

LOCAL DISTRICT 7
SOUTH REGION ELEMENTARY SCHOOL - #1 (SRES#1)

1. EXECUTIVE SUMMARY

a. Assurances

- i. Local District 7 is a part of the Los Angeles Unified School District and therefore not for profit entity.
- ii. Local District 7 has and will continue to serve all students in the attendance area of SRES # 1.
- iii. Local District 7 has and will continue to serve all students in the attendance area of SRES #1 including Students with Disabilities, English Language Learners, Standard English Learners, and foster care students. This school will accept all students regardless of race, ethnicity, gender, and socio-economic status.
- iv. Not applicable.
- v. Local District 7 and SRES # 1 agrees to adhere to all terms, conditions, and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education.

b. Student Population

South Region Elementary School (SRES) #1 located at 8919 South Main Street, Los Angeles, CA. is scheduled to open for the 2010-2011 school year to relieve the overcrowding at 93rd Street, 75th Street, South Park, and Manchester Avenue Elementary Schools (feeder schools). SRES #1 will be a part of the Fremont High School Family of Schools. SRES #1 will send students to Bethune and Drew Middle Schools and Fremont High School. There will be continuous communication, articulation and joint academic and community events and celebrations in this Family of Schools. The students in SRES #1 will have access to the resources at their local middle and high schools.

South Region Elementary School #1, a public school supported by public funds, provides a free education to all children regardless of race, creed, religion, abilities, income, or national origin. The development of this plan has provided the opportunity for teachers and administrators from the 4 feeder schools, Local District 7 staff, United Teachers Los Angeles staff and officers, retired teachers and administrators, parents and community an opportunity to develop a safe and student centered environment, the instructional and curriculum programs, instructional program and activities in which all students at SRES #1 will excel academically.

The projected enrollment of SRES #1 is approximately 840 students in grades pre-kindergarten through sixth grade. Based upon the demographic history of the four schools the anticipated student composition for SREC #1 will include:

- Approximately 20 % Black and 80% Hispanic students.
- English Language Learners, with Spanish as the home language, projected at 50% or 420.
- Based upon the July 20, 2009, Title I Rankings, 92-96% of students would be ranked as low income and eligible for free and reduced lunch.
- Gifted and Talented students are projected at 6 %.
- Student transiency rate anticipated at 35 %
- 388 English Language Learners were reclassified from the four feeder schools
- The average attendance rates was 95.18%

(See Appendices A, B, C, and X for sending schools student composition)

There will be 34 general classrooms for kindergarten through sixth grade. Five (5) classrooms have been set-aside for Students with Disabilities (SWD). Three (3) classrooms have been set aside for other purposes. One classroom will be utilized as a Parent/Community Center and one as a pre-kindergarten class. The use of the third room will be determined by the school administrator. This room may house staff such as instructional coaches and coordinators and teachers of arts, science, or an additional pre-kindergarten class or technology laboratory.

c. Vision, Mission and Philosophy

Vision: South Region Elementary School # 1 will provide a rigorous, comprehensive, and culturally responsive, standard based instructional program, and a school/home community partnership in which students will take pride in themselves as scholars to succeed academically and to become active, successful participants in the global community.

Mission: South Region Elementary School # 1 will provide students of all abilities, cultural and language backgrounds with a safe, personalized, engaged student centered learning environment which will promote physical and socio-emotional development and teach them to excel academically.

Philosophy: South Region Elementary School # 1 will be a caring, safe and equitable environment where each child can blossom and grow.

SRES #1 will become three (3) Small Learning Communities designed to provide a smaller learning environment in which to personalize the instruction and to provide collaboration opportunities for teachers. Small Learning Community 1 will include grades pre-kindergarten through grade 2 and primary special education classes. Small Learning Community 2 will include grades 3 and 4 and middle grade special education classes and Small Learning Communities 3 will include grades 5 and 6 and upper grade special education classes. Each Small Learning Community will be autonomous in creating and implementing programs which may be unique and innovative for their community. Some configurations may include gender-based classes or un-graded classes.

Unique Features

Research has shown that regular, structured, planned professional development is the key to success. (Aseltine, Faryniarz and Rigazio- DiGilio, DuFour). Using the professional learning community model teachers will be involved in 10-11 hours a month of professional development to review and analyze data, collaborate on progress of students, and modify instructional practices. The professional developments will allow teachers the opportunity to develop and implement a personalized, flexible instructional program to meet the immediate needs of all students. If the school budget permits, over the next five years, the school will phase in the hiring of 3-5 non-register carrying teachers who would teach core subject areas and enrichment classes such as, social studies, science, technology, visual and performing arts, and foreign language. (Spanish and/or Mandarin) The rationale is to provide the classroom teachers an opportunity to focus on language arts, mathematics and English Language Development (ELD) so that delivery of instruction may be refined to the highest level. This structure would enrich the learning opportunities for the students by providing them with specialist in these subject areas. Our hope is to fulfill our vision of making our students culturally, well educated, bilingual, and civic minded citizens of the world.

The Day in the Life of Student at South Region Elementary School #1

Mary arrives at school in her uniform and is warmly greeted by the campus aide at the entrance of the school. Her parents are invited to sign in and receive a visitor's pass if they wish to enter the campus. This procedure will provide a safe environment for Mary. After Mary walks on campus she will go directly to the cafeteria to eat a warm, well balanced breakfast. After breakfast and before the morning bell Mary will have the choice of going to the multi-purpose room to play quiet games, going to library for quiet reading, to the computer lab to review her technology skills or to the yard to await the morning bell. Five minutes prior to the ringing of the bell the principal will convene the students to welcome them, say the flag salute, school pledge, review the character trait of the month, and give short announcements. Today is Mary's birthday so she will receive a Happy Birthday sticker, a pencil with the school's name and all the students will sing Happy Birthday to the students' celebrating their birthdays, including Mary. Today Mary's grade level is going a field trip to the Augustus Hawkins Natural Park as a culmination of their Open Court Reading (OCR) unit on City Wild Life.

Mary's teacher will escort the students to class at exactly 8:00 a.m. In class, Mary is familiar with the class routines and performs her assigned job for the week, collecting homework. The teacher begins the day delineating the day's instructional goals, objectives and standards. Mary looks forward to the day because she knows what is expected of her and receives assistance when needed. Mary is in the third grade and knows her daily schedule includes 2 ½ hours of reading language arts , 1 hour of mathematics, 30 minutes of English Language Development, 20 minutes of physical education and 1 hour of science, history-social science, or health. During recess and lunch Mary will find her assigned "Buddy" from the Special Education Class and have lunch with her, play and talk about girl things. The final 10 minutes of the day will be utilized to review, reflect and evaluate the day. At the close of the day Mary will have the choice of going to tutoring, the computer laboratory, the library or participating in intramural sports. Today Mary will participate in an intramural sport because she was sent to tutoring on Friday but today she understands her homework because the teacher explained it her again before school was dismissed. Mary's teacher who volunteers 1 hour a week to stay after school to coordinate the after school program will be her coach today. Mary is excited to go home and share everything she did at school today with her family.

d. Education Plan

South Region Elementary School #1 will be organized into (3) three Small Learning Communities (SLC). Small Learning Community 1 will include grades pre-kindergarten through grade 2 and primary special education classes. Small Learning Community 2 will include grades 3 and 4 and middle grade special education classes and Small Learning Communities 3 will include grades 5 and 6 and upper grade special education classes. Special education classes will be assigned to each learning community based on the grade levels of the students. These Small Learning Communities will range in size from 250 to 300. The entire school community (teachers, administrators, other school staff, parents and community) will share in accountability for the success of all students (academic, interpersonal, behavioral/social emotional, attendance, etc). The Small Learning Communities will facilitate a personalized instructional program, utilize strategies based on the abilities and needs of all students, facilitate collaboration among teachers, provide access, and two-way engagement of teachers with parents and community.

The following District and State approved text books and instructional materials will be used for language arts, mathematics, science, history-social science and English Language Development (ELD): Open Court Reading (OCR), enVision, FOSS, Scott Foresman History Social Science, and Into English ELD Practicum. These materials were adopted by the State because a requirement for adoption was that they meet the rigor of the California Standards. In addition, instruction in each core subject will be enhanced through the use of standards based supplemental materials selected by the teachers. The utilization of these materials will help make instruction more relevant, engaging and meaningful for the students.

Response to Instruction and Intervention (RtI2) will serve as a multi-tiered approach for the delivery of instruction. The 3 tiers include: Tier 1 which is good first teaching characterized by differentiation; Tier 2 includes additional in-class support for student mastery of standards and essential skills. Tier 3 includes intensive intervention for struggling students.

All students will receive daily standards based instruction in the core subject areas: language arts, mathematics, science, and history-social science. All other subject and curriculum areas (health, physical education, Visual and Performing Arts, and technology) as prescribed by the State and District will also be taught. As students will be in a community for two to three years, the collective responsibility and accountability for the success of all students (academic, interpersonal, behavioral/social emotional, attendance, etc) will be shared by school staff, parents and community parents/community. To personalize the needs of the students the Small Learning Communities will investigate the option such as: looping, gender based classes and/or ungraded classes.

Teachers will take part in a 5-day Prior to School Year Professional Development to prepare for the new school year. During the school year teachers will engage in professional development workshops on an average of 10-11 hours per month. This includes the hours from bank time, staff meeting time and 4 additional hours paid monthly to the teachers from the school's budget. In addition, the Local Leadership Council will schedule minimum days (early student release days) throughout the year for additional professional development time. Teacher will be responsible for developing and implementing an instructional plan for each child which will include formative and summative assessments, instructional strategies, goals, and objectives. Assessments and data will drive, shape and inform instruction on an ongoing basis.

e. Community Impact and Involvement

The Los Angeles Unified School District (LAUSD) built a new school at this site to relieve overcrowding at the 4 feeder schools. Local District 7 selected to apply for this school to continue the work done with the feeder schools. The 4 schools are 75th Street, 93rd Street, South Park and Manchester Avenue Elementary Schools. South Park will convert from a year round school calendar to a traditional calendar. Local District 7 held three (3) community meetings to fully engage the parents and community in the opening of SRES #1. There were over 150 parents in attendance. Local District 7 will continue to hold community meetings to keep the parents and community informed of the progress and implementation of plans for SRES #1. In addition, a community walk is planned for January as an outreach to parents. There will be community involvement in the selection of the principal and staff. (See Appendices R and S for community meetings, agendas and sign-ins)

f. Leadership and Governance

A school leadership team will be formed. The team will be responsible for overseeing all components of operating a school. This includes, monitoring of the instructional program, improving school culture and climate, increasing

parent/community involvement, budgeting and financing, safety and operational matters, and promoting student safety, well being and higher education awareness. The leadership team will include the administrators, representatives from each Small Learning Community, coordinators, coaches, and health and human services personnel. The strength of the team is based on their experiences, knowledge and a commitment to actively participation in implementing the school plan. They will possess the following qualifications: positive beliefs, attitudes and fairness; ability to communicate information in a timely fashion; capacity to build collective efficacy; ability to self-reflect, and celebrate successes.

