Local District 7 and UTLA Proposal
South Region Elementary School # 10

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

A. SUMMARY ANALYSIS

1. Mission and Vision

Mission: The mission of South Region Elementary School #10 (SRES # 10) is to develop the *Whole Child* by implementing a rigorous academic program where engaged and collaborative educators, students, parents and the community work together to promote mastery of grade level standards for all students by providing personalized and tiered instruction that addresses the cognitive, emotional, social and physical development and creates college prepared and career ready learners.

Vision:
The students of South Region Elementary School # 10 will acquire the knowledge, skills, and values necessary for mastery of the pre-K-5 standards enabling them to be successful in middle school so that they will be college/career minded. The school will provide a safe environment fostering strong home and community partnerships that will support academic success for all students in the 21st century.

The vision of South Region Elementary School # 10 will be realized through the following Core Beliefs:
- All students have the right to a viable and guaranteed standards-based core curriculum.
- All students will develop into responsible, respectful, and productive citizens of their community while recognizing and appreciating diversity.
- All students will demonstrate values, knowledge, understanding skills related to achieving personal and academic goals and success.
- All students will be supported by strong school-home partnerships.
- All students will be provided with tiered instruction and intervention to meet their individual needs.
- All students will be middle school prepared and college/career minded.
- All students will develop into problem solvers and critical thinkers.
- All students will use communication and social skills to interact effectively with others.
- All students will be supported by the *Whole Child Tenets*

The school's mission and vision will be based on the needs of the Whole Child including the cognitive, emotional, social and physical development. SRES # 10 will focus on preparing the children to be life-long learners in order to obtain the skills and mindset necessary to succeed in the 21st Century. The school staff will be culturally and socially responsive to the students and parents residing in the community of SRES #10. By the time the 5th grade students culminate, they will be fully literate, have the academic skills, leadership skills, and experiences required to function successfully in middle, high school and college.

The school will adopt the *Whole Child Tenets*, which include:
- Each student enters school healthy and learns about and practices a healthy lifestyle
- Each student learns in an environment that is physically and emotionally safe for students and adults
- Each student is actively engaged in learning and is connected to the school and broader community
- Each student has access to personalized learning and is supported by qualified, caring adults
- Each student is challenged academically and prepared for success in college for the further study and for employment and participation in the global environment.

2. School Data Analysis

SRES # 10 will receive students from three sending schools. Two of the schools are from Local District 7

(LD7) and one school is from Local District 5 (LD5). Menlo Elementary School and 52nd Street School are in Local District 7 and West Vernon Elementary School is part of Local District 5. West Vernon is on a year round calendar and is scheduled to send over 200 students to SRES # 10 which will allow West Vernon to convert to a traditional calendar. Table 1 indicates the student demographic data for the three sending schools:

Table 1: Demographics for Three Sending Schools

Sending School	African American	Latino	EL	SWD	Economically Disadvantaged	Gifted	Gifted AA	Gifted Latino
West Vernon	8%	92%	61%	8%	100%	1%	0%	1%
Menlo ES	15%	84%	51%	9%	100%	4%	3%	4%
52nd Street	16%	83%	56%	9%	87%	2%	2%	2%

Table 2 and Table 3 include the AYP and API growth, sustained over a five-year period, as reflected on the California Standards Test.

Table 2: AYP Data from Three Sending Schools

AYP-ELA	West Vernon	Menlo	52nd
2007	14.3%	14.7%	16.2%
2011	40.2%	38.9%	26.5%
Change	25.9%	24.2%	10.3%
AYP-Math			
2007	25.5%	31.2%	23.9%
2011	54.3%	64.6%	38.3%
Change	28.8%	33.4%	14.4%

Table 3: API Data from Three Sending Schools

API	West Vernon	Menlo	52nd
2007	580	614	613
2011	740	761	669
Change	+160	+147	+56

Data Points (Report Card Data Sheets)

The following sources were used for data analysis:
- MyData
- School Experience Survey
- Performance Meter Data Summary Sheets
- CDE website

School Data for Primary Sending School

Since West Vernon is sending the majority of the students the following section contains a detailed data

analysis of the school.

Table 4: Performance Data for West Vernon Elementary School

Data Point	2009-2010	2010-2011	*Performance Meter Goal*
API	711	740	Goal 2
AYP: ELA	31.0%	40.0%	Goal 2
AYP: Math	49.0%	54.0%	Goal 2
Reclassification	15.2%	14.7%	Goal 2
AMAO 1: CELDT Annual Growth	53.3%	55.4%	Goal 2
AMAO 2: Eng. Prof. <5yrs	18.8%	22.1%	Goal 2
AMAO 2: Eng. Prof. > 5yrs	28.4%	26.5%	Goal 2
AMAO 3: Proficiency in ELA	27.5%	39.0%	Goal 2
AMAO 3: Proficiency in Math	47.5%	55.5%	Goal 2
Attendance Rate: Staff	94.3%	95.3%	Goal 3
Attendance: Staff 96% +	71.0%	78.2%	Goal 3
Attendance Rate: Student	96.5%	96.6%	Goal 3
Attendance: Student 96 +	69.1%	69.9%	Goal 3
Parent Survey: % Responses	26.0%	49.4%	Goal 4
Parent Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	94.5%	89.9%	Goal 4
Parent Survey: Welcome at School	88.9%	95.7%	Goal 4
Parent Survey: Communication with Teacher	61.0%	64.0%	Goal 4
Student Survey: Participation	64.7%	78.0%	Goal 5
Student Survey: Safety	85.2%	88.6%	Goal 5
Suspension Rate	*1.2%*	*0.8%*	*Goal 5*
Suspension Rate: African Amer.	6.4%	5.3%	Goal 5
Suspension Rate: Latino	.7%	0.4%	Goal 5
Suspension Rate: SWD	*1.3%*	*2.5%*	*Goal 5*

*Los Angeles Unified School District Superintendent's Performance Meter:
Goal 1 – Graduation Rate
Goal 2-Proficiency for All
Goal 3- 100% Attendance
Goal 4-Parent and Community Engagement
Goal 5-School Safety

California Standards Test (CST)

School Wide ELA Math AYP

The California Standards Test (CST) is given annually to student in 2nd through 11th grade. The scores from the CST are used to determine the Annual Yearly Progress (AYP). The Federal government has established goals which are used under the No Child Left Behind (NCLB) law. Schools are held accountable for meeting these target goals for all students and significant subgroups. For 2011 the AYP target for all schools was 67% of the students needed to scores proficient or advanced in ELA and 68.5% in math. Safe Harbor is another way by which schools can meet their AYP goals. Safe Harbor allows the

schools to get AYP credit by moving 10% of the students with scores of basic and below to proficient or advanced.

Table 5:   AYP 5 Year Trend for West Vernon Elementary School

AYP-ELA	West Vernon
2007	14.3%
2011	40.2%
Change	25.9%
AYP-Math	
2007	25.5%
2011	54.3%
Change	28.8%

Table 5 demonstrates that over the past years the school has experienced an increased of 25.9 percentage points in ELA and 28.8% in math. The current AYP for West Vernon is 40% in ELA and 54.3% in Math.

School wide data in ELA shows that the school met its Safe Harbor AYP target of 37.9%. All subgroups expect for African American met their Safe Harbor goal. 25% of the African American students scored proficient or advanced on the CST. Their Safe Harbor target was 28%. School wide data in math shows that the school missed their AYP Safe Harbor target by less than a percentage point in 2009-2010. All subgroups met AYP in 2010-2011 school year thus achieving a HOLD status for Safe Harbor.

Table 6 indicates that 31% of the students in ELA and 21% in Math scored Basic. The school has an opportunity to meet their Safe Harbor goals for the 2012 AYP by identifying the students in the basic performance band who scored high basic on the 2011 CST. In ELA, the school currently has 124 students in grades 3 -5 who scored in the basic range (scaled score of 300-349). From these 124 students, 74 of them scored in the high basic range (scaled score of 325-349). In math, 70 students scored in the basic range with 57 students in the high basic range. This group of students needs first and foremost quality first teaching and strategic Tiered 2 intervention. The schools also needs to identify current 2nd graders, performing on grade level, in order to calculate their potential for reaching proficient or advanced levels on the 2012 CST. The school will be on target for meeting their goals if they are able to move these students, as well as maintain the current proficient and advanced students.

Table 6: CST Performance Band Data

West Vernon	CST ELA 2011	CST Math 2011
Advanced/Proficient	40%	54%
Basic	31%	21%
Below Basic	19%	20%
Far Below Basic	11%	4%

Grade Level AYP Trends

Table 7 demonstrates a 5 year growth trend for all the grade levels in the area of ELA. The data indicates the following trends: A growth in the percent of students in the advanced and proficient performance bands and a decrease in the percent of students in the Below Basic and Far Below Basic performance bands. According to MyData, the 2006-2007 average scaled score for all 2nd graders was 296 which placed them as a group in the below basic category. This indicates that five years ago this group of students required intensive Tier 3 intervention and support. Five years later the average scale score for

second grade has increased to 334, indicative of a high basic group. Similar trends can be found in grades 3-5. In 2006-2007 the school had 443 in Below Basic and FBB and in 2010-2011 the school only has 168 students. Due to the improvements in the school's CST data, the school has an opportunity to continue with the improvement trend by focusing on Tier 2 intervention support.

Table 7: 5 year CST ELA Grade Level Trend Data

Year and Grade	Advanced Proficient	Basic	Below Basic	Far Below Basic
2007 Grade 2	16.0%	29.0%	22.0%	33.0%
2011 Grade 2	45.2%	22.9%	16.7%	15.3%
2007 Grade 3	9.0%	28%	33.0%	29.0%
2011 Grade 3	34.5%	29.7%	20.9%	14.9%
2007 Grade 4	20.0%	30.0%	27.0%	22.0%
2011 Grade 4	43.6%	31.5%	19.5%	5.4%
2007 Grade 5	13.0%	27.0%	15.0%	35.0%
2011 Grade 5	37.5%	37.5%	17.2%	7.8%

Table 8 demonstrates a 5 year growth trend for all the grade levels in the area of Math. The data indicates the following trends: A growth in the percent of students in the advanced and proficient performance bands and a decrease in the percent of students in the Below Basic (BB) and Far Below Basic (FBB) performance bands. For example, according to MyData, the 2006-2007 average scaled score for all 5th graders was 281 which placed them as a group in the below basic category. This indicates that five years ago this group of students required intensive Tier 3 intervention and support. Five years later the average scale score for fifth grade has increased to 353, indicative of a proficient group of students. Similar trends can be found in grades 2-4. In 2006-2007 the school had 396 students in FBB/BB bands and in 2010-2011 the school only has 138 students. Due to the improvements in the school's CST data, the school has an opportunity to continue with the improvement trend by focusing on Tier 2 intervention support.

Table 8: 5year CST Math Grade Level Trend Data

Year and Grade	Advanced Proficient	Basic	Below Basic	Far Below Basic
2007 Grade 2	31.0%	30.0%	24.0%	15.0%
2011 Grade 2	51.4%	22.9%	20.1%	5.6%
2007 Grade 3	33.0%	25.0%	27.0%	15.0%
2011 Grade 3	60.4%	20.8%	14.1%	4.7%
2007 Grade 4	26.0%	23.0%	39.0%	12.0%
2011 Grade 4	55.9%	23.0%	16.4%	4.6%
2007 Grade 5	14.0%	16.0%	41.0%	29.0%
2011 Grade 5	48.9%	19.8%	28.2%	3.1%

Academic Performance Index (API)

The Academic Performance Index (API) is the State of California's measurement of school's academic progress. The API is based on an improvement model that measures and credits school growth. The school gains API points by moving students by at least one performance band. Table 9 shows the API growth for the school. The State goal for all schools is to reach an API of 800. The data in Table 9 demonstrates that the school grew 160 API points over the last five year. Table 6 and Table 7 demonstrate the performance band movement by grade levels which has taken place over the last five year.   The school has a high concentration of basic and below basic students in ELA and Math. By targeting this group of students the school has an opportunity to meet the State goal of 800 API points.

Table 9: API Trends West Vernon Elementary School

Data Point	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	*Performance Meter Goal
API	580	616	635	711	740	Goal 2

English Learner Progress and Accountabilities Trends Analysis- Table 10

English Learner academic and language proficiency rate is a focus of the Los Angeles Unified School District. There are two measures that the District uses to determine academic and language acquisition success for English Learners. The District's expectation is that schools will meet the Federal Annual Measurable Objectives (AMAO) targets and that the rate of EL reclassification rate meets the established target goals. The Federal government's target goals consist of both academic and language proficiency targets. The AMAO measure the following:

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

Table 10: English Learners Data Points

Data Point	2008-2009	2009-2010	2010-2011	*Performance Meter Goal
Reclassification	6.5%	15.2%	14.7%	Goal 2
AMAO 1: CELDT Annual Growth		53.3%	55.4%	Goal 2
AMAO 2: Eng. Prof. <5yrs		18.8%	22.1%	Goal 2
AMAO 2: Eng. Prof. > 5yrs		28.4%	26.5%	Goal 2
AMAO 3: Proficiency in ELA		27.5%	39.0%	Goal 2
AMAO 3: Proficiency in Math		47.5%	55.5%	Goal 2

The 3 year trend data for reclassification for West Vernon Elementary School indicates a growth of 8.2 percentage points. In addition, the school has met 4 out of the 5 AMAO targets over the past 2 years. In 2008-2009 the reclassification rate was 6.5%. The following year 2009-2010, the rate increased to 15.2% indicating a growth of 8.7 percentage point from one year to the next. However the school had a drop of .5 % in the reclassification rate from 2009-2010 to 2010-2011.

West Vernon did not meet the second accountability of AMAO #2 which measures CELDT scores of students who have been identified as ELs for five years of more. To meet the state's target for this accountability the school needed 43.2% of the EL students to scores at the Early Advanced/Advanced levels on the CELDT.

The school needs to focus on having their EL students meet the District's Performance Meter target goals for 2011-2012. As an example in 2010-2011, 14.7% of students which reclassified translate into 95 students. In order to meet the 2011-2012 Performance Meter target for reclassification the school needs to reclassify approximately 135 students. Currently, MyData indicates that West Vernon has 117 EL students that have met the criteria of scoring basic or above on the CST. The school needs to make sure that they monitor these students closely so they can meet the other two requirements of passing the CELDT and teacher recommendation as reflected in a grade of 3 or better on the progress report for ELA. The school has approximately 230 students that scored intermediate on the 2010-2011 CELDT. An opportunity exists to ensure that these students score Early Advanced/Advanced on the CELDT this school year.

Table 11: AMAO 3 Proficiency in ELA Data/Math

West Vernon ES	CST ELA 2011	CST Math 2011
Proficiency	33.2%	52.3%

The school has 33.2% proficiency in ELA and 52.3% proficiency in Math. The school has 31% of the EL students in ELA and 21% in math scoring in the basic range. The school therefore, has an opportunity to provide these students with the academic instruction and support thereby enabling them to move into the proficiency band.

Socio-Economically Disadvantaged Students
Table 12 indicates that West Vernon Elementary School has 100% of its students designated at socio-economically disadvantaged. Therefore the AYP data for this group of students is reflected in the school wide scores. Based on household income and Federal Income Eligibility Guidelines 100% of families qualify for Free and Reduced meals.

Table 12: Socio-Economically Disadvantaged

Sending School	Socio-Economically Disadvantaged
West Vernon ES	100%

Attendance (Staff and Students) Trend Analysis - Table 13

LAUSD monitors the attendance rate for students and staff. In addition, the District's Superintendent established the goal of having each school meet a target goal of 64% of the students and staff attending school 96% of the time. West Vernon Elementary school's staff attendance rate improved 1% last school year. The data indicates that 78.2% of the staff had an attendance rate of 96% or higher during the 2010-2011. This has surpassed the District's goal of having 64% of the staff at 96%. The staff also indicates on their report that they feel safe and supported at the school. In addition, the school's test scores have also improved which increase the sense of job satisfaction and therefore the staff report to work more consistently. The school's attendance data for students reflects that over the past two years the District's attendance targets have been met.

Table 13: Attendance for West Vernon Elementary School

Data Point	2009-2010	*2010-2011*	*2010-2011 Performance Meter Target*
Attendance Rate: Staff	94.3%	95.3%	96%
Attendance: Staff 96% +	71.0%	78.2%	64%
Attendance Rate: Student	96.5%	96.6%	96%
Attendance: Student 96 +	69.1%	69.9%	64%

The school needs to continue to monitor and meet the Superintendents targets. MyData shows that for the first five months of this school year the attendance rate for students is 96% which indicates that the school is on target for meeting the overall District goals again. Over the same time period, 81% of the students at West Vernon have an attendance rate of 96% or higher.

Parent Engagement- Table 14

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

Table 14: School Experience Survey Response West Vernon Elementary School

Data Point	2009-2010	*2010-2011*	*Performance Meter Goal
Parent Survey: % Responses	26.0%	49.4%	Goal 4
Parent Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	94.5%	89.9%	Goal 4
Parent Survey: Welcome at School	88.9%	95.7%	Goal 4
Parent Survey: Communication with Teacher	61.0%	64.0%	Goal 4

The School Satisfaction Survey indicates that 95.7% of the parents at West Vernon feel welcomed. The data also demonstrates a drop of 4.6 in the percentage of the parents who feel they have opportunities for involvement at the school. The drop may have occurred due to the increase in the percent of parents who responded to the survey. In 2010, 26.0% of the parents responded to the survey while in 2011 the parent responds increased by 23%. This increase in the participation rate makes the 2011 survey data more reliable. The District's goal for parents responding to the survey was 35% for 2011 and 40% for 2012. The school is going to need to establish opportunities for parents to fill out the surveys during the School Satisfaction Survey collection window.

The satisfaction survey does indicate an increase in the percent of parents that feel they can communicate with their child's teacher. The school needs to continue increasing opportunities for parents to be involved at the school.

Suspension

Table 15: Suspension for West Vernon Elementary School

Data Point	2009-2010	*2010-2011*	**Performance Meter Goal*
Suspension Rate	1.2%	0.8%	*Goal 5*
Suspension Rate: African Amer.	6.4%	5.3%	Goal 5
Suspension Rate: Latino	.7%	0.4%	Goal 5
Suspension Rate: SWD	1.3%	2.5%	*Goal 5*

The schools in LAUSD need to consistently monitor the suspension data for their students especially those from the school's significant subgroup. Table indicates that last school year, West Vernon Elementary School decreased the school wide suspension rate. The rate of suspension for African American students is disproportionately higher. The school needs to continue monitoring closely the suspension rate for African American students and explore alternatives to suspension. The school should review the School Wide Positive Behavior Support Plan (SWPBSP) to ensure that the needs of African American students are being met.

Ethnicity

Table 16: Ethnicity AYP Data

West Vernon ES Subgroup	ELA 2007	ELA 2011	Math 2007	Math 2011
School wide	14.3%	40.2%	25.5%	54.3%
African Americans	14.5%	29.4%	22.9%	40.0%
Latino	14.3%	40.9%	25.7%	55.4%

Table 16 indicates that African American students at West Vernon have made some gains during the last 5 years as reflected in AYP scores. Unfortunately there is a significant achievement gap between the school wide data and the data in ELA and Math for African American students. The school's Latino subgroup has made significant gains during the last five years in ELA and in math. In ELA the Latino students are keeping in par with the school wide AYP. In math the Latino student has slightly surpass the school wide math AYP scores. The school has made an effort to improve the academic progress for the Latino students.

Table 17 below shows that the school has 61% of the African American students in the Basic and Below Basic performance bands in ELA and 54% in math. The school needs to provide Tier 2 and Tier 3 intervention to move these students to proficiency.

Table 17: CST Performance Band Data for African American

West Vernon	CST ELA 2011	CST Math 2011
Advanced/Proficient	30%	40%
Basic	35%	23%
Below Basic	26%	31%
Far Below Basic	9%	6%

Table 18 indicates that 48% of Latino students fall in the basic and below basic bands in ELA and 40% in Math. The school needs to provide Tier 2 and Tier 3 intervention to move these students to proficiency.

