

**2012-
2013**

Garvanza Elementary
LOS ANGELES UNIFIED
SCHOOL DISTRICT

Marla Lefevre

[PILOT SCHOOLS REQUEST FOR PROPOSAL]

**GARVANZA ELEMENTARY SCHOOL
PILOT SCHOOL PROPOSAL**

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A. MISSION STATEMENT

The mission of the Garvanza School Community is to effectively educate all students by providing a strong academic, ethical and artistic foundation in a safe, collaborative environment so that each will contribute to and benefit from our diverse society.

B. VISION STATEMENT

In service of this mission, Garvanza began the process of transforming from one of the lowest performing elementary schools in the Los Angeles Unified School District into a high performing school that has been recognized as both a Title I Achieving School and a California Distinguished School. Our API score rose from 496 to 834 over the course of 13 years.

At the core of this sustained effort is our shared vision and a commitment to fulfillment of a school-wide Strategic Plan. At the inception of this plan, stakeholders formulated a set of beliefs which frame the work we must do to accomplish our mission. These beliefs focus on achievement, accountability, creativity, teamwork, diversity, and lifelong learning. Specifically:

- We have a vision that all stakeholders will meet high expectations of achievement by creating a productive, stimulating, and safe environment.
- We are accountable for providing and achieving a quality education program with measurable results.
- We believe that fostering creativity instills the motivation essential to develop each stakeholder's potential.
- We believe in the spirit of fairness, mutual respect, and cooperation as we work together for the benefit of the community.
- Respect for diversity is accomplished by creating a safe, accepting environment where differences are continually addressed, respected, and valued.
- We also believe that lifelong learning is accomplished by all stakeholders modeling the characteristics of risk-taking, persistence, and a passion for knowledge.

This vision is evident in the work of our Action Teams. Each team focuses on one of the six beliefs. Teams set three-year goals that serve as benchmarks for improvement. Analysis of multiple sources of data and research into innovative instructional strategies and materials leads to the development of strategies that will be implemented in service of the goals. The implementation of these year-long strategies requires the commitment of all teachers to meet or exceed the standards outlined in the California Standards for the Teaching Profession, as well as LAUSD's Teaching and Learning Framework. This commitment includes high expectations for engaging and supporting all students in learning, creating and maintaining effective environments for learning, and understanding and organizing subject matter in a way that optimizes student learning. Inherent in this commitment is the responsibility to plan instruction, assess student learning, and develop as a professional educator in a collaborative manner. Administrators and classified staff are held to the same rigorous expectations.

Another critical aspect of the organizational transformation embodied in the strategic planning process, is that it is, by definition, responsive to changing environmental conditions. While our vision is strong and

enduring, the goals and strategies put into place are tied directly to the needs of the staff, parents, and students at the time of implementation. Evaluation of progress, with restructuring of programs and allocation of resources, as appropriate, allows the community to work towards continuous improvement. If data demonstrates that a strategy is working and continues to work, it becomes institutionalized, making room for teams to concentrate on new strategies.

The ability to be responsive personalizes the process and provides our students and their families the maximum benefit of our efforts to make our vision translate into meaningful results. From the time students join our community in prekindergarten to the point of matriculation to middle school, they are immersed in an environment reflective of our beliefs. Expectations for achievement in meeting the grade-level content and English Language Development standards are clear and equitable and students are expected to demonstrate proficient progress in meeting these standards by the time they matriculate. Further, Garvanza's students are expected to have developed the personal characteristics embodied in our vision. They will be prepared to continue to explore and express their creativity, understand the value of teamwork and know how to work collaboratively, respect and capitalize on the diversity in our society, and have the desire and skills to be lifelong learners. These characteristics will give them the resiliency they need to make good choices at this critical time in their lives when the decisions they make will determine their future.

C. SCHOOL DATA PROFILE/ANALYSIS

1.

OUR STUDENTS

Garvanza Elementary School is located in the Highland Park community of Los Angeles. There are 492 students enrolled for the 2012-13 year. 90% of our students are Hispanic, 6% are Asian or Filipino, 3% are Black and 1% is White. Ethnicity data has been relatively consistent over the past five years, with a slight increase in the number of Black students. The majority of students, approximately 90%, qualify for Free or Reduced Priced Meals. In 2011-12, 31% of students were categorized as English Learners. This is a significant drop from 2008-09, when 47% were ELs. Students identified as Gifted and Talented make up 5% of the population. Actual attendance rates over the past five years have been between 97 and 98% and transiency has ranged from 12 to 19%. Students matriculate to Burbank Middle School and then move on to Franklin High School.

OUR FAMILIES

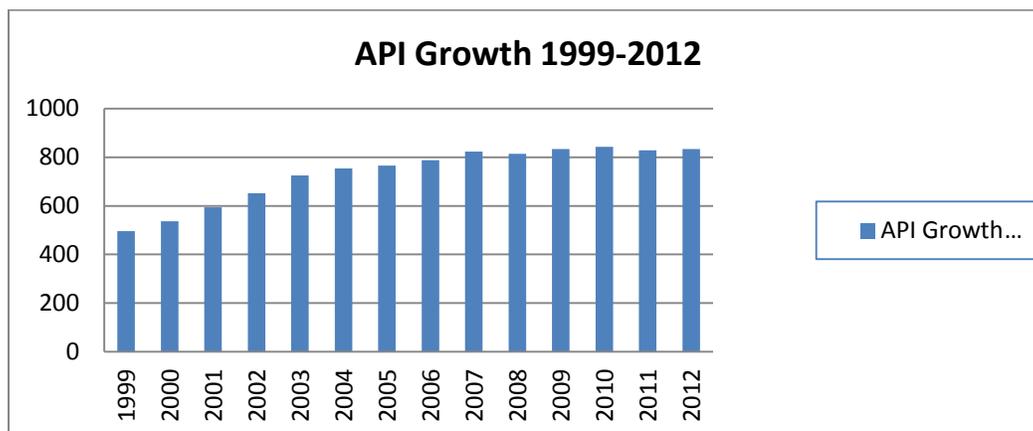
Garvanza families live in the surrounding neighborhood, which is populated with both homes and apartment buildings. According to Northeast LAPD, the school is located at the intersection of three rival gang territories. The most recent School Experience Survey (2012) shows that parents and students are overwhelmingly positive about the school. 93% of parents feel welcome at Garvanza and 94% feel their child is safe on school grounds, compared to only 67% who feel safe in the neighborhood outside school. 83% agree that there are opportunities for parent involvement at school, and this is evidenced in the consistent number of volunteers we have from year-to-year. While only 20% report volunteering often at school, approximately 130 families volunteer, participate in a field trip, and /or donate money or supplies at some point during the school year. Parent conference participation is 99%. Most parents (84%) report that they are comfortable visiting Garvanza's Parent Center and only 9% of parents surveyed had never had an opportunity to visit the Parent Center. At home, parents report that 73% have computers with internet access and 95% review their child's schoolwork. However, only 64% report taking their child to educational places in the community and 40% say that they discuss their child's schoolwork with the teacher on a regular basis.

OUR STAFF

The teaching staff at Garvanza includes 17 register-carrying teachers in Kindergarten through 6th grade, three Special Education teachers, and one SRLDP teacher. A full-time Intervention Coordinator and half-time Categorical Program Advisor serve as support staff, along with nine paraprofessionals. Two teachers have National Board Certification and 94% are considered highly qualified as defined by NCLB. Eight are bilingual in English and Spanish. The teaching staff has been stable over the past five years, with the exception of 2010-11, when three teachers were placed at the school. Two were teachers whose only experience was teaching at the middle school level, and one teacher was transferred from another elementary school for administrative reasons. That year, a new principal was also placed at Garvanza. The staff attendance rate in 2011-12 was 96.4%. Results of the School Experience Survey (2011) show that 90% of teachers feel that overall support, commitment, and collaboration at school is strong, with 100% noting that the school is clear about our standards for student learning and 87% stating that they work with other teachers to improve their instruction. Teachers were also generally positive about how resources are allocated at the school, with 100% noting that they have sufficient autonomy to implement an instructional program that meets the needs of their students. On the other hand, only 47% agreed that they have the technology necessary to do their job well.