The school governance team has the responsibility of making decisions that will support the mission, vision and educational plan for SRES #1. The School Site Council (SSC) is the decision-making council at the school with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement (SPSA). The SSC will develop and approve school budgets and insure the expenditure of funds are aligned with the SPSA. The SSC in consultation with all stakeholders including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted and Talented Education Program Advisory Committee will develop and review the plan. The SSC will certify, update and revise the SPSA annually. A Home/School Compact will be developed by the School Site Council.

South Region Elementary School #1 will adhere to LAUSD Collective Bargaining Agreement, Article XXVII – Shared Decision Making and School Based Management by establishing a Local School Leadership Council (LSLC). The LSLC will consist of the following: teacher representation, school administrators and other school staff as defined in the Collective Bargaining Agreement. Parent representation on the SLC will be reflective of all students in the school (English Language Learners, regular and special needs students, and Gifted and Talented). Parents will be full partners in the decisions that affect their children’s education and their families.

g. Fiscal Plan

The schools will receive its funding via the District’s transparent budgeting process based on Student ADA. Expenditures of those funds shall be used to provide resources to the school which are aligned to the vision, mission and overall School Plan for Student Achievement. All funds (District, State and Federal) allocated to the school will be expended in accordance with District, State and Federal budgetary guidelines, regulations, and policies. The appropriate school governance council will provide approvals on budgetary matters. The school will make every effort to partner with various foundations and organizations as well as aggressively pursue grants for funding of school programs and activities.

Funds will be expended for instructional materials, hiring of certificated and/or classified staff, a Bridge Coordinator to support instruction and compliance for students with disabilities, instructional support staff, categorical program advisors, health and human services staff (nurse, psychologist, PSA counselor, elementary school counselor, parent training/activities, professional development, student activities, supplies and equipment, technology, purchase additional time/hours for library aide (to extend library hours before after school use), additional paid time for teachers to collaborate (x and z time pay), student intervention time for Saturdays, after school tutoring, books/literature for classrooms and school library etc.

2. CURRICULUM INSTRUCTION

a. Curriculum Map and Summary

All students at SRES #1 regardless of achievement levels, abilities and language will be provided an instructional program which is rigorous, comprehensive, data driven, and standards based. The curriculum will focus on the four core subject areas (language arts, mathematics, science, and history-social science) as well as English Language Development. Visual and Performing Arts, physical education, health education, and technology will be integrated throughout the curriculum and driven by California State Standards. Best instructional practices have shown that through integration of content and subject areas within the curriculum, learning becomes more meaningful and engaging for students. These programs are aligned with the mission of the school through the standards based curriculum using the structure of the school.

District and State approved texts and instructional materials will be used for language arts, math, science, and history-social science. The following District and State approved text books and instructional materials will be used for language arts, math, science, history-social science and English Language Development (ELD): OCR, enVision,

FOSS, Scott Foresman History Social Science, and Into English ELD Practicum. (See Appendices D-H for Scope and Sequence.)

Open Court (OCR): OCR is a research based language arts curriculum grounded in systematic and explicit instruction. OCR includes the following major components: phonemic awareness and vocabulary development (CA Standards 1.0), comprehension skills and strategies and literary response and analysis (CA Standards: 2.0 and 3.0), inquiry skills and strategies, writing and language arts skills and strategies (CA Writing Standards 1.0 and 2.0). To make instruction interesting and relevant to the students instruction is organized in thematic units. These units present issues of universal interest and importance as well as many science and social studies concepts. The units are designed to help students construct schemata to enable them to learn in school, and for the rest of their lives. There are relationships among the selections within a unit, across units, and across grade levels. Open Court contains three main sections. The Green Section focuses on sounds, letters, phonemic awareness, phonics and fluency and word knowledge. The Red Section focuses on reading comprehension skills and strategies, and literary elements. The Blue section includes the word analysis, writing process strategies and English language conventions. Each child is provided with a student anthology for daily use. The program is enhanced through supplemental materials such as, inquiry journal, writers' workbook, language arts handbook, science and social studies connection centers, decodable books, ELD workbook, Intervention Workbooks and Challenge Workbook. The program includes a guide to assist the teachers with English Language Learners. The teachers' guide provides for teachers second language strategies to use in the Open Court Program. The program consists of the use of Sound Spelling Cards which assist the students with phonemic awareness and sound spelling patterns.

enVision: The enVision math program is based on scientific research on how children learn mathematics as well as classroom-based evidence that validates proven reliability. The program includes interactive and visual learning to develop conceptual understanding, differentiated instruction and activities to give all students access to the same content through leveled instruction. Vocabulary is integrated to help students access math as a language, problem solving as a process and as a practices. The enVision program contains English Language (EL) strategies used to enhance reading, writing, speaking and listening opportunities for students with second language needs. Some of these include sentence stems, model thinking aloud, rephrasing, and cooperative learning structures such as partner talk and report back. Reading comprehension is an integral part of problem solving in math. The program contains integrated digital resources to promote teaching and learning (Examples, on-line assessment and instruction). Engaging literature is used to help children have a better grasp of math concepts. The program involves conceptual development and algebra readiness. This program was newly adopted by the District this school year.

FOSS: A research-based science curriculum for grades K–6 developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn.

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

Into English ELD Practicum: The Los Angeles Unified School District developed Task Based Language Teaching (TBLT) lessons to enhance the existing Into English program. TBLT refers to an approach based on the use of task as the core unit of planning and instruction in language teaching. TBLT consists of exposing students to key vocabulary, students practicing language forms, students orally compose sentences and students writing. TBLT involves the use of metacognitive strategies so that students may control their own learning processes by centering, planning, and evaluating their learning. TBLT also involves cognitive strategies to enable learners to learn, remember, and understand language input by practicing, receiving and sending messages, analyzing and reasoning,

and creating structure for input and output. The effective lesson delivery involves 6 strategies: think pair share, vocalize reading, RASP (Repeat/Read/Recite by all, by some, and by one), backward build up, corrective recasting, pull out and talk/write.

Core subject areas will be augmented with supplemental materials which are relevant to the instructional program, aligned with standards, support the curriculum, appropriate for student abilities/needs and for students requiring intervention. These materials will be selected through the grade level and Small Learning Communities collaborations. The following supplemental materials will be considered: Measuring Up, Building Academic Vocabulary, Pictorial Mathematics, and LANGUAGE!, Lucy Calkins Writers Workshop, Write from the Beginning. The teachers on staff will investigate resources such as these to insure that they will enhance the core.

The most important step a school can take to improve its core program is differentiated instruction, and small and flexible groupings. The school must also insure that the curriculum is delivered as intended. This will be accomplished through the RtI2 model which is the framework for the delivery of rigorous and relevant instruction. Response to Instruction and Intervention (RtI2) is the framework used for the above mentioned rigorous curriculum. The five essential components of RtI2 are:

- *Multi-tiered Framework to Instruction and Intervention:* Instruction and intervention which is differentiated, culturally responsive, evidence based and aligned to grade level and content standards.
- *Problem Solving Progress:* Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention.
- *Data-based Decision Making:* Instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures.
- *Academic Engaged Time:* Effective use of the number of minutes each day/week in which students are engaged in instruction.
- *Professional Development:* On-going professional development to ensure that teachers and all school staff are prepared and supported to meet the needs of all students.

In the Small Learning Communities, teachers will educate the whole child through an alignment of the standards to the instructional program, and implementation of strategies which address all students (Students with Disabilities, English Language Learners, Standard English Learners, at-risk students and gifted students) abilities and needs. Using the RtI2 model, excellent teaching will take place through differentiation of instruction using small flexible grouping of students. Flexible grouping is defined by Radenich and McKay (1995) as “grouping that is not static, where members of the reading group change frequently”. Groups are formed and dissolved as needs change to allow for maximum flexibility avoiding the static nature of grouping patterns of the past (Ford 2005). Flexible groups allow teachers to personalize and differentiate instruction, evaluate the progress of students in a holistic manner, and adjust the student’s instructional and academic program when necessary. To meet the needs of all students, RtI2 will also be used to implement in-class intervention for re-teaching (Tier 2), and more intensive intervention through pull-out for struggling students (Tier 3).

Small Learning Communities

Research conducted over the past 15 years has convincingly demonstrated that small schools are superior to large ones on many measures and equal to them on the rest (Raywid, 1996; Cotton 1996). Small school researcher Mary Anne Raywid has written that the superiority of small schools has been established “with clarity and at a level of confidence rare in the annals of education research.” These findings, together with strong evidence that smaller schools can narrow the achievement gap between white/middle class/affluent students and ethnic minority and poor students has led to the creation of hundreds of small schools in large cities around the U.S. SRES # 1 will create three (3) Small Learning Communities to implement, as stated in our mission, a safe, personalize engaged student centered learning environment. Students, school staff and parent/community will select the name for each Small Learning Community. There will be a pre-kindergarten through second grade Small Learning Community, a third and fourth grade Small Learning Community and a fifth and sixth grade Small Learning Community. Each learning community will range in size from 250 to 300 students. These Small Learning Communities will facilitate the utilization of strategies based upon the abilities and needs of all students, collaboration among teachers, accessibility and two-way engagement between teachers and parents/community. As students will be in a community for two to three years, the collective responsibility and accountability for the success of all students (academic, interpersonal, behavioral/social emotional, attendance, etc) will be shared by school staff, parents/community. To personalize the needs of the students, the Small Learning Communities will investigate the options, such as, looping, gender based

classes and ungraded classes. For example, through “looping” teachers will be able to move with students to the next grade levels thereby allowing the relationship between the student, teacher and parents to deepen and continue in the following grade. Gender based classes will be organized by the students’ gender to provide opportunities for the students to excel without the constraints of social pressure. Ungraded classes are where students are not assigned solely based on age or grade. The focus in ungraded classes will be to provide students with Tier 3 support. Tier 3 includes instructional approaches that build mastery of essential skills for students needing intensive and accelerated intervention. Gender based and ungraded classes will be used when students demonstrate the need. For example, research indicates that girls may perform better in single sex math and science classes. Models that will be considered in the professional learning communities will also include team teaching and departmentalization. In order to deepen the sense of community and to carry out the vision, civic education will be a focus that is embedded into the fifth and sixth grade instructional program whereby students are expected to complete a community based project.

