PUBLIC EDUCATORS OF SOUTH GATE

Prepared for: LAUSD South Region Elementary # 9

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1. Mission and Vision

Vision

We will provide rigorous instruction in a technologically enriched environment where students will meet or exceed all academic standards while learning to read, write, and communicate effectively in multiple languages and become effective leaders.

Mission

Through collaboration and cooperation involving all school community partners, we will foster a culture in which students will develop as leaders in a 21st century global society. We are committed to providing a quality education where students will demonstrate positive cross-cultural attitudes and behaviors while reaching their full academic potential.

Core Beliefs

One of our core beliefs is that we must educate the "whole-child," socially, emotionally, intellectually, and physically. Students will be immersed in a positive learning environment where we foster mutual respect and academic risks are encouraged. Students will be taught to embrace an appreciation for self-discovery and diversity in a global society.

Secondly, we believe our entire school community plays a key role in creating a climate for educating the "whole-child." Every member will be involved in addressing school and community concerns. We will foster a strong parent and school communication process in which parents are informed of school issues and are encouraged to voice their concerns. Parents will be partners in their child's education through ongoing training in strategies to assist their children.

We believe that, because students come to us with a wide range of life experiences and abilities, it is our responsibility as a school community to discover students' strengths and optimize their learning. We will make data-driven decisions based on multiple, ongoing assessments to reach National Academic Standards. Teachers will participate in continuous professional development to implement research-based practices. An emphasis will be placed on differentiated instruction to accommodate a variety of student learning modalities.

We plan to apply a multi-tiered approach to intervention (RTI^2) in which teacher teams will work in Professional Learning Communities (PLCs) in an effort to continuously monitor, plan, and implement a rigorous educational program which will be aligned with the students' individual needs.

2. School Data Analysis

South East Region ES # 9 is a new school therefore the Annual Accountability Report and the Annual School Report Card is unavailable. Data which was used for analysis of the school's strengths and opportunities for improvement have been taken from the following five elementary feeder schools: Independence ES, Independence Math, Science and Technology Magnet, Liberty ES, Stanford ES, and Stanford Primary Center. All five feeder schools, share similar demographics and socioeconomic populations. South Region ES # 9 will be composed of approximately 99% Hispanic/Latino students with the majority being of Mexican-American descent. Approximately 50% of the students are English Language Learners while 97% of the student population is socioeconomically disadvantaged, therefore qualifying the school for 100% participation in the Federal School Lunch Program. 6.5% percent of the student population qualifies for special education services and 2% of the feeder school students are identified as Gifted and Talented.

A review of the feeder schools' 2011 CST results reveals that all the feeder school student sub groups achieved the 2011 AYP Alternative Method Safe Harbor status in math. This positive trend encourages us to pursue a partnership with Pepperdine University and the University of Southern California's Schools of Education to not only maintain high levels of math achievement, but also plan more rigorous lessons for all students. In addition, English Learners at most of the feeder schools have also met the 2011 AYP Alternative Method Safe Harbor status in Language Arts. We will continue to use the strategies that have been successful for the EL Learners and apply them to other student subgroups in order to improve academic achievement in language arts. The results of the feeder school report cards also indicates that 93% of surveyed parents find the school grounds to be safe for their children and 95% feel welcome to participate at the schools. These positive experiences in the community lead us to believe that we will have high level of parent involvement and thus be able to build the leadership capacity of community members.

The data shows that in order to meet the academic needs of all our students, increase academic performance at a school wide level, and meet the No Child Left Behind proficient/advantage targets, we need to focus on improving the academic achievement of our Standard English Learners, our Hispanic students, and our socioeconomically disadvantaged students. We are prepared to build an environment where the staff is committed to "data driven" accountability. We understand that establishing strong Professional Learning Communities within and across grade levels is key in monitoring the academic growth of our students, providing a guaranteed and viable curriculum, and developing and providing appropriate intervention programs. This system of increased teacher collaboration is an essential element of comprehensive school reform. Professional Learning Communities will allow us to promote and develop strong student centered instructional programs which monitor student progress, provide skill based common formative assessments, and target the skills and essential common core standards that must be addressed in order to increase student achievement.

The analysis of the data also revealed several opportunities for improvement for the future students of SR ES #9. Emphasis needs to be placed on improving the academic achievement of our Standard English Learners. Overall the feeder schools have struggled to meet the AYP goals

in English Language Arts. Therefore, our top priority will be to provide strong English Language Development support for our Standard English Learners. This can be accomplished by incorporating California's Treasures Universal Access component, the oral language development and retelling strategies, and differentiated resources, as well as strategies that have been successful for our EL Learners.

The data also reveals a drop in the percentage of proficient and advanced third and fifth grade students. This is a district wide problem that we will address by implementing a school wide culture of teacher collaboration through the use of grade level Professional Learning Communities. PLCs allow teachers to collaborate in order to plan for effective first instruction, plan and implement needed intervention programs for monitoring student progress, build capacity as professional learners and leaders, and encourage teacher accountability. In addition, priority for after school intervention programs will be given to third and fifth grade students.

A final priority will be to develop the students' knowledge, appreciation of diversity, and multiculturalism in order to prepare them as leaders for a 21st century global society.

Feeder Schools' Student Population Data*

(Information based on 09-10 School Report card)

	Independence Elementary/Independence Magnet	Liberty Elementary	Stanford Ave Elementary	Stanford Primary Center
School-wide	773	714	895	182
Black or African American	0	0	0	0
American Indian or Alaskan	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	773 (100%)	713 (99%)	895 (100%)	182 (100%)
Native Hawaiian or Pacific I.	0	0	0	0
White	0	1	0	0
Socioeconomically Disadvantaged	773 (100%)	714 (100%)	841 (94%)	182 (100%)
English Proficient	326 (42%)	243 (34%)	323 (36%)	55 (30%)
English Learner	324 (42%)	307 (43%)	402 (45%)	127 (70%)
Reclassified as Proficient	123 (16%)	164 (23%)	170 (19%)	0
Students with Disabilities	77 (10%)	50 (7%)	53 (6%)	5 (3%)
Gifted and Talented	30 (4%)	28 (4%)	9 (1%)	0

School Data Analysis

		2nd	Percent Change		3rd	Percent Change		4th	Percent Change		5th	Percent Change	Magnet School	Percent Change
Independence Elem. School	AYP-ELA	48%	↑ 8	AYP-ELA	28%	↓7	AYP-ELA	58%	↑ 3	AYP-ELA	57%	↑↑23		
	AYP Math	58%	↑ 10	AYP Math	65%	↑ 10	AYP Math	58%	↓3	AYP Math	79%	↑↑31		
										AYP Science	56%	↑↑29.3		
Independence Magnet School	AYP-ELA	**%**		AYP-ELA	**%**		AYP-ELA	**%**		AYP-ELA	**%**		77%	↑ 6
	AYP Math	**%**		AYP Math	**%**		AYP Math	**%**		AYP Math	**%**		88%	↑ 13
										AYP Science				
Liberty Elem. School	AYP-ELA	41%	↓3	AYP-ELA	40%	↑↑14	AYP-ELA	52%	↑ 6	AYP-ELA	36%	↓5		
	AYP Math	55%	↓5	AYP Math	69%	↑↑18	AYP Math	72%	↑ 8	AYP Math	44%	↓4		
										AYP Science	29.1	0.0		
Stanford Elementary	AYP-ELA	59%	↑ 7	AYP-ELA	38%	↑ 2	AYP-ELA	54%	↑↑13	AYP-ELA	34%	↓6		
	AYP Math	58%	↑ 4	AYP Math	71%	↑ 3	AYP Math	57%	↑↑12	AYP Math	41%	↓1		
										AYP Science	30.4%	↓0.5		
Stanford PC	AYP-ELA	**%**		AYP-ELA	**%**		AYP-ELA	**%**		AYP-ELA	**%**			
	AYP Math	**%**		AYP Math	**%**		AYP Math	**%**		AYP Math	**%**			

3. Applicant Team Analysis

Public Educators of South Gate members have a strong commitment to the success of public education and are well prepared to successfully manage all operations of South Region ES # 9. Our team is well positioned to do this work. We have a wide range of experienced individuals. All team members have taught in this community between 7 and 27 years. Three of our members were raised in South Gate and continue to live and work there. The team's experiences and accomplishments are listed below:

- Administrative credentials in education
- Masters in Education
- National Board Certification
- Family Leader for AmeriCorps TEAMS program
- BCLAD or CLAD certification
- District support providers
- Experience mainstreaming Special Education students into General Ed.
- District Mentor teacher
- Master teachers
- UTLA chapter chairs
- Grade level chairs
- Instructional Learning Team members
- RTI2 design team members
- School Site Councils members
- Local school leadership members
- District 6, Model Unit of Study Teacher Trainer
- Trained in LAUSD's Language Arts Handbook Institute
- CSUDH, History and Social Science Project Fellow/Teacher/ Coach members
- District Intern Program Instructors
- Administrative designees
- Gifted Coordinator
- Lead science teachers
- Title 1 Coordinator
- Solution Team Workshops
- Designed and lead parent workshops in math, language arts, and technology

Aside from the above, team members have attended many district institutes in literacy, math, and science, including Treasures, Governor's Institutes in Literacy and Math, Envision, Math Their Way, Curriculum Mapping, FOSS, and SPARK. Most members are successful grant writers that have contributed to the success of student achievement at their school sites, such as British Petroleum's A+ for Energy, Pepperdine University's school beautification grant, and the Riordan Literacy Grant. All members have been active participants of PLCs that work collaboratively to raise student achievement and refine teaching practices.

In the course of obtaining an Administrative Credential through the Urban School Leadership program at CSUDH, PESG members participated in a variety of successful projects that focused on improving student behavior and academics. Members led staff and community organizations

to develop and implement researched-based learning strategies, which increased student performance in multiple areas.

One project focused on increasing student success for strategic and intensive students in Language Arts for the Kindergarten grade level. This team member led her school staff to first develop a common formative assessment, which was used to identify the students needing the target school focus. Based on pre assessments the areas of need were letter and high frequency word recognition. She led the staff to group the students and develop the curriculum need for each target group. A post assessment was also developed and the data showed an increase in student achievement in both target groups.

A second project focused on increasing student achievement in third grade. The team members used the Professional Learning Community Structure to guide their grade level to analyze student work, identify essential standards, develop Specific, Measurable, Attainable, Reliable and Timely (SMART) goals, and develop common formative assessments (CFAs).

The team members led the grade level to collaboratively plan and execute lessons and met regularly to analyze data to determine the success of their lessons. The data showed that student achievement grew from 27% at grade level and above to 35% in Language Arts. In mathematics the growth was from 60% at grade level and above to 66%.

Another team member also worked on increasing kindergarten student achievement in the area of High Frequency words. She led her grade level to work collaboratively, develop CFA's and parent workshops. Using the data from the CFA's the grade level developed lessons to focus on this area. Parent workshops were developed for three-week cycles and offered to the parents of low performing students. The data shows, that as a result of this project, there was an increase in student learning and parents became more involved in helping with their children's learning.

Two of our team members focused on improving student behavior and training others on how to use the Second Step Program effectively to reduce behavioral problems and disciplinary referrals. They modeled, role-played, had discussions, answered questions, led activities, and had workshops. They helped the Woodcraft Rangers staff implement the program on their own and the results were strong. Referrals at all grade levels (1-5) dropped steadily as the program was implemented and continued to progress. At the end, other schools showed strong interest in receiving training and using the Second Step Program at their own school site.

In addition one team focused on preparing parents of 1st grade students to become partners in their child's education. They facilitated a series of parent workshops that enabled parents to effectively work with their child at home using some of the skills and strategies teachers were using in the classroom. This team made significant gains in reading fluency and comprehension.

Public Educators of South Gate members have a strong connection to the community. We are dedicated and committed to this community and the success of our students. Our team has developed strong ties with the families in South Gate. Having worked and lived in the city of South Gate, we have been involved in community activities such as:

- Say No to Drugs Program with the South Gate Police Department
- Family Day at the Park with the City of South Gate
- Community support and beautification days with Padres Unidos, a non-profit organization of the South Gate community.
- Student enrichment programs with Woodcraft Rangers at various campuses
- Water Wonderings with Los Angeles County
- International City Racing with Long Beach International City Bank (ICB)
- Teacher Memorial Scholarship with the City of Los Angeles

Public Educators of South Gate knows that buy-in, collaboration, and clear expectations are key components in building a successful school environment. Some members of Public Educators of South Gate have experienced the process of starting up a new school. Therefore, we understand it is critical that the entire school community feel they are an important part of the school team. Collaboration will be expected of all team members before the start of the year and throughout the school year in PLCs and across grade levels (per UTLA contract, Article IX). Team building activities will be scheduled in the weeks before the school year begins and will continue throughout the school year with the entire school staff. Clear expectations and lines of communication must also be established before the school year begins. All members of the school community must understand their role and what their responsibility to developing the "whole child" will be.

4. Informational Summary

MISSION AND VISION OF OUR SCHOOL

The South Region ES # 9 school community will build a safe, positive, respectful, and supportive culture that fosters student, parent, and teacher responsibility for learning and results in shared ownership, pride, and high expectations for all.

We believe that everyone has the right, responsibility, and capability to lead. Therefore, within our school community we will provide ample opportunities for students, parents and teachers to develop and practice leadership skills.

Students will be provided with a technology rich environment where they will meet or exceed all academic standards, become proficient in multiple languages, and learn to become effective leaders.

Upon matriculation from our school, students will be competent in the use of the latest educational technology, demonstrate positive cross-cultural attitudes, be experienced in working in collaborative groups, and be ready to participate in a 21st century global society.

DESIGNING DATA DRIVEN & STUDENT CENTERED INSTRUCTIONAL PROGRAMS

Upon reviewing student-level and school-level data, what are some of the key findings about the students' needs that your team has identified to help build a strong student-centered instructional program?

Data shows that we need to focus on improving the academic achievement of our English Language Learners, our Hispanic students, and our socioeconomically disadvantage students. We are prepared to build an environment were the staff is committed to "data driven" accountability. Establishing strong Professional Learning Communities within and across grade levels is key in monitoring the academic growth of our students and developing and providing appropriate intervention programs. Professional Learning Communities will allow us to develop strong student centered instructional programs, monitor student progress, and create assessments which target the skills and standards that must be addressed in order to increase student achievement.

How are you using student data to assist in the designing of student services and interventions that prepare all students to graduate college-prepared and career-ready?

In order to have students graduate high school and be college ready we will use student data to identify students at risk. Teams of teachers will meet to design specific interventions that address their needs. The team will monitor student progress in order to ensure the effectiveness of these intervention programs. All students will leave South Region ES # 9 having received instruction in developing successful study skills, work habits, and personal organizational skills that will allow them to succeed in the middle and high school environments.

INSTRUCTIONAL PROGRAM

How will your school address the academic needs of all students, including students with disabilities, socio-econ disadvantaged students, students with special needs, gifted students, English Learners (EL) and Standard English Learners (SEL)?

The key to addressing the needs of all students is to have a clear picture of each student's strengths and weaknesses, and to adjust instruction based on each one's needs.
Teachers at South Region Elementary School # 9 will be able to do this, because they will be given time to meet in teams to review at our lessons and make adjustments for individual needs, We will examine students' work and test results, and decide if our plans have met the goals we established for student learning. If not, the teams will decide how to adapt our instruction in order to improve student achievement.

English Learners, or Standard English Learners will be given daily opportunities that provide whole group and small group instruction with strategies that allow access to all language proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced). Our special education teachers will co-plan and teach lessons with the general education teachers, so that our special needs students can participate in the general education classroom but still receive the support they need to participate in the class and learn.

Our gifted students, and those ready to learn at a faster rate or at a more complex level, will be grouped together for specific class periods. Their teacher will modify their lessons to challenge student to reach higher levels of academic achievement.

Professional learning communities will have flexibility to change student groupings throughout the school day in order to better meet students' learning needs.

Students who need extra help for either academic or behavioral needs will have the support of the Student Success Team, which will offer advice to parents and teachers on other strategies they can try with the student. The Language Acquisition Team will determine if there are any language issues interfering with the student's achievement, will discuss how to overcome these issues, and develop a plan of action. The Welligent System will be utilized to ensure that students with Individual Education Plans are receiving the services they are entitled.

SCHOOL CULTURE

Describe the school culture that you envision for your school.

The South Region ES # 9 school community will build a safe, positive, respectful, and supportive culture that fosters student, parent, and teacher responsibility for learning and results in shared ownership, pride, and high expectations for all. We will educate the "whole-child," socially, emotionally, intellectually, and physically. Students will be immersed in a positive learning environment, where we foster mutual respect, and academic risks are encouraged. Students will be taught to embrace an appreciation for self-discovery and become leaders in a

diverse global society.

We will foster a strong parent and school communication process in which parents are informed of school issues and are encouraged to voice their concerns. We will promote an increase in student academic achievement by training, educating, and supporting parents as partners in their children's education.

We believe that everyone has the right, responsibility, and capability to lead in a 21st century society. We will focus on leadership, multilingualism, and technology. Therefore, within our school community we will provide ample opportunities for students, parents and teachers to develop and grow in these essential areas.

Day in the Life of a Student at South Region ES # 9

It is Monday and Laura, a third grader, eagerly arrives at school ready for a fun-filled day of active, engaging learning. After being greeted by name by the principal, Laura heads over to socialize with her friends over a nutritious breakfast. Laura then walks over to her 3rd grade home classroom with her teacher and classmates. During the morning announcement, Laura listens and reflects on the thought of the day given by the principal. The principal reminds students of the student leadership council meeting, which is taking place after school. She is excited about attending the meeting and making the announcement that her class has chosen the country of "Japan" for their class name.

Laura, a native Spanish speaker, and her classmate David, a native English speaker, head off to their Dual Language class. Yesterday, they were in their English classroom and today they are in their Spanish classroom. In both classes, Laura is working on the Treasures / Tesoros Unit "Neighborhoods and Communities." Laura is excited to continue her work with David on their multimedia slideshow using PowerPoint. They are editing the video recording of their neighborhood, putting the final touches on their project for the upcoming technology fair.

After recess Laura and David have their individual learning needs met during math. Laura is an advanced math student and therefore goes to an enrichment teacher. Some of her classmates receive small group support from the resource specialist teacher during this time.

After lunch Laura goes to her mixing class. On Friday, she finished her Science Unit with Mrs. Beekerman and today she starts her new Health Unit with Mr. Salud. Laura is enthusiastic about collaborating with her classmates from other classes during this time. Some of the other units she will have during the year are art, music, physical education, and social studies. When Laura's mixing time is over she walks back to her home classroom to wrap up the day.

Prior to dismissal, Laura's teacher facilitates a self-reflection time with the students. Students discuss their successes, trials, and tribulations with each other. Throughout this reflection time, students set new short-term goals and track progress of their long-term goals in their school planner.

The dismissal bell rings and Laura rushes over to the school leadership meeting. Laura loves the

idea that every class has a representative and is there to share information on the country that will be their classroom's focus this year. They meet United Nations-style to discuss both school and global issues. After the meeting, Laura walks to her designated pick up area where she meets her mom who has just left the parent workshop on computer skills. They walk home together sharing their exciting day at South Region ES # 9.

How will extracurricular activities at the school support the school mission and vision?

Extracurricular activities available at our school will support our mission and vision by providing additional opportunities in the fields of technology, culture, and leadership. The computer lab and computer classes will be available after school for the general use of students, parents, and community members.

By working with the Woodcraft Rangers afterschool program, a teacher liaison (subsidized by the Woodcraft Rangers program) will enrich our students' learning by providing them with the opportunity to participate in science clubs, technology clubs and Radio Play (student written plays that are broadcasted on the internet.) The technology club will create and maintain school newspapers, videos, and our school website. Teachers will be encouraged to volunteer as mentors for these extracurricular activities.

Together, our school and community members will host literacy nights, science nights, multicultural festivals, and winter festivals through adjunct duties/committees. Junior High and High school students will partner with South Region ES # 9 in a tutoring program to enhance student achievement. Upper grade students will have the opportunity to tutor lower grade students.

The entire school will participate in a leadership model that will promote the democratic system where each student has a voice and all students have the opportunity to practice leadership skills. The school's leadership model will mirror that of the United Nations. Each classroom will have two representatives to bring that classroom's needs and concerns to the larger council. Kindergarten through second grade representatives will have a parent mentor to assist them in this process. This student council will meet at least once a month to address school needs, student concerns, and to develop ways to help the local and global community. Each grade level will be assigned a continent and each classroom will adopt a country within that continent.

Discuss the strategies that you will use to meaningfully engage parents and guardians in the academic achievement of their children.

South Region ES # 9 will be a school that recognizes, supports, and values family input and the entire South Gate community. Family engagement is a critical component in creating an empowering culture within our school. The three areas that we will focus on to involve our parents and community is: 1) multiple means of communication between school and home; 2) involving families in school decisions; and 3) collaborating with community partners and organizations. Multiple means of communication will be established through email, connect ED, parent newsletters, monthly parent workshops, parent conferences, annual school orientations,

and parent surveys. We will maximize parent involvement in decision-making by establishing flexible meeting dates, times and providing childcare. We will take full advantage of our community partners and organizations in a variety of ways. Business and community leaders will be involved in leadership committees. Current and upcoming community events will be posted on a Community Bulletin Board. Referrals to outreach services will be provided for families and community members in need. In addition, we will collaborate with institutions of higher education for college prep workshops.

STAFFING

The recruitment and selection process for our staff will be very comprehensive and rigorous because we recognize that all staff members are instrumental to our school's academic success. Recruiting of faculty will take place within LAUSD. Candidates that are committed and experienced with our community will be given priority in the interview process. Future openings will be posted on the LAUSD website.

A hiring committee comprised of parents, teachers, and administrators will interview and recommend highly qualified staff that is committed to providing a challenging standards-based curriculum in a safe and supportive environment. Interviews will be held by the committee to determine which potential hires share our school's mission and vision.

We will hire a dynamic and effective principal who has expertise in: dual language instruction, the latest academic theories, utilizing technology, running effective schools, developing leadership skills, creating a strong sense of community, and interpreting data to drive instruction. Our principal will know our students' and community's needs and therefore effectively provide support that improves classroom instruction and increases student learning.

Public Educators of South Gate will recruit creative and innovative teachers who will work together to best meet the needs of our students. Our teachers will utilize the latest technology and incorporate the best dual language practices in their teaching. Our staff will also address the various needs of English language learners and students with disabilities.

Every staff member will embrace and support the mission and vision of our school and believe in the importance of putting students first, working collaboratively, utilizing innovative problem solving skills, and developing the whole child.

As a result of having a highly qualified, dedicated staff, an exciting and rigorous curriculum and a strong supportive community, our culminating students will be bi-literate, have positive cultural perspectives, and be prepared to solve real world problems.

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

a. Instructional Program:

Public Educators of South Gate firmly believe that all students can meet or exceed all state standards and have the potential to develop into responsible leaders. In order to reach this potential we will offer each student a standards based, balanced curriculum which will include not just the tested core subjects of mathematics and language arts, but also those that help develop our students into well-rounded citizens ready to participate in a 21st century global society. To this end we will also provide instruction in the arts (dance, music, theater, and visual), information and technology, science, social studies, health, and physical education.

We embrace thematic teaching, not just as a means to achieve instructional time to cover all these subjects, but because research has shown several ways that thematic teaching increases academic achievement, such as the following:

- Themes are a way of understanding new concepts. They provide mental organizing schemes for students to approach new ideas (Caine and Caine, 1997: Kovalik, 1994)

- Educational programs should challenge students to link, connect, and integrate ideas and to learn in authentic contexts, taking into account their perception of real-world problems (Bransford, Brown, and Cocking, 1999; diSessa 2000, Linn and Hsi, 2000.)

