VALLEY REGION ELEMENTARY SCHOOL 13
PSC 3.0

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A. SUMMARY ANALYSIS

Provide an analysis of the academic achievement and culture of the proposed PSC school. Your data analysis should serve as the basis for the Instructional Plan you develop in Section B of the application.

1. ***Mission and Vision. Describe the mission, vision, and core beliefs as well as the school's values about teaching and learning.***

Panorama City parents who have witnessed the construction of our new elementary school (VRES#13) have told us they view the school as a Phoenix rising, the mythical bird that brings new hope and a promise of success for their children. To fulfill their dreams, we have designed an innovative, research-based school model that incorporates the best known practices in education today. This forward-thinking plan capitalizes on collaborating with our sister schools and working with the entire community to achieve success for our teachers, students, their families, and our neighborhood.

Mission
The mission of VRES#13 is to provide diverse educational opportunities so that all students obtain the necessary knowledge and skills to ensure their future success.

Vision
To make our mission a living reality, we will work in collaboration with our families and our community to implement a comprehensive, rigorous curriculum focused on measurable achievement in: reading, writing, speaking, mathematical and scientific problem solving. Students will be prepared to successfully take on the challenges of post-secondary life and the work force. A comprehensive visual and performing arts focus will be woven throughout the curriculum to promote student engagement, creativity, and learning across the disciplines.

Core Beliefs
The instructional design team for VRES#13 believes in educating the whole child by teaching students academic and social skills so that they may successfully navigate both their personal and professional lives in the 21st century. We know that an educated person must possess a strong command of emotional intelligences in order to effectively communicate, work well in teams with people of diverse backgrounds, and collectively solve problems.

Our values around teaching and learning are substantiated by research that indicates: "A well-rounded curriculum that differentiates instruction, builds academic literacy for English Learners, provides learning opportunities that are rigorous and relevant, and integrates 21st century skills into all content areas as an interdisciplinary approach will enable all students from our rich diverse society to be successful in all future endeavors."(Partnership for 21st Century Skills, 2009.) The curricular program will be student-centered, data-driven, and project-based. It utilizes differentiated instructional strategies to meet the individual needs of every student. VRES#13 will prepare students to be college ready and career prepared by providing high quality and effective instruction that builds student self-esteem and self-efficacy through high expectations and holding all students accountable for their own learning.

The principles of rigor, relevance and relationships (International Center for Leadership in Education) serve as under-lying concepts for our program to improve student achievement**.**

- **Rigor** refers to learning in which students demonstrate a thorough, in depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, and/or creativity.
- **Relevance** refers to learning in which students apply core knowledge, concepts, or skills to solve real-world predictable and unpredictable problems.
- **Relationships** refer to meaningful connections between students, parents and school staff to create a stronger learning community for the student.

The goal at VRES#13 is for our students to become active participants in their learning process; to be self-directed, enthusiastic, problem solvers and critical thinkers. Students will be able to apply their learning to complex experiences and real-life situations through collaborative, engaging, project-based learning and various community involvement activities. Utilizing hands-on learning projects, our students will have the opportunity to synthesize and apply their learning for mastery and understanding of skills which lays the foundation for college readiness.

2. School Data Analysis: Provide an objective, critical analysis of data by describing the major strengths and opportunities for improvement at the school.

VRES#13 has been built to relieve over-crowding in the Panorama City area schools including: Burton, Nobel, Panorama City, and Valerio elementary schools. Our school has a capacity of 720 students and will open with approximately 560 preK-5 students (fifth graders in feeder schools may elect to remain in their present school.) District data indicates the demographics of students attending VRES#13 will be: 91% Latino, 3% White, and 2% each of African American, Asian, and Filipino. This population will include: 13% Special Education Students, 52% English Learners, 98% Socio-economic Disadvantaged, and 7% gifted or high achieving and receiving GATE (Gifted and Talented Education).

The proficiency levels in ELA and Math vary greatly among these feeder elementary schools.

Feeder School	Burton El		Nobel El		Panorama El		Valerio El	
Subgroup	ELA percent Proficient or Above	Math percent Proficient or Above	ELA percent Proficient or Above	Math percent Proficient or Above	ELA percent Proficient or Above	Math percent Proficient or Above	ELA percent Proficient or Above	Math percent Proficient or Above
Schoolwide	50.4%	67.6%	40.3%	52.3%	28%	39.6%	38%	46.8%
African American	-	-	61.5%	30.8%	-	-	38.9%	33.3%
Asian	-	-	-	-	-	-	44%	62.5%
Filipino	63.6%	81.8%	80%	88%	66.7%	75%	61.5%	76.9%
Hispanic or Latino	49.3%	67.7%	37.9%	50.9%	26.1%	37.6%	36.9%	45.5%
White	-	-	-	-	-	-	52.6%	63.2%
Socioeconomically Disadvantaged	50.4%	67.6%	40.3%	52.3%	28%	39.6%	37.1%	46.8%
English Learners	44.2%	63.7%	35.3%	49.5%	21.1%	34.7%	31.3%	42.6%
Students with Disabilities	53.6%	63.8%	30.3%	48.8%	8.4%	22.9%	17.5%	28.2%

Using district data sources, we have carefully examined student performance levels in English Language Arts and Math across grade levels and student sub-groups. We have determined that a large percentage of incoming students will require assistance in the specific areas of English Language Arts, English Language Development, writing strategies/skills and math.   The large number of English Learners mandates our instructional program focus on language development skills utilizing class room strategies such as SDAIE (Specially Designed Academic Instruction in English), CRRE (Culturally Relevant and Responsive Education), Direct Instruction, small group instruction, targeted intervention programs, focused professional development and constant progress monitoring of results.

Based on data, 13% of our projected enrollment will have Special Education needs. This will require us to implement strategies to be certain that the core content is accessible to all students. All general and special education teachers will receive targeted professional development to implement instructional strategies to support students' with special needs.

Much attention has been given in the design of this plan to cultivate supports for students who are at risk of not being successful in school (See sections B1d and B4b-c). Individual student needs will be determined by their measurable responses to instruction and then supported by customized intervention programs. These supports, coupled with the identified essential learning standards at each grade level, will enable all students to succeed as they have access to the curriculum. All instructional practices used at VRES#13 will be research-based and will have been used with success at schools serving student populations with similar demographics and educational needs.

A major strength of our new school lies in having students from different cultural backgrounds. We have learned from the Effective Schools research of James Comer, Lisa Delpit, Bob Slavin, and many other prominent educational thinkers, that when students are empowered, they empower others. By embracing the different cultures within the VRES#13 community, we will build confidence, respect, an appreciation for different life experiences and the contribution that each child brings to the school culture. We will develop a community of learners who are empowered, valued and depend upon one another.

This philosophy supports the project-based learning that will be embedded within the instructional framework of the school community. Teachers will use a multicultural curriculum with relevance to the students' own real world experiences. By weaving the arts throughout the curriculum, students will have multiple opportunities in school and community celebrations to share the richness of their own cultures through dance, music, and the visual/performing arts.

We will differentiate and modify curriculum based on content, process, and product according to students' abilities and learning styles through good first teaching. Prior to instruction, teachers will analyze the needs of their students and incorporate strategies to address their learning modalities and academic needs. Teachers will deliver instruction using whole, small, and individual student groupings based on data. Continuous progress monitoring of student performance to inform instructional delivery will be essential to meeting the needs of students.

Our **Performance Plan** describing our specific goals for VRES#13 is attached in the Appendix.

3.Provide evidence of the team's ability to successfully manage the academic operations of a school.

The initial VRES#13 Design Team included: staff and parents from all the feeder schools, Field Representatives from Board Member Nury Martinez's office, staff from CSUN and Local District 1 (LD1). LD1 held a number of informational meetings to engage parents and the community to solicit their input for the design of both VRES#13 and Vista Middle School.
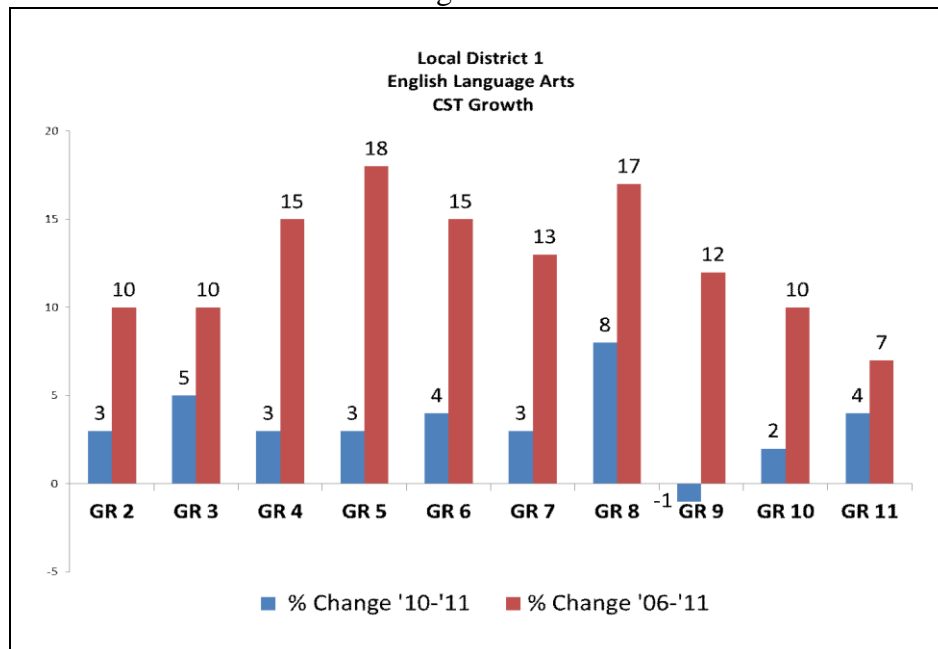
The LD1 team has powerful evidence of its ability to successfully manage VRES#13 based on demonstrated results in working with student populations similar to that of our new school, and the high level of qualifications of the staff members. LD1 is a family of 134 San Fernando Valley schools of which 82 are elementary level. More than 5,000 teachers and administrators provide services to over 88,000 students. Today 56 of 82 elementary schools have an API over 800 and a significant number of schools have achieved recognition for highly effective programs focused on student achievement and closing the achievement gap.
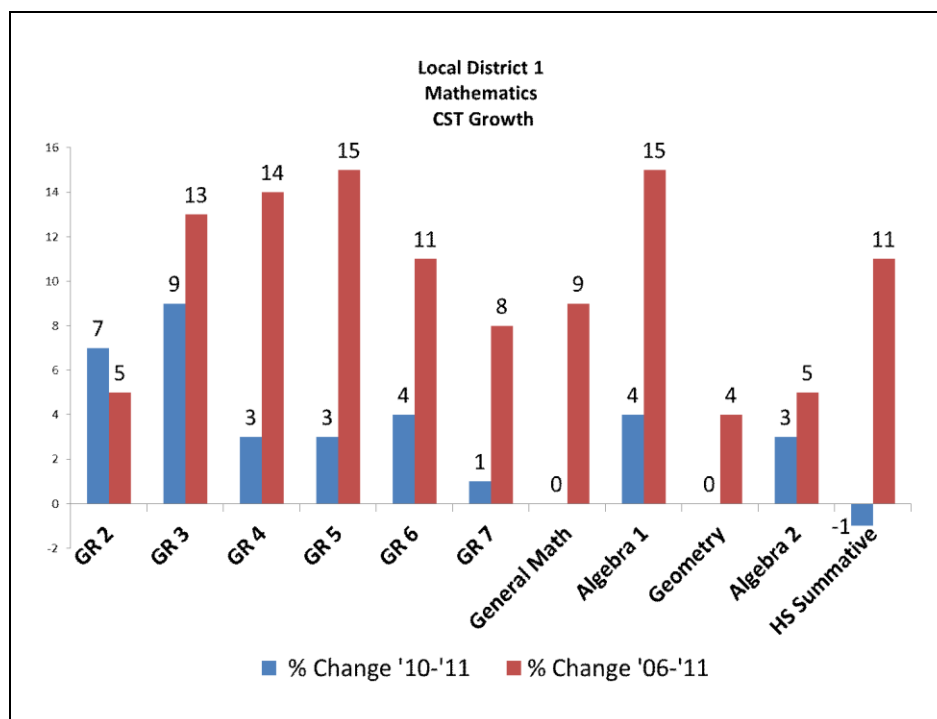
Local District 1 has:	
Four highest achieving high schools in LAUSD	22 High Performing Title 1 Schools
43 schools for Advanced Studies	200 National Board Certified Teachers
6 National Blue Ribbon Schools	40 California Distinguished Schools

Based on current state data, more LD1 students are scoring <u>Proficient or Advanced</u> on state standardized tests than any others in LAUSD. As illustrated on the Applicant History Performance chart, it is clear that LD1, and its collaborative team of United Teachers of Los Angeles (UTLA), and administrators have experience in serving the instructional needs of the typical student populations in the complex feeder schools. In addition the averages for all elementary schools in LD1 reflect consistent growth in ELA and Math:

Local District 1
English Language Arts
CST Growth

■ % Change '10-'11   ■ % Change '06-'11

Local District 1
Mathematics
CST Growth

Our local district's level of support and resources are an area of strength and can't be duplicated by any other educational organization. The high performance of LD1 schools can, in many ways, be attributed to our intentional, cohesive program of monitoring and supporting schools. Assisting our schools in their constant improvement process is the focus of everything that we do. LD1 is a dynamic catalyst for school achievement due to the expertise and commitment of the leadership team.

Outstanding characteristics that qualify LD1 to manage this new school include:
- A proven track record of working with English Learners, students from low-socioeconomic and disadvantaged neighborhoods, gifted and talented students and students with disabilities
- Extensive data information systems and support from the LDl staff enables teachers and administrators to analyze the progress of students, target needs and prescribe focused interventions
- A seamless communication among the elementary, middle and high schools to promote smooth transitions and teacher collaboration
- Key community and business partnerships to support this new school and LD1 assistance in cultivating new relationships and partnerships for the school's individual instructional programs
- Our proven success in which students with disabilities have met the Modified Consent Decree's (MCD) Outcomes 2 and 3. Outcome 2 reflects students' ability to meet District's California Standards Test (CST) proficiency targets. Outcome 3 reflects the students' ability to graduate with their peers
- Existing school-site clinics that can provide services to our families throughout LD1 as well as referral relationships with a number of medical and mental health providers

What does it take to be successful in either a turnaround or a new school environment?

To be successful in a new school environment you must know your potential student population. We conducted a comprehensive needs analysis of our incoming student population to determine the best instructional framework and pedagogy to implement at VRES#13. We believe that you must have systems in place to run an organized and standards-based program that include: frequent data analysis, professional development tied to data to inform instruction, targeted interventions and enrichment, parent engagement and community support. Teachers must have opportunities to collaborate on instruction and to review and reflect on assessment results to drive adaptation of the program to meet student needs.

At VRES#13 we believe that competent leadership is essential to school success and the principal and administrative staff must possess a laser focus on producing the highest level of student achievement. Leadership must be able to motivate and provide support and pressure to accomplish the vision and mission of the school. A capable administrator must be able to communicate effectively with students, parents, staff and the district.

Staff members must understand standards-based instruction, know how to differentiate to meet diverse learner needs, be willing to collaborate and plan together, be adaptable to new ideas and strategies, and must engage parents as partners in their students' education. P.D. must be practical and aligned to needs of students and staff, and directly related to a cycle of continuous improvement. This cycle provides frequent analysis of assessment data used to measure progress and the results are applied to modifying the instructional program and interventions as needed. This same cycle must inform and drive the design and implementation of future professional development programs.

Instructional Sequence: To be successful, you must begin with good first teaching that includes in-class interventions and support. For students who need more intensive learning opportunities and expanded time to learn, you must prescribe additional time through targeted interventions including specific strategies aligned to the needs of individual learners. Examples of this could include peer tutoring, teacher-tutoring, computer assisted learning at the Learning Center, specifically designed lessons with modifications for language needs and learning modalities. An even more intense level of support provides intervention opportunities before or after school, Saturday school, and transition programs. Interventions must be data driven and frequently measured for effectiveness. For some students who have difficulty accessing the standards, an alternate curriculum may be provided to master grade level standards.

Our staff believes that vertical analysis of data and tracking student performance as they move from elementary to middle and from middle to high school is critical. Dropouts don't begin in high school, the patterns of failure are demonstrated in early grades and if properly identified and addressed high school graduation can become a reality for all students. An example of this is that our teachers will be meeting with staff from Vista MS, Panorama HS and Cal Burke Continuation HS to analyze student data, design lessons together, and use cross-age instructional practices that will lead to the modification of the K-12 instructional delivery making it more effective.

In order for students to succeed they must feel safe, recognized and challenged. Creating a culture of success is important and making sure students have emotional and social supports enriches their learning experience. Establishing a college going culture is also important so that both students and parents know from early grades forward, that college and careers are attainable. Parent and community involvement is a major dynamic in generating a learning environment that fosters student success. Parents must be regarded as true learning partners, have a voice in decision making and receive clear communication from the school at all times about expectations, student performance and be made aware of programs that are available to meet the needs of their children and families. As an example, our complex of schools will coordinate parent and community engagement through a new Panorama City Community Partnership (PCCP). Parent education, community referrals, ESL, health and wellness information and consolidation of other resources will empower our parents and increase their participation in our schools and the community at large.

> ### *Why is your team well-positioned to do this work?*

LD1 already has an established, respected position in Panorama City supporting the complex of elementary schools, Vista MS, Panorama HS and Cal Burke Continuation HS. With our K-12 collaboration model, VRES#13 is positioned to provide a seamless transition between schools for our students and their parents. Because our families have students in multiple education levels in our schools, parents will now become familiar with our K-12 system and expectations, and ways to be involved in their child's education through councils, parent centers, school activities and celebrations of success from kindergarten through high school.

Our existing partnership with Cal State University, Northridge is another important reason LD1, and our partner UTLA, are well positioned to do this work at VRES#13. CSUN will expand this partnership to provide professional development, teacher mentors, opportunities for students and families to attend performing arts, counseling services, summer arts programs, new teacher supports, college awareness and financial aid information for students and parents, college visits and many other services that will contribute to the success of our new school.

We are best positioned to manage VRES#13 for student success because our K-12 articulation will allow this school to become part of a collaborative community of schools. Likewise, all the schools in the Panorama City area will become "schools of the community" as we develop the Panorama City Community Partnership (PCCP). By bringing together our schools, businesses, churches, service agencies, law enforcement agencies, mental and medical health providers and political partners, we will be able to optimize resources and harness the energy of a group of people working together to achieve success through E³- Education, Empowerment and Engagement. Services provided by the new PCCP will continue and follow students from one school to the other without interruption. Initially the PCCP will be an organization, eventually our vision is to have a free-standing building to house the partnership and provide various services to the community seven days a week. This one-stop center can be funded through community-based grants, many of which are offered from the major retailers in our community such as Walmart, Food4Less, Domino's Pizza, and Kaiser Permanente.