If the school budget permits, over the next five years, the school will phase in the hiring of 3-5 non-register carrying teachers who would teach core subject areas and enrichment classes such as, history-social studies, science, technology, visual and performing arts, and foreign language. (Spanish and/or Mandarin) The rationale is to provide the classroom teachers an opportunity to focus on language arts, mathematics and English Language Development (ELD) so that delivery of instruction may be refined to the highest level. This structure would enrich the learning opportunities for the students by providing them with specialist in these subject areas. Our hope is to fulfill our visions of making our students culturally aware, well educated, bilingual and civic minded citizens of the world. The first year of the five year plan for SRES #1 is to build effective Small Learning Communities in which teaching and learning will focus on standards based instruction in the core subject areas: language arts, mathematics, science, and history-social science. The school will make every effort to partner with various foundations and organizations as well as aggressively pursue grants for funding of school programs and activities. These programs will be available to all students in all three Small Learning Communities.

Professional Learning Community

Compelling evidence indicates that working collaboratively represents best practices. As a professional learning community, teachers and staff will engage in collaboration to analyze and improve their classroom practices. Collaboration among teachers in each community on and across grade levels enables teachers to collectively plan the instructional program, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, plan instruction, develop formative assessments to monitor student’s mastery of standards and/or use standardized student assessments which identify and determine achievement of all students. This collaboration enables teachers to learn from, and be supported by each other. Teachers will be given opportunities to visit each others classroom and observe best practices. The school will arrange for professional development opportunities as follows: 5 day professional development before the school year begins banked-time Tuesday, use of staff meeting time, 1 hour of paid time per week, and minimum days. This will allow the professional learning communities 10-11 hours per month of time with their grade level. A professional development calendar has been developed. (See Appendix I for professional development calendar). This plan will be reviewed and approved by the School Local Leadership Council.

Library Media Strategy

In order to promote literacy and the love of reading a well-stocked library will be established at the school. The library will have the following characteristics: a large supply of books, a wide variety of books that are replenished regularly, a variety of genres, high quality books, an attractive setting and time for reading. The library will be available to the students before, during and after school. The library will be staffed by a qualified library aide who organizes and creates programs for the students, orders, catalogues and inventories materials, and integrates information skills. The instructional program at the school will be enhanced using the following library media strategies: research, story telling, technology, before and after school tutoring, oral dramatization, exhibits, and the most important strategy, giving students opportunities to check out high quality books on a regular basis.

b. Track Record of Proposed Curriculum

District and State approved textbooks and instructional materials will be used for language arts, mathematics, science, history-social science, and English Language Development. The textbooks to be used are research based, have been field tested on students of all socio-economic levels, and are aligned with the California Standards. Each textbook has a systematic, explicit instructional plan and provides a variety of proven instructional strategies which will accommodate the individual and diverse needs of all students. California curriculum frameworks will guide the

implementation of the content standards. See section 2a. for evidence of research based components of the following text/instructional materials used by SRES# 1:

- *Language Arts*: Open Court Reading;
- *Mathematics*: enVision Math
- *Social Science*: Scott Foresman History-Social Science for California
- *Science*: FOSS Full Option Science System
- *English Language Development*: ELD Practicum/Into English

Visual and Performing Arts, health and physical education curriculum will follow the California Standards. California Standards and Frameworks are available from the California State Department of Education.

The schools in Local District 7 have used programs as their core instructional material. Considerable progress has been demonstrated by Local District 7 schools as reflected by the API and AYP data. The table below lists the feeder schools and the growth sustained over a five year period. Over a five year period students in the four feeder schools for SREC #1 have shown academic growth in language arts as reflected on the California Standards Test.

Table I: South Region Elementary School #1

AYP-ELA	South Park	93rd St.	Manchester	75th St.
2004	19.7	18	13.4	14.8
2009	46.6	37.1	26.3	25.5
Change	+27	+19	+13	+11
AYP-Math				
2004	38.5	37.1	25.2	28.7
2009	57.8	57.6	46.5	38.9
Change	+19	+20	+21	+10
API				
2004	645	640	595	598
2009	770	747	695	673
Change	+135	+107	+100	+75

c. Addressing the Needs of All students

In order to address the needs of all students including, students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students the school will implement a sound instructional core program where the focus will be on rigorous standards based first teaching. In addition, to first good teaching push in and pull out intervention programs will be accessible to students. Response to Instruction and Intervention (RtI2) is the framework used for rigorous instruction. The five essential components are:

- *Multi-tiered Framework to Instruction and Intervention*: Instruction and intervention which is differentiated, culturally responsive, evidence based and aligned to grade level and content standards.
- *Problem Solving Progress*: Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention.
- *Data-based Decision Making*: Instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures.
- *Academic Engaged Time*: Effective use of the number of minutes each day/week in which students are engaged in instruction.
- *Professional Development*: On-going professional development to ensure that teachers and all school staff are prepared and supported to meet the needs of all students.

In order to provide targeted instruction and services to students through RtI2, summative and formative data (CST, California English Language Development Test (CELDT), end of year periodic assessments) will be used at the

beginning of the year to universally screen students. Additional data related to behavior, attendance, transiency rate, social and emotional issues will be used in the screening process. Throughout the year assessments used to measure growth, monitor progress, and inform changes in instruction will be compiled and implemented. The following vignette of an at-risk student at SRES#1 is an example of how the needs of all students will be met through data collection, universal screening, collaboration and good first teaching and intervention:

A Day In the Life

Antonio, a 4th grade Hispanic student, enrolled at the school. The universal screening process at SRES #1 revealed that for the past two years, he has scored minimally basic on the CST in Language Arts and advanced for math. The end of the year periodic assessment data indicates that he scored strategic in fluency, comprehension and vocabulary. His two year CELDT data indicates that he has remained at the intermediate level and is currently an ELD level 4 student. His cumulative record indicates that he had a history of suspension in 2nd and 3rd grade. There was an Student Success Team (SST) meeting held for him at his previous school but no recommendation for special education assessment. He had sporadic attendance. According to his mom, Antonio received counseling in the past and has asthma. He lives with his mother and 6 siblings. The health card indicates that Antonio had problems with asthma. Antonio will be assigned to Small Learning Community 2. Antonio's teacher will review the data from the universal screening and collaborate with her grade level during professional development time to establish a plan of action for this child. Based on the multiple assessment data, this plan of action will include: rigorous Tier 1 instruction with a focus on fluency, comprehension and vocabulary; Tier 2 support will occur during Independent Workshop Time (IWT). For example, during IWT the teacher will meet with a small group of students including Antonio. During this time the teacher will frontload the academic vocabulary and provide background information on the upcoming reading selection so as to activate the students' prior knowledge. During English Language Development (ELD) time team teaching will take place. This team teaching approach to ELD will allow the teachers to focus on the language needs of the English Language Learners and the Standard English Learners by focusing the instruction to a specific ELD level. Antonio will be assigned to a teacher who provides instruction for ELD level 4 and 5 students. The homeroom teacher will monitor his progress through weekly teacher made assessments and observations. Antonio's instructional plan will be reviewed and modified through teacher collaboration, during professional development time, to reflect his progress. This on-going process will occur throughout the entire year. He will also be referred to appropriate agencies for services based on a review by the nurse and the counselor. Antonio is at the cusp of making progress toward proficiency. Although he scored minimally basic on the CST and intermediate on the CELDT, with good first teaching and targeted intervention in language arts, and explicit English Language Development (ELD) instruction, it would be reasonable to expect him to reclassify and to reach proficiency on the CST within a period of one year.

d. Accelerated Learning

To substantially increase the number of Gifted and Talented students, a staff person will be assigned and designated to search, identify and refer all students who meet the Gifted and Talented Education (GATE) criteria. The staff person assigned this responsibility will be provided time before school and throughout the school year to search for and make referrals for GATE. The designee will screen students by collecting data from existing sources, such as the cumulative record, STAR Test Data and information from the District's Student Information System's (SIS). Students whose abilities fall into one or more of the categories below will be screened to be considered for participation in the Gifted/Talented Programs.

- Intellectual Ability
- High Achievement Ability
- Specific Academic Ability
- Creative Ability
- Leadership Ability
- Ability in the Performing or Visual Arts

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

The differentiated instruction for GATE and potential GATE students will include the four strategies established by California Association for the Gifted:

- Acceleration/Pacing. The student moves faster than the pieces of the curriculum through self pacing or material geared for a higher grade. This component is most frequently utilized in mathematics. The student investigates big ideas and universal concepts using both inductive/deductive approaches.
- Depth. Students become true experts in a given area by delving into certain subjects with greater detail or elaboration. The student examines a topic by analyzing the patterns, trends, rules or ethics of an idea.
- Complexity. The student explores the connections and relationships between ideas by relating concepts and ideas at a more sophisticated level. The student may analyze multiple solutions to problems and evaluate solutions from several points of view.
- Novelty. By allowing students to exhibit creativity by initiating original projects, teachers challenge the students' thinking in new and unusual way. The student approaches areas of study in a personalized and non-traditional manner.

Teachers who have GATE student clusters will receive professional development concerning the different needs of gifted learners and incorporate them into their lesson plans.

e. Instructional Strategies

Multiple effective instructional strategies will be used in the implementation of the District's Response to Instruction and Intervention. Kameenui and Carnine (1998) identified strategies which have proven to work with diverse groups of learners and will be delivered by teachers. All students, and particularly those with disabilities, benefit when teachers incorporate these strategies into their instruction on a regular basis. The instructional strategies (Kameenui and Carnine) listed below when used in a lesson will ensure that the sequence or delivery of instruction helps students learn.

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

One strategy utilized at SRES#1 is flexible grouping defined by Radenchich and McKay (1995) as "grouping that is not static, where members of the reading group change frequently". Groups are formed and dissolved as needs change to allow for maximum flexibility avoiding the static nature of grouping patterns of the past (Ford 2005). Flexible groups allow teachers to personalize and differentiate instruction, evaluate the progress of students in a holistic manner, and adjust the student's instructional and academic program when necessary.

Some strategies and activities to personalize instruction for all students are listed below. Additional strategies and activities are included in the attached Glossary.

- Access Strategies (graphic organizers, academic vocabulary, cooperative grouping, instructional conversations)
- Reteaching
- Pre-teach
- Frontloading
- Scaffolding instruction
- Review and preview of instruction
- Independent Work Time (IWT)
- Group/Individual Instruction
- Heterogeneous grouping
- Flexible grouping
- Technology
- Targeting students who are Far Below Basic and Below Basic.
- Specially Designed Academic Instruction Delivered in English (SDAIE)
- ELD Practicum/Into English
- Academic English Mastery Program (AEMP) strategies
- Socratic Method
- Student led research

- Inquiry based learning
- Activities to assure mastery of numeracy
- Howard Gardner’s Theory of Multiple Intelligences
- Learning Contracts with Students

To illustrate the use of some of these strategies let’s refer back to Antonio.