- Students learn through different modes, styles, and multiple intelligences. Teachers should access and integrate these modes for increasing opportunities for students to access and retain new knowledge (Gardner, 1993)(from www.netc.org)

Thematic teaching will help our students to integrate ideas, learn in authentic contexts, and strengthen their ability to use multiple intelligences to acquire new knowledge and reinforce previously gained knowledge.

In order for our teachers to teach thematically, we will establish professional learning communities (PLCs) within and across grade levels. These PLCs will enable our teachers to discover the inter-disciplinary connections that will allow them to use research-based strategies that will maximize the enhancement of student achievement. These are some of the strategies that Marzano listed in Classroom Instruction that Works:

- Identifying similarities and differences
- Summarizing and note taking
- Nonlinguistic representation
- Learning cooperatively
- Generating and testing hypotheses

- Utilizing cues, questions, and advance organizers

During professional development time, PLCs will identify cross-curricular connections within the common core state standards, incorporate Marzano's strategies, and develop ways to differentiate instruction so that all students have access to our balanced curriculum. Our PLCs will use curriculum mapping to develop pacing plans to optimize opportunities for student learning. We will develop SMART goals (Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound). We will use Common Formative Assessments (CFAs) to monitor and assess our students' academic achievement and teacher effectiveness. SMART goals and CFAs will determine what professional development our staff needs to improve our students' achievement.

We realize that, while all students can learn and achieve, they do not do so in a lock-step, one-size-fits-all manner. Teachers must therefore find ways to differentiate content process, and/or product so that all students will reach their maximum potential. Some of the issues we need to consider are students' readiness levels, learning styles, and interests, and how to incorporate these differences into thematic-based units. We will use tiered assignments, diverse questions using Bloom's Taxonomy of Cognitive Thought, and offer a menu of options that allow each student to demonstrate mastery of subject matter in a way that plays to their multiple intelligences strengths (Gardner).

Since the majority of our students are English Language Learners, we must especially consider how to support their learning. Research proven strategies for these learners include use of realia, visuals, and contextualized language, as well as emphasizing vocabulary, fluency, and background knowledge to enhance comprehension. At SR ES # 9, we will make use of these strategies throughout all academic subjects and also ensure that our teaching contains authentic tasks, which require students to use language in a natural, meaning-driven way. To assist teachers in planning and delivering lessons that effectively incorporate the strategies, we will utilize the Sheltered Instruction Observation Protocol (SIOP) model. The SIOP model, research-based and validated, provides a clear-cut manner to deliver Sheltered English Instruction in all academic subjects to language learners.

The SIOP model and implementation of effective strategies will help students acquire the knowledge and skills they need to succeed in the classroom and beyond. But in order to more adequately close the achievement gap between native English speakers and the English learners in our community, we will offer students the option of participating in a Two-Way Immersion, also known as dual language, program. Research has shown that Two-Way Immersion programs provide many benefits to students. Wayne Thomas and Virginia Collier found that, "English learners who received five years of dual-language schooling reached the 51st percentile on the Stanford 9—a nationally normed test in English—after having initially qualified five years before for English learner services by scoring low on English proficiency tests" (Thomas & Collier, 2003). Native English speakers also benefit academically. Two-Way Immersion students outperform their monolingual peers on national standardized tests (Linholm 1998, Thomas & Collier 1996) while also acquiring proficiency in a second language.

We plan to implement a 50/50 dual language model, in which teachers collaborate to provide English and Spanish instruction. Our first year, we will offer dual language instruction to interested families of kindergarten students. We will then expand each subsequent year until we have at least one dual language class per grade level K-5 (additional dual language classes will be offered to accommodate parent interest). The classes will be student centered with teachers teaming to plan thematic units and to maximize learning through the use of sheltering techniques, scaffolding strategies, SDAIE, and cooperative groupings. Both English learners and native English speakers will be held to the same high academic standards and properly supported to develop academic proficiency in both languages. They will achieve bilingualism, bi-literacy, and an appreciation for cultural diversity.

Core Academic Curriculum

Language Arts/ English Language Development

According to the new Common Core State Standards, English Language Arts is divided into four strands: reading, writing, speaking and listening, and language. Reading needs to include both literature and informational text, and vocabulary instruction needs to be embedded throughout the four strands so students have ample opportunity to acquire and practice this new vocabulary. Reading and writing standards need to be applied to subject area content.

The McGraw-Hill series *Treasures* meets state requirements and will serve as the core of our language arts instruction. It has a Spanish language counterpart, *Tesoros,* which we will use in our dual language program. These programs have features that facilitate transfer of knowledge and skills from one language to another, such as the use of cognates whenever possible in the sound-spelling cards, oral language cards, and vocabulary development. The programs incorporate several strategies to promote universal access, as cited in the California Department of Education's publication, *Improving Education for English Learners: Research -Based Approaches* (www.cde.ca.gov/re/pn/rc/). These include:

- Utilizing frequent progress monitoring assessment
- Engaging in careful planning and organization
- Differentiating to meet students' instructional needs
- Employing flexible grouping strategies.

The *Treasures* program includes an ELD component, which will serve as a base for our ELD instruction. However, Public Educators of South Gate realizes that good ELD instruction is not limited to one hour per day, but that English Language Learners' needs will be considered and planned throughout the entire day. During the first year, we provide professional development to teachers in the SIOP model for delivering subject matter content to our EL learners. To strengthen our English Language Development strategies, we will train our staff in Project GLAD (Guided Language Acquisition Design). This instructional model will be used to plan effective lessons for our EL learners. Project GLAD has been cited as a "Best Practices" program by the California Department of Education.

Project GLAD was developed and field-tested for nine years in the Fountain Valley School

District. This model trains teachers to provide access to core curriculum, and its strategies can be used with any district guidelines and curriculum. It provides authentic opportunities for use of academic language, and promotes positive interactions among students and between students and teachers. Listening, speaking, reading and writing are integrated in all content areas. Students learn language most effectively this way, because the emphasis is on meaning and message. Learning is made more relevant and meaningful.

Another important strategy emphasized in Project GLAD is the direct teaching of meta-cognitive strategies, such as teaching students to organize their thinking with graphic organizers, using contextual or semantic clues, and how to summarize. In Project GLAD, writing is viewed as a process, not just a product, so it works well with the Writer's Workshop program. There are ongoing assessment and evaluation using a variety of tools, which will be beneficial for our PLCs to use to plan instruction.

Primary language is valued in Project GLAD, and with this model both languages complement each other through the use of integrated themes. For this reason, GLAD strategies can be used in our dual language classes as well as our English Immersion classes.

While opportunities to practice new vocabulary are included in the *Treasures* writing component, we are concerned that there are not enough chances for the students to write authentically, to develop their own voice, and to write about their personal experiences. According to research provided by Colorin Colorado (2007), "Writing flourishes in a safe community of learners, where teachers and students are writing and sharing their writings, editing each other's work... and where they publish together." Teachers need to be culturally responsive, aware of how the community sees literacy, and bring this knowledge into writing themes. Cooperative learning should be used during planning, revising, and editing stages of the writing process.

Writer's Workshop is a program that utilizes many of these strategies. Public Educators of South Gate plan to adopt this program to supplement the writing component of *Treasures/Tesoros.* An exact determination of how much to supplement will be based on our analysis of writing samples collected throughout the year.

Mathematics

The National Mathematics Advisory Panel (2008) stated, "conceptual understanding, computational and procedural fluency, and problem solving skills are equally important and mutually reinforce each other." PESG members choose to adopt EnVision Math as our core program for students at South Region ES # 9.

EnVision Math's interactive learning and visual learning strategies, such as the Visual Learning Bridge; help develop conceptual understanding, moving students from the concrete to the abstract. Their problem solving component starts with teacher modeling, then moves to guided practice, giving students many opportunities to practice using problem solving strategies. This is important because, as the National Mathematics Advisory Panel states in their 2008 report, "students... show consistent, positive results in…solving word problems when teachers provide

explicit instruction." Students need to have clear models, opportunities to think aloud, and extensive practice.

The panel also reports "technology-based drill and practice activities can improve student performance in specific areas of mathematics." EnVision allows students to do this through the Student interactive CD Rom and the online components.

Our students need more opportunities to develop computational and procedural fluency. We will provide additional support by accessing supplemental materials to build fluent retrieval of basic arithmetic facts, such as Touch Math. This program is especially effective with Pre-K through third grade students, and Special Education and struggling students. It is a multi sensory program that employs visual, auditory, and kinesthetic strategies to help students who have trouble memorizing math facts. It teaches basic counting; addition, subtraction, and multiplication including regrouping; and division (including short and expanded division).

Other supplemental materials we will utilize for students who need more concrete experiences with math concepts are *Math Their Way,* and lessons by Kathy Richardson and Marilyn Burns. Another promising practice is MAP2D, currently used in the Long Beach Unified School District.

One of our feeder schools, Stanford Elementary, currently has a partnership with USC and Pepperdine universities to provide instructional support to teachers working with math intervention students. We hope to expand this grant to include teachers at South Region ES # 9.

Science

The California Science Curriculum Framework states that there should be a balance between acquiring content knowledge and learning the method of scientific inquiry. Its authors state, "Students should have the opportunity to learn science by receiving direct instruction, by reading textbooks and supplementary materials, by solving standards-based problems, and by doing laboratory investigations and experiments."

The Language Arts program *Treasures/Tesoros* has units that cover science content information at each grade level. However, reading about science is not enough. Our students need to go through the inquiry process in order to deepen their understanding, practice their reasoning skills, and use their knowledge in real-life situations.

FOSS (Full Option Science System) will provide opportunities for our students to learn science standards in an interactive manner. It places an emphasis on vocabulary development, an area of great need for our EL learners. This program was developed at the Lawrence Hall of Science, UC Berkeley. It consists of 26 modules for elementary school. Each module contains a teacher's guide, equipment kit, teacher preparation video, and FOSS Science Stories and Spanish editions. Since each module is self-contained, each grade level will examine the science standards for their grade, and during Professional Development determine which modules fit into their yearlong curricular map.

Another source to support our science curriculum is GEMS- Great Explorations in Math and Science. Their units were evaluated by the U.S. Department of Education's Mathematics and Science Education Expert Panel and found to be a "Promising Science Program". Some of their findings include:

- Displaying a strong commitment to equity and diversity
- Making connections within and across curriculum
- Emphasizing a strong emphasis on cooperative learning and problem solving
- Using literature/language connections and real world relevance

GEMS have numerous teachers' guides covering units for specific grade levels on various science and math subjects. They have made a number of Spanish translations of their data sheets and student handouts available on their website.

In addition, the Amgen Center for Science Learning, at the California Science Center, is networked with GEMS and provides professional development to teachers at a reasonable cost. Our teachers at each grade level will determine which GEMS units to incorporate in their yearlong curricular map.

History-Social Sciences

At South East Region ES # 9, our students will be introduced to each of the History-Social Science disciplines: history, geography, civics, and economics. They will also be taught the skills necessary to analyze the relationship between our past and present. These are the skills needed to understand:
1. Chronological and spatial thinking
2. Research, evidence, and point of view
3. Historical interpretation

South East Region ES # 9 will continue to use the Scotts Foresman state adopted text currently being used in our feeder schools. However, our teachers will look for opportunities to enrich our program by acquiring and using reproductions of historical artifacts and primary documents, such as diaries, letters, and speeches. South Gate Civic Center Museum is an wonderful resource for such local artifacts. These will enrich the study of history, help students understand the ideas and values which were held by historical figures, and give them opportunities to work like true historians and social scientists, using critical thinking skills to discover history.

We want our students to be able to analyze the past and apply their learning to present day situations. The ability to do so will prepare them to be 21st century leaders who can better serve our community.

We will use a school wide student leadership model, which will reinforce geography, civics, and multiculturalism. Each grade level at our school will choose one of the seven continents, and each classroom at that grade level will represent a country from that continent. Each classroom will send a representative to participate in a United Nations style student council, whose goal is to facilitate cooperation in addressing grade level and school wide issues, as well as community

needs. At the beginning of each year, students will survey their families to identify the needs of their community. With the help of school staff the student council will develop a school wide service-learning project to address the current needs of the community. The projects will be shared with the entire South Gate community at the end of the school year.

Health

South East Region ES #9 will use the state adopted McGraw Hill text currently used in our feeder schools. However, this is one curricular area in which we will work closely with families and community. As stated in the Health Framework for California Public Schools, our curriculum needs to "help students build strong relationships with their families and communities while strengthening their resiliency and personal decision-making skills for healthy living." The framework goes on to stress that one factor that is essential to health education is that we need to develop "lifelong, positive health-related attitudes and behaviors," and that these begin to be developed in the home. The framework states that the school can work with families and communities to develop and reinforce these attitudes and behaviors.

Health education will be embedded in a coordinated school health program where nutrition, health, and psychological and counseling services reinforce the knowledge, skills, and behaviors taught in health and physical education. We will utilize community organizations to provide services for our students and families. We will seek families' input to understand what services are needed to promote healthy living.

Parents, staff, and community organizations such as the South Gate Police Department will plan school wide events that reinforce health education, such as Red Ribbon week activities that discourage drug abuse. We will also implement Harvest of the Month, a resource provided by Network for a Healthy California. This program delivers select produce each month to the school sites. Along with the produce there is a lesson plan that focuses on the nutritional value, history and recipes. Harvest of the Month will reinforce healthy eating habits and allow our parents to share how fruits and vegetables are prepared in their culture.

Visual and Performing Arts

As Ruth E. Green and Jack O'Connell so eloquently stated in their message contained in the 2001 *Visual and Performing Arts Framework for Public Schools*: "Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology."

These are all skills needed by 21st century leaders; therefore, these are skills we will develop in our students through instruction in the four areas of art: dance, music, theatre, and visual arts.

Art will be integrated in all subject areas. For example, students will research, read, write, and orally communicate about the arts and artists during language arts. However, our curriculum should also include subject-centered arts instruction in the visual and performing arts. This will be accomplished through direct, hands on instruction by an Arts Prototype classroom teacher and

by our teachers working cooperatively in team teaching groups. One teacher teaches the arts to a group of classes, while other teachers teach these same classes history-social science, science, health, or PE. The LAUSD Arts Education Branch has developed some Arts Instructional Guides. These modules are available on the district website and will serve as a starting point for our arts curriculum. Teachers will have professional development time to work on creating additional instructional modules to ensure that all arts standards are addressed.

Our school staff will schedule and conduct many activities to create a tight-knit school community (per UTLA contract, Article IX). These functions will include several music and dance performances, talent shows, and art exhibits a year for the school and community as a way to allow our students to express their learning both visually and orally.

Physical Education

South Region ES # 9 will use the researched based physical activity/nutrition program, SPARK (Sports, Play and Active Recreation for Kids). This program was developed at San Diego State University over 20 years ago to promote life-long wellness. It is considered an "Exemplary Program" by the US Department of Education. The C DC (Center for Disease Control) has declared it a national model for program designated to increase physical activity and combat childhood obesity.

SPARKS provides a coordinated package of curriculum, training, content matched equipment, and extensive follow up support. The Pre-K thru 2nd grade program consists of 10 units that include daily lesson plans, warm up activities and academic integration tips. The 3rd through 6th grade program has 20 themed units with over 500 activities which emphasize personalized fitness, monitoring and social skills.

In addition our school will participate in Marathon Kids program in partnership with UCLA Athletics and The California Endowment. It is an evidence based, incremental running/walking program provided to students, teachers, schools and families. This program invites students and families to two community-wide events. The first event is the Fall Kick-Off Celebration and second event is in the spring where the final mile will be run at UCLA.

Technology

As our mission and vision state, we are committed to fostering a technology-enriched environment so that our students will be leaders in our 21st century global society. The International Society for Technology in Education (ISTE) has developed National Educational Technology Standards (NETS) and these will serve as guidelines for our Technology curriculum.

- Standard #1- Creativity and Innovation

  - Starting in Kindergarten, students will use clip art and drawing and painting programs to illustrate concepts and ideas. They will also use word processing software in the writing process.
  - Starting in first grade, students will use graphic organizers to develop and

organize concepts.

- Standard #2- Communication and Collaboration

  - Second graders will begin to collaborate with peers and experts outside school via e-mail, Web, or videoconference.
  - Third and fourth graders will create multimedia slide shows, and fifth graders will create movies.

- Standard #3- Research and Information Fluency

  - Starting in third grade, students will use online encyclopedias, databases, and Internet web sites in research assignments. They will be taught Internet search strategies to increase their efficiency in accessing online information. By the end of fifth grade, students will be able to evaluate the accuracy and bias of electronic sources.

- Standard #4- Critical Thinking, Problem-Solving, and Decision Making

  - Third graders will use spreadsheet tools and graphing programs to analyze and represent numerical data.
  - Fourth and fifth graders will use digital tools to locate and interpret primary source documents and will be able to use technology resources to solve and interdisciplinary Web quest.

- Standard #5- Digital Citizenship

  - Second graders will use Internet addresses to access educational websites, and will develop an understanding of accounts, passwords, and the nature of personal information.
  - Third graders will develop proper "netiquette" when communicating via IM, chat, and e-mail.
  - Fourth graders will understand the benefits and dangers of online communication, and will develop prevention strategies against cyber bullying.
  - Fifth graders will use Internet safety knowledge when accessing social networking sites.

- Standard #6- Technology Operations and Concepts

  - Pre-K through first graders will identify the parts of a computer and use basic keyboard functions and mouse operation. They will use icons to launch and navigate software programs. They will use individual account names and passwords to log onto the network.
  - First and second graders will be able to open, save, and print files.
  - Third through fifth graders will develop proper keyboarding techniques. They will be able to navigate between applications and cut, copy, and paste data.

o   Fifth graders will be introduced to scanners, digital cameras, and drives.

A major component of the standards is a set of profiles describing technology-literate students at different grade levels. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, productivity, and communication. To accomplish these goals, there will be computers in each classroom for student use. In addition, all classes will be scheduled for weekly lessons in our computer lab, and a cart of wireless laptops will be available for checkout to classroom teachers.

  i.   Curriculum Development: Not applicable

  ii.   Management of Multiple Schools: Not applicable

c. WASC Accreditation: Not applicable

d. Addressing the Needs of All Students

The key to addressing the needs of all students, including students with disabilities (SWD), English Language Learners (ELLs), and Standard English Learners (SELs), is to have a clear picture of each student's strengths and weaknesses, and to then continuously adjust instruction based on these relevant factors. To achieve such a flexible system, a school wide Response to Instruction and Intervention Plan (RTI^2) will be implemented at South Region ES # 9. The RTI^2 plan will be a data based, multi-tiered comprehensive system of core instruction and interventions that ensures the academic and behavioral success of every student. To further increase our chances of success, parents will be encouraged to actively participate at all stages of the instructional and intervention process.

At the beginning of each academic year, universal screenings will be used to identify students who are academically and behaviorally at-risk, in addition to potential GATE students. *DIBELS* (*Dynamic Indicators of Basic Early Literacy Skills*) diagnostic tests and other PLC selected assessments will be used for academic screening. Once the screening process is completed, PLCs will design instructional plans to provide effective high quality, standards and research-based first instruction to all students in their grade level. Progress monitoring will occur at least three times a year for all students. Using progress monitoring data will allow us to make informed instructional decisions that improve the learning and academic achievement for all of our students. If a student fails to reach progress-monitoring benchmarks, diagnostic assessments will be given and support staff (PLC, RSP teacher, and administrators) will be notified with appropriate data to plan for supplemental instruction.

At the Tier I level, our teachers will deliver systematic and explicit instruction to all our students. Breaking down tasks into small sequential steps, with teachers modeling first and students having ample opportunities for guided practice, has been shown to positively affect achievement for both students of poverty and students with learning disabilities. PLCs will also work collaboratively to ensure that strategies that support reading, build vocabulary, and target instruction are incorporated in the curriculum. These are strategies that Tomlinson and McTighe (2006) in *Integrating Differentiated Instruction and Understanding by Design*: *Connecting*

Content and Kids have found highly effective in helping students understand content. PLCs will also create formative assessments, which will be used to guide instruction in all essential state standards and will design proper follow-up re-teaching of the core curriculum as needed. By working in PLCs and team teaching, our teachers will also be able to modify instruction to meet the needs of all students, including the gifted. According to Sandra L. Berger (1991) in "Differentiating Curriculum for Gifted Students," an effective curriculum for these students is a basic curriculum that has been modified in content, process, environment, or product to meet their needs. Gifted students are best served by thematic, broad-based and integrative content. Within PLCs, our teachers will plan how to integrate subject learning during team teaching, how to group students to maximize each one's learning potential, how to connect school experiences with the real world, and how to allow students to demonstrate their learning and leadership skills in a wide variety of ways.

Tier II will provide additional targeted interventions to those students that require additional support. Each PLC will work in collaboration to research and design the most effective assessment tools and instructional strategies necessary for our students. Time-specific intervention cycles will be delivered in small group settings. Tier II students will be monitored weekly or every other week and all involved individuals will meet for evaluation of student progress every three weeks.

If progress is not being made, interventions will be implemented that are directly matched to the student's level of identified risk (Tier III). In a timely manner, strategic, explicit, and intensive instruction will be delivered. The interventions in this tier will be intensified in frequency and duration over those in Tier 2. The instruction will be take place outside the classroom for a minimum of two 30-minute sessions every day for a set number of weeks. Students receiving Tier III interventions will also receive more frequent progress monitoring. Weekly to three times per week assessments will be administered to gauge the student's response to the instruction and all individuals working with the student will meet weekly to discuss progress and determine any needed adjustments to instruction.

If students do not respond to intervention that is customized to their needs, a referral for a problem solving SST/LAT (Student Success/Language Appraisal Team) meeting will be initiated to review student history and academic data. The team, which will include a parent, teacher, administrator, and curriculum specialist, may make recommendations for more intensive interventions or diagnostic assessment by a multidisciplinary team. AT South Region ES # 9, we will ensure that quality; research-based interventions and strategies will have been provided prior to any assessment for special education services.

Finally, inter-agency collaboration with several community-based-counseling organizations, in addition to ongoing intervention and case management of a PSA counselor and the school psychologist, will provide social-emotional support to students whose needs interfere with their ability to learn. Family referrals to community-based agencies will also be made in crisis situations.

e. Vertical Articulation

PESG teachers envision many opportunities to partner with neighboring schools in our community. We will invite community child development program providers to join our kindergarten teachers in planning activities to ease the transition from preschool to kindergarten for the children and their families. This will include discussion of how best to transfer individual child assessment results from preschool that can inform instruction in kindergarten. The website, www.getreadytoread.org, will serve as a resource.

Parents of preschool children will be invited to meetings to discuss expectations, parents' roles in education, and opportunities for their involvement in elementary school. Upon enrollment parents will be given a pamphlet explaining opportunities to become involved in our school. Our staff will provide an orientation meeting for incoming families prior to the start of the school year.

Some community partners who will help us involve preschool parents include the Los Angeles County Head Start, the Los Angeles Universal Preschool, and the Los Angeles County Office of Child Care.

We will also forge partnerships with neighboring preschools by exploring opportunities for our students and parents to visit and interact with preschool students. For example, our students could become a "buddy reader" to a preschooler, going to the preschool either during the school day or as part of an after school club.

We will create opportunities for articulation with our local middle schools, South East Middle and the International Studies Learning Center. Our fifth grade teachers will meet quarterly with the sixth grade teachers to discuss how to prepare our students and their families for the transition to middle school, and to align our academic expectation. One critical area to discuss with the middle schools will be the continued education of our dual language learners.
We will facilitate interactions between our students and middle and high school students. One possible idea is to recruit middle and high school students to tutor our students, either during or after school. Another possibility is to form partnerships with their music or drama departments. Either their students could come perform for our students or we could co-produce plays which our students perform together.

f. Early Care and Education

During the last decade, several research studies have emphasized the positive effect that early childhood education has on cognitive development. In May 2011, the Advancement Project ranked LAUSD neighborhoods in order of highest need for preschool spaces, and the South Gate 90280 ranked sixth highest in need for more preschools. Knowing this Public Educators of South Gate have a commitment to our youngest students and will explore all possibilities for providing for their needs.