Informational summaries, in both Spanish and English, are attached in the Appendix.

B. INSTRUCTIONAL PLAN

The Instructional Plan is what will guide your implementation from year to year. This section is divided into three subsections: (1) *Unwavering Focus on Academic Achievement; (2) School Culture*, *Climate and Infrastructure*; and, (3) *Leadership that Supports High Achievement for Students and Staff*.

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

> ***a. Instructional Program: Provide a thorough description of the proposed instructional framework and the underlying theory that drives it.***

The majority of students who will be attending our school come from families living below the poverty line, and most of the parents have less than a high school education. Many of these families are new immigrants and English is not their first language. The Panorama City community has one of the highest housing density ratings in Los Angeles, and according to the LAPD, it is also identified as a very high crime area.

Our instructional framework and design for teaching and learning addresses the unique needs of our population and capitalizes on the best research available to optimize learning for these students. We believe that it takes a village to educate a child; therefore this plan also incorporates ways to improve the culture and health of the village as well. The VRES#13 instructional framework for 21st century learning coincides with a holistic view of teaching and learning that combines a standards-based curriculum with a focus on 21st century student outcomes (a blending of specific skills, content, knowledge, expertise and literacies) and innovative support systems to help students acquire the information and master the skills needed to be successful both personally and professionally (Marzano, 2006).

VRES#13 will utilize the California State standards across the grade levels in all curricular areas in conjunction with the development of personal skill areas to support the academic and social-emotional needs of all students. State adopted texts, district pacing plans and frequent assessment will assure that students are mastering grade level state standards for instruction. In addition, our instructional model, based on the research of the Partnership for 21st Century Skills (P21) Framework for 21st Century Readiness, will emphasize life and career skills, learning and innovation skills, information, media and technology skills as well as core subjects. The design of our instructional framework is correlated with the needs of our incoming students, and current research on curriculum and instruction that indicates: "A well-rounded curriculum that differentiates instruction, builds academic literacy for English Learners, provides learning opportunities that are rigorous and relevant, and integrates 21st century skills into all content areas as an interdisciplinary approach will enable all students from our rich diverse society to be successful in all future endeavors."(Partnership for 21st Century Skills, 2009.)

A Systems Approach - Other significant research (90/90/90, Results Now, Understanding by Design) pointed to the value of a "systems approach" for improving schools with populations like ours. This business-type model intentionally and carefully considers the interaction between and among the operational functions of any school or organization. We realized that through a systems approach we could intersect instruction with support systems and create an environment of continuous school improvement that emphasizes student achievement and data driven accountability. Based on input from our parents and our data-based needs analysis for incoming students, VRES#13 and Vista MS have worked together to generate an integrated instructional model that supports:

- Delivery of a standards-based curriculum, with a focus on the development of 21st Century Skills
- Use of project-based learning to apply knowledge
- Integration of learning experiences around career focus areas – Technology, Environment, Arts, Media, Science/Math (T.E.A.M.S.)
- Implementation of Writing Across the Curriculum
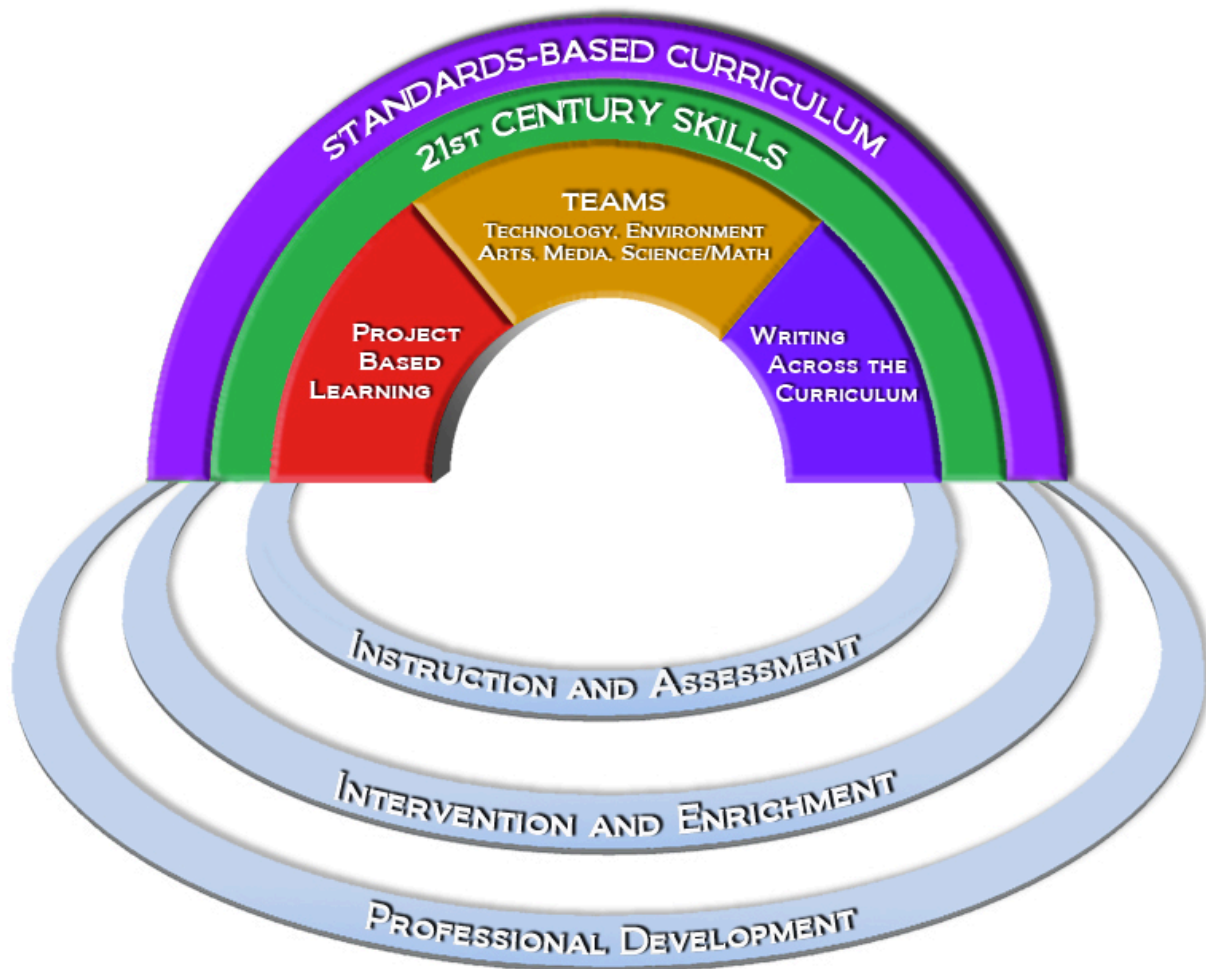
The graphic shows how the instructional system/framework for VRES#13 and Vista MS is supported by the underpinnings of aligned: 1) Instruction and Assessment; 2) Intervention and Enrichment programs; and, 3) Professional Development to equip teachers and administrators to effectively accomplish our desired student outcomes. By coordinating all of these support systems with the instructional curricular model we have originated a systematic approach to achieve our schools' missions and visions, while simultaneously maintaining constant accountability for results. The curriculum focus areas of project-based learning, development of 21st Century skills and writing across the curriculum will be aligned throughout preK-8 grade levels, and prepare students to transition into the career focused smaller learning communities at our high schools and on to post-secondary educational programs.

Strategies: In order for our programs to be successful, it is crucial that the instructional strategies we initiate establish multiple opportunities for students to have relevant learning experiences that encourage them to take ownership of their own education. Project-based learning, 21st Century skills development, and writing across the curriculum are the research-proven teaching strategies that will employ real world resources and contexts, while providing multiple opportunities to master the standards-based curriculum. Culturally Relevant and Responsive Education (CRRE), small group instruction, flexible supports for individualized intervention, expanded learning opportunities, the use of frequent diagnostic assessments, integration of the arts, applied technology, direct instruction and inquiry based instruction are a few of the strategies that are known to be successful with students similar to ours at VRES#13. (Adams, 2000; Marzano, 2006; Wiggins, 2001). The specifics on how we will address the needs of various subgroups follow later in this section.

Integration of the Arts
Considering the demographics and the academic needs of our targeted population, there is a clear necessity and benefit for integrating the arts throughout the VRES#13 curriculum. Research indicates that students who participate in the arts demonstrate higher academic achievement gains compared to students who do not have exposure to the arts. James Catterall's research found that students who engaged in high levels of arts participation, specifically students with low income backgrounds, scored higher on nationally normed tests than those students who were not highly engaged in the arts. In the Arts Education Partnership (AEP) publication, *Champions of Change: The impact of arts on learning* (1999-2008), a group of studies compiled on the effects of art in education, determined, "Learning in and through the arts can help, 'level the playing field' for youngsters from disadvantaged circumstances." In fact, those from lower socio-economic backgrounds reap the largest reward from art education (Burton, Horowitz, Ables, 1999).

Quality instructional programs cannot be built in isolation. To achieve measurable results, the VRES#13 instructional program will require the constant collaboration of administrators, teachers, and parents. Our instructional program is reinforced by providing teachers with opportunities to collaborate on the design, planning and delivery of their lessons to meet the needs of all our learners. What is unique about this proposal is that this collaboration will not be limited to VRES#13 teachers. By using coordinated professional development time, the staffs of Vista MS, Panorama HS and Cal Burke Continuation HS will be engaged in ongoing instructional planning, vertical analysis of data, intervention initiation, and parent/community

engagement activities. Working with Vista MS, we have designed our curricular model and also originated a Cycle of Continuous Improvement that will constantly reinforce our common design, assessment, review and instruction to maximize results.

I. 21st Century Skills - T.E.A.M.S. Technology, Environment, Arts, Media, Science/Math

To succeed in the 21st century, all students will need to perform to high standards and acquire mastery of rigorous core subject material. All students also will need to gain the cognitive and social skills that enable them to deal with the complex challenges of our age.

Technology, Environment, Arts, Media, Science/Math are the high demand career areas for which our students will need to be prepared. Using an integrated curricular approach enhances our students' abilities to make connections between discreet curricular areas. By using project-based learning and T.E.A.M.S. in tandem, we attain universal access for all students supporting their learning in relevant career areas.

21st Century Skills	Focus Themes: T.E.A.M.S.
Learning and Innovation Skills • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration Information, Media and Technology Skills • Information and Media Literacy • Information, Communications and Technology Literacy Life and Career Skills • Initiative, Self-Direction, and Accountability • Leadership and Responsibility • Social and Cross-Cultural Skills	Project-based learning will develop 21st century skills through student projects focused on the essential career focus areas of: • Technology • Environment • Art • Media • Science/Math

As part of the K-12 articulation, all of our teachers will be sharing professional development time to design lessons around creating opportunities for students to develop these important 21st Century skills, and linking them to the career focus areas of T.E.A.M.S. Cross grade project-based learning activities will provide an opportunity for this type of interaction. The following chart illustrates samples of how 21st century skills can potentially be infused across the K-12 curriculum.

Standards-based Curriculum and 21st Century Skills
Vertical Articulation

21st Century Skills	4th Grade	8th Grade	12th Grade
Creativity and Innovation	Using electronic drawing tools, re-design the student's state flag, using information from the state's history, geography, arts and/or culture.	Invent a Smart Board game modeled on "Chutes and Ladders" to illustrate progress and backsliding in the search for peace in the Middle East.	Study FDR's Fireside Chats, and then script and record one of your own which follows the last of the real ones. Make the recording available for download.
Critical Thinking and Problem Solving	Complete an inquiry-based WebQuest (www.webquest.org/) asking students to complete activities that exercise content area reading strategies.	Complete a collaborative research project that utilizes online research methods.	Construct a virtual museum exhibit depicting the role of the American Dream in classic texts.
Communication	Compare reading skills used in reading a novel with the skills used in reading a newspaper article, an email, a chat format, a note from a friend, or a chapter in the class science textbook.	Describe one's own process for reading and evaluating a website or other text containing a variety of embedded links	Interpret the status of the materials they read, collect, transfer, and use based on the current conventions governing intellectual property, trademark, copyright, Fair Use and plagiarism.
Information and Media Literacy Technology Literacy	Small groups of students select a nation from each continent and use online encyclopedias, electronic databases & other websites to study typical families in those nations. Present findings to the class using presentation software. Create a Venn diagram to compare and contrast two communities from around the world using illustrations or information to demonstrate understanding.	Students consult the U.S. Dept. of Energy website to create a spreadsheet and construct a line graph of crude oil prices since the crisis of the early 1970's. They then examine data on selected oil producing & consuming countries from the CIA World Facts database and develop possible explanations for price fluctuations.	Students will examine local, state and tax rates for commonly used goods, such as milk or bread. Students will research what these taxes are used for.
Initiative, Self-Direction, and Accountability, Leadership and Responsibility, Social and Cross Cultural Skills	Create an age-appropriate portfolio that includes a problem-solving situation related to real life.	Create a test with a variety of concepts, and a written reflection of their problem solving process/thinking.	Create a culminating project that demonstrates knowledge and understanding in at least three content areas; project should demonstrate problem-solving ability and ability to draw connections between mathematics content and real world settings.

II. Project-Based Learning

TELL ME, AND I WILL FORGET.
SHOW ME, AND I MAY REMEMBER.
INVOLVE ME, AND I WILL UNDERSTAND.

The second focus area of our curriculum model is project-based learning (PBL). The Design Teams for VRES#13 and Vista MS both agree that how we learn is just as important as what we learn. In multiple major studies, project-based learning has also been proven to assist English Learners/Standard English Learners to access prior knowledge. It provides hands-on learning activities designed to achieve content mastery and develop language skills; develops questioning strategies; and, encourages investigation of key vocabulary words (Hertzog, 2005, Lauer et al, 2006).

Both of our schools have selected project-based learning as a fundamental methodology for our instruction program because it is a student-centered, comprehensive, innovative approach to learning where students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations. (Project-Based Learning for the 21st Century: Skills for the Future.)

Projects will link the curriculum content to students' real world experiences, making learning relevant and valuable to their lives outside of school. Research shows that project-based learning enriches the depth and breadth of learning and student motivation. It assists diverse learners by:

accessing prior knowledge, providing hands-on learning activities designed to achieve content mastery and to develop language skills, providing student-to-student interaction, student-to-teacher interaction and teacher to student interaction; developing questioning strategies; creating varied forms of assessment; allowing time for reflection; and encouraging investigation of key vocabulary words (Hertzog, 2005, Lauer et al, 2006).

Project-based learning provides students with the opportunity to actually demonstrate their learning in a variety of formats other than the paper and pen model and the use of technology with progressive skill development will be emphasized. Students will conduct their projects within the following elements:

- Apply learning to complex problems
- Develop products that require written and oral expression
- Utilize research strategies
- Analyze and synthesize information
- Plan, organize, and present data

Utilizing the CA State Standards, teachers will present complex questions and problems in the major career areas of T.E.A.M.S. These questions and problems will become the basis for the students' projects. Selected projects, growing in depth and complexity, will be spiraled pre-K -12 connecting students from VRES#13, Vista MS, Panorama HS, and Cal Burke Continuation HS. Projects will engage students in cross-curricular tasks, culminating in demonstrations or presentations to the community that emphasize the use of 21st Century skills.

Project-Based Learning in Our Community

As part of the science curriculum students will study how plants grow from seed to full development. Learning will include new vocabulary and will encourage oral language development as students work side by side with adults and older students on this project. Students will research how plants are beneficial to our health and the various nutritional values of different types of plants. This will be extended into cultivating healthy eating habits, which will incorporate Kaiser and Northridge Medical Center parent education courses to promote healthy diets and cooking for their families.

As part of the project-based learning a community garden will be built with raised beds at the school site and students will be taught how to plant and maintain a healthy garden. Our partner Home Depot will be asked to supply the seeds, gardening materials and tools for the project.

Food from this project will be given to families and students will prepare a presentation to the community on their garden including a PowerPoint showing the growth cycle, water cycle and ultimate healthy food products and how they are used in preparing nutritious meals.

Students from Vista MS, Panorama HS and Cal Burke, along with parents and community volunteers will participate in these hands on learning experiences and help develop and maintain this community garden. This allows our students to meet and work side by side with older students and adults. Community engagement at its best!

III. Writing Across the Curriculum (W.A.C.)

Writing across the curriculum is the third focus of our curriculum model. Good writing and communication skills are critical for the students at VRES#13, Vista MS and our high schools. Many of our English Learners and at risk students' writing skills are insufficient to communicate

effectively. They have a difficult time achieving proficiency in standard English. Our students need opportunities to write in all content areas as a way to both explore their own thoughts, opinions, facts, and ideas, as well as, refine their writing as an effective means of communication. They must be able to write fluently in all genres of writing: expository, narrative, response to literature, and persuasion. Our students will be writing across the core content areas where they will think and write like: a scientist, a mathematician, an artist, etc. ("Academic literacy: The importance and impact of writing across the curriculum-a case study" in Journal of the Scholarship of Teaching and Learning, Vol.10, No.2, June 2010, pp.34-47.)

In this age of communicating through technology, students need to master the skills of publishing and communication using various software platforms. Our students will become competent in print, oral, and cyber literacy utilizing multiple devices and media. Our teachers will need professional development to update their skill sets in the use of the latest communications software and hardware devices. Technology skills will be developed over the years to so that students can become adept using the internet for research, communication, and be competent using common word processing, graphic and software, i.e. PowerPoint, for their presentations.

VRES#13, Vista MS, Panorama HS and Cal Burke Continuation HS will benefit from our partnership with Cal State University, Northridge through their presentation of professional development in the area of writing across the curriculum. CSUN will provide writer's workshops so teachers can learn how improve writing skills, develop common grade level writing lessons, and develop expertise in analyzing student work samples. Teachers will also learn how to create checklists and rubrics to provide students with clear expectations and meaningful feedback about their writing.

> **b.** ***Core Academic Curriculum: Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population you will serve, and addresses the California State Standards.***

VRES#13 will use the California Content Standards for California Public Schools as its curricular platform and align our instruction, assessment, interventions and professional development (systems model) to provide a comprehensive, coherent structure for math, science, social studies, and language arts teaching and learning. This curriculum is evidence-based, culturally relevant, and designed to meet the needs of diverse learners like those in our Panorama City local population.

Additional Strategies to Be Implemented
We recognize that no single pedagogical strategy is best for all students. In education there is no "one size fits all." We will employ a range of pedagogies based on the most current educational research and best practices in the field to be certain that our students K-12 are career ready and college prepared. All teachers at VRES#13 will implement instructional strategies to support the diverse learning needs of all students that will include:

Culturally Relevant and Responsive Education -We have learned from the Effective Schools research of James Comer, Lisa Delpit, Bob Slavin, and many other prominent educational

thinkers, that when students are empowered, they empower others. Each child brings value and uniqueness to the learning environment. By embracing the different cultures within the VRES#13 community, we will build confidence, respect, an appreciation for different life experiences and the contribution that each child brings to the school culture. We will develop a community of learners who are empowered, valued and depend upon one another.