A Day In the Life

We know that during English Language Arts (ELA) time Antonio has benefited from good first teaching and intervention. Antonio’s teachers have used strategies such as flexible grouping, teacher modeling, re-teaching and the four access strategies. We also know that during ELD time Antonio is benefiting from the TBLT lessons. Based on his data we know that he is at the cusp of acquiring academic language. Antonio’s teachers use SDAIE strategies so he may have access to the standards in the content area, including mathematics, science and social studies. Based on his CST advanced score in math, the teacher will expose Antonio to a deeper understanding of the math standards using depth and complexity strategies. The teacher has placed Antonio on the gifted “Watch List” with the goal of assessing him for the GATE.

3. SCHOOL CULTURE AND CLIMATE

a. Description of School Culture

RTI2 is a student centered, multi-tiered framework that maintains the focus on the academic and behavior needs of all students. With this in mind and to promote a positive academic, behavioral and social environment, the school will use the problem solving model, the data based decision-making, the academic engagement time, and professional development component of RTI2 to identify the behavioral needs of students and monitor their progress. It is expected that with this approach there will be academic, as well as behavioral progress, in all students. South Region Elementary School #1 will be comprised of three (3) Small Learning Communities. Each Learning Community will range in size from 250 to 300 students and organized by grade levels. Small Learning community 1 will include pre-kindergarten through 2nd grade; Small Learning Community 2 will include grades 3rd and 4th; Small Learning Community 3 will include 5th and 6th grade. Each small learning community will develop their own motto, creed, chant, colors, college awareness theme which will promote, integrity, ethics, and character. The entire school community (teachers, staff, parents and community) will share accountability for the success of all students (academic, interpersonal, behavioral/social emotional, attendance, etc).

A school-wide environment based upon a comprehensive character education program will be implemented. The framework for the school’s character education program will be the Eunice Kennedy Shriver’s Community of Caring (See Appendix N for Eunice Kennedy Shriver’s Community of Caring). Authentic personal relationships between teachers and parents will be developed and maintained through home visits, daily or weekly communication, use of email, conferences, assemblies, classroom celebrations, etc. Students across grade levels and within Learning Communities will team teach in order to enable teachers to better meet instructional and social emotional needs of each student. The students in each Small Learning Community will adhere to the District’s Students’ Code of Ethics. The following behavioral, social and academic programs will be included to promote a positive school climate:

Behavioral Climate

- Development and implementation of a school-wide Positive Behavior Support Plan (SWPBSP). Staff will be trained in District approved conflict management in anti-bullying program.
- Staff will be trained in a common classroom management course, such as Fred Jones’ Positive Classroom Management, Dr. Mel Levine’s Success for All or Harry Wong’s First Days of School. Peaceful Playgrounds will be investigated as an option in the design of recess and other school playtimes which build cooperation and physical skills.
- A mandated uniform Standard of Dress for all students will be developed and implemented through School Site Council.

Positive Academic Climate

- Parents will share in the decision making through membership on the School Site Council, Local School Leadership Council, Compensatory Education Advisory Council, and the English Language Advisory Council.
- School/community relationships will be developed through volunteers, school events and activities. Parents would be encouraged to commit to twenty (20) hours per year of participation/volunteer service to the school. Examples of participation would include but is not limited to: attendance at or membership on the School Leadership Council and other school advisory councils, attendance at parent meetings and other school activities, participation in adult classes specifically designed for and by parents, reading to students, accompany classes on field/curricular trips, and working in a classroom or library, duplication of classroom instructional materials, and attendance at core subject (science, math, reading) family nights, and painting

murals. Incentives would be provided to parents to encourage their attendance and volunteerism. Parents and community would be provided incentives such as awards and recognition at school assemblies/events.

- A Parent Center will be established. The center will serve as the hub for all parent activities and events where parents become more empowered to how to help their children and access the school and community. The parent center will be a staffed by the Parent Resource Liaison. Duties of the Parent Resource Liaison will be in accordance with LAUSD Personnel Policies and Practices and in consultation with the school administrator
- A Home/School Compact will be developed by the School Site Council.
- A School Handbook will be developed to provide information about the school vision, mission, goals, policies and procedures, schedules, etc.
- Each parent will receive a copy of the District's Parent Handbook which will delineate all District, State and Federal Educational Mandates.
- The school library hours will be extended beyond the student's day to enable the use of the library by students for completion of homework, check out and return books, parent use, etc. Additional hours/time will be budgeted for a library aide.
- Teachers and staff will volunteer twenty (20) hours per year to demonstrate solidarity of purpose with parents and community volunteers. The twenty (20) hours would be beyond their LAUSD/Bargaining Unit contractual agreements.
- Staff will participate in community walks (visiting the homes of students) in order to familiarize the staff with the community and inform community of school programs activities, events.

Social Climate

- Second Step. A violence-prevention curriculum for Grades K–6 that teaches character education and helps students develop social emotional skills such as empathy, impulse control, problem solving, and anger management by using oral language, written communication, role-playing, and critical thinking.
- An alcohol, tobacco and other drugs prevention curriculum will be implemented using age-appropriate lessons to enhance and expand the skills, knowledge, and attitudes that promote a safe and drug-free life. Goal Setting, decision making, bonding with others, identifying and managing emotions, and communicating effectively are components that appear in the curriculum. The ten lessons include normative expectations, information on the harmful effects of drug-use, social skill development, diverse role play situations, cooperative learning, and parental involvement.

b. College and Career Readiness

Standards based instruction (pre-kindergarten through sixth grade) will provide the knowledge and skills essential for college and career readiness and to prepare the students to become active, successful participants in the global community of the 21st Century. Students' awareness and respect for specific behaviors (completion of homework, study habits, discipline and control, etc.) will prepare them for college and careers will be taught and modeled by staff and parents/community. Students will participate in a variety of activities to increase their awareness of college and careers. Such activities and programs will include

- Posting copies of teachers and staff degrees, credentials, pictures and/ names of colleges and universities attended, and share with students information regarding their college experience and careers.
- Recognizing a college/university weekly.
- Extending invitations to parents and community persons to participate in Career Day activities.
- Arranging visits to local college, universities, and trade schools.
- Seeking on-going relationship with Southwest College, University of California at Los Angeles, California State University Dominguez Hills, University of Southern California, Los Angeles Trade and Technical College, Charles Drew University of Medicine and Science, and/or other local college and universities.
- Forming a partnership with Fremont High School to provide on site Adult Class for parents.
- Building relationships with neighborhood businesses to work with and support school activities.
- Planning Parent College Days to expose parents to opportunities at nearby colleges/universities.
- Students will write essays expressing an interest in college career readiness.

c. School Calendar/Schedule

SRES #1 will be a single track school on a traditional year calendar (September-June).The school year will include 180 days of instructional a minimum 55,100 instructional minutes during the traditional school calendar. The school will meet the minimum required daily and annual instructional minutes. The Principal will be responsible for

ensuring the bell schedule complies with District policies and guidelines pertaining to the different types of school days (e.g. Professional Development Day, Minimum Day, etc.). Breakfast and lunch will be provided daily. The school day begins at 8:00 a.m. and ends at 2:30 p.m. (See appendix AA for school calendar and proposed daily schedule). The innovations includes, 1 additional hour of paid planning time for the teachers per week, the ability of each small learning communities have opportunities to adjust their daily schedule to include team teaching, flexible grouping and departmentalization. The Small Learning Communities have an opportunity to reduce the student teacher ratio through flexible groupings which will facilitate individualized and small group instruction.

d. Extracurricular Activities

SRES# 1 will provide extra curricular activities and experiences which will enhance and enrich the core instructional program so that learning my take place at a deeper level. The Small Learning Communities will collaborate and develop extracurricular activates based on the social emotional and academic needs of the students. Examples of these extracurricular activities for students will be:

- Curricular and field trips throughout the Los Angeles community and neighborhood. These would be based on the Open Court Thematic Units as determined by the teachers.
- After school programs for students which would include tutoring sports clubs, language clubs, and homework clubs. Teachers may choose to do their twenty (20) hours of volunteer time after school, to sponsor student interest clubs.
- Walking field trips which partner community agencies, organizations and businesses such as the Salvation Army, Senior Citizens Centers, Boy and Girl Clubs, the United States Postal Service, churches, sheriff/police department, fire station, Local banks.
- Participation in Student Council to provide an opportunity for building leadership among the students, empower the students to maintain an active role in school-wide programs, and foster a desire to encourage the student body to participate in programs that are devoted to civic education/responsibility.
- Publishing of a student newspaper.
- Participating in LAUSD Beyond the Bell and LA's Best (before and after school and interventions) programs.
- Summer institutes for teachers which will enrich their instructional programs. (examples: Getty Museum, LACMA, Freedom Foundation at Valley Forge programs)

Parents will be encouraged to volunteer as chaperones on student curricular and field trips.

e. Safe and Respectful Campus

In collaboration with the parents, law enforcement and teachers, SRES#1 will develop a Safe School Plan, which includes the following: Standards Emergency Management System (SEMS), emergency procedures, violence prevention, emergency preparedness, traffic safety and crisis intervention. The school will adhere to the district's policy of maintaining a closed campus. Visitors to the campus must enter through the main office and secure permission from the principal. The campus will be monitored continually by staff to insure that the campus is safe. The community surrounding the school will be engaged and sought as partners in maintain a safe campus. School police phone number and school phones will be provided to all homes around the campus with instructions to call in case of an emergency such as, vandalism, break-in , intruders. Parents will be notified through the school's ConnectEd system in the event of an emergency.

The implementation of the school wide comprehensive character education program based on Eunice Kennedy Shriver's Community of Caring program will be implemented to build school climate and culture which is respectful of all students, staff, and parents/community. The five core values to be taught and learned are caring, respect, responsibility, trust and family. A Community of Caring will:

- foster character and citizenship development
- improve school attendance and academic performance
- improve school climate and creates a caring school community
- foster greater acceptance of diversity, including students with intellectual disabilities
- create a safer school environments by preventing bullying and other forms of violence
- inform students regarding the harmful tobacco, drug and alcohol use

f. Health Mandates

SRES #1 is committed to providing a climate, culture and environment where all students, regardless of disabilities learn. To grow into healthy adults, students will be provided instruction to make healthy responsible choices for lifelong health.