Our first choice would be to have a School Readiness Language Development Program (SRLDP), or California State Preschool Program (CSPP) on our campus. However, we realize

that budget and space constraints may not allow this.

Our second choice is to pursue a partnership with Head Start. If we have space, we would offer a classroom to house them on our campus.

At the very least, if we cannot form a partnership with Head Start by housing them on our campus, then we will develop a list of preschools and child care providers in the area, so that we can refer our families to these resources.

Our school will offer transitional kindergarten for those kindergarten students, whose birthdays fall between September 1st and December 2nd. This program will blend preschool and kindergarten standards in a developmentally appropriate way which will allow our youngest students to master kindergarten standards over a two year period. Although the law will not fully take effect until September of 2014, South Region ES # 9 would be addressing the needs of early education students.

g. Service Plan for Special Education

South Region ES # 9 will implement and monitor the special education compliance processes by following federal and state mandates, as well as district policies and procedures. All guidelines of the Modified Consent Decree will be adhered to. All students with disabilities will receive a free and appropriate public education (FAPE) in the Least Restrictive Environment (LRE). IEP meetings involving all legally mandated participants will be held at least annually to develop new goals for each student and will have translators available as needed.

Based on federal, state, and district mandates, students who have an IEP will receive supplemental instruction and related services according to their individual needs. South Region ES # 9 will provide a Resource Specialist and/or Special Day Class services for students with an IEP, which will be approximately ten percent of our K–5 students according to district averages. Related Service Providers will facilitate Language and Speech, Occupational Therapy, Adapted Physical Education, Deaf and Hard of Hearing, and other learning disabilities. As a result, we will provide the Least Restrictive Environment to students requiring these supportive services. Case managers, teachers and the principal will monitor the Welligent System to ensure full implementation of services to our students with disabilities.

Mastery of content and access to curriculum will be ensured through alternative assessments, if necessary, and accommodations and/or modifications in testing, curriculum, and presentation as appropriate. In addition, a resource specialist will facilitate an ongoing intervention program at our learning center for all students who need additional assistance meeting grade level standards or IEP goals. *(See Appendix E- Service Plan for Students with Disabilities)*

B-2. Professional Development (PD)

a. Professional Culture

A school culture reflects the values, beliefs, norms, traditions, and rituals that are created as a

staff works collaboratively. The professionalism of our staff is an essential element to our school's culture. This will not only benefit our staff, but it will provide our students with an example on how professional leaders interact with each other. Our professional culture will stress the values of honesty, communication, respect, and collaboration.

According to DuFour (2006), the use of PLCs promotes the development of collaborative, interdependent teams. Staff working collaboratively throughout the school year will be a major focus of our professional culture. Professional Learning Communities will lead the direction of instruction and help guide our school. Our PLCs will consist of focused interdependent teams committed to collecting and analyzing data, providing effective first instruction, and planning and implementing intervention that will help increase student achievement.

Through PLCs, our professional culture will develop and strengthen. PLCs will enable teachers to establish a strong working relationship with one another, regardless of grade level or school site. It is our full intention to work closely with the local middle schools to maintain the level of professionalism and academics our students receive. The ability to work with each other in an honest manner will create a level of trust, accountability, and respect amongst our staff and local schools.

Our professional culture will extend outside the walls of South Region ES #9. We will collaborate with our families, , neighboring schools, nearby businesses, and community leaders to obtain new ideas. We will work to create, share, and implement ideas that best meet the needs of our school and community.   Our staff will work beyond the classroom by volunteering for after-school activities, attending local community events, and bringing in resources through grants (per UTLA contract, Article IX).

b. Professional Development

The professional development plan for our initial school year will be created by the Local School Leadership Council, which will include teachers, administrators, parents and community members. This plan will reflect the essentials of learning, establishment of professional learning communities, an analysis of student work, formative and summative data, and the goals of the district, staff, and community members.

The professional development plan will include:

- Written commitment to improve in designated areas by developing objectives that target students' learning needs based on data.

- Support for teachers based on teacher knowledge and skill set.

- Specific research-based and standards-based indicators that show students are progressing toward the objectives.

- An action plan that describes what teachers will do throughout the year for the students (RTI^2) and what the teachers will do to increase their own knowledge and instructional capacity.

- The idea that children learn when new knowledge is linked to prior knowledge, instruction builds on that knowledge, instruction addresses the learning needs, and assessment informs instruction on student growth.

- The concept that change occurs from the inside out, meaning that professional growth takes time, demands personal energy, and requires reflective practice.

- The belief that changes in teacher behavior lead to changes in teacher attitude (DuFour & Eaker, 1998)

Marzano (2003) found that when educators set clear instructional goals student achievement percentile increase from 18-41 points. Therefore, a student that scores at 50% percentile has the possible potential of reaching the 91st percentile. Professional Development will therefore set priorities of creating clear instructional goals and will strive to create exceptional teaching in each classroom.

The Professional Development at our school site will also stress the following components.

- Teacher created objectives that will be based on student learning.
- A timeline of processes and outcomes stated in student-performance terms will be developed.
- Differentiated professional development that will allow the teachers to have their unique professional growth areas addressed.
- Teachers will engage in peer observations in which they will receive and give feedback on their implementation of strategies, procedures, and protocols taught during professional developments.

Teachers' peer observations will utilize Stigler's model of principles for gradual measurable improvement of teaching and instruction. 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 not Teachers

- Make improvement in the work of the teacher

- Build a system that learns from its own experience

Our professional development goals and components will revolve around the Professional Learning Communities (PLCs) that will be established at the school site. Since our PLCs are flexible groups, staff members can belong to multiple PLCs to fit the needs of their students. Typically, PLCs are formed around a grade level, but they can also be created by content area or vertical K-6 to promote articulation. PLCs will be created for Dual Language classes, English Language Learners, GATE students, students with disabilities, and any other necessary student grouping. Four crucial questions assist in driving the work within our PLCs:

1.   What do we want each student to learn?

2. How will we know when a student has learned it?

3. How will we respond when a student experiences difficulty in learning

4. How will we respond when a student has successfully mastered the standard(s)?

The above questions will direct PLCs goals, which are to establish common essential curricular standards and to develop and utilize common formative assessments. These goals will lead to higher rates of student success. PLCs will use data to identify, implement, reassess and "tweak" best practices based on student achievement. The work of the PLCs will be structured around the Continuous Cycle of Improvement (DuFour, 2008).

PLCs will be able to receive Professional Development targeting the unique needs of their student group. Professional Development can be used to increase the knowledge of Foss, Treasures, EnVision, Second Step, Writers Workshop, and/or any other program that an individual PLC is interested in. Professional Development can also be used to target the varied needs of a student population that include English language learners, gifted students, at risk students, students with IEPs, students with disabilities, etc. Planning will consider the needs for differentiation by levels of knowledge, skills, and language ability. It will take opportunities to focus on Tiered instruction and intervention.

Professional development meetings will include prior to school year meetings and weekly regularly scheduled professional development to collaborate, plan, and share knowledge on student improvement. On-going, consistent, and well planned professional development designed by teachers, school administrators, and community members will allow teachers to examine the key components for success. It will yield results in teaching, teamwork, goal setting and use of data. Professional Development will be held at least once a week for individual PLCs and additional PD opportunities will be planned to allow all staff members, general and special education teachers, to meet and share best practices and strategies for student achievement.

It is our intention to articulate with, and work collaboratively with, the feeder middle schools to ensure a smooth academic, social, and emotional transition for our students. To improve the transition between our school and the local feeder school, upper grade PLCs will meet with teachers at the middle school throughout the school year. The collaborative work will include: creating, sharing, implementing, re-evaluating based upon student outcomes and best practices. We will share ideas and resources pertaining to the improvement of student achievement as well as individual student needs.

Professional Development will also be made available in grant writing. Our school vision is dependent upon our students learning about and utilizing the latest technology to create global leaders. Therefore, we will write grants to maintain the latest technology, appropriate instructional materials, and a welcoming school environment.

We believe in the right to change our PD as the school site and PLCs deem appropriate. As the school year progresses, flexibility will be allowed for PLCs to determine the direction their Professional Development will continue. They will be provided with time, support, and necessary materials.

To measure the effectiveness of the professional development plan, pre and post assessment data will be compared to demonstrate clear and compelling evidence of professional growth over time.

c. Teacher Orientation

Our first year will consist of an entirely new staff. Prior to the start of the school year, the staff will conduct team-building exercises, create school expectations and goals, develop school-wide procedures, and meet in their grade level PLCs to plan for the year. The PLCs will determine the needs of their team, analyze data, identify resources, plan out lessons, create assessments, and develop plans for intervention. PLCs will develop their own PLC handbook throughout the year for any incoming staff. A Faculty Handbook will also be created for new hires in the future.

In each successive year, we will train additional staff as they are hired. New staff members will by provided a mentor to embrace them into our school culture. The mentor will provided a staff notebook and a grade level PLC binder. It is through these measures that new staff will be prepared to deliver the proposed curriculum, utilize the instructional strategies, and differentiate instruction.

Each new member of the staff will be paired with a mentor for the school year. The mentor will work with the new staff member to assist with any questions or concerns they may have. They will provide them with the faculty handbook, which will include staff calendars (including testing dates), faculty names and classrooms, locations of materials, and school guidelines for disasters. Each grade level will also issue a grade level PLC binder to any new members. It will contain information on the curriculum, best practices, common formative assessments, and intervention. New staff members will also be allotted at least one day a month to observe their mentor staff member. The day would include observing a "hands-on" lesson in the classroom and taking the new staff through a typical day, which will include before-school preparations and time for discussion or questions after school.

d. Professional Development Program Evaluation:

Members of our instruction team and our leadership council will monitor our professional development program closely. We will ensure that the PD is directly linked to student achievement and success. We believe that it is crucial to measure the impact that PD has on student achievement and it is our goal to analyze if the PD provided is positively affecting student outcomes. PLCs will report regularly on how the PD has affected their instruction and they will decide what adjustments need to be made in the continuous PD cycle.

Our professional development program has the goal of providing instructional tools to our faculty members. To accomplish this goal we will look at formal and informal assessments such as teacher surveys, observations, PD evaluations, and student formative and summative assessment data. We will ensure we have clear communication with all stakeholders of our results, analysis, and next steps to be taken. At South Region ES # 9 we will hold all members of our learning community accountable for monitoring and improving PD to increase student achievement.
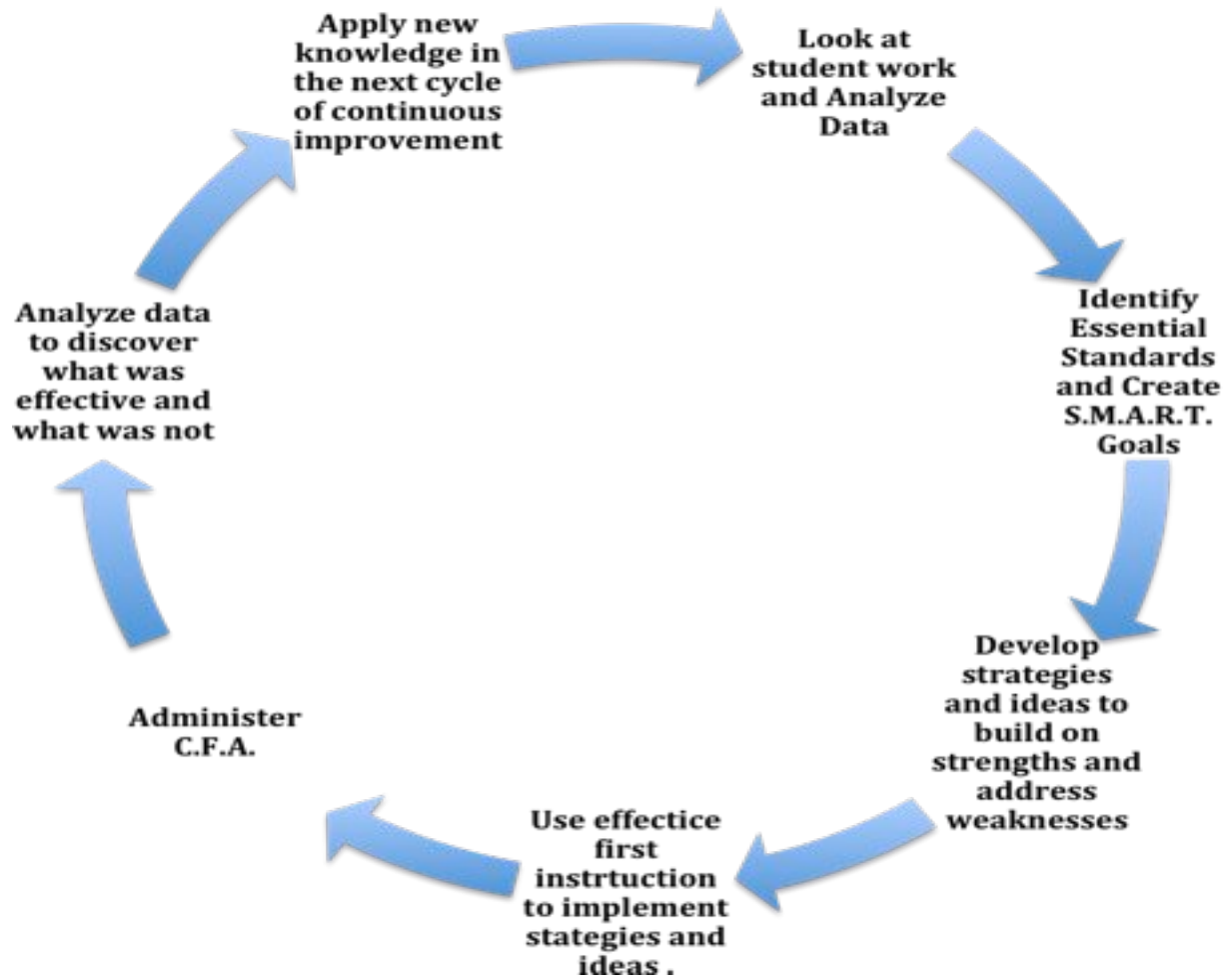
B-3. Assessment and School-Wide Data

a. Student Assessment Plan:

Research and Literature on comprehensive school reform emphasize the need for schools to become data-driven, results-oriented, and committed to equity and excellence through on-going data analysis and inquiry tied to student achievement results. According to The North Central Regional Educational Laboratory's Guide to Using Data in School Improvement Efforts (2004), it is crucial to use data to guide the school's improvement planning process and to guide administrative and educational decision-making that impact student learning. According to Hattie (2009), establishing a frequent monitoring system is an essential element of good instruction and is a characteristic of effective and continuously improving schools. We are committed to "data-driven" accountability, which transforms analysis of data from reports into true information that drives concrete actions for continuous program improvement. As part of our vision, we will promote leadership among our faculty by developing Professional Learning Communities, which will allow teachers to:

- Analyze CST grade level data.
- Gather additional evidence to inform instructional practices
- Develop methods to motivate students' behavior toward increased academic achievement.
- Review and identify the state and common core standards that drive instruction.
- Identify needs of students early in the year.
- Develop and utilize ongoing Common Formative Assessment (CFAs) to monitor student progress.
- Develop immediate interventions for struggling students.
- Develop enrichment opportunities for students.
- Evaluate the effectiveness of core instruction, intervention, and enrichment.
- Use a Continuous Cycle of Improvement Model in the ongoing planning of instruction.

The cycle shown on the following page is modified from DuFour's (2006) model.

Continuous Cycle of Improvement Model

Apply new knowledge in the next cycle of continuous improvement

Look at student work and Analyze Data

Analyze data to discover what was effective and what was not

Identify Essential Standards and Create S.M.A.R.T. Goals

Administer C.F.A.

Develop strategies and ideas to build on strengths and address weaknesses

Use effectice first instrtuction to implement stagies and ideas .

Assessment Development

School-wide Student Common Assessments Timeline
(Testing schedule will accommodate the 2012-2013 Early Start Calendar)

Grade	Formative Assessment	Summative Assessment	Frequency	Purpose
K		Pre-LAS (Spanish)	Sept.	Identify proficiency in home language
		CELDT	Sept - Oct.	Assess for English Language Proficiency
	DIBELS		Sept. 26-Oct. 7 Feb. 21-Mar. 2, June 4-15, and as needed	Benchmark and monitor mastery
	Treasures		Every 6 weeks and end of unit	Assess for student mastery
		Literacy Assessment	Dec.5-9, March19-23, June 11-14	Assess for student mastery
	C.F.A created by PLC		Per essential standard	Inform student and teacher about current level of achievement and to guide teacher instruction
		Math Quarterly Assessments	Nov. 8-10, Feb. 7-9, April 17-19	Assess for student mastery
1		CELDT	Sept.7-Oct.21	Assess for English Language Proficiency
	DIBELS		Sept. 26-Oct.7, Feb.21-March 2, June 4-15, and as needed	Establish Student Benchmark
	Treasures		Every 6 weeks and end of unit	Assess for student mastery
		Literacy Assessment	Dec. 5-9, March19-23, June 11-14	Assess for student mastery
	C.F.A created by PLC		Per essential standard	Inform student and teacher about current level of achievement and guide teacher instruction
		Math Quarterly Assessments	Nov. 8-10, Feb. 7-9, April 17-19	Assess for student mastery
2		CELDT	Sep. 7 - Oct. 21	Assess for English Language Proficiency
	DIBELS		Sep. 26- Oct 7, Feb. 21-Mar. 2, June 4-15, and as needed	Establish Student Benchmark
	Treasures		Every 6 weeks and end of unit	Assess for student mastery

		Literacy Assessment	Dec. 5-9, March19-23, June11-14	Assess for student mastery
		Literacy Constructive Response	March 19-23, June 11-14	Assess for mastery
	C.F.A created by PLC		Per essential standard	Inform student and teacher about current level of achievement and guide teacher instruction
		Math Quarterly Assessments	Nov. 8-10, Feb. 7-9, April 17-19	Assess for student mastery
		C.S.T.	May 1-30	Assess for student mastery
3		CELDT	Sept. 7-Oct.21	Assess for English Language Proficiency
	DIBELS		Sept.26-Oct.7, Feb. 21-March 2, June 4-15, and as needed	Benchmark and monitor mastery
	Treasures		Every 6 weeks and end of unit	Assess for mastery
		Literacy Assessment	Dec.5-9, March 19-23, June11-14	Assess for mastery
		Literacy Constructive Response	March 19-23 June 11-14	Assess for mastery
	C.F.A created by PLC		Per essential standard	Inform student and teacher about current level of achievement and guide teacher instruction
		Math Quarterly Assessments	Nov. 8-10, Feb. 7-9, April 17-19	Assess for student mastery
		C.S.T.	May 1-30	Assess for student mastery
4		CELDT	Sept.7-Oct.21	Assess for English Language Proficiency
	DIBELS		As needed	Benchmark and monitor mastery
	Treasures		Every 6 weeks and end of unit	Assess for mastery
		Literacy Assessment	Dec.5-9, March 19-23, June 11-14	Assess for mastery
		Literacy Constructive Response	March 19-23, June 11-14	Assess for mastery
	C.F.A created by PLC		Per essential standard	Inform student and teacher about current level of achievement and guide teacher instruction
		Math Quarterly Assessments	Nov. 8-10, Feb. 7-9, April 17-19	Assess for student mastery
		Math Literacy Diagnostic	April 24-26	Assess for mastery
		Science	Nov.15-17, March	Assess for mastery

			13-15, June 5-7	
		C.S.T.	May 1-30	Assess for student mastery
5		CELDT	Sept.7-Oct. 21	Assess for English Language Proficiency
	DIBELS		As needed	Benchmark and monitor mastery
	Treasures		Every 6 weeks and end of unit	Assess for mastery
		Literacy Assessment	Dec. 5-9, March 19-23, June 11-14	Assess for mastery
		Literacy Constructive Response	March 19-23 June 11-14	Assess for mastery
	C.F.A created by PLC		Per essential standard	Inform student and teacher about current level of achievement and guide teacher instruction
		Math Quarterly Assessments	Nov. 8-10, Feb. 7-9, April 17-19	Assess for mastery
		Math Literacy Diagnostic	April 24-26	Assess for mastery
		Science	Nov. 15-17, March 13-15, June 5-7	Assess for mastery
		C.S.T.	May 1-30	Assess for mastery
		Physical Education	February	Assess fitness level

Public Educators of South Gate will use District and State Periodic Assessments and formative assessments developed by teachers within each grade level PLC. Both forms of assessments will serve to monitor student achievement under our Continuous Cycle of Improvement Model.

Use of Autonomy

We will utilize the district's Periodic Assessments in the first year, and analyze the results to drive instruction. If needed, we will use the assessment autonomy provided under the Public School Choice (PSC) process by developing our own common formative assessments to guide, modify, and supplement instructional planning. We will evaluate their effectiveness and, find alternate assessments in Year 2 and beyond if needed.

The table below shows the timeline of the periodic assessments (both summative and formative) that will be used to measure student progress throughout the 2012-2013 school year, as recommended by L.A.U.S.D. and agreed to by UTLA (Article X). Most of the assessments are formative and will provide teachers and other staff with information that can be used to improve student achievement, guide collaborative (PLC) planning, and fuel discussion related to academic intervention.

b. Graduation Requirements: Not Applicable

c. Data Collection and Monitoring:

Student progress and performance will be measured at regular intervals using district assessments and multiple grade-level CFAs using the continuous cycle of improvement model. Through regular assessment intervals, we will identify student areas of weaknesses, make curricular and instructional adjustments, and address professional development revisions. We will use student data to help guide instruction and promote student achievement in the following ways:

- To set achievement goals for subject areas, student sub-groups, and individual students
- To make instructional decisions at the school, grade levels, classrooms, and individual levels.
- To identify effective instructional practices and the most effective system of instructional delivery
- To inform individual students and their parents about their progress and current level of achievement
- To hold ourselves accountable for our success and future goals.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

a. Description of School Culture:

"School leaders will guide their colleagues to examine personal values and behaviors in such a way that the members of the school realize that it is they who must adapt their practices to meet the needs of the students and the community they serve." (Lindsey, Roberts, Cambelljones, 2005)

Therefore the culture and climate of South Region ES # 9 will promote a positive academic, behavioral, and social environment by focusing on the areas of collegiality, performance, risk taking, and continuous self-improvement. Striving for self-improvement will help our staff adapt their behaviors to best serve the needs of the community. This will stimulate quality, high academic achievement, and learning for all parties involved. Professional collaboration among all stakeholders will include systematic reflective practices and ongoing feedback. Our collaborative learning communities will create a culture of respect, responsibility, and trust.

These core values will motivate students and staff, communicate purpose, celebrate success, and build culture and community. These values will be introduced and developed through team building activities with all staff members during PDs and staff developments, in classrooms with students, and team building activities with parents during parent meetings.

Activities we will use to motivate students and staff to succeed academically are:
- Individual, class, grade level and school academic successes
- Student exhibits
- College Week
- Career Week
- School-wide performances
- Parent Meetings
- Team Teaching
- Peer Coaching
- PLCs
- Team building activities

Other important activities to help students and staff create a culture of ownership and safety within the school are:
- Cultural celebrations
- Morning assemblies
- School-wide behavior code
- Monthly positive behavior assemblies
- Coffee with the principal
- Donuts with Dad
- Muffins with Mom
- Bring your child to work day

- School newsletter

Administrators will ensure the development and maintenance of a collegial culture that is characterized by staff collaboration and trust. They will support and promote traditions, ceremonies, and rituals that express and reinforce positive school culture.

Teachers will be equipped with skills and knowledge that reflect the highest teaching standards. These goals will be accomplished through quality professional practices to include regular grade-level and team meetings, sharing of best practices, mentoring, coaching and co-teaching.