Table 18: CST Performance Band Data For Latino

West Vernon	CST ELA 2011	CST Math 2011
Advanced/Proficient	41%	56%
Basic	30%	22%
Below Basic	18%	18%
Far Below Basic	11%	4%

Students with Disabilities

Table 19: AYP Trend Analysis For Students With Disabilities

West Vernon ES Subgroup	ELA 2007	ELA 2011	Math 2007	Math 2011
Students with Disabilities	3.8%	11.8%	3.8%	16.7%

In table 19 the data for the school indicates an increase in the AYP for students with disabilities during the past five year. The school needs to progress monitor weekly and implement the students' IEP instructional strategies to continue making academic progress. The school has about 19 students that participate in the CST. Currently, the school has five students in special education that scored basic on the CST.

The school needs to monitor the progress of these students closely. If these students make proficiency on the 2012 CST, the school's AYP for this subgroup will be at approximately 26% which would be an increase of more than 50%.

Table 20: CST Performance Band Data Special Education

West Vernon	CST ELA 2011	CST Math 2011
Advanced/Proficient	40%	54%
Basic	31%	21%
Below Basic	19%	20%
Far Below Basic	11%	4%

Strengths

West Vernon Elementary School and Menlo Elementary School have demonstrated considerable progress as reflected by the API and AYP data. Table 2 and Table 3 lists the feeder schools and the corresponding AYP and API growth, sustained over a five year period, as reflected on the California Standards Test. Menlo Elementary School sustained a remarkable growth this year through the implementation of team teaching, conceptual math instruction, literature circles, and standards based instruction.
West Vernon Elementary School has demonstrated tremendous academic growth on the CST for the last three year. The most recent CST scores released indicate that all subgroups met AYP proficiency rate using alternative method (Safe Harbor) except for our English Language Learners in ELA. 27.5% of

English Learners scored Proficient or Advance in 2009-10 CST for ELA. All grade levels in ELA and Math made progress last year in terms of more students scoring Proficient and Advanced, with the greatest changes in 4th and 5th grade math (from 36.8% in 2008-09 to 50.7% in 2009-10 for grade 4; from 17.4% in 2008-09 to 35.6% in 2009-10 for grade 5). All subgroups have shown a steady incline over the past 5 years except for the year 2007-08, in which both subgroups declined from the previous year. Fewer students are scoring in the FBB and BB bands in all grades in ELA and Math (with Grades 3 and 5 in ELA and Grades 4 and 5 in Math making the greatest gains in reducing the number of FBB and BB students.

The successful implementation of Professional Learning Communities and the introduction of RTI2 at West Vernon Elementary School accelerated the learning for all students. By promoting a culture that focused on essential standards across all grade levels which allowed collaborative planning, a co-teaching model, sharing of best practices throughout each grade level, focused lesson studies, additional planning days, peer-to-peer to observations, and strategies to address the needs of the students, targeted Professional Development emphasizing essential standards and regular examination of specific types of data and acceptance of data as signals for needed interventions impacted the number of students identified as proficient.

Conclusion
The Design Team from the three schools were adamant regarding the importance of approaching their students using the Whole Child Tenets. The data at the three schools and the teachers' familiarity with the needs of the students strengthen the Design Teams convictions regarding the importance of approaching their students through the cognitive, social, physical and emotional realm. The Design Team knew that they managed academic success over the last few years through the strategies mentioned in the paragraph above but they knew that to continue the upward trend of having the students' college ready and career prepare the needs of the child needed to be viewed in a holistic manner. Children at SERS # 10 will learn about health lifestyles, emotional safety, engage in learning, and receive rigorous lessons from caring adults. The outcomes of the Whole Child approach will allow the students to succeed not only academically but in all areas of their lives. The staff will be committed to providing for all their students the support required to be successful. The staff will review the data from the three sending schools to determine the type of support they require in the areas address by the Whole Child Tenents.

3. Applicant Team Analysis

The applicant team for this proposal is Local District 7/UTLA. Local District 7 formed a partnership with United Teachers of Los Angles (UTLA) in order to apply for SRES # 10 during PSC 3.0. This partnership included teachers from the three sending schools, the Local District 7 Directors, LASDI consultant.

Creating a successful new school is a task that takes expertise, leadership, dedication, and persistence. In a successful school all stakeholders must have high expectations and a strong commitment as reflected below:
- Implementation of the mission, vision, and core beliefs
- A focus on academic excellence and achievement for all students
- A safe, clean, welcoming, nurturing and culturally responsive environment
- Implementation of a rigorous standards based curriculum with fidelity
- Use of data by all stakeholders to drive instruction and targeted interventions through RtI[2]
- Explicit systems for school wide procedures and routines
- Development and implementation of School Wide Positive Behavior Support Plan (SWPBSP)
- Highly qualified and committed teachers in every classroom

- Alignment of budget and resources to school needs in order to promote student achievement and employee's growth and development
- Meeting targets and goals per LAUSD's Performance Meter's in the areas of student achievement, attendance, parent engagement and suspensions
- A focus on engaging parents as equal partners in the education of their children

In a successful school high expectations and strong commitment is evident through the following:
- In every classroom, the daily instructional schedule is posted.

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

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

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

  - Guided Practice that aligns with the learning objectives.

  - Differentiated strategies (including advanced graphic organizers and SDAIE strategies) to make content comprehensible and accessible to all students.

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

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

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

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

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

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

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

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

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

LD7 Success with New School Openings
Schools in Local District 7 successfully adopted and implemented the Three Big Ideas of Professional Learning Community (PLC). (DuFour, DuFour, Eaker, and Many, 2006). The Three Big Ideas of a PLC are a Focus on Learning, a Focus on Collaboration and a Focus on Results. The implementation of these Three Big Ideas has resulted in improved teaching and learning in Local District 7 schools. These professional learning communities foster a positive and nurturing culture that promotes and encourages teacher retention and continuous growth. Direct oversight of SRES # 10 will be the responsibility of Local District 7 under the leadership of Superintendent Dr. George J. McKenna, III. The school will receive direct support from a Director/Principal Leader.

Local District 7 (LD7) is committed to the implementation of this PSC plan at SRES # 10. The three elementary directors and the Local District Superintendent have successful opened and operated three new elementary schools under Public School Choice. The elementary directors will have direct responsibility and oversight for the implementation of the proposed PSC plan at SRES #10. CST trend data for the past five years indicates that LD7 is well-positioned to operate SRES # 10. While significant growth has been made, LD7 still faces challenges that must be addressed in closing the achievement gap. The Local District Superintendent, directors, principals, teachers and parents are proud of the growth but also have a sense of urgency for all students to achieve.

Local District 7 improvement data for the last five years:
- In 2006-2007 there were 8,451 students who scored proficient and advanced in ELA. In 2010-2011 there are 11,880 students scoring proficient and advanced ELA.
- In 2006-2007 there were 10,560 students who scored proficient and advanced in math. In 2010-2011 there are 13,490 students scoring proficient and advanced in math.
- In 2006-2007 there were 17,963 students who scored BB and FBB in ELA. In 2010-2011 there are 11,278 students scoring BB and FBB in ELA.
- In 2006-2007 there were 19,283 students who scored BB and FBB in Math. In 2010-2011 there are 12,671 students scoring BB and FBB in math.
- In 2006-2007 there were 10,937 English Learners (EL) who scored BB and FBB in ELA. In 2010-2011 there are 6,361 students scoring BB and FBB in ELA.
- In 2006-2007 there were 9,574 EL students who scored BB and FBB in Math. In 2010-2011 there are 5,356 students scoring BB and FBB in math.
- In 2006-2007 there were 3,635 African American students who scored BB and FBB in ELA. In 2010-2011 there are 2,200 students scoring BB and FBB in ELA.
- In 2006-2007 there were 4,400 African American students who scored BB and FBB in math. In 2010-2011 there are 2,836 students scoring BB and FBB in math.

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

Challenges in Increasing CST Data:
• In mathematics, Local District 7 African-American students have increased proficiency rates from 15 to 28 percent. However, the achievement gap between LD7 African-American students and LAUSD White students has increased since 2006. And while the achievement gap between LD7 Latino students and LAUSD White students has decreased by 2 points since 2006, a gap of 30 points still exists.
• In ELD, the achievement gap between LD7 African-American students and LAUSD White students decreased 4 points since 2006. However, the achievement gap remains at 39 points. For LD7 Latino students and LAUSD White students, the gap remains at 43 points, only a 1 point decrease since 2006.
• Proficiency rates in English language Arts for males is consistently behind the proficiency rates of females for the past 6 years.

• There has been significant improvement in reducing the number of EL and African American students scoring in the BB and FBB bands since 2007. However there is a need to ensure that the percentage of students scoring proficient and advanced increases at a higher pace.

District Reorganization Plan
Under the proposed LAUSD reorganization plan, direct oversight of SRES # 10 will by the responsibility of an Educational Service Center. Within the Educational Service Center, SRES #10 will be assigned to an Instructional Director. In Local District 7 there are 3 Elementary Complexes with 15 elementary schools assigned to each Complex. Under the previous organizational structure, the Principal Leader (Director) supervised the principals of each of the elementary schools assigned to their Complex. The Directors provided support in the areas of supervision of instruction, implementation of District policies and programs, operations and budgetary processes. The Local District Superintendent and Directors have successfully opened three new elementary schools and a new high school under Public School Choice. They have been successful in ensuring that the staffs at the new schools implement the Public School Choice plan approved by the LAUSD Board of Education during the PSC 1.0, 1.5 and 2.0 rounds. SRES # 10 will be assigned to an Instructional Director and will receive instructional support. It will be responsibility of the Educational Service Center to fully commit and implement this PSC plan at SRES #10.

Design Team Information
Teachers, parents, and administrators participated in writing the SRES # 10 PSC 3.0 proposal for Local District 7/UTLA applicant team. The proposal reflects the breadth and depth of backgrounds, perspectives and experiences of the design team. The educators on the team have experience inside and outside of the classroom, ranging in experience from 6 years with Los Angeles Unified School District to 40 years, working with students of different cultural and economic backgrounds and students of varied strengths and weaknesses. Each of these experiences played an integral role in shaping the design. More than practical training and experience, the team also brought its collective and extensive academic training. The Design Team consists of teachers and coordinators with extensive experience with the students in the South Los Angeles area. They have earned Masters in Education, National Board Certificate (NBC) status, experiences in school leadership roles and more importantly a deep knowledge as to the needs of the students they teach. The names of the members of the Design Team could be found on the Letter of Intent.

The Design Team has been extremely committed, conducting extensive research to verify and document the proposed programs, and, meeting regularly since last spring to scrutinize ideas create the design and ensure only the best was part of the design that would affect the children of SRES # 10.

4. Informational Summary: See: **Attachment 1 -English**
                                                      Attachment 2- Spanish

B. INSTRUCTIONAL PLAN
Category One: Unwavering Focus on Academic Achievement

B-1   Curriculum and Instruction

a. Instructional Program:

Introduction

SRES # 10 will be guided by the following:
1. Whole Child (Instructional Philosophy)
2. RtI2 (Instructional Framework)
3. Professional Learning Communities (Teachers' Collaboration)
4. Small Learning Communities (Personalization for Students)

The instructional framework for SRES # 10 will be implemented through the context of RtI^2. Small Learning communities will be the structure to facilitate personalization for the whole child. Professional learning communities is the vehicle by which teachers will improve their instructional practices through collaboration. SRES # 10 will meet the cognitive, emotional, social, and physical needs of the whole child and prepare them with 21st Century Skills. The instructional program will be a defined spectrum of rigorous academic standards in a classroom environment where content-based instructional conversations, clearly articulated student goals, and targeted assessments are prevalent. To meet the needs of a diverse group of learners, Response to Instruction and Intervention (RTI²) will be used to ensure that the core curriculum is implemented effectively through "good first teaching" (Tier1). RTI² will also be used to provide differentiated, intensive and individualized support (Tier 2 and 3) for students. Student progress monitoring data will be used to assess and evaluate the effectiveness of the tiered instruction. The table below reflects the 2011 CST data for the three sending school sending students to SRES # 10.

Table 21: Data From the Three Sending Schools

AYP-ELA	West Vernon ES	Menlo ES	52nd ES
2011	40%	40%	27%
AYP-Math			
2011	54%	65%	38.3%

The data from the three schools demonstrate the need for SRES # 10 to have a rigorous, tiered instructional program. Therefore SRES # 10 will use as its instructional framework the RtI^2 model in order to improve and monitor student achievement. Through the RtI^2 framework and within the context of SLC and PLCs the following will be implemented at SRES # 10:

Table 22: Instructional Framework

Performance Band	Instructional Framework	Structural Frameworks
Advanced/Proficient	***RtI²*** Rigorous standards based instruction (Tier 1) Differentiation with enrichment activities	SLC: Teaming PLC: Reflective collaboration to improve Tier 1 instruction
Basic	***RtI²*** Rigorous standards based instruction (Tier 1) Differentiated Small group instruction (Tier 2)	SLC: Teaming /Pull out/Push in PLC: Progress monitoring Reflective collaboration to improve Tier 1 and Tier 2 instruction
Below Basic/Far Below Basic	***RtI²*** Rigorous standards based instruction (Tier 1) Personalized and intensive small group intervention which may include a replacement curriculum (Tier 3)	SLC: Teaming /Pull out/Push in PLC: Frequent monitoring Reflective collaboration to improve Tier 2, Tier 2 and Tier 3 instruction

Instructional Philosophy: Whole Child

SRES #10's mission is "develop the *Whole Child* by implementing a rigorous, academic program where engaged and collaborative educators, students, parents and the community work together to promote mastery of grade level standards for all students by providing personalized and tiered instruction that addresses the cognitive, emotional, social and physical development and creates college prepared and career ready learners." The *Whole Child* approach maximizes "the achievement, skills, opportunities, and potential of all students by building upon their strengths and addressing their needs". This ensures "all students are prepared to thrive in a democratic society and diverse, changing world as knowledgeable, creative, and engaged citizens and lifelong learners." The research by ASCD indicates that the "*Whole Child*" approach to learning, teaching, and community engagement requires the schools to address and focus on the following:

- Addressing multiple dimensions, including students' physical, social and emotional health and well-being.
- Ensuring equity, adequacy and sustainability in resources and quality among public schools.
- Ensuring that students are actively engaged in a wide variety of experiences and settings within and outside the classroom.
- Providing students with mentors and counselors as necessary to make them feel safe and secure.
- Ensuring that the condition of schools is modern and up-to-date, and that schools provide access to a broad array of resources.
- Reducing class size so that students receive the individualized attention needed to succeed.
- Encouraging parental and community involvement.

The school will adopt the **Whole Child Tenets**, which include:

- Each student enters school healthy and learns about and practices a healthy lifestyle
- Each student learns in an environment that is physically and emotionally safe for students and adults
- Each student is actively engaged in learning and is connected to the school and broader community
- Each student has access to personalized learning and is supported by qualified, caring adults
- Each student is challenged academically and prepared for success in college for the further study and for employment and participation in the global environment.

SRES # 10 will implement The Five-Point Whole Child Action Agenda in their budgetary, instructional and staffing decisions.

The Five-Point *Whole Child* Agenda

HEALTHY
Each student enters school healthy and learns about and practices a healthy lifestyle.
SAFE AND SECURE
Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
ENGAGED
Each student is actively engaged in learning and is connected to the school and broader community.
SUPPORTED
Each student has access to personalized learning and to qualified, caring adults.
CHALLENGED ACADEMICALLY
Each graduate is prepared for success in college or further study and for employment in a global environment.

Physical Needs

In alignment with the Tenets of the *Whole Child*, SRES #10 is committed to providing a climate, culture and environment where good mental and physical health is promoted for students and adults. In order to grow into healthy adults, students will be provided instruction and opportunities to make healthy, responsible, choices for lifelong health. Topical health issues, such as obesity, diabetes, drug and alcohol and tobacco awareness, violence prevention, depression and asthma will be included in the health instructional program.

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

Social and Emotional

SRES # 10 will explore character-building programs to establish a positive school climate for the students. Teachers across grade levels and within the Small Learning Communities will collaborate to better meet instructional and social emotional needs of each student. Second Step is a violence-prevention curriculum for Grades K–5 that teaches character education and helps students develop social emotional skills such as empathy, impulse control, problem solving, and anger management by using oral language, written communication, role-playing, and critical thinking. An alcohol, tobacco and other drugs prevention curriculum will be implemented using age-appropriate lessons to enhance and expand the skills, knowledge, and attitudes that promote a safe and drug-free life. Goal setting, decision-making, bonding with others, identifying and managing emotions, and communicating effectively are components that appear in the curriculum. The ten lessons include normative expectations, information on the harmful effects of drug-use, social skill development, diverse role-play situations, cooperative learning, and parental involvement. Research-based programs will be considered for implementation, such as Character Counts, Costa's Habits of Mind, Project Wisdom, and Pillars of Character

Structure

Small Learning Communities
Research conducted over the past 15 years has convincingly demonstrated that small schools are superior to large ones on many measures and equal to them on the rest (Raywid, 1996; Cotton 1996). Small school researcher Mary Anne Raywid has written that the superiority of small schools has been established "with clarity and at a level of confidence rare in the annals of education research." These findings, together with strong evidence that smaller schools can narrow the achievement gap between white/middle class/affluent students and ethnic/minority/ poor students, has led to the creation of hundreds of small schools in large cities around the U.S. SRES # 10 will organized around three small learning communities. The Small Learning Communities include a K-1, 2-3 and 4-5. The Small Learning Communities will implement the *Five Point Whole Child Agenda*. The SLC's will help to personalize the academic and social needs of the students. SRES #10 will be comprised of three Small Learning Communities. Each Learning Community will range in size from 150 to 200 students and be organized by

grade levels. Each SLC will develop their own motto, creed, chant, and college awareness theme which will promote integrity, ethics, and character. The entire school community (teachers, staff, parents and community) will share accountability for the success of all students. (Academic, interpersonal, behavioral/social emotional, and attendance, etc.)

Professional Learning Communities (PLC)

SRES # 10 will implement Professional Learning Communities with a focus on DuFour's (2009) *three Big Ideas*: A Focus on Learning, A Cultural of Collaboration, and A Focus on Results. Compelling evidence indicate that working collaboratively supports best practices. (DuFour, DuFour, Eaker, Many, 2006) In their professional learning communities, teachers at SRES # 10 will engage in collaboration to analyze and improve their classroom practices. In addition, collaboration among teachers, on and across grade levels, enables teachers to collectively plan the instructional program, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, develop formative assessments to monitor students' mastery of standards and/or use of standardized student assessments which identify and determine achievement of all students. Through PLCs, teachers will be empowered to develop lessons on cooperative learning strategies, character building, integrating technology, opportunities for virtual fieldtrips, and the use of technology to communicate with all stakeholders.

Instructional Framework

Response to Instruction and Intervention (RtI^2)

In order to academically prepare the students at SRES #10 for success in college, employment and participation in the global environment the school will use LAUSD's Response to Instruction and Intervention (RtI^2) at their Instructional Framework. This framework will compliment the Whole Child's 5 Point Agenda through the implementation of the core curriculum and implementation of *Good First Teaching*. Multiple effective instructional strategies will be used in the implementation of the District's Response to Instruction and Intervention (RtI^2). Differentiation of instruction for students needing extra Tier 2 and Tier 3 support is provided to students throughout the day. According to Section A, the students at West Vernon ES have over 30% of the students in the BB/FBB performance band in ELA and 24% in math. These students will require Tier 2 and Tier 3 support in order to move to the proficient/advance bands.

Instructional Strategies

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

- Use communication and social skills to interact effectively with each other
- Demonstrate skills related to achieving personal and academic goals
- Contribute to the well being of one's school and community
- Demonstrate the ability to make informed decisions for themselves
- Appreciate and celebrate diversity in the school and community

Kame'enui and Carnine (1998), Bender and Shores (2007), Buffum, Mattos, and Weber (2009) identified strategies proven to work with diverse groups of learners and will be delivered by teachers. All students, and particularly those with disabilities, benefit when teachers incorporate these strategies into their instruction on a regular basis.

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

- Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.
- Actively help students understand how key concepts across the curriculum relate to each other.
- Connect new information or skills to what students have already learned. Provide additional instruction or support to students who lack necessary background knowledge.
- Provide support (scaffolding) while students are learning new knowledge and skills, gradually reducing the level of support as students move toward independence.
- Teach students to follow a specific set of procedures to solve problems or use a process.
- Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.

The strategies mentioned above will also be used by teachers to integrate and embed the "whole child" curriculum through the content areas. Teachers will receive professional development on the sequence of lesson delivery in order to meet the needs of the whole child.

