

2013-
2014

Autonomous School Models Request for Proposal

Salvin School

LOS ANGELES UNIFIED SCHOOL DISTRICT

Local Options Oversight Committee

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REQUEST FOR PROPOSAL QUESTIONS

I. General Questions

1. **Vision and Mission:** Describe the vision and mission of the school.

Vision: The vision of Salvin Community Learning Center is to provide a diverse student population with a high-quality education in a safe, nurturing environment. We will create a cohesive, tight-knit community that will draw upon the skills and resources of teachers, staff, parents, and members of the surrounding neighborhood in order to support the various learning styles of our students, which will help them achieve success throughout their academic careers and lives.

Mission: Historically, our focus has been to educate students with moderate to severe disabilities. A priority of the Division of Special Education includes creating opportunities for students with special needs to interact with general education students. We want to embrace this objective by welcoming general education students to our school and providing them with a quality education in a stimulating and secure environment. One of our strengths as a school has been to offer special needs students a safe haven where they can thrive, while shielding them from harassment, bullying, and teasing that can occur. It is our desire to provide this supportive setting to general education students as well as special education students so that both may learn respect for each other and how to work, live, and thrive together. The concept of “community” is something that all elementary school students need to experience by interacting with others who are different than themselves. The Salvin Community Learning Center will provide an ideal setting to nurture this concept in the minds of young, developing students.

We will begin this process by offering a State Preschool/PCC, Preschool Intensive (PSI), Transitional Kindergarten (TK) and Kindergarten Collaborative Classroom (KCC) at Salvin. As we enroll young students into Salvin, we will work with the students and their parents to promote a collaborative learning environment that acknowledges the differences between people while at the same time embraces the richness that a diverse population of cultures and learning abilities can offer.

Through a combination of staff-created and/or existing sensitivity curriculum (i.e. Bucket Fillers) that focuses on our school community, our neighborhood, and the world at large, we will be able to positively influence a new generation of students to accept and respect the diversity that makes up our school and our community. Parents and staff will participate in various sensitivity trainings associated with this curriculum. A school-appointed leader will work with our School Leadership Team to build relationships with community partners in other schools, businesses, and institutions in our surrounding neighborhood to foster support in the way of grants, field trips, and enrichment programs that will afford real world learning opportunities and problem solving.

One of our strengths at Salvin has been an ability to provide a strong, standards-based instructional program in which students with disabilities excel, as evidenced by accolades such as the 800 Club Award, the *California Distinguished School Award*, and the receipt of

the Deutsch and SHARE grants. As we introduce general education students onto our campus, the Common Core Curriculum will be implemented to achieve the same academic rigor essential for success. Special needs students will use the Alternate Curriculum for Students with Moderate to Severe Disabilities, Unique Learning System, as well as Mobility Opportunities Via Education (MOVE) to enhance the mobility of those that need it. Our English Language Learners will use the Oxford Picture Dictionary. We recognize that we will be teaching a diverse group of students, but we will ensure that each student will develop to his/her fullest potential, academically, socially, and emotionally through individualized instruction and coordination between general and special education teachers.

Our existing, school-wide, positive behavior support plan will supplement the aforementioned curriculum. The school mascot, a seal, represents our motto: “Safe, Engaged, Accountable Learner.” The “SEAL” motto is intricately woven into our school culture. We combine these strategies to provide an exceptional educational experience where all students can learn, are respected, and can attain a high level of self worth.

The physical and psychological health of our students has been a priority at Salvin, and will continue to be so as we recognize that student achievement depends in large measure on healthy and happy students. We currently have two full-time nurses on staff, and an active APE program that has an athletic field, an adapted indoor pool, and a grant-sponsored fitness center. Supervised games and athletics will be one way we can integrate our general and special education students. Our full-time school psychologist, along with our part-time PSA counselor, will aid us in helping both our general and special education students to adjust to one another and our new families to assimilate into the culture of our school.

Grant writing is one way we have actively solicited support from our community. We will continue to do this, as these grants provide activities that will afford opportunities for interaction between our general and special education students. For example, we currently have a Deutsch Grant that provides percussion instruments and musical instruction in which both populations of students will be able to engage. We have a Share Grant that provides us with specialized equipment that allows our students to access the curriculum. The aforementioned APE grant that provides the exercise equipment in our adapted fitness center will benefit all of our students. We have received gardening donations in the past which have beautified our campus, and are currently applying for a “Gardening School Foundation” grant, which will provide another hands-on learning activity that can be enjoyed by all our students.

We have a Parent Center with a full-time bilingual, paraprofessional coordinator. The Parent Center, which is open throughout the school day, provides help with filling out forms, translation, and locating social services (with the help of our PSA worker), in addition to offering general parent support groups, monthly workshops, and parent education classes. In conjunction with nearby St. Sophia’s Greek Orthodox Church, the Parent Center operates a food bank for our neediest families. Each summer, the siblings of Salvin students are eligible to attend a free summer camp, and the Center also coordinates with the nearby World Impact Organization to send worthy families to their camp. As new students and parents enter our school, the Center will play a vital role in integrating them into our community by hosting

mixers, offering orientation, and providing workshops on how to nurture caring and responsible young people. In turn, parents will be encouraged to donate some time for activities such as, helping with field trips, lead parent tours, participating in campus clean-up and planting days, and fund-raising efforts for our school to help support the programs we sponsor for their children.

Our integrated focus on academic achievement, respect for others, and family support will nurture our students and families by fostering engaged and life-long learners that will be successful in their academic careers and assets to their communities throughout their lives.

2. School Data Profile/Analysis:

a. What is the current state of your school?