Students will create an environment that is socially, emotionally and physically safe to nurture each student's confidence, self-esteem, and relationships to others. Students will learn to recognize cultural, linguistic, ethnic diversity of others as well as prepare them to be leaders in a global society. Students will be introduced to appropriate behavior within their classroom environment and they will be given many opportunities through school wide activities to practice and reinforce these behaviors.

Parents will be expected to become actively involved in the school, attend meetings and make significant contributions to each child's education. Our goal is to build effective family, school and community partnerships that support student achievement and address the identified needs of students and their families. At South Region ES # 9, we will establish a strong communication system with the families beginning from the enrollment of their child until matriculation from our school. We will use multiple forms of communication such as parent newsletters, Connect Ed., parent meetings and parent center. By creating and developing a strong parent leadership group we will empower these parents to recruit other parents to be involved.

i. **Management of Multiple Schools:** Not Applicable

b. Student Support and Success:

To ensure that all students are successful we will treat each student as an individual. Motivation is key to any instructional program and by tailoring our instruction to meet unique learning styles we will produce highly motivated students. We understand that students have different learning modalities and therefore our faculty will make it a priority to know how their students learn best. They will then adjust their instruction to ensure students are learning in a way that is interesting and motivating.

In addition we will encourage differentiated instruction. It is imperative that our teachers provide instruction to students with varying needs. They will address the needs of those students that are below proficiency and proficient. Below proficient students will be assessed and teachers will work in small groups to target specific skills that students need. Proficient students will be challenged and given opportunities to participate in enrichment or accelerated classes.

The final piece to ensure student success is to encourage parental involvement. Without family support, it is very difficult for students have success in school. We will have clear means of communication with parents and we will also encourage them to be directly involved in their

children's education. At the beginning of the day and prior to the end of school, we will offer monthly classes for parents to help their child succeed. Evening classes will also be available for our working parents. At South Region ES # 9 it is our mission to bring together all resources within our reach to ensure the success of all our students.

c. Social and Emotional Needs

At South Region ES # 9, we address the needs of the "whole child." We will account for any social and emotional needs to assist the student in reaching their full academic potential.

Students needing counseling and behavior intervention will be identified through the Student Success Team (SST) process. Identified students will be monitored on an ongoing basis. The school psychologist, teacher, and any personal interacting with the student will evaluate, individual behavior plans, and weekly counseling sessions. Parent workshops will be provided as tools to ensure student needs are met. Workshops will assist parents in strategies that will support their child's learning at home as well as at school (per UTLA contract, Article IX).

In addition to internal services offered by the school, parents will also be referred to local, external resources that could also provide counseling to the child. Some local community resources include San Antonio Mental Health Center and Project JADE (Juvenile Assistance Diversion Effort).

d. College and Career Readiness

At South Region ES # 9, our goal is to adequately prepare each child for a college education. We will educate the whole child through the maintenance of a balanced curriculum.

Through the subject areas of social studies, science, health, the arts, and physical education, the academic needs of the "whole child" are addressed. Rigorous preparation during the elementary grades ensures success in middle school and therefore ensures that students arrive at high school ready for college preparatory courses. (National Mathematics Advisory Panel 2008. *Foundations for Success. The Final Report of the National Mathematics Advisory Panel*, U.S. Department of Education: Washington D.C.)

All academic disciplines will be taught through an inquiry model in which students will develop inquisitive minds and be probed to think, research, reason, analyze, and develop the essential problem solving skills necessary for success in college and career.

South Region ES # 9 will support parents through workshops, discussion panels, and an annual college night. These necessary tools will provide parents with the resources they need to support their child in their college and career path. College night will consist of speakers representing local from colleges. College representatives will empower parents with information and resources to prepare their elementary-age child for college. (*Ideas for Elementary School to Promote College and Career Readiness* J.A. and Kathryn Albertson Foundation 2010)

Local partnerships with East Los Angeles Community College, the University of Southern

California, and Pepperdine University will create opportunities for parents and community members to complete GED requirements as well as earn college credits through evening and weekend classes.

e. School Calendar/Schedule:

South Region ES # 9 will observe the LAUSD early start instructional calendar. The school year will consist of 180 days and two pupil free days. One pupil free day will be immediately prior to the start of the new school year thus allowing time for teacher preparation. The second pupil free day will be observed immediately upon the end of the school year thus providing teacher preparation time for the following school year.

Target class sizes are twenty-four students per teacher in grades kindergarten through third grade and thirty students per teacher in the upper grades.

Each day begins with a forty-minute Dual Language or English Language Development (ELD) mixing block, in which students receive instruction specifically designed to help them acquire language and academic vocabulary. A school-wide time block for language promotes student achievement and ensures that the needs of our English Language Learner (ELL) population are being addressed. The Dual Language and ELD block strategically target the variety of needs for our student population.

PESG members believe in a well-balanced curriculum to properly educate the whole child. Throughout the week, each class will mix within their grade level. Social studies, science, health, and arts will be taught through this team-teaching approach.

South Region ES # 9 will adhere to the LAUSD banked time schedule thus allowing twenty-six early dismissal Tuesdays out of the school calendar year. Dismissal time for the students will be one hour earlier. This student-free hour will be utilized for professional development and grade-level planning within our professional learning community (PLC). After One-hour professional development and grade-level planning time we will conduct faculty meetings as needed.

Each Friday is designated for every grade level to have a one-hour planning session. During this time the students will receive enrichment in art, physical education, technology, health, or community outreach activities led by certificated personnel.

f. Policies: PESG will follow all LAUSD policies for retention, graduation, and student behavior. (See attachment 6 for more detailed information.)

B-5. Parent and Community Engagement

a. Background

South Region ES # 9 will be serving the North West area of South Gate. The majority of the population consists of Hispanic/Latino descent. Smaller ethnic groups, such as Asian, African-American, and Caucasian reside in South Gate (See Executive Summary). The economic status

is in the low-median range. Ninety-eight percent of families are socioeconomically disadvantaged. Jobs available in the community are in the areas of construction, food service, repair and maintenance, health care, clothing apparel, childcare, and education. South Region ES # 9 will be providing programs and classes that will enhance educational and cultural skills to provide better opportunities for the community.

The community of South Region ES # 9 is known for having strong family values and an exemplary work ethic. The community has an active parent advocacy group, Padres Unidos, which provides a forum where parents, community leaders and school members can work collaboratively in school and community-related events. The neighborhood around South Region ES # 9 has a willingness to support teachers and staff to enhance the learning of all of our students.

The existing assets of the community represent a great foundation on which to build a successful school. There are many local student-friendly businesses willing to form partnerships with our school. These small businesses provide a great opportunity to create strong ties between the community and the school. The South Gate Police department is also involved in our local school communities through the Drug Abuse Resistance Education (DARE) and Substance Abuse Narcotic Education (SANE) programs. Families attending South Region ES # 9 will be living in close proximity to the school, which will help create a safer environment for the students. The South Gate community has excellent recreational parks and activities like South Gate Park, various sports leagues, a recreation center, community pool, and a golf course.

Through a community survey, we came to the realization that our families value an open school environment where school staff can build a personal relationship with everyone that enters the doors. The community also values and demands that their children receive quality education.

Although the community of South Region ES # 9 has great assets, there are some needs that need to be addressed. Our community needs a lot of support and ample opportunities to learn English. Parents would like classes and support with the complimentary use of technology. The community also asks that there be parent workshops provided in all academic areas and extracurricular activities to help the students of our school receive the best education possible at school and at home.

b. Strategies

PESG members have close ties to the community. We have been serving the city of South Gate for over three decades. Many of our members have lived in the city of South Gate, attended schools in South Gate, and have sent our children to South Gate schools. All PESG members are currently working at four of the feeder schools to South Region ES # 9. Our vast experience and established relationships provide insight into our community's needs and will ensure that our students reach their fullest potential and become successful leaders in the 21st century.

It is vital for our parents and community to be partners and be involved in the education of our students. Betty Boult (2006) states, "...including parents as educational partners, schools can create a rich environment that fosters positive student self-esteem and academic success." We

believe that parents of our student population should be active participants in the school community. One of the strategies we plan to implement to get parents involved is to gain a partnership with East Los Angeles College so we can offer ESL classes on our campus. Parents and community members of South Region ES # 9 will be encouraged to be part of the decision-making councils. Parents will be encouraged to volunteer a minimum of 20 hours per year, per family. Our campus will also have a parent center to motivate parents to become involved and informed. They will partner with the Los Angeles County of Education for parent in-services and classes designed to support their children's education. This will create a culture of education, where parents and students are learning side-by-side.

c. Key Community Partnerships:

Success in educating the students of South Region ES # 9 begins with establishing strong partnerships between the school and community. PESG members are committed to partnering with our parents and the community in order to create diverse options and high quality educational opportunities for our students. We will elicit the support of various organizations within our community to help our school by providing raffle prizes to encourage parent participation in parent meetings and workshops. We will also invite them to participate in our literacy nights, helping coordinate school events and promoting school wide programs. By taking field trips to local businesses and having local business owners participate in school's career day our students will be motivated to continue learning in order to be future community leaders.

Some private and commercial businesses of South Gate are: El Pescador, Tom's Burgers, Elizabeth Bakery, Tacos El Unico, Bobo's Burgers, Pizza Loca, McDonalds, Jack in the Box, Smart & Final, Little Ceasar's, Bank of America, Chase, Wells Fargo, Target, Dollar Tree, Value Plus Grocery, Luckys, Burger King, Tacazo, Togo's, Pizza Hut, All American, Home Depot, Office Depot, LAX Tacos and SAMS Club.

These organizations and businesses were selected because they demonstrate a clear commitment and service to our South Gate Community. This has earned them the respect and business of the residents of this community. These businesses are located in the City of South Gate. They have the financial means available and willingness to provide necessary support our academic program.

Through these established partnerships, South Region ES # 9 will foster a community in which our students develop as leaders in a 21st century global society. Students will be provided with a variety of experiences in the community. They will have opportunities to visit and learn about local businesses and talk to people who provide a service in their community. This will allow students to make connections with all community members and develop a sense of caring and responsibility for the community they live in.

The responsibility of managing and cultivating the partnerships will be a team effort. During the first couple of years, the administrator and the school leadership team will develop and monitor these partnerships. Subsequently school wide committees will take responsibility for the partnerships. Such committees will continue to work with established partners and pursue new

partnerships with local universities, environmental agencies, local business and industries.

Essential Partnerships

<u>Years 1 -2:</u>

- o Padres Unidos de South Gate: help establish a strong parent center and help us stay in touch with community concerns
- o South Gate City Hall: help us with city wide issues that affect our school community and keep parents informed of local issues that affect our students
- o Mexican American Opportunity Foundation: provide a link to many pre-school programs to create vertical articulation with our kindergarten program

<u>Years 3 – 5:</u>

- o East LA Community College (Extension): provide classes on our school campus for parents and community and serve as a resource for college readiness
- o St. Francis Medical Center: resource for family counseling and parenting classes

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

B-6 School Governance and Oversight

a. School Type: not applicable

b. School Level Committees

All committees will make recommendations to the School Leadership Council. Decisions are finalized by a majority vote of the Council.

1. Personnel Committee

Prior to the start of our first year, all staff (certificated and classified) will be interviewed and selected by a panel. This panel will consist of all members of the Public Educators of South Gate and at least one member of Padres Unidos, representing the parents of South Gate.

An ad-hoc committee will be created to address additional hires as needed. It will be responsible for interviewing candidates for principal, classroom teachers, specialist teachers (Art, Music, etc.), and classified employees. After interviews, the committee will make recommendations to the Leadership Council for hiring new employees. The Personnel Committee will consist of at least five members and will be constituted as follows:

> Principal
> UTLA Chapter Chair
> 1 Parent of a student at South Region ES # 9
> 1 classified employee
> 1 or more teachers
> 1 community partner

2. Professional Development Committee

This committee will be responsible for designing and conducting professional development that the staff and community deem necessary. The professional development will address the implementation and assessment of our standards-based, academically rigorous program, available to all of our students. Prior to the school year and throughout the year, the staff will meet regularly as a whole group and as Professional Learning Communities (PLCs). As a PLC, each grade level will assess their needs and inform the committee of their needs/solutions. The committee will make recommendations to the Leadership Council, who will make the final decisions on professional development. The committee will consist of the following members:
> Principal
> All grade level chairs
> Two parent representatives from CEAC/ELAC (parent councils)

3. Budget Committee

The Leadership Council will appoint this committee. The Budget Committee will be responsible for developing a budget, which they will present to the Leadership Council. The Council will have complete control over decisions regarding any funds except those of the Categorical Programs). The committee will make recommendations to the Leadership Council for final approval.

4. Dual Language Committee

This committee will consist of all personnel who will be involved or interested in our Dual Language Program. They will make recommendations on professional development, resources, assessment, program monitoring and modifications, articulation and other related program issues.

5. Technology Committee

This committee will consist of volunteer teachers and parents who possess interest, knowledge, and skill in technology. Some duties will be to support student learning through the use of instructional technology. They will evaluate the needs of our student population, classrooms, and staff in regards to technology. This committee makes recommendations for purchases and other resources. They will stay up to date with the latest instructional technology and facilitate parent workshops and trainings. Members will receive professional development and ensure proper implementation in the classroom. In addition, they will report their needs to the leadership and grant writing committee.

In addition the following committees will be created to support our school's needs.

6. Positive Behavior and School Safety
7. Parent Ed
8. Technology
9. Bilingual
10. Curriculum and Instruction
11. Fundraising
12. PTA
13. Grant Writing Committee

14. Adjunct Committees

In addition to the above listed committees, our school will develop additional committees when necessary and appropriate.

c. Governing Council: Not Applicable

B-7 School Leadership

a. Principal Selection:

Electing a school principal is crucial in determining the path and future success of our school community. The principal must believe, value, and strive to implement the vision and mission of our school. Our vision and mission revolve around the importance of obtaining a well-rounded, multicultural, and globally centered education through the use of technology. As a result, the principal selected must share the goal of providing every student with the academic and bilingual tools needed to be successful leaders in an ever-changing global society. Technology will play a major role in the way our students learn; therefore our principal must possess the technological expertise to lead the school community in this field.

Hiring a principal will be the first priority upon receiving approval of the school. Applicants will be recruited through job postings on the district website. We will also outreach to current principals, former principals, assistant principals, and administrators from outside the district. The purpose of looking within and outside the Los Angeles Unified School District is to provide the most qualified individuals with an opportunity to apply to our school. By interviewing a wide array of candidates, we can hire the individual who we believe best embodies the spirit, ideas, and goals of our school. Administrators will be evaluated based on results from teacher, parent, and community surveys in the areas of student achievement, overall leadership, effective communication, and community outreach.

The interview process will consist of the following:

- Since the Leadership Council will not be in place, the principal selection committee will be composed of members from the original applicant team, four teachers from relieved schools, two parent representatives, an administrator, a designee from UTLA, a designee of the superintendent, and a community partner. This team will also be in charge of all hiring for the first year.
- The interview process will consist of a traditional interview with the principal selection committee. Prior to the beginning of the selection process, the committee will create a rubric and a list of questions that will be asked to all applicants. Probable questions to the candidates may include the discussion of previous leadership positions held, familiarity with the local community, ability to work with others, ability to work under pressure, and personal goals for the school.
- Candidates will submit a resume, at least three letters of recommendation from various members of a school community (including a previous supervisor), and a letter explaining why they are best suited to be our school principal. The content of this letter should focus on the individual as a leader, a problem solver, their management skills, how they are uniquely suited to implement our mission and vision, and their ability to work with adults and children of diverse backgrounds.

Preferred criteria for the selection of our school principal:

- Knowledge of the State of California Content Standards
- 5 or more years of successful full-time public school certificated service experience
- Bilingual in Spanish and English, the primary languages spoken in the community
- Committed to working in a collaborative environment with all school stakeholders
- Excellent communication skills – written and oral
- Knowledge about the local community
- Knowledge about the school curriculum
- Committed to working with low-income communities
- Experience working with English Language Learners
- Strong interpersonal, oral, and written communication skills
- Expertise with school budgets and school fundraising events
- Ability to reach out to the local community and establish partnerships
- Adhere to the California Professional Standards for Educational Leaders
- Implement fair systems of accountability to help improve student achievement
- Knowledge of technology and computer programs to use in the classroom
- Support teachers by providing resources and effective professional development
- Experience managing facilities and the daily operations of a school
- Willingness to work with teachers, parents, and other members of the school community when making administrative decisions
- Able to share decision-making powers with the other school-based councils
- Have a strong drive to help improve academic scores, create a positive school environment, and provide an atmosphere of collaboration that includes all members of the school community
- Implement a college-going atmosphere for all students
- Knowledge of Ed Code, California, and Federal Laws on Education
- Knowledge of Special Education laws and regulations

(See attachment 7 for formal job description)

b. Leadership Team

Aside from the principal, there will be several other positions that will help our students succeed and achieve our academic goals. Our leadership team will consist of the following:

- Categorical Programs/Dual Language Coordinator
- UTLA Chair
- School Counselor
- Grade-Level Chairs
- Parent Representatives
- Community Partners
- Student Representative

Categorical Programs / Dual Language Coordinator

The school will need a program coordinator to manage all categorical programs. This individual must have experience working with budgets and previous knowledge working with categorical programs. This individual will also be responsible for providing additional instruction for low-performing students.

United Teachers of Los Angeles – Chapter Chair

One of the responsibilities of the UTLA chapter chair will be to provide input and assist the principal in a complimentary manner. They will strengthen the institution we work in by bringing members together to support one another and improve the surrounding community. The UTLA Chapter Chair will meet with several parties, including the principal and community members as stated by the UTLA contract.

Grade-Level Chairs

Grade-level chairs will consist of teachers that are National Board Certified, veteran teachers, or teachers with specialized training and/or credentials. There will be approximately one chair per grade level. They will serve as resources for our Professional Learning Communities (PLCs).

Parent Representatives – Compensatory Education Advisory Council (CEAC), English Language Advisory Committee (ELAC), and School-Site Council (SSC)

Parents that are part of CEAC will play an important role in providing support to the school and working cooperatively to increase academic achievement. Parents will participate in the design and implementation of the program through activities such as developing a parent policy, home-school compacts, parent training, and volunteer participation in school activities. Individuals that are part of ELAC are parents of LEP students and participate in the development, implementation, and evaluation of the local school's program for LEP students. Parents that are a part of SSC will have an ongoing responsibility to review with the principal, teachers, other personnel, parents/community, and students the implementation of the Single Plan for Student Achievement as well as related budgetary items.

Student Representatives

Elected student representatives will be invited to give feedback on issues related to school functions, provide input on fundraising ideas, and help improve the school experiences of their peers.

Others

Other leaders of our school will consist of our office manager, plant manager, cafeteria manager, school nurse, and pupil service & attendance counselor (PSA). These individuals will be responsible for the registration, health, cleanliness, and well being of all students. Their duties are equally important in making sure all of our children are prepared to learn and excel.

B–8 Staff Recruitment and Evaluation

a. Staffing Model

Grade Level	Students Per Class	Total Students	Total Teachers
Grade K	24:1	96	4
Grade 1	24:1	96	4
Grade 2	24:1	96	4
Grade 3	24:1	96	4
Grade 4	30:1	120	4
Grade 5	30:1	120	4
Special Ed	10:1	20	2
Total Number		644	26

To meet the needs of all students, there will be special accommodations and classes created. English Language Learners will have the opportunity to take a dual-language immersion class to simplify their language transition between Spanish and English. Students with disabilities will also be offered Special Education classes that will meet their Individualized Educational Programs (IEP). These classes will be taught by special education teachers and will include teacher assistants in our staffing model.

Aside from certificated staff, our school's classified staff will help provide our students with a safe, clean, secure, and nurturing environment. These important non-academic positions will be filled with qualified staff. These positions include: the cafeteria manager and staff, the plant manager and staff, office manager and staff, paraprofessionals, and special education assistants.

Staffing Classification	Position	Number of Positions
Certificated	Principal	1
	Title I / Dual Language / IEPs	1
	CORE Teachers	26-28
Classified	Office Manager	1
	Office/Records Clerks	2
	Paraprofessionals	10
	Special Education Assistants	2
	Campus Aides	2-4
	Custodians	2-4
	Library Aide	1
Total		48-54

b. Recruitment and Selection of Teachers

Public Educators of South Gate believe all students should receive a quality, well rounded, multicultural, and globally centered education, complemented through the use of technology. Our leadership team will begin the hiring process six months prior to the opening of the school. PESG will begin recruiting educators from the feeder schools. A series of meetings will be held during the spring at these locations to describe the expectations and accountabilities of each member of the new school community. (per UTLA contract, Article IX). Teachers will be asked to familiarize themselves with the school, its vision and mission, and core beliefs stated in this plan.

We will recruit creative and innovative teachers whose primary purpose will be to work with other members to analyze data, participate in effective professional development, and help increase student achievement. Potential candidates will be requested to submit a resume and complete a questionnaire. Those candidates who meet our criteria will be invited to interview with members of the Leadership team. We will look for qualified candidates to teach all students, especially English Language Learners, GATE students, and students with disabilities.

All teachers at our school will be Highly Qualified and meet certification to teach English Language Learners. Along with State and District requirements, potential candidates must have the following qualities:

- Personal ideology aligned with our vision and philosophy
- Experience meeting the needs of a diverse student population and community
- History of successful teaching practices
- Communicate with students and parents regularly
- Attend Professional Learning Community and faculty meetings
- Participate in school activities
- Teach the State and District Instructional Standards
- Engage and support all students in learning
- Create and maintain an effective environment for student learning
- Analyze student data
- Work collaboratively with others to improve student achievement
- Strong leadership qualities
- Employ a wide-variety of teaching methods
- Primary review and evaluation of student work will be done by the teacher
- Participation in school governance committees/councils

Local District 6 and UTLA will follow 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. To ensure the success of this Public School Choice plan, the partnership will establish clear communication with the teachers of the feeder schools in regards to the expectations related to our vision, mission, and core beliefs.

c. Performance Reviews

Similar to our school's focus on the "whole child," we believe performance reviews should focus on a teacher's ability to successfully create academic, mental, and positive social growth in each student. As a result, our performance review will focus on several distinct areas: a traditional STULL evaluation, peer reviews, data analysis, and stakeholder feedback. Overall, this evaluation should demonstrate improvement in the continued development of the teacher as a professional, as well as the academic growth of each student.

One aspect of the review process will be the district's standard evaluation. Teachers will be given the opportunity to provide input into their own evaluation by setting goals at their Initial STULL Planning Meeting. The administrator will provide guidance and assistance during the initial conference by working with the teacher in focusing on areas that will improve student academic achievement. At this meeting, the administrator and teacher will schedule future observations as well as discuss the expectations for the pre-selected goals.

Another aspect of the evaluation process will consist of peer reviews. Although the traditional STULL evaluation is effective, it only shows a small window into the actual capacity of each teacher. As a result, a peer evaluation will be given to other members of the grade level who will provide further insight into that teacher's effectiveness. The Leadership Committee will create an evaluation form that will be presented to teaching candidates and again to staff members during personal development meetings so they are aware of the evaluation process. This new part of the review will focus on the participant's ability to work with others, their contribution to the professional learning community and school community, as well as other performance-related questions.

The third aspect of the evaluation process will consist of analyzing common formative assessments and district/state test scores to measure grade level academic growth. Academic Growth over Time (AGT) can be shown in different ways and is not only apparent in yearly state tests, but also in grade-level-created tests and district assessments. Through grade level data, we will evaluate teacher effectiveness.

Lastly, we will solicit stakeholder (parent and student) feedback by sending surveys home that focus on the teacher's effectiveness in teaching the student, their school-to-home communication, and the overall academic, mental and social growth of the pupil.