One strategy utilized at SRES # 10 is flexible grouping. Flexible grouping is defined by Radenchich and McKay (1995), as "grouping that is not static, where members of the reading group change frequently". Groups are formed and dissolved as needs change to allow for maximum flexibility avoiding the static nature of grouping patterns of the past, (Ford 2005). Flexible groups allow teachers to personalize and differentiate instruction, evaluate the progress of students in a holistic manner, and adjust the student's instructional and academic program when necessary.

Some strategies and activities to personalize instruction for all students are listed below.
- Access Strategies (graphic organizers, academic vocabulary, cooperative grouping, instructional conversations)
- Pre-teach
- Re-teach
- Frontloading
- Scaffolding instruction
- Review and preview of instruction
- Small group instruction /Universal Access Time
- Heterogeneous grouping/Homogenous grouping
- Flexible grouping
- Targeting students who are Far Below Basic and Below Basic
- Specially Designed Academic Instruction in English (SDAIE)
- Academic English Mastery Program (AEMP) strategies
- Socratic Method
- Student-led research
- Inquiry based learning
- Enhanced learning opportunity for advanced/gifted students
- Kinesthetic activities to assure mastery of numeracy and literacy
- Howard Gardner's Theory of Multiple Intelligences
- Learning contracts with students, families and teachers
- Technology

A common teaching practice that will occur across grade levels and content areas consist of systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence taking into consideration the three phases of instruction: into, through, and beyond. Within systematic and explicit instruction teachers regularly apply strategies as a fundamental

part of mastering concepts. Teachers use practices, such as, modeling, direct instruction, small group instruction, scaffolding, brainstorming, differentiating, monitoring, conferencing, assessing, self-reflection, and collaboration. Other instructional strategies will include: questioning techniques, thinking skills activities, classifying, abstracting, and error analysis. Reading and writing are integrated and used as tools to support learning in all curricular content areas. . The staff will also use the RtI[2] Problem Solving Model to identify areas of student need and specific strategies to address those needs.

Students learn within systematic and explicit instruction to regularly apply practices that effective learners use to master concepts. These concepts include: reading authentic resources to collect information to answer open-ended questions, making a decision, reading for a variety of purposes, applying what is read every day, using cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations. In addition, the students will apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring. In addition, students will self-assess using scoring tools or rubrics generated by teachers or peers.

SRES#10 will use these additional best practices to prepare students to be successful in middle and high school and to be college prepared and career ready:
   a. Engage students in active learning experiences
   b. Set high meaningful expectations
   c. Provide timely and specific feedback
   d. Work to decrease biases and increase tolerance for diverse cultures
   e. Recognize and stretch students' styles and developmental levels
   f. Seek and present real-world applications
   g. Understand and value criteria and methods for student assessment
   h. Create opportunities for student-faculty interactions
   i. Create opportunities for student-student interactions
   j. Promote student involvement through engaged time and quality effort

Learning Outcomes

21st Century Skills
SRES # 10 will prepare students for the global economy by developing "students as thinkers, problem solvers, and creators…students will produce knowledge, not simply receive it" (Schlechty. 1990. p. 41 and 37). The Framework for 21st Century Learning provides a "holistic view of 21st Century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st Century" In addition, SRES # 10 will focus not only on the 3 r's (Reading, wRiting, aRithmetic) but also on the 4C's: Critical thinking, Communication, Collaboration, and Creativity. President Obama made particular note that students must possess 21st Century skills like problem solving, critical thinking, entrepreneurship, and creativity. In order to prepare students with 21st Century skills, teachers must assume a different role. "For many, teacher is synonymous with instruction and conveyor of knowledge. In schools of the future, teachers will not be sources of information; they will be guides to information sources" (Schlechty, 1990. p 37). In addition, the teachers will integrate technology into lessons in order to prepare the students with 21st Century skills.

LIS Waiver #2-School Determined Methods to Improve Pedagogy and Student Achievement:

SRES # 10's plan includes a structured, on-site 7 hour day, once a week, in lieu of a 6 hour day. This

additional on-site hour will be used to provide opportunities for enrichment programs and vertical and horizontal articulation. (See page 32 for additional description on vertical and horizontal articulation.)

The Small Learning Communities (SLC) will develop an after school program to take place during the extra on-site hour. The afterschool activities will provide students and their families' more freedom to select programs and activities based on interest and needs. The after-school programs will allow the stakeholders opportunities to implement the school's mission of fostering the cognitive, emotional, social, and physical needs of each child in a safe and caring environment. This additional time is necessary because the regular school day does not allow time for these enrichment activities and articulation. The community where the school is located lacks sufficient, affordable recreation centers where these types of activities could take place. Schools in our community are vital in providing the students with exposure to these types of after school programs. These activities support academic achievement in school through the development of the whole child.

Examples of after-school programs and activities:

Table 23: After School Programs

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

LIS Waiver # 6: School's Internal Organizational Plan

SRES # 10 will establish an organizational structure that is characterized by Small Learning Communities (SLC's). There will be three SLC's: K-1, 2-3 and 4-5. The SLC's will allow the students to have a personalized educational setting where all teachers in the SLC's are familiar with their educational needs. In line with the mission, vision and goals of the school the teachers in the SLC's will meet throughout the year and discuss the cognitive, emotional, social, and physical needs of all the students within their SLC's. These discussions will lead to personalized programs and curriculum which will address the students' needs. The teachers in the SLC's will plan the one hour after school enrichment and intervention programs. The SLC's will be semi-autonomous and develop their own motto, creed, chant, and college awareness theme which will promote integrity, ethics, and character. The entire school community (teachers, staff, parents and community) will share accountability for the success of all students. Peer collaboration and collegiality will be fostered through the SLC's further empowering all stakeholders.

b.   Core Academic Curriculum

LIS Waiver # 3: Locally Determined Curriculum

SRES # 10 is requesting Waiver 3 for school year 2 for implementation in school year 3. This will allow the staff the opportunity to review and evaluate curriculum, instructional programs and materials (including those assigned by the District) to determine if they meet the needs of the whole child. The school staff will explore other options and if appropriate, select an alternative curriculum or program for implementation in year 3. The alternative curriculum must meet all State approved guidelines.

Introduction

District and State approved textbooks and instructional materials will be used in all core subjects. The textbooks to be used are research based, have been field tested on students of all socio-economic levels, and are aligned with the California Standards. The school will transition towards the use of Common

Cores Standards following the District's timeline. Each textbook will include a systematic and explicit instructional plan. A variety of proven instructional strategies will be used to accommodate individual and diverse needs of all students. The California curriculum frameworks will guide the implementation of the visual and performing arts, health, and physical education with the California content standards being a driving force. The curriculum will focus on the core subject areas of language arts, mathematics, science, history-social science, and English Language Development.

The following District and State approved textbooks and instructional materials will be used at SRES # 10; For RLA- Treasures, enVision for Math, FOSS kits for science, Scott Foresman for social science, and Treasures ELD curriculum. The focus of SRES #10 will be to develop the whole child, cognitive, emotional, social and physical which will be embedded into the academic content areas. Technology will also be integrated throughout the curriculum and driven by the California State Standards.

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

CA Treasures addresses literacy building factual, procedural (skill or strategy), and conceptual knowledge across the subjects. Its instructional approaches provoke students' deeper thinking with "big questions" throughout student anthologies, big ideas building universal understandings, a concepts-based curricular approach endorsed in our new school plan. Teachers activate students' prior knowledge, internalization of content knowledge, self-knowledge or meta-cognition, and guided and independent applications.

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

California Treasures RLA is enhanced through supplemental materials including various resources for educators such as Digital Resources (Online theme launcher video, CD-ROM, Interactive Student Works Plus). Lessons are informed by ongoing assessment of each student's strength and needs to meet California standards. Various unit diagnostic assessments (California Program Monitoring, Diagnostic, and CA Summative) are available for educators to use. The program includes teacher's edition (10 TE's for Grade K and 6 TE's for grades 1-6), teachers resource book (which includes decodable passages, graphic organizers, word study and additional literacy support), teaching charts, student practice book, home-school connection activities, literacy workstation flip charts, classroom management tools with weekly contracts and rotation charts, differentiated resources (EL resource book, and new comer resources) which provide teachers with second language acquisition support for English Learners. CA

Treasures RLA also has a comprehensive intervention program (Triumphs) that provides appropriate reading materials along with teacher's editions, student anthologies, and diagnostic and prescriptive tools to determine student need.

English Language Development: The teachers at SRES # 10 will teach ELD using the newly adopted Treasures program. The Los Angeles Unified School District adopted CA Treasures English Language Development (ELD) as an instructional support curriculum correlated with CA Treasures RLA program to ensure mastery of English and California language arts content standards. The program also incorporates the state-required English language development components (Listening, Speaking, Reading and Writing) to assist student's transition from their primary language and ensure access to the acquisition of the English language. The goal of CA Treasures ELD is for English learners at all English proficiency levels to acquire and use academic language as rapidly as possible to access the grade level content standards and advance one proficiency level per year. The program explicitly reinforces academic language during language arts, reading, social studies, and science to give students the opportunity to practice and apply academic language in speaking, listening, reading, and writing activities. CA Treasures ELD is connected to CA Treasures by using the same themes, instructional routine and lessons. By correlating the unit themes, students are able to systematically make connections, create context, and build meaning with English language arts standards instructional lessons. Daily opportunities are provided for whole group and small group instruction with strategies that provide access to core at all language proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). Researched based strategies used within each lesson include Dr. Jana Echeverria's Sheltered Instruction Observation Protocol (SIOP) Model for comprehensible input, interactive question-response techniques, visual vocabulary routines, scaffolds, sentence frames and corrective feedback that offer students' support for participation and growth into the next language proficiency level. CA Treasures ELD offers weekly oral language assessments that allow teachers to informally assess the students' language acquisition, focusing on vocabulary, academic language, language conventions in speaking, and general comprehension of topics read and discussed during the week. Progress monitoring assessments are also provided at the end of each unit. The outcome of these assessments can assist teachers in identifying the focus of instruction for the following weeks. Student performance on the test identifies those areas in the grade level English language arts content standards in which students are progressing or having difficulty. Teachers can use the unit test results to determine the focus of small group instruction for individual students. The Progress Monitoring Assessment book also includes checklists to informally monitor student's progress in listening, speaking, and use of social language in classroom conversation with peers.

According to Section A, West Vernon ES had a slight drop in their re-classification rate and did not meet AMAO 2. For this reason, SRES #10 will select components from the ELD program developed by the Los Angeles Unified School District's Task Based Language Teaching (TBLT) lessons to enhance the ELD program. TBLT refers to an approach based on the use of task as the core unit of planning and instruction in language teaching. TBLT consists of exposing students to key vocabulary, students practicing language forms, students orally composing sentences and students writing. TBLT involves the use of metacognitive strategies so that students may control their own learning. TBLT also involves cognitive strategies to enable learners to learn, remember, and understand language input by practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. The effective lesson delivery involves 6 strategies: think pair share, vocalize reading, RASP (Repeat/Read/Recite by all, by some, and by one), backward build up, corrective recasting, pull out and talk/write. The TBLT activities will enhance second language acquisition across the curriculum.

Mathematics: The enVision *MATH* program is based on scientific research on how children learn mathematics as well as classroom-based evidence that validates proven reliability. It is also aligned with the California Mathematics Content Standards. The program includes interactive and visual learning to develop conceptual understanding. It also provides differentiated instruction and activities to give all students access to the same content through leveled instruction. Vocabulary will be scaffold to give

students access to math as a language and problem solving process. The enVision *MATH* program contains English Language Learner (ELL) strategies used to enhance reading, writing, speaking and listening opportunities for students with second language needs. Some of these include sentence stems, modeling thinking aloud, rephrasing, and cooperative learning structures such as partner talk and report back. Engaging literature is used to help children have a better grasp of math concepts. The program involves conceptual development and algebra readiness. The program contains integrated digital resources to promote teaching and learning (i.e. exam view CD for teachers to create assessments, on-line assessments and instruction, and CDs with motivational math activities for students such as Math Games, Visual Learning Bridge, E-Tools and Progress Monitoring).

In addition, to using enVision Math, the staff at SRES # 10 will use conceptual learning and understanding in their math lessons. "Contexts for Learning Mathematics", sponsored by Catherine Twomey Fosnot, her colleagues from Mathematics in the City project, and the Fredenthal Institute, emphasizes conceptual understanding to "transform classes into communities of mathematicians". In summary, Fosnot pushes covering fewer topics with more conceptual development to find students "mathematizing in a variety of ways". They stress not to confuse this with developmentally appropriate practice where teachers match lessons to individual student's levels, but emphasize "depth versus breadth", which aligns with Erickson's ideas on building and nurturing intellectual growth, lacking traditionally in U.S. classrooms. Fosnot's methods support the "emergence" of "learning along a landscape of learning". (Erickson describes something similar as a "*Landscape Design* Approach" (pgs. 64-65).) Fosnot provides comprehensive and clear learning landscapes with samples for each unit of study, big ideas, models, and learning as development. For example, on a landscape of learning, it shows how students' conceptual and skills development moves from more concrete activities to more abstract, e.g. repeated addition on a number line leads to unitizing.

Alignment to the Mission
California Treasures and enVision are aligned with SRES #10's mission of students having "mastery of the pre-K-5 standards enabling them to be successful in middle school so that they will be college/career minded" The data from the three sending schools indicate that approximately 60% of the students in RLA and 50% in Mathematics are not meeting the proficiency targets required by Federal and State guidelines. Additionally, reclassification and AMAO data indicate the need for a greater percentage of students to meet the targeted benchmarks. In order to accelerate the rate of student achievement the expectations at SRES # 10 will be that the adopted RLA, ELD, and math programs will be implemented with fidelity and rigor.

Science- K-5
South Region Elementary School #10 is dedicated to providing conditions for student creativity and collaborations to flourish while developing students' communication and critical thinking skills. Cultivating an atmosphere conducive for students participating in and exhibiting these 21st Century skills is a top priority of South Region Elementary School #10. The Full Options Science Systems (FOSS) is the state adopted, researched-based science curriculum that teachers at South Region Elementary School #10 will use to address all K-5 California Science Standards and the 21st Century skills mentioned above.

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

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

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

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

Health
The students at SRES # 10 will be encouraged to maintain healthy lifestyles in order to comply with the Five Point Whole Child Agenda. *Health and Wellness*, the LAUSD-adopted health program, is the instructional program that will be used. Macmillan/McGraw-Hill *Health & Wellness* provides students with accurate, standards-based health content. The program focuses on ten Health Life Skills, including teaching students to make responsible decisions and to set health goals at each grade level. This program is designed so that teachers can easily cover the core health materials and provide students with the content, skills, and the knowledge they need to lead healthy lives. The program is designed to meet the needs of all students, including leveled activities for ELs and GATE students. It also includes a digital component and web-linked activities to enrich the K-5 topics.

Physical Education
Students at SRES # 10 will participate in 200 minutes of physical education instruction every two weeks. Teachers will use the California Physical Education Model Content Standards to develop age appropriate physical education activities. These standards emphasize individual motor skills, aerobic and good sportsmanship skills. The *FitnessGram*, a standardized physical performance test will be administered in Grade 5. This test includes aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility. In addition, students will participate in daily physical activities during recess, lunch recess, and psychomotor/grade level planning times.

Supplemental Materials
Core subject areas will be augmented with supplemental materials and resources which are relevant to the instructional program, aligned with standards, appropriate for various student abilities and needs, and for students requiring intervention. The grade levels in each Small Learning Community will select these

materials. The following supplemental materials will be considered: Measuring Up, Building Academic Vocabulary, Pictorial Mathematics, LANGUAGE, Lucy Calkins Writers Workshop, Mind Institute, Write from the Beginning, Voyager, GLAD, Read 180, Nancy Fetzer, Fosnot kits.

Health and Physical Wellness Supports
In alignment with the school's mission and vision, students will be provided many opportunities in and out of the classroom to learn about and make healthy, responsible choices to encourage lifelong health and wellness. Enrichment programs and partnerships with health-driven agencies will be utilized to promote healthy lifestyles for all students and families at SRES # 10. These programs will include, but will not be limited to:

- *Nutrition Network* will be offered to ensure that students make healthy eating choices and engage in regular physical activity. Examples of projects include school gardens, classroom cooking classes, parent education, & field trips to farmer's markets.
- The *Network for a Healthy California — Children's Power Play! Campaign* is a public health initiative led by the California Department of Public Health and administered by the Public Health Institute. Its purpose is to motivate and empower California's 9 to 11-year-old children to eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day. These objectives are designed to improve children's short-term health and reduce their long-term risk of chronic diseases, especially cancer, heart disease, and obesity. *Children's Power Play!* is currently funded by the USDA Food Stamp Program to target children from food stamp eligible families.
- *Kids n' Fitness* is a fun, interactive six session program that will be offered to help students and their parents improve their health. This program is a weekly (90 min), family-centered program which includes nutrition and exercise sessions.
- *Too Good for Drugs K-12* comprises a consistent, sequential and comprehensive K-12 prevention education program designed to teach kids that they are indeed too good for drugs and violence. Taught in a classroom setting and intended to benefit all students, *Too Good K-12* programs effectively reduce risk factors and build protective factors that all kids need, and provide the basis for a safe, supportive and respectful learning environment.

    i. Curricular Development   Not applicable
    ii. Management of Multiple Schools Not applicable

c. WASC Accreditation   Not Applicable

d. Addressing the Needs of All Students

Introduction
In order to address the needs of all students, including students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students, the school will implement a sound instructional core program where the focus will be on rigorous standards-based first teaching. In addition to first good teaching, push-in and pullout intervention programs will be accessible to students. Response to Instruction and Intervention (RtI^2) is the framework used for rigorous instruction. In addition, the school will use the **Five Point Whole Child Action Agenda** to support the needs of all students.

In order to provide targeted instruction and services to students through RtI^2, summative and formative data will be used at the beginning of the year to universally screen students. Additional data related to behavior, attendance, transiency rate, social and emotional issues will be used in the screening process. Throughout the year assessments used to measure growth, monitor progress, and inform changes in instruction will be compiled and implemented.

In addition to meeting the academic needs, the school will also focus on the social and emotional

development of all students. SRES # 10 will develop and implement a School-Wide Positive Behavior Support Plan (SWPBSP) to address the social, physical and emotional needs of all students. This plan will be based on a 3-tier approach for social and emotional support. Tier I will provide all students with instruction that promotes a caring and positive learning environment. This 3 Tier approach will be implemented by the classroom teacher and support staff through programs such as Second Step, Costa's Habits of Mind, Lessons in Character, classroom management structures, and character building programs. Tier 1 will also be implemented school wide utilizing structures and systems, which promote students to be safe, responsible and respectful. Tier 2 will include the following: behavioral contracts, weekly home- school reports, group counseling, parent education classes, and school based mentoring. Tier 3 includes family focused intervention provided by the school psychologist and other outside agencies.

English Learners
Based on the demographics from the three sending schools, SRES # 10 is projected to have 55% of the students' population as English Learners. The data on page 8 demonstrates that the school will need to focus on the academic and language needs of the English Learner.

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

Students who are English Learners (EL) will be provided an instructional program, which will meet their language, needs. The students' language needs at SRES # 10 will be met using a twofold approach. First, in order for English Learners to make progress towards mastering the English language, they will be provided with the daily mandated 30 minutes of explicit English Language Development. In order for this to take place SRES # 10 will use the District's adopted Treasures ELD component enhanced by the TBLT strategies as their prescribed curriculum. The English Learner will also be provided access to the State standards through the use of the Access Strategies including the use of SDAIE instruction. Since the data on page 8 indicates that 50% of the EL students at West Vernon Elementary School are scoring Basic or Below Basic the school will need to implement these ELD strategies.

Instructional Practices for English Learners
The data on page 8 indicates that 50% of the EL students at West Vernon Elementary School are scoring Basic or Below Basic in ELA and 41% in math. SRES # 10 will need to address the language needs of these students so that they can meet the Performance Meters. Therefore, the school will implement the following research proven second language acquisition instructional practices.

> **English Language Development (ELD)**
> The teachers at SRES # 10 will teach ELD using the newly adopted Treasures program. In addition, the school will continue to use the ELD program developed by the Los Angeles Unified School District developed Task Based Language Teaching (TBLT) lessons to enhance the ELD program of the school.