Data presented in the following charts was taken from the “2011-12 School Accountability Report Card.”

Student Enrollment Grade Level (School Year 2011-12) This table displays the number of students enrolled in each grade level at the school.		Student Enrollment Racial and Ethnic Subgroups (School Year 2011-12) This table displays the number and percent of students enrolled at the school by subgroup.		
Grade Level	Enrollment	Racial/Ethnic Subgroup	# of Students	% of Students
Kindergarten	40	African American	37	15.5%
Grade 1	28	American Indian or Alaska Native	0	0.0%
Grade 2	32	Asian	14	5.9%
Grade 3	32	Filipino	7	2.9%
Grade 4	42	Latino	177	74.1%
Grade 5	20	Pacific Islander	0	0.0%
Grade 6	31	White (Not Latino)	4	1.7%
Grade 7	14			
Grade 8	0			
Total Enrollment	239			

Percentage of Students Enrolled who have the Following Disabilities.	
Disability	Percentage
Autism	21
Intellectual Disability	33
Multiple Disabilities (ID & OI/DHH/Blind)	41

Other Health Impairment	2
Orthopedic Impairment	2
Traumatic Brain Injury	1

STAR Results for All Students - Three Year Comparison
 Available only at the point of student achievement with the addition of additional test scores on your district self-study data.

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	80%		73%	41%	44%	48%	52%	54%	56%
Mathematics	65%		65%	39%	43%	44%	48%	50%	51%
Science	0%		0%	43%	47%	51%	54%	57%	60%
History-Social Science	0%		0%	33%	37%	39%	44%	48%	49%

Salvin School, located in an urban, predominantly Latino neighborhood in Los Angeles, presently serves 225 Kindergarten through 8th grade students with special needs from diverse ethnic backgrounds, many of whom come from households within the lower socioeconomic rung. Of these students, approximately 70% are English Language Learners. For over 40 years, the focus of Salvin School has been educating students with severe intellectual disabilities. Generally speaking, our highest functioning students demonstrate intellectual skills that approximate the 2-5 year level and a large majority of our students have skills that fall below this level. For many of our students, intellectual disability exists in conjunction with orthopedic impairment and/or autism. Many students are medically fragile which adversely impacts their intellectual, social and physical development. Ninety-five percent of the students are bused in per their IEP as this is not their home school. We are a School-wide Title I school and 90% of the students are on a free or reduced lunch. Our API score has been in the low 800's for the past several years, based on the California Alternate Performance Assessment (CAPA).

Currently, each Salvin student has an IEP which outlines the specific educational supports required for the student to access the curriculum. The school is comprised of four departments/special day programs: Intellectual Disability-Severe, Multiple Disabilities, Multiple Disabilities-Severe and Autism. Until last year, Salvin also ran a large and very well-organized Preschool Intensive Program; that fed students into our various departments. The preschool program is no longer in existence because it was moved to general education sites at the direction of the Division of Special Education and Department of Early Childhood Education. Students are enrolled in a given, special day program based on what has been agreed upon by the IEP

team. Due to the severity of intellectual deficit among the students within our current population, teachers utilize the Alternate Curriculum for Students with Moderate to Severe Disabilities, Unique Learning System, the Oxford Picture Dictionary for English Language Learners, and Mobility Opportunities Via Education for students requiring support in the area of mobility to access their instructional program. With these curriculums, teachers provide a high quality, highly-structured and standards-based educational program.

Consistent with the parameters of the Alternate Curriculum and the needs of our students, the focus of Salvin's program is teaching functional academics and life skills. While the focus for each and every student is the development of functional skills, each student's goals are individualized per their IEP. Many of our students are adult-dependent for all self-care needs such as feeding, diaper changing and the administration of medical protocols. Salvin has a highly specialized and effective team of special day-program teachers, paraeducators, healthcare assistants and related service providers that support students in learning inside and outside of the classroom.

Areas of Strength

Salvin's strengths are numerous and varied. In 2010, Salvin students scored 830 on the California Alternative Performance Assessment, which was the highest API score in what was then Local District 7. Over the last several years, our students have scored in the low 800's. Many students have received perfect attendance awards. We have a strong incentive program especially for our medically fragile students, which has helped to increase student attendance overall.

Although some people might feel that working at a school that specializes in teaching disabled students is disheartening, the atmosphere at Salvin is actually upbeat and positive among staff and students. Over 60% of our teaching staff have chosen to remain at Salvin for ten years or more, because we are dedicated to our students, our families, and our school. In an effort to foster independence and practical life skills, our staff guide students in a weekly recycling program, collecting daily attendance, participating in seasonal gardening activities, and cooking and bake sales throughout the year.

We have a well-trained and experienced staff that is patient, flexible, and cooperative. In addition, we also have excellent DIS support services, such as: Speech and Language, Occupational Therapy, Physical Therapy, Assistive Technology, Deaf and Hard of Hearing, and Visual Impairment. We have two full time nurses, one of whom was recognized with *School Nurse of the Year* and the *Platinum Apple Award* a full time school psychologist three APE teachers; and approximately 80 paraprofessionals and health care assistants. A commonality among all of these people is their dedication in bringing out the best in each child academically, physically, and emotionally.

Another strength is Salvin's facility: a fully-adapted and accessible campus, various special day-program and classroom options, a full-time Parent Center, an adapted swimming pool, an adapted fitness center, five different adapted playgrounds, a full-time transportation office, a California Children's Services physical therapy center, and two well-equipped nurse's offices.