OUR PERFORMANCE

A sustained, positive trend in achievement data shows that the Garvanza community has worked hard to earn its recognition as a Title 1 Achieving and California Distinguished School. According to the California Department of Education, Academic Performance Index data gives Garvanza a school ranking of 6 out of 10 and Garvanza is in the 10th decile when compared to schools with similar demographics. Our 2011-12 State API is 834, with a growth of five points over the previous year. Overall, as shown in the graph below, the API has grown at a relatively steady rate over the past several years, with few exceptions.

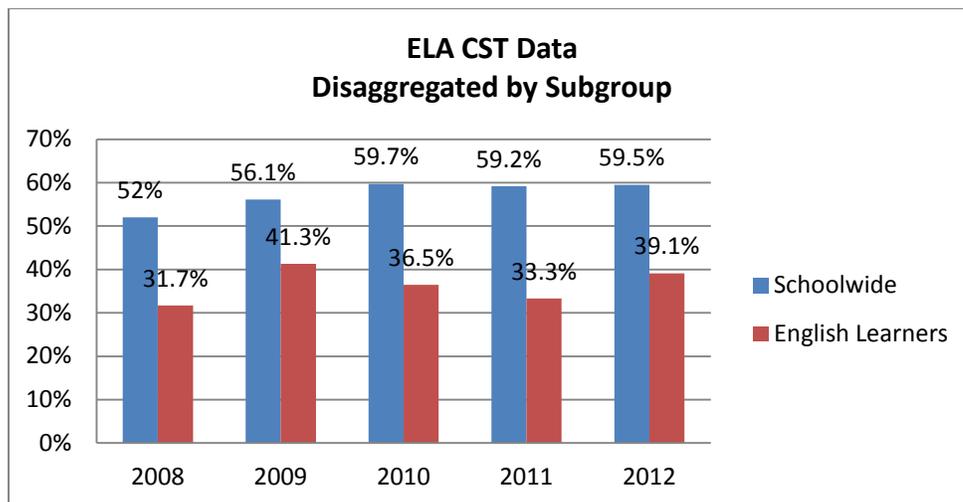


Anecdotal observations made by teachers regarding their perception of the factors that contributed to this positive trajectory in CST data attribute a strong culture of accountability, effective grade level and school-wide collaboration, and clear expectations for learning and behavior modeled by teachers and reinforced by administrators

In 2010-11, however, we experienced a drop of 14 points, which alarmed the entire school community. That year, all significant subgroups, except for Students with Disabilities (SWD), showed a decline in the percentage of students at proficient and advanced in both ELA and Math. This reflected negatively in our ability to meet AMAO 3 on our English Learner Accountabilities. In 2010-11, we also experienced the lowest reclassification rate in four years.

In 2011-12, Garvanza met 10 out of the 17 Adequate Yearly Progress (AYP) criteria established by the Federal government and was designated a Program Improvement Year 1 school. Significant subgroups that failed to meet targets in both English-Language Arts and Math were our Hispanic or Latino, Socioeconomically Disadvantaged, and English Learner groups. For the purpose of AYP calculations, SWD is not a significant subgroup at Garvanza.

The greatest gap between the school-wide percent at or above proficient and a particular subgroup is for our English Learner group. In English-Language Arts, 60% of all students assessed were proficient or advanced, while only 39% of English Learners scored at that level. We observed a similar, although much smaller, gap in Math, with 66% school-wide and only 56% of English Learners meeting proficiency. A clear trend is apparent when tracking the percent of change in ELA data over the past five years (see graph below). For all students, there has been a 7.5% change at proficient/advanced. English Learners, over the same period of time, demonstrated a similar growth rate of 7.4%. In Mathematics, English Learners have outpaced growth overall, with a 0.8 change over five years compared to -2.3% for all students. So, while growth rates across the population are consistent, we have been unsuccessful in closing the achievement gap for our English Learners.



The achievement gap that exists between the overall school population and the English Learner subgroup warrants a closer examination of the achievement levels of our English Learner population on the CST and CELDT. A more detailed analysis may reveal the implications of this data for instruction and professional development needs at Garvanza.

Using CST sub score comparisons of the 2011-12 ELA exam, for example, the average percent correct for Second Grade students for reading comprehension is 69.6%. English Learners, on average, had 66.3% correct, which shows an achievement gap of -3.3% for this group. For Third Grade, however, the gap in reading comprehension grows to -11.7%. By Sixth Grade, students identified as EL have an average of

37.7% correct in reading comprehension, 15.2% lower than the overall grade level average. Other subtest data shows a similar trend: Second Grade students identified as English Learners score relatively close to the school's average, but the gap widens starting in Third Grade.

The following table illustrates CELDT growth targets by prior year levels for the 2011-12 year:

Prior Yr CELDT Level	Percent Meeting Growth Target
BEGINNING	81.80%
EARLY INTERMEDIATE	71.40%
INTERMEDIATE	55.70%
EARLY ADV/ADVANCED: NOT ENGLISH PROFICIENT	53.30%
EARLY ADV/ADVANCED: ENGLISH PROFICIENT	79.20%
Total	65.40%

Previous years' data demonstrates a similar trend. Clearly, the percent of students at the Intermediate and Early Advanced/Advanced levels experience much more difficulty meeting growth targets. Closer analysis of CELDT subtests for students at the Intermediate level who fail to meet the growth target reveals that the area of greatest concern is reading, followed by writing. On the 2011-12 annual CELDT examination, 27 of 61 students with a prior year CELDT level of Intermediate did not meet the growth target. Of these, 24 students remained at the Intermediate level, and three dropped to Early Intermediate. 100% scored below the growth target in reading, 70% in writing, 48% in listening, and 37% in speaking.

Observations made by teachers regarding the possible root cause behind this trend highlight that there has been a lack of focus on using CELDT data to inform instruction of English Learners. Attention needs to be paid to identifying the specific language and/or content skills required for students to perform at each language proficiency level, with targeted efforts to provide instruction and remediation for students at the Intermediate level.

2.

The data profile outlined above is a reflection of who we are as a community. Guided by the beliefs represented in the Strategic Plan, we have instituted structures and processes that encourage the community to strive for higher levels of achievement year after year. There is pride in our efforts to continue to grow in terms of achievement, and also in instilling in all stakeholders the character traits of creativity, a desire to be life-long learners, to have respect for diversity and teamwork, and for a sense of accountability to ourselves and each other, so that when our students matriculate to middle school they will have the academic skills necessary to access more advanced curriculum, the problem-solving skills necessary to make good decisions, and the resiliency to respond to the multiple challenges they will face.

Through examination of both the positive and negative trends in our data, and reflection on possible root causes for these trends, we have identified five priority areas that must be addressed in order to meet the commitment we make in our mission statement:

- 1) Staffing - Administrators and teachers set the standard for high expectations for themselves and the community. All employees at Garvanza must share in and act on the beliefs outlined in our Strategic Plan.
- 2) Meaningful Collaboration - Administrators, teachers, other staff, parents, students, and community partners all play a role in improving student achievement. Through collaboration, we can strengthen relationships, provide support to each other, and reinforce consistent expectations and shared responsibility for student learning.
- 3) Closing the Achievement Gap for English Learners - A sustained focus on identifying and addressing the underlying causes for this achievement gap will lead to improvements in instruction for all students.
- 4) Instructional Methods - Implementation of instructional methods that accommodate the learning needs of diverse learners will allow for improved access to content and mastery of concepts. These methods will include the use of technology as a means for presentation, student expression of learning, and motivation.
- 5) Strategic Plan Renewal - The strategic planning process is framed on a three-year cycle, which culminated at the end of the 2011-12 school year. Renewal of the plan will involve all stakeholders and use the Pilot School Plan to inform the selection of goals and strategies.

D. RATIONALE FOR CHOOSING PILOT SCHOOL MODEL

Over the course of the 2010-11 and 2011-12 school years, the certificated and classified staff and a number of parents at Garvanza grew increasingly concerned about the trajectory of growth in academic performance, a decline in motivation on the part of both staff and students, an increase in behavior problems on campus, and connected to decreased funding in general, worries that the school's budget was not being managed judiciously. We noticed a lack of leadership and oversight of the strategic planning process and ineffective supervision of students and classroom instruction. Teachers new to the staff who needed assistance in developing better management and instructional skills were making little progress in meeting the community's high expectations for professionalism, planning and preparation of instruction, and commitment to ensuring that students were held responsible for their learning and behavior. Parents of students in their classrooms sought help from the principal and District 4 administrators and expressed frustration that their children did not have access to a quality school experience.