> **Access Strategies**
> The teachers at SRES # 10 will utilize Access Strategies with English Learners that support student learning in the content areas. The Access Strategies include the following:

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

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

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

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

Response to Instruction and Intervention (RtI2) and English Learners

The most important step a school can take to meet the needs of the English Learner is to identify their language and academic needs and provide differentiated instruction in small and flexible groupings. This will be accomplished through the RtI^2 model, which is the District's framework for the delivery of rigorous and relevant instruction.

The staff of SRES # 10 will ensure that the core curriculum is delivered with fidelity to English Learners. English Learners will be provided with differentiated support, based on formative and summative assessment data. The results of the assessments will enable teachers and staff to identify on a continuous basis the language and academic needs of English Learners. Based on these needs, Tier 1, Tier 2 and/or Tier 3 instruction/support will be provided to all English Learners.

The Tier 1 instruction/support for English Learners is characterized by the implementation of good first teaching and effective in-class intervention using the following strategies:
- Academic Engagement Time (AET)
- Differentiated instruction
- Add depth and complexity to curriculum
- Scaffold lessons
- Explicit instruction in vocabulary, fluency, comprehension strategies and skills
- Flexible groupings
- SDAIE strategies
- Graphic organizers
- Oral language development Communal Learning
- Learning centers
- Higher level thinking questions
- Independent study
- Preview, review, re-teach, and frontload

Tier 2 instruction for English Learners is characterized by the Tier 1 strategies listed above. In addition, the following in-class intervention strategies will be utilized:
- Explicit instruction in vocabulary, comprehension strategies and skills
- Effective student engagement in instruction
- Strategic or supplemental intervention
- Scaffold lessons
- Additional time to for in-class intervention (i.e. pre-teach and re-teach)
- More intensive vocabulary and comprehension skills and strategic instruction.
- Use of the Treasures Intervention Triumphs, the Treasures ELD Guide, Voyager and/or ELD TBLT

Tier 3 instruction/support for English Learners is also characterized by good first teaching and effective pullout intensive intervention support using the following strategies:
- Frequent monitoring of assessments and student progress
- Cooperative leaning environment
- Academic language development
- Instructional conversations
- Use of stand alone intervention programs and replacement curriculum, such as, Read 180, LANGUAGE (Version) to provide intensive, accelerated and small group intervention

Core subject areas will be augmented for the English Learner with supplemental materials which are relevant to the instructional program, aligned with standards and are appropriate for student language abilities and needs. These supplemental materials will primarily focus on oral and written expression, vocabulary development and comprehension. These materials will be selected through the Grade Level Professional Learning Communities collaborations. The teachers will be responsible for investigating resources that match the needs of their particular students and to ensure they will provide their students with access to the core curriculum. The following supplemental materials may be selected for use: Measuring Up, Building Academic Vocabulary, Pictorial Mathematics, LANGUAGE, Lucy Calkins Writers Workshop, and Write from the Beginning. In addition, SRES #10 will select components from the ELD program developed by the Los Angeles Unified School District's Task Based Language Teaching (TBLT) lessons to enhance the ELD program. TBLT refers to an approach based on the use of task as the core unit of planning and instruction in language teaching. TBLT consists of exposing students to key vocabulary, students practicing language forms, students orally composing sentences and students writing.

Standard English Learners (SEL's)
The teachers at SRES # 10 will provide Access Strategies to Standard English Learners (SEL's) s that support learning in the content areas.

The staff of SRES # 10 will ensure that the core curriculum is delivered with fidelity to the Standard English Learner. The Standard English Learner will be provided with differentiated support, based on formative and summative assessment data. The results of the assessments will enable teachers and staff to identify language and academic needs of Standard English Learners on a continuous basis. Tier 1, Tier 2 and Tier 3 instruction/support will be provided to all Standard English Learners.

The Tier 1 instruction/support for Standard English Learners is characterized by the implementation of *good first teaching* and effective in-class intervention using the following strategies:
- Academic Engagement Time (AET)
- Differentiated instruction
- Add depth and complexity to curriculum
- Scaffold lessons

- Explicit instruction in vocabulary, fluency, comprehension strategies and skills
- Flexible groupings
- SDAIE strategies
- Graphic Organizers
- Oral language development
- Communal learning
- Learning centers
- Higher level thinking questions
- Independent study
- Preview, review, re-teach, and frontload

Tier 2 instruction for Standard English Learners is characterized by the Tier 1 strategies listed above. In addition, the following in-class intervention strategies will be utilized:
- Explicit instruction in vocabulary, comprehension strategies and skills
- Effective student engagement in instruction
- Strategic or supplemental intervention
- Scaffold lessons
- Additional time for in-class intervention (i.e. Pre-teach and re-teach)
- More intensive vocabulary and comprehension skills and strategic instruction.
- Use of the MONDO Intervention Guide

Tier 3 instruction/support for Standard English Learners is also characterized by good first teaching and effective pullout intensive intervention support using the following strategies:
- Frequent monitoring of assessments and student progress
- Cooperative leaning environment
- Academic language development
- Instructional conversations
- Use of stand-alone and replacement curriculum intervention programs, such as, Read 180, LANGUAGE! (Version 4) to provide intensive, accelerated and small group intervention

The Academic English Mastery Program (AEMP) includes Access Strategies utilized to assist the Standard English Learners. A teacher from each Small Learning Community will have the responsibility of coordinating AEMP activities, which include study groups, monthly meetings and coordinating attendance at the AEMP Conference.

The teachers will receive training on being culturally responsive to all students. Engagement with their students will help to increase their academic achievement level. Language acquisition and proficiency are directly related to a student's cultural proficiency and the ability to adapt to the classroom and school environment in such a way that individual needs are recognized and responded to effectively (Lindsey, Nuri Robins, & Terrell, 1999). Strategies effective in building collaboration and deepening relationships will include, but not limited to the following:
- Presenting yourself to students as a good listener, asking questions that foster exploration rather than cutting off communication and a teacher that presents herself to students as open, accessible, and nonjudgmental will be better received by the students.
- Getting to know your students, establishing a comfortable environment, understanding the language needs and development, using a variety of strategies, using technology, involving others such as peer instruction, team teaching, cross age tutoring, parents, intergenerational tutoring, community resources, cultural exchanges, and examining classroom implication of Brain Research.

Building and encouraging relationship with English Learners (EL's) and Standards English Learners

(SEL's) and their parents will have an impact on the school's culture, climate, and community.

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

SRES # 10 will comply with all the conditions of the Modified Consent Decree using the guidelines found in the District's Special Education Policies and Procedures Manual. The Welligent system will be used to monitor for compliance. The monthly MCD reports will be reviewed by the staff to ensure that the outcome goals are being met. Teachers of special education students will be included in all professional development, which will include co-planning and collaboration. Special Education classrooms will be integrated within the school, and students will participate in all activities.

At the SRES # 10 the students in the Small Learning Community will take on an active role in the development of their IEP in order to develop self-determination. " Self determination, the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior, has become an important part of special education and related services provided to individuals with disabilities" (Abery & Stancliffe, 1996). Self-determination skills include: self-advocacy, social skills, organizational skills, community and peer connections, and computer/technological competency (Martin & Marshall, 1996; Wehmeyer, Kelchner, & Richards, 1996).

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

Tier 3 instruction and support is characterized by *good first teaching*, and effective intensive intervention support using the following strategies:
- Academic Engagement Time (AET)
- Frequent monitoring of assessments and student progress
- Cooperative learning environment
- Academic language development
- Graphic organizers
- Oral language development
- Communal learning
- TBLT strategies
- Instructional Conversations
- Use of Treasures Intervention Guide, Treasures ELD Guide, Voyager and/or ELD TBLT, and/or LANGUAGE! (Version 3)
- Use of stand-alone intervention programs, such as, Read 180, LANGUAGE! (Version 4) to provide intensive, accelerated, and small group intervention

At-Risk Students

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

SRES # 10 will do the following to assist at-risk and struggling students: implement and utilize the RtI[2] model for all students; engage students effectively during instructional time; monitor assessment and student progress frequently; Utilize the Access Strategies during instruction

Based upon the September 2011 Title I Rankings, 97 % of students at West Vernon ES would be ranked as low income and eligible for free and reduced lunch. Students with frequent absences, irregular behavior, a history of changing schools, uncooperative parents, absent parents, or physically abusive parents are some of the indicators that will be used to identify at-risk students. These students will be monitored and referred to the PSA Counselor for assistance. Issues of poverty, foster care, single parents, homelessness, gang affiliation and other issues, which affect children at risk, will be addressed during professional development.   Experts and representatives from private and governmental agencies from the local community will be invited to become a School Community Partner and share their expertise with the staff. These issues will be discussed during professional sessions and teachers will be trained to identify students at-risk early. The school's focus on the Whole Child will assist the staff and stakeholder to focus on meeting the physical, social and emotional health and well-being of the students.

Early Care and Education (ages 0-5)
SRES # 10 will apply to obtain an early education program in order to provide services for children between the ages of 2-4 years old.

Gifted and Talented Students
To substantially increase the number of Gifted and Talented students, a staff person will be assigned and designated to search, identify and refer all students who meet the Gifted and Talented Education (GATE) criteria. The staff person assigned this responsibility will be provided time throughout the school year to search and screen for and make referrals for GATE. The designee will screen students by collecting data from existing sources, such as the cumulative records, STAR Test Data and information from the District's Student Information System's (SIS). In addition, teacher referrals for GATE will be accepted throughout the year. Students whose abilities fall into one or more of the following categories will be screened to be considered for participation in the Gifted/Talented Programs: Intellectual Ability; High Achievement Ability; Specific Academic Ability; Creative Ability; Leadership Ability; Ability in the Visual or Performing Arts.

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

The differentiated instruction for GATE and potential GATE students will include the four strategies established by the California Association for the Gifted:
- **Acceleration/Pacing**: The student moves faster than the pieces of the curriculum through self-pacing or material geared for a higher grade. This component is most frequently utilized in mathematics. The student investigates big ideas and universal concepts using both inductive/deductive approaches.
- **Depth**: Students become true experts in a given area by delving into certain subjects with greater detail or elaboration. The student examines a topic by analyzing the patterns, trends, rules or ethics of an idea.
- **Complexity**: The student explores the connections and relationships between ideas by relating

concepts and ideas at a more sophisticated level. The student may analyze multiple solutions to problems and evaluate solutions from several points of view.

- **Novelty**: Students are encouraged to exhibit creativity by initiating original projects. Teachers challenge the students' thinking in new and unusual ways. The student approaches areas of study in a personalized and non-traditional manner.

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

e.   Vertical Articulation

SRES # 10 will maintain a constant working relationship with community agencies and schools that provide educational services to the youth residing in the surrounding community.

Early Education
SRES # 10 will engage with early childhood education providers, such as Head Start centers and LAUSD's School Readiness Language Development Program (SRLDP), in order to ensure successful student outcomes. The following is a list of the early education providers that will be included: 52nd Street School Early Education Center, Normandie Early Education Center and SRLDP at Menlo Elementary School. The articulation process at the early childhood education level will focus on aligning standards, curriculum, instruction, and assessments across the schools. In the matriculation process the student specific data will be used to determine appropriate placement and services. Key components of the articulation process will include joint professional development and mapping and pacing schedule meetings between early education providers and SRES # 10 educators. The focus of these meetings will be to gather data, discuss student's academic needs, share best practices, and develop a schedule of parent orientation meetings for students who will be attending SRES #10.

Secondary
At the secondary level, SRES # 10 will establish a relationship with Muir Middle School and Foshay Middle School to ensure that incoming middle school students have achieved grade-level standards, recognize the rigor expected in middle school, and understand the social, academic, and citizenship skills needed for success in middle school. SRES # 10 will allot adequate time for coordinators and educators from each school to discuss student needs, examine data, share best practices, and map orientation meetings. The principal will coordinate articulation activities among school staff members and between schools. SRES # 10 teachers will meet with middle school teachers from content teams (departments) to ensure that texts and curriculum planning prepare students to move from one level to the next. Coordinators will examine intervention, ELD, and GATE data to ensure proper placement of students in classes. Counselors from each school will meet to plan articulation activities that will help prepare students for the transition to the next grade level. Upper elementary grade teachers will be provided with content standards and sample course work to become familiarized with the academic expectations of middle school grade levels. Additionally, teachers and counselors from the middle school will meet with elementary teachers to administer and review the results of end-of-year assessments, such as the Diagnosis and Placement Inventory (DPI) for EL students and the Maze Measures Diagnostic Assessment, which has replaced the Degrees of Reading Power (DRP) test, for all outgoing 5th graders. The data gathered from these assessments will be used to assist the middle school in placing students in summer bridge classes and English language development (ELD), reading, and mathematic classes.

Adult Education
SRES # 10 will seek to establish articulation with the LAUSD Adult School Division to provide training for parents on strategies to support the students' transition from pre-school to kindergarten and from elementary school to middle school, high school and beyond. The Adult Education division will also provide classes such as, ESL, Technology, and Spanish as a Second Language (SSL). The staff from the adult school will also provide professional development to teachers on available resources within LAUSD and the surrounding community for parents to support the academic achievement of children.

Articulation within the School
In addition, articulation will occur within the school through vertical teaming at SRES# 10. Pre-K through 5th grade teachers, including Special Education staff, will participate in vertical articulation. Teachers will plan and discuss data after district mandated periodic assessments in order to strengthen the opportunities for all students to have access to and be successful in standard and grade level coursework. The expected outcomes of vertical teaming is to help navigate the transition between grade levels from an academic and social stand point, to facilitate the exchange of information among teachers that are at different grade levels, to establish a continuous flow of information, in order to create opportunity for students to receive remediation, enrichment, and acceleration based on their individual academic needs.

f.   Early Care and Education

Introduction
In Year I, SRES #10 will provide parents with referrals, information, and resources for Early Childhood Education and initiate process to obtain a State Preschool or Head Start Program. SRES #10 will apply to obtain a Head Start Program at the school in Year II. This program will provide services to children between the ages of 2-4 years old. The school is committed to meeting the diverse cultural and linguistic needs of all children and families. The instructional program will provide high quality, developmentally appropriate, pre-school education in all areas that address the social-emotional, physical, and cognitive needs of the population served. SRES #10 will provide research based pedagogy that will maximize school readiness in early literacy, math and science through developmentally appropriate activities.

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

SRES # 10 early education class will provide research-based pedagogy utilizing core documents that are aligned to the California Standards for Language Arts and Mathematics. This will support an environmentally based curriculum that will provide multiple best practices utilizing instructional strategies to help promote early literacy and math readiness through interest areas. The curriculum will promote the development of skills in oral language, problem solving, phonemic awareness, and phonics, concepts about print, comprehension, critical thinking, vocabulary and pre-writing. Family involvement in education has been identified as a beneficial factor in young children's learning, therefore opportunities for family involvement will be provided through parent meetings with program staff as well as the involvement in classroom daily activities. Parent education shall also be provided to improve the parent-school communications and parental understanding of school structures and expectations. Parents and teachers becoming active partners in the education of children will foster a strong home/school connection and a two-way dialogue on a regular basis.

Community Partnerships

Community connections will be a part of the early education program. The program will cultivate a working relationship with public and community-based services (e.g. health, education, and social services). The program will develop and maintain a current list of community resources to link families with community-based services and to support families in navigating community resources, including advocacy. Community programs will be invited to share their areas of expertise with staff, parents and children (e.g. library, local artists, police, story tellers, etc.) Community partners will be contacted when the PSC 3.0 process is complete and the schools awarded to Local District 7.

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

Search Process
The staff at the school will work to insure that parents of children from 0-5 have available programs, information and services at their disposal. Information regarding these types of services will be sent to the families in the school's monthly newsletter or other means of communication. Community agencies will be invited to make presentations at parent meetings throughout the year.

g.   Service Plan for Special Education

SRES #10 will comply with all the conditions of the Modified Consent Decree and implement it with efficacy using the guidelines found in the District's Special Education Policies and Procedures Manual. The Welligent system will be used to monitor for compliance. The monthly MCD reports will be reviewed by the staff to ensure that the outcome goals are being met.

Strategies to Support Students with Special Needs
Response to Instruction and Intervention (RtI^2), the District's framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for general education and special education students to receive Tier 3 targeted support. Implementing the small learning communities will allow for more flexibility such as mainstreaming and multi-graded classrooms. Tier 3 instruction and support is characterized by *Good First Teaching*, and effective pullout intensive intervention support using the strategies found in Section 2 c.
The students in 5th grade at SRES # 10 will take on a more active role in the development of their IEP in order to develop self-determination. "Self-determination, the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior, has become an important part of special education and related services provided to individuals with disabilities (Abery & Stancliffe, 1996). Self-determination skills include, self-advocacy, social skills, organizational skills, community and peer connection, and computer/technological competency." (Martin & Marshall, 1996; Wehmeyer, Kelchner, & Richards, 1996)

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

implement work-based learning programs for all students.

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

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

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

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

Students with 504 Plans
A Section 504 team will be organized to identify, and provide for any student accommodations. The 504 team will conduct an evaluation to determine which student meets the criteria to qualify for a 504 plan under the federal law. The criteria are:
1. Determining if the student has a potentially limiting mental or physical disability
2. Determining if the student's disability impairs a major life activity
3. Determining if the student's physical or mental impairment substantially limits the major life activity.

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

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

students' health records. The students with an IEP will also have access to counseling and other resources.

Nutritional Needs
Students at SRES # 10 will receive breakfast and lunch through the District's Food Services Program. The teachers will incorporate into their instructional day, health, nutrition, and physical education to promote a healthy life style. The school will adhere to the district's policy on the sale of junk food. Clear expectations will be established regarding the type of healthy snacks students bring to school. Recognizing the current health issues which affect the surrounding community, the school will partner up with outside agencies, local businesses, and governmental agencies to foster a healthy life style. The school site council will explore the possibility of establishing a 'junk food free' policy to be enforced, before, during and after school.

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

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

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

B-2 Professional Development (PD)

a. Professional Culture

SRES #10 will have a school culture characterized by high academic achievement for all students through standards based integrated curriculum with a focus on the "whole child". Professional learning communities and small learning communities will help to personalize the academic and social needs of the students and teachers. The professional culture of the school will be aligned with the school's mission and vision and which will promote and nurture the cognitive, social and emotional needs of the whole child as a way to prepare them to obtain 21st Century skills. The school's staff will welcome, respect, and recognize parents, community and families as an integral part of the school culture.

The school community will engage in a process of developing a set of values and norms that will be aligned to the mission and vision around the core beliefs stated on page 3 of this plan. The purpose of establishing values and norms is to ensure that the entire community understands the fundamental purpose of the school. The norms and values will include certain commitments that every stakeholder will make in order to meet the targeted goals for the school.

Compelling evidence indicates that working collaboratively represents an effective best practice for

school improvement. In a professional learning community teachers engage in collaboration to analyze and improve their classroom practices. Collaboration among teachers in each community, on and across grade levels, enables teachers to collectively plan the instructional program, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, develop formative assessments to monitor student's mastery of standards and/or use standardized student assessments which identify and determine achievement of all students. This collaboration enables teachers to learn from, and be supported by each other. Teachers will be given opportunities to observe best practices in the classrooms of colleagues. SRES # 10 will focus on the Three Big Ideas of a PLC: a Focus on Learning, a Focus on Collaboration and a Focus on Results. (DuFour, DuFour, Eaker Many, 2006) The implementation of these Three Big Ideas will result in improved teaching and learning and guide the work of the teachers. These professional learning communities will foster a positive and nurturing culture that promotes and encourages teacher retention and continuous growth.

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

In PLC teachers, have a razor sharp focus on how they teach but also on student learning. They are going to continuous be in assessment and evaluation of how they teach to ensure that quality learning is taking place during each lesson. Then teachers will collect quantitative and qualitative data to engage in a process of reflective collaboration with their colleagues with the purpose of carefully analyzing student data, understanding the curriculum and refine instructional practices. Another purpose of the collaboration will be to strategically monitor the progress of students. During their culture that will be developed through PLCs is that of transparency, inter-dependency and mutual accountability.

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

The school will follow the staff selection process outlined in the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011. In addition, prospective teachers and staff from the three sending schools will be informed of the mission and vision of the school and the expectations for the values and commitments that will be required in order to carry out a professional learning community. Teachers and staff will participate in professional development to ensure that their knowledge of the community, the students, and their families are aligned to the mission and vision of the school. The teachers will agree to become part of professional learning communities and participate in small learning communities to ensure that students receive a personalized, quality education.