Salvin has a musical enrichment program for students, including The Rhythmic Arts Project (TRAP), Salvin Marching and Rolling Ensemble, Remo's Drumming Program for Children with Autism, as well as monthly live music performances, which highlight various cultural and seasonal events. Much of this was funded by a grant from the Deutsch Foundation. We have also hosted students from USC who have run art projects in our classrooms over the years.

Interacting with various schools in the community Salvin created its own integration program. Having functioned for several years, this program flourished during the 2012-13 school year. Our school integration team created relationships with four private elementary schools in our area and with Griffith Joyner Elementary School. Integration activities, which were scheduled on a weekly basis consisted of sports, art, gardening, and reading, and helped foster a greater sense of community interaction among staff, students, parents and members of our surrounding neighborhood.

Areas of Concern

Areas of concern for us revolve around three issues that are all interconnected:

1. How to integrate students with special needs and general education students internally on a more consistent basis. (Although we have a School Integration Program in place, we have been relying on the participation of outside schools to do this. In order to facilitate a more permanent and reliable interaction program on our campus, we will need to reintroduce general education classes on our site. (see Trends Observed...below)
2. How to build a general education program on our campus.
3. The District's integration plan requires our students to move to general education campuses. From our perspective it makes more sense to bring general education students to our campus, which is already adapted for students with special needs. Plus, we have a warm, welcoming culture in place here that embraces diversity and will keep our students safe.

Trends Observed Over a Period of Years (Positive and Negative)

Cognitively impaired students often have difficulty generalizing skills learned in the classroom to other settings so over the years, many Salvin teachers have found that the best way to instruct their students in functional life skills is to do so in the actual settings where those skills are needed. Because of this, Salvin students have a history of going into the community to shop at markets, doing laundry at Laundromats, dining out at restaurants, and so on. The benefits of these outings are immediate and tangible, offering the students hands-on examples of how to function in real-life settings and conduct themselves in public.

For over ten years now, Salvin has engaged with different schools in our area to foster interaction to varying degrees between general students and our own. Our students have also participated in APE events with other Special Education Centers nearby, such as Lanterman High School and Widney High School, in order to make our students aware of how older special education students function in middle and high school and on the athletic field. These

interactions have enriched our students' lives and made them aware that they are part of a greater community outside their home and our small school.

Also during that time, our school has become "Greener" both literally and figuratively, as staff, parents, and students have participated in tree planting weekends, gardening programs, and recycling programs that have beautified our campus and made our school more eco-friendly. A secondary benefit of some of these green projects has been to engender greater collaboration between teachers, staff, and parents in other areas such as academics, sports, art and fund-raising.

Our curriculum and assessment options have also improved and increased over the years from the Creative Curriculum, the Alternate Curriculum for Students with Moderate to Severe Disabilities, TEACCH, Oxford Picture Dictionary ELD Curriculum, the SANDI, and now, this year, the Unique Learning System. All of these curriculums /assessments offer valuable ways to evaluate and assess our special needs students.

Our attendance incentive program, which was spear-headed by our PSA counselor, has improved our overall attendance over the years so that we now have an approximately 87% annual attendance rate. While this figure can still be improved upon, the fact is that our student population is comprised of predominantly low income families, many of whom are transient. In addition many of our students are medically fragile and fall prey to a host of illnesses. When all these factors are taken into account we are doing well in this area. Despite all these issues, we have many students who have maintained perfect attendance.

In terms of negative trends, the most disturbing one is that we have seen our school population dwindle significantly in the last two years due to the fact that a.) the District has closed all seven of our preschool classes and opened new classes on general education sites, and b.) the general education schools which are in our geographic area used to send us special needs students on a regular basis, but have now ceased to do so. The result is that our numbers have dropped significantly. In the last two years we have lost 75 students, and have gone from 37 classrooms to 26. We are being starved for students.

Another aspect of this trend is that we have had to keep middle school students (7th and 8th graders) on our campus for the last three years. While our teachers and staff have done an excellent job working with these middle school students, our elementary campus is not designed to accommodate them.

Underlying Root Cause(s) of Persistent Trends

Salvin's student population was drastically reduced due to the decision to start preschoolers exclusively on general education campuses, thereby depriving us of preschool feeder students. Simultaneously, surrounding schools in our area stopped referring special education students to us. Previously, we would be called out on referrals to general education sites several times a month to determine if these students were inappropriately placed on their campus, and perhaps were more appropriate for our school. The result was our school lost even more students.

Historically, Salvin has been a Pre-K through 6th grade elementary school. In the last three years, we have been required to keep some middle school (7th and 8th grade) students on campus due to the fact that one of our feeder special education high schools was changed to a Career and Transition Center which no longer accepts our matriculating students. The other special education high school for our matriculating students is not structurally set up to adequately handle students in wheelchairs. Additionally, the District was in the process of opening special education classes at the general education campuses but the facilities were not yet available. These students could access more age-appropriate services by being placed at a Special Education middle school/high school which would enhance their educational, physical, and emotional well being.

b. Based on your analysis, please identify the most central and/or urgent needs/challenges that the school seeks to address in order to improve the teaching and learning environment?

Our most immediate challenge at Salvin is how best to integrate our students with a general education population. We feel that the most efficient and sensible way to do this is to bring a State Preschool/PCC, Transitional Kindergarten and a Kindergarten Collaborative class onto our campus. We also intend to bring a Preschool Intensive classroom to our school, all of which will provide opportunities for integration as well as reverse the trend of declining enrollment. We then hope to grow this program by adding one more grade of general education classes each subsequent year.