This philosophy supports the project-based learning that will be embedded within the instructional framework of the school community. Teachers will use a multicultural curriculum with relevance to the students' own real world experiences. By weaving the arts throughout the curriculum, students will have multiple opportunities in school and community celebrations to share the richness of their own cultures through dance, music, and the visual/performing arts.

Arts Integration throughout the Curriculum - VRES#13 will provide all students with a solid foundation in the arts that enhance and balance core curriculum by nurturing student creativity and knowledge. This will be accomplished with:
- Visual and Performing Arts woven throughout the CORE
- After school clubs and arts related interest groups
- Community Partnerships: Children's Museum, CSUN Theater and Media Department, Community-Parent Experts

Student Reflection - Our vision of student reflection includes the following elements which focus on academics and student behavior:
- Data analysis (portfolios, work samples, periodic assessment data, projects, presentations, and behavior logs). Students will have an explicit understanding of grade-level benchmarks for academics and citizenship
- Personal Goal Setting will be based on data analysis in collaboration with the teacher, parents, and student
- Mastery of grade level academic standards and behavioral expectations. Students will revisit their goals to assess their progress
- Progress monitoring. Students monitor and evaluate their successes throughout their learning process
- Students will present authentic pieces of their work to their parents and explain their learning goals and accomplishments during student-led conferences

Integrated Technology - VRES#13 will integrate technology into the classrooms to reinforce the merging of instruction and media. Teachers and students will use technology to introduce, develop, and present key concepts, demonstrate knowledge and understanding of standards-based lessons, and as a means to conduct research in order to present their projects for PBL. They will:
- Research, create and produce presentations to demonstrate their learning
- Document school-wide and community events
- Communicate with other students K-16, and the community at large (email and web page) through the parent center information portal
- Develop electronic portfolios and behavior logs that follow students K-12

<u>Direct Instruction</u> - Data analysis reflects that students of VRES#13 will require:
- Explicit instruction around specific skills or standards
- Lecture, modeling, guided practice, checking for understanding, independent practice, reflection/evaluation
- Rubrics, Criteria Charts, and meaningful feedback to students
- Question/Answer /Relationship (QAR)

<u>Inquiry-based Instruction</u> – Research indicates that this form of instruction will address the needs of our students using strategies such as:
- Student exploration
- Discovery Model
- Teacher as a facilitator
- Hypothesizing and drawing conclusions
- Students sharing multiple solutions (solution paths)

<u>Academic Dialogue and Accountable Talk</u> – Research has proven these methods to be effective with populations similar to ours:
- Model and use of academic vocabulary
- Wait Time
- Re-voicing, Restating, Adding on, Defending Conclusions
- Safe environment for student talk

<u>Service Learning Opportunities that Connect to Real World Learning</u> - Our curriculum will connect our students and staff to the needs of the community via cross-age, K-12 project- based learning activities that reinforce 21st Century skills. Examples of this would include community beautification projects, food drives, a community garden; volunteer activities such as visiting senior citizen homes, providing performances for the community, students sharing computer skills with their parents, holiday gift baskets, writing letters to military personnel and city council members; career and work-based activities might include career days, guest speakers, job shadowing, Principal for a Day, children contacting professionals such as authors, the Mayor, Police Chiefs, etc. to learn about their careers.

<u>Waivers to Support the Instructional Plan</u>
As a new school, VRES#13 will seek the following waivers to support instructional autonomy:
- Add time to the daily schedule each instructional day in order for the school to have one hour banked-time every Tuesday beyond the contractual agreement. The additional time will be used to provide additional professional development, improving teacher capacity to improve student achievement
- Selection of staff by "mutual consent" to ensure the hiring of teachers who have the expertise and matched skill set to support the instructional plan of the school, i.e. performing arts, technology, digital media; provide an administrator (principal) with the vision, knowledge base, and interpersonal skills to support the instructional program; and classified staff that supports the culture and goals of the school community.

> i. *Curriculum Development. (If applicable) Describe the curriculum development process.* **Not Applicable**

VRES#13 will not be developing new curriculum. We will be using the Los Angeles Unified School District research and standards-based curricula. The supporting curricular materials will include the following programs:

English Language Arts and English Language Development: LAUSD recently adopted California Treasures, Macmillan/McGraw Hill, as the ELA program across the district. This will be the program used at VRES #13. Language! will be used as the replacement program for Tier 3 instruction of ELA in grades 4 and 5. The adopted reading program for Pre-K is DLM.
Mathematics: EnVision Math, Pearson, is the adopted math program we will use at ES13 grades K-5.
Science: Full Option Science System, CA Delta Education, is the LAUSD adopted science program K-5.
Social Sciences: Scotts Foresman History-Social Science for California, Pearson, the LAUSD adopted program for grades K-5.
Health: Health and Wellness,Macmillan/McGraw Hill the LAUSD adopted health program K-5

> ii. *Management of Multiple Schools: For network partners and charter schools.*
> **Not Applicable**
>
> iii. *WASC Accreditation: High schools only.* **Not Applicable**
>
> c. *Addressing the Needs of All Students: Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the needs of <u>all</u> students, including students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), Standard English Learners (SEL), and young children ages 0-5.*

Instructional techniques that ensure all students are academically supported and challenged for success will be implemented by all teachers who will:
- Possess an in-depth understanding of grade level content standards and continually strive to increase their knowledge of content
- Be knowledgeable in the use of effective instructional strategies that meet the diverse needs of students enrolled at our school
- Use data effectively to plan and organize instruction around goals that are tied to the standards and direct students' learning
- Create interesting and engaging lessons that incorporate the arts and technology to effectively engage students in the learning process

All instructional practices used at VRES#13 will be implemented and supported through continuous effective professional development. These practices are research-based and have been used with success at schools serving student populations with similar demographics and educational needs. The following research-based strategies are appropriate to the instructional

goals of all students, including students with disabilities, socio-economically disadvantaged students, English Learners, Standard English Learners, and GATE students.

<u>Supporting the Differentiated Instruction/Intervention/Accelerated Learning Needs of General Education Students</u> - High-quality differentiated instruction is the single most important component of our effective instructional program at VRES#13. International comparisons demonstrate a high correlation between the quality of instruction and student academic achievement (Beaton et al. 1996). We are committed to providing all of our students with a comprehensive, balanced instructional program in which curriculum and instruction are differentiated based on data to meet the needs of each individual student. Data indicates the demographics of students attending VRES#13 will be: 91% Latino, 3% White, and 2% each of African American, Asian, and Filipino. Within that population, 13% are special education students, 52% are English Learners, 98% are socio-economically disadvantaged, and 7% are identified as gifted or high achieving and receiving GATE (Gifted and Talented Education). Our goal is to move students beyond the basic compliance level of the required core instructional program mandated by the State. To do that, the instructional program at VRES#13 will incorporate additional research-based strategies and techniques into the planning and delivery of State standards.

In order for students to be thinkers, problem solvers, self-evaluators and life-long learners in the 21st Century, we will differentiate and modify curriculum based on content, process, and product according to students' ability, learning style through good first teaching. Prior to instruction, teachers will analyze the needs of their students and incorporate strategies to address their learning modalities and academic needs. Teachers will deliver instruction using whole, small, and individual student groupings based on data. Continuous progress monitoring of student performance to inform instructional delivery is essential to meeting the needs of students. Teacher capacity in this area will be supported through professional development with reflection and feedback.

The projected enrollment of 53% English Learners at VRES#13 creates a sense of urgency that all students acquire high levels of English proficiency as rapidly as possible to meet grade level standards in all content areas. All English Learners will be given full universal access to grade level curriculum while they acquire mastery of English speaking, reading and writing. Students who do not make adequate progress will receive strategic focused intervention to promote their learning and close achievement gaps.

Instructional ELD/SDAIE strategies that provide access to core curriculum for English Learners will include:
- Think pair share
- Pull out and talk; Pull out and write
- RASP
- Communication guide
- Graphic organizers such as Thinking Maps and Bar Model
- Use of Realia and Visual Tools

Proficiency levels are aligned to the California English Language Development (ELD) Standards. They form the pathway to the English Language Arts Grade-Level Content

Standards. In addition, each ELD level builds on the preceding level. Elementary English learners are expected to advance a minimum of one ELD level per year.

Below is an explanation of what students are able to do at each of the five ELD levels:

ELD 1: Beginning: Students may demonstrate little or no receptive English skills. Oral and written production is usually limited. Frequent errors make communication difficult.

ELD 2-Early Intermediate: Students continue to develop receptive and productive English skills. Oral and written productions are usually limited to phrases, memorized statements and questions. Frequent errors may interfere with communication.

ELD 3- Intermediate: Students begin to tailor their English language skills to meet communication and learning demands. Oral and written productions have usually expanded sentences, paragraphs, original statements, and questions.

ELD 4-Early Advanced: Students begin to combine the elements of the English language in complex, cognitively demanding situations. Oral and written productions are characterized by more elaborate discourse, fully developed paragraphs, and compositions.

ELD 5- Advanced: Students respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Students new to the district will be given the Home Language Survey (HLS) upon initial enrollment at VRES#13 for identification as a potential English learner. We will inform parents of the Master Plan instructional program options, placement, and their right to request a waiver for an alternative program. The California English Language Development Test (CELDT) is administered within 30 calendar days of enrollment to determine English proficiency and English learner classification. ELs are also assessed in their primary language within 30 calendar days of enrollment. VRES #13 will notify parents of initial CELDT and primary language test results and confirm program placement.

Subsequently, ELs are annually assessed with the CELDT to measure ELD progress. Parents are annually notified of their child's test results and program placement. They may request a conference with the principal to discuss test results, program placement, or other program options. All Master Plan instructional programs are designed to ensure that Els acquire full English proficiency and meet grade level content standards as rapidly as possible.

The California Department of Education (CDE) has mandated that the reclassification criteria be shared with all parents of English learners (ELs) at all schools including VRES #13. When an EL has demonstrated proficiency in English and has met the reclassification criteria, the student will reclassify as Fluent-English Proficient (RFEP) per Education Code Section 313(d) guidelines.

The established criteria for reclassification are as follows:

Reclassification Criteria		
Grades 1 and 2	**Grades 3 – 5/6**	**Grades 6 – 12**
Annual CELDT Scores Overall performance of 4 or 5 with skill area scores of 3 or higher in Listening and Speaking	**Annual CELDT Scores** Overall performance of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing	**Annual CELDT Scores** Overall performance of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing
Teacher Evaluation Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:	**Teacher Evaluation** Teacher or Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:	**Teacher Evaluation** The student is judged successful in a Mainstream English Program based on a review of the following:
Elementary Progress Report Marks of 3 or 4 in English Language Arts	**Elementary Progress Report** Marks of 3 or 4 in English Language Arts	**Secondary Grade Report** A grade of C or better in English or ESL 3/4
Performance in Basic Grade-Level Skills Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:	**Performance in Basic Grade-Level Skills** **California Standards Test Results** in English Language Arts at Basic, Proficient or Advanced level	**Performance in Basic Grade-Level Skills** **California Standards Test Results** in English Language Arts at Basic, Proficient or Advanced level
Grade-Level Benchmarks Met benchmark goals on three consecutive English Language Arts periodic assessments		
Parent Consultation and Notification	**Parent Consultation and Notification**	**Parent Consultation and Notification**

<u>Plan to identify and address the performance level and needs of individual students upon enrollment:</u>

- If a student enrolls from another LAUSD school, we have access to all of their performance data and academic/attendance history through SIS and *MyData*, Welligent, and ISIS (CST, CELDT, DIBELS, Literacy/Math/Science periodic assessments, report card scores, ELD level, program classifications, intervention history, and special services). This allows us to ascertain that each student is appropriate placed and receives the appropriate supports to be academically successful.
- If a student enrolls from outside of LAUSD, VRES#13 will conduct intake interviews with the parent to develop a background of information about previous educational experiences and needs. We will access the school records from the previous school(s). In the interim, the school will administer diagnostic assessments to evaluate the academic level of performance of the student and ensure proper placement and supports necessary for the student.

<u>The instructional program at VRES#13 will include the following elements that so that all students learning needs are met:</u>

- Block schedule for ELD instruction 45-60 minutes daily
- Intervention programs i.e. during, before/after school, Saturday school
- Coordination of Services Team (COST) to coordinate LAT, SST, Dropout prevention/Attendance, referrals for outside services
- Instructional coaches, as funding allows
- Local district, Support Unit North, and Beaudry personnel support
- Teacher leaders
- Publisher support materials
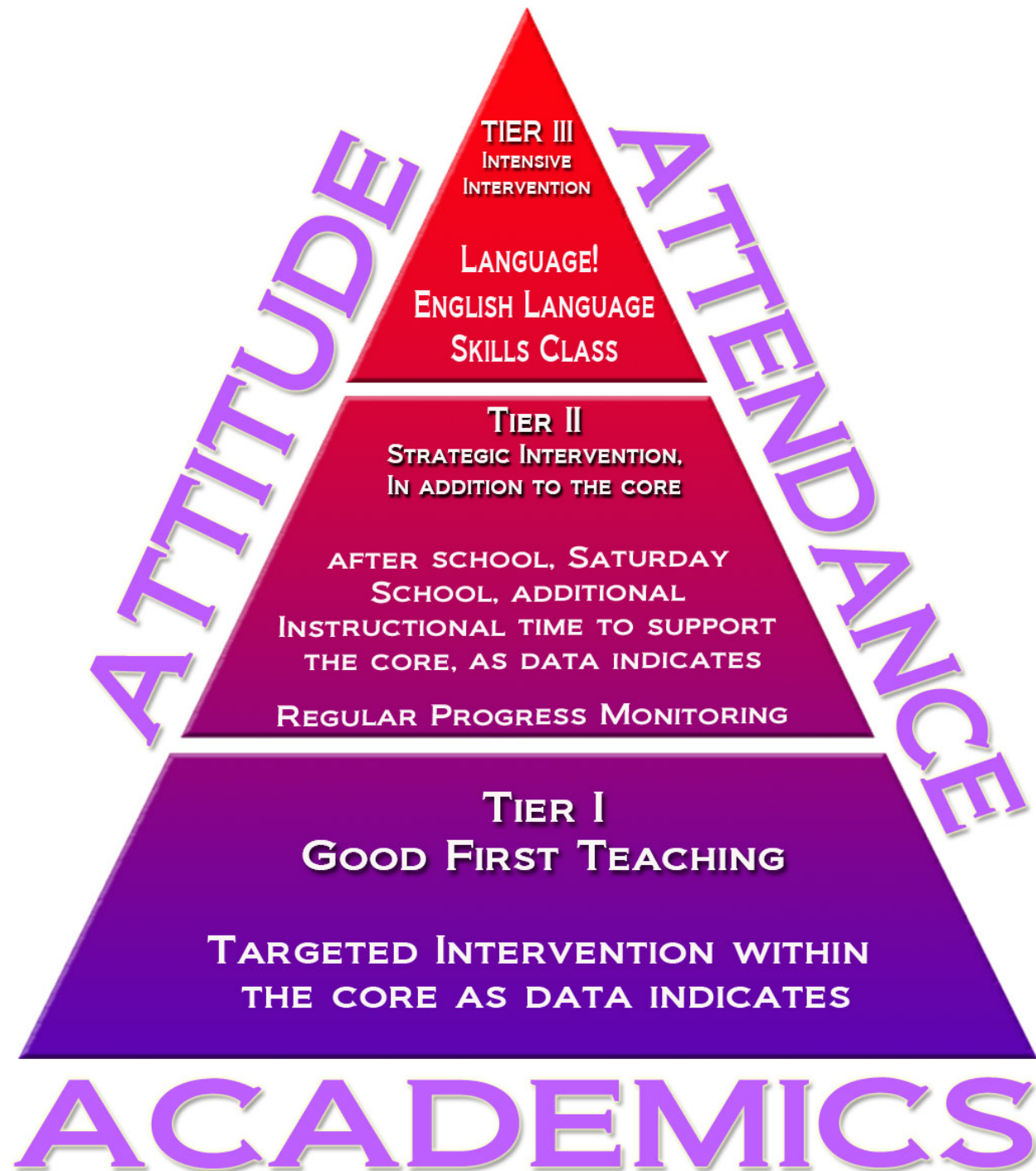- Community resources for visual and performing arts, and tutoring

Students who need additional supports beyond good first teaching, will be supported through intervention - All stakeholders at VRES#13 will work under a shared belief that every child can learn and we will do "whatever it takes"(DuFour) to meet the needs of the whole student (physical, emotional, social, behavioral, and cognitive). Through the use of universal screening at the beginning of each year, students who are academically and/or socially/behaviorally at-risk will be identified, provided targeted intervention, and monitored. Our school will implement a system to support students who are not meeting grade level standards. Our staff will provide a number of intervention supports for students within the school day, as well as before and after school to ensure that every student has the opportunity for success.

In order to measure the effectiveness of our instruction and intervention programs, VRES#13 will implement the RTI (Response to Instruction and Intervention) model. RTI is a multi-tiered framework that guides the planning and implementation of a coherent system of instruction and interventions matched to student needs. RTI addresses the "3A's" of instruction: Attendance, Attitude, and Academics. Intervention groups will be flexible, based on a specific identified need, and progress monitored for effectiveness.

Supports and Interventions
- Implementation of tiered supports (RTI)
- Flexible small group support based on data
- Frequent progress monitoring
- Supplemental/Replacement materials to support student needs
- Extended intervention (before/after school)
- Cross-age and community tutors

RESPONSE TO INTERVENTION FRAMEWORK RTI

ATTITUDE

ATTENDANCE

TIER III
INTENSIVE
INTERVENTION

LANGUAGE!
ENGLISH LANGUAGE
SKILLS CLASS

TIER II
STRATEGIC INTERVENTION,
IN ADDITION TO THE CORE

AFTER SCHOOL, SATURDAY
SCHOOL, ADDITIONAL
INSTRUCTIONAL TIME TO SUPPORT
THE CORE, AS DATA INDICATES

REGULAR PROGRESS MONITORING

**TIER I**
GOOD FIRST TEACHING

TARGETED INTERVENTION WITHIN
THE CORE AS DATA INDICATES

ACADEMICS

The RTI is a Problem Solving Process that provides teachers and administrators with a framework to solve instructional problems as well as school-wide problems. School staff are provided with strategies that help to establish criteria for effectively evaluating student and school success using data. All decisions are made using data and are not based on opinions alone. Teachers and staff use both academic and behavioral data to support the "whole child."

The ultimate goal of the RTI process is to catch students before they fail. Teachers and administrators determine and provide necessary supports for students needing additional instructional support and intervention.   The RTI model involves continuous progress monitoring to access student response to instruction and intervention, and to determine necessary instructional modifications and planning for all students to succeed and access the curriculum.

