partners in the education of their children

These same expectations will apply to SRES #11. To ensure that these expectations are realized the Local District will engage prospective staff in a process of transition for establishing a positive culture at the new school. This process will involve convene with the perspective teachers, communicating the mission, vision, value, core beliefs and goals, promoting ownership of the plan, conducting professional development on the instructional framework, PLC's and team building. This process was successfully implemented in the 2010-2011 school year with the three PSC 1.0 school awarded to Local District 7/UTLA. In addition, Local District 7 will facilitate support to the new schools in the areas of staffing, instruction, budgets, compliance, professional development, operations, and facilities. A Local District 7 Elementary Principal Leader will work closely with the principal and school staff to monitor

implementation of this PSC plans and to ensure that the school receives the necessary resources and services.

b. Student Support and Success:

Student success at SRES #11 is characterized by the students' strong foundation in literacy, numeracy, science and the ability to build a pathway towards career options in the areas of medicine, engineering and the arts. The goal is for students to be successful in meeting rigorous grade level standards and reaching proficiency or above, on the California Standards Test (CST) while becoming technologically literate. The school will have an unwavering focus on learning for all students which will be closely monitored for each student's progress. Students at SRES # 11 Elementary School will be motivated to come to school due to the personalized culture established by the Fundamental Academic Core (K-3) and Themed Houses (4th-6th) along with the professional learning communities. The teachers on the staff will know and recognize the students who are in their Themed House and will provide for them an academic program which is required for the individual child to be successful.

In addition, SRES # 11 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. SRES # 11 is seeking a memorandum of understanding between the LAUSD, and United Teachers Los Angeles to extend the teacher on-site obligation two days a week. *Teachers at SRES # 11 would be 7 hours on-site to enhance student support and success as well as 20 hours of volunteer time.* Teachers will dedicate two hours a month to analyze data and plan individualized intervention, enrichment, and extra-curricular activities that support the Fundamental Academic Core (grades K-3) and Themed Houses (grades 4th-6th).

Student success at SRES # 11 is characterized by students who achieve personal and academic goals through high quality instruction, engagement in developing self confidence and core knowledge to participate fully in our 21st Century economy. To enhance the educational experience of students and promote their success, the following will take place:

Promoting High Academic Success:
- Monthly Achievement Assemblies
- CST Fall Award Assembly
- CELDT Spring Awards
- Black Scholars Awards
- Science Fair
- Culminating Task Presentations

Developing Core Knowledge:
- Math Matters Competition
- Spelling Bee
- Publish School Newspaper
- Participate in Student Council
- Fundamental Primary Curriculum
- Curricular field trips
- Focused Intervention-"One skill- one cycle goal"

Establishing Personal Goals and Self Confidence:
- Themed Houses Curriculum
- Participate in Student Council
- Participate in after school clubs
- Participate in community projects
- Develop student interest blogs on the school web-site

Building Community Relationships
- Back to School Night
- Parent Conferences
- Community Projects sponsored by local community organizations

- Participating in LAUSD Beyond the Bell and LA's Best programs

- Walking field trips to library, fire station, Umma Health, and post office

c. Social and Emotional Needs:

SRES # 11 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 Themed Houses 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 communication, use of email, conferences, assemblies, classroom celebrations, etc.

SRES # 11 will utilize the Student Study Team (SST) for overall student support and management of academic, social, emotional, behavioral well-being as well as the Language Appraisal Team (LAT). This team will include the administrative team, community support personnel, and other itinerant staff. Each month the team will generate a list of students to monitor who may exhibit difficulty with academics, social, emotional, behavioral, or attendance issues. The team will identify a plan of action for each student identified as high risk and all necessary services will be considered and implemented. The list will be modified as students' needs are addressed and follow up intervention is provided like SST/LAT screening, counseling, and attendance monitoring.

Students with social, academic or emotional issues will be identified and provided support through a coordinated resource system in which the students' unique needs are addressed through outside resource services. In addition, the school district's resource program will be sought for the children. 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.

The following behavioral, social and academic programs will be included to promote a positive school climate:

- Development and implementation of a school-wide Positive Behavior Support Plan (SWPBSP). Staff will be trained in District approved conflict management in anti-bullying program.
- 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 play times which build cooperation and physical skills.
- A mandated uniform Standard of Dress for all students will be developed and implemented through 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.
- 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.

- The students will develop communication and social skills to interact effectively with others.
- Students will contribute to the well-being of one's self, school, and community.

d. College and Career Readiness:

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 a variety of activities to increase their awareness of college and careers. Such activities and programs will include:

- Posting copies of teachers and staff degrees, credentials, pictures and/ names of colleges and universities attended, and share with students information regarding their college experience and careers
- Extending invitations to parents and community persons to participate in Career Day activities.
- Arranging visits to local college, universities, and trade schools
- Seeking on-going relationship with Local Colleges and Universities including 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.
- Establish a Parent Center where parents can receive training & workshops to support all their students' needs

e. School Calendar/Schedule

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. SRES # 11 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. Each Small Learning Community will be autonomous in creating and implementing programs, which may be unique and innovative for their community. Extra support will be provided to students through after school programs, clubs, and Saturday and after school tutoring. Extra support will be provided to students through after school programs, clubs, and Saturday and after school tutoring.