A key to making this integration plan work will be hiring excellent general-education staff who will assist us in implementing a first rate general-education program. We will do what it takes to ensure the success of our general-education students by closely monitoring their progress and providing mentoring, tutoring, test preparation, and intervention when necessary. We will have to seek out and actively recruit prospective general-education students by advertising, word of mouth, canvassing our community, contacting schools that have waiting lists, and building an attractive website. We will attempt to keep our classes small in order to provide as much individualized instruction as possible.

At the same time, we will need to maintain the integrity of our special-education program. An essential ingredient here is that we must open a PSI class in order to feed the declining enrollment of our special-education department. We also must continue to develop and implement innovative learning options and meaningful interaction opportunities for all of our students. In order to be successful, we will need the cooperation and support of current staff, new staff, and parents. As we have said, we will need to reach out into the community to spread the word about the exciting new innovations we are planning at Salvin School and garner community buy-in and financial support for some of our projects.

Undoubtedly, this will involve an incredible amount of hard work and creative thinking, but considering that we have already established an active integration program with a number of schools in and around our immediate neighborhood, we feel confident that we can meet this challenge.

3. Family and Community Engagement:

As already mentioned, we have a Parent Center with a full time bilingual coordinator. The Parent Center is the hub for parent support and parent education, school related trainings, and parent fundraising activities. Working with St. Sophia's church, we have established a food bank for our neediest families. We also work with the World Impact Organization to help students and families attend summer camps. Three local high schools send students to complete their community service by volunteering in the classrooms. A service organization from USC, regularly comes to our campus to do art in the classroom. Our pupil services and attendance counselor (PSA) and our school psychologist help parents and students with services available inside and outside the school setting. We have School Site Council meetings and ELAC meetings so that parents can participate in and help steer the course of our school.

In the future, in keeping with our vision, family and community engagement will continue to include all of the things we've done in the past and build upon that. Before the school year begins, we will host one or two informational meetings/school tours for perspective parents. One of our main focuses will be a sensitivity training program in which all of our parents, staff and students will be expected to participate. This training will be scheduled in the beginning of the school year to welcome and include all parents in our school community. Throughout the school year, we will host various events such as family movie night, Read Across America, bring-your-grandparents-to-school day, etc. Parents will be encouraged to donate time to the school in various school-wide events, such as work in the classroom, assist at holiday programs, and sponsor social mixers.

Parents will be encouraged to be meaningfully involved in their child's education. They will be kept abreast of their child's education and activities through a variety of means such as, school bulletins, phone calls, newsletters, communication journals, and parent-teacher conferences. Parents may be asked to complete a school assessment questionnaire to provide input about how the school is functioning and meeting their needs. The school will create a handbook explaining homework policy, behavior policy, and emergency codes.

4. School Culture and Climate

a. Academic Culture:

In keeping with our school vision and the values that already exist within the Salvin community, we intend to promote a culture that respects and appreciates diversity. We are currently a school that embraces differences in race, ethnicity, gender, sexual orientation, abilities and disabilities. This great diversity and our celebration of it is what makes our learning environment special. We look forward to welcoming general education students into our community.

Salvin will have three subgroups of students: general education, special education, and English Language learners. We will use the Common Core, Alternate Curriculum, and CELDT/Oxford Picture Dictionary, to instruct each respective subgroup. We will use periodic assessments to measure and provide accountability. We will keep in mind the core beliefs of the District and their vision- "All youth achieving"- as we look at our performance meters.

We will provide an educational program that is in alignment with the District's performance meters:

- 1.) The curriculum will be rigorous and advance students towards mastery and keep them on track for graduation and/or a certificate of completion.
- 2.) We will provide students with the tools and intervention needed to become proficient in English Language Arts and Math and to be able to reclassify as proficient English Language learners.
- 3.) We will continue to improve and refine our established attendance program for our students and staff.
- 4.) We will encourage all our parents to participate in their child's educational program by discussing their children's progress on a regular basis and devising ways to improve that.
- 5.) We will continue our well-established school safety plan, which consists of regular emergency drills (fire, earthquake, shelter in place), our emergency codes (red: child missing, blue: medical emergency, green: lockdown), and our School Wide Positive Behavior Support Plan. We presently have no issues with suspension.

Salvin will continue to use the three-tiered Response to Instruction and Intervention (RTII) Model. As general education students become a part of our student body, we will support their learning needs in a similar fashion.

Teachers know their students best and will teach toward their varying learning modalities and styles. Teachers and students will build strong relationships as we keep the class size small. We will emphasize the importance of teaching towards the whole child in an atmosphere where the students feel safe and thus will be more willing to take risks and learn from their mistakes. We will challenge our students to achieve to their fullest potential without putting undue pressure on them. We will emphasize the importance of the academic program while also letting them know that learning does not only come out of a book. Students will learn by participating in their school community outside of their classroom. A buddy program, integrated PE classes, pool time, school music, art, and meal times all will support the achievement of the collaborative culture of our vision.

Salvin has an effective School-Wide Positive Behavior Support Plan. This plan was created with our moderate to severe population in mind. Within each department, we orient our incoming students to the department's needs, its procedures, its teaching strategies and safety measures. We implement this program on a school wide basis and these same procedures will be taught to our incoming general education students throughout the school day. We hold periodic award ceremonies in conjunction with pep rallies to recognize students for their academic and social accomplishments.