Strategies for All Students

- Students will participate daily in a wide variety of physical activities during recess and lunch. Students will participate in 200 minutes of (physical education) instruction each 10 school days. The State's Physical Education Model Content Standards will guide teachers to develop age appropriate physical education activities. The Fitnessgram physical performance test will be trained for and administered in grade 5. Training will begin in grade four as well as administering the practice test in grade 4.
- Students will have access to a nurse, counselor, and psychologist.
- Students will be provided a nutritional breakfast and lunch.
- Student Success Team to monitoring students

Additional Strategies for Students with 504 Plans

- A Section 504 team will be organized by the school to assist student with disabilities that require accommodations in order to access the general education program. The 504 team will conduct an evaluation to determine which student meets the criteria of disabled under federal law. The criteria is
 1. Determining if the student has a potentially limiting mental or physical disability
 2. Determining if the student's disability impairs a major life activity
 3. Determining if the student's physical or mental impairment substantially limits the major life activity.

Parents will be informed through written notification of any decisions concerning the identification, evaluation, and/or accommodations, information needed to appeal any such decisions; and examination of relevant records under Section 504 law.

Additional Strategies for Students with IEP's

- Students identified with special needs through the special education process will receive special education services in compliance with the child's Individualized Educational Plan (IEP), District policy, and the Modified Consent Decree.

g. Nutritional Needs

Students at SRES#1 will receive breakfast and lunch through the district's Food Services Program. The teachers will incorporate into their instructional day, health, nutrition, and physical education to promote a health life style. The school will adhere to the district's sale of junk food. Clear expectations will be established regarding the type of healthy snacks students bring to school. Recognizing the current health issues which affects the community surrounding the school, the school will partner up with outside agencies and local business, governmental agencies, to foster a healthy life style.

4. ASSESSMENTS AND SCHOOL DATA

a. Educational Goals and Metrics

The Accountability Matrix for SRES #1. (See Appendix J for Accountability Matrix).

The Accountability Matrix includes measures that track the academic performance of all student sub groups (i.e. ethnicity, language, and special needs, college and career readiness, parent engagement).

b. Student Assessment Plan

Assessment of student progress is an essential component of the curriculum and will shape and inform instruction on an ongoing basis. Assessments provide teachers with the data and information needed to understand how well children use inquiry skills, and the level and nature of their understanding of concepts presented. The teacher will use assessment data to monitor individual and groups of students' development and progress, make appropriate adjustments to their teaching, and to share the results of the assessments with parents, administrators and other staff.

Formative and summative assessments, collaboration by teachers and evaluation of professional development will establish a culture of continuous academic achievement and improvement and accountability for students and staff. California tests and LAUSD Periodic Assessments (language arts and mathematics) were field tested for reliability

and validity. In order for teacher made assessments to be valid they must be reliable instruments which can measure whether students have mastered an instructional objective and/or standard.

- The formative assessments used to modify and validate instruction will include observations, written assessments, performance assessments, graphic assessments, Open Court Reading and Mathematics Periodic Assessments, teacher made assessments, and self assessments. All students are expected to take periodic assessments, accommodation and modification will be provided as needed.
- The summative assessments will be used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention will be California Standards Tests, California Modified Assessment (CMA), California Achievement Tests, Sixth Edition (CAT/6) Survey, California Alternate Performance Assessment (CAPA), Standards Based Test in Spanish (STS), periodic Assessments in reading and math, and science, end of the unit tests, and the California English Language Development Test (CELDT).
- Standards Based Performance Assessments will be a key instructional tool for SRES #1's. In creating the assessments staff will identify the key standard(s) to be assessed, select the activities/tasks included in the assessment, determine the length of time to teach the standard, create rubrics for scoring of the activities/tasks, assess the performance task, test students understanding of the assessment and share results with colleagues.
- SRES #1 will be a data driven organization. Summative and formative assessment data will be the guide the professional development for administrators and staff. These assessments will be given to the students during the regular day.

(See Appendix K for Formative and Summative Assessments)

c. Data Team and Instructional Team

Teachers, administrators and other expert resource personnel will gather data from all assessments. In reviewing student, data multiple forms of analysis of data (group aggregated data, group disaggregated analysis, and individually disaggregated data analysis) will be used. Once the data has been gathered, administrators, teachers, and other staff will analyze the data to diagnose the areas of strength and weakness of individual students and/or groups of students and monitor student achievement. The data will be used to group students appropriately for strategic/intensive instruction and intervention, make decisions to review or reteach, facilitate Small Learning Community discussions of the data, and make use of data as an ongoing part of the school's culture and whether the school is meeting its instructional goals and benchmarks. See Section 5-Professional Development for additional information regarding collaboration and time for the Instructional team to review data.

The retrieved and analyzed data will be provided to parents to inform them of their child's academic progress. Data will also be presented and discussed at school governance councils and parent/community meetings. All data will be shared with LAUSD and the State when appropriate and necessary.

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

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

Using District Response to Instruction and Intervention approach with specific teaching models will be data driven.

d. Data System

SRES #1 is committed to fulfilling all requirements and indicators of the Modified Consent Decree and be in compliance withal federal laws as they relate to Students with Disabilities. The school will utilize the Integrated

Student Information System to track student records and identify services. The plan will use the Modified Consent Decree Indicators to measure progress of Students with Disabilities.

e. LAUSD School Report Card

The LAUSD School Report Card which defines the school's performance and progress will be distributed to all parents and the information and data on the school report card will be presented by the school administrator(s) will be discussed at school governance council, staff, and parent and community meetings. (See Appendix T, U, V, and W for School Report Cards).

f. Research and Evaluation

The school will develop partnerships with such college and universities as California State University Dominguez Hills, University of Southern California and University of California Los Angeles and research organizations such as Rand Corporation, and California Educational Research Associates. Through these partnerships, the school will be evaluated to determine if the school goals are being met.

g. Operational Goals and Metrics

The operational goals and metrics were identified for the following categories: Safe and Orderly School, Student Discipline and Student Supervision, Maintenance and Upkeep of New Facility, Teacher Retention and Stability, Financial Solvency, Partnerships, NCLB Accountabilities, Modify Consent Decree and Organization and Schedules. The operations goals and metrics will be reviewed by the Leadership Team, the School Site Council and the Small Learning Communities to monitor progress and implement corrective actions. See Appendix L for Operational Goals and Metrics).

5. PROFESSIONAL DEVELOPMENT PROGRAM

a. Professional Development

Response to Instruction and Intervention (RTI2) is the framework for the delivery of instruction for SRES #1. The focus will be on standards based instruction. Performance-Based Supervision and Evaluation (PBSE) is the model for the school's professional development (PD). PD plans using the PBSE model are consistent with the best principles of action research and contribute to the conversations deep at the heart of a professional learning community. Professional development will be planned to meet the diverse needs of all students.

The goals for teachers and instructional specialists are to be proficient in the areas in which they teach. Professional development meetings will include 5-day Prior to School Year Professional Development and 10-11 hours of monthly regularly scheduled professional development to collaborate, plan, and share their knowledge on student improvement. On-going, consistent, and well planned professional development designed by teachers and school administrators allows teachers to examine the key components that embrace results and improvement in teaching, teamwork, goal setting and use of data.

The professional development will be based on the following assumptions: (Aseltine, Faryniarz, and Rigazio-DiGilio)

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

The assumptions define what the teacher needs to know to guide students towards improved achievement in the targeted area of learning, There will be embedded opportunities for the administrator and other colleagues to be involved in the teacher's PD with roles differentiated to support the teacher's needs. Time will be built in for teachers in the small learning communities and administrator to have additional, rich conversations around classroom assessment. Teachers will target specific initiatives to improve student learning and monitor the effects of

those initiatives. A plan which represents a commitment to improving student performance will serve as an important tool to target interventions that the teacher and administrator believe will most effectively improve student learning. Collegiality among teachers as measured by the frequency of communication, mutual support, and help is a strong indicator of success. Virtually every research study on the topic of work-focused teacher and supportive teams found this to be the case. (Fullan 1991, pg.132). The goal for each student will be clearly defined and explained by the teachers to the parents and students so everyone is held accountable.

The Local School Leadership Council which includes teachers, administrators, parents and community will develop a Professional Development Plan. The stakeholders will consider what is most important for the students to know and be able to do at a particular point in their educational development. The professional development plan which emerges from this collaborative activity of the School Leadership Council will reflect the essentials of learning, an analysis of student work, various student performance data, and the goals of the district and the school's vision, mission and goals. The professional development plan will include:

- A written commitment to improve in the designated area by establishing an improvement objective that is based on student learning.
- Specific, research-and standards-based indicators that will show that students are making progress toward the objective.
- A work-plan action plan that describes what the teachers will do throughout the year for the students (RTI2) and what the teachers will do for herself to increase her knowledge and instructional capacity.

Development of the criteria of excellence for initial collaboration is essential as a common standard for measuring collective professional growth. Pre and post assessment data comparisons demonstrate clear and compelling evidence of professional growth over time. Teachers will need to know how to guide students toward improved achievement in the targeted area of learning. The plan will include a roadmap of what's to be done. The objective of each teacher will be based on student learning. Specific research and standards based indicators will be developed. A chronology of processes and outcomes stated in student-performance terms will be developed.

Instructional Specialist will participate in the 5-day Prior to School Year Professional Development training to align their programs with the District Approved reading and math programs and California Standards. During 5-day Prior to School Year Professional Development the teachers will develop schedules of visitations and observations by administrators, coordinators to implement the peer assistance program, identify specific target areas, discuss first teaching, re-teaching and accelerated teaching strategies. They will also discuss data collection. Principles for gradual measurable improvement of teaching and instruction according to Stigler are:

- Expect improvement to be continual, gradual and incremental
- Maintain a constant focus on Student Learning Goals
- Focus on Teaching not Teachers
- Make improvement in the work of the teacher
- Build a system that learns from its own experience.