SRES # 11 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. (see Attachment 4: School Calendar; Attachment 5: Daily Schedule). 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

Local Initiative School Waiver #5: *"The School Staff will explore the option of scheduling the most appropriate "Banking Time" period for staff development by reorganizing the instructional minutes.*
In year 1, the stakeholders at SRES #11 will explore the option of modifying the school's daily schedule, calendar and options for banking time to allow the flexibility of better implementing the school plan for maximum student learning and teacher collaboration beginning year 2. This waiver will allow the school to increase the time allocated for professional development and collaboration of all stakeholders based on student data and determined needs. Compelling evidence indicates that working collaboratively represents an effective best practice for school improvement (Dufour, Dufour, and Eaker, 2006). In a Professional Learning Community, teachers engage in collaboration to analyze and improve their classroom practices. Collaboration among teachers in each Themed House and across grade levels will enable 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 waiver will also provide the opportunity for teachers to learn from, and be supported by each other.

   f. Policies:

SRES # 11 will follow the District's policies in the following areas: Retention/Culmination (Standards Based Promotion Guide) and School wide Behavior Support Plan. However, the school is requesting the option to explore and implement Waiver # 12 – Student Discipline Guidelines so that the needs of the student population with respect to student discipline will be met.

Local Initiative School Waiver #13: *"The School will have the ability to establish health care partnerships in order to have on-site health exams, procedures-(dental, vision etc.)."* The establishment of partnerships between the school and community is a critical component of student success. According to the New York Times article dated November 2011, "Studies have found that roughly….60 percent of students planning engineering and science majors end up switching to other subjects or failing to get any degree…". Moreover, students in South Los Angeles are seldom exposed to a strong science and health curriculum as well as practitioners' in the subject. The writing team of SRES #11 have reached out to UMMA, a community based health clinic to partner with our Health/Science SLC as well as to provide health exams such as vision and dental to our school families. In addition, students participating in the Science Medicine SLC will be provided with an enriched science and health academic program on a daily basis. They will also visit experience presentations and fieldtrips to the local UMMA Health Clinic. This and other community based agency partnerships will provide services and resources such as community forums, governmental, cultural and recreational opportunities to enrich the lives of our school families.

LIS Wavier #12: *School's Student Discipline Guidelines*
During year 1, the school's stakeholders will explore the development and implementation of a research based discipline plan that is reflective of the needs of the healthy whole child and is aligned to the district and state guidelines and regulations. Some options being explored as alternatives to suspension would include: mandatory after school/Saturday detention, reparation for vandalism, community services, parent education and participation during the school day.

B-5. Parent and Community Engagement

    a. Background

SRES # 11 will open for the 2012-2013 school year to relieve the overcrowding at Miller, Raymond and 68th Street Elementary Schools. SRES # 11 should to continue working with the sending schools and their communities. The motto: "College Ready and Career Prepared" is the district's expectation for all students. The community surrounding South Region Elementary School # 11 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 affect the quality of life.

According to the City of Los Angeles website the following information was reported from the US 2010 Census about the local community:

- 57.63% of the adults 25 years and older do not have high school diplomas
- 22.2% of the adults 25 years and older have high school diplomas
- 12.76% of adults 25 years and older have had some college experience
- Median household income is $28,443
- Median price for homes $177,740.00
- Total population is 66,395
- 78.7% of the population is Hispanic
- 27.27% of the population is African American
- 16.26% of the population is White.
- Murder, Robbery, and Motor vehicle theft is three times the national average.
- Out of 42,911 civilians ages 16+ 22.61% males are employed and 16.67% females are employed.
- Male household no wife with children under 18 is 15.68%
- Female household, no husband, with children under 18 is 52.68%
- 51,499 children in the Los Angeles County participate in foster care
- 23,359 persons are homeless in the city of Los Angeles

More specifically United States Census data for zip code 90044 where the school is provided provides the following information about the socio-economic conditions of this community:

- The population density is 16,946 people per square mile
- The average household size in the year 2000 was 3.55 persons compared to 2.87 persons for the state of California
- The median household income in the year 2000 was $22,091 compared to $47,493 for the state of California
- The percentage of residents living in poverty in the year 2000 was 36.40% compared to 13.89% for the state of California
- 21.68% of males and 20.77% of females are high school graduates
- 8.21% of males and 7.96% of females have no schooling completed
- 2.64% of males and 4.15% of females have earned a Bachelor's Degree

Despite these alarming statistics, the community surrounding SRES #11 has numerous assets, which have been implemented by community and political leaders. Local businesses and services include a local police and fire station, numerous churches and several small businesses within walking distance to the

school. These assets help create and provide a strong base for potential community-based support for the new school.

The mission and vision of the SRES # 11 will be implemented with a focus on the assets found in the surrounding community. The school's focus of Fundamental Academic Core (K-3) and Themed Houses (4th-6th) will provide a rigorous well rounded education for all students. The UMA Health Center is located less than a mile from SRES # 11. This Center has expressed an interest in partnering with the school to provide health services to the students and their families. In addition, the UMA Health Center will provide support to the Themed Houses through guest speakers, medical information and hands on experiences.

The Ascot Library is within walking distance from SRES # 11. This library provides services including Internet accessibility, story time readings, homework centers and year-round reading activities. SRES # 11 is also within the boundaries of two community parks Mount Carmel Recreation Park. Other community assets the Los Angles Challengers Boys and Girls Club which offers numerous programs for students including technology classes, sports program and tutoring. The critical needs surrounding SRES #11 are additional safe places for children to interact with each other, job training and placement and affordable housing. The community would benefit from additional grocery stores; sit down restaurants offering healthy 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. The City of Los Angeles has 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.

SRES # 11 is located five miles south of the University of Southern California (USC) which provides numerous opportunities for the community in terms of employment, recreational, and education services. In addition, USC has musical concerts, art exhibits, and museums which provide opportunities to the wider community. The USC multi-cultural student body lives and work within the area of SRES # 11. SRES #11 has the unique opportunity to pursue free activities through curricular trips to historic Exposition Park, located five miles south of the school. Exposition Park includes the California African-American Museum (CAAM), CA Science Center, Expo Center, IMAX Theater, National History Museum, LA Memorial Coliseum and Sports Arena, and Rose Garden Park. The Expo Center connects to the Ahmanson Senior Center which consists of an outdoor amphitheater, business courses, computers, a gym, sports field, and summer camps.