Our plan is to begin our general education program with the introduction of preschool classrooms, where we hope to develop a close working relationship with the Department of Early Childhood Education (ECE) and the Division of Special Education in order to be successful. We

will implement the existing early childhood education curriculum, the DLM Early Childhood Express. Our Transitional Kindergarten and/or Kindergarten Collaborative Classroom will follow the Common Core State Standards (CCSS). All of our instructional programs will provide students with a strong standards-based curriculum, academic rigor, assessment, and accountability in support of the Superintendent's Strategic Plan. In addition, we will work closely with the Office of Curriculum, Instruction and School Support and the Multicultural and Multilingual Department. In this way, we expect to meet the needs of every general education student on our campus and lead them toward achieving their full potential.

b. *Professional Culture:*

In keeping with our vision and mission statement, we will welcome our new teachers into our well-established collaborative environment. It is especially important to us that there is no division between our new and current staff, and, just as we hope to encourage a collegial atmosphere with our parents, we will do that with our staff as well.

The professional culture at Salvin has always been one of collaboration between teachers and paraeducators, both in the same department and between departments. Most everyone is familiar with each other, both staff and students. Our teachers develop a relationship with both the student and his/her family and monitor the academic and social emotional development of this child. This allows teachers to pass on relevant information to the receiving teacher.

There will be an ongoing dialogue among teachers regarding the learning needs of students. Teachers will also collaborate regarding assessment, curriculum, and behavior supports. If we find that a student may need to be moved between classrooms and/or programs during the year, we will address this through Coordination of Services Team (COST) meetings.

Professional development meetings will occur throughout the school year in which experts update us on best practices. Additionally, Salvin teachers will continue their own education by taking university courses, attending school-sponsored workshops, and professional development classes. Teachers will have the opportunity to demonstrate and share their lesson plans with the staff during school professional development days.

Teachers at Salvin will perform adjunct duties to benefit both the students at Salvin and the school as a whole. These adjunct duties include, but are not limited to, department chair, graduation coordinator, picture coordinator, CAPA coordinator, member of the School Site Council, member of the school safety team, and ELAC coordinator.

5. Design Team Capacity:

After receiving a flyer regarding the Autonomy trainings, several interested teachers agreed to attend. The group met afterwards to discuss their thoughts on writing a proposal. The entire group felt it was a worthwhile endeavor. The team approached the principal to get her opinion and she fully endorsed it. The majority of the trained teachers agreed to be part of the Design Team and the school psychologist was asked to be a part of it as well. It was decided a few

paraprofessionals should join the group as well as two of our more active parents to make sure the entire Salvin community is represented.

Parents are a big part of Salvin School as we have an active full-time Parent Center. The parents on the Design Team came as often as they could and received updates and copies of everything that was written during the proposal writing process. The plan was introduced to the parents at various meetings and events in order to reach a wide group: parent fundraising day, weekend parent meeting, Bring-your-Father-to-School Day, and Back to School Day. Letters were sent out, as well as a connect-ed phone call giving a brief description of the LIS proposal. After the proposal was introduced, parents were encouraged to ask questions, provide feedback, and voice their concerns. They were asked to write down or call with anything they thought of at anytime during the proposal writing process. The Parent Center Coordinator was available to speak with the parents and queried them whenever they visited the Center. At our Back to School Day, we held an informational meeting regarding our proposal with a question and answer session. Fifty-five parents attended and the meeting lasted over one and a half hours. At the end of the meeting, we took an informal vote and an overwhelming majority endorsed our plan.

Design Team Members:

Collette Dolland—School Psychologist, full time at Salvin School 11 years, Chairperson of School Integration team, Chairperson of School Wide Positive Behavior Support Plan, Intervention Coordinator.

Lajavette Ford—Paraprofessional at Salvin 10 years, currently in Autism, was in Multiple Disabilities and Preschool Intensive, member of the School Integration Team.

Erica Hornby—Teacher at Salvin 13 years, currently teaching Mentally Retarded Severe, previously taught Preschool Intensive and Autism, was Preschool Department Chair and on Leadership Team . Former English Learner Coordinator, Former Program Specialist.

Jack Lahaie— Teacher at Salvin 19 years. Currently teaching primary Multiple Disabilities and Department Chair, on Leadership Team, elected School Site Council member. Taught Multiple Disabilities Severe, Preschool Intensive, Autism. Former UTLA Chapter Chair.

Allie Meyers-- Teacher at Salvin 12 years and is currently teaching Autism, Testing coordinator, on Leadership Team, former Elected School Site Council member, former Nutrition Network Coordinator.

Philip Murphy—Teacher at Salvin 15 years and is currently teaching Autism. Department chair, on Leadership Team, Green Team Chairperson, former Very Special Arts Festival Chairperson.

Branni Thomas-- Paraprofessional Salvin School, Substitute Assistant in all departments, member of the School Integration Team.

Rebecca Thomas-- Teacher at Salvin 30 years and is currently teaching Mentally Retarded Severe, Department Chair, on Leadership Team, former Testing Coordinator, former Elected School Site Council member, graduation Coordinator.

Ana Riveria—Parent of 10-year-old Multiple Disability student at Salvin, who began preschool here.

Marina Maldonado—Parent of 5-year-old Multiple Disability student at Salvin, who began preschool here.

IV. LOCAL INITIATIVE SCHOOL INSTRUCTIONAL PLAN

1. Curriculum and Instruction

LIS Waiver #2 - Methods to improve pedagogy and student achievement

Local Initiative Schools have the flexibility to choose and/or develop particular pedagogical practices that will increase student achievement when adopted by the school.