Teachers will understand different types of data and how each contributes to the choices within the PBSE professional development plan. The teachers will then understand the type of applied action research that promotes school wide implementation RTI2 utilizing the tier approach, make informed interventions, monitor the success of these interventions, and adjust the instructional activities that follow. The PD will be aligned with the educational objectives of the school.

b. Teacher Orientation

In Japan and Korea, the law requires that new teachers spend about 20 days during their first year learning the art of teaching from a mentor teacher. (Stigler) In the United States "supervised induction to teaching is ad hoc or nonexistent" (Darling-Hammond and Goodwin 1993). Therefore, new teachers will be given structured, on going and nurturing support. In addition to the 5 Days Before the School Year workshops, the Bank Time Tuesdays, staff meetings, and the weekly 1 hour of paid professional development time, new teachers will be allocated 10 days learning the art of teaching. The instructional coaches will cover their classes while they observe classrooms on site, schools with promising practices and attend appropriate conferences. During the pre-school year workshops specialized professional development will be provided for new teachers. New Teachers will be assigned a mentor and given the opportunity to observe teachers and reflect with instructional coaches their observations. The coaches

will observe the teachers to verify the implementation of new learned skills and strategies. The Small Learning Communities will provide new teachers opportunities to collaborate and learn from experienced peers.

c. Professional Development Calendar

The professional development calendar is aligned with the vision, mission, goals and instructional plan of the school (See Appendix I for Professional Development Calendar). The plan provides for an average of 130 hours of professional development per teacher for the school year. The 5 Days Before the School Year workshops, professional development will be 30 hours and the professional development will be the remaining 100 hours distributed throughout the school year.

d. Program Evaluation

The professional development program has the objective of guiding and modifying teaching and learning in the classroom. Therefore, the following instruments will be used to evaluate the professional development program on an on-going basis: teacher surveys, staff observations, end of a PD evaluation, interviews, and analysis of records such as minutes of meetings. Ultimately, the effectiveness of the professional development will be the evidence found in student performance as reflective in the summative and formative assessment data. Parent input will be sought quarterly. Formative assessments will be utilized quarterly to assess the effectiveness of the professional development program. The summative assessments and the results of standardized testing will provide the end of year evaluation of the schools' program. Clear communication, to teachers, students, parents, administrators, of the findings helps insure that the results are used to guide school improvement efforts and subsequent professional development activities.

6. PROFESSIONAL CULTURE

a. Professional Culture

In a *Culture of Learning* (Duffy, Mattingly, Randolph 2006) professional learning communities (culture) are marked by five dimensions: the active participation of a leader who shares power and decision-making opportunities; a shared vision based upon improving student learning; a commitment to ongoing learning on the part of the faculty; a collaborative culture that offers everyone opportunities to become "self-reflective practitioners"; and a physical environment that supports this collegial work.

The professional culture at SRES #1 will be one which promotes frequent reciprocal interaction among all staff, provide mentors/peer coaches for new teachers, and develops shared responsibility among teachers for the school and students. This professional culture of collaboration will foster an atmosphere where teachers can critique and review the implementation of lessons planned and taught. Peer support will be provided to teachers from peers, coaches, coordinators and subject matter teachers. Additionally, the professional culture for teachers and other certificated staff is defined through the *California Standards for the Teaching Profession*. The six standards are:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

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

- Design of the daily schedule and assignment of students to Learning Community will be developed by teachers and administrators.
- Teachers will assist with the selection of instructional materials, prepare and design of lesson plans appropriate for their assignment and Learning Community.
- The primary review and evaluation of student work shall be done by the teacher. Coaches, coordinators, and/or administrators will assist with the gathering of data for review by teachers and Learning Communities
- Teachers and staff will communicate and confer with students and parents regularly. Communication will include formal and informal meeting/conferences with students and parents.
- Participate in the development of and implementation of professional development for teachers and other staff.

- Attend Learning Community and faculty meetings when scheduled.
- Participate in school governance committees/councils
- Provide leadership in Learning Communities and to the school
- Participate in parent/school activities.
- Staff will be committed to the State and District instructional standards=

To embrace the vision and mission of SRES #1, all staff (certificated and classified) will commit to the following goals/activities which are outside of their respective Collective Bargaining Unit Agreements. The school will seek waivers to allow:

- All staff to volunteer twenty (20) hours per year.
- A Standard of Professional Dress developed and implemented by staff.

b. Evaluation

The school administrator(s) will evaluate and monitor staff (certificated and classified) performance in a fair and equitable manner in accordance to the appropriate LAUSD Collective Bargaining Agreements. For teachers, Article X Evaluation and Discipline of the LAUSD/UTLA Bargaining Agreement will be the framework for evaluation. Some of the tools which can be used to evaluate teachers and other certificated staff would include but not limited to:

- Lesson plans which will showcase the teacher's preparation to deliver short and long term content, scaffold the development of student's skills and manage the classroom learning environment.
- Classroom observations which will capture information about the teacher's instructional practices and can determine a teacher's growth and suggest needed professional development. Observations can be used as part of formative and summative evaluations. After classroom observation the principal will provide a feedback form to the teacher indicating the observations notes. If needed a conference will be scheduled to provide additional feedback.
- An analysis and review of student work through student work samples
- Portfolio assessments comprised of several pieces of evidence of the teacher classroom performance. The portfolio may include lesson or unit plans, a video classroom instruction, reflection and self analysis of teaching practices, examples of student work, and examples of teacher feedback given to students.

Teachers who are facing challenges in helping students achieve will receive assistance from the administrative team, the Small Learning Communities lead teacher, and peers. The principal will insure teachers have all materials, supplies and training required so their performance in the classroom may be maximize. Off-site professional development sessions conducted by District and non-district groups will be made available to the teachers. Additional support from the administrative team could include the following: individual meetings regarding areas of instruction, assignment of a mentor teacher, observation of teachers to view best practices, demonstration lessons by the coach and administrator, etc. For both new and experienced teachers seeking/needing additional support to improve their instructional skills school administrators will be encouraged to use Article X-A - Peer Assistance and Review Program (PAR) of the LAUSD/UTLA Bargaining Agreement. In addition, time will be allotted for the on-site support staff to provide assistance. The school will make sure teachers are aware of the Employee Assistance Program.

c. Feedback

During the school year, anonymous monthly surveys will be used to monitor the school's vision, mission, and instructional program goals. These surveys will include open ended questions. An end-of-year survey will also be provided. The surveys will be collected and discussed by administration and the Small Learning Communities. The feedback will then be used to gauge the needs of the school community. The feedback will focused on areas that can help all stakeholders adhere to the mission, vision of the school that will lead to the improvement of academic achievement of students. The areas of the school program to be evaluated will include: professional development, distributive leadership, instructional program, teacher to teacher peer review strategies, instructional materials, school leadership, student achievement, parent participation and involvement, parent-community outreach, safety, and the discipline plan.

7. SERVING SPECIALIZED POPULATIONS

a. Specialized Instruction

In order to address the needs of all students including, students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students the school will implement a sound instructional core program where the focus will be on rigorous standards based first teaching. In addition, to first good teaching push in and pull out intervention programs will be accessible to students. Response to Instruction and Intervention (RtI2) is the framework used for rigorous instruction.

To further enhance the educational experience of the students, the on-going professional development, collaboration, daily schedule, staffing plans and scope and sequence will be flexible and adjusted based on student need and formative and summative assessment. **Refer to Section 2 for additional information.**

i. Special Education

SRES #1 will comply with all the conditions of the Modified Consent Decree and implement it with efficacy using the guidelines found in the District's Special Education Policies and Procedures Manual. The Welligent system will be used to monitor for compliance. The monthly MCD reports will be reviewed by the staff to insure that the outcome goals are being met. Current LAUSD staffing policy allocates a part time Assistant Principal- EIS to the school. The responsibility include: ensuring the legal requirements for the Individualized Education Plan (IEP) process are met, that the services in the IEP are delivered and monitored, that the Modified Consent Decree implementation plans are addressed, that appropriate instruction and services are addressed and provide to students with disabilities in the least restrictive environment, that parent are active participant and involved in the IEP and in the implementation.

A Bridge Coordinator will be budgeted whose responsibility will be to support the instructional and compliance activities involved in working with students with disabilities. The position will require the person to have a master's degree, success in the classroom, an administrative credential and experience with special education programs. Professional development and training for the Bridge Coordinator will be provided by the LAUSD. The Assistant Principal., EIS/Bridge Coordinator will be responsible for keeping parents informed, holding meetings and writing and distributing a newsletters to parents of children with identified learning disabilities.

ii. FAPE-Free Appropriate Public Education

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

Teaching methods and strategies will vary to meet the needs of all students. Students with Learning Disabilities will be taught with effective learning strategies that will help them approach tasks more effectively (Lombardi). These suggestions are specially researched and presented by Lombardi for Students with Disabilities however; these strategies should be used with all students.

Special Education Teachers will participate in all professional development including the 5-day Prior to School Year Professional Development. Special Education teachers will review each student's Individualized Education Plan (IEP) and Section 505 Plans and share the information with teachers in the Learning Communities where students will be placed based on the grade and age of the students. **Refer to Section 2 for additional information.**

iii. Extended School Year

District programs and resources for extended school year services will be provided to all eligible students. If the budget permits the school governance council will identify funds within the school budget which could be used fund extended school year activities. The special education students will participate in all intervention programs available

to the general education population. Also, through partnering with community organization the school facilities will be utilized to house the organization's activities that will enrich and enhance the student's instructional program. Additionally, the school will seek through grants and from foundations funds which may be used for extended school year instructional activities for students.

iv. English Language Learner and Standard English Learners

As children enroll in the school, parents will be asked to complete a home language survey indicating the child's language designation. Once this has been determined the English Language coordinator will meet with the lead teacher(s) to determine placement of the student in a Learning Community. During pre-school year and ongoing PD, teachers, administrators and coordinators will develop the criteria (based upon CELDT level and language fluency) for students' placement in Learning Communities. The student will be assessed regularly and assigned to the appropriate class based on his immediate needs. The approved District Language Arts program provides specialized lessons for limited English Speaking students. Teachers will be trained in the implementation of the ELD Practicum and SADAIE Strategies.

Academic English Mastery Program (AEMP) strategies will be utilized to assist the Standard English and Mainstream English Learners. A debate Club will be formed to encourage students to speak before large audiences. A teacher from each Learning Community will have the responsibility of coordinating AEMP activities, which include study groups, monthly meetings and coordinating attendance at the Annual AEMP Conference.

The teachers will receive training in being culturally responsive to all students. Engagement with their students will help to increase the achievement level of students. Language acquisition and proficiency are directly related to a student's cultural proficiency and the ability to adapt to the classroom and school environment in such a way that individual needs are recognized and responded to effectively (Lindsey, Nuri Robins, & Terrell, 1999). Strategies effective in building collaboration and designed to deepen relationships will include, but not limited to the following:

- Presenting yourself to students as a good listener, asking questions that foster exploration rather than cutting off communication and a teacher that presents herself to students as open, accessible, and nonjudgmental will be better received by the students.
- Getting to know your students, establishing a comfortable environment, understanding the language needs and development, using a variety of strategies, using technology, involving others such as peer instruction, team teaching, cross age tutoring, parents, intergenerational tutoring, community resources, cultural exchanges, and examining classroom implication of Brain Research are areas of discussion that will be discussed at the daily professional development sessions.