In alignment with the mission and vision the school will provide the child with educational experiences that will enable them to develop in depth knowledge, awareness, and sensitivity about the community. This will establish a strong foundation in their path of becoming successful proactive members of the community. This will be accomplished through the following:
- A well rounded college prepared career ready instructional program
- School activities that will promote healthy, physical, social and emotion development
- School activities that celebrate culture and community customs

- Systematic parent education/empowerment programs
- Partnerships with community organizations, agencies, and universities
- Outreach to the community

Family and Community Engagement Strategies (FACES)

FACES is a parent and family engagement community partnership program from Pepperdine University. Currently, it has 3 phases: 1) to gather data about the needs of parents and community around connection and communication with schools, teachers, and administrators; 2) to recruit parents and community members within district 7 as participants; 3) to implement a series of 20 sessions for parents and community members around critical topics about their communities. Sessions will be held on selected Saturdays for 3 hour blocks based on optimal participation. Sessions are structured to help parents and community members develop effective communication and engagement skills with LAUSD teachers and schools in order to achieve successful educational outcomes for children in local district 7.

FACES will support GSEP graduate students from the divisions of education and psychology to assist in the implementation of the 20-session module and to develop professional skills through practicum placement at identified school sites and at Local District 7.

b. Strategies

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

South Region Elementary School # 11 will open to relieve three schools that have a long history in the community. 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 that will be continued at SRES #11. The school has a clear and strategic plan that outlines multiple ways to consistently and meaningfully engage parents in the educational experience of their children. Parents have access to authentic decision making roles with real authority. SRES # 11 already begun the process of community engagement by holding several meetings with the members from each of the sending schools to gather information about the qualities and services they would like to see at SRES # 11. This plan has taken into consideration and has incorporated suggestions offered by parent/community members of the three feeder schools.

The school mission is to "educate students in a nurturing environment that will prepare them to be successful in middle, high school and beyond, enabling them to be competitive in a 21st Century global economy" embodies the concept that parents must become a critical component of the success of the children of SRES #11**.** We will engage parents through Epstein's Framework of six types of family and community involvement. We will employ the research-based practices outlined in Ms. Epstein's School, Family and Community Partnerships: Preparing Educators and Improving schools. However; we will also build our engagement program on the more recent work of Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence* and *Beyond the Bake Sale.* We are fully aware that this research body has been proven highly effective in addressing the type of diverse student population that comprises SRES #11.

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

By modeling the engagement of our parents on the work of Joyce Epstein's *Framework of How Parents Can Become More Involved in Schools* (1997) we have identified specific actions that will help up establish and maintain a model implementation for parent and family involvement at the school. We will build a "Partnership School" from the ground up that builds relationships, connects academics, meets diverse needs, and supports advocacy and shares power. Our plan identifies the actions we will take to implement a robust engagement of our parents and families based on Joyce Epstein's six types of 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 In addition, SRES #11 will also add an additional step to celebrate our school-community partnerships.

Plan of Engagement
1. **Parenting**--Helping all families establish home environments that support children as students:

Surveys: Parent and community surveys will allow the school to identify assets, interests, and needs of family members (parents or other guardians/caregivers). The data will allow the school to develop trainings for parent leadership, workshops and volunteerism.

Parent & Family Center: To ensure that the needs of families are met, SRES #11 will operate a Parent & Family Center that will serve to break down barriers, address issues of parent self-esteem, and provide knowledge and information to parents in a language they can understand. Research has shown that Parent and Family Centers are a critical and essential link toward creating an integrated and inclusive school environment.

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

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

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

2. **Communicating -** Designing effective forms of school-to-home and home-to-school communications about school programs and their children's progress.

Student Led Conferences: This process will allow students to examine how their strengths, weaknesses and behavior affect their performance as learners. Research shows that this process has a positive impact on the communication patterns of students, parents and teachers.

Neighborhood Walks: Walks will occur to inform parents about the new school, invite them to participate on campus and provide helpful tips on support strategies for CST and grade-level curricula.

Professional Development: Annual Professional Development for all school staff on creating and implementing a Welcoming Environment. The professional development is aligned to Beyond the Bake Sale, which provides data to support the concept that a welcoming process creates a sense of belonging for parents and families.

Technology Tools and Resources: Newsletters, calendars and the school website will provide frequent communications to parents and access different modalities and access points. ConnectED will be used to update parents on school activities, and provide timely and pertinent information. A specific designated bulletin board, with easy access to parents, will provide them with school information, notices, upcoming community activities and resources.

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

3. **Volunteering -** Recruiting and organizing parents to help and support the school.

Welcome Night for Parent and Families: An annual orientation will occur before the start of the school year to allow parents to meet their child's teacher, review their schedule and discuss expectations for student success.

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

Support for School Volunteers: The categorical program advisor will ensure that frequent communications are provided to parents that offer the opportunity to become a school volunteer. The communications will outline identified areas of needed support as indicated through teacher surveys.We will hold regularly scheduled parent volunteer meetings to inform, recruit and organize parent volunteers to support their children's education.

Per LAUSD policy volunteers will submit the results of a TB test; receive a Megan's Law screening; and will be processed by the central Parent Community Services Branch in order to receive a volunteer identification badge. Meetings will be held in the Parent & Family Center between the school's parent support team and volunteers to monitor their classroom support and to clearly communicate school priorities.

The school will promote teacher recognition of classroom volunteers during student assemblies to provide ongoing and immediate recognition. The school will request volunteer recognition certificates and pins from PCSB and conduct a year-end recognition event that honors and validates their volunteer service. The School, Family Action Team will provide recommendations to improve this process and assist the School Site Council in identifying appropriate recognition opportunities and strategies to improve recruitment.

4. **Learning At Home -** Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities.