The principal, lead teachers, national board certified teachers, teacher experts and/or coordinator will support all teachers. Teachers determined to be in need of additional assistance will receive support that includes, but is not limited to, conferencing, observing lessons, peer assistance, and providing referrals to additional resources that may be available.

Just as we are going to look at the "whole child" for growth, Public Educators of South Gate are also committed in looking at the "whole teacher" for growth. By using these four elements on our performance review, our school will make sure that highly effective and highly motivated teachers lead to high-performing students.

B-9. Sharing a Campus: Not Applicable

<div align="center">

C. INTERNAL MANAGEMENT

</div>

C-1. Waivers.

<div align="center">

Waiver Identification Form

</div>

School Site: <u>South Region ES # 9</u>

Proposed School/Design Team Name: <u>Public Educators of South Gate</u>

<u>Proposed Governance Model (mark all that apply):</u>

☐ Traditional   ☐ Local Initiative School   X <u>Expanded School Based Management</u>

☐ Pilot   ☐ Network Partner

<u>Waiver Request:</u>

☐ Methods of improving pedagogy   ☐ Curriculum

☐ Assessments   ☐ Scheduling

☐ Internal organization (e.g., SLCs)   ☐ Professional development

☐ Budgeting control   ☐ Mutual consent requirement for employees

☐ Teacher assignments*   ☐ Staff appointments (e.g., department chairs)*

☐ Discipline & codes of conduct   X Other**: <u>Teacher Evaluations</u>

☐ Health and safety

*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**Both new and focus school applicants selecting "Other" above must provide a rational for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

<u>Approval Signature:</u>

Principal/Administrator: Date:

UTLA Chapter Chair/Rep: Date:

The following Waivers will be submitted once UTLA and LAUSD have reached an agreement over PSC 3.0:

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: February 6, 2012

School/Office: South Region ES # 9   **Local District/Division:** 6

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article: X. Evaluation and Discipline
Waiver Description: (Describe the actions that require a waiver): We plan to include a peer evaluation process, in which members of the grade level provide further insight into a teacher's effectiveness. The Leadership Committee will create an evaluation form that will be presented to teaching candidates and again to staff members during personal development meetings so they are aware of the evaluation process. This new part of the review will focus on the participant's ability to work with others, their contribution to the professional learning community and school community, as well as other performance-related questions.
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement): Similar to our school's focus on the "whole child," we believe performance reviews should focus on a teacher's ability to successfully create academic, emotional, and positive social growth in each student. As a result, our performance review will focus on several distinct areas: a traditional STULL evaluation, peer reviews, data analysis, and stakeholder feedback. Overall, this evaluation should demonstrate improvement in the continued development of the teacher as a professional, as well as the academic growth of each student. One aspect of the review process will be the district's standard evaluation. Teachers will be given the opportunity to provide input into their own evaluation by setting goals at their Initial STULL Planning Meeting. The administrator will provide guidance and assistance during the initial conference by working with the teacher in focusing on areas that will improve student academic achievement. At this meeting, the administrator and teacher will schedule future observations as well as discuss the expectations for the pre-selected goals. Another aspect of the evaluation process will consist of **peer reviews**. Although the traditional STULL evaluation is effective, it only shows a small window into the actual capacity of each teacher. As a result, a peer evaluation will be given to other members of the grade level who will provide further insight into that teacher's effectiveness. The Leadership Committee will create an evaluation form that will be presented to teaching candidates and again to staff members during personal development meetings so they are aware of the evaluation process. This new part of the

review will focus on the participant's ability to work with others, their contribution to the professional learning community and school community, as well as other performance-related questions.

The third aspect of the evaluation process will consist of analyzing common formative assessments and district/state test scores to measure grade level academic growth. Academic Growth over Time (AGT) can be shown in different ways and is not only apparent in yearly state tests, but also in grade-level-created tests and district assessments. Through grade level data, we will evaluate teacher effectiveness.

Lastly, we will solicit stakeholder (parent and student) feedback by sending surveys home that focus on the teacher's effectiveness in teaching the student, their school-to-home communication, and the overall academic, emotional and social growth of the pupil.

The principal, lead teachers, national board certified teachers, teacher experts and/or coordinators would support all teachers. Teachers determined to be in need of additional assistance will receive support that includes, but is not limited to, conferencing, observing lessons, peer assistance, and providing referrals to additional resources that may be available.

Just as we are going to look at the "whole child" for growth, Public Educators of South Gate are also committed to looking at the "whole teacher" for growth. By using these four elements on our performance review, our school will ensure that highly effective and highly motivated teachers lead to high-performing students.

Requesting Administrator's Approval:

_____   _____

Principal/Administrator   Date

_____   _____

Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations
                                              333 S. Beaudry Avenue, 14th Floor
                                              Los Angeles, CA 90017
                                              Fax: 213-241-8405
                                              Phone: 213-241-6056

C-2 Budget Development

The budget committee will oversee the process for developing the annual school budget. The revenues will consist of the Per Pupil Budget Model, Categorical Funding, fundraising, grant writing, and the school's discretionary funding. In order to ensure a broad cross-section of stakeholders are involved in the development of the budget, surveys will be sent to community members to identify needs to support student learning.

Our school's financial plan will be aligned to our vision. Funding will be used to benefit student's learning and wellbeing. Funds will be spent on curriculum resources, professional development, program components and services that promote students success and family assistance. Categorical funds will be used for class size reduction, out of class intervention, and teacher professional development. Additional school funds will be leveraged for positions and resources to increase both teacher and student success.

Budget reports and policies will follow LAUSD directives. However, it is the School's Leadership Council's responsibility to monitor programs on a regular basis. A Budget Committee consisting of teachers, parents, community members, and administrators will make up this group. They will make recommendations to the Leadership Council on how to allocate resources. The Leadership Council Team will use data driven monitoring to verify success of all students including special populations. Data will be supplied from multiple performance assessments, criterion referenced and norm referenced tests, Common Formative Assessments and observations. Based on this data, along with the recommendations of the budget committee, the council will assess allocation of funds. It is important that our budget process is transparent, accountable to student needs and includes input from all stakeholder groups including parents and community.

Our driving force is student achievement and our budget process, program expenditures and stakeholder review will reflect that goal. State and district funding is not sufficient to accomplish our high expectations for student achievement and technology needs. To supplement any shortfall in the school budget, we will establish a fundraising committee, grant writing committee, and pursue the formation of PTA.

<u>**First Year**</u>

- **Dual Language**
  - Training
  - Establish program
  - Purchase instructional materials
- **Hiring Highly Qualified Personnel**
  - Certificated (CLAD, BCLAD, Bilingual)
  - Classified
- **Professional Development**
  - Solution Tree Training to establish PLCs
  - GLAD training for minimum two teachers

- o   Character Counts training
- o   RTI
- o   GEMS
- o   Instructional Technology Training
- **Instructional Materials**
  - o   Touch Math
  - o   Voyager
  - o   Accelerated Reader
  - o   Accelerated Math
  - o   FOSS Kits
  - o   Supplemental Math
  - o   Classroom Libraries
- **Instructional Technology**
  - o   Computers (Teachers, Classrooms, Lab, Office)
  - o   Printers (Classroom, Lab, Office)
  - o   Printer Ink
  - o   Copiers
  - o   Projectors
  - o   Document Readers
  - o   Wireless Internet
  - o   Portable PA system
  - o   Smart Boards (4th & 5th grade)
  - o   Electronic Tablets (4th & 5th grade)
- **Community Outreach**
  - o   Parent Workshops
  - o   Instructional Fairs
  - o   Seasonal Festivals
  - o   Fundraisers
  - o   Fund a Community Representative
- **Positive Academic and Behavior Support**
  - o   Student Awards
  - o   Raffle prizes
  - o   Group incentives
  - o   Extracurricular Activities

Second Year

- **Dual Language**
  - o   Train additional teachers
  - o   Purchase additional instructional materials

- **Maintain highly qualified personnel**

- **Professional Development**

- o Apply Solution Tree Training to PLCs
- o Continue GLAD training
- o RTI
- o Instructional Technology Training
- o Additional Professional Development based upon PLC input

- **Instructional Materials**
  - o Continue to purchase materials based on grade level needs and input
  - o Replenish consumable materials and supplies

- **Instructional Technology**
  - o Repair or replace computers as necessary
  - o Printer ink cartridges
  - o Projector light bulbs
  - o Smart Boards (2nd & 3rd)
  - o Electronic Tablets
  - o Additional classroom technology upper grades
- **Community Outreach**
  - o Continue with parent workshops, instructional fairs, seasonal festivals, and fundraisers
  - o Maintain a Community Representative Position

- **Positive Academic and Behavior Support**
  - o Continue with purchases of student awards, raffle prizes, group incentives, and extracurricular activities

Third Year

- **Dual Language**
  - o Train additional teachers
  - o Purchase additional instructional materials

- **Maintain highly qualified personnel**

- **Professional Development**
  - o GLAD training of trainers
  - o RTI
  - o Instructional Technology Training as needed
  - o Additional Professional Development based upon PLC input

- **Instructional Materials**
  - o Continue to purchase materials based on grade level needs and input
  - o Replenish consumable materials and supplies

- **Instructional Technology**
  - o Repair or replace computers as necessary

- o Printer ink cartridges
- o Projector light bulbs
- o Smart Boards (1st & Kindergarten)
- o Electronic Tablets
- o Additional classroom technology lower grades

- **Community Outreach**
  - o Continue with parent workshops, instructional fairs, seasonal festivals, and fundraisers
  - o Maintain a Community Representative Position

- **Positive Academic and Behavior Support**
  - o Continue with purchases of student awards, raffle prizes, group incentives, and extracurricular activities

D. OPERATIONAL MANAGEMENT (NA)

a. Portfolio Growth (N/A)
b. Operations (N/A)
c. Portfolio Evaluation (N/A)

D-2. Organizational Responsibilities and Goals

a. Core Functions (N/A)
b. Leadership (N/A)

Appendix

Appendix A: Letter of Intent

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE MOTION

FINAL LETTER OF INTENT

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

APPLICANT TEAM INFORMATION

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):

Public Educators of South Gate
Primary Contact Person: Miguel Ferreira

Address: ███████	Phone Number: ███████
Website (if applicable) ███████	Email Address: maf0374@gmail.com

School site for which your team is submitting a Letter of Intent:	South Region Elementary School # 9
Grade configuration of your school: K-5	

School model for which you are applying:	☐ Traditional ☐ ESBMM ☐ Affiliated Charter	☐ Pilot ☐ Network Partner ☐ Independent Charter

Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?	1. No 2. N/A 3. N/A
School calendar— please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	1. 08/15/2012 2. 12/19/2012-01/6/2013 3. 04/02/2012-04/06/2012

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

Printed Name	Signature		Email address	School/Affiliation
1. Maria Lourdes Salazar	*(signature)*	███	lourdes25_99@ yahoo.com	Stanford Primary Center
2. Emmanuel C. Reyes	*(signature)*	███	emmanuel.c.reyes@gmail.com	Mira Monte ES
3. Mary-Janice Rodriguez	*(signature)*	███	maryjanice1@verizon.net	Stanford Primary Center
4. Narciso Rodriguez	*(signature)*	███	narciso8@verizon.net	Stanford Ave ES

5. Margarita Vazquez			mxo7674@lausd.net	Parmelee Ave
6. Jonathan Loch			jonloch@gmail.com	Stanford Ave ES
7. Lorena Salazar			lorenasalazar06@gmail.com	Madison ES
8. Tansy Ferguson			theferg2001@gmail.com	Independence ES
9. Miguel Ferreira			maf0374@gmail.com	Woodlawn ES

(Please add lines and pages as necessary)

Appendix B: Signed Copy of Assurances Form
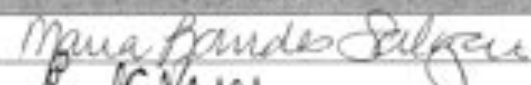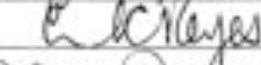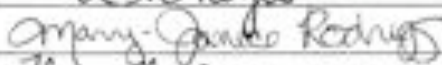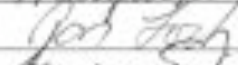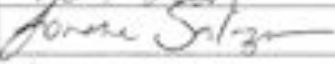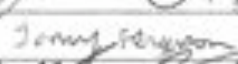
PSC 3.0
Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Public Educators of South Gate
Name of Team Representative	Miguel Ferreira
Signature of Team Representative	*(signature)*

Design Team Member Name	Signature
1. Maria Lourdes Salazar	*(signature)*
2. Emmanuel C. Reyes	*(signature)*
3. Mary-Janice Rodriguez	*(signature)*
4. Narciso Rodriguez	*(signature)*
5. Margarita Vazquez	*(signature)*
6. Jonathan Loch	*(signature)*
7. Lorena Salazar	*(signature)*
8. Tansy Ferguson	*(signature)*
9. Miguel Ferreira	*(signature)*

Los Angeles Unified School District   **Appendix E**

Public School Choice 3.0
Service Plan for Special Education

Applicant Team Name: Public Educators of South Gate

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, **District publications and forms are available**	**Search and Serve**	• Students with disabilities will be identified upon enrollment via the District's *Student Enrollment Form (section 10)* that must be completed by parents at the time they are enrolling their child. • Staff will be made aware of the school's Special Education procedures at a beginning of the year meeting and through a Teacher Resources Handbook. • Assessment process for students suspected of having a disability: SST, intervention with accommodations and modifications, follow-up SST, referral for assessment, inform parents, Special Education Assessment Plan, parents review and approve assessment plan, assess, IEP. • Main office will display and make available appropriate publications and forms in all pertinent languages. • Parent Support Information will be available in the main office and through the district's Division of Special Education website.
Outcome 2	**Intervention Programs**	• DIBELS assessments, CST results, periodic assessments, CFAs, and other PLC selected measurements will be used to determine participation in intervention programs. • Grade-level PLCs will analyze data from DIBELS individual progress monitoring graphs, periodic assessments, CFAs, and other PLC selected measurements to inform instruction. *Refer to Section B-1 d. Addressing the Needs of All Students, for a detailed description of a multi-tiered intervention program.*
Outcomes 5, 17 and 18	**Discipline Foundations Plan and Behavior**	**Prevention-** *Refer to Attachment 9.*

MCD OUTCOME	COMPONENT	SCHOOL PLAN
LAUSD Board Policy	**Support**	**Intervention** • Tier 1- Positive Behavior Team will plan and coordinate academic support. CHARACTER COUNTS, SECOND STEP, and SANE (4th/5th grade) programs will be used for violence prevention and to improve social-emotional skills. • Tier 2- To collect and analyze data, the Positive Behavior Team will monitor office referrals and red notes as well as create a spread sheet to determine areas of need. Additional instruction will be planned as needed. • Tier 3- Positive Behavior Team will meet as needed for special cases. If needed, the team will coordinate with support providers to conduct the assessment and implementation of Behavior Support Plans and Behavior Intervention Plans.

Necessary for Planning, will be provided	**Description of Student Population**	*SR ES #9 is a new school whose boundaries have yet to be determined, thus the number of Students with Disabilities is unknown. The following figures are based on the five feeder schools.*
		
		• The number of students is known:
		    Independence ES- 72
		    Independence Magnet ES-4
		    Liberty ES- 45
		    Stanford ES- 45
		    Stanford PC- 30
		• The disabilities of students are identified: Autism (AUT), Developmentally Delayed (DD), Educable Mentally Disabled (EMD), Hard of Hearing (HOH), Mental Retardation (MR), Other Health Impairment (OHI), Orthopedic Impairment (OI), Speech Language Disorders (SLD), Speech and Language Impairment (SLI), Traumatic Brain Injury (TBI)
		• The school will be organized so that children with disabilities are educated with children who are not disabled to the maximum extent appropriate. Based on individual needs, students will receive support either within or outside the general education program.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	**Special Education Program Description**	• Least Restrictive Environment continuum of placement options- General Ed. classroom with accommodations and/or modifications, General Ed. classroom with co-planning, General Ed. classroom with DIS support, General Ed. classroom with co-teaching, General Ed. classroom with RSP pullout, General Ed. classroom with Special Ed. pullout, Learning Center, Special Day Class, Inclusion. • Student participation and access to grade level standards and the core curriculum or alternate curriculum: Per individual IEPs, students will have the right to accommodations, modifications, co-planning, co-teaching, DIS support, Inclusion. • Collaborative services: Co-planning- general ed. and special ed. teachers will assess student needs, academically and socially, and work together to plan and evaluate instruction. The general educator delivers the instruction; Co-teaching- general and special educators and related service providers will work coactively to jointly assess, plan for, teach, and evaluate in a regular classroom; DIS Support- specialized and targeted services provided in a pull-in or pullout basis. • *Refer to Section B-1 d. Addressing the Needs of All Students, for a detailed description of a multi-tiered Intervention program.* • Learning Center will provide specialized and targeted services for specific skills and/or IEP goals or objectives of individual students. • Supplemental aids and supports will be used as directed in individual IEP plans and in consultation with support providers. • To the maximum extent appropriate, children with disabilities will be integrated with children who are not disabled in academic and non-academic settings.
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	• IEP Case Managers will monitor the Welligent system and update the school master calendar to manage meeting dates and notification requirements. • Case Managers will communicate with all appropriate service providers pre and post IEP meetings via Welligent, email, and written memos. • Case Managers will provide necessary copies of documents to all appropriate service providers, as well as monitor the Welligent Tracking

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Log, to ensure full implementation of the IEP. • A designated private space will be provided for IEP meetings and translators will be available if needed.
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	• *Refer to Section B-1 d. Addressing the Needs of All Students, for a detailed description of a multi-tiered Intervention program.* • Referral Procedure: SST, intervention with accommodations and modifications, follow-up SST, refer for assessment, inform parents, Special Education Assessment Plan, parents review and approve assessment plan, assess, IEP. • Language Acquisition Team will address language issues and SST will address other exclusionary factors prior to assessment. • Testing and evaluation procedures will be administered by trained personnel who will use tests and materials that assess all areas related to the suspected disability. • Principal will monitor and address ethnicity or any other discrepancies in referrals.
Outcome 2	**Instructional Plan for students using grade level standards**	*Refer to section B. Instructional Plan for a detailed description.*
Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	No students from the feeder schools are currently using Alternate Standards but if it should happen… • The district's Alternate Curriculum Guide, previous year's CAPA scores (if available), and IEP goals and objectives will be used to assist in the design of individual instructional programs and support services that maximize independence. • Backwards Planning- a specific IEP objective or Alternate Standard will be selected, a rubric that exactly reflects what the student is expected to learn will be created, instruction will be planned and appropriate materials gathered, the objective shared with the student, and the lesson will be taught

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		with any necessary accommodations or modifications. • IEP goals and objectives will provide the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and assessments are prepared to address Alternate Standards. • Accommodations and modifications will be based per individual IEPs and in concurrence with the alternate curriculum. • Flexible, level-based grouping and inclusion will be used in the instruction of multi-age groups. • IEP goals and objectives, progress monitoring, and the Welligent Tracking Log will provide the criteria by which groups are determined, content is outlined, instructional procedures are developed, and tests and assessments are prepared.
Outcome 13	**Plan to provide Supports & Services**	• Case Managers will collaborate with the Principal to ensure support services are provided per IEPs. A spreadsheet of all students entitled for services will be created. The spreadsheet will list names, support providers, number of minutes, and any other pertinent information. Copies of the spreadsheet will be distributed to all support providers as well as General Ed. teachers. • The principal will check the Welligent Tracking Log biweekly to ensure students received their allocated minutes per individual IEPs. Case Managers will also monitor the system and regularly print Welligent Tracking Log reports for the General Ed. teachers.
Outcome 9 **(for programs with students 14 and older)**	**Transition Planning Strategies**	*Not applicable.*
Federal requirement	**Access to Extra-Curricular/Non** **academic activities:**	**Access to Extra-Curricular/Non-academic activities:** • Students with disabilities will have equal access to all activities. • Accommodations will be provided on an individual basis per IEPs. • *Not applicable.* • Science clubs, technology clubs, Radio Play club, leadership council.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		• Academic intervention programs, before and after school programs (Woodcraft Rangers), talent shows, student exhibits, literacy nights, math & science nights, and community based programs.
Federal requirement	**Providing Extended School Year**	*LAUSD policies and procedures will be used to determine eligibility for Extended School Year.* • The IEP team will utilize the Division of Special Education's Reference Guide- Guidelines for the Individualized Education Program (IEP) Team When Students with Disabilities are Being Considered for Extended School Year (ESY) Programs and Services (REF-5276.1). • The principal and Case Managers will monitor the implementation of ESY programs and services. • IEPs and assessment data will be used to design instructional programs that include the required elements of the elementary ESY programs. • The district's Division of Special Education will be consulted in planning for personnel and resources to provide ESY services.
Federal Court requirement	**MCD Outcomes (to be woven among others)**	Woven among others.
All	**Professional Development**	**Refer to section B. Instructional Plan for a detailed description.*
Outcomes 6, 8, 16	**Staffing/Operations**	• Highly qualified, fully credentialed special education teachers as well as general ed. teachers with clear credentials will be available to students with IEPs. • The principal will monitor the district's BTS report on credential verification and expiration dates for all teachers. California's Commission on Teacher Credentialing website will also be used for the same purpose. • Service ratios will be developed that do not exceed district case load maximums.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		• A qualified Special Education Office Technician/Clerk will be hired to meet special education, Section 504, Hughes Bill, and MCD compliance and operational needs. • Case managers will coordinate with support providers in the maintenance of specialized equipment. • District health protocols will be followed and the school nurse will be consulted as needed.
	Fiscal	**Charters** *Not applicable.*
Outcome 14	**Parent Participation**	• Enrollment form questions as well as an in person or phone call follow-up will be used to determine parents' preferred language and communication mode. • Parents will be informed of their child's identification, evaluation, placement, instruction, and re-evaluation in a timely manner, will have translators available if needed, and will be welcomed in the classroom to ensure they are a partner in their child's education. • Parents of students with disabilities will have equal access and information for participating in the school community and for leadership opportunities within advisory groups. They will also regularly be provided with the district's Division of Special Education calendar of meetings and special events and any information regarding SELPA or other trainings. • Case managers and the Principal will be available to respond to parents' concerns or complaints. A form will also be designed to assist in maintaining written records. If necessary, parents will be given the contact information to the district's Complaint Response Unit/ Parent Resource Network.