- Yes, we are selecting this waiver*
 No, we are not selecting this waiver

LIS Waiver #3 - Locally determined curriculum (Aligned to the Common Core State Standards)

Local Initiative Schools have the flexibility to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school and that best serve the needs of the student population. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)

- Yes, we are selecting this waiver*
 No, we are not selecting this waiver

2. Assessment Plan

LIS Waiver #4 - Assessment

Local Initiative Schools have the flexibility to choose and/or develop local interim benchmark assessments, tests, and pacing plans, aligned with and equivalent to District requirements (e.g., Gifted and Talented Education (GATE), algebra placement) and complying with any State and Federal requirement.

- Yes, we are selecting this waiver*
 No, we are not selecting this waiver

3. Professional Development

LIS Waiver #7 - Professional Development

Local Initiative Schools have the freedom to create their own professional development plans aligned with the school's Instructional Plan/Single Plan for Student Achievement according to the needs of the students and faculty of the school, except as to training related to legal/compliance mandates. *(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)*

- Yes, we are selecting this waiver*
- No, we are not selecting this waiver*

4. School Schedule and Calendar

LIS Waiver #5 - Local Schedule and Strategies

Local Initiative Schools have the flexibility to set their own school schedule for both staff and students, including modified daily instructional days/minutes, the school schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above are subject to District-mandated annual number of school days and minimum annual instructional minutes, calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction.

All State and Federal mandates remain applicable, as well as court orders and consent decrees.)

- Yes, we are selecting this waiver*
- No, we are not selecting this waiver*

5. Staffing

LIS Waiver #9 - A Requirement for "mutual consent"

Local Initiative Schools may have a requirement for "mutual consent" by school and applying employees with respect to filling of UTLA-represented site-based openings at the school, meaning no District-mandated priority placements but the school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement (*review Section I-G in the LSSEI agreement which gives detail regarding the local selection process*). Local Initiative Schools utilize a Personnel Team designated to participate in staff and principal selection, subject to the independent consent of the Superintendent or designee. *(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)*

- Yes, we are selecting this waiver*
- No, we are not selecting this waiver*

In order to fulfill our vision and mission, Salvin will be adding new classes to our school community the first year (and in subsequent years) as part of our implementation of the LIS proposal. This will require the hiring of new classroom teachers, of which we would like to be a part (for State Preschool, PCC, Preschool Intensive, Transitional Kindergarten, and Kindergarten Collaborative Classroom). Our current principal is very much in agreement with this plan. While we are aware our principal may eventually retire, and that principal removals and reassignments remain within the authority of the superintendent and the District, we would like

to have the ability to participate in the selection of our new principal as that person will be an integral part of our success and must be in agreement with our vision and mission. This would also apply to a vice principal should we require one within the next three years. We anticipate adding an additional grade each year as our students matriculate to the next grade. We also will be adding coordinators, as needed, to support the general education academic program.

We want to maintain the safe, nurturing, learning community we have created at Salvin as we add new staff who endorse our vision and mission. We want staff members who are highly qualified, experienced collaborators, teachers, and administrators who practice acceptance. They must be in agreement with our proposal and be willing to accept the challenges of implementing our vision and mission. The proposed staffing plan will ensure adequate instruction and services for our students. We, at Salvin, are the most qualified to select future staff in that we understand our school culture best. Therefore, we know what abilities and qualities the new staff members should possess. Salvin needs to be able to interview and select our own staff to see if they are going to make a positive contribution to our school. Our new team members must share our enthusiasm, so that we will have a cohesive, hardworking group willing to embrace our vision and mission and see it through to fruition.

Our teachers and principal will be selected in accordance with I-C-9 of the Memorandum of Understanding between LAUSD and UTLA. Local Initiative Schools may have a requirement for “mutual consent” by school and applying employees with respect to filling of UTLA represented site-based openings at the school, meaning no District mandated priority placements but the school must still comply with return rights or other placements rights to the school that are created by legal mandates or by the District/UTLA agreement. Local Initiative Schools utilize a Personnel Team designated to participate in staff and principal selection subject to the independent consent of the superintendent or designee. (All state and federal mandates will remain applicable, as well as court orders and consent decrees.)

We will follow all other District and Union mandated selection rules that are not explicitly outlined in the Memorandum Of Understanding as allowable in terms of this waiver. The Personnel Team will be comprised of a diverse cross section of staff and parents that will reflect our school population at large, which reflects our vision and mission. We see ourselves as a cohesive, yet diverse group with a shared goal of community.

Teacher Selection

A Personnel Team will be designated to participate in the selection of fulltime certificated staff for the school. It shall consist of:

1. Four teachers (two elected for that purpose, plus the Chapter chair and the appropriate department or grade level chair for the opening being filled);
2. The Principal or designated administrator;
3. A classified employee selected by the school’s classified staff;
4. Two parents selected by the parents on the School Site Council

Decisions of the Personnel Team, to become final, are subject to the independent concurrence/consent of the Principal.

Principal selection:

The Personnel Team (but with administration represented by an administrator other than the principal) shall also participate in the selection of the school's Principal, subject to the independent concurrence/consent of the Superintendent or designee. Principal removals or reassignments remain within the authority of the Superintendent or designee.

LIS Waiver #10 - Process for determining teacher assignments

Local Initiative Schools have the freedom to create alternative processes for assigning teachers to grade levels, departments, subjects, classes etc. *(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)*

- Yes, we are selecting this waiver*
- No, we are not selecting this waiver*

LIS Waiver #11 - Process for determining Appointed Positions

Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

- Yes, we are selecting this waiver*
- No, we are not selecting this waiver*

6. Budget

LIS Waiver #8 - Budget

Local Initiative Schools have greater general budget control pursuant to the District's evolving site-based budgeting which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries and subject to other applicable related District requirements such as those governing "guided purchases". *(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)*

- Yes, we are selecting this waiver*
- No, we are not selecting this waiver*

7. Governance

8. Additional LIS Waivers

LIS Waiver #1 - Re-adoption in the Local Initiative School program of any current special conditions and/or waivers already applicable to the school such as School Based Management (SBM).