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

- RtI^2-What a Parent Needs To Know
- Family Story Time
- College Awareness/Preparation Program
- Positive Behavior Support At Home
- Math and Literacy Workshops
- Science and Technology Workshops
- Interpreting Summative and Formative Data

- Implementing Common Core Standards
- How to Identify a High Quality School
- Early Signs of At-Risk Behaviors in Youth
- Healthy Lifestyle for Families
- The Road to High School Graduation and College: Preparing for College Begins Now

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

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

Parent-Student-Teacher Classroom Compacts: Each classroom teacher will create compacts that bring students, parents and the teacher together in discussing how they can work together more effectively to improve students' skills. These compacts will be aligned to the provision of a personalized learning environment for each

child. These compacts are above and beyond the compliance driven School-Parent Compact that SRES #11 will annually revise with the advisory committees and School Site Council. A School Handbook will be developed to provide information about the school vision, mission, goals, policies and procedures, schedules, etc. Each parent will receive a copy of the District's Parent Handbook which will delineate all District, State and Federal Educational Mandates.

Teachers Involving Parents in Schools (TIPS): Interactive standards-based homework and rigorous daily instruction will increase students' concepts connected to home cultures and every day activities, e.g. shopping, cooking, yard work, cleaning, etc. SRES #11 will provide each student with Curricular Backpacks and TIPS strategies. Our Backpack and TIPS strategies will encompass all subject areas but always incorporate reading or writing activities.

5. **Decision-Making -** Including parents in school decisions, and developing parent leaders.

Advisory Committees/School Site Council: SRES #11 staff will conduct all parent and stakeholder elections, per District identified timelines, to ensure the required six meetings per year of each committee/council. Following the election of members and officers, the school will conduct trainings for all committees and the SSC to ensure that parents serve as equal partners in the school governance process.

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

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

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

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

6. **Collaborating with the Community -**Identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

Implementation of a Strategic Plan for Community Engagement: Implementation of the school's community engagement strategies and plan will be monitored by the SSC through reports by the School Family Action Team, Parent & Family Center staff, and categorical program adviser. Consistent reporting and feedback from the SSC will allow the alignment of categorical resources to better support the school vision of parents as equal partners.

Leverage Existing Expertise: SRES #11 school staff will work closely with the Local District 7 Parent Engagement Unit and community organizations to build site expertise and promote successful partnerships with non-profits and CBO's. These internal and external entities will help implement ongoing comprehensive training for the school's staff to support and empower parents.

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

      7. Celebrations Honoring Our Community - Creating opportunities to celebrate our home-school-community partnerships. The school's governing councils will select from the following activities which will celebrate and honor the community:

Annual Events

- Welcome to SRES # 11 Picnic/Potluck
- Healthy Harvest Festival
- Community Recognition Awards
- Parent Volunteer Awards
- Annual Hispanic Heritage breakfast
- Thanksgiving craft workshop
- Donuts for Dads/Million Father March
- Mother's Day craft workshop
- Women's History presentations
- Career Day
- Black History Month programs
- Cinco de Mayo program
- Awards Ceremony for students and teachers
- Earth Day and Community beautification
- Community Health Resource Fair
- Dr. Martin Luther King's program
- Cesar Chavez student presentations
- Annual Performing Arts performances
- Winter Holidays Program
- Scholastic Book Fair

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

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

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

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

c. Key Community Partnerships

In order to realize the school's vision of "providing a socially and responsive school with strong home and community partnerships" SRES # 11 will outreach to the broader community and engage local agencies and organization that can provide services and resources to children and parents. The school will be proactive in establishing and gathering the support of community partners.

Potential Community Partnerships: The school is located at the intersection of 69th Street and Vermont in South Los Angeles. The school will explore partnerships with the local community resources in order to meet the school's vision and mission. In order to align the vision and mission with the existing resources the school is going to fund instructional coaches and after school tutoring by certificated staff for the students. In order to extend beyond existing school and district recourses the school will partner with community, governmental and cultural business and other entities. The school's focus on the whole child requires services on the social, emotional and physical areas. Currently there is a pre-existing relationship with the UMMA Community Health Clinic, LA's BEST. The LAUSD Facilities Community Outreach staff conducted numerous community meetings during the site selection process. SRES # 11 will continue these partnerships and will also seek additional partnership to meet the vision and mission of the school.

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

Middle and High Schools: SRES #11 will partner with Muir Middle School, Foshay Middle School, Manuel Arts 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 SRES #11 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. SRES # 11 will also form partnership with community organization that will enhance the 4th -6th Grade Themed Houses and provide support for the students in K-3.

Table 23: Potential Partners

Organizations	Roles/Services	Personnel Responsible	Supporting Vision	Time Line
Bradley Milken Youth & Family Center	Counseling, Cultural and Recreational Activities, Financial & Tax Preparation, ESL Classes, Food Distribution & Disaster Preparation	Parent Resource Liaison Categorical Program Advisor Principal	Social/Emotional	Year 1
Challengers Boys and Girls Club	Tutoring, Sports, Extended Daycare Services, Education and Career Development, Adventures in Science program,	Parent Resource Liaison Coordinator Family Action Team Principal	Fundamental Academic Support Career Development	Year 1
Expo Center	Cultural activities (art exhibits, concerts) Gang prevention, Youth orchestra (YOLA)	Categorical Program Advisor Grade Level Chairs Principal	Arts Themed House	Year 2
UMMA Community Clinic	Health Care Support Immunizations	Coordinator Family Action Team Principal Nurse	Science/Medicine Themed House	Year 2
Kendren Community Mental Health	Mental illness recovery, Problem Identification, Family Focus Models, Early Head Start Program,	Psychologist Bridge Coordinator Principal Nurse	Emotional	Year 1
CSULA VESTED	Engineering Summer Classes for 6th grade	Coach Principal	Math/Engineering Themed House	

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

Community Forms: South Region Elementary School # 11 will organize quarterly Community   Forums for parents. The Community Forums will bring together the parents of SRES #11, 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.