Appendix F: Applicant History Data Summary Sheet

Public School Choice Resolution 3.0

NAME OF
PSC
SCHOOL:
SRES #9

	Demographic								Performance																					
	Size	*Ethnicity*				*Other Groups*			*API*		*CST Proficiency*																	*Others*			
	2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	Students Entering 9th Grade
Applicant Team Name																												
Charter School/Network Partner School 1 School 2																												
Local District 6 Elementary, Middle, or High Schools																												
School-wide Teams School name																												
Internal Teacher Team (Optional) Public Educators of South Gate	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Appendix P: Performance Plan

PSC School Site: South Region Elementary #9 Gate

Design Team Name: Public Educators of South Gate

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	28.8	25.2	15.0	• Targeted Tier 3 Intervention • Differentiated Instruction • Parent Workshops • Test Prep	• CST / CMA Annual Summative Assessment • Tier 2/3 Progress Monitoring Assmnt. • Language Arts Periodic Assessments • DIBELS • PLC created Common Formative Assessments • Treasures Progress Monitoring/ Diagnostic Assessments	12.0	9.0
	English Learners	48.0	47.6	37.0	• Targeted English Language Development • SDAIE Strategies • GLAD Strategies • Differentiated Instruction (Universal Access)		34.0	31.0
	Special Education	77.0	77.3	67.0	• Differentiated Instruction • Tier2/3 Intervention		64.0	61.0
	African American	n/a	n/a	n/a			n/a	n/a
	Latino	28.6	25.0	15.0	• SDAIE Strategies • Differentiated Instruction		12.0	9.0

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	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	White	n/a	n/a	n/a	• Tier 2/3 Intervention	• Annual CELDT for English Learners	n/a	n/a
	Asian	n/a	n/a	n/a	• Extracurricular Activities		n/a	n/a
	Economically Disadvantaged	29.0	25.3	15.0	• Community Mentors		12.0	9.0
2	% of all students scoring Prof or Adv	40.5	45.8	55.0	• Differentiated Instruction • Accelerated Learning • Test Prep	• CST /CMA Annual Summative Assessment • Language Arts Periodic Assessments • DIBELS • PLC created Common Formative Assessments • Annual CELDT for English Learners	60.0	65.0
	English Learners	35.6	42.3	52.0	• Reclassification / CELDT Preparation Tutoring • Targeted English Language Development • SDAIE Strategies • Differentiated Instruction (Universal Access to Core Instruction)		57.0	62.0
	Special Education	13.7	17.6	27.0	• Differentiated Instruction • Tier 1 Intervention		32.0	37.0
	African American	n/a	n/a	n/a			n/a	n/a
	Latino	40.6	46.3	56.0	• Tier 1- 3 Intervention		61.0	66.0
	White	n/a	n/a	n/a	• Differentiated Instruction		n/a	n/a
	Asian	n/a	n/a	n/a	• Enrichment Activities		n/a	n/a
	Economically Disadv.	40.6	45.9	55.0			60.0	65.0

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST MATH								
3	% of all students scoring FBB/BB	24.4	20.5	10.0	• Targeted Tier 3 Intervention • Differentiated Instruction • Supplemental Math Programs • Interactive/Kinesthetic Learning • Multi-modal Instruction	• CST / CMA Annual Summative Assessment • Tier 2/3 Progress Monitoring Assessments • Math Periodic Assessment	7.0	5.0
	English Learners	37	34.6	24.0	• Parent Workshops • Test Prep		20.0	16.0
	Special Education	55.3	58.6	48.0	• Differentiated Instruction • Tier 2 / Tier 3 Intervention	• Envision Math Unit Assessment	45.0	42.0
	African American	n/a	n/a	n/a		• PLC created Common Formative Assmnt.	n/a	n/a
	Latino	23	20.3	10.0	• Differentiated Instruction	• Math Literacy	7.0	5.0
	White	n/a	n/a	n/a	• Supplemental Math Programs	Diagnostic	n/a	n/a
	Asian	n/a	n/a	n/a	• Tiered Intervention		n/a	n/a
	Economically Disadv.	23.3	20.6	10.0			7.0	5.0
4	% of all students scoring Prof or Adv	52	60.9	70.0	• Differentiated Instruction • Accelerated Learning • Test Prep • Real World Project Based	• CST / CMA Annual Summative Assessment	75.0	80.0

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal		Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Activities		• Math Periodic Assessment		
	English Learners	49.6	59.3	69.0	• Differentiated Instruction • Multi-Modal Instruction			74.0	79.0
	Special Education	27.2	29.3	39.0	• Differentiated Instruction • Tier 1 Intervention		• Envision Math Unit Assessment	44.0	49.0
	African American	n/a	n/a	n/a			• PLC created Common Formative Assmnt.	n/a	n/a
	Latino	54.1	61.4	71.0	• Tiered Intervention		• Math Literacy	76.0	81.0
	White	n/a	n/a	n/a	• Differentiated Instruction		Diagnostic	n/a	n/a
	Asian	n/a	n/a	n/a	• Enrichment Activities			n/a	n/a
	Economically Disadv.	51.7	60.9	70.0	• Real World Project Based Activities			75.0	80.0
ENGLISH LEARNERS (EL)									
7	Reclassification Rate	20.3	18.7	28.0	• Reclassification Tutoring • Explicit Oral Language Development Instruction		• ELD Portfolios • CEDLT Results • Report Card Grades • CST Results	33.0	38.0
8	% EL Students Scoring Proficient on CELDT	44.5	45.2	55.0	• CELDT Prep Tutoring • Target Instruction to ELD Levels		• CELDT Results	60.0	65.0
GRADUATION (high schools only)									
9	Four Year Cohort Grad Rate	n/a	n/a						

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
10	CAHSEE Pass Rate (10th grade)	n/a	n/a					
11	% Students In A-G Courses Receiving Grade of C or Higher	n/a	n/a					
12	% Graduates Meeting A-G Requirements	n/a	n/a					
RETENTION RATE (high schools only)								
	# First Time 9th Graders	n/a	n/a					
	% Retained 9th Graders	n/a	n/a					
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	95.9	96.2	97.0	• Individual Awards (Monthly) • Grade level Recognition (Monthly) • Parent Recognition Awards (Monthly) • End of Semester Recognition	• LAUSD MAX Monthly Reports • Student Report Cards • Annual School Report Card	98.0	99.0
14	Attendance Rate for All Staff	94.6	95.5	97.0	• Monthly Teacher Recognition • End of semester Recognition	• SAA time card reporting • Annual School Report Card	98.0	99.0

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
15	Number of Suspensions	1.8%	1.7%	0	• School Wide Discipline Program • Trilateral Discipline Contract	• My Data • Office Referral Report	0	0
16	School Experience Survey: % Parents Participating	31.1	38.7	95.0	• Welcoming and functioning Parent Center • Survey Incentive Program	• Annual School Report Card • Rate of Return	96.0	97.0
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	93	93.4	95.0	• Welcoming School Culture • Friendly Parent Center • Home/School Communication	• Annual School Report Card • Rate of Return	96.0	97.0
18	*Culture or Mission-Specific Indicator*	n/a	n/a					
19	*Culture or Mission-Specific Indicator*	n/a	n/a					
20	*Culture or Mission-Specific Indicator*	n/a	n/a					

Public Educators of South Gate   February 7, 2012

Design Team Name   **Date**

_____

  Applicant Team Representative Signature

Instructions

1. **2.**	**% of Students Scoring FBB/BB on CST (ELA and Math)**	Number of students scoring Far Below Basic/Below Basic divided by the number of students tested. For EL and Special Education students, the School Report Card and Data Summary Sheet provide the percentage of students scoring Basic and Above. The Data are also available via MyData. If you do not have access to MyData, please contact the PSC office.
3. **4.**	**% of Students Scoring P/Adv on CST (ELA and Math)**	Number of students scoring Proficient or Advanced divided by the number of students tested. See Data Summary Sheet Boxes 3 and 4.
5.	**Number of First Time 9th Graders**	Number of first time 9th graders who enrolled at the beginning of the year. Do not include students repeating 9th grade.

6.	**% Retained 9th Graders**	Number of first time 9th graders who did not meet all credit requirements to advance to 10th grade status by the end of the school year. See School Report Card page 1.
7.	**Reclassification Rate (EL)**	Number of students reclassified in 2009-10 divided by the total number of EL students from the previous year. See Data Summary Sheet Box 9.
8.	**% EL Students Scoring Proficient on CELDT**	Number of students scoring proficient (Early Advanced and Advanced) on CELDT divided by the total number of students tested. See School Report Card page 4.
9.	**Four Year Cohort Grad Rate**	Number of students who graduated Spring 2010 school year divided by the number of first time 9th grade students who first enrolled in the school Fall 2005, taking into account new enrollees and subtracting students who have left the school but have not dropped out. See School Report Card page 2.
10.	**CAHSEE Pass Rate** **(10th grade)**	Number of 10th grade students passing both parts (ELA and math) of the CAHSEE divided by the total number of 10th grade students tested. See School Report Card page 1.

11.	**% Students in A-G Courses Receiving Grade of C or Higher**	Number of students receiving a grade of C or higher divided by the number of students enrolled in A-G courses. See Data Summary Sheet.
12.	**% Graduates Meeting A-G Requirements**	Number of graduates meeting A-G requirements divided by the total number of graduates, from the four year cohort. See School Repot Card page 2.
13.	**Attendance Rate for Students**	See Data Summary Sheet Box 10. Days present divided by days enrolled.
14.	**Attendance Rate for All Staff**	See Data Summary Sheet Box 10.
15.	**Number of Suspensions**	See Data Summary Sheet Box 10.
16.	**School Experience Survey:** **% Parents Participating**	Available in School Experience Survey results. http://reportcardsurvey.lausd.net/surveys/reports.jsp
17.	**School Experience Survey:** **% Parents Reporting "Often or Always" in category of "Overall School Involvement"**	Provide the overall percentage for the school. Available in School Experience Survey results.
18-20.	**Culture or Mission-Specific Indicators**	Design teams may add their own indicators.

Attachment 1: Informational Summary-English PSC 3.0 Informational School Plan Summary

MISSION AND VISION OF OUR SCHOOL

The South Region ES # 9 school community will build a safe, positive, respectful, and supportive culture that fosters student, parent, and teacher responsibility for learning and results in shared ownership, pride, and high expectations for all.

We believe that everyone has the right, responsibility, and capability to lead. Therefore, within our school community we will provide ample opportunities for students, parents and teachers to develop and practice leadership skills.

Students will be provided with a technology rich environment where they will meet or exceed all academic standards, become proficient in multiple languages, and learn to become effective leaders.

Upon matriculation from our school, students will be competent in the use of the latest educational technology, demonstrate positive cross-cultural attitudes, be experienced in working in collaborative groups, and be ready to participate in a 21st century global society.

DESIGNING DATA DRIVEN & STUDENT CENTERED INSTRUCTIONAL PROGRAMS

Upon reviewing student-level and school-level data, what are some of the key findings about the students' needs that your team has identified to help build a strong student-centered instructional program?
Data shows that we need to focus on improving the academic achievement of our English Language Learners, our Hispanic students, and our socioeconomically disadvantage students. We are prepared to build an environment were the staff is committed to "data driven" accountability. Establishing strong Professional Learning Communities within and across grade levels is key in monitoring the academic growth of our students and developing and providing appropriate intervention programs. Professional Learning Communities will allow us to develop strong student centered instructional programs, monitor student progress, and create assessments which target the skills and standards that must be addressed in order to increase student achievement.

How are you using student data to assist in the designing of student services and interventions that prepare all students to graduate college-prepared and career-ready?
In order to have students graduate high school and be college ready we will use student data to identify students at risk. Teams of teachers will meet to design specific interventions that address their needs. The team will monitor student progress in order to ensure the effectiveness of these intervention programs. All students will leave South Region ES # 9 having received instruction in developing successful study skills, work habits, and personal organizational skills that will allow them to succeed in the middle and high school environments.

INSTRUCTIONAL PROGRAM

How will your school address the academic needs of all students, including students with disabilities, socio-econ disadvantaged students, students with special needs, gifted students, English Learners (EL) and Standard English Learners (SEL)?
The key to addressing the needs of all students is to have a clear picture of each student's strengths and weaknesses, and to adjust instruction based on each one's needs.

Teachers at South Region Elementary School # 9 will be able to do this, because they will be given time

to meet in teams to review at our lessons and make adjustments for individual needs, We will examine students' work and test results, and decide if our plans have met the goals we established for student learning. If not, the teams will decide how to adapt our instruction in order to improve student achievement.

English Learners, or Standard English Learners will be given daily opportunities that provide whole group and small group instruction with strategies that allow access to all language proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced). Our special education teachers will co-plan and teach lessons with the general education teachers, so that our special needs students can participate in the general education classroom but still receive the support they need to participate in the class and learn.

Our gifted students, and those ready to learn at a faster rate or at a more complex level, will be grouped together for specific class periods. Their teacher will modify their lessons to challenge student to reach higher levels of academic achievement.

Professional learning communities will have flexibility to change student groupings throughout the school day in order to better meet students' learning needs.

Students who need extra help for either academic or behavioral needs will have the support of the Student Success Team, which will offer advice to parents and teachers on other strategies they can try with the student. The Language Acquisition Team will determine if there are any language issues interfering with the student's achievement, will discuss how to overcome these issues, and develop a plan of action. The Welligent System will be utilized to ensure that students with Individual Education Plans are receiving the services they are entitled.

SCHOOL CULTURE

Describe the school culture that you envision for your school.
The South Region ES # 9 school community will build a safe, positive, respectful, and supportive culture that fosters student, parent, and teacher responsibility for learning and results in shared ownership, pride, and high expectations for all. We will educate the "whole-child," socially, emotionally, intellectually, and physically. Students will be immersed in a positive learning environment, where we foster mutual respect, and academic risks are encouraged. Students will be taught to embrace an appreciation for self-discovery and become leaders in a diverse global society.

We will foster a strong parent and school communication process in which parents are informed of school issues and are encouraged to voice their concerns. We will promote an increase in student academic achievement by training, educating, and supporting parents as partners in their children's education.

We believe that everyone has the right, responsibility, and capability to lead in a 21st century society. We will focus on leadership, multilingualism, and technology. Therefore, within our school community we will provide ample opportunities for students, parents and teachers to develop and grow in these essential areas.

Day in the Life of a Student at South Region ES # 9
It is Monday and Laura, a third grader, eagerly arrives at school ready for a fun-filled day of active, engaging learning. After being greeted by name by the principal, Laura heads over to socialize with her friends over a nutritious breakfast. Laura then walks over to her 3rd grade home classroom with her teacher and classmates. During the morning announcement, Laura listens and reflects on the thought of the day given by the principal. The principal reminds students of the student leadership council meeting,

which is taking place after school. She is excited about attending the meeting and making the announcement that her class has chosen the country of "Japan" for their class name.

Laura, a native Spanish speaker, and her classmate David, a native English speaker, head off to their Dual Language class. Yesterday, they were in their English classroom and today they are in their Spanish classroom. In both classes, Laura is working on the Treasures / Tesoros Unit "Neighborhoods and Communities." Laura is excited to continue her work with David on their multimedia slideshow using PowerPoint. They are editing the video recording of their neighborhood, putting the final touches on their project for the upcoming technology fair.

After recess Laura and David have their individual learning needs met during math. Laura is an advanced math student and therefore goes to an enrichment teacher. Some of her classmates receive small group support from the resource specialist teacher during this time.

After lunch Laura goes to her mixing class. On Friday, she finished her Science Unit with Mrs. Beekerman and today she starts her new Health Unit with Mr. Salud. Laura is enthusiastic about collaborating with her classmates from other classes during this time. Some of the other units she will have during the year are art, music, physical education, and social studies. When Laura's mixing time is over she walks back to her home classroom to wrap up the day.

Prior to dismissal, Laura's teacher facilitates a self-reflection time with the students. Students discuss their successes, trials, and tribulations with each other. Throughout this reflection time, students set new short-term goals and track progress of their long-term goals in their school planner.

The dismissal bell rings and Laura rushes over to the school leadership meeting. Laura loves the idea that every class has a representative and is there to share information on the country that will be their classroom's focus this year. They meet United Nations-style to discuss both school and global issues. After the meeting, Laura walks to her designated pick up area where she meets her mom who has just left the parent workshop on computer skills. They walk home together sharing their exciting day at South Region ES # 9.

How will extracurricular activities at the school support the school mission and vision?
Extracurricular activities available at our school will support our mission and vision by providing additional opportunities in the fields of technology, culture, and leadership. The computer lab and computer classes will be available after school for the general use of students, parents, and community members.

By working with the Woodcraft Rangers afterschool program, a teacher liaison (subsidized by the Woodcraft Rangers program) will enrich our students' learning by providing them with the opportunity to participate in science clubs, technology clubs and Radio Play (student written plays that are broadcasted on the internet.) The technology club will create and maintain school newspapers, videos, and our school website. Teachers will be encouraged to volunteer as mentors for these extracurricular activities.

Together, our school and community members will host literacy nights, science nights, multicultural festivals, and winter festivals through adjunct duties/committees. Junior High and High school students will partner with South Region ES # 9 in a tutoring program to enhance student achievement. Upper grade students will have the opportunity to tutor lower grade students.

The entire school will participate in a leadership model that will promote the democratic system where each student has a voice and all students have the opportunity to practice leadership skills. The school's leadership model will mirror that of the United Nations. Each classroom will have two representatives to

bring that classroom's needs and concerns to the larger council. Kindergarten through second grade representatives will have a parent mentor to assist them in this process. This student council will meet at least once a month to address school needs, student concerns, and to develop ways to help the local and global community. Each grade level will be assigned a continent and each classroom will adopt a country within that continent.

Discuss the strategies that you will use to meaningfully engage parents and guardians in the academic achievement of their children.
South Region ES # 9 will be a school that recognizes, supports, and values family input and the entire South Gate community. Family engagement is a critical component in creating an empowering culture within our school. The three areas that we will focus on to involve our parents and community is: 1) multiple means of communication between school and home; 2) involving families in school decisions; and 3) collaborating with community partners and organizations. Multiple means of communication will be established through email, connect ED, parent newsletters, monthly parent workshops, parent conferences, annual school orientations, and parent surveys. We will maximize parent involvement in decision-making by establishing flexible meeting dates, times and providing childcare. We will take full advantage of our community partners and organizations in a variety of ways. Business and community leaders will be involved in leadership committees. Current and upcoming community events will be posted on a Community Bulletin Board. Referrals to outreach services will be provided for families and community members in need. In addition, we will collaborate with institutions of higher education for college prep workshops.

STAFFING
The recruitment and selection process for our staff will be very comprehensive and rigorous because we recognize that all staff members are instrumental to our school's academic success. Recruiting of faculty will take place within LAUSD. Candidates that are committed and experienced with our community will be given priority in the interview process. Future openings will be posted on the LAUSD website.
A hiring committee comprised of parents, teachers, and administrators will interview and recommend highly qualified staff that is committed to providing a challenging standards-based curriculum in a safe and supportive environment. Interviews will be held by the committee to determine which potential hires share our school's mission and vision.

We will hire a dynamic and effective principal who has expertise in: dual language instruction, the latest academic theories, utilizing technology, running effective schools, developing leadership skills, creating a strong sense of community, and interpreting data to drive instruction. Our principal will know our students' and community's needs and therefore effectively provide support that improves classroom instruction and increases student learning.

Public Educators of South Gate will recruit creative and innovative teachers who will work together to best meet the needs of our students. Our teachers will utilize the latest technology and incorporate the best dual language practices in their teaching. Our staff will also address the various needs of English language learners and students with disabilities.

Every staff member will embrace and support the mission and vision of our school and believe in the importance of putting students first, working collaboratively, utilizing innovative problem solving skills, and developing the whole child. As a result of having a highly qualified, dedicated staff, an exciting and rigorous curriculum and a strong supportive community, our culminating students will be bi-literate, have positive cultural perspectives, and be prepared to solve real world problems.

Contact information: Miguel Ferreira- (562) 652-2493 Email: maf0374@gmail.com

Attachment 2: Informational Summary-Spanish PSC 3.0 Informational School Plan Summary

Provided by: Public Educators of South Gate For School: SRES # 9

MISIÓN Y VISIÓN DE NUESTRA ESCUELA

La comunidad escolar ES # 9 Región Sur construirá una cultura segura, positiva, y respetuosa que fomente la responsabilidad del aprendizaje para los estudiantes, padres y profesores y que produzca resultados compartidos llenos de orgullo y altas expectativas para todos.

Creemos que toda persona tiene el derecho, la responsabilidad y la capacidad para ser lideres. Por lo tanto, dentro de nuestra comunidad escolar proveeremos amplias posibilidades para los estudiantes, padres, y maestros, donde desarrollaran y practicaran habilidades de liderazgo.

A los estudiantes se proporcionará un ambiente rico de tecnología donde se cumplirán o superaran todos los estándares académicos, se convertirán en expertos de varios idiomas y aprenderán a ser líderes eficaces.

Al matricularse de nuestra escuela, los estudiantes serán competentes en el uso de la tecnología educativa, demostrarán actitudes interculturales positivas, sabrán trabajar en grupos colaborativos y estarán preparados para participar en la sociedad global del siglo XXI.

PROGRAMAS EDUCATIVOS DISEÑADOS CON DATOS Y CENTRADOS EN EL ESTUDIANTE

Tras revisar los datos de nivel escolar y de alumnos, ¿cuáles son algunas de las principales conclusiones acerca de las necesidades de los estudiantes que su equipo ha identificado para ayudar a construir un fuerte programa de instrucción centrado en el estudiante?

Los datos muestran que es necesario centrarse en mejorar el rendimiento académico de nuestros estudiantes del idioma inglés, nuestros estudiantes hispanos y nuestros estudiantes de desventaja económica. Estamos dispuestos a construir un ambiente en el cual el personal está comprometido en tomar responsabilidad basado en los datos. La clave para vigilar el crecimiento académico de nuestros estudiantes, desarrollar y proporcionar programas de intervención adecuados es establecer fuertes comunidades de aprendizaje profesionales dentro y a través de los niveles de primaria. Las comunidades de aprendizaje profesionales nos permitirán desarrollar fuertes programas de instrucción estudiantil, supervisar el progreso del alumno y crear evaluaciones que tienen como objetivo las habilidades y las normas que deben abordarse para aumentar los logros de los estudiantes.

Para asegurarnos que los alumnos se gradúen de preparatoria y estén listos para entrar al colegio utilizaremos los datos de los estudiantes para identificar a los alumnos que estén en situación de riesgo. Equipos de profesores se reunirán para diseñar intervenciones específicas que responderán a sus necesidades. El equipo supervisará el progreso del alumno a fin de garantizar la eficacia de estos programas de intervención. Todos los estudiantes saldrán de ES # 9 Región Sur habiendo recibido instrucción en el desarrollo de habilidades de éxito de estudio, hábitos de trabajo y habilidades de organización personales que les permitirá tener éxito en los entornos de secundaria y preparatoria.

PROGRAMAS DE INSTRUCCION

¿Cómo abordará su escuela a las necesidades académicas de todos los estudiantes, incluyendo los alumnos con discapacidad, estudiantes desfavorecidos social y económicamente, alumnos con

necesidades especiales, estudiantes dotados, aprendiz de inglés (EL) y estudiantes de inglés estándar (SEL)?

La clave para abordar las necesidades de todos los estudiantes es tener una idea clara de los puntos fuertes y débiles de cada alumno y ajustar la instrucción basada en las necesidades de cada estudiante. Profesores de ES # 9 Región Sur serán capaces de hacer esto, porque se les dará tiempo para reunirse en equipos para revisar las lecciones y hacer ajustes según las necesidades individuales de cada alumno. Examinarán el trabajo de los alumnos y resultados de las pruebas y decidirán si los planes han cumplido los objetivos establecidos para el aprendizaje de los estudiantes. Si no es así, los equipos decidirán cómo adaptar las instrucciones a fin de mejorar los logros de los estudiantes.

Los estudiantes de aprendizaje de inglés y estudiantes de inglés estándar tendrán oportunidades diarias de recibir instrucción en grupo grande y pequeño con estrategias que permitan el acceso a todos los niveles de aptitud de idioma (principiante, intermedio temprano, intermedio, avanzado temprano, avanzado). Nuestros profesores de educación especial desarrollaran y enseñaran lecciones con los profesores de educación general, para que los alumnos de necesidades especiales puedan participar en el aula de educación general y aun seguir recibiendo el apoyo que necesiten para participar en la clase y aprender.

Nuestros alumnos dotados y aquellos dispuestos a aprender a un ritmo más rápido o a un nivel más complejo, se agruparán juntos durante algunos periodos de clase, para que su profesor pueda modificar sus lecciones para continuar retándolos en alcanzar mayores niveles de logro académico.

Al tener maestros que trabajen juntos en las comunidades de aprendizaje profesionales, tendremos flexibilidad para cambiar las agrupaciones de estudiantes durante el día escolar a fin de satisfacer mejor las necesidades de aprendizaje de nuestros alumnos.