 RTI process also utilizes data to evaluate if processes and programs are effectively closing achievement gaps and moving students towards mastery of the curriculum and appropriate behaviors.
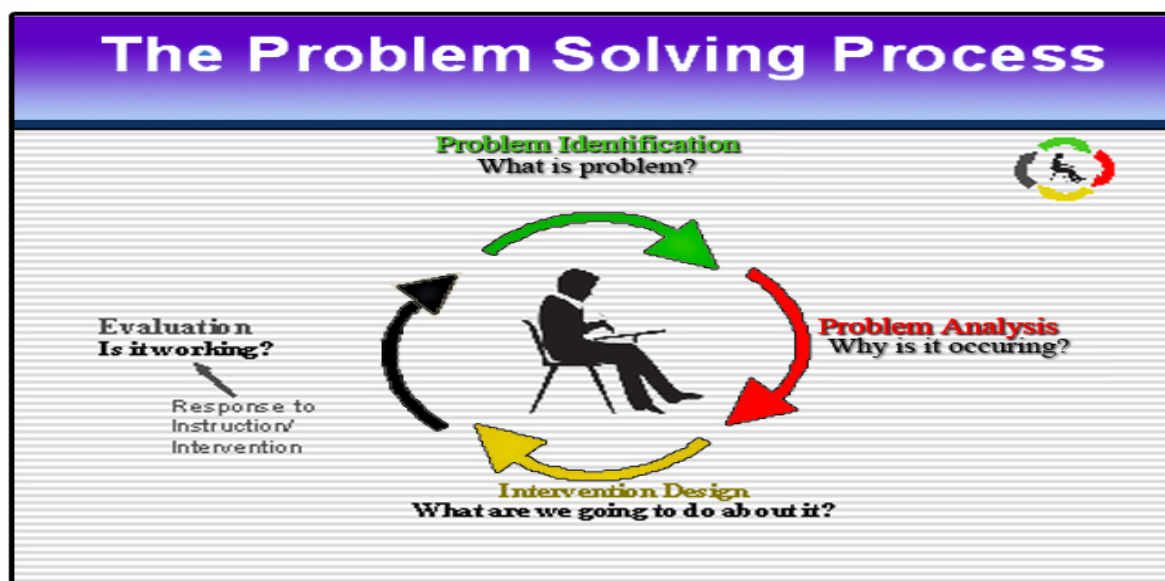
Students who master the grade level standards and need more depth and complexity will be challenged with opportunities for accelerated learning - VRES#13 will apply the same level of dedication to serving our gifted learners that we do for those who need academic intervention. Through highly personalized educational and social opportunities, our gifted students will be challenged to express their creativity and extend their own academic development.   The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies (Daniel & Cox, 1988) such as: skill grouping, curricular compacting, contracting, and credit by examination.

Students who exceed grade-appropriate proficiency levels on state standardized tests, beginning of year assessments, and on periodic assessments, will receive opportunities for personalized, accelerated, and/or more in-depth learning objectives based on student readiness and interest.

Differentiated instruction will be provided for all students and will reach across leaning styles and modalities to allow students the opportunity to perform at their optimum levels.

VRES#13 is committed to integrating the arts throughout the curriculum for all students. There are several research studies that document the benefit of a rich arts-infused instructional program, particularly for GATE students. "The arts can strengthen all areas of oral and written communication and, for gifted students, provide more opportunities for creative problem-solving and analytical thinking. Studies have shown that the arts can significantly advance gifted students' academic and creative abilities and cognitive functioning. (Hetland, 2000; Seely, 1994;Walders, 2002; and Willet, 1992). This is a strong rationale for making the arts an essential feature of gifted education.

The program, *Depth and Complexity*, developed by Dr. Sandra Kaplan, USC Rossier School of Education, has been successfully implemented at many LD1 schools for teaching GATE students and will be used as a model for the GATE program at VRES#13. *Depth* refers to the concept of challenging learners by enabling them to dig deeper, venture further and more elaborately into a current area of study. *Complexity* refers to the concept of broadening the learner's understanding of an area of study by making relationships and associations between and across subjects and disciplines. Teachers will receive professional development that will enable them to use the *Depth and Complexity* instructional icons in the program to increase student thinking skills and to differentiate instruction.

In order to guarantee that there is an equitable representation of minority students and students with disabilities that are identified for the GATE program, a school screening committee will be trained to make student referrals in the following categories: intellectual ability, high achievement, specific academic ability, performing and visual arts. Professional Development will be provided to all staff about the characteristics of giftedness and how to nurture potentially gifted students.

Students who are possibly gifted, talented, and/or high achieving will be provided educational guidance and accelerated learning opportunities that enable them to reach their full academic and performance potential. High achieving students will be clustered with identified GATE students and exposed to the same strategies and pedagogies with supports and scaffolds as needed.

Specific Instructional Techniques to Support All Students:
The chart on the following page represents a list of the instructional techniques that will be implemented and services delivered to support the needs of all students. The subgroups represented on the chart include: ELL/S.E.L.s, GATE, Special Education and Socio-Economically Disadvantaged students. Strategies are not limited to a single population. Appropriate strategies will be used as needed to meet student needs.

VRES#13 Meeting the Needs of All Students				
Strategies	ELL/S.E.L.s	GATE	Spec. Ed	Soc. Econ. Disadvantaged
Direct Instruction	✓	✓	✓	✓
Project Based Learning	✓	✓	✓	✓
Academic Dialogue/Accountable Talk	✓	✓	✓	✓
Use of Rubrics/Criteria Charts	✓	✓	✓	✓
Q.A.R. Questioning Strategies	✓	✓	✓	✓
Scaffolding New Skills	✓		✓	✓
SDAIE strategies	✓	✓	✓	✓
CRRE strategies	✓	✓	✓	✓
Cues & Prompts	✓	✓	✓	✓
Sequencing	✓		✓	✓
Peer Tutoring	✓	✓	✓	✓
Cooperative Learning	✓	✓	✓	✓
Lesson Study	✓	✓	✓	✓
RTI^2	✓	✓	✓	✓
IEP			✓	
GATE Projects/Lessons		✓		
EL Portfolios	✓			
Health Referrals	✓	✓	✓	✓
Think Pair Share	✓	✓	✓	✓
Pull Out/ Pull In			✓	
RASP	✓			
Thinking Maps	✓	✓	✓	✓
Assessments	✓	✓	✓	✓

       d. Vertical Articulation: Discuss how you will partner with neighboring schools in the community, from early childhood through adult education, to ensure the smooth and seamless transition from one grade level to the next.

The California Frameworks for Standards Based Instruction outlines the depth and complexity of standards as they progress across grade levels for each core content area. VRES#13, in conjunction with Vista MS, Panorama HS, and Cal Burke Continuation HS will meet at regular intervals for specific vertical articulation planning as noted on the Professional Development calendar (see appendix). The collaboration between schools will provide for longitudinal planning, reflection of practice and determination of which standards from previous grades need to be spiraled into future grade-level instruction to target deficit areas indicated by data analysis and universal screening procedures.

Elementary school case logs are kept at the elementary school in order to inform the middle school of specific student needs, including academic, attendance and behavior. These will be resources in proper intervention placement, accelerated learning and support for all students. As part of our K-12 articulation, VRES#13 and Vista MS counselors and teachers will use vertical assessment data analysis to identify high risk students as early as the fourth grade, because research proves the predictors of a high school dropout appear at this early grade level. As needed, these high-risk students will participate in a summer transition program between VRES#13 and Vista MS, and "jump start" bridge programs between Vista and Panorama HS.

In addition, COST and Bridge Teams will facilitate the transition of students from PreK to K, 5th grade to 6th, 8th to 9th grade, and 12th grade to Freshmen College (CSUN Partnership) by designing targeted interventions needed for success in the next grade levels.

Our concept of creating a "community of schools" supports the curriculum model for VRES#13 and Vista that focuses on PBL, development of 21st Century skills and Writing Across the Curriculum. Both schools will provide a consistency in instructional focus and build familiarity for the students as they transition from grade to grade and eventually move into the smaller learning communities environment of Panorama HS. Teachers will collaborate on the design of cross-grade level project-based learning so that students will have opportunities to participate in multi-age group activities (such as community service projects, orchestra, choir, enrichment activities, etc.) These types of experiences will ease the transitions to other school levels because students will already have experience on other school sites, will have met teachers and students, and become familiar with the surroundings.

In addition to creating an academic "community of schools" we will become "schools of the community" by developing the Panorama City Community Partnership (PCCP). This capstone feature of our articulation will be a community-wide partnership that will be charged with: organizing social events, family activities, community service projects, creating recreational opportunities across all the various grade level sites (and the entire complex) which will help parents and students become more familiar with the different campuses and their staffs. Parent education classes and job training, health services referrals, etc. offered through the PCCP will be open to parents from all school levels. This opportunity to meet parents from various schools will also support smoother transitions as they meet, learn together, and become familiar with supportive adults from other school site. At first the PCCP will be an "organization" as it

evolves we plan to establish a "one-stop" community service center that will serve multiple needs in the community. Our intention is to converge resources and harness the energy of our schools, businesses, service agencies and political organizations. In so doing, we will create a new culture in Panorama City based on E³ - Education, Empowerment and Engagement.

VRES#13, Vista MS, Panorama HS and Cal Burke Continuation HS have made a commitment to meet regularly to identify common trends from our schools' data. Based on the identified student needs we will select the essential learning skills that build from level to level. Each school in this partnership will include the chosen complex-wide skills for a focus in their professional development plans. VRES#13, in addition to teaching mastery of grade level skills, will focus on the specific skills students will need as they move into middle school; and Vista will emphasize skills needed as students progress from middle school to high school in order to establish a seamless transition from level to level. Included in these skills are thinking skills, problem solving skills, and organizational skills using common language across levels as we plan together in our professional development meetings.

> **e.** **Early Care and Education: If you will provide services for teen parents and/or early care and education.**

In our community our students come to school with oral language development deficits and fewer opportunities to develop socialization skills. A pre-school program is not an option, it is essential if students are to function on a level playing field with students who have these opportunities. VRES#13 will seek to open a pre-school program as funding becomes available through the district. Failing district funding, we will reach out to the Child Care Research Center to establish a Headstart Pre-School on our campus.

If a program is not housed at our new school, we will partner with neighboring schools and community agencies to provide learning opportunities for pre-school students and training and education opportunities for parents. We will provide parent classes at VRES#13 through community agencies such as California Child Resource Center (CCRC), Kaiser Hospital, Casa Esperanza, Headstart, and Los Angeles Universal Pre-School (LAUP). In addition, we will reach out to families of pre-school students to provide orientation to kindergarten curriculum and expectations. Through a series of trainings, parents will feel more confident and prepared about their children beginning their elementary school experience.

> **f.** **Service Plan for Special Education: Explain how the school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's), and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Review and complete Appendix E.**

VRES#13 will implement, with fidelity, all of the policies and procedures in the District's Special Education Policies and Procedures Manual. All special education students will receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). From a fine-tuned, organized procedure of identifying appropriate students in need before they fail, to ensuring a timely completion of the evaluation with a committed high-level of targeted service,

every special education student at VRES#13 will succeed at the high level expected of all students.

VRES#13 will meet all outcomes of the Modified Consent Decree by maintaining compliance with all special education timelines and preparing and conducting Individualized Education Programs (IEP) that accurately reflect each student's strengths and needs.

VRES#13 welcomes the collaboration from parents and the community to provide all students with disabilities the education necessary for them to become independent, successful members of our society. All special education students will receive supports and services in the least restrictive environment to best meet their needs. Both general and special education teachers will receive ongoing training and professional development in such areas as differentiated instruction, progress monitoring, behavior, interdisciplinary project-based learning and social skills, as well as be provided built-in time during the school day for collaborative planning.

The collaborative co-teaching model will be at the heart and programming of what VRES#13 will offer its special education population. The co-teaching model allows general education and special education teachers to work together to teach students with/without disabilities in a shared classroom. Both teachers are responsible for instructional planning and delivery, student achievement, assessment and discipline. Students will receive grade level academics, support services and possibly, modified instruction if needed.

General Education/Resource Program support (RSP) provides standards-based instruction and services as indicated in the IEP. Students are assigned to the general education classroom for the majority of the school day. The service model is composed of three interrelated and multi-layered special education components, which consist of co-planning, collaborative co-teaching, teaming and Learning Centers. Instruction will consist of regular reviews about student progress, accommodations and modifications of core material, and modeling of instructional practices through collaborative consultation between the resource and the general education teachers.

Special Day Program (SDP) implements a standards-based curriculum with accomodations and differentiated instruction to serve students whose disabilities impact their academic progress in general education classes. It is indicated on the IEP that a smaller class setting is the appropriate setting for instruction. Special Day Program Teachers implement instructional strategies that allow students to access standards-based curriculum based on individual learning styles while adhering to District Instructional guidelines with accommodations and modifications as outlined in the IEP.

The use of research-based instructional methodologies involving interdisciplinary curriculum with project-based learning and performance-based assessments will allow students with disabilities to demonstrate their learning in non-traditional and non-discriminatory ways. In this fashion, students with disabilities can show what they know through areas of strength rather than from areas of need.

The understanding of multiple intelligences will allow VRES#13 to cater to student learning styles, thus providing instruction that will reach students in ways traditional instruction does not.

Teaching to the multiple learning styles will increase the learning potential of students. Through multi-modal instruction, we will provide Students with Disabilities (SWD) 21st century academic, interpersonal and social skills that will enable them to be successful in college and the workplace.

Intervention will have a primary role in ensuring that students with disabilities are accessing the curriculum successfully. The progress of Students with Disabilities will be monitored through the Response to Instruction and Intervention (RTI) process. Special courses and programs like Language!, BURST, and the Learning Center will be used to meet the diverse needs of the students in special education.

All students with disabilities will be provided a core instructional program as prescribed by state and District guidelines that:

- Provides a rigorous standards-based program with differentiated instructional strategies and on-going analysis of academic benchmarks
- Enforces that core instructional minutes are protected and uninterrupted
- Embeds Culturally Relevant and Responsive Education strategies to provide access to the core for all students
- Implements pedagogies that are used in effective first teaching
- Establishes a common understanding of rigorous instruction with the use of rubrics and clearly defined expectations
- Scaffolds and sequences instruction as needed to provide differentiated instruction so all students can access the curriculum
- Provides tiered intervention based on student need
- Ensures student IEP accommodations will be used regularly in classroom instruction

VRES#13 will implement the District's Discipline Foundation Policy: School-wide Positive Behavior Support. Our staff will utilize positive interventions and means of correction to resolve disciplinary issues. School rules will be positively stated. Student expectations will be explicitly taught, reinforced, advocated, and modeled by all staff. When needed, students will be taught appropriate replacement behaviors. Positive Behavior Support Plans will be a part of IEPs when the student's behavior is negatively impacting progress.

VRES#13's Discipline Foundation Plan and Behavior Support Programs for Students with Disabilities is based on a Proactive Prevention and Three-tiered model approach from basic core expectations to more intensive instruction as outlined in LAUSD Bulletin 3638.0. Below is a description of this tiered approach:

Prevention: Why Try and Bullying Prevention Program

Tier 1 - Prevention Plan-Misconduct that requires classroom supports

Tier 2- Prevention Plan-Misconduct that requires a "Collaborative Team" response

Tier 3- Intervention Plan-Serious offenses with almost no administrative discretion convene with an IEP Team meeting to review or modify a current behavior support plan or if needed develop a behavior support plan. A Behavior Support Plan is required for students with ED/AUT eligibility and other eligibilities as needed.

Extended school year (ESY) will be available and provided for all special education students who are eligible as determined by their Individualized Education Plan (IEP). The ESY program is designed to prevent significant regression corresponding with limited recoupment of previously achieved skills, or the loss of critical skills for students accessing the alternate curriculum. It will also be provided for special circumstances or factors that indicate the need for ESY. VRES#13 will follow the guidelines indicated in Reference Guide 5276.0. We will adhere to and monitor the following guidelines:

- Implement IEP goals and modify when necessary
- Assess student progress using MCD indicators to measure growth
- Adhere to timelines
- Include parents as integral to the educational process
- Measure the success in meeting the MCD outcomes
- Utilize the LAUSD data systems to track student progress and identified services (Welligent, ISIS, My Data)

See Appendix for Special Education Service Plan
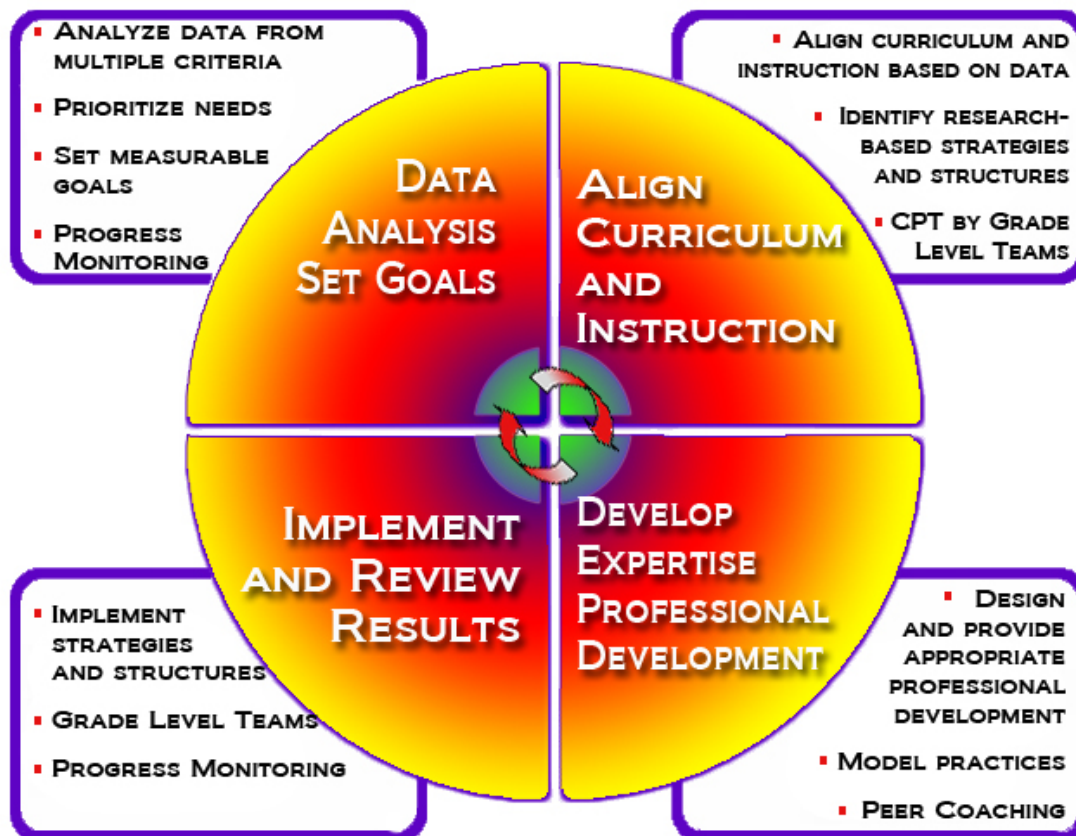
B-2. Professional Development (PD)

    a. *Professional Culture: Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program.*

At VRES#13 we believe: "To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results." (Richard DuFour, May 2004) In order to accomplish our mission, the VRES#13 professional development system is designed to:1) consistently monitor student achievement through the use of our Cycle of Continuous Improvement; 2) use common planning time to collaboratively analyze data, and 3) effectively communicate student progress to all stakeholders.