Building and encouraging relationship with English Language Learners (ELL) and Mainstream English Learners (MEL) and ELL and MEL parents and community will have an impact on the school culture and climate. **Refer to Section 2 for additional information.**

b. At Risk Students

The LAUSD has determined that factors and criteria to identify students most at risk of failing to meet grade-level standards may vary from student to student and must be determined by each school. There is a link between the student's at-risk factor(s) and the student's academic achievement. The following at-risk factors may impede academic achievement in students: excessive absences or tardiness, frequent change of residence, inability to tolerate structure in classrooms, grade retention, low self-esteem, poor peer relationships, immature and easily influenced, disruptive behavior, frequent suspension/expulsions, and frequent health problems. **Refer to Section 2 for additional information.**

South Region Elementary School #1 will do the following to assist at-risk and struggling students

- Implement and utilize the RtI2 model for all students
- Engage students in instructional during academic time effectively
- Monitor assessment and student progress frequently
- Provide for cooperative learning environments
- Use graphic organizers and instructional conversations

Based upon the July 20, 2009, Title I Rankings, 92-96% of students would be ranked as low income and eligible for free and reduced lunch. The United States Census data indicates the poverty level of the school community. Poverty affects opportunities in school readiness for children.

Students with frequent absences, irregular behavior, a history of changing schools, uncooperative parents or absent parents, or physically abusive are some of the indicators that will be used to identify the at risk students. These students will be tracked, monitored and referred to the PSA Counselor for assistance. Issues of poverty, foster care, single parents, homes, homelessness, gang affiliation and other issues which affect children at risk will be addressed during professional development. Experts and representatives from private and governmental agencies and person for the local community will be invited to become a School Community Partner and share their expertise with the staff. These issues will be discussed during the daily professional sessions and teachers will be trained to identify students at risk early.

8. FAMILY AND COMMUNITY ENGAGEMENT STRATEGIES

a. Identification

SRES #1 a newly built school located at 8919 South Main Street, Los Angeles, CA. The school will open for the 2010-2011 school year to relieve the overcrowding at 93rd Street, 75th Street, south Park and Manchester Elementary Schools. The projected enrollment for SRES #2 is 840 students in pre-kindergarten through sixth grades.

Extrapolating from the demographics of the four schools from which the students will be drawn, SRES #1 will have a

- Student population projected at approximately 20% Black and 80% Hispanic.
- English Language Learners, with Spanish as the predominate home language, projected at 50% or 420 students.
- 92-96% of students ranked as low income and eligible for Free and Reduced Lunch.
- Gifted and Talented Education Program students expected to be at 6%.
- Five (5) classrooms set aside for Students with Disabilities.
- Student transiency rate anticipated at 35%.

Information from 2000 United States Census provides additional data regarding the SRES #1 community. (See Appendix M for 2000 US Census).

The feeder schools have a history of partnering with many community agencies and business. These relationships will be extended to the new school and maintained. (See Appendix P for Potential Community Partnerships).

b. Family and Community Engagement

The Los Angeles Unified School District (LAUSD) built a new school at this site to relieve overcrowding at the 4 feeder schools. Local District 7 selected to apply for this school to continue the work done with the feeder schools. The 4 schools are 93rd Street, 75th Street, South Park and Manchester Elementary Schools. South Park will convert from a year round school calendar to a traditional calendar.

The home-school connection and support for the school has begun by having parents participate on the SRES#1 planning committee and through meetings with parent/community to gather their opinions/concerns/ideas to the question, "What would you as parents/community want in and from the new school?" Local District 7 held three (3) community meetings to fully engage the parents and community in the opening of SRES # 1. There were over 150 parents in attendance. Local District 7 will continue to hold community meetings to keep the parents and community informed of the progress and implementation of plans for SRES #1. In addition, a community walk is planned for January as an outreach to parents. There will be community involvement in the selection of the principal and staff.

A Parent Center will be established. The center will serve as the hub for all parent activities and events where parents become more empowered to how to help their children and access the school and community. The parent center will be a staffed by Parent Resource Liaison. Duties of the Parent Resource Liaison will be in accordance with LAUSD Personnel Policies and Practices and in consultation with the school administrator. A Home/School Compact will be developed by the School Site Council.

Joyce Epstein's (from the Center on School, Family and Community Partnerships) *Framework of How Parents Can Become More Involved in Schools* (1997) will serve as a model for parent and family involvement. The six types of parent involvement identified in Epstein's framework are

- Parenting skills which are promoted and supported. Partner with Fremont Adult School to provide on site Adult Class for parents. The school's Parent Resource Liaison will work closely with parents and school administrator(s) to facilitate a parent/community program which engages parents in school activities and their child's education. These will take place in the Parent Center.
- Communication between home and school is regular, two-way, and meaningful.
- Volunteering. Parents will be welcomed and their support and assistance sought.
- Learning at Home. The school will help parents understand the educational process and their role in supporting student achievement. Parents play an integral role in assisting student learning.
- School Decision-Making and Advocacy. Parents will be full partners in the decisions that affect their children and families. The intent gives parents voice in decisions that affect their children's education. Parents and community will be members of the School Leadership Council. A home/school compact will be developed by the School Leadership Council.
- Collaboration with the Community. Community resources are used to strengthen schools, families, and student learning.

c. Key Community Partnerships

The establishment of partnership between the school and community is the task of the school administrator(s) and his/her designee. The initial partnerships and collaborations would be with agencies and organizations (located within the school neighborhood) which can provide services and resources to children and parents. Such agencies as: Salvation Army South Los Angeles Youth and Community Center, Kenyon Justice Center, Coalition of Mental Health Professionals, and Los Angeles County Department of Family and Children Services.

SRES#1 will partner with Fremont High School and Bethune Middle School to allow the middle and high school students an opportunity to volunteer and the ability to perform their community services requirements. The students will be tutors, mentors, and classroom volunteers.

Community groups, governmental agencies, individuals, cultural organizations, volunteer organizations, businesses, senior groups, and religious organizations will be sought to provide cultural, recreational, and extracurricular opportunities which enrich the lives of SRES #1 students. Key partnerships will include elected city, county, state and national officials, Southeast Symphony, United States Postal Service, Colleges and University and Los Angeles County offices and agencies.

The School will seek on-going relationships with Southwest College, University of California at Los Angeles, California State University Dominguez Hills, University of Southern California, Los Angeles Trade and Technical College, Charles Drew University of Medicine and Science, Los Angeles County Museum of Art, California State Museums in Exposition Park, and/or other local college and universities. Students and parents will be encouraged to utilize and/or be referred to community programs (within the school neighborhood) such as Salvation Army South Los Angeles Youth and Community Center, Kenyon Juvenile Justice Center, Weingart YMCA, and Boys and Girls Clubs.

These agencies were selected as potential partners because of the successful history of partnerships that has existed with the feeder schools. These relationships will be extended to the new school and maintained. The principal will be responsible for cultivating and maintaining these community partnerships.

9. SCHOOL GOVERNANCE

School and Advisory Organizational Charts

The school governance team has the responsibility of making decisions that will support the mission, vision and educational plan for SRES#1. The School Site Council (SSC) is the decision-making council at the school with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement (SPSA). The SSC will develop and approve school budgets and insure the expenditure of funds are aligned with the SPSA. This plan will be developed in consultation with all stakeholders with the review, certification and advice of any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted and Talented Education Program Advisory Committee. The SSC will update and revise the SPSA annually. The SSC responsibilities shall be those prescribe by policy as well as working

jointly/collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan. The major responsibilities for the SSC will include:

- Determine participation and coordination of all categorical serves and funds.
- Develop a list of suggested activities which fulfills the 20 hours commitment/volunteering by school staff and parents.
- Advise on the uniform dress standards for students.
- Develop of pool of resources from governmental agencies, businesses, non-profit and community based organizations who can provide expertise to the governing board as well as serve as a resource for student, staff and parent activities, events, needs, and interest.
- Meetings of the council to be held twice a month. Time served on the council by parents and teachers will meet their 20 hours of volunteer service to the school.
- Monitor through quarterly and annual evaluations the effectiveness of the delivery of the instruction program, and the LSLC and share the results and information with, school staff, parents/community.
- Serve on committees which will select teachers, other certificated staff, coaches/coordinators, classified staff and administrators.
- Develop instrument to assess the effectiveness of teachers/other staff and administrators.
- Assist administrators in organizing the school for effective instruction.
- Develop roles and functions of committee members.
- Provide advice on the Professional Dress Standards for staff. In order for staff to comply with a Professional Dress Standard, waivers/Memorandums of Understanding with LAUSD, Associated Administrators of Los Angeles (AALA), and United Teachers Los Angeles (UTLA) will be sought.
- A Home/School Compact will be developed by the School Site Council.

SRES #1 will comply with the requirements of the Education Code, District Bulletin 4148, and Collective Bargaining Agreements in the operation of all school governance councils in accordance to State, federal and District policies and guidelines. Compensatory Education Advisory Council (CEAC), English Language Advisory Council (ELAC), School Site Council (SSC), Local School Leadership Council (LSLC)

Meeting will be scheduled and held for parents of Gifted and Talented Education Program students and Students with Disabilities.

The governance of South Region Elementary School #1 will adhere to Article XXVII – Shared Decision Making and School Based Management through the Local School Leadership Council (LSLC).

- A minimum number of 12 members shall constitute the School Leadership Council (LSLC). 50% of the committee shall be certificated employees elected by the certificated bargaining unit of which one shall be the UTLA Chapter Chairperson. Each Learning Community will be represented on the council.
- Parent representation on the SLC will be reflective of all students in the school (English Language Learners, regular and special needs students, and Gifted and Talented). So as there is a continuous flow of information to all school advisory committees, parent and or staff will report the proceeding of the SLC to Compensatory Education Advisory Council (CEAC) and English Language Advisory Council (ELAC) and to the School Site Council.
- The School Leadership Council will develop working and operating procedures, evaluative and problem solving tools/instruments to ensure the effectiveness of the council.

The LSLC responsibilities shall be those prescribe by policy as well as working jointly/collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan. The major responsibilities for the LSLC will include

- Recommend the professional Development for staff and parents/community.
- Plan, develop and schedule school events and activities not in conflict with school activities and events mandated by the Board of Education (example state mandated testing).
- Determine student discipline guidelines and a Code of Conduct for Students.
- Develop guidelines for the use of school equipment.
- Local school budgetary matters including instructional materials, state textbooks and related materials and other school discretionary funds.