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

Volunteering: Community groups, governmental agencies, individuals, cultural organizations, volunteer organizations, businesses, senior groups, and religious organizations will be sought to provide cultural,

recreational, and extracurricular opportunities which will enrich the lives of the children of SRES # 11. Partnership involvement will be based on the students needs for success. This will be done by reading to students, after school programs, tutoring, and volunteering in the classroom.

Supporting and Advertising School Events: Partnerships will be asked to support and advertise school events to provide access to enrichment opportunities, encourage parent and community involvement, promote school community interest, and aiding in the success of such events. Partnerships will be asked to provide support with Family Nights, Holiday Programs, Science Fair, Career Day, Annual School Play, etc.

Category Three: Leadership that Supports High Achievement for Students and Staff
B-6 School Governance and Oversight
   a. **School Type – Not Applicable**
   b. **School level committees**

The governance councils include: Compensatory Education Advisory Council (CEAC), English Language Advisory Council (ELAC), School Site Council (SSC) and Local School Leadership Council (LSLC). Meetings will be scheduled and held for parents of Gifted and Talented Education (GATE) students and students with disabilities. The governance of SRES # 11 will adhere to Article XXVII – Shared Decision Making and School Based Management through the Local School Leadership Council (LSLC). The LSLC responsibilities shall be those prescribe by policy as well as working collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan.

The school governance team has the responsibility of making decisions that will support the mission, vision and educational plan for SRES # 11. The School Site Council (SSC) is the school's decision-making council 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 (GATE) Advisory Committee. The SSC will update and revise the SPSA annually. The SSC responsibilities shall be those prescribed by policy as well as working collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan.   The major 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
- 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

- Developing roles and functions of committee members
- **In order for staff to comply with a Professional Dress Standard, Memorandums of Understanding with LAUSD, Associated Administrators of Los Angeles (AALA), and United Teachers Los Angeles (UTLA) will be provided regarding Professional Standards of Dress**
- Developing a Home/School Compact

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

c. Governing Council – Not Applicable

B-7 School Leadership

a. Principal Selection

The principal must be a transformational leader in order for the school's mission and vision, philosophy, core beliefs, and goals to be carried out. The principal's roles and responsibilities will be as follows:

- Implementation of the PSC plan
- Facilitates the formation of Professional Learning Communities
- 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
- Establish and implement a School-Wide Positive Behavior Support Plan
- 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
- 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
- Knowledge and experience with strategic school budgeting
- Follow Federal, State, District's policies and procedures
- Establish a school environment which is characterized with high expectations for all children
- Ensure that the school is reflective of a clean, safe, orderly and organized environment for the promotion of the whole, healthy child
- Ability to communicate clearly and effectively
- Understanding of and sensitivity to diversity in the school community
- Provides leadership to foster a welcoming environment in order to promote parent engagement

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 leader, the requirements for the principal of SRES #11 includes the following:

- Evidence of being a successful instructional leader and have a collaborative style of leadership
- Evidence of being inclusive with all stakeholder (parents, teachers, classified staff, community members, and students)
- Commitment to fulfilling the schools vision, mission, philosophy and goals

- Commitment to the implementation of the PSC 3.0 plan written by LD7/UTLA for SRES # 11
- Commitment to the implementation of the school's professional development plan, the District's Response to Intervention (RtI^2) framework, and a standards based instructional program
- Evidence of in depth knowledge on the use of 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
- Depth and breathe of school leadership experiences

The utilization the LAUSD – UTLA MOU dated December 2011 for the process of hiring the school site Administration, teachers, classified, among other stakeholders will be involved in the selection of the principal for SRES #11. Board Rules, District administrative regulations, collective bargaining agreements and policies for the selection of a principal will be utilized. This requirement is in alignment with the school's vision, mission, goal and No Child Left Behind. The interview process for the principal at SRES #11 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 follow through
- Interpersonal Dimension: Development of staff members, leadership and influence, instructional leadership
- Personal Dimension: Demonstrate initiative and innovativeness

The committee will be trained using the LAUSD interview procedure: Situation, Task, Action and Results (STAR). After the completion of the interview process, three candidates will be recommended to the Local District 7 Superintendent for the final selection. The position will be advertised within and outside LAUSD. The selection process will begin in February 2012 with the principal selected in March 2012. Upon selection, the new principal will begin recruitment of teachers and staff, following procedures as outlined in the LAUSD Bargaining Agreement.

b. Leadership Team

LIS Waiver # 11: *Local Process/Methods for Selecting Teachers*
A Staff Selection Committee will be established in order to select non-register carrying certificated support staff based on a locally created criteria. This waiver is needed in order to have the most qualified support personnel selected for the position. The Staff Selection Committee will include four teachers (three elected for that purpose, plus the ULTA Chapter Chair), the Principal or designated administrator; a classified employee selected by the school's classified staff and two parents selected by the parents on the School Site Council. The selection process will include a district-wide search, an application process, and interviews. The Staff Selection Committee will reach consensus in selection of staff. As specified within the December 2011 MOU, decisions of the Staff Selection Committee, to become final, are subject to the independent concurrence/consent of the Principal.

The Leadership Team will be the guiding force behind the implementation of professional learning communities through which the mission and vision of the school will be carried out. The primary purpose of the leadership team will be to establish a collaborative process, which will facilitate effective implementation of the instructional program. SRES # 11's Leadership Team may consist of the following:

- Principal
- AP-EIS
- Bridge Coordinator

- Categorical Program Advisor
- Instructional Coach
- Intervention Support Coordinator

The Leadership Team will hold each other accountable for meeting their specific duties and responsibilities through weekly collaborative team meetings. During these meetings the Leadership Team will share information regarding their areas of responsibility, review formative and summative data, review and discuss classroom observations, plan 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 students. The Leadership Team members will meet with the school's advisory council and review the school's mission, vision and progress toward the implementation of the plan. Another important role of the leadership team will be to establish systems throughout the school to ensure that parents feel welcomed, appreciated, well informed and valued.