Working with Vista MS, we have created a systematic approach to our professional development that provides a Cycle of Continuous Improvement to empower teachers as it: 1) uses data analysis and sets goals; 2) aligns curriculum and instruction; 3) identifies research-based strategies and structures; 4) develops expertise through professional development; and 5) implements and reviews results.

The instructional program <u>empowers students</u> by setting high expectations for learning, providing real world context for learning, and incorporating 21st century skills into the core academic curriculum. The cycle provides teachers with constant, reliable information that they communicate with students to help them understand their learning progress.

Cycle of Continuous Improvement

Ongoing Professional Development Program
Experience indicates that when teachers learn together in a collaborative culture, dramatic increases in student achievement are possible. We will combine three essential components to define the culture and ensure a powerful adult learning community focused on academic learning excellence.

1. Develop shared commitments that guide teachers and leaders in realizing the VRES#13 mission and vision:
   - All children can learn, therefore all of our students will grow this year; we will do whatever it takes.
   - We will maximize instructional time. Every minute counts.
   - We will be accountable to one another for high quality instruction and will support one another toward being successful and maintaining high expectations.

2. Implement four key practices to create the structure of the professional learning community: Learning from the Experts Within, Teacher Leadership, Focused Professional Development and Common Planning Time

3. Focus on strategic, standards-based planning, teaching, assessment and monitoring

<u>Learning from the Experts Within</u> - We don't always have to go outside the walls of the school in order to find the expertise that is needed to refine teacher practice. Our teachers will share their expertise with their colleagues – a culture of teachers helping teachers. For example, one person may have strength in data analysis while another excels at planning. Each teacher takes the lead, responsibility in his/her area of strength. (Leadership Capacity for Lasting School Improvement, Linda Lambert, 1998) Another aspect of learning from experts within includes peer observations and classroom walkthroughs. Using peer observation and reflection allows for continuous improvement of teacher practice. Our learning culture will involve teachers opening doors and having conversations during common planning time as they develop and implement common lessons to be delivered across the grade levels.

Teachers will analyze student work to reflect on the effectiveness of lesson design and delivery which leads to the refinement of the professional learning community. Utilizing the expertise of teachers and administrators at VRES#13 is an essential component for teaching and learning success. Our belief is that empowering the "experts among us" (Schmoker) will lead to a strong professional learning community, build teacher capacity, and improve student achievement.

<u>Focused Professional Development</u> – VRES#13 will narrow the focus of the professional development based on data analysis of student needs and teacher needs. PD will focus on going deeper with identified needs over the course of the year. This is a continuous cycle of implementation and improvement that includes:

- Examination of strategy and pedagogy
- Lesson design
- Implementation with fidelity
- Analysis of student work
- Reflection and collaboration with colleagues on the level of successful implementation
- Refine design and delivery of lessons
- Repetition of cycle

<u>Teacher Leadership </u>- "Teachers who choose the path of teacher leadership…become owners and investors in their schools, rather than mere tenants." (Roland Barth, The Teacher Leader, 1999) We will provide many opportunities for teachers to be invested in leadership roles. These will include professional reading groups, facilitation of grade level planning, presentations at professional development meetings, expert leaders in content area, peer coaching, parent education leaders, and leaders of adjunct duties. Teacher leaders will have ongoing leadership development and will have opportunities to reflect on their work with colleagues.

<u>Common Planning Time</u> - In the spirit of collaboration, grade level teams will meet on a weekly basis to develop the topics from professional development into meaningful, comprehensible lessons that meet state standards. Grade level meetings will provide teachers with opportunities to discuss strategies and pedagogy necessary to meet the needs of all students. Additionally, teachers will analyze student work samples to evaluate the level of effectiveness of their lesson design and implementation. At grade level meetings, teachers will set common goals and monitor the pacing of lesson delivery throughout the year to ensure that all students receive access to the same standards-based curriculum.

   b. *Professional Development: Describe what effective PD will look like at your school.*

As a new school, VRES#13 recognizes the need to build collegiality, trust, inquiry, reflection and collaboration among staff. Therefore, we will provide:
- Training for staff to establish norms of collaboration, team building, trust, inquiry and grade level planning procedures
- Extensive professional development on the new mandated curriculum programs, accessing and analyzing data sources, peer coaching and meeting the needs of all students. PD will be ongoing and embedded in the instructional day
- Banked time every Tuesday throughout the year through the waiver process
- Personal growth plans for teachers and administrators based on individual data, that include researching best practices, observing highly successful pedagogy, conducting self-reflections and integrating feedback, following district priorities and establishing personal professional goals

An initial analysis of student data from feeder schools indicates the following areas will be the focus for professional development:
- English Learners access to the core curriculum
- Problem solving in mathematics
- Reading comprehension and academic vocabulary

These identified student needs will be addressed through our three foci of project-based learning, development of 21st Century skills through T.E.A.M.S, and Writing Across the Curriculum.

In order to go deeper with teacher learning, understanding, and implementation, VRES#13 will implement a professional development schedule based on a six week cycle for each topic. Week 1 addresses pedagogy and research-based practices; Week 2 allows for common lesson planning; Weeks 3 and 4 focus on implementation in the classroom; Week 5 analyzes student learning based on work samples; Week 6 addresses reflection on practice and refinement of instruction around a topic.

Cal State University of Northridge will provide professional development on the implementation of PBL, designing lessons around 21st Century skills, Writing Across the Curriculum and integrating the arts into instruction.

> **i.** *Management of Multiple Schools: For network partners, charter schools and local district teams.*

Local District 1 will provide on-going support for the teachers, support staff and administration in the Panorama Community complex. Each school will have a RTI expert assigned to provide support in implementing best first-teaching practices. In addition, experts will train teachers and staff in CORE K-12 and *MyData* in order that student data can be accessed for evaluation and analysis on an on-going basis. Local District 1 will also provide comprehensive trainings for designated Cohort School-Based Leadership Teams in the RTI Framework for Instruction and Intervention, including the Problem-Solving Process. Cohort schools will regularly meet with their designated RTI expert, and support will be given to assure implementation and fidelity to the framework.

The Local District 1 ELD/Access to Core staff will facilitate trainings for teachers in effective classroom practices, including Thinking Maps and SDAIE techniques. Our four schools will meet for articulated professional development (i.e. 4th and 5th grade teachers from VRES#13 will meet with Vista's 6th grade teachers, Vista 7th and 8th grade teachers will meet with Panorama HS's 9th grade teachers, etc.) to examine data and determine strengths and deficits regarding specific content standards.

Support Unit North will provide on-going support trainings for counselors, teachers, aides and other personnel on a bi-monthly basis. In addition, other on-going support training is available on an "as needed" basis during the year on various topics related to special education student needs. Specialists and support personnel will conduct site visits to assist with observations, student modifications (academic and behavior), analyzing student data within the context of the IEP to establish learning goals, planning/implementation of professional development, and assisting with placement concerns.

Each school in Local District 1 identifies its individual needs based on data. The Local District provides cohesive professional development for the Panorama complex of schools and assists with the differentiated needs of each school within the complex, along with the support of the Director/Principal Leader and Instructional Staff.

> **c.** *Teacher Orientation: Describe the orientation program for new and existing teachers.*

Teacher orientation consists of Central, Local District and School Site supports. Central district provides the New Teachers' Academy for all teachers new to the district. This orients teachers to the foundations for effective teaching practices.

VRES#13 will provide an orientation for all teachers prior to school opening to introduce teachers to the plan for the school. The orientation will consist of sharing the vision, mission and instructional focus at VRES#13. It will include team-building to establish relationships and allow teachers to network within grade levels and across grade levels. Routines and procedures at the school will be presented, along with instructional schedules and the professional development focus. An additional key element of the orientation will be a tour of the area followed by a discussion about our school community, its needs and how VRES#13 will address them.

Ongoing support for all teachers will focus on continuous team building to establish trust and collaboration in grade level teams and across grade levels. In addition, we will consistently reiterate our commitment to working as a professional learning community that adheres to the California Standards for the Teaching Profession. This will ensure that teachers provide all students with equitable access to the curriculum so that all children thrive academically, socially and emotionally.

Teachers who join the staff at VRES#13 after the first year will be acculturated into the teaching practices at VRES#13 that incorporate data analysis; lesson design; diagnosing student needs; differentiation of instruction; reflection on and refinement of teacher practice; SDAIE; CRRE; standards-based instruction; effective use of assessment tools; school operations and school safety; district policies and mandates; and the use of technology.

At the end of each year, teachers and administrators will participate in professional development to review the progress of the students over the year, what actions were responsible for successes and what actions need to be refined to increase student achievement. Time in the professional development calendars (see Appendix) has been built in to provide for reflection and refinement of practice throughout the year.

As a professional learning community, each teacher and administrator will develop an Individual Growth Plan (IGP) to set goals, reflect on and refine their professional practice. Each teacher and administrator will meet with his/her supervisor for reflective dialogue to identify, plan, implement, and reflect on an area of growth. This plan will be reviewed at the beginning, middle and end of the year and will be integrated into the performance evaluation process.

    d. *PD Program Evaluation: Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis.*

The effectiveness of the professional development program will be evaluated at grade level and Tuesday P.D.'s using the following survey questions:

- What would we like to see happen? What would it look like in your classroom? What pedagogy or best practices address this specific need?
- How can we make that happen? What lesson designs will we need to implement? What differentiation needs to occur to meet student needs?
- How is it going? What data have you reviewed to know if students are learning? What support do you need? What does the progress monitoring tell us?
- What are the results? What do student work samples show? What are common trends in each class and across the grade level? How effective was the implementation of the practice?
- What are our next steps? How can this practice be improved? What additional PD or supports are needed? How can the grade level team and the administrator support these actions?

Time has been allocated in the P.D. and Grade Level meeting calendars to assess the results of this evaluation process and determine how the feedback will inform the design of future PD.

B-3 Assessments and School-wide Data

    a.   *Student Assessment Plan: Describe the school-wide assessment plan for the school.*

The foundation of our assessment philosophy is to move from assessment **OF** learning to assessment **FOR** learning (Stiggins, 2005). Our 21st Century assessment plan supports a balance of methods, including high-quality standardized testing along with effective classroom formative and summative assessments that also:

- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employer

Our assessment is aligned with and guides our instruction. In order to accomplish our mission VRES#13 will consistently monitor student achievement, collaboratively create a school-wide data-driven culture, and effectively communicate student progress toward meeting goals to all stakeholders. Our philosophy will allow teachers to observe individual student progress; the principal to determine the efficacy of individual teachers; and the District to evaluate the success of the program as a whole.

Assessment begins with what students know. The evidence for what they know is in what they can do. In order to capture the most accurate picture of student achievement, research indicates that multiple measures must be used. In the Reeves' study of high performing, high poverty schools, he discovered that "successful schools included an intensive focus on student data from multiple sources, and specifically focused on cohort data." (2003, High Performance in High Poverty Schools: 90/90/90 and Beyond).

VRES#13 will utilize multiple assessments that will be used to analyze student achievement because no single assessment provides sufficient information on students' learning. Utilizing qualitative and quantitative measures, our students will be assessed using state, district, publisher tests, and teacher-developed assessments. Frequent data analysis and instructional decision making that is tied to achievement goals allows teachers to be most responsive to student needs. The results from the different assessments are used to determine instructional priority and modify curriculum instruction.

The District *MyData* system provides current and past data that enables staff to keep abreast of individual, grade level, and school-wide student progress. This data tool, and the District quarterly, publisher, and teacher-created assessments will allow our teachers to monitor student learning in the classroom.

At VRES#13 our teachers will acknowledge the importance of ongoing and multiple assessments as the means to achieve maximum performance. Therefore, our teachers will be trained to use a systematic process to manage student assessment data that will do the following:

- Use data to place students in appropriate programs and interventions

- Continually monitor progress, collect and review additional assessment data from multiple sources including unit tests, quizzes, observations, assignments and conferences

- Adjust instructional decisions based on conclusions of data assessment and analysis

- Work collaboratively using data to drive instructional decisions and lesson design

- Provide information that allows administrators and teachers directions to improve results

Required state testing, quarterly benchmark assessments, informal and alternative assessments, are multiple measures that are analyzed at the site and district level to ascertain if students are meeting standards-based goals and are on a college-ready path.

Effective Practice
The VRES#13 staff will use the most effective research and best practices to develop collaborative grade level Professional Learning Communities (PLCs) that establish systemic common core practices to create authentic contexts for assessments. Diagnostic and formative assessments will be the cornerstone to building a systemic approach towards effective learning and data decision-making. We will engage in seven strategies to accomplish this:

1) Establish with clarity what will be assessed and what students are expected to know and do. Use summative assessments to frame meaningful performance goals.

2) Show criteria and models in advance that illustrate various levels of quality (Criteria Charts and Rubrics).

3) Assess before teaching. Use pre/post assessments to determine where students are at the beginning of the year and at the end of the year.

4) Offer appropriate choices. Allow students to work to their strengths (audio, visual, kinesthetic, auditory). Students are provided options to demonstrate their learning.

5) Provide feedback early and often. Feedback will be timely, specific, understandable, and allow for self-adjustment of the student

6) Encourage self assessment and goal setting. Learners set personal goals and assess their own learning.

7) Allow new evidence of achievement to replace the old evidence (revision and redemption). Assessments focus on how well, not how quickly, learning occurs.

Based on the research and articles written by Jay McTighe and Ken O'Connor, authentic performance tasks help learners to see a reason for their learning. Through the common assessment practices for our schools, we can better engage students in assessment of their own learning.

Communicating results
Taking assessment further, VRES#13 teachers will explore all options to make the assessment plan transparent to all stakeholders. They will communicate the assessment results to students

and a variety of audiences outside of the classroom, including parents and colleagues. Through common assessment practices, teachers will involve students in the process to help students manage their own learning. Students will be an integral part of assessing the learning at VRES#13 by clearly defining the learning targets, involving students in assessing and tracking their own progress, and helping students set their own personal goals.

Vertical Analysis of Data and supports with other schools
A critical element to lowering the dropout rate and thereby increasing the graduation rate is to remember that dropouts do not materialize in high school. Research indicates that reliable predictors of future dropouts are present in early grades. Several researchers have identified key indicators that help predict who is most likely to drop out of school. These indicators are poor grades in core subjects, low attendance, failure to be promoted to the next grade, disengagement in the classroom and behavioral problems (Neil & Balfanz, 2006).

Part of our mission is to see that all of our students are prepared to graduate from high school college-prepared and career-ready. In order for our school to be effective in preventing future drop-outs, our VRES#13 plan must be clearly articulated with our middle and high schools and must place a greater emphasis on three things:

- Communicating our students' data with our middle schools to identify the high risk students early on
- Working with these schools to design and track effective interventions
- Coordinating transition supports (bridge programs, Jump Starts, etc.) from elementary to middle school, and middle to high school

Student Assessment Plan
VRES#13 staff will use specific, measureable, results-oriented, and time bound measurements. This is not to create a snapshot, but rather the big picture of student learning in the school. Indicators of student learning will include standardized tests as well as classroom assessments that assist students to think meta-cognitively about their own learning.

- Classroom assessments provide rehearsals for high stakes assessments and help teachers to design learning experiences that prepare students for success on the assessments and success in life. At VRES#13, classroom assessments will include criteria and exemplars.

- Within their Professional Learning Community, teachers will be asked to bring assessments, rubrics, performance task lists, or checklists and exemplars of student work that meet and do not meet standards. Teachers will discuss and coach one another as to what can be done to help students who have not met standards.

- To evaluate the unique educational experience for students at VRES#13, we will administer state-adopted and district-developed exams to monitor student achievement and progress. These are intended to measure student outcomes, growth, and preparedness for postsecondary education.

The charts that follow summarize the range of formative and summative assessments to be administered throughout the year.

K-8 Testing to Measure Student Growth: Periodic Assessments

A Comprehensive Look at Assessment
California and LAUSD Assessment 2011-2012

STATE TESTS								
Assessment	Month/s	K	1	2	3	4	5	6
CST/CMA/CAPA English Language Arts & Mathematics • CST Writing Grade 4 • CST/CMA/CAPA Science, Grade 5	March-June			X	X	X	X	X
CA English Language Development Test (CELDT)	Initial at enroll.; Annual=July-Oct	X	X	X	X	X	X	X
Physical Fitness Test (PFT)	February/March/April						X	

LAUSD COMPREHENSIVE ASSESSMENT PROGRAM PERIODIC ASSESSMENTS								
Assessment	Month/s	K	1	2	3	4	5	6
Elementary ELA/CORE K12 vocabulary, comprehension and writing	3 times a school year	writing	Comp writing	X	X	X	X	X
DIBELS (Grade K-3)	BOY, MOY, EOY	X	X	X	X	X	X	X
Math (Grades K to Geometry)	3 times a school year	X	X	X	X	X	X	X
Science	3 times a school year					X	X	X

PROGRESS MONITORING-AS NEEDED								
Assessment	Month/s	K	1	2	3	4	5	6
DIBELS Progress Monitoring	Multiple times, as needed	X	X	X	X	X	X	X
CORE K12 Progress Monitoring	Multiple times, as needed	Math only	Math only	X	X	X	X	X
ELA, Math, Science and Social Science	Multiple times, as needed	X	X	X	X	X	X	X

X	Yellow cells indicate all students will be assessed.

VRES#13 will include quantitative data sources from the District's *MyData* system, and qualitative data sources such as surveys of constituent groups (parents, community members) to measure the effectiveness of the teaching and learning program. Surveys of students, teachers and administrators, along with regularly structured classroom observation visits, will be a vital component of the school-wide assessment plan.

In the first year of the plan, VRES#13 will rely on the District's Periodic Assessment schedule as we phase in teacher-created periodic assessments that match and inform the 21st Century skills and project-based learning to be incorporated. We will also integrate day-to-day teacher-designed assessments (quizzes, unit tests), qualitative observations of the process of learning (e.g. teachers' anecdotal notes, student reflection logs), and examination of final products including project-based learning projects into our assessment and evaluation of student learning.

b. Graduation Requirements: Describe the graduation requirements.

VRES#13 will establish a culture of college preparedness. Parents will acquire knowledge of college admission requirements and students will have the skills that will prepare them to attend

college. VRES#13 will provide a learning environment in which students consistently meet and exceed grade level standards, and apply them to new learning situations. Students are taught that what they learn in each grade level provides a foundation that prepares them for their next stage in learning as they progress across the school levels. Students and parents will participate in multiple interactions with students and staff at Vista MS, and Panorama High School which will allow for a seamless transition for students to each new school level.