With the implementation of the Local School Stabilization and Empowerment Initiative (LSSEI) providing schools the ability to have maximum control over resources in exchange for increased accountability, it was clear to the teaching staff that their proven track record in raising student achievement, their commitment to the strategic planning process, and their willingness to continue to explore innovative strategies for engaging students in the learning process would make Garvanza an ideal candidate for converting to one of the reform models.

After researching the reform initiatives available, holding a faculty meeting at which a District 4 representative provided an overview of these initiatives, conducting two UTLA meetings on the topic, and crystallizing the most critical changes that would help our school community get back on track as quickly as possible, it was clear that the Pilot School model provides the autonomy necessary to address the specific challenges we have faced in recent years. Key to selection of this model is the ability to establish and require commitment to job responsibilities and working conditions outlined in an elect-to-work agreement that all teachers must sign each year. Maximum flexibility is provided by having the authority to implement important exemptions from certain provisions in the LAUSD - UTLA contract, except for

articles that cannot be waived. In addition, the option of receiving funding based on a pure Per Pupil Funding Model has the potential to increase the amount of money available to support our staffing, professional development, and instructional needs. The authority to set the annual calendar, while not a priority for Garvanza in the initial year of Pilot implementation, may also be important in the future, if data and circumstances support the need for a change from the calendar established by LAUSD. Due to concerns about maximizing the use of the school's budget, having one Governing School Council, with expanded authority over the entire budget, in place to monitor and approve allocations and expenditures will allow us to provide critical oversight.

E. PILOT SCHOOL TRANSFORMATION (10-12 pages)

1. Curriculum, Instruction, and Assessment

At the present time, Garvanza Elementary will continue to use the District-adopted curricular materials for all content areas as the basis for instruction. Teachers will use the LAUSD instructional guides for ELA and Math to ensure that all standards are covered within the year, with the flexibility to work within grade level teams to adjust the pacing of instruction to meet the needs of their students. Ultimately, the expectation is that teachers will design and implement instruction based on the California Content Standards, with transition to the Common Core State Standards, using the program materials provided as part of the tools necessary to provide students' access to mastery of these standards. The use of relevant and engaging concept-based, supplementary lessons and materials is encouraged and will be supported by professional development and provisions for grade-level and content group collaborative time.

Implementation of the educational program will be accomplished primarily in self-contained, grade-level-specific classrooms, organized under LAUSD's established class-size norms. Where multi-grade groupings are appropriate, instruction and intervention will be provided across classrooms. For example, team teaching for ELD and/or other subject areas is implemented when demographics and data supports the need. Since the student population includes very few students new to the country in the upper grades, current practice is to group these 3rd - 6th grade students for ELD and basic ELA instruction during part of the school day, and in our Tier 2 and 3 reading intervention program, students are grouped across grade levels in order to address specific skill deficits in small groups.

In efforts to meet the needs of diverse learners and reflective of our belief that all students can and will meet grade level standards given the appropriate instruction and support, regular assessment and data analysis must be used to inform instructional decisions. As formal and informal data deems it necessary, teachers will be expected to use a variety of instructional methods that are responsive to the needs of all students, whether they be English Learners and/or students with disabilities, or any student struggling to meet expectations, or accelerated learners who demonstrate the capacity to go beyond. These methods will incorporate the use of multiple means of presenting information and concepts, providing multiple ways for students to navigate the learning environment and express what they know, and the use of a variety of engagement and motivational strategies. Use of technology as a tool for classroom instruction will be expected. For example, understanding that learners differ in the ways that they perceive and comprehend information and that transfer of learning is optimized when students are able to access concepts in multiple ways, teachers can provide supplementary options to learning from a textbook using technology to present concepts, clarify vocabulary, and illustrate ideas through multimedia sources.

Since even experienced teachers are at various levels of expertise, it will be necessary to establish school-wide criteria for what this looks like in a classroom, and to provide professional development and the equipment and materials necessary to make implementation of more engaging instructional methods practical.

Field trips, guest speakers, expert demonstrations, and opportunities for hands-on learning and application in real-world experiences are effective tools in transferring learning. It is also critical that we provide information and opportunities that will encourage families to take advantage of learning opportunities outside of school. For these reasons, Garvanza will continue to participate in programs such as the Nutrition Network and Arts Prototype, and in partnerships with Los Angeles County Museum of Art, the Getty Museum, and Occidental College, and work to develop additional partnerships with organizations in the Los Angeles area.

Alternative Curriculum, Programs and Resources

No alternative programs or resources will be implemented school-wide during the initial year of transformation, however as ongoing data analysis demonstrates a need, the Governing School Council will appoint a Curriculum and Materials advisory committee to research and recommend alternative resources. This advisory committee will also be responsible for the textbook selection process whenever funds are available for a new adoption.

Assessment Plan

At the present time, Garvanza Elementary will continue to use the Literacy, Math, and Science periodic assessments developed by LAUSD. DIBELS will be used as a benchmark and progress monitoring tool to measure basic literacy skills for Grades K - 6, with K - 3 administering the assessment using the mClass on-line system and grades 4-6 using the paper-and-pencil version. Diagnostic assessments available in the Treasures ELA and Envision Math programs, as well as other diagnostic resources, such as the CORE measures for assessing reading, will be used to identify specific skill strengths and weaknesses for individual students and inform instruction.

English Learners' progress on ELD standards will be monitored through use of the ELD portfolio. In addition, with the support of the Categorical Program Advisor, we will design and implement the use of a progress monitoring tool to assist in guiding instruction and intervention necessary for all EL students to meet annual progress goals.

Expectations for the use of additional assessments, school-wide or by grade-level, will be established by the Governing School Council. These measures may include our high frequency word reading and writing assessments, targeted assessments determined through implementation of the collaborative professional development inquiry cycle, and assessments determined necessary to evaluate progress towards meeting Action Team goals, such as the Technology Teams' use of grade-level-specific technology surveys.

As specified in the Teaching and Learning Standards, on which our teacher evaluation will be based, individual teachers will design formal and informal, formative and summative assessments aligned with instructional outcomes, with clear criteria, and analyze and use this assessment data for planning. They will be responsible for ensuring that students and parents know and understand the criteria by which their learning will be assessed and that students receive timely feedback and instruction that will move their learning forward. These assessments may include portfolios, unit projects, oral presentations, written assignments, or any other measure that provides the data necessary for feedback and instruction.

2. *Schedule and Calendar*

Garvanza Elementary will continue on the LAUSD Early Start calendar, which conforms to CA state requirements on the minimum number of school days and instructional minutes, providing 180 days of instruction, and includes minutes banked throughout the year to be used for professional development. This will ensure that families who have siblings at the middle and high school level will continue to have consistency in scheduling vacation and holiday periods. Students will attend school Monday - Friday, from 8:00 to 2:30, except for Tuesdays, which will have an earlier dismissal time of 1:10. Students will be organized in grade-level-specific classrooms during the day and have the opportunity to participate in extended hours in after-school programs, including LAs BEST, the Youth Services program, our Homework Club, and a variety of academic and enrichment programs provided by the Arts Education Branch and partner organizations such as Occidental College.

Changes made to Garvanza's current bell schedule include six additional minutes of instruction on non-professional development days. These minutes will be banked and used for the earlier dismissal time on Tuesday so that the teacher professional development block can be expanded. Other minutes will be used to schedule earlier dismissal times to extend parent conference periods.

Teaching staff will be expected to be on-campus for instructional preparation and/or other duties at least 21 minutes prior to the start of instruction and for at least 10 minutes after the dismissal bell. On Tuesdays, the professional development block will be 1:20 - 2:40 p.m. weekly. Faculty meetings will be scheduled, as needed, from 2:40 - 3:40 p.m. Subject to the professional development calendar to be approved by the Governing Council, teachers will also receive release time during the school day, up to one hour each week, for the purpose of grade level or action team collaboration. In addition, half-day and/or full-day blocks may be scheduled, with appropriate substitute coverage provided, for grade-level or content-based data analysis, professional development, planning time, and teacher-led parent workshops.