- Yes, we are selecting this waiver*

No, we are not selecting this waiver

LIS Waiver #6 – School Internal Organization Plan

Local Initiative Schools have the freedom to organize their school’s organizational plan, such as division into academies, small learning communities, houses, etc., within the assigned population according to the needs of the students and faculty of the school. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)

- Yes, we are selecting this waiver*
 No, we are not selecting this waiver

LIS Waiver # 12 – School Discipline Guidelines

School’s student discipline guidelines and code of student conduct, aligned with District-wide standards and rules governing student conduct, suspension, expulsions and transfers.

- Yes, we are selecting this waiver*
 No, we are not selecting this waiver

LIS Waiver #13 - Health and Safety Matters

Initiative Schools have the freedom to create alternate approaches to school health and safety matters.

- Yes, we are selecting this waiver*
 No, we are not selecting this waiver

Salvin has always served students with moderate to severe disabilities, including autism, genetic disorders, severe mental retardation, cerebral palsy, and seizure disorders. Even though Salvin is in the process of adding general education students to our site, we will still serve the above population of disabled students. Therefore, there is still an overwhelming necessity for our two full-time nurses and numerous healthcare assistants to perform and document the many protocols. The general education students will also benefit by being on a school site where there will be full-time nurses. This will ensure the health and well-being of all the students.

Salvin will need to continue with the ratio of three to one student to staff for our severely disabled students. Maintaining this ratio will enhance student safety and allow for the appropriate staff support so that all the students at Salvin will be able to integrate and participate in the diverse educational and nurturing activities throughout each school day in a secure manner as well as participate in activities that include, but are not limited to, functional academics, mobility activities and toilet conditioning.

We have well established emergency procedures (code blue, code green, code red) which deal with various medical, fire, earthquake, and lock down situations and these will need to be taught to our new staff members and general education students. Through professional development and training sessions, all staff and students will learn the proper procedures so that they can

participate effectively and calmly in the various emergency drills and/or situations throughout the school year. The general education students will serve as role models for the special education students. Through practicing emergency drills, we all will know what to do if an actual crisis occurs.

Some of the students in the classrooms with orthopedic impairments participate in mobility sessions. These students are just beginning to ambulate, which requires staff members to assist them as they practice navigating in their mobility equipment on the various adapted playgrounds. There will be a daily schedule of playground use to assure the safety of all students, both general education students and students with special needs.

Many of the students at Salvin wear diapers. As part of their daily educational program these students are learning functional life skills such as toilet training. Most of the restrooms on campus have portable and/or adaptive toilets so that students can participate safely in toilet training sessions throughout the day. In addition, these restrooms also have changing tables where they can adequately change diapers. We plan to set up a partition/screen to allow for privacy in various restrooms, as needed.

Parents of each student, along with the doctor must sign off on a swim permit before students are allowed to participate in swimming sessions. Each classroom will have a designated time each week to access the swimming pool. General education students will also get the benefit of having access to the swimming pool. The classes will have an adapted physical education teacher and a full time lifeguard. Safety swimming vests will be provided for additional protection. They will be instructed in basic swimming techniques.

All the students at Salvin currently eat their meals in the classroom. We plan to add a meal area on campus and classes may choose to eat in their classrooms, if necessary, but otherwise will eat outside to foster integration.

We will institute a staff created and/or existing sensitivity curriculum in which all staff, students, and parents will participate in order to properly implement our integration plan. This will be a requirement for the entire Salvin community. Through the sensitivity curriculum, the general education students and staff will gain the understanding of diverse populations and the special education students will benefit by being treated respectfully and having new role models.

By continuing to have two nurses and healthcare assistants, well-organized emergency procedures, a lifeguard, and designated recess times, parents will feel a strong sense of security and relief when sending their children to school each day. Our parents will benefit from having their child attend a small, nurturing, and safe school that is staffed by caring and friendly personnel. Parents will feel a sense of pride that their children are participating in becoming good citizens. Also, parents will participate in the sensitivity curriculum, become even better role models for their children and create more positive home and school environments. Our two diverse groups of parents will come together and meld into a cohesive group, sharing their experiences and supporting each other.

LIS Waiver #15 - Additional Waivers

Local Initiative Schools may request local authority waivers in addition to those described above; such additional waivers would, however, require separate consideration and approval from both the District and UTLA before becoming effective. Schools that need additional autonomies schools may request them through the SBM Waiver process. See LAUSD Bulletin 6029.0. Include a copy of your waiver request with your proposal and also submit a copy of the response to the Local Options Oversight Committee when and if the waiver is accepted.

- Yes, we are also applying for an SBM or other waiver (If yes, please attach)
 No, we are not applying for any SBM waivers or other waivers.

9. Rationale for the Autonomous Model Chosen

Salvin School chose to attend the Autonomy trainings as a result of the recent changes in the philosophy of LAUSD towards special education centers and the impact on our student enrollment. The District's inclination to move students away from the special education centers to general education schools for the purpose of integration was of great concern to the staff. Teachers attended the Autonomy training to see, if Salvin were to become an autonomous school, could we take ownership of our situation and design a school that would be able to both maintain the integrity of our present school and at the same time embrace the vision of the LAUSD and the Department of Special Education?