The Leadership Team will facilitate the process for PLC to engage in collaboration where qualitative and quantitative student data will be reviewed and analyzed with the purpose refining instructional practices and monitor student progress. As facilitators the Leadership Team member will establish the process for identifying the norms, agenda, goals, objectives and outcomes for PLC meetings. As facilitators the Leadership Team will build leadership capacity in each PLC.

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. Depending on the school's budget positions will be allocated to the school.

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

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

Categorical Program Advisors: The categorical program advisor position will be multi-funded to provide direct services to English Learners and Standard English Learners (SEL's). The categorical program advisor will provide professional development to assist teachers in the identification and placement of English Learners, effective instruction and intervention for EL's and Access to Core

methodology. The coordinator will collaborate with teachers and administrators to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement and addresses the linguistic and academic needs of EL's and SEL's. The coordinator will facilitate peer coaching by collaborating with teachers to plan, deliver, and analyze lessons appropriate for EL's and SEL's. They will attend district and related professional development.

Instructional 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 instructional coach will work collaboratively with all teachers to promote standards based literacy and numeracy across the content areas.

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.

B-8 Staff Recruitment and Evaluation
a. Staffing Model

The staff plan for the first year of the three year plan for SRES #11 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. The Small Learning Communities will personalize the school and all the staff to focus on meeting the cognitive, social, emotional and physical needs of the Whole Child. Staffing for the next three years will include the following based on the budgeting needs of the school**:**

Position	Year of Implementation	Mission and Vision	Academic /Non-Academic
Principal	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
Assistant Principal -EIS	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
30-35 Norm generated teachers	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Pre-kindergarten teacher	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1-2 Special Ed. teacher(s)	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Categorical Program Advisor	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Bridge Coordinator	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Intervention Coordinator	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Instructional Coach	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Library Aide	2012-2013	Cognitive	**Academic**
8-12 Paraprofessionals/Teacher Assistants	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
3 class size reduction teachers	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Psychologist	2012-2013	Cognitive, Social, Emotional	**Academic**

School Support Staff	2012-2013	Emotional, Physical	**Non-Academic**
1 Psychiatric Social Worker	2012-2013	Social and Emotional	**Academic**
1 School Nurse	2012-2013	Physical	**Non-Academic**
1 PSA Counselor	2012-2013	Social and Emotional	**Academic**
1 Elementary School Counselor	2013-2014	Social and Emotional	**Academic**
1 Campus Aide	2013-2014	Physical	**Non-Academic**
4-6 Noon Duty Supervisors	2012-2013	Social, Emotional, Physical	**Non-Academic**
1-2 Community Representative(s)	2012-2013	Social, Emotional, Physical	**Non-Academic**
Cafeteria Manager and staff	2012-2013	Physical	**Non-Academic**
Plant Manger and Team Cleaning Staff	2012-2013	Physical	**Non-Academic**
School Administrative Assistant and office technicians	2012-2013	Cognitive, Social, Emotional, Physical	**Non-Academic**

The funds for many of these positions are contingent upon categorical funds and therefore must be approved by the School Site Council and reflected in the school's Single Plan for Student Achievement. 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 staff, plant manager and staff, school Administrative Assistant and clerical staff, supervision staff, campus security staff, parent community representatives, school nurse, school psychologist, and PSA Counselor.

The school will follow the current approved norm chart for LAUSD with a student teacher ratio of 24:1 for grades K-3 and 30:1 for grades 4th-5th. 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.

The data, as listed in Section A, confirms that EL and SEL students are struggling to meet the academic goals set by the State. Considering the data the school will make every effort to recruit and hire the appropriate personnel to provide language and instructional support. The data also indicates that students with disabilities and at-risk students face similar challenges and therefore require specialized support. Therefore the staffing model will include personnel which will provide these students support.

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. The principal and the Small Learning Community teams will determine classroom assignment and number of daily paraprofessional hours per classroom. Priority will be given to primary classrooms (K-1), classrooms with predominantly ELD Levels 1-3 and classrooms with struggling students. The staff that is selected to work with the children at SRES # 11 will have a strong background in working with students who are English Learners and students who are Standard English Learners. The staff needs to be fully committed to working together to insure the success of all 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.

In order to meet the social and emotional needs of the students the school will budget for a psychologist, psychiatric social worker, school counselor and PSA Counselor. The school will review the needs of the students enrolled at the school to determine the amount of time budgeted for these staff members. In order to insure that the physical needs of the students are met the school will budget for nurse time, plant manager, cafeteria manager and supervision staff.

Local Initiative School Waiver #10: *"The Staff Selection Committee will have the responsibility for assigning teacher to grade levels and Themed Houses in order to meet the needs of the plan regardless of seniority."* The needs of each child vary from grade to grade. SRES # 11 request this waiver in order to have teachers assigned to grade levels based on the student needs. The Staff Selection Committee will develop a process for determining assignments to grade levels in an effort to best implement the school's vision, mission, core beliefs and components in the PSC Plan. The Staff Selection Committee will include four teachers (three elected for that purpose and the UTLA Chapter Chair), the Principal or designated administrator; a classified employee selected by the school's classified staff and two parents selected by the parents on the School Site Council. Adjustments to this selection process will be reviewed and amended as needed. The Staff Selection Committee will reach consensus in the criteria for the assignment of staff. The school will establish an equitable method by which teachers with the appropriate training and background are assigned to specific grades. The process will include a submission of a preference form including relevant qualifications and experiences. An initial matrix that identifies the number of classes and a final matrix with the assignments will be posted at a designated time. As specified within the December 2011 MOU, decisions of the Staff Selection Committee, to become final, are subject to the independent concurrence/consent of the Principal.