The extended professional development block on Tuesday afternoons and regularly scheduled release time for grade-level, Action Team, and content-focus meetings will provide a structure that enables the staff to have adequate time for data analysis, which assists in differentiation and personalization of instruction, opportunities for professional learning to expand knowledge of research-based instructional strategies, and follow-through on the tasks involved in implementing action plans. Additional parent conference days will allow teachers to extend each individual student's conference time, which will improve the level of communication and build stronger collaboration between home and school, and provide time to review standards, student work samples, and establish plans for reinforcement of skills at home.

3. *Staffing*

In order to complete the work necessary to fulfill Garvanza Elementary's mission and vision, it is essential that each member of the school community shares the beliefs outlined in our Strategic Plan. Teachers, administrators, and support staff must be willing to make a commitment to colleagues, parents, students, and our partners in the community to participate with dedication and enthusiasm in working towards the goals we have established.

The basic elements necessary for a staffing structure sufficient for not only maintaining the levels of achievement the school has experienced in the past, but allowing us to continue to improve student achievement using the Response-to-Intervention model, includes two administrators, the Principal and an Assistant Principal, a Categorical Program Advisor and an Intervention Coordinator, the number of teachers necessary to maintain current class-size levels, and the number of paraprofessionals required to provide language support for English Learners and tiered intervention services for all students.

For the 2012-13 school year, Garvanza receives only one day of Assistant Principal, Elementary Instructional Specialist services each week, which has made it difficult to provide the necessary support to students with disabilities receiving special education services, to the school-based and itinerant special education staff, and to the general education teachers who mainstream students in their classrooms. This reduced support has had a negative impact on instruction and discipline, not just for the special education population, but for the school at large. As part of our staffing plan we will work with the Division of Special Education to increase the number of days an AP,EIS is assigned to the school.

The Categorical Program Advisor provides critical services for the English Learner population, including tasks related to compliance, CELDT assessments, on-going progress monitoring, professional development for teachers and paraprofessionals, and parent education. Garvanza's data shows that more focused attention needs to be paid to identifying the specific language and/or content skills required for our English Learners to perform at each level, with focused efforts to provide instruction and remediation, especially for students at the Intermediate level, so that they can meet growth targets and reclassify before they matriculate to middle school. The Categorical Program Advisor will also facilitate the development of a monitoring tool to measure ongoing progress of English Learners in developing the academic skills necessary to meet CELDT growth goals.

The Intervention Coordinator is responsible for organizing the intervention programs of the school, including our Success reading intervention services and Homework Club, provides direct instruction to students identified as needing Tier 2 and 3 interventions in order to meet grade level standards, trains and supervises paraprofessionals, and designs and delivers teacher professional development and parent trainings. The Intervention Coordinator maintains student records and assists teachers in the administration of assessments and data analysis necessary to inform instruction and make decisions regarding how best to differentiate for individual students. At Garvanza, the Intervention Coordinator is also responsible for organizing and facilitating the Student Success Team (SST) and Coordination of Services Team (COST), monitors attendance, and acts as a liaison with the LA District Attorney's Abolish Chronic Truancy (ACT) program.

The Garvanza school community is fortunate to have a staff of dedicated, knowledgeable, and well-trained paraprofessionals, who are experienced at working with students individually and in small groups to provide interventions. In order to carry out our goals, we plan to restore the number of paraprofessional hours to the level that has proven to be of most benefit in the past. At a minimum, each Kindergarten classroom will be staffed with a full-time teacher assistant. 1st - 6th grades will be staffed with a full-time assistant for the grade level team. In addition, two additional intervention assistants will be assigned to the Intervention Coordinator to provide services for students identified as needing Tier 2 and 3 support to meet the standards and access the curriculum, including students new to the country. It is also important that additional paraprofessional support be provided to assist students placed in split-grade classrooms.

Teachers are responsible for providing effective tiered instruction and interventions for all students. Using a collaborative model, special education students receive classroom-based and pull-out interventions along with general education students identified as needing Tier 2 or 3 supports. These interventions are delivered by the general education teacher and paraprofessional, as well as the special education teachers and Intervention Coordinator and their teaching assistants. All requirements outlined in each student's IEP are addressed; however students are grouped for these services based on identified academic needs, not just eligibility criteria. English Learners benefit from this collaborative model, as well, with the addition of monitoring, support, and instruction provided by the Categorical Program Advisor.

Teachers will be expected to be on-campus performing instructional preparation and/or other duties at least 21 minutes prior to the start of instruction and for at least 10 minutes after the dismissal bell.

Teachers will be expected to participate in up to four mandatory buy-back professional development days, to be determined by the Governing School Council and scheduled either immediately before or after the school year. In addition, teachers will be expected to commit to additional instructional time for selected students on their roster. Depending on funding, the number of intervention hours outside the school day will range from 10 - 20 during a period of weeks to be approved by the Governing School Council. Compensation, at the Teacher x-time rate, will be provided for required extended intervention hours.

Expectations for teacher performance/job responsibilities are outlined in the Teaching and Learning Framework, developed and adopted by LAUSD, which describes expectations for performance based on five standards: planning and preparation, classroom environment, delivery of instruction, additional professional responsibilities (i.e. maintaining accurate records, communication with families, demonstrating professionalism), and professional growth.

Teachers will participate in one Action Team, with full commitment to work collaboratively with colleagues in achievement of strategies towards meeting goals established by the team.

Teachers will perform two additional adjunct duties and participate on at least one Governing School Council advisory committee.

Further, teachers will complete mandatory on-line trainings necessary for compliance with State and/or Federal requirements or school programs, including, but not limited to Child Abuse Awareness and CELDT, outside of compensated time, and meet deadlines for completion; monitor and encourage student attendance, with appropriate follow-up with school attendance personnel, parents, and the LA County District Attorney's Abolish Chronic Truancy program; monitor and promote adherence to the school's discipline policy, which includes teaching and enforcing well-defined, clear expectations of student behavior inside and outside the classroom; use technological resources necessary for conducting school business, including District email and LAUSDMax, and for collecting and analyzing student data, such as DIBELS mclass, MyData, and CoreK12.

Teachers will perform other duties assigned by the Administrator necessary to fulfillment of the school's mission and vision. Issues related to hours, duties and work year not specifically outlined above will be resolved according to the UTLA - LAUSD Contract, Article IX.

In support of the teachers working to meet the requirements outlined under this section, teachers will be provided access to their classrooms on at least one Saturday each month, and release time to meet with their grade level team for a minimum of one hour each month.

A hiring committee, under the direction of the Governing School Council and composed of one administrator, a minimum of two teachers, and one additional staff member, will interview teacher candidates for any open position. Whenever possible, a parent representative will be included in the interview process. The team will develop a set of interview questions reflective of the mission, beliefs, and goals embodied by the Strategic Plan that will be asked of each applicant. Candidates may be asked to prepare and deliver a brief lesson to a group of students as part of the interview process. Applicants will be provided the Elect-to-Work Agreement and a copy of the Strategic Plan at the time of application.

The staffing process will begin in February of each year, and the annual Elect-to-Work Agreement will be offered to teachers by April 15 to ensure that teachers who will not be staying at the school for the following year will be able to exercise their transfer rights.

The Elect-to-Work Agreement developed by the Pilot Design Team was reviewed in its entirety by teachers at a faculty meeting. Revisions were made as discussed at the meeting.

Teaching assignments will be made according to the UTLA - LAUSD Contract, Article IX-A.

The Governing School Council will have the authority to recommend the selection of the school's principal with the ISIC Superintendent having final authority. At such time it becomes necessary to select a principal, the GSC will form an advisory committee to carry out the process for recruitment and screen and interview candidates.