10. SCHOOL LEADERSHIP AND STAFFING PLANS TEAM

This proposal will adhere to Article IX Hours, Duties, and Work Year. Transfers, Reduction in Force/Reinstatement and Salaries as described in LAUSD Collective bargaining Agreement. In addition this proposal will adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.

a. Leadership Team Capacity

The Leadership team responsible for developing the plan for SRES #1 includes the following team members:

Local District 7 (LD7) Superintendent

LD 7 School Service Directors

UTLA Area Representative

Teachers from the feeder schools (93rd Street, South Park, Manchester and 75th Street Schools)

Retired Principal

Retired Teachers from LADSI

Writing Team Members

Local District 7 (LD7) Superintendent: Dr. George McKenna III-The superintendent has a history of providing the necessary leadership for schools to improve as evident by his past experiences as the Local Superintendent of LAUSD, Inglewood, Compton and Assistant Superintendent in Pasadena. Dr. McKenna has been a principal, Assistant Superintendent, and a deputy superintendent. Dr. McKenna has directly impacted the educational outcome for thousands of student in the Southern California area. He was the subject of an award winning movie, The George McKenna Story, based on his tenure as an exemplary principal of George Washington Preparatory High School. In 1979 when he took over Washington High School it was one of the most notorious and violent school in Los Angeles, replete with gangs, drug dealings and gun fights. Dr. McKenna in his reform tactics turned the school around, transforming it from a failing institution to one where nearly 80% of its graduates went off to college. He is a well known writer for magazines, newspapers and professional journals. He has been an educational consultant and a motivational speaker. Dr. McKenna has received over 400 citations, and awards from civic, legislative and professional organizations.

LD 7 School Service Director: Rosalinda Lugo- The Local District School Service Directors for Complex III has served the children of Local District 7 since 2000. She worked as a classroom teacher, Assistant Principal and Principal in South and East Los Angeles for over 25 years. Ms. Lugo was the principal of 68th Street School from 2000 until 2009. During her tenure as principal of 68th Street School, the school experienced unprecedented growth as indicated in the school API data. The school's API score increased from 444 points in 2000 to 712 point in 2009. Ms. Lugo was selected to work as Local District 7 School Service Director and is currently working with 14 school. Ms. Lugo has been a long time advocate for children in the Los Angeles area. She was involved in many reform efforts as a community organizer such as LEARN, Genesis Project and Hope In Youth.

UTLA Area Representative: Christopher Arrellano-The UTLA Area Representative has worked for UTLA for over 6 years in various capacities. In his position at UTLA he has represented approximately 6000 members at over 120 school sites. He has organized to build leadership capacity of teachers who are empowered to be union leaders. He has a history of working with community based non-profit organization and understands the need to educate and empower teachers and community members. Mr. Arrellano is well known for developing partnerships among diverse groups of people and bridging the communication between the various groups he has worked with in his tenure at UTLA. He has positive relationship with the Local District 7 staff and the schools that he serves.

See Appendix O for Resume of Writing Team and Appendix Q for the Writing Team Agendas.

b. Staffing Model

The staff model for the first year of the five year plan for SRES #1 is to build effective Small Learning Communities in which all students will receive standards based instruction in the core subject areas: language arts, mathematics, science, and history-social science. During the next four (4) years of the school plan, the school will enrich the curriculum by adding a focus on visual and performing arts and technology. The staff needs for the next five years will include the following:

- Principal
- 34- Regular Classroom Teachers
- Pre-kindergarten Teacher
- Five (5) Special Education Teachers
- Categorical Program Advisor(s)
- Bridge Coordinator
- Instructional (Mathematics/Literary) Coaches
- Library Aide

- Community Representative(s)
- Parent Resource Liaison
- Campus Aide(s)
- Counselor, Elementary School
- Paraprofessionals/Teacher Assistants
- Noon Duty Supervisors
- Education Aide II
- Psychologist
- Class Size Reduction Teacher(s)
- Nurse
- PSA Counselor

A student body of 840 students for SRES #1 is anticipated. There will be 34 general classrooms for kindergarten through sixth grade. Based upon projected enrollment the school may designate seventeen (17) classrooms for grades pre-kindergarten through second, nine (9) classrooms for grades three and four and eight (8) classrooms for grades 5 and 6. Five (5) classrooms have been set aside for Students with Disabilities (SWD). Three (3) classrooms have been set aside for other purposes. One classroom will be utilized as a Parent/Community Center and one as a pre-kindergarten class. The use of the third room will be determined by the school administrator. This room may house staff such as instructional coaches and coordinators and teachers of arts, science, or an additional pre-kindergarten class or technology laboratory.

The school will follow the norm chart for LAUSD with a student teacher ratio of 24:1 for grades K-3 and 30:1 for grades 4th-6th. The school site council will attempt to identify categorical funds and hire class size reduction teachers in order to lower the student teacher ratio. The model of flexible grouping, team teaching and departmentalization will further ensure that small group instruction takes place. The use of paraprofessional will also reduce the ratio of adult-to student.

Paraprofessionals will be hired. A priority for the classroom assignment and number of daily hours per classroom will be determined by the school learning community. Consideration will first be given to kindergarten classrooms and classrooms with English Language Learners at ELD levels 1, 2, or 3.

A Bridge Coordinator will be budgeted whose responsibility will be the support the instructional and compliance activities involved in working with students with disabilities. The position will require the person to have a master's degree, success in the classroom, an administrative credential and experience with the Special Education Programs. Professional development and training for the Bridge Coordinator will be provided by the LAUSD. The Assistant Principal-EIS and the Bridge Coordinator will be responsible for keeping parents informed, holding monthly meeting and writing and distributing a monthly newsletter to parents of children with identified learning disabilities. Bilingual translation will be provided through trained staff identified by the school. These staff members will receive specialized translation training provided by the District. The IEP will determine the needs for special education assistance which will provide support the students with special needs.

c. Compensation

All staff at SRES #1 will be compensated in accordance with the appropriate LAUSD Collective Bargaining agreements and District guidelines and policies. Certificated staff will be compensated in accordance with LAUSD Collective Bargaining Agreements Article XIV Salaries and Article XVI Health and Welfare. Teachers and other staff members (UTLA Bargaining Unit) will be compensated for the hours they participate in professional development outside of their regular work day on an "X"-basis pay.

d. School Leadership

Teachers, parents, community, Local District 7 Directors of School Services and Superintendent will be involved in the selection of the principal of SRES #1. The selection committee will consist of three (3) teachers (one from each feeder school who has expressed a desire to work at the new school); three (3) parents whose children will attend the school (one from each feeder school); and the Local District 7 Instructional Director. Board Rules, District administrative regulations, Collective Bargaining Agreements and policies for the selection of the principal selection will be utilized. In addition to District selection criteria, a candidate for the principal position must have a minimum of five (5) year of successful leadership experience as a principal/assistant principal. This requirement is in alignment with the school's vision, mission, goal and No Child Left Behind. No Child Left Behind requires a school to have highly qualified staff. The committee will be trained using the LAUSD Strategies Tasks Activities and Results

(STAR) interview procedure. After the completion of the interview process, three (3) candidates will recommend to the Local District 7 Superintendent for his final approval and selection. Each candidate will:

- Provide evidence of successful instructional leadership (aspects of successful leadership will include inclusive and collaborative style of leadership).
- Commit to fulfilling the schools vision, mission, philosophy and goals.
- Implement the Professional Development Model (PBSE) and the District's Response to Instruction and Intervention (RTI2) and Standards based Instructional Program.
- Explain experiences in using data to drive and inform instruction
- Express desire to be inclusive, collaborative and a team player
- Provide a portfolio of past achievements.
- Support and implement on-going professional development.
- Show evidence of continuous professional growth

The position will be advertised within and outside of the LAUSD. The selection process will begin in April 2010 with the principal selected in May 2010. Upon selection, the new principal will begin recruitment of teachers and staff following procedures as outlined in the LAUSD Bargaining Agreement.

e. Leadership Beyond the Principal

The leadership Team will be responsible for overseeing all components of operating the school, including improving school culture and climate, increasing parent and community involvement, budgeting and financing, safety and operational matters, and advocating for the welfare of students. The team members will be expected to possess the following characters:

- Positive beliefs, positive attitudes, fairness
- Ability to communicate information in a timely fashion
- Ability to build self, teacher, and collective efficacy
- Ability to self-reflect, evaluate fairly, celebrate successes
- Ability to build on strengths and build capacity
- Promote collaboration, consistency, accountability, and high morale
- All behaviors becoming of a professional (punctuality, timeliness, appearance)

Additional leadership positions beyond the principal:

- Assistant Principal EIS,
- Bridge Coordinator,
- Parent Resource Liaison,
- Plant Manager,
- Cafeteria Managers
- School Administrative Assistant.
- Categorical Program Advisers
- Instructional Coaches
- PSA Counselor
- Nurse
- Psychologist
- Lead Teacher from Small Learning Communities
- UTLA Chapter Chair
- Grade level chairs

f. Recruitment of Teaching Staff

The selection and recruitment of all staff (certificated and classified) will follow the LAUSD Bargaining Agreement, Board Rules and District policies. (For example: Article 11 Transfers, etc) In addition, all teachers will be considered Highly Qualified and meet the certification to teach English Language Learners. Along with the State and District requirement, teachers expressing an interest in teaching at SRES #1 must have the following additional qualities:

- Ability to communicate
- Willingness to work as a team member
- Ability to collaborate
- Experience in the use of data analysis

- Commitment to follow the Standard of Professional Dress as developed by the staff
- Understanding the needs of a diverse student population and community.
- A history of successful teaching practices.
- Experience working with second language learners, students with special needs, Standard English Speakers and students of poverty.

Since this is a new school we will abide by the language in the UTLA Contract regarding the Opening of a New School.

11. OPERATIONS

- a. South Region Elementary School #1 will use all LAUSD operational services.
- b. Not applicable
- c. South Region Elementary School #1 will use all LAUSD operational services
- d. South Region Elementary School #1 will use all LAUSD operational services
- e. South Region Elementary School #1 will use all LAUSD operational services
- f. South Region Elementary School #1 will use all LAUSD operational services

12. FINANCES

a. Funding

The schools will receive its funding via the District's transparent budgeting process based on Student ADA. Expenditures of those funds shall be used to provide resources to the school which are aligned to the vision, mission and overall School Plan for Student Achievement. The school will make every effort to partner with various foundations and organizations as well as aggressively pursue grants for funding of school programs and activities.

b. Budget Narrative

Funds will be expended for instructional materials, hiring of certificated and/or classified staff, a Bridge Coordinator to support instruction and compliance for students with disabilities, instructional support staff, categorical program advisors, health and human services staff, (nurse, psychologist, PSA counselor, elementary school counselor) parent training/activities, professional development, student activities, supplies and equipment, technology, purchase additional time/hours for library aide (to extend library hours for after school use), additional paid time for teachers to collaborate ("X" time basis pay), student intervention time for Saturday and after school tutoring, books/literature for classroom and school library etc.

c. Financial Control

All funds (District, State and Federal) allocated to the school will be expended in accordance with District, State and Federal guidelines budgetary guidelines, regulations, and policies. The appropriate school governance council will provide the approvals on budgetary matters.

13. FACILITIES

- a. South Region Elementary School #1 will use all LAUSD operational services