After attending the meeting and discussing the various model options, we felt the LIS model would be best for us. The LIS model allows for us to begin with just a few waivers and add on from there as more waivers are needed in the future. We formed a design team and solicited the thoughts of staff and parents on what they believed was best for the Salvin community. The team came up with a vision and mission. The autonomies and waivers will allow us to create a school that is a "model community school," which is our shared vision. The waiver of "mutual consent" gives us the autonomy to select staff that is best suited for our vision and mission and, therefore, our community. The waiver for health and safety protects our more fragile students as well as introduces the philosophy of integration and sensitivity training to students, staff and parents.

We will embrace the district changes, but on slightly different terms. We believe it will be beneficial both academically and emotionally to our currently enrolled students and their parents as well as to the new students and parents. Salvin is already a fully adapted campus and our parents are happy to welcome in new, young students for us to educate, nurture, and encourage to be accepting and comfortable among a diverse population of students. This school will enhance the lives of all students that attend. The special education population will have role models and new friends to integrate with and the general education students will gain a deeper understanding and appreciation of community on the whole, as well as, a small learning community in which to begin their academic careers.

V. Implementation

- 1. Enrollment:** We have a small, tight-knit community at our school that we would like to preserve as we expand with general education classes. We plan to start slowly as we add new

classes to our campus. This gives us greater control over any unexpected challenges we did not foresee. With that in mind, we will begin the first year with three new classes of the youngest students: preschool, TK and kindergarten. Each year we will add the next grade level up as the students matriculate. It will take us several years to build up to sixth grade. We intend to only have one class of each grade in our general education population. We hope to increase a small amount in our special education department and then maintain those numbers as we make use of all the classrooms at the school.

Academic Year	Planned Number of Students		Maximum Number of Students	Grade Levels
	Within LAUSD	Outside LAUSD		
2014 - 2015	270	n/a	270	PK-6
2015 - 2016	290	n/a	290	PK-6
2016 - 2017	310	n/a	310	PK-6

2. Student Recruitment: One of the most attractive aspects of Salvin is that we can offer a safe and small learning environment to all students. During our parent engagement phase, numerous parents stated the safety factor here was just as appealing for their general education children as their children with special needs. Because we draw students from such a large geographical area, we are naturally able to reflect the diversity of our community at large. One of our student recruitment activities will be a bi-monthly open house that will start in January to provide tours of our campus. Current parents and staff will serve as tour guides, provide refreshments, and host question and answer sessions. With the help of current parents and students, we will also host mixers to meet and greet new families and foster a sense of camaraderie.

3. Facilities: n/a

Timeline:

Year 1:

In order to start recruiting students for our State Preschool, Preschool Collaborative, Preschool Intensive, Transitional Kindergarten, and Kindergarten Collaborative, we will approach our current parents to see if they, their family, or friends have any children of pre-school or kindergarten age that would be appropriate for our new classes. We will also check with the many charter schools, private schools, and Head Starts around us to see if they have a waiting list of students ready to start school next fall. We will contact both South Central and Lanterman Regional Centers to see if they have any referrals. We will print up flyers advertising our new Salvin Community Learning Center, specializing in educating general and special education students in an integrated environment. We will create a flyer that we can send to some of the local schools in the general area and also distribute the flyer to our immediate surrounding neighborhood homes. We will make a banner that can be hung on our school fence as we face a

very busy thoroughfare. We will also have a few informational meetings so prospective parents can tour the school. We'll create a website to advertise our new school.

Hiring new teachers for our new classes is also a top priority. We will use our mutual consent waiver to hire teachers who are in line with our collaborative approach to education. Our Personnel Team will oversee the task of recruiting, interviewing and hiring new teachers. We also plan to adopt and/or create our own sensitivity training for our students, staff, and parents to attune all our stake-holders to the rewards and challenges of collaboration between people of differing backgrounds and abilities. Groups such as the Ojai Foundation's Council in Schools (CIS), which currently serves over 12,000 students in 60 public schools in Los Angeles, and the Bucket Filler program out of Minnesota teach children (and adults) how to respect each other, work together, and bring the best out in themselves. These will be the key ingredients in bringing together our diverse population of general and special education students and parents.

To help promote understanding and cooperation in our school community, we will hold an open house at Salvin prior to the start of the school year where parents of prospective students will get a chance to meet and greet the staff. We will also hold a series of mixers for our families to encourage relationships between the faculty, parents, students, and members of our neighborhood community. We have available classrooms and will begin to equip them for our new students to move into in the coming year. We will order the appropriate furniture, as needed, along with curriculum materials and textbooks.

Year 2:

In our second, year we will open a first grade class, into which our general education kindergarten students can matriculate as well as add new students we might attract from outside the school. Prior to this, our Personnel Team will interview and hire a general education teacher to teach first grade. Simultaneously, we will continue to recruit students to our school as needed to fill our state preschool/PCC, TK, and KCC. As our student body expands, we will continue to implement our sensitivity curriculum to incoming families and returning families, while refining our training methods based on feedback from parents, staff, and students. We will continue to hold annual open houses and establish other educational/social events such as pancake breakfasts, Read Across America Events, Spelling Bee's, School Clean Up and gardening events.

Year 3:

In preparation for our third year, we will interview and hire a teacher for our new second grade general education class. We will open and equip a second grade classroom for our matriculating first graders. Any new general education second graders we may add from the outside can enroll in this class, as well. As our school continues to grow, we will offer our sensitivity training to incoming parents and students, while at the same time making adjustments to our sensitivity curriculum and our student recruitment efforts. During this year, we will conduct a comprehensive assessment of our LIS school model to determine successes and areas for improvement. We will take measures to make necessary changes and consider the need to apply for future waivers based on this assessment.