The Governing School Council will evaluate the principal annually, using a process that the council selects and approves in accordance with the AALA agreement. The council will form an internal evaluation advisory committee to oversee the evaluation process. This process will include developing a written and approved job description for the principal, selecting 3-4 measurable goals in consultation with the principal that are to be accomplished over the course of a school year, determining the instruments to be used to gather and analyze data, and synthesizing all collected data in a written document that includes findings, commendations, and recommendations for improvement. The document should be approved by the entire council and will be submitted to the ISIC Superintendent by May 10 each year.

4. Professional Development

High-quality professional development supports administrators, teachers, and staff in the implementation of the instructional program. With the priority issues we have identified as areas of focus in mind, Garvanza's professional development plan will be structured to increase opportunities for meaningful collaboration.

Time available for professional development will expand significantly due to use of the increased number of banked minutes to lengthen the Tuesday professional development block, and an additional commitment expected of teachers in the Elect-to-Work Agreement, such as the mandatory buy-back days prior to and after the school year and the requirement to complete mandated on-line trainings independently and outside of teachers' on-site obligation. Additionally, our budget priorities include funding for day-to-day subs so that grade-level, content focus groups, and/or action teams can be provided release time for collaboration and planning. Teacher x-time will allow us to pay teachers for additional training.

The Governing School Council will appoint a professional development advisory committee to assist in conducting needs assessments, creating the calendar, determining the format including who will deliver content and facilitate meetings, and evaluating the effectiveness of professional development.

Professional development needs will be assessed based on analysis of a variety of data, to include formal and informal assessments, classroom observations, and teacher self-evaluations based on the Standards for Teaching and Learning. These needs will be reflected in the goals and strategies developed by Action Teams during the strategic planning process.

Areas already identified by the Pilot Design Team, based on analysis of CST and CELDT data and necessary to fulfill changes in expectations for delivery of instruction and the evaluation of teachers, include focus on implementation of strategies for increasing English Learners' access to the core curriculum, and incorporation of instructional methods using multiple means of presentation of content, expression of learning, and motivation and engagement, which utilizes, in part, the use of technology to increase students' access to content. Teachers will need further training on the Teaching and Learning Framework, the Common Core State Standards, and the use of technology to collect and analyze student data.

The format for professional development must be reflective of the critical need to increase collaboration among administrators, teachers, and paraprofessionals. Whenever possible, meetings will be scheduled

and designed so that the principal can participate in the learning and discussion along with the teachers, so that the application of the learning with students in the classroom can be supported, with the purpose of ensuring consistency of implementation in all classrooms. This issue has posed a problem in the past, but with appropriate administrative oversight and a format for professional development that establishes opportunities to sustain focus on a topic, efforts should be more effective.

Depending on the objectives of the professional development meeting, the content may be delivered by teachers, an administrator, the Categorical Program Advisor, the Intervention Coordinator, or outside experts, with professional readings and on-line workshops providing access to research that can inform the discussion.

A structure for collaborative practice that has been used successfully at Garvanza in the past will be reinstated as part of the work of grade level teams. Facilitated by grade level chairs, every six to eight weeks teachers will participate in an inquiry cycle which allows them to identify an area of need based on student data, determine the outcomes expected of students who have mastered the content, and develop strategies, lessons, and materials the teachers feel will be most effective in helping students achieve the desired outcome. Evidence of student learning will be collected and analyzed at the end of the cycle and next steps will be established.

Another structure for collaborative practice that will assist in consistent expectations for instruction school-wide is the use of vertical articulation. The professional development plan will include provision for opportunities for teachers to meet in cross-grade level teams to focus on a particular content area, instructional method, assessment, or management strategy.

Paraprofessionals will participate in trainings alongside teachers whenever appropriate. In addition, they will participate in monthly meetings during the school day, to be conducted by the administrator, Categorical Program Advisor, Intervention Coordinator, or teachers, to address instructional and operational needs.

The principal will ensure that all state or federally-mandated trainings (i.e. Bloodborne Pathogens) are conducted and documented.

The Governing School Council or its professional development advisory committee will conduct a review and evaluation of the year's professional development using a survey to be completed by administrators, support staff, teachers, and paraprofessionals prior to the end of the school year. This evaluation, along with end of year data, will be used to inform the development of the professional development plan for the following year.

5. School Culture

The Garvanza school community has worked diligently over the past several years to build a culture based on mutual accountability. The culture is reflected in a strategic planning process that requires school-wide commitment in order to achieve the goals outlined in the plan. Teachers and parents truly do believe that all students can and will learn when provided appropriate instruction and support. Teachers feel a sense of responsibility for making sure their students are prepared academically and socially for the next grade and there is a sense of urgency to meet expectations within timelines.

To meet this responsibility, teachers rely on concrete, meaningful data to identify each students' strengths and needs as efficiently as possible. In order to improve parent and student accountability, we need to improve our efforts to communicate this information to them and provide specific suggestions for how

parents can help their child continue their learning at home. Additional minutes banked for parent conference time will provide the time necessary to improve this communication. We will hold an ice cream social or picnic on one of the buy-back days preceding the start of the school year in order to begin to build relationships between teachers and families that can be sustained throughout the year. Teachers will also conduct "Second Cup of Coffee" student-parent workshops with the purpose of modeling strategies to be used at home.

Parents are accountable for bringing their child to school every day, ready to learn, and to monitor and support their learning outside of the school day by ensuring that homework practice is completed. Parents of students who are struggling to meet high expectations for academic performance, attendance, and/or behavior are invited to participate in our Student Success Team process, which has earned Garvanza repeated "Shining Star" dropout prevention awards from the California Department of Education.

A respect for diversity and our students and family and community culture is incorporated throughout the instructional program, rather than recognized through isolated events. Teachers are expected to select visuals and literature that reflect our population and provide opportunities for students to make connections to their heritage and experiences during discussions. Students are taught and encouraged to exhibit good citizenship through Garvanza's "Caught Being Good" behavior incentive plan. Campus pride is encouraged by assigning one classroom each week to manage yard clean-up. In addition, the Diversity Action Team trains teachers and monitors implementation of the Second Step Violence Prevention curriculum, which focuses on problem-solving skills, and teaches and promotes positive character traits with a "Terrific Tiger" award presented to students who model exemplary character.

Partnerships with community organizations can enhance the learning experience and provide resources for families. While Garvanza has developed relationships with several partners, we would like to increase the number of partner organizations. The Governing School Council will appoint an advisory committee to seek out and develop relationships with new partners. At the present time, teachers work with local contacts to take students on walking field trips to the fire station, the public library, and the LAPD Historical Museum. One of our long-term partnerships is with Dignity LA, which donates funds that are used to create food baskets for needy Garvanza families during the holiday season and helps families to purchase uniforms, school supplies, and prescription glasses. The Assistance League's Operation School Bell program also provides uniforms for needy students at the school. We work in partnership with Occidental College in their Great Strides program, which teaches students teamwork and athletic skills, and the Algebra Project, which assists upper-grade students in understanding math concepts. Hathaway Family Resource Center provides parenting classes and school-based counseling services.

6. School Governance

The governance structure for Garvanza Elementary School is designed to meet all legal requirements and applicable collective bargaining agreements, while providing the ability to carry out its decision-making powers efficiently and effectively. Priorities established in the Strategic Plan will be the primary consideration for decisions made by the governing body and its advisory groups.

The Governing School Council (GSC) will be composed of 12 members, which will include the principal, four teachers, one other staff member, and six parents and/or community members. GSC members are elected by their respective groups. Community members are elected to the same slots filled by parents if there are no parents who wish to hold these positions.

The Governing School Council will develop a set of written and approved bylaws that outline the council's membership, election procedures, terms of office, duties, officers, number of meetings per year, decision-making procedures, and methods of communication with the larger school community. In the

initial year of Pilot implementation, until such time that the new GSC establishes its bylaws, the council will function under the SSC bylaws previously in place.

The Governing School Council will be responsible for the following:

- Set and maintain the school's vision, mission, and goals
- Approve the annual budget
- Recommend the selection of the school principal and oversee an annual internal evaluation of the principal
- Communicate regularly with the Intensive Support and Innovation Center
- Ensure compliance with all federal and state mandates, court orders, and safety policies related to school operation
- Ensure that the school has a written and approved dispute resolution process in place that includes an Internal Appeals Process
- Ensure that there is an annual written and approved Election-to-Work Agreement that every UTLA member signs prior to the beginning of each school year
- Annually review the school's progress on indicators of student engagement and achievement, and ensure that there is a plan in place to address any gaps.