---

b. Recruitment and Selection of Teachers

The teaching staff from the three sending schools will meet in the spring with Human Resource and Local District Directors to review the process of staff selection for the new school. The selection and recruitment of all staff (certificated and classified) will follow the LAUSD Bargaining Agreement, Board Rules and District policies. 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.

There are 5 waivers being requested in this plan and teachers not willing to commit to these waivers will not be considered for selection.

- Priority to the Design Team in the teacher selection process.
- Commitment form to implement the PSC LD7 UTLA plan.

- 7 hour on-site work day one day a week
- 20 hours of volunteer time per year
- Professional Standard of Dress

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 three big ideas of a professional learning community.

All teachers at SRES # 11 will be considered Highly Qualified as defined by the Federal government and meet the certification to teach English Learners. In addition, the plan requires the following of each teacher:

- Ability to communicate, collaborate and work as a team member
- Understanding the cognitive, social, emotional and physical needs of the children
- 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
- Willing to work with parents and the community to address the needs of the whole child
- Commitment to implement all aspects of the plan including all the requested "waivers"

Local Initiative School Waiver #9: *"The Staff Selection Committee will have the responsibility for selecting and assigning all personnel in order to meet the needs of the school community and plan. The school will not accept the assignment of "must place' teachers by the District"*

As part of the Local School Empowerment Initiative, SRES # 11 is requesting full autonomy in the selection of its teachers for all initial site-based openings. The Staff Selection Committee will select personnel based on experiences, content knowledge and expertise in instructional delivery, and commitment to the PSC plan. In addition, SRES #11 will utilize the procedures for Principal selection as outlined with the December 2011 UTLA/LAUSD MOU agreement. We are requesting that SRES # 11 be granted the privilege to select 100% percent of its teachers and be free of District-mandated priority placements, or "must-place" teachers, including those from any feeding schools (including but not limited to 68th Street Elementary School, Miller Elementary School and Raymond Elementary School) for any initial and subsequent vacancies. As specified within the December 2011 MOU, decisions of the Staff Selection Committee, to become final, are subject to the independent concurrence/consent of the Principal. This request is being made with full understanding of the legal mandates stated in the District-UTLA agreement.

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 teacher will do the primary review and evaluation of student work.
- 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

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 Professional Development prior to the opening of each school year to prepare for the start of a new school year and to gain an understanding of the professional learning communities.

SRES #11 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.

c. Performance Review
SRES #11 will be one, which promotes continuous growth and development 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:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

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:

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

As a result of the Task Force recommendations, the District developed the Teaching and Learning Framework (TLF), which is based on Charlotte Danielson's Framework of Effective Teaching (2007). LAUSD's TLF is aligned with the California Standards for the Teaching Professions (CSTP). Along with the CSTP, the TLF will guide the teacher evaluation process at SRES # 10. The Teaching and Learning Framework will provide a common language and foundation for defining, supporting, developing and measuring instruction. The Teaching and Learning Framework consist of five standards which are defined by components and elements that represent the complexity of teaching. The five standards are:

1. Planning and Preparation
2. Classroom Environment
3. Instructional Delivery
4. Professional Responsibility
5. Professional Growth

There are 3 priorities embedded within each standard: Cognitive engagement which requires students to think deeply about the content; Authentic learning, whereby students build on prior knowledge to construct new learning; College and Career readiness to emphasize the skills necessary for success in college and beyond.

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. Multiple measures will be used in the evaluation process of teachers: observations of practices by administrators and lead teachers, student and parent survey, contribution to the school community and Academic Growth Over Time (AGT). SRES #10 will implement this evaluation process according to the LAUSD/UTLA collective bargaining agreement.

The LAUSD School Leadership recognizes that leadership is an effective component of school success. It describes actions that leaders take to improve student achievement, to develop teacher effectiveness and to facilitate schools of academic excellence. The School leadership framework is comprised of 6 standards which are further divided into components and elements. The six standards are:

1. Supervision of Instruction
2. Investing in teacher quality
3. Shared Vision
4. Culture of Learning & Positive Behavior
5. Family and Community Engagement
6. Systems and Operations

Based on the School Leadership Framework 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 leadership competency based on the six standards.

SRES #11 will implement this evaluation process according to the LAUSD/AALA collective bargaining agreement**.**

B-9 Sharing a Campus -Not applicable

<div align="center">**C. Internal Management**</div>

C-1 Waivers
- ➢ 7 hour on-site work day two days a week (see plan page 17)
- ➢ 20 hours of volunteer time per year (see plan page 60)
- ➢ Professional Standard of Dress (see plan page 75)
- ➢ Add 2 Set – Aside Rooms
- ➢ 100% staff selection by the Staff Selection Team/Design Team (Article X1 sect. 16.0)
- ➢ LIS Waiver #10: Local Process/Method for Determining Assignment of Teachers to grade Level
- ➢ LIS Waiver #11: Local Process/Method for Selecting teachers as Out-of-the-Classroom Certificated Personnel

C-2 Budget Development
The mission, vision, instructional program and goals of the school will determine the budget priorities. SRES # 11 will operate under one of the District's Four Strategic Initiatives - Budgeting for Student Achievement (BSA). Using funding received on a per-pupil basis the school will develop a school budget which aligns centrally determined resources for specific programs, unrestricted funding for the academic goals and strategies established in this plan and categorical funds.