Parents will be informed of the standards for each grade level during Back to School Night, at parent conferences, and at workshops provided by the Panorama City Community Partnership and our Parent Center. Standards will be made accessible to students in "kid friendly" language in the classroom as they are introduced and taught. Students will show mastery of standards through student work samples, project-based learning, and student-led conferences. In line with our motto: "Think and Act Like a Scholar", teachers provide students with clear expectations of the skills and standards necessary in order to promote to the next grade level. We will adhere to any changes ordered by the District with regard to promotion policies.

   c. **Data Collection and Monitoring: Describe the school-wide data collection and monitoring plan, including what data the school will collect to measure student progress.**

VRES#13 will utilize the district's *MyData* system to collect and monitor state and District data. At the classroom level, teachers will analyze student work, district periodic assessments for their grade levels, as well as vertical and horizontal school-wide data for their students. Administrators and data team members will conduct peer observations to collect school-wide data. The team will analyze which practices work best with students who are at-risk of falling between the cracks, exhibiting negative behavior, or generally not on target for achieving success.

Student Led Conferences
Teachers, students and parents will discuss individual student achievement, progress towards progression to the next grade level, and performance on state assessment during student-led conferences twice each year. Parents also will receive the District's school report card. The governance council will review all school data at council meetings twice per year in order to gauge student and school progress. In addition, parents will be encouraged to attend individual parent teacher conferences to discuss student progress towards school-wide benchmarks. Parents of English Learners will receive mandated communications regarding reclassification per Title III through annual CELDT testing results.

Parents of students with IEPs will receive progress reports at the annual IEP meeting. The school will comply with all state and federal law regarding reporting requirements, including parents' rights to be updated regularly on their child's academic progress as specified within the IEP.

Use and Reporting of Data - Data will be collected, analyzed, reported and used regularly, at every level and in every subject and grade level. Students will be informed about their assessment results by the teacher, and in progress reports and report cards. Individually, and by class, students will be engaged in the process of looking at their own performance data, setting

goals, examining outcomes, and developing action plans in response to the data through student-led conferences.

Professional Learning Communities - Grade levels will establish a cycle of inquiry that will follow an eight step process to determine how the standards will be taught, develop a pacing plan/curriculum map, teach a lesson, analyze student work, review best practices and refine the lesson.

Performance Review –Through the teacher effectiveness performance review process, teachers must ensure that students know and understand the criteria that will be used to assess their learning so that students are able to monitor their own learning. Teachers will provide feedback in a timely manner enabling students to self-assess and monitor their on-going learning progress.

Assessment Modifications and Accommodations – Students with disabilities under the Individuals with Disabilities Act (IDEA) or Section 504 will be included in State standardized assessment programs with appropriate accommodations and modifications when specified. These assessments include but are not limited to the California Standards in accordance with their IEP or Section 504 plan.

Monitoring of Assessment – We will develop a Data Team of grade level representatives, an administrator, and support staff. The Data Team will collect a variety of data throughout the school year to monitor student achievement. Administrators will work with the data team to review State, district, and classroom data that will be triangulated to make informed decisions about each student. State data, including the CELDT and CST, will be used to measure progress toward meeting state and federal accountability targets. The Data Team will disaggregate subgroup data to adequately assess their progress and eliminate the achievement gap.

In order to maintain our Cycle of Continuous Improvement, we will examine multiple types of assessment. VRES#13 will create new assessments that will evaluate the development of 21st Century skills and project-based learning. We will begin this process during our first year of implementation. Our staff will develop the assessments and timelines for PBL.

During the first year the staffs of VRES#13, Vista MS, and Panorama HS will develop authentic assessments and associated rubrics for evaluating the multi-discipline projects in K-12. Teachers will determine the number of standards-based projects that will be developed. Each project will embed 21st century skills and themes to correlate with T.E.A.M.S. themes. Students will conduct their projects within the following elements:

- Apply learning to complex problems
- Develop products that require written and oral expression
- Utilize research strategies
- Analyze and synthesize information
- Plan, organize, and present data

In order for the data and assessment to drive our instruction, the VRES#13 staff will need to meet frequently both within PLC's as well as across grade levels in the first year to design curriculum and assessments based on data. Some of the PD and Common Planning Time will be devoted to developing these new and ongoing assessments. Professional development time will

be allocated to teachers to consider the instructional and programmatic implications of the assessment data.

The VRES#13 grade level teachers will regularly re-assess pacing plans or curricular maps through the lens of our most current assessment results. Grade level teams will analyze student data, review student work, research best practices, conduct peer observations and reflect on their lesson plans and delivery.

> **i.** ***Management of Multiple Schools: Describe the organization's role in reviewing performance data, and describe how this data is used to drive improvement at the school-, campus-, district-, or network-levels.***

Performance Management in Local District 1 is an on-going, systematic approach to improving results through evidence-based decision-making, continuous organizational learning and a focus on accountability for performance through:

- Regular and systematic use of performance measures to facilitate organizational accountability, improvement and decision-making
- Continuous/ongoing review of data
- Commitment to specific action plans
- Monitoring of change over time
- Broad participation in the discussion of the results

LD1 will support the Continuous Cycle of Improvement by providing Technical Assistance workshops, in order to give staff practice in evaluating the intervention provided to students. Topics will include the use of the Progress Monitoring tool through Core K-12, as well as the universal screening of literacy and math products.

All intervention will be carefully monitored to determine its effectiveness, and restructured if desired results are not achieved.   The RTI and Access to Core Instructional support staff will be involved in the on-going guidance of school leadership teams as they use the Problem-Solving Process to gather data, determine need, evaluate the effectiveness of the selected intervention, and take necessary steps to respond to the progress monitoring data.

Category Two: School Culture, Climate, and Infrastructure

B-4. *School Culture and Climate*

    a. Description of School Culture: Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization, and safety.

Our VRES#13 school motto, posted at the entrance and in all public areas, "Think and Act Like a Scholar", will explicitly set the tone and spirit of our school. The consistent enforcement of our high academic and behavioral standards reinforces our vision, mission, and instructional program designed to ensure success for all students. We will start with a professional demeanor (attendance, attitude, and appearance) that models the high expectations, academic achievement, and positive behavior for our school. Our staff will be held accountable for these high expectations as we work to create a true partnership with students, parents, and the community.

VRES#13 will set goals for student achievement, plan strategically to meet these goals, reflect on, and refine their outcomes based on multiple data sources. Our school community will do "Whatever It Takes" (DuFour) to create a nurturing, comfortable, and safe learning environment where teachers and students are actively engaged and mutually responsible for learning. This is accomplished by:

- Developing a school-wide positive behavior support plan that includes reward/incentive programs for good behavior and tiered intervention systems to meet individualized student needs; specific behavior expectations that are agreed upon by all stakeholders and become the foundation for how stakeholders interact; and creating a safe and nurturing environment for students to be successful
- Communicating clear expectations to students and families aligned to our mission statement, i.e., using a weekly parent communication report form reflecting student progress in the Three A's (academic, attendance, and attitude)
- Focusing on the Asset Building practices of *The Search Institute* and Clay Roberts which trains teachers in strategies to differentiate the needs of students to be successful and maximize their social-emotional well being
- Engaging families in supporting the educational processes of their children
- Assuring the safety of all students by maintaining The Safe School Plan
- Teaching students to be reflective learners using portfolios and student-led conferences to promote student accountability and ownership for their personal academic success

At VRES#13 we understand that when students feel a personal connection to their school, attendance and achievement improve and are sustained over time (Clay Roberts). Students want to attend a school where they are recognized for their strengths and what they add to the school environment, and their personal worth is valued. Parents and students also want to feel safe in the school environment so that they may focus on learning. To create this safe and personalized environment, VRES#13 will accomplish the following:

- Develop an individualized, longitudinal log to provide a bridge for students as they travel from grade-to-grade and school-to-school
- Implement Each One-Reach One in which at risk students are "adopted" by an adult on campus for daily positive reinforcement
- Establish opportunities for students to engage in operational issues at the school as play leaders, technology crew, cafeteria helpers, classroom monitors, etc.
- Recognize students monthly through award assemblies, bulletin boards, posters, achievement certificates, etc. for academics and commitment to the school vision; teachers select academic recipients and students select a peer who embodies the qualities reflected in our school's vision and mission statements
- Pair tutors and mentors from the middle school, high school, community colleges and the business community with VRES#13 students to support their needs
- Develop, communicate and implement a safe school plan that integrates consistent behavior expectations, a bully-free school environment, and thorough emergency preparedness plan
- Empower parents by providing educational trainings and referrals to community agencies through a centralized Parent Center serving VRES#13, Vista Middle School, Panorama High School, and Cal Burke Continuation High School

VRES#13 will explicitly communicate these expectations at the beginning of each semester and reference the expectations throughout the year. The school community can access the common expectations on posters, the school website, parent newsletters, teacher handbooks, assemblies and community meetings. We are committed to providing students opportunities to continually build upon their successes, because "success breeds success."

> **i. *Management of Multiple Schools: Include an explanation of whether and how the organization will transfer the culture of the existing school(s)/campus(es) under your management to the PSC school.***

In Local District 1 our objective is to fundamentally improve the interaction between the teacher and the student to create critical thinkers prepared to participate in a diverse and complex society. The superintendent provides leadership training for all principals, administrators, counselors at regularly scheduled meetings.

The focus includes:
- Data-driven decision making
- A culture of direct observation, critical analysis and two-way accountability for improvement of instructional practice and performance
- Mentoring
- Good first-teaching and differentiation
- Articulation among teachers, especially at key transitions (PreK-K, 5th to 6th Grade, and 8th to 9th Grade)
- Infusion of four key instructional strategies: instructional conversations, graphic organizers, cooperative learning and academic vocabulary

The accountability at all schools is both external and internal, with the expectation that data, both formative and summative, is consistently used to target student needs. Special focus is given to

Periodic Assessment data. Additional support and mentoring for each school is provided by the Local District Team, including, Directors/Principal Leaders, Access to Core, ELD, Special Education, and RTI staff as needed throughout the year.

      b. *Student Support and Success: Describe exactly what student success will mean at your school. What will you do to ensure students are successful?*

As stated previously, students want to attend a school where they feel valued and successful. At VRES#13 we will know our students are successful when: the re-designation rate of English Learners meets or exceeds the District expectations; special education students are mainstreamed for at least 40% of the educational day; all students can read, write and problem solve at a proficient or advanced level; and, all students are prepared to contribute to society.

The research-based instructional practices of Rigor, Relevance and Relationships envisioned for VRES#13, will ensure this.
 Demonstrations of Rigor include:
- Data-driven instruction
- Differentiated instruction
- Departmentalization for instruction
- Data talks between teachers and administrators
- RTI (Tiered intervention services)

Demonstration of Relationships includes:
- College bound (College begins in PreK)
- Cross-age tutoring (HS students working with MS and ES)
- College student volunteers share their collegiate majors and interests
- Cross-age student teacher experts (students teaching/sharing expertise across school levels)
- Community resources for health, mental health, family needs
- Innovative use of trained paraprofessionals to support instruction and improve student achievement
- RTI (Tiered intervention services)
- Student-Led Conferencing with parent and teacher (at least twice a year; to include goal-setting and self-reflection)

Demonstration of Relevance includes the instructional strategies of:
- 21st Century skills-TEAMS
- Project-based learning
- Writing Across the Curriculum

      c. *Social and Emotional Needs: Describe the programs, resources, and services (internal and external) that the school will provide in order to meet the social and emotional needs of the students you serve.*

VRES#13 will establish a Coordination of Services Team (COST) that will identify and monitor supports for students both academic and social/emotional. The COST team is composed of an administrator, a general education teacher, a special education teacher, the Categorical Programs

Advisor, the attendance counselor, a psychiatric social worker, the nurse and the school psychologist. Based on the identified demographic data, VRES#13 students live within a high crime/high poverty area. Families experience high stress levels and need multiple social and emotional supports. Academic success is affected by the social and emotional stress that students and their families experience. The COST team will meet regularly to identify student needs (academic and emotional), and determine what supports are available within and outside of the school to meet those needs. The COST team will provide ongoing monitoring to ensure the effectiveness of the supports and make adjustments as needed.

In addition to the COST services at the school, additional support will be made available through the PCCP One Stop Parent Center. The supports will include health referrals, family counseling resources, job training, ESL, GED, and parenting classes.

Enrichment Opportunities:
We firmly believe that students enthusiastically embrace learning when they are engaged, challenged, and find relevance in the process and activities in which they participate. We will enhance the learning process through a variety of options for students within and beyond the school day. We also know that a majority of our students are from homes in which outside resources and participation in after school activities are a luxury. Many of our students also live in apartments in neighborhoods that are not safe for them to play outside or do not have yards for children to play in. Therefore, we see our school as an oasis in which students are able to feel safe and are provided with the same types of opportunities as their peers in more affluent areas. Some of the enrichment opportunities we envision are:

Creative Access to the school library
Students will be able to use library resources before school, during their lunch period, and after school in order to do research for projects on the computers, read books, and participate in Readers' Theater plays. We will actively pursue community partner volunteers, parents and OASIS volunteer readers who will work with student groups in the library. We will develop Reading Challenges, in which students are challenged to set goals to read a number of pages or books. Students who meet their goals will be recognized at monthly recognition assemblies. We will recruit older students to read to younger students, and listen to younger students as they read to them. This will strengthen the reading and language skills of both students.

School Clubs
We will survey student interests to determine the types of clubs in which they would like to participate. The clubs would meet at lunch or after school. Some examples of the clubs we envision are: technology and graphic arts, visual and performing arts, science and environmental science, home economics and healthy cooking, foreign language, media arts, and sports. To extend our partnership with Vista MS, Panorama HS, and the local colleges and community, experts will be invited to sponsor and lead the various clubs. Trips for students and their families to venues where they can attend performances, concerts, exhibitions that reflect the focus of the clubs will be an additional extension.

Inspiring Speaker Days

The best way to inspire our students to continue their education is to provide opportunities for them to hear from older students in their community who have gone on to college, have started businesses, or who have found success through their participation in sports and other venues. We will reach out to Vista MS, Panorama HS, and other surrounding middle and high schools to recruit speakers who will share their journeys with our students. Parents will also be invited to hear the speakers so they may learn what it takes to be successful in college and beyond, and how the speakers were supported and encouraged by their families.

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

At VRES#13, we believe that "College begins in Pre-School." A strong academic foundation will be established at our school to ensure that all students are prepared to meet A-G requirements in high school as a prerequisite for college enrollment and career readiness. As part of our career and college readiness component, VRES#13 will hold an annual career day drawing upon the professionals in our community to talk about their careers. Professionals/speakers from the community will be invited to share their experiences in their professions and discuss the requirements for that career. To prepare for Career Day, teachers will guide students using the Depth and Complexity icons to research a career and prepare a presentation to share with their classmates. This activity will integrate the instructional focus areas of T.E.A.M.S. and Writing Across the Curriculum by using technology, the arts, expository writing to develop their presentation.

VRES#13 will also establish an annual College Day that includes the following activities:

- Staff will wear their college colors and T-shirts
- College banners will be displayed in classrooms and classrooms will decorate the door to their classroom to reflect the event
- Former students from the community will be invited to speak to students about the college they selected to attend and what was necessary to be able to attend
- College songs will play on the intercom

As a follow-up to College Day, students will visit local colleges and universities to introduce them to the importance of education beyond high school, motivate them to set college attendance as a goal, and understand the need to earn a degree in order to increase their career choices. College tutors and/or club sponsors working with students at VRES#13 will act as facilitators of these visits to show our students college life and model for students that they should already be thinking about college.

Finally, college and career readiness will include additional college visits for students and parents to help families begin making plans to support their children as they begin the process for attending college. Parents will be provided college orientation workshops to explain opportunities for financial aid.

   e.   ***School Calendar/Schedule: Describe the school calendar and daily schedule. Discuss how students and faculty will be grouped for instruction, the target class sizes and teacher-student loads, and how the proposed schedule promotes student achievement.***

VRES#13 will operate on the District Traditional Calendar of 180 instructional days. The instructional day will be aligned to the state- required number of minutes for students. The teachers' required time on site will align with the Collective Bargaining Agreement. The teacher to student ratio will also align with the District norm guidelines of 24:1 in grades K-3; and 31.5:1 in grades 4 and 5. (We will use the LAUSD calendar – no additional calendar attached.)

VRES#13 will reserve a block of 60 minutes during which the entire school will engage in ELD instruction. Students will be grouped in two to three ELD levels for instruction. This may entail some departmentalization within grade level teams to maximize instructional efficacy and efficiency.

Based on an analysis of our data, we know that an English Language Arts block of instructional time is needed for students for a minimum of 2½ hours. Mathematics instruction will be 60-75 minutes daily. To address other core areas, teachers will integrate science, social studies, health, and visual and performing arts into the ELA block of time.

The school calendar and bell schedule at VRES#13 are aligned to the vision and mission statements to ensure that students receive the state instructional minutes required and that time is used effectively to maximize teaching and learning. A copy of our daily bell schedule appears in the Appendix.

   f.   ***Policies: Describe and/or attach the school's policies as they relate to retention, graduation, and student behavior. Indicate whether you plan to follow LAUSD policies for some or all of these areas.***

At VRES#13, we will adhere to all LAUSD policies for retention, graduation, and student behavior. We will follow the District's Behavior Support Plan for all students. There is no district retention policy at this time. However, if a student is not demonstrating mastery of grade level standards, this issue will be brought to the COST Team to provide additional interventions and supports as a precursor to retention.

Based on feedback from the community meetings, parents have indicated a strong support for developing a school uniform policy. VRES#13 will also follow the District's homework policy and will articulate this policy to parents and students.

B-5. Parent and Community Engagement

a.	**Background***: Describe the community you will serve. Include an analysis of the strengths, assets, values and critical needs of the community.*

VRES#13 and Vista MS are located in the heart of Panorama City. Shortly after WWII, Panorama City was developed as a planned community by industrialist Henry J. Kaiser. Originally Kaiser and his partners barred non-European Americans from purchasing newly built homes in Panorama City. Integration did not take place until the Community Reinvestment Act of 1977 which insured credit to purchase for anyone, regardless of race or income.

Contrary to popular perception of the development of this area as a bedroom community, Panorama City originally included two major employers - General Motors and a massive Schlitz brewery that eventually became Anheuser-Busch. The General Motors automobile factory opened in 1947 and provided thousands of local jobs, but in 1992 the plant was closed. The site was razed in 1998 and a retail and industrial complex, known as The Plant resulted on the site. The retail portion is home to 35 retail stores and restaurants. Although nowhere near the number of GM jobs lost, this center provides employment, convenient shopping and resources for families in our Panorama City community.