In addition, the GSC will make final decisions related to major policies and programs, including, but not limited to, those related to curriculum and textbooks, professional development, discipline and safety, attendance, assessments, purchase and use of school equipment, staff hiring, and the scheduling of school-wide events and activities. Proposals on any and all matters will be brought to a vote of elected members.

Under direction of the GSC, advisory groups will be established to perform tasks related to gathering information, prioritizing needs, soliciting staff and community input, and making recommendations related to major policies and programs, including, but not limited to, those outlined in the paragraph above. Membership in these advisory groups will be voluntary, established through a self-nomination process, and open to all stakeholders. Information regarding the purpose for each advisory group will be publicized to the school community, with the goal of encouraging parent participation in the decision-making process.

As required by state law, an English Learner Advisory Committee (ELAC), which is made up of parents or other community members and provides input related to programs and services for English Learners, will be duly formed and elected and trained on their responsibilities as a committee, as prescribed by law.

The implementation of this governance structure will ensure that all stakeholders have specific, structured, and comprehensive opportunities to participate in the decision-making process. All decisions will be measured against the beliefs, the long-range goals and the short-term strategies in place in service of those goals as established in the Strategic Plan.

7. Budget

In service of Garvanza's mission and vision and the goals developed in the Strategic Plan, and to address the needs identified in Section C, priority areas for the use of general and restricted funds include:

- implementation of the staffing plan
- implementation of the professional development plan
- provision for extended learning opportunities for students

- accessibility of technology necessary for implementation of the proposed plan for curriculum and instruction, as well as record-keeping, assessment, and data collection/analysis required of teachers as part of the Elect-to-Work Agreement.

In order to provide instruction and intervention using the response-to-intervention model, in conjunction with our collaborative general education/special education model, it is necessary to provide the personnel we feel is required for the work. As outlined in our staffing plan, priorities for allocating funds include maintaining current class-size norms for teacher assignments, providing monitoring and support for English Learners through services provided by a Categorical Program Advisor, and providing tiered intervention support for at-risk students through services provided by an Intervention Coordinator and paraprofessionals.

Ongoing professional development needs, identified through analysis of multiple sources of data, including CST, CELDT, periodic assessments, curriculum-based measures, self-evaluation of the teaching standards, and identified through strategies developed in the Strategic Plan will be addressed on a regular basis during the Tuesday professional development block. In addition, time will be provided by budgeting for additional teacher hours for buyback days to be scheduled by the Governing School Council and held immediately prior to and following the year's instructional calendar. Day-to-day substitute coverage will be used to release teachers, by grade-level team, action team, and/or content-based team, to meet for more extended blocks of time to analyze data, collaborate on preparation and planning for instruction, and to carry out the work required to implement action team strategies. Teacher x-time will be used, as necessary, if additional time is required to meet professional development goals.

Extended learning opportunities for students identified as needing Tier 2 and Tier 3 interventions will be accomplished through an after-school tutoring program. Each teacher will select five to six students based on criteria established by the Academic Achievement team and analysis of relevant data resources, and develop an instructional plan for implementation. Depending on funding resources, teacher x-time will be budgeted for 10-20 hours per K-6 teacher. The tutoring program will service between 95 and 115 students. Since the elimination of summer school, ELP, and ELAP interventions that used to be funded by LAUSD, budgeting for extended learning has become the school's responsibility.

Technology needs for the school will be identified by the Technology Action team, which will also function as the Governing School Council's technology advisory committee. At a minimum, each K-6 grade classroom, and each intervention room, will be equipped with one computer with internet capability, an LCD projector and document reader, a television, and a CD player that can be used with multiple headphones in a listening center. This basic equipment is necessary to support the school's focus on addressing students' learning needs by using instructional methods that incorporate multiple means for presentation, expression, and engagement and motivation. We must also ensure that teachers are equipped to meet requirements for record-keeping, assessment, data collection and analysis, and on-line trainings established in the Elect-to-Work agreement. Currently, seven out of 20 rooms are not fully-equipped. Long-range goals for the purchase of hardware include providing interactive whiteboard devices for each classroom. Infrastructure will also need to be addressed in collaboration with the Information Technology Division; wireless capabilities are inconsistent and unreliable given the current configuration.

Teachers who are assigned to work on fundraising as an adjunct duty and the Teamwork Action Team will be responsible for seeking out new sources for fundraising and will facilitate the school's traditional catalog sales, spare change drive, Box Tops for Education program, McDonald's Teacher Night, Chuck E. Cheese fundraising events, and the sale of sponsorship plaques displayed in the school's hallways.

8. Family and Community Engagement

Our vision for Garvanza requires that all stakeholders participate as partners in the learning process. Barriers that hinder participation and meaningful engagement by parents and community partners that have been identified by staff and parents include a language barrier. While 31% of our students are identified as English Learners, an even higher percentage have family members and/or caregivers who speak a language other than English in the home. Only eight teachers are bilingual, all Spanish-speaking, so communication between school and home is potentially more superficial than ideal. In addition, it is difficult for parents who do not read and write in English to help their child with schoolwork. To overcome this barrier, our staffing plan includes teacher assistants, most of whom are bilingual in English and Spanish, who can provide translation services. Volunteers in the Parent Center are available to parents who have questions and need language support. Other strategies that can be put into place include sponsoring English classes for parents in the Parent Center and ensuring that the Homework Club is available to English Learners.

Another concern is the number of parents who are minimally engaged. These are the parents who may attend parent conferences and musical programs, but who are not meaningfully involved in their child's educational lives. The reasons for this and how we might be able to address the problems vary. Some parents work long hours. Holding meetings in the early evening and scheduling some school events on Saturdays would give them additional opportunities for participation. Other parents may be intimidated by or uncomfortable in the school environment and might benefit from efforts to make the campus more welcoming, such as social gatherings focused on building relationships, like the Welcome Back ice cream social or picnic we plan to hold on a day prior to the beginning of school, Family Dinner nights, or arts-and-crafts activities in the Parent Center. A parent survey that specifically asks what workshops and activities they would most like to attend at school can inform the scheduling of these events.

All parents need to be better informed about the goals of the strategic plan and what the community's expectations are for their participation in the learning process at school and at home. In conjunction with Back-to-School Night, these topics will be addressed in a community meeting. Due to the importance of establishing routines that support behavior and learning, separate meetings will be scheduled for parents of Kindergarten and 1st grade students that will include opportunities for hands-on practice.

We believe the most significant barrier to building stronger relationships with community organizations is that many most likely do not have an understanding of how they can make a difference in the life of a child. Outreach to these groups should include visits to Garvanza classrooms and invitations to school events so that representatives are able to build personal connections to the school.

Implementing strategies to increase involvement is the focus for the Teamwork Action Team. This group is also responsible for monitoring progress using data such as parent workshop attendance and evaluations, participation in school events, and response to the school experience survey.

F. SCHOOL PLANNING TEAM

1. Who are the members of your planning team?

Staff members on the Pilot Design Team were identified through a self-nomination process, and Garvanza's Community Representative and School Site Chairperson were recruited to serve as liaisons for the community. Faculty meeting time and weekly Design Team meetings open to anyone interested in participating were scheduled to work on development of the plan, and were facilitated by Marla Lefevre, Garvanza's Intervention Coordinator. The Design Team worked collaboratively to focus on each element

of the plan, with the writing assigned to Mrs. Lefevre in order to achieve consistency in style and voice. Various members of the Design Team and other teachers attended all workshops offered by the Local Options Oversight Committee.

The team was made up of the following members:

Fabiola Medina is a 4th grade teacher at Garvanza Elementary. She has been working at Garvanza for eleven years and began her career here as the Coordinator's Assistant. Ms. Medina has taught 2nd grade, 3rd grade, 4th grade, and a 2nd/3rd combination class. She has been the grade level chair and has been an active participant on the social committee, Creativity Team, and Science Committee. Ms. Medina is the Teamwork Action Team leader where she encourages parent involvement, organizes school fundraising activities, and provides parent workshops. Fabiola Medina has served as the School Site Council President and is currently the SSC Vice President. She holds a Clear multiple-subject teaching credential and a preliminary credential in administration. She is fluent in reading, writing, and speaking Spanish, which allows her to better communicate with our Spanish-speaking community.