In order to establish the professional culture of the school the teachers will take part in a 5-day Prior to the School Year Professional Development induction session. During the 5 day professional development the teachers will prepare for the new school year and gain an understanding of the professional learning communities. The staff will review the components of the PSC plan, they will begin the collaboration process with their new grade, and they will establish the procedures for the opening of the school year. They will establish classroom rules, procedures and norms as a PLC. The teachers will spend time reviewing their mission and vision and how the needs of the Whole Child will be addressed.

The school principal and members of the administrative team will also be expected to enhance the school's professional culture by the implementation of the PSC 3.0 plan.

The teachers on the staff will receive support and mentoring through the establishment of the PLCs. The professional culture at SRES #10 will be one that promotes continuous growth for teachers, frequent reciprocal and interdependent interaction among all staff, provides mentors/peer coaches for new teachers, and develops shared responsibility among teachers for the school and students. This professional culture of collaboration will foster an atmosphere of trust where, through a peer coaching model, teachers will engage in self-reflection and receive constructive feedback to improve lesson design and delivery. Peer support will be provided to teachers from, peers, coaches, and coordinators. Additionally, the professional culture for teachers and other certificated staff is defined through the *California Standards for the Teaching Profession.* This support will enhance the relationship among the staff which will ensure staff performance and retention.

b. Professional Development

LIS Waiver #7: Local Professional Development Plan

The school will establish a professional development committee consisting of grade level representatives and stakeholders. The school is requesting this waiver in order to provide professional development aligned with SRES # 10's mission, vision, goals, and core beliefs. The Professional Development Committee will plan, supervise, and evaluate all of the staff development for the year ensuring that it aligns to the Single Plan for Student Achievement (SPSA) and has a positive impact on student achievement. The Professional Development Committee will insure that all PD includes the process of inquiry, collaboration and reflection. The Professional Development Committee will also take into consideration the school's calendars, assessment windows, daily schedules, access and equity when planning professional development. The staff needs to become trained and familiar with research on meeting the needs of the Whole Child. The Professional Development Committee would have in-depth knowledge of the needs of the staff and the needs of the children as they plan, implement and monitor the professional development for the school. Surveys, assessment data, and other tools will be used to determine the PD needs of the stakeholders. PD will be scheduled prior to the beginning of the school year, during the day, after school and at the close of the school year.

Professional Development

The professional development plan for SRES #10 will be based on the following assumptions by Aseltine, Faryniarz, and Rigazio-DiGilio:
- Children learn best when new learning is connected to prior knowledge, instruction builds on that knowledge and address the learning needs, and assessment informs instruction
- Change occurs from the inside out, meaning that professional growth takes time, cannot be rushed, and demands personal energy and reflective practice
- Changes in teacher behavior lead to changes in teacher attitude (DuFour & Eaker, 1998)
- What teachers learn by working on a strategically chosen skill can be generalized to their broader teacher responsibilities
- Although each teacher's Professional Development Plan is unique and grounded in their own analysis of student performance data, all professional development plans share some common characteristics

Using Stigler's model of principles for gradual measurable improvement of teaching and instruction, teachers will develop a plan to observe best instructional practices in the classrooms of colleagues. The principles for gradual measurable improvement of teaching and instruction are:
- Expect improvement to be continual, gradual and incremental
- Maintain a constant focus on Student Learning Goals

- Focus on Teaching
- Make improvement in the work of the teacher
- Build a system that learns from its own experience.

The goal for teachers is to be proficient in the areas in which they teach. Professional development meetings will include 5-day prior to School Year Professional Development and 10 to 11 hours of monthly regularly scheduled professional development to collaborate, plan, and share their knowledge on student improvement. On-going, consistent, and well planned professional development designed by teachers and school administrators allows teachers to examine the key components that embrace results and improvement in teaching, teamwork, goal setting, and use of data. PD planning will be based on the core beliefs of the school, PD surveys, classroom observations, and analysis of data from formative and summative assessments and as well as District mandates.

The professional development plan will be based on student data. Initially however, the data from West Vernon Elementary School, the major sending school, will be used. Appendix E, Performance Plan, indicates that's the following data trends:

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

RtI^2 will be the framework by which the instructional program and the professional development at SRES #10 will be developed and implemented. The instructional program will be characterized by quality first good teaching, differentiation and targeted intervention. A PD focus will be refining teacher practice within Tier 1 instruction and Tier 2 and 3 interventions. Student data will be the driving force of the professional development plan. This plan will reflect the essentials of learning, establishment of professional learning communities, formative and summative data analysis, and will aligned with the goals of the Local and District. The professional development plans will include:

- A written commitment to improve in the designated area by establishing an improvement objective that is based on student learning.
- Specific research-and standards-based indicators will show that students are making progress toward the objective.
- An action plan that describes what the teachers will do throughout the year for the students (RTI^2) and what the teachers will do to increase their knowledge and instructional capacity.
- Differentiated professional development will be provided for teachers to increase their effectiveness

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

In order for EL, African American and SWD, to make language and academic progress, there is a need for explicit language development and for content to be comprehensible and accessible. The professional development will focus on providing teachers with differentiated training by grade level, across grade levels and, based on teacher need, for the effective implementation of ELD/MELD, ELA, math and instruction in the other content area. The school staff will continually research and implement strategies that address the disproportionately high number of African American male students that are suspended which in turn affects their academic progress.

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

PD on culturally relevant and responsive pedagogy is also needed so the students' culture, background and language, are valued and appreciated. Language acquisition and proficiency are directly related to a student's cultural proficiency and the ability to adapt to the classroom and school environment in such a way that individual needs are recognized and responded to effectively (Lindsey, Nuri Robins, & Terrell, 1999). Strategies effective in building collaboration and deepening relationships will include:
- Presenting yourself to students as a good listener
- Asking questions that foster exploration rather than cutting off communication
- Presenting themselves to students as open, accessible, and nonjudgmental
- Getting to know your students by establishing a comfortable environment
- Understanding the language needs of English Learners and using a variety of strategies
- Using technology
- Involving others in peer instruction, team teaching, cross age tutoring, parents, intergenerational tutoring
- Exploring community resources and possible cultural exchanges
- Examining classroom implication of brain research

It will be imperative that teachers at SRES #10 receive ongoing professional development on Culturally Responsive and Relevant Education (CRRE). District wide, only 34.1 % of the African American subgroup scored proficient on CSTs (ELA). The African American subgroup at the three feeder schools did not meet their AYP target. Teachers at SRES #10 will receive ongoing professional development for SEL'S to support identified growth targets through specified professional development on the following:

1. Utilizing the components of Treasures which address African American Vernacular (AAV)
2. Using AEMP Access strategies, classroom checklists, and classroom protocols
3. Utilizing MELD diagnostic tools, and the use of MELD instructional guides
4. Incorporating culturally relevant literature to supplement core curriculum

Teachers will receive differentiated professional development from the instructional coaches and designated teachers who will attend AEMP District presented workshops and trainings. It will be the goal of SRES #10 to move these teachers into role of AEMP facilitators so that they will be able to attend monthly professional development and training on how to present strategies to the staff. Additionally, AEMP provides a multitude of resources online through the Language Acquisition Branches' website.

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

additional learning opportunities will include but not be limited to referrals to community organizations which provide instruction in the visual and performing arts, afterschool clubs, and increased opportunities to showcase their talents and skills.

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

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

There will be embedded opportunities for the professional learning communities to be involved in professional development. A component of the professional development will involve differentiated support based on teacher needs. Time will be built-in for teachers in the Small Learning Communities and administrator to have rich conversations around common formative assessments. Teachers will target specific standards and develop SMART goals to improve student learning and monitor their progress. A plan which represents a commitment to improving student performance will serve as an important tool to target interventions that the teacher and administrator believe will most effectively improve student learning. Collegiality among teachers as measured by the frequency of communication, mutual support, and help is a strong indicator of success. Virtually every research study on the topic of work-focused teacher and supportive teams found this to be the case. (Fullan 1991) The goal for each student will be clearly defined and explained by the teachers to the parents and students so everyone is held accountable.

Teachers will be given opportunities to seek leadership and career advancements acting as a teacher-leader representing a grade-level. The responsibility of the teacher-leader will be to work closely with the leadership team to support curriculum development, instructional delivery, and professional development. The teacher-leader will receive ongoing leadership development and will have opportunities to work within their PLC team to ensure a commitment to school-wide norms and practices. All teachers will be given the opportunity to demonstrate leadership by serving as experts and may present a professional development to the staff or conduct after-school trainings that support the proposed instructional program or offers the staff innovative and effective teaching practices that augment classroom pedagogy.

Professional Development for State Common Core Standards
Teachers and staff at SRES#10 will receive ongoing in depth professional development on the State Common Core Standards in order to prepare students for college and career readiness. As these standards are rolled out, the Principal at SRES#10 will serve as an instructional that all teaching staff receives appropriate and effective training. In year 2, instructional coaches will work with individual teachers, grade levels, and themed house staff to ensure that the standards are being taught. The Common Core Standards are intended to transform the way we practice teaching by establishing a consistent expectation across the country about what our students will need to know at every grade and course of study. The teachers at SRES#10 will receive professional development on how to use these standards to implement rigorous instruction. Additionally, the staff at SRES #10 will utilize the district website dedicated to the roll out and implementation of the Common Core Standards.

Professional Development on Teacher Made Assessments
Teacher developed assessments plays a critical role in the total assessment of the academic progress of students. According to researchers, Gareis and Grant (2008), *Teacher Made Assessments,* classroom assessments can provide critical information:
- Tailored or unique: Teacher made assessments take into account the particular characteristics of

students and the specific contextual factors of a classroom setting

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

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

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

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

2) Validity and Reliability – Validity and reliability are the core principles of good assessment practices. They are central and also largely comprise the accuracy standard.
Validity is the extent to which inference drawn from assessment results are appropriate. Reliability is the consistency or dependability of the results of an assessment.

How Do I create a Good Test?
- Review of the standards
- Clarify why, when and where to assess students' learning
- Construct a scoring key or rubric
- Score test and analyze the results

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

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

Through the use of Teacher–Made Assessments, the staff at SRES #10 will be able to draw more valid and reliable inferences about their students' learning; and therefore, make better instructional decisions about what to teach and how to teach, resulting in improved student learning. Through improved assessment practices in the classrooms, teachers are better able to link curriculum and instruction in the service of student learning. In addition, these assessments would assist the teachers with making informed decisions regarding Tier 2 and Tier 3 intervention support.

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

i. Management of Multiple Schools

Local District 7 has content experts which provide personalized PD to schools based on student data, school requests, and District mandates. The support includes professional development in the areas of new initiatives, data analysis, subject matter competency, curriculum implementation, supervision of instruction, instructional school reviews, compliance requirements, support staff services, and resources availability. The PD is offered at school sites and at the Local District.

c. Teacher Orientation

In Japan and Korea, the law requires that new teachers spend about 20 days during their first year learning the art of teaching from a mentor teacher (Stigler). In the United States "supervised induction to teaching is ad hoc or nonexistent" (Darling-Hammond and Goodwin 1993). SRES #10 will provide teachers with structured, ongoing and nurturing support. In addition to the Five Days Prior to the School Year workshops, Bank Time Tuesdays, staff meetings, the weekly 1 hour of paid professional development time will be provided. Teachers will be allocated 5 days of substitute release time, a mentor, and release time to attend appropriate conferences, workshops, and specialized professional development based on need. The instructional coaches and teacher mentors will facilitate opportunities for teachers to observe lesson delivery from exemplary teachers. The Professional Learning Communities (PLCs) will provide teachers opportunities to collaborate and learn from experienced peers.

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

d. PD Program Evaluation

The professional growth and development program will be dependent upon creating a culture of clear and effective feedback that allows for appropriate modifications to classroom pedagogy. It will be the role of administrators, instructional coaches, and PLC members to provide this feedback to help build teaching capacity and ensure the implementation of highly effective instructional practices. Performance expectations and reviews will be discussed periodically during the year. Performance reviews will be formal, informal, verbal, and written. The educator evaluation will be based on planned and unexpected classroom observations. To evaluate the effectiveness of the professional development program the following instruments will be used throughout the school year:

- teacher surveys
- classroom walkthroughs
- staff lesson observations
- peer reviews
- end of professional development evaluation
- analysis of records such as minutes of meetings

Ultimately, the evidence found in student performance as reflected in summative and formative assessment data will determine the effectiveness of the professional development program. Formative

assessments will be monitored to provide teachers with timely feedback to the effectiveness of teaching practices. Summative assessments, including District mandated periodic assessments, will be utilized quarterly to assess the effectiveness of the professional development program and the results of standardized testing will provide the end of year evaluation of the school's program. Clear communication to teachers, students, parents, administrators, of the findings will help ensure that the results are used to guide school improvement efforts and subsequent professional development activities. The results of the professional development evaluations will be used to adjust future professional development activities in order to meet the diverse needs of the teachers and students.

B-3   Assessments and School Wide Data

a. Student Assessment Plan

The California Blue Print for Standards will define the instructional program and curriculum at SRES #10. Assessing student progress is an essential component of the curriculum and will shape and inform instruction on an ongoing basis for continuous improvements. Assessments provide teachers with the data and information needed to understand the level and nature of student understanding of concepts presented, and how well they use inquiry skills. The teacher will use assessment data to monitor individual and groups of students' development and progress, make appropriate adjustments to their teaching, and share the results of the assessments with parents, administrators and other staff. Assessment results will serve as data for the school to continually re-shape their professional development plan so as to provide teachers with differentiated support. As professional learning communities the school will be data driven and focused on results. The continuous use of formative and summative assessments will assist the school in maintaining high academic standards. This will promote a process for PLCs to be data driven and results oriented in order to answer the following four key questions:

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

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

Formative and Summative Assessments
The comprehensive assessment program at SRES # 10 will be done under the umbrella of Response to Intervention (RtI^2). In PLCs the school will use formative and summative assessments to evaluate the school's instruction and curricular programs as well as their implementation. The evaluation process will provide the school with feedback on how to refine instruction and enhance the curriculum. Formative assessments, used to modify and validate instruction, will include observations, written assessments, performance assessments, graphic assessments, RLA and mathematics periodic assessments, teacher-made assessments, and self-assessments. The PLCs will spend time during their professional development time reviewing the assessments and adjusting their lessons, pacing and intervention plans. The data will drive the instructional program of the school. The school will use the following summative assessments: California Standards Test (CST), California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), Standards-Based Test in Spanish (STS), the California English Language Development Test (CELDT), and ELD Portfolios. The data from the formative and summative assessments will be used to refine lesson delivery, identify achievement gaps, determine needed Tier 2 and Tier 3 intervention, and inform on student progress. Validity and reliability are the core principles of good assessment practices. They are central and also largely comprise the accuracy standard. Validity is the extent to which inference drawn from assessment results are appropriate. Reliability is the consistency or dependability of the results of an assessment. Formative and summative assessments will be used to

generate data by district, school, subgroups, grade levels, classrooms, and individual students.

SRES #10 will participate in the District's on-line CORE K-12 Assessment Process. This assessment process will enable teachers and staff to do the following:

- Collect information of the student learning that will be helpful in planning instruction
- Determine whether the assessment provided is helping students achieve grade level standards
- Identify at-risk students not meeting grade level standards
- Monitor the progress of students who need additional Tier 2 or Tier 3 support
- Provide enrichment and accelerated learning opportunities

The District's CORE K-12 Comprehensive Assessment program will be a key instructional tool for the teachers at South Region Elementary School # 10 (SRES #10). These assessments will provide teachers with information to make important decision about student and learning. The CORE K-12 Assessments will include the following:

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

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

Table: 24 Summative and Formative Assessments

Assessment	Grades Assessed	Formative	Summative	Frequency	Rational
CST	2-6		X	Annual	Measures student progress
CMA	3-6		X	Annual	Per the IEP and the child's disability / Measures student progress in relation to the CA standards in a modified manner
CAPA	2-6		X	Annual	Per the IEP and the child's disability
STS	2-6		X	Annual	Measures student's progress in relation to the CA standards for students in the U.S. less than 12 months.
CELDT	K-6		X	Annual	Measures initial levels and language development progress

					for EL students.
ELD Portfolios	K-6	X	X	On-going	Measures language development progress based on ELD standards for EL students
Progress Report Cards	K-6	X	X	Quarterly	Measures student progress.
Teacher Observations	K-6	X		On-going	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
Data Portfolios	K-6	X		On-going	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
CORE K-12	K-6	X		On-going	Monitors student progress towards achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
RLA Assessments	2-6	X		3 Times per year	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
Mathematics Assessments	K-6	X		Quarterly	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
Science Assessments	4-6	X		Quarterly	Monitors student progress towards achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
DIBELS	K-3	X		3 Times Per Year	ing instrument arly identification ing difficulties. Individualized lessons are prescribed.
Common Formative Assessments (PLC Created)	6	X			Guided by clear expectations and parameters as PLCs develop assessments that verify the proficiency of each student is each skill.

Multiple assessment data will be used to review the history of young learner. This screening process will enable the school to provide the appropriate placement and services to students in Pre-K – Kindergarten. See Table 24 to identify the timeline for the assessments and frequency of the assessment. After each assessment the PLCs will review the data and make adjustment to their pacing of the lessons. The students will be given a review of the items missed in the assessments and will be provided additional instruction during the Universal Access time. The school calendar will reflect the assessments and the assessment review. Each PLC will develop their own assessment calendar using the CORE K-12 assessment tools.

LIS Waiver # 4: Local Interim Benchmark Assessments:
After year 1, the staff at SRES # 10 will have the opportunity to develop an assessment process for students using valid holistic assessments such as DIBELS, Treasures, CORE K-12, Kinder Checklist and/or other research based assessments. As a data driven school, SRES #10 will implement assessments that will allow teachers to monitor students periodically (eg. weekly and at end of units). An RLA and Math pacing plan will be developed with input from teachers in order to best meet the needs of the whole child.

i. Graduation Requirement
Not applicable

c. Data Collection and Monitoring

Teachers, administrators and other expert resource personnel will gather data from all assessments. Teachers and staff will have access to formative and summative data through the LAUSD MyData and the Integrated Student Information System (ISIS). In reviewing and monitoring student data, group aggregated data, group disaggregated data and individually disaggregated data will be analyzed. Once the data has been gathered, administrators, teachers, and other staff will analyze the data to diagnose the areas of strength and weaknesses of individual students to monitor student achievement. The data will be used to group students appropriately for strategic or intensive instruction and intervention. The data will be used to make instructional decisions regarding delivery of first good teaching and to determine the need to review or re-teach a specific standard or skill. In addition, discussions within the PLCs will take place to determine whether goals and benchmarks are being met by individual teachers, grade levels and school-wide. The teachers will be given time to analyze formative and summative data during professional development time including Bank Tuesdays. In order to determine if the school is making progress on the indicators listed in the Performance Plan the PLCs will review the data frequently and make adjustments in practice. Upon receipt of the CST result data will be analyzed. Based on the data objectives and goals will be established for the school year. District periodic assessments will be administered, scored, and analyzed according to the District's timeline.

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

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

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

SRES # 10 is committed to fulfilling all requirements and indicators of the Modified Consent Decree and is in compliance withal federal laws as they relate to Students with Disabilities. The school will utilize the Welligent and the Integrated Student Information System to track student records and identify services. The plan will use the Modified Consent Decree Indicators to measure progress of Students with Disabilities.

Monitoring of student progress will involve looking at multiple assessment data for all students (RtI^2). Additionally attendance, suspension, behavior, Office Discipline Referral (ODR), language development (CELDT), gifted identification, parent engagement (LAUSD School Report Card, surveys) will be collected, analyzed and monitored by teachers and school administrators. This data will be used within RtI^2's Problem Solving Model to ensure that the academic and social-emotional needs of the students are met.

i. Management of Multiple Schools
Local District 7's focus is aligned to the Performance Meter and Single Plan for Student Achievement.