We are surrounded by small businesses (restaurants, flower shops, laundromats, auto shops, and clothing stores), as well as major corporation sites such as: Anheuser-Busch, Galpin Motors, Wal-Mart and the Panorama Mall with 42 individual stores. Non-profit services and agencies that provide assistance to our families include: Hispanic Community Services, L.A. County Community Services, the S.F. Valley Volunteer Center, Fair Housing Council, El Proyecto del Barrio, Casa Esperanza, Mission Health Care, Early Intervention Services, and 22 local Churches. The Los Angeles County Department of Health Services operates the Pacoima Health Center in nearby Pacoima which serves Panorama City. The Vista Family Fitness Center is a fully equipped fitness center that serves the students, faculty and surrounding community. The Panorama High School pool serves as a community facility for swimming lessons and junior life saving certification courses.

Over 57% of Panorama City adult residents are not high school graduates. Due to a lack of work, we have a very mobile population creating a student transiency rate of nearly 23%. This creates inconsistency in our students' educational development. Poverty prevails in our community with 99% of our feeder-school students qualifying for free or reduced-price lunch. Our community is not safe. Within a six month period, Panorama City had 184 violent crimes, 711 property crimes. There are several rival gangs that constantly try to recruit our students and mar the area with graffiti. L.A. Police Dept. crime data reveals that our crime rates are six times higher than in surrounding residential communities.

In 2007 the Los Angeles Times Mapping L.A. estimated the population to be over 66,766, with a median household income of $44,468. Most recent data from 2010 estimates the population to have grown to over 70,000, with a decline in average annual household income from $44,468 to $30,000. The racial composition of our Panorama City community is reported to be: 26% White, 5% African American, 11.60% Asian, 70.12% Hispanic or Latino and other races with Spanish being the dominant language of the community. The majority of our adults are foreign born non-

citizens and others who have become citizens. The population attending VRES#13 is projected to be approximately 92% Hispanic/Latino and nearly 85% of our students will be English Learners.
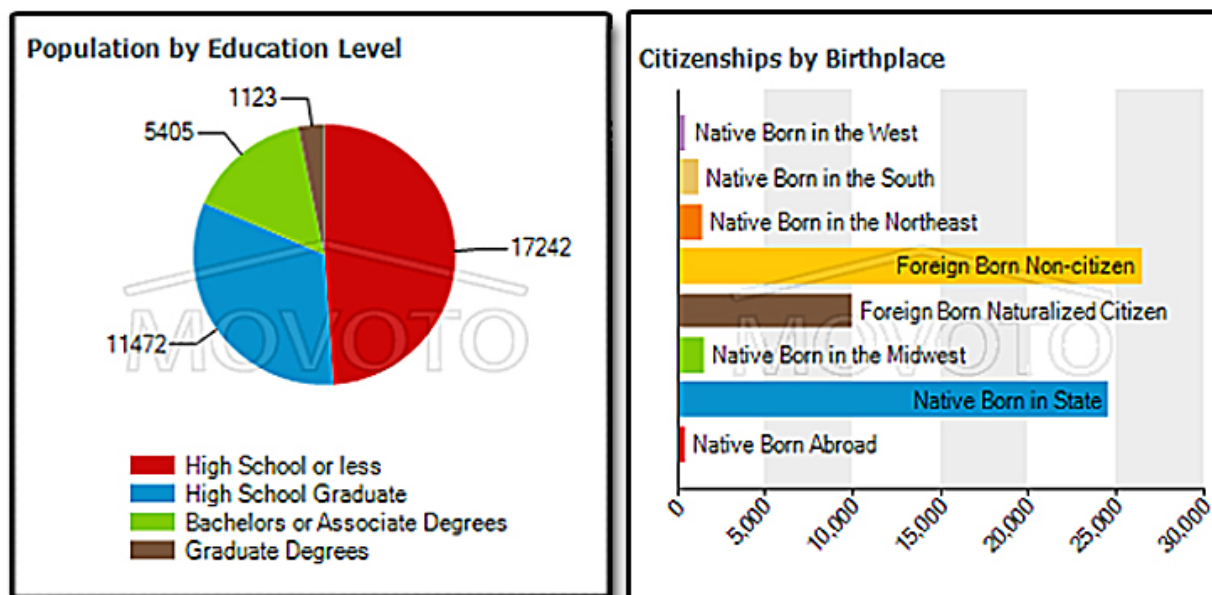
Previously in this Community/culture section we described all of the family and student services that we will offer at VRES#13. These services provide academic, emotional, health and social services for our students and families so that they will become educated, empowered and these programs also lead to increased engagement of our parents. Both our instructional program and our school/community culture are aligned to our VRES#13 Mission and Vision:

Mission
The VRES#13 mission is to provide diverse educational opportunities so that all students obtain the necessary knowledge and skills to ensure their future success.

Vision
To make our mission a living reality, we will work in collaboration with our families and our community to implement a comprehensive, rigorous curriculum focused on measurable achievement in: reading, writing, speaking, mathematical and scientific problem solving. Students will be prepared to successfully take on the challenges of post-secondary life and the work force. A comprehensive Visual and Performing Arts focus will be woven throughout the curriculum to promote student engagement, creativity, and learning across the disciplines.

In designing our instructional program we looked at our demographic and student performance data, observed the problems and resources in our community, and listened to our parents who insisted that their top priorities were: 1) for their students to be safe in our schools; and 2) that their children become prepared for the workforce and college. At VRES#13 our instructional program and school culture respond to our community in the following ways:

- With a high population of English Learners a focus on language development and communication skills is essential to our students' future success.

- Curriculum is focused on the development of 21st Century job skills and preparing students for college admission. Promoting college awareness and skill preparation are top priorities for our program.
- English is not the spoken language in most students' homes so VRES#13 must provide help with homework after school through our many enrichment and intervention programs.
- Children are not safe to play in the neighborhood and our school provides many after-school activities so they can enjoy safe recreation and relationships on the school site.
- Along with other community agencies we provide adult education, healthcare referrals, job training, classes in computers, parenting skills and legal referral resources.
- In collaboration with local agencies, we create safe passage for our students and provide anti-gang programs and other crime prevention educational services.

A major aspect of the articulation among the VRES#13, Vista, Panorama High School, and Cal Burke Continuation will be the consolidation of school-based and community services to support all of our families. The idea of forming the Panorama City Community Partnership is to create a "one-stop center" for parents to secure support, resources and information. By engaging the businesses, churches, city and county agencies, non-profits, law enforcement and mental/medical services we will create a more efficient distribution of services.

Another focus of the partnership will be to consolidate information on various school site events, classes, social and entertainment activities for students and families, and to provide a website informational portal for the entire community. In order to truly improve our VRES#13 culture, we have to also change the culture and climate of our entire community.

b. Strategies: *Describe your team's history and experience serving this or a similar community.*

The LD1 team has powerful evidence of its ability to successfully manage VRES#13 based on demonstrated results in working with student populations similar to that of our new school, and the high level of qualifications of the staff members. LD1 is a family of 134 San Fernando Valley schools of which 82 are elementary level. More than 5,000 teachers and administrators provide services to over 88,000 students. Today 56 of 82 elementary schools have an API over 800 and a significant number of schools have achieved recognition for highly effective programs focused on student achievement and closing the achievement gap.

Based on current state data, more LD1 students are scoring <u>Proficient or Advanced</u> on state standardized tests than any others in LAUSD. As illustrated on the Applicant History Performance chart, it is clear that LD1, and its collaborative team of United Teachers of Los Angeles (UTLA), and administrators have experience in serving the instructional needs of the typical student populations in the complex feeder schools.

VRES#13 is a new school that will open in Fall 2012. Our staff will be selected based on their experience working with our clientele in our feeder schools, or in other communities with similar school populations. We will seek to hire teachers and administrators who are bilingual. Not

only does this aid in communicating with our students and families, it provides sensitivity to the needs of our families.

A focus on the importance of improving parent engagement and strategies to do so is evident in the work of Robert Marzano in which he states: "Schools that involve parent and community members in their day-to-day operations and have outside resources and support to the school report lower absenteeism, truancy and dropout rates." (Marzano, 2003) It has been proven that fostering the role of parents in the planning process, design of the instructional program, and school management will increase parents' roles as advocates for the school throughout the community. This leads to higher achievement, more students passing classes, improved attendance, increased development of appropriate social skills, fewer discipline problems and higher graduation rates. Critical to engaging parents is the development of effective parent education models that are culturally relevant. (Henderson & Mapp, 2002)

Our research on effective parent engagement models for communities like ours has led us to the Dr. Joyce Epstein (Johns Hopkins University) model framework to encourage parent involvement. These standards for involvement reflect the expectations by parents participating in our school:

- Communication – Communication between home and school will be regular, two-way, and meaningful. It will include written correspondence, email, a school website, and the use of ConnectEd. Parent meetings and our VRES#13 Parent Center will provide additional information.
- Parenting – Parenting skills will be promoted and supported through parent education and engagement activities offered at the school and through the new Panorama City Community Partnership (PCCP)
- Volunteering – Parents will feel welcome in the school, and their support and assistance will be sought and valued at all types of events and during the school day.
- School Decision Making and Advocacy – Parents will be full partners in the decisions that affect children as members of Local School Leadership Council and other advisory councils.
- Collaborating with Community – The PCCP resources will be used to strengthen schools, families, and student learning.

VRES#13's goal is to ensure that we educate parents to make informed decisions about their child's educational process. Community input is vital to our success, engaging affected families, students, and community members into the decision process will be one of our priorities. All stakeholders will be encouraged to play important roles in the VRES#13 educational processes by having a member attending our monthly parent and various council meetings to ensure their voices are heard and that they have adequate representation within each group.

As part of our PSC plan, VRES#13 will be part of a full-service Panorama City Community Partnership (PCCP) that will actively partner to maintain a one-stop community center that will service the Panorama Complex. Our vision is to start with building the organization in the community and then to have a community center that will provide the following services and use multiple strategies to engage our parents and greater community:

- Health referrals
- Translation services for parents, teachers, and community members

- Information on tutoring, academic intervention, social and emotional counseling
- Parent summits for the entire Panorama complex of schools
- Parenting classes, job training classes, ESL
- Community garden project that will give food to families in need
- Panorama City and school site beautification projects that cross grade levels
- Community choirs, orchestras, theatre groups (adult and children)
- Gang intervention, crime prevention, and community safety classes
- Community entertainment at schools i.e. movie nights, picnics, holiday parties for families
- Access to the Vista Family Fitness Center exercise classes and the Panorama HS Community Pool
- Coordination of all local volunteer services from community businesses and agencies

Our proactive marketing strategies to communicate with and engage parents will consist of advertising our events and services through: PCCP website, local newspapers, mail, e-mails, phone calls, marquee announcements, passing out flyers through the PCCP, local parent centers, posting posters near local business and all feeder elementary schools/high schools. All information will be provided in English and Spanish for our families.

Parents will be encouraged and trained to assume leadership roles on all of our school management leadership councils. VRES#13 strategies to engage parents in the educational experience include: Open House, Back to School Night, Student-led Conferences, Parent-Faculty Conferences, college and career fairs, and parent support of our many social activities, student performances and special award events. Our parents will be kept closely informed of their students' progress through report cards, progress reports, calls from teachers, and the use of the SST, COST and IEP processes.

At VRES#13 our parent programs are directed and supervised by the leadership team, however all teachers are responsible to maintain close communication with our parents and support them in every way possible. Our on-site Parent Center Coordinator will be responsible to make information available to parents, help them deal with our student-teacher relations and train parents for leadership roles.

> ### c. Key Community Partnerships: Discuss the specific ways in which community members will be included in the ongoing success of the school.

VRES#13, Vista MS, Panorama HS and Cal Burke Continuation HS will be developing new partnerships to meet not just the needs of our schools but those of the entire Panorama City community. As previously mentioned, our goals to support learning in all our complex schools and improve the community will be accomplished by creating the Panorama City Community Partnership (PCCP.) The purpose of the PCCP is not just to bring together community members to "donate" to our schools, but to unite all of the entities in the community so they can communicate and work together in ways to promote safety and success for everyone - schools, businesses, and service agencies. A key role of the PCCP is to act as a central clearing house for information and to ease access to events, information and services throughout the community.

Many of the businesses such as Walmart, Home Depot and large retailers have large employee volunteer programs. We will coordinate these efforts and grant solicitation so that we can achieve maximum benefit from these resources for community beautification and advocacy. We want our students to work hand in hand with parents and community people on city projects such as clean up, tree planting, creation of murals, etc. In our first year VRES#13 will collaborate with Vista Middle School, Panorama HS, and Cal Burke Continuation HS on the development of the PCCP. Our dream is to secure a non-school based site in the community that could house a PCCP center where we could provide many services in addition to those offered at school sites. Each school will continue to maintain their parent centers, but personnel will also work with the PCCP to coordinate complex-wide events and services. This consolidation of services (i.e. parent education classes, housing, health referrals, etc.) will be more efficient and effective.

We have created an Asset Map of our community and determined that there are abundant local resources and a genuine willingness of many potential partners to form a true collaborative community service agency. Over the next five years our PCCP will develop several partnerships. Our focus in year one will be to coordinate mental and medical health service agencies and social services across the complex such as Casa Esperanza, MEND, S.F. Valley Volunteer Center, Fair Housing Council and L.A. County Health Services. We will also focus on enlisting the help of our Board Member's staff, the Panorama City Council, local law enforcement, gang prevention agencies, our Los Angeles city council members and staff from our county supervisor. We will invite partners such as the Mid-Valley Chamber of Commerce and the Economic Alliance of the S.F. Valley to be part of PCCP. We will also coordinate with the L.A. Dept. of Parks and Recreation and local YMCA who provide free and low cost recreation and classes for our families.

In years two through five our focus will be on the 22 local churches, community colleges, and local business partners including all the major retailers, banks and small businesses. We want these businesses to be successful and support education in our schools as well. Businesses that join the PCCP will be recognized for their participation and support with a plaque for their business site, via the PCCP newsletter, at events and on the PCCP website. A few of the business partnerships we will cultivate for the PCCP include:

Home Depot	Walmart
Mission Hospital	Kaiser Permanente
Galpin Ford	Target
Nutrition Network	Food 4 Less

In addition to the list above we will invite participation from individual small businesses, the 42 retailers in the Panorama City Mall, and those in the Plant retail center.

Teachers, parents and administrators will be responsible to develop and coordinate partnership events throughout the PCCP. Our goal is to fund the PCCP through multiple community grants from our partners so that we will have full time staff to support the various services. Walmart, Target, Home Depot, Domino's Pizza, Foot Locker, Food 4 Less, and the California Community Foundation all have grant programs to support agencies to improve communities. All partners in the PCCP will be eligible to be part of the partnership governance/management board. All members of the partnership will be acknowledged in brochures, event programs, and on the PCCP website. They will have a plaque to display in their place of business as well.

Teachers, parents, and administrators will be responsible for evaluating the effectiveness of each partnership and constantly explore options for new partnerships. School-based parent center coordinators will also work with the PCCP staff to connect their schools to the PCCP center. Our PCCP Center Liaison will play an important role in disseminating information and keeping all stakeholders well informed on current events. A web-based newsletter and a monthly calendar will be an ideal way to keep all of our partners informed of what is going on throughout the community.

University Partnership: In terms of accomplishing our mission, one of the most significant partnerships for VRES#13, Vista and our complex of schools is with Cal State University, Northridge. CSUN and Local District 1 have an established partnership in which schools from the elementary to the high school level receive many types of services that support instruction, cultural opportunities and increased college awareness for our students and families. Some of the services our schools will receive include:

- Professional development in multiple subjects
- Student visitations to the Performing Arts Center rehearsal events
- Training for new teachers at various sites
- Student participation in CSUN's summer program for visual and performing arts
- Professor and Graduate students as teacher mentors
- Information, tours, counseling for parents on college admissions
- Professional development in specific discipline areas, i.e. math, science, Writing Across the Curriculum, Project-based learning implementation
- Counseling services provided by CSUN graduate students

Over the next five years this CSUN partnership with our Panorama City schools will be expanded. We are working with Barbara Charness from the Dean's Office to coordinate CSUN services for our schools. We intend to include a calendar of events that take place at CSUN on our PCCP website so that our families know about opportunities available at the school (i.e. plays, musical events, theatre, observatory, science fairs, health fairs, career days, college visitations, etc.)

Partnerships must be a two way street, a win-win for both parties. Because of their constant quest for excellence, CSUN will be frequently evaluating the effectiveness of their programs in our complex of schools. This continuous evaluation cycle will provide valuable feedback to both CSUN and our schools in terms of what types of programs and resources the university can deliver to best support learning and growth for our students and the community over all.

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

B-6. *School Governance and Oversight*
   a. *School Type: Briefly explain the rationale for applying to operate your school as a Traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school.*

In line with the spirit of a true community school, policies and procedures for VRES#13 decision making will be developed and valued by the school community. Staff, parents, community members, and students will have opportunities to provide meaningful input on matters that affect the quality of the school program, the allocation of resources, and school protocol that impact student behavior and performance. The school governance will be developed collaboratively at the school with the goal of designing unique and innovative responses to challenges at the school.

The governance structure will be determined by the school stakeholders in the Spring of 2013. The interim school governance will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD/UTLA Collective Bargaining Agreements except for specific waivers that will be requested. Councils will be formed following California Education Code 62002.5 and 52852. The Local School Leadership Council (LSLC) shall be formed following the composition guidelines set forth in the existing Collective Bargaining agreement. The English Learners Advisory Council (ELAC) and the Compensatory Education Advisory Council (CEAC) will be formed based on the appropriate composition guidelines for each council.

- **School Site Council (SSC)** The SSC shall be constituted to show parity. Half the membership shall be (a) the principal, classroom teachers and other school personnel (staff side); and half shall be (b) parents and other community members elected by parents (parent side). Classroom teachers shall be a majority of the staff side. The membership of the council shall be no fewer than 10 members.

- **Compensatory Education Advisory Committee (CEAC)** The CEAC shall be composed of parent representatives elected by parents of pupils participating in a program of compensatory education at VRES#13. Parent members of CEAC shall constitute a 51% majority of the membership. Other members can represent the community, school support groups, faculty and other classified staff.

- **English Learner Advisory Committee (ELAC)** Each school with more than 21 English learner students must establish an ELAC. Parents of EL students must constitute 51% of the membership and may not be District employees. ELAC shall be composed of no fewer than nine members. Other members can be parents of non-EL students, staff members, and other community members.

    b. *School Level Committees: Describe the decision-making bodies and general areas of responsibility for each body that will exist in the school.*

Elected staff on LSLC will be the representatives for the school-based stakeholders. It is through this relationship of representatives and constituents that the information and feedback will be shared. It is the responsibility of the representatives to effectively and accurately share the information and input from the various school site stakeholders. The same process will be used for parents and community members to give and receive information via representatives on the committee.