Milca Ruz is a National Board Certified Teacher who has taught 1st grade, 2nd grade, 3rd grade, and 5th grade. She has taught at Garvanza Elementary for eight years. Previous to teaching at Garvanza, she worked eight years at Budlong Elementary as a teacher and the school's GATE (Gifted and Talented Education) coordinator. Milca is on Garvanza's technology committee, is the school's GATE coordinator, a grade level chairperson, and is Garvanza's technology trainer. She provides technology support and professional development for staff members. Milca has also mentored new and prospective teachers from LAUSD, Occidental College, Pacific Oaks College, and CSU Los Angeles. She has a background in technology, language acquisition, differentiated instruction, gifted and talented education, and school leadership. Milca has conducted extensive research in gifted and talented education. She published Teacher Perceptions: Open Court and the Gifted in 2007.

Julie Loveland is a Kindergarten teacher who has been teaching for 14 years. She has taught at Garvanza Elementary for 13 years. She holds an Early Childhood Special Education Credential and has taught Pre-School Mix (PSM), Pre-School Collaborative (PSC), Kindergarten, Transitional Kindergarten, 2nd grade, and has been a Resource Special Education Teacher (RSP). She is the Kindergarten Grade Level Chair and coordinates Early Childhood Literacy Nights on campus as well as leading Early Childhood Parent Education Seminars. Ms. Loveland is a Mentor Teacher, and CSULA Support Provider. She was named Master Teacher of the Year by California State University, Los Angeles. Julie Loveland excels in behavior intervention, inclusion support, collaborative teaching, as well as developing and modifying lessons to differentiate instruction.

Justina Foulke is a K/1 teacher who began her professional career at Garvanza Elementary 12 years ago. While earning her Masters in Teaching from Occidental College she was introduced to Garvanza to complete her student teaching. Since student teaching Justina has taught SRLDP, Kindergarten, 1st grade, and 4th grade at Garvanza. She also served as the Categorical Programs Advisor. Mrs. Foulke is an active member of the school's governance councils, and is Garvanza's UTLA co-chair. She is the Lifelong Learning Action Team Leader and oversees the school's participation in the Network for a Healthy California LAUSD program. She is an avid fan of grants and grant writing, and has delivered professional development to encourage others to participate in grant funded programs.

Rebecca Wright is a 5th grade teacher who has also taught Kindergarten, 4th grade, and 6th – 8th grade Reading. She has been teaching for 8 years, 7 of which have been at Garvanza Elementary. She holds her Reading Certificate to ensure that all pupils have fair access to high-quality education with a foundation in reading. Mrs. Wright previously served as Garvanza's half time Intervention Coordinator where she oversaw the Student Success Team (SST) and the Coordination of Services Team (COST).

She organized and led the school's Super Star assemblies and enforced school attendance policies. Mrs. Wright is currently the school's Positive Behavior Support Team leader.

Jennifer Gage is the Principal at Garvanza Elementary. She has been an educator for 20 years, 9 years in the classroom and 11 years in leadership positions. Mrs. Gage has held the positions of Literacy Coach, Elementary Literacy Content Expert, Instructional Coach, Bridge Coordinator, and Master/Mentor Teacher. She has taught Kindergarten, 1st grade, 2nd grade, 5th grade, and 6th grade. At Aurora Elementary she created and implemented the school's intervention program where over 2 years they were successful in raising scores in 3rd grade. Mrs. Gage is trained on the Burst reading intervention program and was featured in a training video modeling an exemplary program.

Marla Lefevre is Garvanza's Intervention Coordinator. During her 25 years in LAUSD, she has taught 3rd, 5th, and 6th grades. She held the position of Title I Coordinator for 4 years prior to transferring to Garvanza and returning to the classroom 11 years ago. She became the Literacy Coach in order to support teachers in planning and delivering effective language arts instruction and continues to provide professional development in her new role. She is a co-leader of the Academic Achievement Team, member of the Garvanza School Leadership Council, facilitates both the Coordination of Services Team and Student Success Team, and conducts parent trainings. Mrs. Lefevre received her Reading Certificate in 2008.

Marina Henderson is a National Board Certified teacher and has mentored new teachers since 2001. She has taught 2nd - 5th grades during her 18 year career in LAUSD. Ms. Henderson came to Garvanza 10 years ago, and has served the school community in a number of ways ever since. She has been Science Lead Teacher, a member of School Site Council, Grade Level Chair, and is on the Academic Achievement Action Team. Professional accomplishments include being a UCLA Writing Project Fellow and a presenter for UCLA Center X. She has also worked as an instructor for LAUSD's Teacher Training Academy.

Penjalee Kennedy has been an educator at Garvanza for 17 years. Her professional experience includes general and special education and she holds both Multiple Subject and Mild-to-Moderate Special Education credentials. She is currently the Resource Specialist Teacher and has also taught Early Education and Special Day Classes. Ms. Kennedy's desire to have a positive impact on the school community is evident in her service as a math lead teacher, the Health and Education Programs Advisor, Diversity Action Team leader, and an active participant on the Coordination of Services and Student Success Teams. She is also a member of the Garvanza Leadership Council and the Behavior Intervention Case Manager (BICM).

Hilda Corona is the parent of a 6th grade student at Garvanza. Her older daughter, who is now a student at Franklin High School, also attended Garvanza Elementary, so she has been part of the community for many years. Previously employed by the school as a Supervision Aide, Mrs. Corona now volunteers on the yard during the lunch period on a daily basis, helps teachers with preparing instructional materials, and is actively involved in Parent Center activities. For the 2012-13 school year, she was elected to the School Site Council and serves as it's Chairperson.

Emma Duarte is Garvanza's Community Representative. Her two children attended Garvanza and are now students at Burbank Middle School and Franklin High School. Mrs. Duarte organizes and manages all Parent Center activities and works tirelessly to support teachers and parents any way she can. She is a member of the Teamwork Action Team, recruits and trains parent and community volunteers, and facilitates school fundraisers and the book fair. She also serves on the Garvanza Leadership Council and attends all English Learner Advisory Committee and School Site Council meetings, providing valuable representation for the parents of Garvanza.

2. *How were parents and the community engaged in the development of the plan?*

Teacher members of the Pilot Design Team began discussions with the School Site Council Chairperson and Community Representative at the beginning of the 2012-13 school year so that they could provide perspective from the parent point-of-view and be available to answer questions brought to them in the Parent Center throughout the design process. In conjunction with preparation for writing the Single Plan for Student Achievement, Garvanza's Categorical Program Advisor worked with the English Learner Advisory Committee to analyze data and make recommendations.

As the plan took shape, a powerpoint presentation was created to inform parents about the autonomies available to Pilot Schools and how the school community would be affected by proposed changes. Parents were invited via flyer and Blackboard Connect message to attend the presentations scheduled on three separate days during parent conference week. A teacher member of the Design Team and both parent members were available at the presentation to solicit comments and answer questions in preparation for a more formal design meeting held the following week. The entire school community was invited to this meeting to participate in a deeper discussion of each area of autonomy. We had 30 parents and community members attend, representing 39 students. The reaction to the plan was overwhelmingly positive and reaffirmed that the core of the Garvanza parent community remains committed to our vision.