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

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

Category TWO: School Culture, Climate, and Infrastructure

B-4 School Culture and Climate

a.   Description of School Culture

Academic Expectations
SRES #10 will have a culture characterized by high academic achievement for all students through a standards based integrated curriculum with a focus on the needs of the *Whole Child* (cognitive, emotional, social, and physical). The school will have a culture which focuses on a healthy, safe and secure environment for the students, an instructional program which will academically challenge and prepare them with 21st Century skills. Established support systems and a caring climate will ensure that students feel safe and valued. The school will promote and nurture life long skills, which will assist them to become successful in middle school, high school and college. The parents, community and families will be welcomed, respected, and recognized as an integral part of the students' success. RtI^2 is a student centered, multi-tiered framework that maintains the focus on the academic and behavior needs of all students. Using the RtI^2 model to promote a positive academic, behavioral and social environment, the school will use the following components: problem solving process, the data based decision-making, Academic Engagement time, and professional development. The expectation of this model is to attain high academic and behavior outcomes for all students.

In addition, the students at SRES # 10 will be exposed to Acosta's Habits of Mind for Success to ensure the students have behavior traits for success. Professor Art Acosta, California State University, Sacramento, defined Habits of Mind as personality traits of successful people. These personality traits or dispositions increase access to thinking tools and strategies that will assist the students of SRES #10 when facing lifelong problems or challenges. These characteristics will assist in the development of the healthy whole child approach of the school.

1.   Persisting – Stick to it.

2.   Communicating with clarity and precision – Be clear.

3.   Managing impulsivity – Take your time.

4.   Gathering data through all senses – Use your natural pathways.

5.   Listening with understanding and empathy – Understand others.

6.   Creating, imagining, innovating – Try a different way.

7.   Thinking flexibly – Look at it another way.

8. Responding with wonderment and awe – have fun figuring it out.

9. Thinking about your thinking (metacognition) – Know your knowing.

10. Taking responsible risks – Venture out.

11. Striving for accuracy and precision – Find the best possible solution.

12. Finding humor – Laugh a little.

13. Questioning and problem posing – How do you know?

14. Thinking interdependently – Learning with others.

15. Applying past knowledge to new situations – Use what you learn.

16. Remaining open to continuous learning – Learning from experiences

Personalized Learning Environment
Professional learning communities and small learning communities will help to personalize the academic and social needs of the students. SRES #10 will be comprised of three Small Learning Communities. Each Learning Community will range in size from 150 to 200 students and be organized by grade levels. Small Learning Community 1 will include kindergarten through 1st grade; Small Learning Community 2 will include grades 2nd and 3rd; and Small Learning Community 3 will include 4th and 5th grade. Each SLC will develop their own motto, creed, chant, and college awareness theme which will promote integrity, ethics, and character. The entire school community (teachers, staff, parents and community) will share accountability for the success of all students. (Academic, interpersonal, behavioral/social emotional, and attendance, etc.)

SRES # 10 will implement Professional Learning Communities with a focus on DuFour's (2009) *three big ideas*: A Focus on Learning, A Cultural of Collaboration, and A Focus on Results. Compelling evidence indicate that working collaboratively supports best practices. (DuFour, DuFour, Eaker, Many, 2008) In their professional learning communities, teachers at SRES # 10 will engage in collaboration to analyze and improve their classroom practices.

The school will ensure that the teachers understand the expectations required at the school. Therefore, the teacher applicants will be informed of the expectation required for a teaching position at the school. Teachers from the sending schools will be advised to submit their names to become teachers of this school with the understanding of the requirements outlined in this proposal. In addition, the teachers will receive training and support to ensure that their knowledge of the community, the students, their families and educational pedagogy is aligned to meet the needs of the whole child. The teachers will agree to become part of professional learning communities and participate in their small learning communities to ensure that students receive a personalized, quality education. The staff and students of SRES # 10 will come from three different schools with their own sets of values and norms. Establishing a culture at a new school is a unique challenge. In order to address this challenge the following will be implemented: Understanding and commitment to the PSC plan, on-going team building activities, formation of PLCs and SLC's, clearly stated expectations, development of process for adopting school uniforms, mascot, creed, pledge, and student and adult incentive program.

Behavioral Expectations
In order to accomplish a positive school culture and climate the school community will develop a School-Wide Positive Behavior Support Plan (SWPBSP). This plan will include Local District 7's Student Standards of Conduct. The Student Standards of Conduct have been developed as a supplement to the

District's School-Wide Positive Behavior Support guidelines and the Coordinated Safe and Health School Plan. There will be clear expectations established for students, parents and staff regarding acceptable student behavior in the classroom and throughout the school campus. There will be school-wide expectations for safe, respectful and responsible behavior. The Small Learning Communities will determine the implementation of the positive behavior support plan. Along with clear expectations there will be a system of accountability with shared responsibility by all stakeholders including students. The system of accountability will include incentives that promote positive behavior as well as leveled and appropriate consequences.

Routines and Schedules
To establish a safe and orderly environment, SRES #10 will establish organizational systems that involve routines and schedules. A focus will be on the *Five Point Whole Child Agenda*, which includes Healthy Lifestyle, Safe and Secure Environment, Engaged Instruction, Supported Environment and Challenged Academically School. Examples of these systems include:

- Collaboration between home and school to establish and enforce appropriate standards of conduct for students
- Clear communication with students, parents, and staff through newsletters, discipline assemblies, etc.
- Schedules such as, play area schedules, assigned seating for lunch and breakfast, assigned dismissal gates, Auditorium seating schedules, etc.
- Assemblies and lessons on how to practice and have a healthy lifestyle.
- Routine screenings for immunization, vision, hearing and dental issues
- Healthy food choices will be available at the school (before, during and afterschool)
- Access to a caring adult which will allow the student to have a personalized learning environment
- Expectations for student conduct displayed in classrooms, hallways, bathrooms, auditorium, cafeteria, library, etc.
- Procedures, such as, traffic patterns during dismissal, to and from the yard, to and from school
- Trained supervision staff which will be knowledgeable of the school-wide discipline behavior support plan
- Student ownership for maintaining a clean and safe campus
- Assemblies, lessons and information regarding physical and emotional fitness
- Celebration and information regarding health awareness throughout the year
- Positive affirmation regarding a child's emotional well being in the classroom and school wide
- Service projects for students, staff and parents to engage in public service. (ex. Community and campus clean up, daily campus beautification, community walks, career day, outreach to the elderly and infirmed, participation in environmental and health issues, interfacing with political and community leaders regarding social issues, identifying community members and resources that can help support student success, (e.g. community resource mapping), develop community service projects to present to their city council)

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

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

respectful of all students, staff, and parents/community.

School Safety
In collaboration with parents, law enforcement, teachers, staff, and community agencies, SRES #10 will develop a Safe School Plan that will include the following: Standards Emergency Management System (SEMS), emergency procedures, violence prevention, emergency preparedness, traffic safety and crisis intervention. The school will adhere to the district's policy of maintaining a closed campus. Visitors to the campus must enter through the main office and secure permission from the principal. The campus will be monitored continually by staff to ensure that the campus is safe. The community surrounding the school will be engaged and sought as partners in maintaining a safe campus. The phone numbers for the school and the Los Angeles Unified School District Police will be provided to all homes in the surrounding area, with instructions to call in case of emergencies on campus, vandalism, break-in, and intruders after school hours. Parents will be notified through the school's ConnectEd system in the event of an emergency.

Safety Review
The stakeholders at SRES # 10 will constantly review their safety procedures to insure that the students, staff and parents are safe while on campus. The school culture will be one where students feel safe and comfortable at all times. The staff will work together with the parents and administration to insure that all procedures and policies regarding safety are adhered to throughout the day. The administrators will work with all the stakeholders to insure that there is constant communication between the parents, teachers and staff regarding safety issues. Parents input and information regarding safety measures will be solicited and acted upon. The school will have an active Safety Committee which would constantly review all safety issues to insure that the school's culture is positive.

The school staff will continually assess the school culture to determine if the goals stated in this plan are being accomplished. The principal and the leadership team, along with the parents, will use the School Experience Survey to review how parents are feeling about the school culture but more importantly how the students are feeling about the school in the area of safety, parental involvement, and leadership opportunities. In addition, the school could establish its own method for determining the status of the school culture throughout the year. For example, the school stakeholder could fill out a school created survey, two or three times per year, to give the school principal and leadership team a sense of how the stakeholders are feeling about the school. This and other methods will be explored by the school.

i. Management of Multiple Schools
The schools in Local District 7, over the last five year, have experience consistent growth as indicated by API and AYP data. Local District 7's has the following expectation for all schools:

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

These same expectations will apply to SRES #10. To ensure that these expectations are realized the Local

District will engage prospective staff in a process of transition for establishing a positive culture at the new school. This process will involve convene with the perspective teachers, communicating the mission, vision, value, core beliefs and goals, promoting ownership of the plan, conducting professional development on the instructional framework, PLCs and team building. The 5 Day Prior to the Beginning of the School year PD is an important component of the transition plan. The 5 days will allow the staff to begin the transition through an intensive review of the PSC mission, vision and goals. In addition the staff will spend the time becoming familiar with the members of their PLC, establishing norms and planning lessons together. They will work on establishing the school culture mentioned in this plan. The teachers will be able to establish a classroom culture based on the instructional framework, instructional philosophy and the school's mission, vision and core beliefs. This process was successfully implemented in the 2010-2011 school year with the three PSC 1.0 schools awarded to Local District 7/UTLA. In addition, Local District 7 will facilitate support to the new schools in the areas of staffing, instruction, budgets, compliance, professional development, operations, and facilities. Based on the District's new re-organization plan, an Elementary Director will work closely with the principal and school staff to monitor implementation of this PSC plans and to ensure that the school receives the necessary resources and services.

b.   Student Support and Success.

Student Success
Student success at SRES #10 is characterized by the students' emotional, physical, social and academic well being. The staff will implement the mission and vision as outlined in this plan. The implementation of this plan will guide the work of the teachers, staff and administrators. The goal is for students to be successful in meeting rigorous grade level standards and reaching proficiency or above, on the California Standards Test (CST). The school will have an unwavering focus on learning for all students which will be closely monitored for each student's progress.

Strategies and Practices
 Students at SRES #10 will be motivated to come to school due to the caring, personalized school culture established by the small learning communities and professional learning communities. The teachers on staff will know and recognize the students who are members of their SLC and will provide them with an academic program appropriate for their success. In addition, SRES #10 will provide extra curricular activities and experiences, which will enhance and enrich the core instructional program so that learning may take place at a deeper level. The Small Learning Communities will collaborate and develop extracurricular activities based on the cognitive, emotional, social and physical needs of the students. Examples of these extracurricular activities for students will be:
- Participate in leadership activities such as student council to provide an opportunity for building leadership among the students, empower the students to maintain an active role in school-wide programs, and foster a desire to encourage the student body to participate in programs that are devoted to civic education/responsibility
- Participate in curricular and field trips throughout the Los Angeles community and neighborhood. Trips would be based on the thematic units in core subject areas with special emphasis on visiting certain sites, which support the mission and vision
- Participate in community projects sponsored by local community organizations
- Participate in school assemblies which would focus on topics regarding healthy eating, positive emotional and social skills
- Participate in publishing a student newspaper highlighting community events and concerns
- Participate in walking field trips to the library, fire station, police station, and other local community businesses
- Participate in after school clubs: (i.e. tutoring, sports**,** movie making, technology, culture, language, homework, drama, dance, chess, mathematics, and newspaper)
- Participate in LAUSD Beyond the Bell and LA's Best (before and after school and interventions)

programs

Teachers, staff and parents may choose to complete their 20 hours of volunteer time either after school or to sponsor student interest clubs. The school will use District resources to provide students support and success. In addition, the school will seek partnerships, donations, and resources from the greater community.

c. Social and Emotional Needs

Approach for Meeting the Social and Emotional Needs
The social and emotional needs of all students will be addressed through the systematic implementation of the RtI^2 model. The three tiers, which will address the students' cognitive, emotional, social, and physical needs, include the following:

1) Tier 1- Core- Universal preventative, proactive, and positive school-wide discipline practices that include: established expectations, explicitly taught expectations, reinforcement and acknowledgement of following expectations, and systematic correction and re-teaching of behavioral errors

2) Tier 2 Strategic- Supplemental targeted interventions for students who are in need of behavioral support in addition to a school-wide positive and proactive system. Targeted behavioral interventions include matching of students with intervention based on need in an efficient system of delivery (ex. behavioral contracts, weekly home- school reports, group counseling, parent education classes, and school based mentoring

3) Tier 3-Intensive- Intensive individual interventions for students who have not responded to a school-wide positive and proactive system and targeted intervention. This level of intervention, wrap-around services, often requires collaboration with family, community agencies, and juvenile justice officials (ex. Family focused intervention provided by the school psychologist and other outside agencies)

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

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

SRES # 10 will explore character-building programs to establish a positive school climate for the students. The following programs will be researched and considered for implementation: Character

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

A positive school climate will be reflected as follows:

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

Social Climate
- Second Step is a violence-prevention curriculum for Grades K–5 that teaches character education and helps students develop social emotional skills such as empathy, impulse control, problem solving, and anger management by using oral language, written communication, role-playing, and critical thinking.
- An alcohol, tobacco and other drugs prevention curriculum will be implemented using age-appropriate lessons to enhance and expand the skills, knowledge, and attitudes that promote a safe and drug-free life. Goal setting, decision-making, bonding with others, identifying and managing emotions, and communicating effectively are components that appear in the curriculum. The ten lessons include normative expectations, information on the harmful effects of drug-use, social skill development, diverse role-play situations, cooperative learning, and parental involvement.

d. College and Career Readiness

The best way for an elementary school to insure that all students are college and career ready is to provide them with a rigorous standards based instruction with clear learning goals (kindergarten through fifth grade). During the school day the teachers will assist the students in establishing short and long term goals throughout their time at SRES # 10. The teachers of SRES # 10 will teach core standards/skills to mastery, develop students work ethic, instill pride, encourage intrinsic motivation, establish clear expectations of what students should know and be able to do in each grade, establish the expectation of higher learning and career building, create economic global awareness, encourage a positive competitive attitude, teach students to explore, plan, and take action to help them prepare for their future, teach students organizational skills, note taking, peer relations, financial planning, knowing how to seek and ask for assistance, teaching students to make their visions of success a reality, and build cultural confidence.

The teachers will create authentic opportunities, during RLA, math, science and social studies, for students to engage in oral and written expression, to research, analyze, and organize information. Activities in this structure will be designed to answer a question or solve problems that generally reflect the types of learning and work people do in the everyday world. These activities will allow the students to review college and career ready skills necessary for future endeavors.

College attendance will be constantly and explicitly encouraged as a path towards the greatest freedom to choose a future career, but at the same time it will be made clear that non-college careers can be a rewarding choice as well. Diversity in career choice will be encouraged through the use of classroom visitors on Career Day, assemblies to present special visitors, and field trips to local businesses.

Strategies and Activities
Students will participate in in-depth exploration to increase their awareness of college and careers. Activities that provide a college ready and career prepared culture include:
- Posting copies of teachers and staff degrees, credentials, pictures and/ names of colleges and universities attended, and share with students information regarding their college experience and careers
- Recognizing a college/university weekly
- Extending invitations to parents and community members to participate in Career Day activities
- Arranging visits to local college, universities, and trade schools
- Seeking on-going relationship with Southwest College, University of California at Los Angeles, California State University Dominguez Hills, University of Southern California, Los Angeles Trade and Technical College, Charles Drew University of Medicine and Science, and/or other local college and universities
- Forming a partnership with Manual Arts Adult School to provide on site adult classes for parents
- Building relationships with neighborhood businesses to work with and support school activities
- Planning Parent College Days to expose parents to opportunities at nearby colleges/universities
- Engaging students in essay contest
- Curricular and field trips throughout the Los Angeles community and neighborhood. Trips would be based on the thematic units in core subject areas with special emphasis on visiting certain sites, which support the mission and vision
- Participate in community projects sponsored by local community organizations
- Publishing of a student newspaper highlighting community events and concerns
- Walking field trips will be taken to the library, fire station, police station, and to other local community business

e. School Calendar/Schedule

LIS Waiver # 5: Local Instructional Schedules and Strategies
In year 2, the stakeholders will explore the option of modifying the school's daily schedule and calendar to allow for flexibility in order to implement the school plan and maximize student learning for year 3. The stakeholders will also explore various options for banked time while complying with district and state mandates. The reason the school staff would need this waiver is to allow the opportunity to establish a school calendar and daily schedule which best fits the needs of the student population at SRES # 10. This waiver will allow the school to increase the time allocated for professional development and collaboration based on data determined needs. Compelling evidence indicates that working collaboratively represents an effective best practice for school improvement. In a professional learning community, teachers engage in collaboration to analyze and improve their classroom practices. Collaboration among teachers in and across small learning communities and across grade levels, enables teachers to collectively plan the instructional program, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, develop formative assessments to monitor student's mastery of standards and/or use standardized student assessments which identify and determine achievement of all students. This waiver will enable teachers to learn from and be supported by each other.

School Calendar
According to the National Education Association the benefits of small schools includes raised student

achievement, increased attendance, elevated teacher satisfaction, improved school climate and opportunities for teacher to be able to address diverse learning styles. SRES # 10 will be organized into three Small Learning Communities (SLC's) designed to provide smaller learning environments in order to personalize instruction and provide collaboration opportunities for teachers. Each Small Learning Community will be autonomous in creating and implementing programs, which may be unique and innovative for their community. Extra support will be provided to students through after school programs, clubs, and Saturday and after school tutoring. Extra support will be provided to students through after school programs, clubs, and Saturday and after school tutoring. The school schedule will include activities, before and after school, which will support the mission, vision and core beliefs of the school. See page 25, Table 23, for a list of the after school activities which will be implemented through the 1 hour additional on-site work.

The schedule for the school will be developed in the school's Local Leadership Council and will include program, activities and guest speakers which will enhance the school's work towards implementing the mission, vision of the school.

SRES # 10 will be a single-track school on a traditional early start calendar (August-June). The school will follow the District's Early Start Calendar. The school year will include 180 days of instruction with 55,100 minutes, which is the minimum required time. The Principal will be responsible for ensuring the bell schedule complies with District policies and guidelines pertaining to the different types of school days (e.g. Professional Development Day, Minimum Day, etc.). Breakfast and lunch will be provided daily.   The school day begins at 8:00 a.m. and ends at 2:30 p.m. The student teacher ratio will follow the district Norm chart. K-3 will have a ratio of 24:1 and grades 4-5 will have a ratio of 30.5:1.

f. Policies

SRES # 10 will follow LAUSD's policy on graduation and retention. The Design Team believes that these policies meet the needs of the child and the parents.

The Design Team is going to ask for a waiver in order to establish a strong discipline plan for the school. Before the school opens in August 2012, the teachers selected to work at the school will develop an initial discipline plan which will be used throughout the year. This plan will address the needs of the whole chld and provide the students support, procedures, expectations, and alternatives to suspensions. In the middle of the year, the school will establish a Discipline Review Team which will explore the development and implementation of a research based discipline plan. The school will include parent feedback in terms of developing a strong discipline plan. In year two the stakeholders will implement a behavioral discipline plan that meets the needs of the whole child. This behavior plan will continuously be reviewed, evaluated and adjusted to meet the needs of the students, staff and parents.

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

LIS Waiver #13: School Health/Safety Matters
Research indicates that when schools work together with families to support learning, children tend to succeed throughout their lives. Effective partnerships are based on understanding both the whole child their families. Research has shown that students' health problem impair academic performance. Those students who experience health disparities also experience educational disparities. SRES # 10 can meet these needs by offering on-site access to school-based health services by establishing a health care

partnership to maximize access to care. School health services will include vision, dental, and other health screening.

B-5 Parent and Community Engagement

a. Background

The community surrounding SRES # 10 is a mixture small business, single-family dwellings, multi-unit housing and industrial businesses. This mix creates a unique setting for leadership development in the areas of tenant rights, environmental justice, recycling, childhood lead poisoning prevention, storm drain protection, industrial studies, entrepreneurship and other issues that ect the quality of life.

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

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

More specifically the United States Census data for zip code 90037 where the school is located provides the following information about the socio-economic conditions of this community:

- The population density is 20,135 people per square mile
- The average household size in the year 2000 was 3.77 persons compared to 2.87 persons for the state of California
- The median household income in the year 2000 was $20,275 compared to $47,493 for the state of California
- The percentage of residents living in poverty in the year 2000 was 39.81% compared to 13.89% for the state of California
- 18.42% of males and 16.06% of females are high school graduates
- 11.18% of males and 11.22% of females have no schooling completed
- 2.64% of males and 2.4% of females have earned a Bachelor's Degree

Despite these alarming statistics, the community surrounding SRES #10 has numerous assets, which have been implemented by community and political leaders. Local businesses and services include a local police and fire station, numerous churches and several small businesses within walking distance to the school. These assets help create and provide a strong base for potential community-based support for the new school.