In the first year of operation, the ELAC and CEAC will operate as advisory to the SSC, which will work in partnership with the LSLC to discuss and agree upon fiscal decisions. The SSC will have the final approval for categorical budgetary decisions and approval of the Single Plan for Student Achievement School. Subsequent to the school's adoption of a governance model, the school will be able to determine if they want to combine the SSC with the new Leadership Committee in order to streamline the decision making process. The State guidelines for SSC composition and roles and responsibilities will be followed if this is the decision of the school and the school will apply for the appropriate waiver.

In addition to the above mentioned committees, the school will form a:
- Language Appraisal Team to identify and support English Learners who do not make adequate yearly progress towards redesignation
- School Success Team to support students in the general education population who are not making adequate academic progress. The SST is a function of the general education teachers
- Staff Hiring Committee which will identify, recruit and interview qualified applicants as vacancies occur at the school

B-7. School Leadership
    a. *Principal Selection: Describe the criteria for selecting a leader for the school, and explain how these characteristics align with your school's unique mission and vision.*

VRES#13 will require a visionary principal with multiple leadership characteristics in order to create and sustain the unique learning environment envisioned in our Mission and Vision. Our plan demands a leader who can work collaboratively with the leadership team at VRES#13 and the leadership teams of the schools within the feeder pattern, namely Vista MS, Panorama HS School, and Cal Burke Continuation HS. In order to develop the environment that will allow students to thrive in a project-based learning setting, we will recruit a creative, organized, flexible risk-taker who can see the future and plan backward in order to construct systems to develop this environment. The leader must demonstrate and articulate deep understanding of the 21st Century skills that students must develop in order to advance their learning in core academic studies. This leader must also possess a passion for integrating arts education throughout the curriculum. "Anyone who has ever seen a student become excited, energized, and confident through artistic exploration, has seen first-hand how arts education engages children and

contributes to their overall development." (Partnership for 21st Century Skills, pg.1, Skills Map for the Arts.)

The leader for VRES#13 will embrace the challenge of demonstrating that public education in a low socio-economic and diverse community of English Learners can, and should represent excellence in opportunity. S/he will exhibit the capacity to look at multiple sources of data to identify the needs of students and staff in order to align the resources of money, people and time to meet these needs. The principal must demonstrate a track record of accelerating student achievement with a similar population of students as indicated by improved test scores, attendance, and parent engagement.

The first year, we will develop a cadre of teachers, parents, and classified staff as delineated in the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011 to create a committee that will interview the principal for this school. Interested candidates will have the opportunity to submit a letter of interest, resume, and letters of recommendation for consideration. This committee will complete a paper screening and identify the candidates to be interviewed. After the interview process, the committee will provide the Local District 1 Superintendent with names of preferred candidates. The Superintendent will consider the recommendations of the committee in making the selection of the Principal.

B7b. Leadership Team: Identify any leadership positions beyond the principal position.

At VRES#13, other leadership positions to be staffed will be a Categorical Program Adviser and a Community Parent Representative. One part time Assistant Principal, Educational Instructional Services will be assigned by the Special Education Office based on the number of special education students assigned to the school. However, the leadership capacity of the entire staff must be cultivated in order for the school to develop into the professional learning community described in our plan. Leadership from within the staff will be identified collaboratively by the Principal and the staff. The new governance model will delineate how school leaders will be responsible for school governance and decision-making regarding key instructional and operational issues.

The LSLC will meet regularly, based on the determination of the school stakeholders and committee needs. The LSLC will work together to:
- Develop and deliver high quality professional development
- Develop student discipline guidelines and code of student conduct
- Schedule school activities, events, and special schedules for events not mandated by the Board of Education
- Develop guidelines for the use of school equipment and the copy machine
- Determine local budgetary matters as delineated in the Collective Bargaining Agreement

The Principal, along with the Categorical Program Adviser and the Community Representative, will provide orientation, training and hold elections for the Parent Advisory Committees (SSC, ELAC, CEAC, LSLC) so that the school will be able to receive and utilize categorical funding in a timely manner. This will allow the school to experience a smooth opening.

B-8. **Staff Recruitment and Evaluation**

   a. *Staffing Model. Discuss the academic and non-academic staffing needs of the school from start-up through year three. Include all personnel along with the number and type of positions.*

The anticipated staffing for VRES#13 includes:

1 Principal

1 Part-time APEIS who will be responsible for the monitoring of the Special Education program and student progress

1 Full time Categorical Programs Adviser who will be responsible for monitoring the progress of Title 1 and EL students, program implementation, modeling effective strategies to meet the needs of all students, and the design and delivery of professional development in conjunction with the Leadership Team

1 Part time Nurse assigned based on the LAUSD norm formula

1 RSP teacher and other SpEd teacher(s) as necessary for the implementation of student programs assigned by Support Unit North

A minimum of 2 support personnel to work with students with special needs

1 School Administrative Assistant, 1 Office Clerk

1 Plant Manager and 1 Buildings and Grounds Worker based on LAUSD guidelines

1 Community Representative who will coordinate parent education programs, create relationships with community organizations, identify resources for families, and help empower parents to participate in the school and their child's education

As categorical funds become available, paraprofessionals will be selected for strategic academic support and intervention based on language needs and as indicated by data analysis. Noon Recreation Directors will be provided to ensure safe and harmonious recess and lunch periods.

Based on available funding and outside resources, VRES#13 will pursue staff to provide after school and physical education programs

b. *Recruitment and Selection of Teachers. Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision.*

Approximately 22-24 teachers will be selected, based on LAUSD student norms. VRES#13 will seek to hire highly qualified teachers who are committed to the school's mission and embody an unwavering belief that all children can reach the high expectations that we set collaboratively. We will recruit teachers who take personal responsibility for their students' academic performance and work to overcome barriers so that their students are truly college prepared and career ready. In addition, teachers will be recruited for their ability to integrate arts into the curriculum, implement project-based learning, have knowledge of 21st Century skills, and have a passion for the implementation of one or two elements of the T.E.A.M.S. (Technology, Environment, Arts, Media, and Science/Math) themes.

VRES#13 teachers will be selected with "mutual consent" between the staff and the applying teacher and must be committed to work collaboratively both within and beyond the walls of the school. Observation lessons will be included in the recruitment process for teachers. Teachers will be expected to work in grade level teams, and commit to support common discipline strategies, develop lessons collaboratively, and coordinate the implementation of standards based instructional lessons. VRES#13 will recruit teachers who demonstrate a multilayered understanding of pedagogy and employ a wide variety of teaching strategies that meet the learning modalities of students in similar populations.

c. *Performance Reviews. Describe the development, evaluation, and support process for teachers, administrators, and other certificated staff.*

The purpose of teacher evaluation is to:
- Provide support and pressure as needed for sustained improvement
- Recognize and celebrate strengths
- Identify and correct weaknesses
- Make available resources to support improved practices
- Offer teachers meaningful feedback that allows reflection on their practices
- Reinforce expectations, goals, and the school's mission and vision

In order to accomplish the above, VRES#13 will function as a professional learning community where individuals motivated by a shared vision will come together for the specific purpose of educating all of its' children. Therefore, "the evaluation system should help improve as well as assess teacher practice". (Danielson, Charlotte, "Enhancing Student Achievement", 2002). Teachers set instructional goals, determine student assessment, describe a rigorous assignment focusing on reading, speaking, writing, problem solving, and engage in self-assessment/reflection. Improved teacher practice conveys respect for teachers and yields high expectations for performance.

VRES#13 teacher practice will develop student cognition and provide authentic learning where students are engaged and demonstrate their knowledge by applying 21st Century skills. Consistent, deliberate and reflective instructional practice will be the norm.

Our evaluation review process will focus on three areas. First it will identify, celebrate and learn from excellence by sharing best practices, and conducting peer observations. Secondly, it will help everyone in the system to get better and provide resources to support improved practices while providing support and pressure as needed for sustained improvement. Lastly, it will ensure quality control providing staff with meaningful feedback that allows reflection on practice while reinforcing expectations, goals, and the school's vision. This will be a collaborative model building upon strengths, reflection, professional growth and trust.

There are three steps in the evaluation review process: The Pre-observation conference, involving the teacher's lesson, and clarifying questions. The Formal observation involves administrator observation of practice, and collection of evidence aligned to standards. The Post-observation, involves the teachers assessment of student work and reflection of the lesson. The administrator discusses strengths, improvements, and next steps for professional growth.

Staff reviews will lead to professional development and support. Professional development will target the successful attainment of state standards and focus on instructional rigor in all academic areas. Data gathered from student learning, standardized tests, district, formal and summative assessments, student work samples and teacher performance review observations will serve to focus professional development efforts for the school team. Feedback from evaluation reviews will focus the Professional Development. It will emphasize and support the needs of both teachers and students. Professional development will be results-driven, standards-based, and job-embedded. Professional Learning Communities will analyze results from state, district, and classroom assessments; reflect on practice, conduct peer-to-peer observations and coaching.

VRES#13 will utilize common banked time for teacher teams to meet. Further support will be provided for the principal through the Director of the school. They will engage in collegial discussions using current school data to identify strengths and areas of improvement, align professional development needs, and enhance the capacity of the school leaders.

Through two-way conversations, frequent observations, self-reflection, peer coaching and peer observations, multiple measures will be a part of the staff evaluation process. Based on observations and mentoring, professional development will be planned to build teacher expertise and support staff.

The traditional model of low cognitive challenge and reiteration of superficial understanding does not meet the demands of the present and future. (Danielson, "Enhancing Professional Practice", 2007) With the demands of the 21st century workforce, VRES#13 will focus on student growth over time by analyzing trends in the *MyData* system, assessment of formative and summative assessments and project-based learning.

To ensure two-way, open and transparent communication and feedback between VRES#13 and the community stakeholders, the school will establish a variety of feedback opportunities to provide a greater voice to our community. For example, VRES#13 will establish coffee with the principal, advisory councils, and utilize Connect-Ed and the ISIS parent portal. VRES#13 will

develop parent and student surveys, along with the school report card surveys. Also, monthly newsletters and community feedback will be gathered at parent meetings and ESSBM meetings.

VRES#13 will develop highly qualified professionals who improve the quality of education and collaboration through professional learning communities. The Panorama City Community Partnership staff will interact with parents to address parent concerns, increase parent education workshops and school involvement. Parents will learn to identify quality rigorous classroom instruction and personalized interaction with students and families.

The evaluation process for VRES#13 will build and support the capacity of teachers and administrators to engage in best practices, build trust, and align practice with the California Teaching Standards. At the beginning of the year, administrators will meet with teachers and collaboratively set data-driven goals, identify professional development needs, and create the teacher's Individual Learning Plan (ILP). A mid-year conference identifies progress towards meeting classroom and school-wide goals. The formal evaluation will be completed no later than 30 days prior to the end of the school year. Based upon performance reviews, the team will determine systems of recognition, guided intervention, professional development and opportunities to enhance staff leadership skills.

B-9*. Sharing a Campus*   **Not Applicable**

I. INTERNAL MANAGEMENT

This section is applicable to internal and Network Partner teams only. Briefly highlight the areas in which autonomies are necessary for the implementation of your Instructional Plan and proposed budget development process.

C-1. Waivers.   Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of the school. Complete and attach the Waivers Request form to request waivers needed in the 2012-2013 school year.

As a new school, VRES#13 will seek the following waivers to support instructional autonomy:
- Add time to the daily schedule each instructional day in order for the school to have one hour banked-time every Tuesday beyond the contractual agreement. The additional time will be used to provide additional professional development, improving teacher capacity to improve student achievement.
- Selection of staff by "mutual consent" to ensure the hiring of teachers who have the expertise and matched skill set to support the instructional plan of the school, ie performing arts, technology, digital media; provide an administrator (principal) who has the vision, knowledge base, and interpersonal skills to support the instructional program; and classified staff that supports the culture and goals of the school community.

C-2. Budget Development: *For Traditional, ESBMM, Pilot and Network Partner Schools.* Review the budgetary flexibilities granted via Budgeting for Student Achievement (see Appendix J). Outline your school's priorities from start-up through year three. Describe the process for developing the annual school budget. In particular, explain how you will engage and incorporate input from a broad cross-section of stakeholders.

Using a culture of transparency, collaboration, and cooperation the stakeholders of VRES #13 will determine how we use our Per Pupil Budget to allocate District general funds, categorical and other supplemental budgets. All stakeholders will receive training in the budget development process, which will be transparent and clear for all to understand. The budget process will be timely and closely managed at the school level, and shall include and inform all stakeholders on a regular basis. The SSC, ELAC, CEAC, and the LSLC will advise and/or approve the expenditure of District general funds and categorical budgets. Decisions for expenditures are based on analysis of data, identification of achievement goals, and social/emotional needs of students in order to support the instructional programs. Agendas and minutes from the budget development meetings will be maintained to document that the budget was developed collaboratively with all school community members and that the budget is appropriately implemented at the school.

The principal and other designees, such as the coordinator and the school administrative assistant, will meet at least once a semester with the fiscal specialist to review position control numbers and salaries for all of its employees. This is critical with a per pupil funding process. The principal will also meet bi-weekly with the school administrative assistant and coordinator to review monthly reports and expenditures.

Administrators and the categorical program coordinator, in conjunction with ELAC, CEAC, and SSC, will collaborate with the district's federal and state education program coordinator to be certain budget adjustment requests, Single Plan for Student Achievement (SPSA) updates, and equipment inventories are properly executed/monitored and in compliance with the State's Categorical Program Monitoring (CPM). Finally, the annual Budget and Justification pages will be aligned to our school's Single Plan and in compliance with all educational codes.

VRES # 13 will utilize budget autonomy via transparent budgeting to align all expenses with the school's vision, instructional programs and goals as outlined in the SPSA. Transparent budgeting is achieved through the budget development process that is conducted on an annual basis by the School Site Council (SSC) with the recommendations from parent advisory councils for both the Compensatory Education Advisory Council (CEAC), and the English Learner Advisory Council (ELAC). The principal and the categorical program advisor manage the budgets on a daily basis, while the LSLC and SSC monitor them at monthly council meetings. SSC meeting agendas and minutes are posted publicly, providing details of budget expenditures and requests.

Budgetary priorities for VRES #13 will be established with input from the school stakeholders from the opening of the school doors in August 2012. Aligned to our school proposal is a commitment to use focused data analysis, good first teaching, personalization for students, supplemental instructional and intervention resources, and funding to enhance professional

development opportunities. Budgetary priorities for the first three years include safety considerations and instructional support.

Year	Budget Priorities
2012-2013	Budgetary support for the following instructional and safety priorities: - Class size reduction positions - Core academic high quality teaching - Applied learning through Project-Based Learning (PBL) - Staffing that supports TEAMS focus areas - Social Emotional Support (PSW, Psychologist) - Instructional support (Coordinator, Paraprofessionals) - Safety support (Campus Aides) - Ancillary research materials for integrated study - Supplemental Instructional and Intervention Resources - Professional Development - Conference Attendance
2013-2014	Budgetary support for the following instructional and safety priorities: - Class size reduction positions - Core academic high quality teaching - Applied learning through Project-Based Learning (PBL) - Staffing that supports TEAMS focus areas - Social Emotional Support (PSW, Psychologist) - Instructional support (Coordinators, Paraprofessionals) - Safety support (Campus Aides) - Ancillary research materials for integrated study - Supplemental Instructional and Intervention Resources - Professional Development - Conference Attendance
2014-2015	Budgetary support for the following instructional and safety priorities: - Class size reduction positions - Core academic high quality teaching - Applied learning through Project-Based Learning (PBL) - Staffing that supports TEAMS focus areas - Social Emotional Support (PSW, Psychologist) - Instructional support (Coordinators, Paraprofessionals) - Safety support (Campus Aides) - Ancillary research materials for integrated study - Supplemental Instructional and Intervention Resources - Professional Development - Conference Attendance

The SSC is ultimately responsible for the creating and approving the annual school budgets for categorical and grant-funded programs, with recommendations from the CEAC and ELAC

parent advisory councils. SSC will be comprised of 10 members: Principal, three certificated staff, one classified staff/other, and five parents/community members.

J. OPERATIONAL MANAGEMENT

D-1. Portfolio Development.
       a.   **Portfolio Growth.** *For charter schools and network partners.*

       b.   **Operations.** *For charter schools and network partners.*

       c.   **Portfolio Evaluation.** *For charter schools, network partners, and local districts. Identify the key areas for improvement within your portfolio of schools and discuss how these are being addressed network-wide.*

The leadership and staff in Local District 1 are dedicated to student achievement and maintain high expectations for all. Our performance in math and ELA remains highest in LAUSD and we have shown continuous growth over time for all grade levels

However, there remain challenges and critical areas for improvement, specifically within the Panorama Community. High on the list is the need for greater parent involvement. We envision the Panorama City Community Partnership Parent Center to be the vehicle that will encourage more parent participation in the schools and their children's education by offering the tangible support needed for families to become empowered and take greater ownership over their mental, emotional and physical circumstances.   The Center, with support from our community partnerships and local district parent facilitators, will offer classes in parenting, ESL, literacy, and more, as well as educate parents as to how they can support student learning at home. In addition, the Center will provide health clinics, and workshops to support affordable, nutritional cooking, regular exercise and personal hygiene. The Health Centers at Columbus Middle School, Kennedy High School and, soon, Monroe High School, are available to parents and families to address specific medical concerns and provide guidance for dealing with health issues.

Through our active ELAC, CEAC, and Council of Councils organizations, parents will be represented and have a voice in the Local District. For the past three years these Councils, in collaboration with the Local District staff, have held Parent Summits twice a year to educate families in the 21st Century practices taking place in our school, hear their concerns, and join together for a time of talking eating and planning together. These will continue and focus on the on-going needs and concerns of our parents.

Our parents have expressed concerns over community safety and safe-passage to school. The PCCP, and schools will provide safety awareness training, bullying prevention education and align with local law enforcement agencies to provide the means for a safer neighborhood. All school will adhere to a strict policy to ensure a safe and secure campus at each school.

Another area of concern is the need to provide direct support for new and struggling teachers. If our charge is "…to fundamentally improve the interaction between the teacher and the student to

create critical thinkers, prepared to participate in a diverse and complex society" then we must ensure that all teachers are committed to this practice.

District 1 will hold to high, clear expectations for our teachers and maintain accountability for all. In order to provide support for teachers who need growth in this area, the Local District will provide training through our Teacher Institute. Local District staff will also work with school site personnel to ensure that teachers are receiving assistance and guidance as they work with all students, to meet the needs of diverse learners.

District 1 will continue to monitor our data and target areas for improvement. We are currently meeting our Performance Meter goals, with the exception of our Reclassification Rate. In an effort to meet our goals in this area, Access to Core Coaches have been assigned at our schools with the greatest need for English Learner Support. The Access to Core Coaches will monitor the progress of EL students and work with teachers and students to provide strategic, standards-based instruction and intervention.   In addition, the Local District will provide CELDT preparation packages for all schools, and professional development to assist teachers with on-going instruction of English Language Learners to support the reclassification goals.

D-2. Organizational Responsibilities and Goals. *(For charter schools and network partners.)*
Not applicable