G. IMPLEMENTATION

As an existing regular LAUSD school converting to a Pilot School, many issues related to staff selection, enrollment, curriculum, assessment, student support, family and community engagement, and facility and operational functions are already in place. In order to prepare to open as a Pilot School at the beginning of the 2013-14 school year, we have identified several tasks that need to be completed by the end of this year, as illustrated in the chart below:

January 2013	<ul style="list-style-type: none"> • Renew Strategic Plan • Conduct professional development with focus on Teaching and Learning Framework and Common Core State Standards • Conduct analysis of 2012 CELDT data
February 2013	<ul style="list-style-type: none"> • Form budget committee to develop budget for 2013-14, with recommendations on staffing and use of funds to support professional development, extended learning for students, and purchase of technology • Develop CELDT progress monitoring tool • Inform community about Pilot School status • Conduct professional development with focus on Teaching and Learning Framework and Common Core State Standards
March 2013	<ul style="list-style-type: none"> • Form committee to research grants available to fund school programs • Conduct professional development with focus on Teaching and Learning Framework and Common Core State Standards
April 2013	<ul style="list-style-type: none"> • Provide Elect-to-Work Agreement to teachers • Conduct professional development with focus on Teaching and Learning Framework and Common Core State Standards • Conduct teacher self-evaluation using rubrics connected to the Teaching and Learning Standards to inform professional development needs for 2013-14

May 2013	<ul style="list-style-type: none"> • Form hiring committee to recruit, interview, and recommend candidates for any open teaching and paraprofessional positions • Conduct professional development with focus on Teaching and Learning Framework and Common Core State Standards • Distribute and collect parent workshop survey to determine needs for 2013-14 • Promote parent, student, teacher, and staff participation in completing School Experience Survey
June 2013	<ul style="list-style-type: none"> • Form principal evaluation committee to develop principal job description • Conduct outreach to parents and community partners to recognize their service during the year and solicit support for 2013-14 • Promote "Welcome Back to School" event to community • Advertise the school's conversion to Pilot School status to community • Provide information to community regarding formation of the Governing School Council, including its composition, role, and responsibilities, to encourage participation in August

H. REQUIRED ATTACHMENTS

The following attachments are required and should be included in the Table of Contents. They do not count toward the page limit.

1. Attachment A (Letter of Intent / Information Sheet)
2. Attachment B (Elect-to-Work Agreement)
3. Documentation of Voting Results

ATTACHMENT A

If you are interested in applying to become a Pilot School, please submit this Letter of Intent Form by **Friday, September 14, 2012** via e-mail to LA-PilotSchools@lausd.net. Schools or Design Teams can still submit full proposals on Wednesday, December 12, 2012 even if a Letter of Intent (LOI) was not submitted. The LOI form provides us with contact information so we can communicate information sessions and workshop schedules.

This sheet must be submitted with your full proposal.

LETTER OF INTENT / INFORMATION SHEET

School Site Name:	Garvanza Elementary
Proposed School Name (<i>if planning to change current school name</i>):	
Conversion or New Pilot School:	Conversion
School Address:	317 N. Avenue 62 Los Angeles, CA 90042
Primary Contact Name:	Marla Lefevre
Primary Contact Phone No:	323-254-7328
Primary Contact E-mail Add:	mal2551@lausd.net
Proposed Grade Level Configuration for 2013 – 2014:	PreK - 6
Proposed Thematic Units or Areas of Focus (<i>if applicable</i>):	

ATTACHMENT B

Garvanza Elementary School
ELECT-TO-WORK AGREEMENT

SCHOOL NAME: Garvanza Elementary School

SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: 2013-14

1) Introduction

I, _____, am voluntarily electing to work at [Garvanza Elementary School](#). I am signing this Elect to Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

[Garvanza Elementary School](#) is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). You shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, you may receive a non-uniform salary pursuant to Government Code 3543.2(e).

Other terms and conditions of my employment will be determined by [Garvanza Elementary School](#) and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Elect-to-Work-Agreement states the more important terms and conditions.

2) Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)

I shall continue to be a member of the United Teachers of Los Angeles. If am hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

I shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

3) Terms of employment

The instructional day will begin at 8:00 a.m. and end at 2:30 p.m. on Mondays, Wednesdays, Thursdays, and Fridays. Instruction will begin at 8:00 a.m. and end at 1:10 on Tuesdays. Teachers will be expected to be on-campus performing instructional preparation and/or other duties at least 21 minutes prior to the start of instruction and for at least 10 minutes after the dismissal bell. On

Tuesdays, the professional development block will be 1:20 - 2:40 p.m. Faculty meetings will be scheduled, as needed, from 2:40 - 3:40 p.m.

The instructional year will conform to the LAUSD Early Start calendar, with 180 days of instruction. Teachers will be expected to participate in up to four mandatory buy-back professional development days, to be determined by the Governing Council and scheduled either immediately before or after the school year. In addition, teachers will be expected to commit to additional instructional time for selected students on their roster. Depending on funding, the number of intervention hours scheduled outside the school day will range from 10 - 20 during a period of weeks to be approved by the Governing Council. Compensation, at the Teacher x-time rate, will be provided for required intervention hours.

In addition, supplemental hours and tasks necessary to complete the mission of the [Garvanza Elementary School](#) may be required.

4) Responsibilities

- Expectations for teacher performance/job responsibilities are outlined in the Teaching and Learning Framework, developed and adopted by LAUSD, which describes expectations for performance based on five standards: planning and preparation, classroom environment, delivery of instruction, additional professional responsibilities (i.e. maintaining accurate records, communication with families, demonstrating professionalism), and professional growth.
- Teachers will participate in one Action Team, with full commitment to work collaboratively with colleagues in achievement of strategies towards meeting goal(s).
- Teachers will perform two adjunct duties.
- Teachers will participate on at least one Governing School Council advisory committee.
- Teachers will complete mandatory on-line trainings necessary for compliance with State and/or Federal requirements or school programs, including, but not limited to, Child Abuse Awareness and CELDT training, outside of compensated time, and meet deadlines for completion.
- Teachers will monitor and encourage student attendance, with appropriate follow-up with school attendance personnel, parents, and the LA County District Attorney's Abolish Chronic Truancy program.
- Teachers will monitor and promote adherence to the school's discipline policy, which includes well-defined, clear expectations of student behavior inside and outside the classroom.
- Teachers will use technological resources necessary for conducting school business, including District email and LAUSDMax, and for collecting and analyzing student data, such as DIBELS mclass, MyData, and CoreK12.
- Teachers will perform other duties assigned by the Administrator necessary to fulfillment of the school's Mission and Vision.

5) Performance Evaluation

I shall continue to be subject to the following provisions of the Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

Garvanza Elementary School will base its teacher evaluation process on the Teaching and Learning Framework, developed and adopted by LAUSD, which describes expectations for performance based

on five standards: planning and preparation, classroom environment, delivery of instruction, additional professional responsibilities (i.e. maintaining accurate records, communication with families, demonstrating professionalism), and professional growth. As part of the evaluation process, teachers will complete a self-evaluation at the beginning of each year using rubrics tied to each element outlined in the Framework. Results of the self-evaluation will be used, in collaboration with the Principal, to identify areas to target for personal growth, which will be the basis for each teacher's STULL evaluation, including regular observations in the classroom to be conducted by the administrator. Teachers will be expected to perform at the "Effective" or "Highly Effective" levels. For elements identified as "Developing", teachers must demonstrate growth in skills leading to becoming "Effective", as evidenced by classroom observations and conferences with the administrator conducting the STULL evaluation. Teachers with an excessive percentage of "Ineffective" ratings, or those not making progress moving from "Developing" into the "Effective" range, given appropriate professional development support, may not be offered the Elect-to-Work Agreement for the following year.

6) Dispute Resolution

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the Agreement.

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process

Garvanza Elementary School has an Internal Appeals Process (IAP) that appears in the Memorandum of Understanding between LAUSD and UTLA.

7) Transfers (voluntary and involuntary)

You may transfer from [Garvanza Elementary School](#) at the end of each school year. Similarly, [Garvanza Elementary School](#) may unilaterally transfer you at the end of each school year. You will be transferred to a vacancy for which you are qualified at a school within the geographic area in which [Garvanza Elementary School](#) is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

9) Signatures

By signing this document, I acknowledge that I have read all the provisions of this Elect-to-Work Agreement and that I agree to all its terms.

Employee Name / Employee #

Date

Principal

Date

Documentation of Voting Results

The election to convert to Pilot School status was held on June 6, 2012 and was conducted by UTLA Chapter Chair, Justina Foulke according to election guidelines established by UTLA.

Prior to the vote, an orientation was conducted by Ada Snethen, Local District 4 Director, at a faculty meeting on May 8, 2012. UTLA meetings were held on May 16th and 30th, 2012 for discussion.

Vote results:

21	Yes	(87.5%)
2	No	(8.3%)
1	Absent voter	(4.2%)