The mission and vision of the SRES # 10 will be implemented with a focus on the assets found in the

surrounding community. The school's focus on the *Whole Child* will provide a safe and healthy environment for the children of the school.

This area is home to two Los Angeles Public Libraries including the Vermont Square Branch located at 1120 West 48th Street and John Muir Library at 1005 West 64th Street. The libraries provide services including internet accessibility, story time readings, homework centers and year-round reading activities. SRES # 10 is also within the boundaries of two community parks: Julian Dixon Park and Vermont Square Park. Other community assets include the Los Angles Challengers Boys and Girls Club which offers numerous programs for students including technology classes, sports program and tutoring. The critical needs surrounding SRES #10 are additional safe places for children to interact with each other, job training and placement and affordable housing. The community would benefit from additional grocery stores; sit down restaurants offering healthy eating choices, and businesses that enhance the quality of life for the adults and children living in the community. The proliferation of fast food restaurants in south Los Angeles has created concerns regarding obesity, high blood pressure, diabetes and other health factors among residents in the area. One of the *Tenants of the Whole Child* includes providing children with a school environment that focuses on healthy eating practices and physical activity. Councilwoman Perry spearheaded a one-year moratorium on new fast food outlets in South Los Angeles. This measure, together with a grocery store and sit-down restaurant incentive package, will provide opportunities for new businesses to invest and create jobs for members living in the South Los Angeles Area.

SRES # 10 is located a mile south of the University of Southern California (USC) which provides numerous opportunities for the community in terms of employment, recreational, and education services. In addition, USC has musical concerts, art exhibits, and museums which provide opportunities to the wider community. The USC multi-cultural student body lives and work within the area of SRES # 10.

The vision of the school includes partnerships with community organizations and resources which would benefit the development of the whole child. SRES #10 located about a mile south of Exposition Park has the unique opportunity to pursue free activities through walking curricular trips to historic Exposition Park. Located just south of the University of Southern California, the park houses the California African-American Museum (CAAM), CA Science Center, Expo Center, National History Museum, IMAX Theater, LA Memorial Coliseum and Sports Arena, and Rose Garden Park. Expo Center's Olympic Swim Stadium provides free swimming lessons for local school students and has offered to partner with SRES #10. Through the Expo Center the school will also have access to the Ahmanson Senior Center which has an outdoor amphitheater, business courses, computers, a gym, sports field, and summer camps.

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

b. Strategies

Introduction

The theory behind the vision of family and community engagement is evidence- and/or research-based and clearly aligns with the vision. South Region Elementary School # 10 will open to relieve three schools that have a long history in the community. Generations of community members have been

educated in and made a connection with the schools. The community and staff members have developed and maintained a strong relationship over the decades. The team writing this plan is a perfect example of this strong school community bond that will be continued at SRES #10. Currently the three sending schools have a history of creating partnerships within the neighborhood. The students at Menlo Elementary School take walking field trips to the Expo Center and take swimming lessons. 52nd Street School has initiated a soccer camp for students at their school. West Vernon has partnered with a community agency and established a school garden for the students. These are just three examples of the partnerships with the three sending schools have established. The Design Team members are excited about establishing new partnerships for SRES # 10.

The school has a clear and strategic plan that outlines multiple ways to consistently and meaningfully engage parents in the educational experience of their children. Parents have access to authentic decision making roles with real authority.

We have already begun the process of community engagement by holding several meetings with the members from each of the sending schools to gather information about the qualities and services they would like to see at SRES # 10. This plan has taken into consideration and has incorporated suggestions offered by parent/community members of the three feeder schools.

The school mission which requires that "engaged and collaborative educators, students, parents and the community work together to promote mastery of grade level standards for all students by providing personalized and tiered instruction that addresses academic, social, physical and emotional development and creates college prepared and career ready learners" embodies the concept that parents must become a critical component of the success of the children of SRES #10. We will engage parents through Epstein's Framework of six types of family and community involvement. We will employ the research-based practices outlined in Ms. Epstein's School, Family and Community Partnerships: Preparing Educators and Improving schools. However we will also build our engagement program on the more recent work of Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence* and *Beyond the Bake Sale.* We are fully aware that this research body has been proven highly effective in addressing the type of diverse student population that comprises SRES #10. Both bodies of research clearly demonstrate that students whose families are involved in their learning earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education.

By modeling the engagement of our parents on the work of Joyce Epstein's *Framework of How Parents Can Become More Involved in Schools* (1997) we have identified specific actions that will help up establish and maintain a model implementation for parent and family involvement at the school. We will build a "Partnership School" from the ground up that builds relationships, connects academics, meets diverse needs, supports advocacy and shares power. Our plan identifies the actions we will take to implement a robust engagement of our parents and families based on Joyce Epstein's six types of involvement. The six types of parent involvement strategies identified in Epstein's framework are Parenting Skills, Communication, and Volunteering, Learning at Home, School Decision-Making and Advocacy and Collaboration with the Community In addition, SRES #10 will also add an additional step to celebrate our school-community partnerships.

PLAN OF ENGAGEMENT

1. <u>**PARENTING**</u>--Helping all families establish home environments that support children as students

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

parent leadership, workshops and volunteerism.

Parent and Family Center
To ensure that the needs of families are met, SRES #10 will operate a Parent & Family Center that will serve to break down barriers, address issues of parent self-esteem, and provide knowledge and information to parents in a language they can understand. Research has shown that Parent and Family Centers are a critical and essential link toward creating an integrated and inclusive school environment.

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

The school leadership team will include Parent and Community engagement in all planning meetings to coordinate internal and external services for families that will be integrated for full and equal access. The Parent & Family Center will provide access to community-based organizations (C.B.O.'s) and other community resources to maximize the provision of wrap around support for parents including:
- Services for families that are universally available, easily accessed and based on community needs
- Parent services will be culturally and linguistically appropriate and meet the needs of parents
- All parents will be provided the opportunity to participate in their child's education and learning
- When necessary, support will be provided through Fremont High School, which houses a Wellness Center and provide free medical and social services for students and parents.

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

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

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

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

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

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

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

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

School Classroom Volunteer Program

We will ask families and staff to volunteer for at least 20 hours per year with a menu of options to validate parent skills and assets and to maximize support for each classroom. Examples of participation would include but is not limited to: attendance at or membership on the School Leadership Council and other school advisory councils, attendance at parent meetings and other school activities, participation in adult classes specifically designed for and by parents, parent-run Safety Valet Drop-Off Area, managing a school uniform donation center, reading to students, accompany classes on field/curricular trips, working in a classroom or library, duplication of classroom instructional materials, attendance at core subject (science, math, reading) family nights, painting murals and fund raising activities. Incentives would be provided to parents to encourage their attendance and volunteerism. Parents and community would be provided incentives such as awards and recognition at school assemblies/events.

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

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

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

4.   LEARNING AT HOME - Providing information and ideas to families about how to help students at

home with homework and other curriculum-related activities, decisions, and planning.

Parent Trainings
The Parent & Family Center staff will conduct monthly trainings to empower parents in the support of the academic achievement of their children. The trainings topics will include but not limited to:
– RtI2-What a Parent Needs To Know
– Family Story Time
– College Awareness/Preparation Program
– Positive Behavior Support At Home
– Math and Literacy Workshops
– Science and Technology Workshops
– How to Interpret Summative and Formative Data
– How to Identify a High Quality School
– Early Signs of At-Risk Behaviors in Youth
– Healthy Lifestyle for Families
– The Road to High School Graduation and College: Preparing for College Begins Now
– Implementing Common Core Assessments

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

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

Parent-Student-Teacher Classroom Compacts
Each classroom teacher will create compacts that bring students, parents and the teacher together in discussing how they can work together more effectively to improve students' skills. These compacts will be aligned to the provision of a personalized learning environment for each child. These compacts are above and beyond the compliance driven School-Parent Compact that SRES #10 will annually revise with the advisory committees and School Site Council. A School Handbook will be developed to provide information about the school vision, mission, goals, policies and procedures, schedules, etc. Each parent will receive a copy of the District's Parent Handbook which will delineate all District, State and Federal Educational Mandates.

Teachers Involving Parents in Schools (TIPS)
Interactive standards-based homework and rigorous daily instruction will increase students' concepts connected to home cultures and every day activities, e.g. shopping, cooking, yard work, cleaning, etc. SRES #10 will provide each student with Curricular Backpacks and TIPS strategies. Our Backpack and TIPS strategies will encompass all subject areas but always incorporate reading or writing activities.

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

Advisory Committees/School Site Council
SRES #10 staff will conduct all parent and stakeholder elections, per District identified timelines, to ensure the required six meetings per year of each committee/council. Following the election of members and officers, the school will conduct trainings for all committees and the SSC to ensure that parents serve as equal partners in the school governance process.

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

The English Learner Advisory Committee (ELAC) members will work in partnership with the school staff to advise and make recommendations on four (4) legally required topics, including:
- Advising the SSC on the development of the Single Plan for Student Achievement, especially those sections related to English learners
- Assisting in the development of the school's needs assessment.
- Assisting in the development of the school's language census (R-30).
- Assisting in the development of the school's efforts to make parents aware of the importance of regular school attendance.

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

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

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

Leverage Existing Expertise
SRES #10 school staff will work closely with the Parent Engagement Unit and community organizations to build site expertise and promote successful partnerships with non-profits and CBO's. These internal and external entities will help implement ongoing comprehensive training for the school's staff to support and empower parents.

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

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

Annual Events
- Welcome to SRES # 10 Picnic/Potluck (sponsored by donations from community partners)
- Healthy Harvest Festival: Literature and Character Costume Parade/Contest
- Community Recognition Awards (awarded to recognize outstanding community partners)
- Parent Volunteer Awards (end of the year activity to celebrate all school volunteers)
- Annual Hispanic Heritage breakfast
- Thanksgiving craft workshop and potluck
- Donuts for Dads/Million Father March
- Mother's Day craft workshop
- Women's History presentations
- Career Day
- Black History Month programs
- Cinco de Mayo program
- Monthly Attendance and Academic Achievement Awards for students and teachers
- Earth Day and Community beautification
- Saturday Community Health Resource Fair
- Dr. Martin Luther King's program
- Cesar Chavez student presentations
- Annual Performing Arts performances
- Bi-Annual Arts culminating performances/presentations
- Winter Holidays Program
- Saturday Multi-Cultural fair
- Saturday Scholastic Book Fair
- Earth Day and Community Health Fair

Staff and Stakeholder Support

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

Accountability

The school will measure progress toward the engagement of parents by meeting/exceeding the annual Superintendent's Performance Meter—Goal 4 that provides annual targets as follows:
  o Increase percentage of parents attending parent/teacher conferences as indicated by the School Experience Survey.
  o Increase parent participation and ratings on School Experience Surveys

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

c. Key Community Partnerships

Introduction

In order to realize the school's vision of providing a "safe environment fostering strong home and community partnerships that will support academic success for all students in the 21st Century" SRES # 10 will outreach to the broader community and engage local agencies and organization that can provide

services and resources to children and parents. The school will be proactive in establishing and gathering the support of community partners.

Potential Community Partnerships
The school is located at the intersection of Orchard Street and Vernon Street in South Los Angeles.   The school will explore partnerships with the local community resources in order to meet the school's vision and mission. In order to align the vision and mission with the existing resources the school is going to fund a nurse, school counselor and other support systems for the students. In order to extend beyond existing school and district recourses the school will partner with community, governmental and cultural business and other entities. The school's focus on the whole child requires services on the social, emotional and physical areas. Currently there is a pre-existing relationship between the sending schools and organizations such as Boys and Girls Club of America and the EXPO Center. LAUSD Facilities Community Outreach staff conducted numerous community meetings during the site selection process. SRES # 10 will continue these partnerships and will also seek additional partnership to meet the vision and mission of the school.

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

Middle and High Schools
SRES #10 will partner with Muir Middle School, Foshay Middle School, Manuel Arts High Schools and South Region High School 3 to provide the high school and middle school students' opportunities to volunteer and complete required community service hours for graduation.

Colleges/Universities
Colleges and university with whom SRES #10 will establish partnership and utilize their resources include, but is not limited to, Southwest College, University of California at Los Angeles, California Institute of the Arts, University of Southern California, Los Angeles Trade and Technical College, and Charles Drew University of Medicine and Science. SRES # 10 will enter into partnership with Pepperdine University in order to provide support to parents and children around the area of parental engagement. The University will fund this program that includes tutoring, parenting classes, emotional and social support for the entire family.

Pepperdine University Partnership
Family and Community Engagement Strategies (FACES)   FACES has 3 phases: 1) to gather data about the needs of parents and community around connection and communication with schools, teachers, and administrators; 2) to recruit parents and community members within district 7 as participants; and 3) to implement a series of 20 sessions for parents and community members around critical topics. Sessions will be held on selected Saturdays for 3 hour blocks based on optimal participation. Sessions are structured to help parents and community members develop effective communication and engagement skills with LAUSD teachers and schools in order to achieve successful educational outcomes for children in Local District 7.FACES will support GSEP graduate students from the divisions of education and psychology to assist in the implementation of the 20-session module and to develop professional skills through practicum placement at identified school sites in LAUSD Local District 7.

SRES # 10 will seek additional partnership with mental health professional in the community to provide support for the ***Whole Child***. Table 25 includes the list of potential partners, their roles, and timeline.

Table 25: Potential Partnerships

Organizations	Roles/Services	Personnel Responsible	Supporting Vision	Time Line
Bradley Milken Youth & Family Center	Counseling, Cultural and Recreational Activities, Financial & Tax Preparation, ESL Classes, Food Distribution & Disaster Preparation	Parent Resource Liaison Categorical Program Advisor	Social/Emotional	Year 1
Challengers Boys and Girls Club	Tutoring, Sports, Extended Daycare Services, Education and Career Development, Adventures in Science program,	Parent Resource Liaison Categorical Program Advisor	Physical	Year 1
Expo Center	Swimming lessons, cultural activities (art exhibits, concerts) Gang prevention, Youth orchestra (YOLA), computer training	Categorical Program Advisor Grade Level Chairs	Physical/Social/ Emotional Support	Year 2
Pepperdine University	Tutoring Parenting Classes	Parent Resource Cord.	Cognitive, Emotional	Year 3
Kendren Community Mental Health	Mental illness recovery, Problem Identification, Family Focus Models, Early Head Start Program, Healthy Outcome for Family Functions	Psychologist Bridge Coordinator	Emotional	Year 1

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

Community Forums
South Region Elementary School # 10 will organize community forums for parents. The community forums will bring together the parents of SRES #10, governmental agencies, elected representatives, organizations, businesses, etc. in a forum, which will allow for interaction between the school and the

community. Feeder school parents and other interested community persons will be invited to participate in the community forums.

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

Volunteering
Community groups, governmental agencies, individuals, cultural organizations, volunteer organizations, businesses, senior groups, and religious organizations will be sought to provide cultural, recreational, and extracurricular opportunities which will enrich the lives of the students at SRES #10. Partnership involvement will be based on the students needs for success. This will be done by reading to students, after school programs, tutoring, and volunteering in the classroom.

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

B-6 SCHOOL GOVERNANCE AND OVERSIGHT

a. SCHOOL TYPE

Not applicable

b. SCHOOL LEVEL COMMITTEES
School Level Committees
The governance councils include: Compensatory Education Advisory Council (CEAC), English Language Advisory Council (ELAC), School Site Council (SSC) and Local School Leadership Council (LSLC). Meetings will be scheduled and held for parents of Gifted and Talented Education (GATE) students and students with disabilities. The governance of SRES # 10 will adhere to Article XXVII – Shared Decision Making and School Based Management through the Local School Leadership Council (LSLC). The LSLC responsibilities shall be those prescribe by policy as well as working collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan. If any members of these councils decide they could not continue in the position the school will follow the procedure outlined in the school by-laws regarding replacement of members or officers.

Roles /Responsibilities
The school governance team has the responsibility of making decisions that will support the mission, vision and educational plan for SRES # 10. The School Site Council (SSC) is the school's decision-making council with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement (SPSA). The SSC will develop and approve school budgets and ensure that the expenditure of funds is aligned with the SPSA. This plan will be developed in consultation with all stakeholders with the review, certification and advice of any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted and Talented Education (GATE) Advisory Committee. The SSC will update and revise the SPSA annually. The SSC responsibilities shall be those prescribed by policy as well as working collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan. The major responsibilities for the SSC will include:

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

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

c. GOVERNING COUNCIL
Not applicable

B-7   School Leadership

a. Principal Selection
Roles and Responsibilities
The principal must be a transformational leader in order for the school's mission and vision, philosophy, core beliefs, and goals to be carried out. The principal's roles and responsibilities will be as follows:
- Implementation of the PSC plan
- Facilitates the formation of Professional Learning Communities
- Ensure that core instruction (Tier 1) is implemented effectively in all classrooms
- Ensure that the needs of students are being met through the effective implementation of Tier 2 and Tier 3 supports
- Establish and implement a School-Wide Positive Behavior Support Plan
- Facilitate systems for collaboration to take place
- Ensure that the academic progress of all students is being monitored closely by teachers and staff using MyData and CORE K-12 assessments
- Analyze data to drive and inform instruction
- Provide teachers with formative feedback in order to build capacity
- Supportive of the needs of all students
- Ensure that appropriate services are being provided to gifted, EL's and SEL's and special needs students
- Knowledge and experience with strategic school budgeting
- Follow Federal, State, District's policies and procedures

- Establish a school environment which is characterized with high expectations for all children
- Ensure that the school is reflective of a clean, safe, orderly and organized environment for the promotion of the whole, healthy child
- Ability to communicate clearly and effectively
- Understanding of and sensitivity to diversity in the school community
- Provides leadership to foster a welcoming environment in order to promote parent engagement

Principal Requirements
In order to ensure that the plans outlined in this proposal are carried out with fidelity, and to ensure the students of this school are led by a highly effective leader, the requirements for the principal of SRES #10 includes the following:
- Evidence of being a successful instructional leader
- Understanding of the requirements for addressing the cognitive, social, emotional and physical needs of the *Whole Child*.
- Evidence of being inclusive with all stakeholder (parents, teachers, classified staff, community members, and students)
- Collaborative style of leadership
- Commitment to fulfilling the schools vision, mission, philosophy and goals
- Commitment to the implementation of the PSC 3.0 plan written by LD7/UTLA for SRES # 10
- Commitment to the implementation of the school's professional development plan, the District's Response to Intervention (RtI^2) framework, and a standards based instructional program
- Evidence of in depth knowledge on the use of data to drive and inform instruction
- Express desire to be inclusive, collaborative and a team player
- Provide a portfolio of achievements
- Commit to support and implement on-going professional development
- Show evidence of continuous professional growth
- Depth and breathe of school leadership experiences

Principal Selection Process
Teachers, parents, community, Local District 7 Directors and Superintendent will be involved in the selection of the principal for SRES #10. A selection committee will be formed consisting of teachers and parents from the three sending schools and the Local District 7 Director of School Services. Board Rules, District administrative regulations, collective bargaining agreements and policies for the selection of a principal will be utilized. This requirement is in alignment with the school's vision, mission, goal and No Child Left Behind. SRES # 10 will follow the Principal Selection process outlined in the LAUSD/UTLA Local School Stabilization and Empowerment Initiative of 2011.

The interview process for the principal at SRES #10 will measure the depth and breathe of leadership experiences in the following dimensions:
- Communication: Effective oral and written communication
- Decision Making: Analysis, judgment and decisiveness, extra-organizational sensitivity
- Management Dimension: Planning and organizing, delegating and follow through
- Interpersonal Dimension: Development of staff members, leadership and influence, instructional leadership
- Personal Dimension: Demonstrate initiative and innovativeness

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

The position will be advertised within and outside LAUSD. The selection process will begin in February

2012 with the principal selected in March 2012. Upon selection, the new principal will begin recruitment of teachers and staff, following procedures as outlined in the LAUSD Bargaining Agreement.

b. Leadership Team

LIS Waiver # 11 Local Process/Methods for Selecting Teachers

A Staff Selection Committee will be established in order to select non-register carrying certificated support staff based on a locally created criteria. This waiver is needed in order to have the most qualified support personnel selected for the position. The Staff Selection Committee will include four teachers (three elected for that purpose, plus the ULTA Chapter Chair), the Principal or designated administrator; a classified employee selected by the school's classified staff and two parents selected by the parents on the School Site Council. The selection process will include a district-wide search, an application process, and interviews. The Staff Selection Committee will reach consensus in selection of staff.