The BSA model includes the following four key elements: Transparency, Flexibility, Accountability and Support and Equity. SRES #11 will implement these four elements in the following manner:
Transparency: Formation of parent councils; clear communication regarding budgets to all stakeholders; building stakeholder capacity and understanding revenue and cost; budget needs assessments to determine priorities; the academic and social needs of the whole child (cognitive, emotional and social) will be used to identify and fund effective practices and programs as stated in the SPSA.
Flexibility: The school will use multiple data points to determine the services, resources, and support required for success in student outcomes
Accountability and Support: The school will use District budget systems and receive support from trained knowledgeable budget staff. These systems will allow the school to manage and monitor their budgets and allow the District to hold the school site accountable. The school will monitor attendance closely in order to generate funding; SSC will establish the SPSA based on students' data
Equity: The school will use the data to determine budget priorities for expenditures for all students including students with disabilities, EL, SEL, gifted and socio-disadvantaged.

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's Single Plan for Student Achievement (SPSA), which will be written by the school's stakeholders. The SPSA will be aligned to the vision, mission, and core beliefs of the school. Per federal and district guidelines, and 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 SRES#11 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 and staff will also elect their representatives on SSC. After the parents and staff 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 Single Plan for Student Achievement will be written based on the school's mission, vision, core beliefs and the academic, social, emotional, and physical needs of all students. 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	2012-2013
8-12 Paraprofessionals/Teacher Assistants	2012-2013 (phased in depending on budget)
3 class size reduction teachers	2013-2014 (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
1 Technology Coordinator	Year 1 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.

Local Initiative School Waiver #8: R*esponsibility of managing all Federal, State and Local funds."*

SRES # 11 will request through Waiver #8 the opportunity to use Per Pupil Budgeting. The school's Per Pupil Funds will allow the school's stakeholders the ability to make decisions based on this PSC plan. The mission, vision, instructional program and goals of the school will determine the budget priorities. The following are examples of unranked budget priorities: salary funding, instructional materials account, class size reduction teachers, day to day substitutes, instructional coaches, paraprofessionals, noon duty aides, technology coordinator, clerical support, and custodians.

SRES # 11 will operate under one of the District's Four Strategic Initiatives - Budgeting for Student Achievement (BSA)/per pupil budgeting. Using funding received on a per-pupil basis the school will develop a school budget which aligns centrally determined resources for specific programs, unrestricted funding for the academic goals and strategies established in this plan and categorical funds. The Principal and the school's stakeholders will hold regular budget meetings to ensure that the budget is spent on the priorities outlined in the PSC plan. SRES # 11 will implement the following 4 key elements: Transparency, Flexibility, Accountability, and Support and Equity.

D-1. Portfolio Development
   a.   **Portfolio Growth - Not applicable**
   b.   **Operations - Not applicable**
   c.   **Portfolio Evaluation- - Not Applicable**

D-2 Organizational Responsibilities and Goals
   a. **Core Functions - Not Applicable**
   b. **Leadership – Not Applicable**

Attachment 4

Commitment to the
South Region Elementary School # 11
UTLA/LD7 Plan

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

By my signature below, I acknowledge the following:

- I have received and read the approved professional development and instructional

   plan for **South Region Elementary School # 11**.

- I understand and commit to support the expectations, goals and vision embedded

   in the approved **South Region Elementary School # 11 plan**.

- I understand and acknowledge that my commitment to this plan and the

   performance of duties required by the plan are a condition for my continued

   assignment at **South Region Elementary School # 11**.

_____

Teacher Signature   Date

Attachment 5: Daily Schedule

Sample Daily Schedule

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 (Students and Teachers)
1:15	Social Studies/Science/Health (3 week cycle)
2:00	Art/Music/Physical Education
2:25	Evaluation of the Day/Homework Review
2:30	Dismissal (Students' Dismissal)

Intervention Blocks (RTI²) will be determined and scheduled by each PLC.

Example After School Extra-Curricular Activities:

Monday-Fridays:

Homework Club	After School Library	Book Club	Tutoring Club
Computer Lab	Recycling Club	Science Club	Student Council
Health Club	Parent Literacy Class	Robotics	Student Leadership Club
Fitness Club	Sierra Club	Social Sciences	Fine Arts
Team Sports	Healthy Cooking Class	Grief/Victim Recovery Group	Vertical Articulation

After school: Beyond the Bell After-School Programs

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

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

SRES # 11 will follow the Los Angles Unified School District' policies on retention and graduation.

SRES # 11 is seeking a waiver as part of the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011.

LIS Wavier #12: *School's Student Discipline Guidelines*

During year 1, the school's stakeholders will explore the development and implementation of a research based discipline plan that is reflective of the needs of the healthy whole child and is aligned to the district and state guidelines and regulations. Some options being explored as alternatives to suspension would include: mandatory after school/Saturday detention, reparation for vandalism, community services, parent education and participation during the school day.

Attachment 7: Job Description for Principal

South Region Elementary School #11
School Opening in August 2012

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.

Attachment T

Policies for Assessment Development Timeline

SRES # 11 will follow the Los Angles Unified School District' policies for Assessment Development Timelines.

SRES # 11 is seeking a waiver as part of the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011.

Local Initiative School Waiver #4: *"The School Staff will review and evaluate all assessments and select those that meet the*

After year 1, the staff of SRES # 11 will have the opportunity to collaboratively develop an assessment process for using valid holistic assessments such as DIBELS, Treasures, CORE K-12, Kinder Checklist, and/or other research based assessments. The staff will select and implement assessments that are most beneficial in providing data to analyze and monitor student growth and progress. Professional Development time will be allocated to provide the staff an opportunity for critical analysis of the data and to determine instructional strategies for improved student outcomes. Teachers will utilize the current District RLA and Math pacing plans as to guide towards creating unique placing plans that includes interim benchmark assessment timelines and identifies core and specific supplemental resources that best meet the needs of the student population. .

Attachment U

**SRES # 11 will follow the Los Angeles Unified School District's
2012 – 2013 Early Start Calendar**