Los estudiantes que necesitan ayuda adicional con necesidades académicas o de comportamientos tendrán el apoyo del equipo de éxito de estudiantes, que ofrecerá asesoramiento a padres y maestros con nuevas estrategias que puedan usar con el estudiante. El equipo de adquisición de la lengua determinará si hay problemas de idioma interfiriendo con el logro del estudiante y discutirán cómo superar estos problemas. Finalmente, el Coordinador de puente controlará el sistema de Welligent para garantizar que los estudiantes con los planes individuales de educación estén recibiendo los servicios a los que tienen derecho.

CULTURA ESCOLAR

Describir la cultura escolar que desean para su escuela.

La comunidad escolar ES # 9 Región Sur construirá una cultura segura, positiva, respetuosa que fomente la responsabilidad del aprendizaje para los estudiantes, padres y profesores que produzca resultados compartidos llenos de orgullo y altas expectativas para todos.

Educaremos al "niño-completo," socialmente, emocionalmente, intelectualmente y físicamente. Los estudiantes estarán inmersos en un ambiente de aprendizaje positivo, donde fomentaremos el respeto mutuo, y se alienten los riesgos académicos. A los estudiantes se le se enseñara a tener una apreciación de autodescubrimiento y convertirse en líderes en una sociedad global diversa.

Fomentaremos un proceso de comunicación fuerte entre los padres y la escuela en la cual los padres estén informados de las cuestiones de la escuela y se les animara a expresar sus preocupaciones. Con la ayuda y apoyo de los padres, como socios en la educación de sus hijos, los involucraremos en talleres y clases educativas con el fin de promover un aumento en el rendimiento académico.

Creemos que toda persona tiene el derecho, la responsabilidad y la capacidad de ser líder en una sociedad del siglo XXI. Nos enfocaremos en el liderazgo, el multilingüismo y la tecnología. Por lo tanto, dentro de nuestra comunidad escolar se proporcionarán amplias oportunidades para los estudiantes, padres y maestros en desarrollar y crecer en estos ámbitos esenciales.

Día en la vida de un estudiante en ES # 9 región sur

Es lunes y Laura, alumna de tercer grado, ansiosamente llega a la escuela lista para un día lleno de diversión y participación activa en su aprendizaje. Después de recibir un saludo por su nombre del director, Laura procede al área del almuerzo donde socializa y disfruta de un desayuno nutritivo. Laura luego camina rumbo a su aula de casa de tercer grado con su maestra y compañeros de clase. Durante el anuncio de la mañana, Laura escucha y reflexiona sobre el pensamiento del día dado por el director. El director también les recuerda a los estudiantes de la reunión de Consejo de liderazgo estudiantil, que tendrá lugar después de la escuela. Ella está emocionada por asistir a la reunión y hacer el anuncio de que su clase ha elegido el país de "Japón" para representar el nombre de su clase.

Laura, hablante nativa de español y su compañero David, un hablante nativo de inglés, caminan juntos hacia se clase de lenguaje dual. Ayer, estaban en su clase de inglés y hoy están en su clase de español. En ambas clases, Laura está trabajando en la unidad "Barrios y comunidades" del programa Treasures/Tesoros. Laura se complace en continuar su trabajo con David en su presentación multimedia utilizando "PowerPoint". Está editando la grabación de vídeo sobre su barrio, poniendo los toques finales en su proyecto que presentara en la feria de tecnología que se aproxima.

Después de recreo Laura y David reciben instrucción de matemáticas basado en sus necesidades individuales. Laura es una estudiante de matemáticas avanzadas y por lo tanto, va con un maestro de enriquecimiento. Algunos de sus compañeros reciben apoyo en grupo pequeño de la maestra especialista de recursos durante este tiempo.

Después del almuerzo, Laura va a su clase de "mixing". El viernes, terminó la unidad de la ciencia con la Sra. Beekerman y hoy comienza una nueva unidad de salud con el Sr. Salud. A Laura le entusiasma el colaborar con sus compañeros de otras clases durante este tiempo. Algunas de las otras unidades que tendrá durante el año son estudios sociales, arte, música y educación física. Cuando termina el tiempo de "mixing" Laura regresa a su aula de casa para concluir el día.

Antes de terminar el día escolar, el maestro de Laura les da tiempo de reflexión a los estudiantes. Durante este tiempo los estudiantes discuten sus éxitos, los juicios y tribulaciones entre sí. En este tiempo de reflexión, los alumnos establecen nuevas metas de corto plazo y el progreso de sus metas a largo plazo en su calendario escolar.

La campana de fin del día suena y Laura sale rumbo a la reunión de liderazgo de la escuela. A Laura le encanta la idea de que cada clase tiene un representante y está ahí para compartir información sobre el país que será el enfocó de su aula este año. Usan el estilo de las Naciones Unidas para discutir problemas globales y escolares. Después de la reunión, Laura camina hacia la zona designada a esperar a su mama, que estaba en un taller de padres sobre las habilidades de la computadora. Mientras caminan juntas a casa comparten sobre el día emocionante que pasaron en ES # 9 Región Sur.

¿Cómo se apoyará la misión y visión escolar con las actividades extracurriculares?

Actividades extraescolares en nuestra escuela apoyarán nuestra misión y visión al proporcionar oportunidades adicionales en los campos de la tecnología, la cultura y el liderazgo. El laboratorio de

computadoras y clases de computación estarán disponibles después de la escuela para el uso general de los estudiantes, padres y miembros de la comunidad.

Al trabajar con el programa extraescolar de "Woodcraft Rangers," un coordinador enriquecerá el aprendizaje de nuestros estudiantes, proporcionándoles la oportunidad de participar en clubes de ciencia, clubes de tecnología y Radio Play (obras de teatro escritas por los estudiantes que se emiten en internet.) El club de tecnología creara y mantendrá el periódico y videos mas el manejo de nuestro sitio Web de la escuela. Se les pedirá a los maestros ser mentores como voluntarios para estas actividades extracurriculares.

Juntos, los miembros de nuestra escuela y comunidad organizaran noches de lectura, noches de ciencia, festivales multiculturales y festivales de invierno a través de comités. Los estudiantes de las secundarias y preparatorias se asociaran con ES # 9 Región Sur al formar un programa de tutoría para mejorar los logros de los estudiantes. Los estudiantes de los grados altos tendrán la oportunidad de dar tutoría a los alumnos de los grados primarios.

Toda la escuela participará en un modelo de liderazgo que promoverá el sistema democrático donde cada alumno tendrá una voz y todos los estudiantes tendrán la oportunidad de practicar las habilidades de liderazgo. Se implementara el modelo de liderazgo que se usa en las Naciones Unidas. Cada aula tendrá dos representantes que llevaran las necesidades y preocupaciones de su aula al Consejo mayor. Para los niveles de kínder a segundo grado se les asignara un padre mentor para ayudarles con este proceso. Este Consejo Estudiantil se reunirá al menos una vez al mes para discutir las necesidades de la escuela, las preocupaciones estudiantiles y desarrollar maneras de ayudar a la comunidad local y global. Cada nivel académico se les asignará un continente y cada aula adoptará un país dentro de ese continente.

Discute las estrategias que utilizarán para involucrar de forma significativa a los padres y tutores en el rendimiento académico de sus hijos.

ES # 9 Región Sur será una escuela que reconoce, admite y valora las opiniones familiares y de toda la comunidad de South Gate. El compromiso familiar es un componente crítico en la creación de una cultura dentro de nuestra escuela. Las tres áreas en cual nos centraremos para involucrar a nuestros padres y la comunidad son: 1) múltiples medios de comunicación entre la escuela y el hogar; 2) involucrar a las familias en las decisiones escolares; y 3) colaborar con los socios de la comunidad y organizaciones. Varios medios de comunicación con los padres se establecerán a través del correo electrónico, *Connect ED*, boletín de padres, talleres mensuales, conferencias, orientaciones anuales de la escuela y encuestas. Se establecerán fechas y horarios de reuniones flexibles y se proporcionara cuidado de los niños para poder incrementar la involucración de los padres en tomar decisiones escolares importantes. Tomaremos todas las ventajas de nuestros socios de la comunidad y las organizaciones en una variedad de formas. Eventos de la comunidad se anunciaran en un boletín de comunidad dentro de la escuela. Referencias a servicios de la comunidad se proveerán a las familias y miembros de la comunidad si son necesarias. También colaboraremos con instituciones de educación superior para presentar talleres de preparación universitaria.

PERSONAL

El proceso de reclutamiento y selección de nuestro personal será muy amplio y riguroso, ya que reconocemos que todos los miembros del personal son fundamentales para el éxito académico de nuestra escuela. El reclutamiento de maestros se llevará a cabo dentro de LAUSD. Los candidatos que estén comprometidos a nuestra comunidad y tengan experiencia dentro de ella tendrán prioridad en el proceso de entrevista. En el sitio web de LAUSD se publicaran todas las futuras aperturas.

Un comité de contratación compuesto por padres, maestros y administradores entrevistará y recomendará personal altamente calificado que se compromete a proporcionar un currículo riguroso basado en normas estatales en un ambiente de apoyo y seguro. Las entrevistas se llevarán a cabo por el comité para determinar los candidatos que compartan la misión y visión de nuestra escuela.

Contrataremos un director dinámico y efectivo que tenga experiencia en: la enseñanza de dos idiomas, las últimas teorías académicas, que utilice tecnología, el eficaz funcionamiento de escuelas, el desarrollo de habilidades de liderazgo, saber crear un fuerte sentido de comunidad, e interpretar datos para guiar la instrucción. Nuestro director conocerá a nuestros alumnos y las necesidades de la comunidad para brindar apoyo eficaz que mejorará la enseñanza en el aula y aumentará el aprendizaje de los estudiantes.

Los Educadores Públicos de South Gate reclutaran maestros creativos e innovadores que trabajaran juntos para satisfacer mejor las necesidades de nuestros estudiantes. Nuestros maestros utilizaran la última tecnología e incorporaran las mejores prácticas de la enseñanza de dos idiomas. Nuestro personal se ocupará también de las diversas necesidades de los estudiantes del aprendizaje de inglés y estudiantes con discapacidad.

Cada miembro del personal apoyará la misión y visión de nuestra escuela y creerá en la importancia de poner los estudiantes primero, trabajará en colaboración, utilizará habilidades innovadoras para resolver problemas, y el desarrollo completo del niño.

A consecuencia de tener un personal altamente calificado y dedicado, un plan de estudio interesante y riguroso, y una comunidad de apoyo, nuestros estudiantes que culminen serán personas cultas con perspectivas culturales positivas, y estarán preparados para resolver los problemas del mundo real.

Información de Contacto: Miguel Ferreira- (562) 652-2493 Email: maf0374@gmail.com

Attachment 3: Professional Development Schedule

The professional development calendar will be aligned with the vision, mission, goals, and instructional plan of the school site. It will consist of prior to the school year professional development, pending the approval of the School Leadership Council. Meetings will occur at least once a week.

DAYS	TOPICS	FORUM
PRIOR TO SCHOOL DAY 1	FOCUS ON LEARNING • Purpose of PLC • Staff collaboration vs. isolation • Using data to inform and improve • Using data to diagnose students • Interventions and Enrichment	Staff Administrator Grade Level Representative
PRIOR TO SCHOOL DAY 2	FOCUS ON RESULTS • How to analyze data • Using data to improve performance • Use Data to trigger improvement	Staff Administrator Grade Level Representative
PRIOR TO SCHOOL DAY 3	INTRODUCE / REVIEW PROGRAMS • GLAD • GEMS • TouchMath • Dual Language • SIOP • SPARK • Math Their Way • Second Step • Develop Committees • Team Building • New Technology	Staff Administrator Grade Level Representative

PROFESSIONAL DEVELOPMENT CALENDAR

1st Month

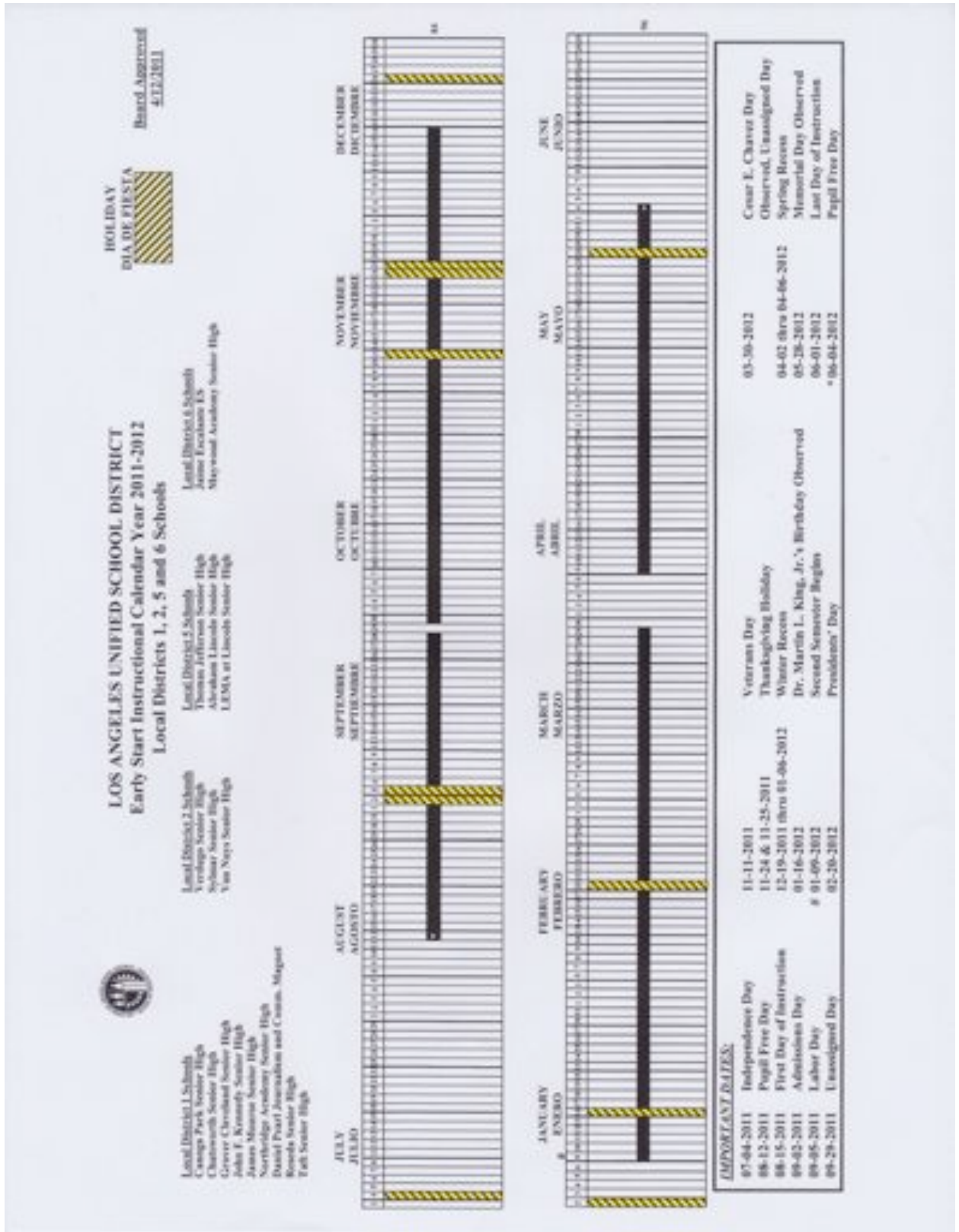| WEEK	BANKED TIME TUESDAY	STAFF MEETINGS (After Banked Time)	ADDITIONAL OPPORTUNITIES
1	Review Professional Development Plan.	Establish Norms Develop Long and Short term goals	Trainings for Programs (DIBELS, Gate Identification, Writers Workshop)
2	Identification of essential standards. Introduction to RTI2 and "good first teaching" Review and analyze data. Determine Priorities for Instruction		Continue training
3	PLCs Develop instructional and pacing plans from data analysis	Continuation from Banked Time	Teacher Evaluation Process
4	Indentifying Essential and Power Standards. Develop Common Formative assessments		

Following Months

Month	Topic of PD	Purpose	Forum
September	RTI ELD Strategies Dual Language Thematic teaching Curriculum Mapping PLCs	Select and plan appropriate support based on recent data to implement RTI2 Tier 2 Strategies	Banked Time Staff Meetings
October	RTI Writing Writing Rubrics PLCs goals	Plan Implementation of RTI2 Tier 3 strategies which include more frequent monitoring collect more in-depth information about students' instructional needs and strategically identified academic needs PLCs develop instructional action plans and pacing plans from data analysis from previous weeks	Banked Time Staff Meetings
November	RTI Instructional Plans Data Analysis SDAIE	Identify essential standards. Revise action plans. Plan appropriate support	Banked Time Staff Meetings

	Dual Language Technology Thanksgiving Drives PLC goals / objectives	based on most recent data to implement RTI2 Tier 2 strategies using SDAIE	
December	RTI SDAIE GATE Identification Community Charity Events Technology PLC goals / objectives	Plan implementation of RTI2 Tier 3 strategies which include more frequent monitoring. Use SDAIE to strengthen Tier 1, Tier 2, and Tier 3	Banked Time Staff Meetings

2nd Semester to be developed by School Site after feedback from 1st semester PD

Attachment 4: School Calendar

LOS ANGELES UNIFIED SCHOOL DISTRICT
Early Start Instructional Calendar Year 2011-2012
Local Districts 1, 2, 5 and 6 Schools

Attachment 5: Daily Schedule

Daily Schedule for South Region ES # 9

First Recess/First Lunch Schedule

7:50-8:00 Attendance/Morning Business
8:00-8:40 ELD/ALD mixing block or Dual Language Instruction
8:40-9:30 Language Arts
9:30-9:50 First Recess
9:50-11:30 Language Arts (continued)
11:30-12:10 Lunch
12:10-1:10 Math
1:10-2:09 Team-Teaching (Social Studies, Science, Health/P.E./Arts)
2:09 Dismissal (self-reflection and self-evaluation)

Second Recess/Second Lunch Schedule

7:50-8:00 Attendance/Morning Business
8:00-8:40 ELD/ALD mixing block or Dual Language Instruction
8:40-9:55 Language Arts
9:55-10:15 Second Recess
10:15-11:35 Language Arts (continued)
11:35-12:15 Second Lunch
12:15-1:15 Math
1:15-2:09 Team Teaching (Social Studies, Science, Health/P.E./ Arts
2:09 Dismissal (self-reflection and self-evaluation)

Third Recess/Third Lunch Schedule

7:50-8:00 Attendance/Morning Business
8:00-8:40 ELD/ALD mixing block or Dual Language Instruction
8:40-10:20 Language Arts
10:20-10:40 Third Recess
10:40-11:30 Language Arts
11:30-12:30 Math
12:30-1:10 Third Lunch
1:10-2:09 Team Teaching (Social Studies, Science, Health/P.E./ Arts)
2:09 Dismissal (self-reflection and self-evaluation)

*We will adhere to the LAUSD contract regarding teacher arrival and departure times.

Attachment 6: School Polices on Retention, Culmination, and Student Behavior

CULMINATION PROGRAM

The purpose for holding culmination or end-of-the-year activities is to give students and teachers an opportunity to summarize specific instructional objectives and to recognize the academic and non- academic achievement, leadership, and services of students. It also provides students the opportunity to demonstrate performance skills which can be appreciated by an audience. Although it has long been recognized that well-presented elementary culmination programs have a positive effect on student and parent appreciation of the instructional program and teacher efforts, the decision to present a culmination program rests with the local school administrator in consultation with teachers and parents or school-community support groups.

GUIDELINES FOR CULMINATION ACTIVITIES

A. Culmination or end-of-the-year activities are District-authorized and may be held during school hours when they conform to the following standards:

1. The activity or performance represents student work which is the result of specific instructional goals or objectives; or

2. A major class project, display or exhibit is used to present concepts learned during the school year; or

3. A special recognition program is used to commend the academic and non-academic achievement, leadership, and services of students.

B. Students and teachers should assume responsibility for the planning, preparation, and presentation of the program with cooperation from parents of the students, PTA, School Councils, and other school community groups.

C. All students who have successfully completed the highest grade level of the school should be included in that portion of the culmination program which permits them to display their leadership ability, knowledge, and skills in an appropriate, positive manner and should receive recognition or an award.

D. To conserve instructional class time and to stay within the limits of the attention span of the audience, the culmination program should be no more than one hour in duration.

E. The presentation of certain certificates may be a part of the culmination program or part of a separate awards assembly; however, the granting of diplomas or diploma-like certificates and the use of graduation-like exercises and dress are reserved specifically for 12th graders.

F. Additional funding should not be necessary for a culmination activity. Necessary transportation for parents and students in integration programs may be ordered through the use of Form 78.201 following District guidelines.

G. Any use of Student Body Funds for culmination activities must conform to the requirement and restrictions outlined in Policies Governing Elementary School Student Body Finance,

publication number 464, Student Body Finance Section.

H. Activities that are not essentially a direct outgrowth of classroom learning or of school goals or objectives shall not be District-sponsored or District-funded. Such activities, which are social or recreational, may be sponsored by outside groups after school hours. Parents should be informed that such activities must be after school hours. Parents should be informed that outside groups will be responsible for the funding, safety and welfare of pupils, and general supervision of the activity, which will be neither school-sponsored nor endorsed.

RETENTION POLICY

SUGGESTED CRITERIA – RETENTION

A potential retention student must have had the appropriate and documented interventions throughout the year, the student's needs and solutions addressed in the Student Success Team or Language Appraisal Team or COST Team, and appropriate conferences conducted with the parent/guardian throughout the year. Retention of a student needs to be a collaborative decision made to include the parent or guardian. The principal must document this process in a school-generated letter to the parent/guardian with a copy placed in the student's Cumulative Record.

LAUSD POLICY ON STUDENT BEHAVIOR

STUDENT/SCHOOL CODE OF CONDUCT

Section 300 of Title 5 of the California Code of Regulations requires pupils to follow school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teacher in an atmosphere free from disruption and obstacles that impede learning. The District's Foundation Policy: School-Wide Positive Behavior Support establishes a framework based on administrative leadership, team-based implementation, behavioral expectations defined, taught, monitored, reinforced and corrected, and data based decision making. The Los Angeles Unified School District is committed to creating a climate on each campus where every student feels safe and welcome.

Guiding Principles for Everyone in the School

1. Be Respectful

2. Be Responsible

3. Be Appreciative of Differences

4. Be Honest

5. Be Safe

6. Be a Life-Long Learner

Students must be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. Any student found to have committed any of the acts below will be subject to a full investigation and, if applicable, all appropriate disciplinary actions, which may include suspension, expulsion, and/or referral to law enforcement. These are not permitted:

1. Bullying/intimidation

2. Weapons possession

3. Fights/threats/violence

4. Drug possession/sale

5. Graffiti/vandalism

6. Gang activity

7. Cheating and plagiarism

8. Forgery and falsification

9. Sexual harassment and assault

10. Blackmail and extortion

11. Prejudice and hate crimes

12. Robbery and stealing

13. Fireworks and firecrackers

With appropriate guidance students should:

1. Learn and follow school and classroom rules.

2. Solve conflicts appropriately, without physical or verbal violence.

3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs.

4. Serve as positive role models and help create a positive school environment.

5. Report any bullying, harassment, or hate-motivated incidents.

6. Display good sportsmanship both on the athletic field and playground.

7. Attend school on time, with school books and supplies, and be prepared to learn.

8. Keep social activities safe.

Students will work toward:

1. Finding peaceful solutions

2. Listening to each other

3. Remaining drug free

4. Keeping our school clean and beautiful

5. Having healthy friendships

6. Producing work independently

7. Maintaining honesty and integrity

8. Showing empathy and compassion

9. Defending others' rights

10. Appreciating our differences

11. Respecting the property of others

12. Engaging in safe activities

SUSPENSION AND EXPULSION

California Education Code Section 48925 (d) defines suspension as —removal of a pupil from ongoing instruction for adjustment purposes.