Leadership Team:
A Staff Selection Committee will be established in order to select non-register carrying certificated support staff based on a locally created criteria. The Staff Selection Committee will include four teachers (three elected for that purpose, plus the ULTA Chapter Chair), the Principal or designated administrator; a classified employee selected by the school's classified staff and two parents selected by the parents on the School Site Council. The selection process will include a district-wide search, an application process, and interviews. The Staff Selection Committee will reach consensus in selection of staff.

The Leadership Team will be the guiding force behind the implementation of professional learning communities through which the mission and vision of the school will be carried out. The primary purpose of the leadership team will be to establish a collaborative process, which will facilitate effective implementation of the instructional program. SRES # 10's Leadership Team may consist of the following:

- Principal
- AP-EIS
- Bridge Coordinator
- Categorical Program Advisor
- Instructional Coach
- Problem Solving Data Coach
- Intervention Support Coordinator

The Leadership Team will hold each other accountable for meeting their specific duties and responsibilities through weekly collaborative team meetings. During these meetings the Leadership Team will share information regarding their areas of responsibility, review formative and summative data, review and discuss classroom observations, plan professional development and differentiated support for teachers, plan and modified short and long term goals to meet the mission and vision of the school.

The Leadership Team will meet with the teachers and staff to set goals, implement the curriculum set forth in this plan and assess the progress of students. The Leadership Team members will meet with the school's advisory council and review the school's mission, vision and progress toward the implementation of the plan. Another important role of the leadership team will be to establish systems throughout the school to ensure that parents feel welcomed, appreciated, well informed and valued.

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

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

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

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

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

Instructional Coach/Elementary: Coaching will be a critical component of the RtI^2 multi-tiered approach to teaching and learning. The role of the instructional coach will be to build teacher capacity and provide support to both teachers and administrators. Under the direction of the school site principal, the instructional coach will work collaboratively with all teachers to promote standards based literacy and numeracy across the content areas.

Problem Solving/Data Coordinator: This Problem Solving/Data Coordinator will work closely with Local District Leadership Team using a multi-tiered approach to high quality instruction and evidence-based intervention. The duties and responsibility will focus on the core components of RtI^2 that include evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff development and collaboration, and parent involvement. The coordinator will use the Districts' data based problem solving models and appropriate evidence based strategies to help teacher provide access to core instruction and intervention.

Intervention Support Coordinator: Implementation of RtI^2 will be based upon a program of high quality instruction and interventions. The intervention support coordinator will work under the direction of the school's site administrator to perform the following duties: use of data (multiple measure) to identify areas of strength and need for instruction and behavior; Implementation of multi-tiered instruction and intervention services and resources; delivery of professional development in RtI2 framework, problem-solving model; analyzes of data; differentiated instruction and strategies, and

progress monitoring; trainings and workshops for parents/guardians on the RtI[2] intervention models and how to support students at home; development and monitoring of student intervention plan utilizing the District's MyData and CORE K-12 assessment systems.

B-8 Staff Recruitment and Evaluation

a.   Staffing Model

LIS Waiver # 10: Local Process/Method for Determining Assignment of Grade Level

The Staff Selection Committee will develop a process for determining assignments to grade levels based on the ability to implement the school's vision mission and core beliefs as stated in the PSC plan. The process will include, submission of a preference form including relevant qualifications and experiences and assignment by the Staff Selection Committee. The matrix with the assignments will be posted at a designated time. This waiver is needed in order to have staff assigned to grade levels based on the needs of the whole child. The teachers' experiences required for addressing the needs of the whole child vary grade to grade. Therefore, the school needs to be able to establish a method by which teachers with the appropriate training and background are placed in specific grades. The Staff Selection Committee will establish an equitable method by which teachers are assigned to a grade. The Staff Selection Committee will include four teachers (three elected for that purpose, plus the ULTA Chapter Chair), the Principal or designated administrator; a classified employee selected by the school's classified staff and two parents selected by the parents on the School Site Council. Adjustments to this selection process will be reviewed and amended as needed.

Staffing Model
SRES # 10 will follow the staff selection process outlined in the LAUSD/UTLA Local School Stabilization and Empowerment Initiative of 2011.

The staff plan for the first year of the three year plan for SRES #10 is to build effective Small Learning Communities whereby all students will receive grade level standards based instruction in the core subject areas: language arts, mathematics, science, history-social science with leadership curriculum integrated into the core subjects. The Small Learning Communities will personalize the school and all the staff to focus on meeting the cognitive, social, emotional and physical needs of the Whole Child. Staffing for the next three years will include the following based on the budgeting needs of the school**:**

Table 26: Staffing Model

Position	Year of Implementation	Mission and Vision	Academic /Non-Academic
Principal	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
Assistant Principal –EIS	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
30-35 Norm generated teachers	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Pre-kindergarten teacher	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1-3 Special Education teacher(s)	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Categorical Program Advisor	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Bridge Coordinator	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Intervention Coordinator	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**

1 Instructional Coach	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Library Aide	2012-2013	Cognitive	**Academic**
8-12 Paraprofessionals/Teacher Assistants	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
3 class size reduction teachers	2012-2013	Cognitive, Social, Emotional, Physical	**Academic**
1 Psychologist	2012-2013	Cognitive, Social, Emotional	**Academic**
School Support Staff	2012-2013	Emotional, Physical	**Non-Academic**
1 Psychiatric Social Worker	2012-2013	Social and Emotional	**Academic**
1 School Nurse	2012-2013	Physical	**Non-Academic**
1 PSA Counselor	2012-2013	Social and Emotional	**Academic**
1 Elementary School Counselor	2013-2014	Social and Emotional	**Academic**
1 Campus Aide	2013-2014	Physical	**Non-Academic**
4-6 Noon Duty Supervisors	2012-2013	Social, Emotional, Physical	**Non-Academic**
1-2 Community Representative(s)	2012-2013	Social, Emotional, Physical	**Non-Academic**
Cafeteria Manager and staff	2012-2013	Physical	**Non-Academic**
Plant Manger and Team Cleaning Staff	2012-2013	Physical	**Non-Academic**
School Administrative Assistant and office technicians	2012-2013	Cognitive, Social, Emotional, Physical	**Non-Academic**

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

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

The school will follow the norm chart for LAUSD with a student teacher ratio of 24:1 for grades K-3 and 30:1 for grades 4th-5th. The school site council will attempt to identify categorical funds and hire class size reduction teachers in order to lower the student teacher ratio. The model of flexible grouping, team teaching and departmentalization will further ensure that small group instruction takes place.

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

In order to provide primary language support to students' bilingual paraprofessionals will be hired. To reduce the adult to student ratio additional paraprofessionals will be placed in classrooms. The principal and the Small Learning Community teams will determine classroom assignment and number of daily paraprofessional hours per classroom. Priority will be given to primary classrooms (K-1), classrooms with predominantly ELD Levels 1-3 and classrooms with struggling students. The staff that is selected to work with the children at SRES # 10 will have a strong background in working with students who are English Learners and students who are Standard English Learners. The staff needs to be fully committed to working together to insure the success of all students.

To meet the needs of student with special needs the school will purchase a Bridge Coordinator whose responsibility will be to support the instructional and compliance activities involved in working with

students with disabilities. The position will require the person to have successful classroom experience and knowledge of Special Education programs and policies. Professional development and training for the Bridge Coordinator will be provided by the LAUSD. The Assistant Principal-EIS and the Bridge Coordinator will be responsible for keeping parents informed, holding monthly meetings and writing and distributing a monthly newsletter to parents of children with identified learning disabilities.

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

b. Recruitment and Selection of Teachers

LIS Waiver # 9: A Requirement for "Mutual Consent"
As part of the Local School Empowerment Initiative, SRES # 10 is requesting full autonomy in the selection of its teachers for all site-based openings, as granted by Waiver 9. The staff will be selected based on the school's mission, vision and core beliefs. This request is being made with full understanding of the legal mandates stated in the District-UTLA agreement. We are requesting that SRES # 10 be granted the privilege to select 100 percent of its teachers and be free of District-mandated priority placements, or "must-place" teachers, including those from feeding schools (West Vernon Elementary School, Menlo Elementary School and 52nd Street Elementary School).

Teaching Staff
SRES # 10 will follow the Staff Selection process outlined in the LAUSD/UTLA Local School Stabilization and Empowerment Initiative of 2011. The Staff Selection Committee will develop a criterion of desired qualification for staff at the new school. The criteria could include the following: a review of successful past teaching practices, a teaching portfolio with evidence of standards based classrooms and lessons, successful interaction with parents as evident by the number of parents participating in parent conferences. The teaching candidates must also provide recommendations from some of the following: peers, teachers or supervisors. The teaching staff from the three sending schools will meet in the spring with Human Resource and Local District Directors to review the process of staff selection for the new school. The selection and recruitment of all staff (certificated and classified) will follow the LAUSD Bargaining Agreement, Board Rules and District policies. Interested teachers will be encouraged to submit their names to LAUSD's Human Resources placement office with the clear understanding of what will be required and expected of them. The school principal and members of the administrative team will also be expected to commit to the implementation of this school plan. Teachers not willing to commit to these waivers will not be considered for selection. The teachers will be asked to familiarize themselves with the vision, mission and core beliefs stated in the PSC plan. Another requirement of this plan, which will be emphasized with teachers, is the need to have a school culture characterized by the three big ideas of a professional learning community.

There are seven waivers being requested in this plan:
1. 7 hour on-site work day one day a week (see page 21)
2. 20 hours of volunteer time per year (see page 62)
3. Professional Standard of Dress
4. Add 2 Set Aside Rooms
5. 100% Staff Selection by the Personnel Team/Design Team (Article XI Section 16.0)
6. LIS Waiver # 10: Local process/method for determining assignment of teachers to grade level
7. LIS Waiver # 11: Local process/method for selecting teachers as grade level chairs, coordinators, instructional coaches and other out of classroom certificated staff.

All teachers at SRES # 10 will be considered Highly Qualified as defined by the Federal government and meet the certification to teach English Learners. In addition, the plan requires the following of each teacher:

- Ability to communicate
- Willingness to work as a team member
- Ability to collaborate
- Evidence of an understanding of the requirements for addressing the cognitive, social, emotional and physical needs of the Whole Child.
- Experience in the use of data analysis
- Commitment to follow the Standard of Professional Dress as developed by the staff
- Understanding the needs of a diverse student population and community
- A history of successful teaching practices
- Experience working with English Learners, students with special needs, Standard English Language Learners and students of poverty
- Willing to work with parents and the community to address the needs of the *Whole Child*

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

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

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

The teachers at SRES # 10 will adopt the professional culture of the school and be focused on the PLCs *three big ideas* in their instructional practice: A Focus on Learning, A Focus on Collaboration and a Focus on Results. The implementation of these 3 big ideas will result in improved teaching and learning and guide the work of the teachers of the school. This professional culture will assist the school with teacher retention and continuous growth.

District Reorganization Plan
Under the proposed LAUSD reorganization plan, direct oversight of SRES # 10 will by the responsibility of an Educational Service Center. Within the Educational Service Center, SRES #10 will be assigned to an Instructional Director. In Local District 7 there are 3 Elementary Complexes with 15 elementary schools assigned to each Complex. Under the previous organizational structure, the Principal Leader (Director) supervised the principals of each of the elementary schools assigned to their Complex. The Directors provided support in the areas of supervision of instruction, implementation of District policies

and programs, operations and budgetary processes. The Local District Superintendent and Directors have successfully opened three new elementary schools and a new high school under Public School Choice. They have been successful in ensuring that the staffs at the new schools implement the Public School Choice plan approved by the LAUSD Board of Education during the PSC 1.0, 1.5 and 2.0 rounds. SRES # 10 will be assigned to an Instructional Director and will receive instructional support. It will be responsibility of the Educational Service Center to fully commit and implement this PSC plan at SRES #10.

c. Performance Review

SRES #10 will be one, which promotes continuous growth and development for experienced and new teachers, frequent reciprocal and interdependent interaction among all staff, provides mentors/peer coaches for new teachers, and develops shared responsibility among teachers for the school and students. This professional culture of collaboration will foster an atmosphere where teachers can critique and review the implementation of lessons planned and taught. Peer support will be provided to teachers from peers, coaches, coordinators and subject matter teachers. Additionally, the professional culture for teachers and other certificated staff is defined through the *California Standards for the Teaching Profession.* The six standards are:

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

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

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

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

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

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

In alignment with the school's vision and mission the teacher evaluation process will use qualitative and quantitative data to measure teacher effectiveness, provide differentiated support and influence the professional development activities of the school. Multiple measures will be used in the evaluation process of teachers: observations of practices by administrators and lead teachers, student and parent survey, contribution to the school community and Academic Growth Over Time (AGT). SRES #10 will implement this evaluation process according to the LAUSD/UTLA collective bargaining agreement.

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

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

Based on the School Leadership Framework the principal will establish goals and objectives aligned to the mission and vision of the school at the beginning of the school year. The assigned Director of Schools and the principal will engage in a reflective process to assess and evaluate the level of leadership competency based on the six standards.

SRES #10 will implement this evaluation process according to the LAUSD/AALA collective bargaining agreement**.**

B-9 Sharing a Campus:
Not applicable

C. Internal Management

C-1 Waivers

Waiver # 15 Additional Waivers

The following waivers are being requested for this PSC 3.0 plan.
1. 7 hour on-site work day one day a week (see page 21 in plan)
2. 20 hours of volunteer time per year (see page 55 in plan)
3. Professional Standard of Dress (p. 76 in plan)
4. Add 2 Set Aside Rooms
5. 100% Staff Selection by the Personnel Team/Design Team (Article XI Section 16.0)
6. LIS Waiver # 10: Local process/method for determining assignment of teachers to grade level
7. LIS Waiver # 11: Local process/method for selecting teachers as grade level chairs, coordinators, instructional coaches and other out of classroom certificated staff.

C-2 Budget Development

Waiver # 8: General Fund Budget Control

SRES # 10 will request through Waiver #8 the opportunity to use Per Pupil Budgeting. The school's Per Pupil Funds will allow the school's stakeholders the ability to make decisions based on this PSC plan. The mission, vision, instructional program and goals of the school will determine the budget priorities. The following are examples of unranked budget priorities: salary funding, instructional materials account, class size reduction teachers, day to day substitutes, instructional coaches, paraprofessionals, noon duty aides, technology coordinator, clerical support, and custodians.

SRES # 10 will operate under one of the District's Four Strategic Initiatives - Budgeting for Student Achievement (BSA)/per pupil budgeting. Using funding received on a per-pupil basis the school will develop a school budget which aligns centrally determined resources for specific programs, unrestricted funding for the academic goals and strategies established in this plan and categorical funds.

General Funds: Per Pupil Funds
The BSA model includes the following four key elements: Transparency, Flexibility, Accountability and Support and Equity. SRES # 10 will implement these four elements in the following manner:

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

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

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

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

Categorical Programs

The school will be provided categorical funds based on the number of students who qualify for free or reduced meal program. The school will receive some of the following categorical funds: Federal Title I funds, State Economic Impact Aid-Limited English Proficient (EIA-LEP), Federal Title III, and Economic Impact Aid-State Compensatory Economic funds (EIA-SCE). These funds will be used to provide additional resources for the students of the school. These funds will enrich and supplement the core instructional program provided to all students. The categorical funds will not supplant the school's general per pupil funding. These funds will be spent based on the overall School's Single Plan for Student Achievement (SPSA), which will be written by the school's stakeholders. The SPSA will be aligned to the vision, mission, and core beliefs of the school. Per federal and district guidelines, and before categorical funds are spent, the parents and staff of the school must select the members who will form the School Site Council (SSC). The parents and teachers must hold separate elections to identify their representatives on the council. The principal of SRES#10 will schedule a parent orientation meeting during the first two weeks of school and two weeks later, the school will conduct parent election for advisory and school site council. As the parents are selecting their representatives the teachers and staff will also elect their representatives on SSC. After the parents and staff on the School Site Council have been selected, the school will conduct the elections for officers of School Site Council. Once the School Site Council officers are selected Single Plan for Student Achievement will be written based on the school's mission, vision, core beliefs and the academic, social, emotional, and physical needs of all students.

The school will make every effort to partner with various foundations and organizations as well as aggressively pursue grants for funding of school programs and activities. All funds (District, State and Federal) allocated to the school will be expended in accordance with District, State and Federal budgetary guidelines, regulations, and policies. The appropriate school governance council will provide the approvals on budgetary matters. The budgets will be developed with recommendations from the appropriate parent committees (CEAC and ELAC). Their written recommendations will be brought to the School Site Council (SSC) for review and approval. South Region Elementary School # 10 (SRES # 10) will use the District's BTS system to pay the certificated and classified staff.

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

Table 27: Staffing Budget

Position	Budget Priority
Principal	Year 1
Assistant Principal -EIS	Year 1
30-35 Norm generated teachers	Year 1
1 Pre-kindergarten teacher	Year 1
1-3 Special Education teacher(s)	Year 1
1 Categorical Program Advisor	Year 1 Categorical Funds
1 Bridge Coordinator	Year 1
1 Intervention Coordinator	Year 1 Categorical Funds
1 Instructional Coach	Year 1 Per Pupil Funds
1 Library Aide	2012-2013
8-12 Paraprofessionals/Teacher Assistants	2012-2013 (depending on budget)
3 class size reduction teachers	2013-2014(depending on budget)

1 Psychologist	Year 2	Categorical Funds
1 School Nurse	Year 1	Categorical Funds
1 PSA Counselor	Year 2	Categorical Funds
1 Elementary School Counselor	Year 3	Categorical Funds
3-5 Instructional Specialist	Year 4	Per Pupil Categorical Funds
1 Campus Aide	Year 1	Categorical Funds
4-6 Noon Duty Supervisors	Year 1	Per Pupil Funds
1-2 Community Representative	Year 1	Categorical Funds
Cafeteria Manager and staff	Year 1	Categorical Funds
Plant Manger and Team Cleaning Staff	Year 1	Categorical Funds
SAA and office technicians	Year 1	Categorical Funds

D. Operational Management

D-1 Portfolio Development

    a. Portfolio Growth
        Not applicable

    b. Operations
        Not applicable

    c. Portfolio Evaluation
        Not Applicable

D-2 Organizational Responsibilities and Goals

    a. Core Functions
        Not applicable

    b. Leadership
        Not applicable

E. APPENDIX

Attachment 4: Commitment to the South Region Elementary School # 10 Plan

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

By my signature below, I acknowledge the following:

- I have received and read the approved professional development and instructional plan for South Region Elementary School # 10.

- I understand and commit to support the expectations, goals and vision embedded in the approved South Region Elementary School # 10 plan.

- I understand and acknowledge that my commitment to this plan and the performance of duties required by the plan are a condition for my continued assignment at South Region Elementary School # 10.

_____

Teacher Signature   Date

Attachment 5: Daily Schedule

Sample Daily Schedule

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

Intervention Blocks (RTI²) will be determined and scheduled by each PLC dependent on the time the grade level paraprofessionals are assigned.

After School:

Monday-Fridays:

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

After school: Beyond the Bell After-School Programs

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

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

SRES # 10 will follow the Los Angles Unified School District' policies on retention and graduation.

SRES # 10 is seeking a waiver as part of the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011.

LIS Waiver #12: School's Student Discipline Guidelines

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

Attachment 7: Job Description for Principal
South Region Elementary School #10 (SRES #10)
School Opening in August 2012

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

B. Responsible to
Local District Superintendent or designee

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

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

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

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

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

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

Desirable

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

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

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

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

Health

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

Credentials

One of the following California credentials must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:
1. Service Credential with a specialization in administrative services authorizing service as a principal of an elementary school
2. Elementary School Administration Credential
3. Standard or General Administration Credential
4. Standard Supervision Credential authorizing service as a principal of an elementary school

NOTE: This is a Master Salary Table class