A student may be suspended for up to no more than five consecutive school days. California Education Code Section 48925 (b) defines expulsion as —the removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel

In LAUSD, the Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement (straight expelled) and, therefore, not be allowed to attend any LAUSD school or program during the term of expulsion. Or the enforcement of the expulsion may be suspended, pursuant to Education Code Section 48917, in which case, the expelled student could be assigned to an LAUSD educational alternative program for the term of the expulsion. The length of an expulsion may be for the balance of the semester in which the Board expels; for the balance of the semester, plus the following school semester; or for one-calendar year, depending on the violation and/or the student's social adjustment background. Under certain circumstances, the term of an expulsion may be lengthened.

Students are subject to suspension or expulsion for offenses occurring:

1. While on school grounds.

2. While going to or coming from school.

3. During the lunch period, whether on or off the campus.

4. During, or while going to, or coming from, a school-sponsored event.

California law allows classroom teachers to suspend students from the classroom for any of the behaviors described in Education Code Sections 48900 et seq. (see below). If a student is suspended from the classroom, the teacher must immediately report the suspension to the principal for appropriate action. The principal shall then determine whether to suspend the student from school or to allow the student to remain on campus during the term of the classroom suspension. Only the school principal or his or her designee may suspend a student from school. The term of a classroom suspension shall be no longer than the balance of the day (or class period) plus the following day (or next class period for that same class). A student serving a classroom suspension must remain on campus under appropriate supervision. Subsequent to a teacher's classroom suspension, the teacher shall, as soon as possible, ask the parent to attend a conference with the teacher, at which the school administrator, school counselor, or school psychologist may also be present. If the student has committed an obscene act, engaged in habitual profanity or vulgarity, or has disrupted school activities or otherwise defied the valid authority of school officials, the teacher may require that the parent/guardian attend a portion of the school day in his or her child's classroom.

Grounds for Suspension/Expulsion

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force or violence upon the person of another, except in self-defense.

3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property. Stolen or attempted to steal school property or private property.

8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff,

chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm.

14. Committed or attempted to commit a sexual assault or committed a sexual battery.

15. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. Engaged in, or attempted to engage in, hazing as defined in Section 32050.

18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

19. Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

20. Committed sexual harassment (grades 4-12).

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

22. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (grades 4- 12).

23. Made terroristic threats against school officials or school property, or both.

A school principal is *required* to recommend a student‘s expulsion when he or she determines that the student committed one of the following while on campus or at a school-sponsored activity off campus:

1. Possessing, selling, or furnishing a firearm.

2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance

4. Committing or attempting to commit a sexual assault or committing a sexual battery

5. Possession of an explosive.

The Federal Gun-Free Schools Act of 1994 also mandates the expulsion of any student who takes a firearm onto a school campus.

Behavior Intervention for Students with Disabilities Students with disabilities whose behavior impedes learning require a Behavior Support Plan (BSP) developed through the Individualized Education Plan (IEP) process and implemented throughout the timeframe of the IEP.

In the case of a student who receives special education services and who is experiencing serious behavior challenges as defined in the Education Code (EC sections 56520 et seq.) a Functional Analysis Assessment (FAA) and Behavior Intervention Plan (BIP) may also be required.

Suspension, Opportunity Transfer and Expulsion of Students With Disabilities

For students who are disabled, the law requires additional procedures and considerations:

Suspension: Special Education: When a student who receives special education services is suspended, school staffs must determine if an IEP meeting is needed to create a BSP or to review and modify an existing BSP to organize more targeted behavioral instruction and to prevent the recurrence of the misconduct. Continued misconduct resulting in suspension will require an IEP meeting to determine if additional instructional and/or behavioral supports are needed and examine the appropriateness of current placement and services.

The student cannot be suspended for more than 10 days in a school year. If the suspensions are nearing 10 days, an IEP team conducts a manifestation determination.

Section 504: A student who has a Section 504 plan is considered as a general education student and can be suspended for the same number of days as a general education student, but at 10 days of suspension there must be an analysis in a Section 504 Link Determination Meeting.

Opportunity Transfer: Special Education: If a different educational placement is being considered for a student who receives special education services, an IEP meeting is required. The IEP team must consider appropriate instructional and/or behavioral supports designed in the BSP to address the behavior(s) that resulted in the school's consideration of a change of placement. A student who receives special education services may not have their placement changed without parent consent.

Section 504: A disciplinary opportunity transfer of a student being served under Section 504 is considered a change of placement and can only be issued if the school's Section 504 team conducts a link determination.

Expulsion: Special Education: Before a student who receives a special education services can be recommended for expulsion, an IEP team must hold a pre-expulsion IEP and conduct a manifestation determination. If a student with disabilities is expelled, he or she is entitled to receive the services specified in his or her IEP during the term of expulsion. The student is also

entitled to post- expulsion services (see Rehabilitation and Reinstatement from Expulsion below) during the term of expulsion. If the student is not expelled, he or she will be placed in the most appropriate setting as determined in the student's IEP.

Section 504: An expulsion of a student being served under Section 504 is considered a change of placement and can only be issued if the school's Section 504 team conducts a manifestation determination.

Rehabilitation and Reinstatement from Expulsion

California law mandates school districts to provide educational placements and services to expelled students. It also requires school districts to develop rehabilitation plans and strategies for expelled students and authorizes services for students otherwise placed in District Community Day Schools. The District's AB 922 Student Expulsion Support Services Unit coordinates and facilitates student rehabilitation and makes recommendations for reinstatement to the Board of Education. Services include developing individualized rehabilitation contracts that specify terms and conditions of reinstatement, helping students and parents access resources, and monitoring student progress through reinstatement. Education Code section 48916 stipulates that, upon completion of the readmission process, the Board shall readmit the student, unless a finding is made that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to the campus safety or to other pupils or employees of the school district.

ABSENCES

C.C.R. Title 5, Section 306 – A principal or teacher may require satisfactory explanation from the parent or guardian of a pupil, either in person or by written note, whenever the pupil is absent a part or all of a school day or tardy.

ABSENCES – EXCUSED

1.A pupil shall be excused from school when the absence is:

2. Due to his or her illness

3. Due to quarantine under the direction of a county or city health officer

4. For the purpose of having medical, dental, optometric or chiropractic services rendered.

5. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

6. For the purpose of jury duty in the manner provided for by law.

7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

8. For justifiable personal reasons including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats or attendance at an employment conference when the pupil's

absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative.

9. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Election Code.

A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. A pupil absent from school for excused reasons may make up the work by attending Saturday School.

ABSENCES – UNEXCUSED

Any absence for reasons other than those listed as EXCUSED ABSENCES are deemed unexcused. The District is required by law to seek an explanation (a written note or verbal justification) regarding all absences. Upon the third unexcused or uncleared absence for more than any 30-minute period from school in any school year, the student may be classified as a truant. This could be grounds for referral to the SARB and on to the City or District Attorney's Office for possible prosecution.

TRUANCY

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district. (EC 48260) District policy requires schools to notify parents by mail upon a student's initial classification as a truant.

The first mandated truancy notification states: That the parent or guardian is obligated to compel the attendance of the pupil at school. That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution. That alternative educational programs are available in the district. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy. That the pupil may be subject to prosecution. That the pupil may be subject to suspension, restriction or delay of the pupil's driving privilege. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Any pupil is deemed a **habitual truant** who has been reported as a truant three or more times per school year after an appropriate district officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil.

Any pupil who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate or disorderly during attendance at school may be referred to a School Attendance Review Board (SARB). The notice shall indicate that the pupil and parents or guardians of the

pupil will be required to meet with the School Attendance Review Board. There is a SARB held in each local district.

Any minor who is required to be reported as a truant may be required to attend makeup classes conducted on one day of a weekend (Saturday School Program).

In the event that any parent, guardian, student, or other person continually and willfully fails to respond to directives of the SARB or services provided, the SARB shall direct the school district to make and file in the proper court a criminal complaint against the parent, guardian, student, or other person charging the violation and shall see that the charge is prosecuted by the proper authority.

The District is in partnership with the Los Angeles County Office of the District Attorney and the Los Angeles Office of the City Attorney to provide services to parents of truant students.

ALOCOHOL, TOBACCO, DRUGS AND VIOLENCE – PREVENTION AND PROHIBITION

As stated in policy Bulletin No. 3277.1 titled *Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol, and Tobacco and Other Intoxicants:* ―The Los Angeles Unified School District does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco by students on school campuses or at school-sponsored activities. School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, or tobacco on campus and at school activities. In cooperation with School Police and community agencies in disciplining students in violation, school administrators may use prevention education, direct intervention, expulsion, or arrest on a case-by-case basis to keep the school drug, alcohol, tobacco, and violence-free. Parents and students are encouraged to seek assistance at their school site.

CELLULAR TELEPHONES

It is the policy of the Los Angeles Unified School District (LAUSD) to prohibit the use of cellular phones or any electronic signaling device by students on campus during normal school hours. Students are permitted to possess cellular phones, pagers, or electronic signaling devices on campus provided that any such device shall remain ―off‖ and stored in a locker, backpack, purse, pocket, or other place where it is not visible during normal school hours. Students are permitted to use cellular phones, pagers, or electronic signaling devices on campus before and after school or during school activities that occur outside of school hours. Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone, pager or other signaling device even before or after school. Schools may adopt more stringent cellular phone policies through the School Site Council. Cell phone use on the school bus is for emergency purposes only; driver authorization is required. For more information you may call (800) 522-8737. The District is not responsible for lost or stolen cellular telephones or other personal items of value such as iPods, cameras, electronic games, radios, CD players, computers, etc.

DRESS CODES/UNIFORMS

Schools may adopt dress codes that are reasonably related to the health and safety of students. School dress codes and uniform policies must be implemented in a manner consistent with the rights set forth in the First Amendment of the United States Constitution and Section 2 of Article 1 of the California Constitution. The California legislature has determined that ―gang apparel‖ is hazardous to the health and safety of the school environment, and therefore, the wearing of such apparel may be restricted. All dress codes must be gender neutral; students cannot be disciplined or prevented from wearing attire that is commonly associated with the other gender.

A.   Dress Codes

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the student shall be clean and shall not:

Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity

Create a hazard to the safety of him/herself or others

Create a health hazard

B.   Uniforms

California Education Code section 35183 allows a governing board to adopt a uniform policy that authorizes schools to require pupils to wear a school uniform. Some schools, in conjunction with their school-site councils, have elected to adopt their own student uniform policies. Any uniform policy implemented by schools must be voluntary and must make provision for participation by economically disadvantaged students. Parents must be advised of their right to opt out of the school‘s uniform policy. Students whose parents choose not to participate in a uniform program may not be disciplined, discriminated against, or otherwise denied rights and privileges available to other students.

Consistent with the above guidelines, hair, sideburns, mustaches, and beards may be worn at any length or style, and clothing may be of any fashion, style, or design, as determined by the student and his parents.

FREE EXPRESSION INCLUDING POLITICAL CONDUCT, RALLIES, ASSEMBLIES, DEMONSTRATIONS, ETC.

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school.

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all students and District

employees. Students who fail to follow the directive of school site administrators or District policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined.

Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence and may result in disciplinary action against the student. If the student demonstration or walkout causes a disruption to the general public, then local law enforcement may respond to the situation.

While Los Angeles Unified School District recognizes and respects a student's freedom of speech rights, District employees shall not promote, endorse, or encourage students to participate in any student demonstration, distribution of materials, assembly, sit-in, or walkout. For further information concerning this issue, please contact your student's school administrator.

GUN FREE SAFE SCHOOLS

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. The term of expulsion shall be one year. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. ―Possession includes, but is not limited to, storage in lockers, purses, backpacks, and automobiles.

INTERNET ACCESS

The Los Angeles Unified School District provides access to the Internet and email through the District's computer network (LAUSDnet). The District's website is located at www.lausd.net. All uses of District computers and networks are regulated by the LAUSD's Acceptable Use Policy (AUP) that can be found on the District's website. Access to the Internet from LAUSDnet and the use of District network resources including District email accounts are privileges, not rights. Access to LAUSDnet is free to actively enrolled students with a Student Identification Number, active LAUSD employees and to contractors retained by the District. The purpose of providing access to the Internet and District network resources is for regular instructional or business activity, or to compile data necessary for educational research.

Students may obtain e-mail accounts on LAUSDnet only through a teacher or administrative sponsor at the school at which they are enrolled. All student users, who access the Internet from any District facility or from a remote location connecting with any District facility, must have a STUDENT SIGNATURE AND PARENTAL RELEASE form on file at the school. Los Angeles Unified School District is compliant with the Federal Children's Internet Protection Act (CIPA). Specifically CIPA requires school districts to use technology to block access to Internet sites that are: A) obscene, (B) contain child pornography, or (C) that are harmful to minors. Keep in mind that the blocking technology may not be 100% effective, and there is no technical substitute for adequate supervision of a child connecting from school or home.

Student downloads of music, photographs and/or video must comply with all applicable copyright laws. Furthermore, any music, photographs and/or video should only be downloaded for District, and not personal purposes. Personal downloads, particularly if they are of copyright protected materials in violation of LAUSD's AUP is forbidden and students are subject to

discipline for unapproved and/or unlawful downloading activities. No user of LAUSDnet should have an expectation of privacy. The Internet is a public network, and email or other communications on it are not private. LAUSDnet system operators have access to all user account directories and data, e-mail, web pages, and any other files stored on system servers. It is the user's responsibility not to initiate access to material that is inconsistent with the goals, objectives, policies, and educational mission of the District as well as adherence to any city, state and federal laws. It is expected that users will not use LAUSDnet access to threaten, demean, defame, or denigrate others for race, religion, creed, color, national origin, ancestry, physical handicap, gender, sex and sexual orientation or other reason. Any statement of personal belief in email or other posted material is understood to be the author's individual point of view and not that of the Los Angeles Unified School District. Violation of LAUSD's AUP can lead to loss of Internet/email privileges, and further disciplinary/legal action may also be taken.

SEXUAL HARASSMENT POLICY

It is the policy of the Los Angeles Unified School District to maintain a learning and working environment that is free from sexual harassment and discrimination. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of District policy.

The District considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in Grades 4 – 12. However, students enrolled in Kindergarten and Grades 1 – 3 may be subject to other disciplinary actions.

Any student or employee of the District who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the proper administrator/supervisor (whether in an office or a school) so that appropriate action may be taken to resolve the complaint. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them.

Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Sexual harassment may include, but is not limited to unwelcome: Verbal conduct such as the use

of suggestive, derogatory, or vulgar comments (including catcalls and whistling); sexual innuendoes or slurs or making unwanted sexual advances, invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance. Visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring. Physical conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or interference with work or study directed at an individual because of the individual's gender. Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss and/or offers of benefits in return for sexual favors. Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.

Attachment 7: Principal Job Description

The Los Angeles Unified School District seeks an outstanding Elementary Principal to lead the students, staff, and community at South Region Elementary School # 9 towards academic success.

South Region Elementary # 9 is a single-track calendar school with approximately 650 students in grades K-5. Its primary focus is on dual language, technology, and leadership.

The ideal candidate demonstrates strong instructional knowledge, the ability to lead all stakeholders towards a shared vision, has experience managing multiple programs, creates a positive and inclusive school culture, has strong oral and written skills, is preferably bilingual, has experience working in a multicultural environment, is creative, a skilled problem solver, works well in a collaborative environment, has a strong elementary education background, is familiar with school budgets, utilizes data to help drive instruction, and has experience in helping lead professional learning communities.

Required Experience:
- 5 years of successful full-time public school district certificated service
- A minimum of three years experience as a teacher in a K-12 program
- A minimum of two years experience in an elementary instructional program grades K-5

And one of the following:
- A minimum of one year of service in an administrative or supervisory position utilizing an administrative credential
- A minimum of one year of experience in a school-based assistant principal level position
- Three years verifiable full-time experience in a school-based leadership non-classroom assignment, such as coordinator, instructional coach, or dean

Minimum Requirements Include:
- A valid California Administrative Services Credential
- A valid California K-12 Teaching Credential
- Master's degree from an accredited college or university
- Multicultural coursework
- District Master Plan requirements

Check the district website for more detailed requirements for this position and employment updates at: http://certificated.lausd.k12.ca.us/admin_vacancies

All applicants must submit a letter of interest, a resume with professional and academic preparation (include employee number), and 3 letters of recommendation, one from a previous administrator.

Submit Materials to: South Region Elementary School #9
c/o Leadership Council South Gate, CA

Attachment 8: Waivers
Waiver Identification Form

School Site: <u>South Region ES # 9</u>

Proposed School/Design Team Name: <u>Public Educators of South Gate</u>

<u>Proposed Governance Model (mark all that apply):</u>

☐ Traditional   ☐ Local Initiative School   X <u>Expanded School Based Management</u>

☐ Pilot   ☐ Network Partner

<u>Waiver Request:</u>

☐ Methods of improving pedagogy	☐ Curriculum
☐ Assessments	☐ Scheduling
☐ Internal organization (e.g., SLCs)	☐ Professional development
☐ Budgeting control	☐ Mutual consent requirement for employees
☐ Teacher assignments*	☐ Staff appointments (e.g., department chairs)*
☐ Discipline & codes of conduct	X Other**: <u>Teacher Evaluations</u>
☐ Health and safety	

*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**Both new and focus school applicants selecting "Other" above must provide a rational for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

<u>Approval Signature:</u>

Principal/Administrator: Date:

UTLA Chapter Chair/Rep: Date:

The following Waivers will be submitted once UTLA and LAUSD have reached an agreement over PSC 3.0:

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: February 6, 2012

School/Office: South Region ES # 9   **Local District/Division:** 6

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)   Article: X. Evaluation and Discipline
Waiver Description: (Describe the actions that require a waiver):   We plan to include a peer evaluation process, in which members of the grade level provide further insight into a teacher's effectiveness. The Leadership Committee will create an evaluation form that will be presented to teaching candidates and again to staff members during personal development meetings so they are aware of the evaluation process. This new part of the review will focus on the participant's ability to work with others, their contribution to the professional learning community and school community, as well as other performance-related questions.
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement):   Similar to our school's focus on the "whole child," we believe performance reviews should focus on a teacher's ability to successfully create academic, emotional, and positive social growth in each student. As a result, our performance review will focus on several distinct areas: a traditional STULL evaluation, peer reviews, data analysis, and stakeholder feedback. Overall, this evaluation should demonstrate improvement in the continued development of the teacher as a professional, as well as the academic growth of each student.   One aspect of the review process will be the district's standard evaluation. Teachers will be given the opportunity to provide input into their own evaluation by setting goals at their Initial STULL Planning Meeting. The administrator will provide guidance and assistance during the initial conference by working with the teacher in focusing on areas that will improve student academic achievement. At this meeting, the administrator and teacher will schedule future observations as well as discuss the expectations for the pre-selected goals.   Another aspect of the evaluation process will consist of **peer reviews**. Although the traditional STULL evaluation is effective, it only shows a small window into the actual capacity of each teacher. As a result, a peer evaluation will be given to other members of the grade level who will provide further insight into that teacher's effectiveness. The Leadership Committee will create an evaluation form that will be presented to teaching candidates and again to staff members during

personal development meetings so they are aware of the evaluation process. This new part of the review will focus on the participant's ability to work with others, their contribution to the professional learning community and school community, as well as other performance-related questions.

The third aspect of the evaluation process will consist of analyzing common formative assessments and district/state test scores to measure grade level academic growth. Academic Growth over Time (AGT) can be shown in different ways and is not only apparent in yearly state tests, but also in grade-level-created tests and district assessments. Through grade level data, we will evaluate teacher effectiveness.

Lastly, we will solicit stakeholder (parent and student) feedback by sending surveys home that focus on the teacher's effectiveness in teaching the student, their school-to-home communication, and the overall academic, emotional and social growth of the pupil.

The principal, lead teachers, national board certified teachers, teacher experts and/or coordinators would support all teachers. Teachers determined to be in need of additional assistance will receive support that includes, but is not limited to, conferencing, observing lessons, peer assistance, and providing referrals to additional resources that may be available.

Just as we are going to look at the "whole child" for growth, Public Educators of South Gate are also committed to looking at the "whole teacher" for growth. By using these four elements on our performance review, our school will ensure that highly effective and highly motivated teachers lead to high-performing students.

Requesting Administrator's Approval:

_____   _____
Principal/Administrator   Date

_____   _____
Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations
                                                                      333 S. Beaudry Avenue, 14th Floor
                                                                      Los Angeles, CA 90017
                                                                      Fax: 213-241-8405
                                                                      Phone: 213-241-6056

Attachment 9: Behavior Plan

Attachment 9- Behavior Expectations and Procedure Plan

Behavior Expectations

Classroom	• Follow directions. • Listen attentively. • Be kind and respectful to others. • Keep hands, feet, and objects to yourself.
Playground	• Play safely. • Remain in your area. • Freeze when the bell rings. • Walk to you line when the signal is given.
Cafeteria	• Listen and follow all directions from the lunch supervisors. • Eat your food in your designated area. • Throw away all trash in the trashcans. • Walk everywhere.
Hallways	• Always walk quietly in the hallways. • Be sure to keep your hands and feet to yourself. • Smile and wave silently when you see friends.
Multipurpose Room	• Walk in and exit quietly. • Sit properly, keeping hands and feet to yourself. • Keep your attention focused on the speaker. • Be a respectful audience member.
Library	• Use quiet voices at all times. • Finish your food and drinks outside of the library. • Treat the books and other materials with care. • Walk everywhere.
Bathroom	• Respect privacy. • Flush the toilet. • Wash hands with soap and water. • Keep water in the sink.

Behavior Expectations Procedure Plan

Define	• Behavioral Assembly- school-wide assemblies to introduce/review expectations will be held at the start of each semester. • Classrooms- expectations will be clearly defined and taught *(see TEACH below)*. • Expectations will be posted around the school.
Teach	• Introduction- teachers will introduce the expected behaviors and lead their classes in a discussion of what those behaviors look like. • Modeling- teachers will model the expected behaviors as they talk through the steps aloud. • Role Playing- students will demonstrate positive and negative examples. • Practice Throughout the Day- before proceeding to a common area, students will be reminded of expected behaviors and verbally or tangibly reinforced. • **Procedural Fair**- classes will rotate among common areas where expected behaviors will be modeled by adults and peers. • Staff will model expected behaviors throughout the year.
Monitor	• Lower Grades- Active supervision by all staff in all areas, including scanning, moving around, and briefly interacting with students by acknowledging and correcting behaviors. • Upper Grades- Adult monitoring and a Peer Supervision system will be in place.
Reinforce	• Verbal praise acknowledging expected behavior. • Individual- individual tickets for weekly raffle awarded by any staff member who "catches" a student enacting the expected behavior. • Group- class tickets earned at lunch and assemblies. Receive a

	class reward for every 25 tickets earned.
Correct	• Redirections given for minor, infrequent behavior errors. • Frequent pre-corrections (prompting, reminders) for chronic behavioral errors. • Data system in place for monitoring group support/secondary interventions. • Group support/secondary interventions plans reviewed to ensure successful transition of student supports across teachers and grade levels. • Red Notes- written communication with parents. • Playground- Reflection Bench. • Social Skills Club- role-play expected behavior with adult guidance. • Individual behavior contracts. • Administrator/Parent conference • Community resources identified and collaborative relationships developed with agencies (e.g., meeting with teams, serving as referral sources to access services)

Intervention	• Tier 1- Positive Behavior Team will plan and coordinate academic support. CHARACTER COUNTS, SECOND STEP, and SANE (4th/5th grade) programs will be used for violence prevention and to improve social-emotional skills. • Tier 2- To collect and analyze data, the Positive Behavior Team will monitor office referrals and red notes as well as create a spread sheet to determine areas of need. Additional instruction will be planned as needed. • Tier 3- Positive Behavior Team will meet as needed for special cases. If needed, the team will coordinate with support providers to conduct the assessment and implementation of Behavior Support Plans and Behavior Intervention Plans.